

Radnor Township School District



The mission of the Radnor Township School District is to inspire in all students the love of learning and creating, and to empower them to discover and pursue their individual passions with knowledge, confidence, and caring to shape the future.

2025 - 2026

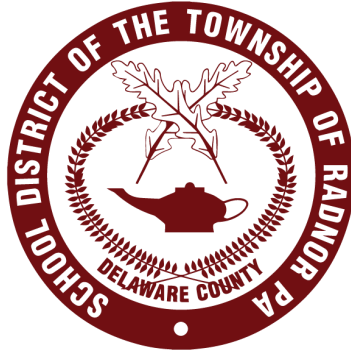
Elementary School Parent/Guardian Handbook
Radnor Township School District Elementary Schools

Assistant to the Superintendent - Teaching and Learning
Dr. Shawn Dutkiewicz 610-688-8100 x 6141
shawn.dutkiewicz@rtsd.org

Ithan Elementary School
695 Clyde Road
Bryn Mawr, PA 19010
Phone: 610-527-1357
Principal: Mr. John Wagner
Assistant Principal: Dr. Christine Bryan

Radnor Elementary School
20 Matsonford Road
Radnor, PA 19087
Phone: 610-788-9300
Principal: Dr. Nancy Young
Assistant Principal: Mr. Jon Smerecky

Wayne Elementary School
651 West Wayne Avenue
Wayne, PA 19087
Phone: 610-687-8480
Principal: Dr. Michael Marzano
Assistant Principal: Ms. Kelly Bourne



The elementary program of the Radnor Township School District is designed to provide your child(ren) with experiences and opportunities to meet their individual needs and stimulate learning in all developmental areas, including social, emotional, physical, and intellectual.

Please take the time to thoughtfully read this handbook and review the components with your child(ren).

The intention of this handbook is to gather the various items and procedures the District believes will be helpful to you and your child(ren) as you engage with the Radnor Township School District elementary school program.

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PRIVACY NOTICE

The Radnor Township School District is committed to, and believes, that in-person learning is the best form of learning for our students. However, there may be times that Flexible Instructional Days (FID) are necessary, we recognize that some of our students may require flexibility in their educational program. For the school year, parents/guardians are notified that classes may be livestreamed and recorded. As such, families should not expect privacy in the area where virtual instruction is taking place. Should classes be livestreamed or recorded, only students in a particular class will have access to the livestreaming or recorded sessions.

Expectations for Virtual Learning

Should virtual learning take place at any time during the school year the following guidelines will be in place for students during virtual learning sessions:

- District settings and teacher practice:
 - Participants are not able to attend a meeting prior to the teacher so that all meetings are supervised.
 - A waiting room will be enabled for all meetings.
 - Screen sharing will be disabled as a preset.
 - Teachers will remove disruptive students from a meeting at any time.
 - End the meeting for all participants once a session is finished.
- Students must:
 - Be in attendance for homeroom and all classes.
 - Have your camera on and participate in live sessions.
- Engaging and contributing to class discussions are critical to the learning process.
- Students must stay logged in for the duration of their class period unless otherwise directed by their teacher.
- Mute the microphone when you are not speaking.
- Have your full first and last name set as your screen name prior to joining a Zoom.

- Ensure that all communication, written or spoken, complies with Board policies and the expectations set forth in the Student Handbook; inappropriate, offensive, or threatening comments, misrepresentation of identity, and/or disruptive behavior will not be tolerated.
 - In short, be polite and respectful at all times.
- Wear appropriate attire as if you were in school.
- Leave the Zoom meeting after class is concluded.
- Adhere to the academic honor code expectations and not engage in plagiarism or cheating.
- Turn off your television and put your phones and other electronic devices away during instruction.
- Parents and students are prohibited from:
 - Recording classes
 - Sharing or posting pictures or videos from class via any electronic means including social media platforms.
 - Sharing Zoom links, log-in information, and/or passwords in any forum, public or private.
 - Entering Zoom sessions for classes that you are not enrolled in.
 - Interrupting a teacher and disrupting class if there are concerns with the class.
- Any parent/guardian concerns should be addressed to the teacher via email after class has concluded; it is critical to allow the teacher to focus on instruction during class time.
- Students and parents are encouraged to:
 - Identify a comfortable, quiet space so you can work effectively and successfully.
 - Notify members of your household prior to joining a Zoom session.
 - Use headphones with a microphone to eliminate background noises.
 - Set up your workspace so that the student is situated in front of a blank wall.
 - Enable an appropriate Zoom background image to be visible in place of the student's actual background.
 - Maintain the confidentiality of other students.

Technical Assistance

RTSD provides technical support to students and parents/guardians who need assistance with Schoology, or their school issued device. Assistance can be found here:

<https://sites.google.com/rtsd.org/reopeningradnor/technology-access/guides-resources>

Families Experiencing Financial Hardship

RTSD empathizes with families who are experiencing financial hardship. There are programs available to support your children that include:

- Reduced internet cost
- Access to meals
- Clothing and school supplies
- One-time assistance with utilities

Any family who needs support due to significant financial distress should reach out to the RTSD elementary social worker:

- Grades K-5: Marjorie Bates (Marjorie.Bates@rtsd.org)

SCHOOL SCHEDULE

Daily Schedule

The school schedule follows a six-day rotation. It starts with Day ONE and continues through Day SIX. The cycle applies to school days only - weekends, holidays, and in-service days are not numbered. You can find the schedule on the school calendar on the District's website (<https://www.rtsd.org/>). The numbered days will remain the same throughout the school year. If a school day is canceled, it will be made up at the end of the school year. It's important to pay attention to the daily schedule so students remember to bring things like gym shoes, library books, or instruments for lessons.

Please Note: All before-school and after-school clubs and activities will follow a Monday through Friday schedule.

School Hours

Students can enter the building at 8:55 a.m.; classes begin at 9:05 a.m. The school day ends at 3:40 p.m. Buses arrive every morning between 8:45 and 9:05 a.m. Parents/ guardians dropping off students should arrive no earlier than 8:45 a.m. Before that time, supervision is not available for children. The drop-off location varies by school, so please follow the posted signs and communications provided. Drivers should not park and leave their cars in the drop-off area. If parents/guardians need to enter the school for any reason, they must park in a designated space in the parking lot and enter through the main doors.

Late Arrivals

Students who arrive in their classroom after 9:05 a.m. are considered tardy. Students who arrive in their classroom after 9:05 a.m. are considered tardy. This information is recorded in the student attendance database. If students go to their classroom without signing in at the office, they will be asked to return to the office for a "late slip." After five late arrivals, parents/guardians may be contacted, and further action may be taken if lateness becomes chronic. Parents/guardians must accompany their child to the main school entrance to sign their child and provide a reason for the late arrival.

Dismissals

All students are dismissed at 3:40 p.m., with buses departing at 3:45 p.m. to ensure students arrive home between 4:05 p.m. and 4:30 p.m. We highly recommend that parents download the 'Here Comes the Bus' app, which offers real-time tracking of buses. For any questions or concerns regarding bus delays or timing, please contact the Transportation Department directly at (610) 293-1947.

Any changes to dismissal plans must be communicated in writing to both the office staff and classroom teacher by 9:00 a.m. to ensure a smooth dismissal process. In case of emergencies or last-minute changes, parents and guardians should call the office. We strongly discourage early dismissal requests between 3:00 p.m. and 3:40 p.m. to maintain established safety procedures and avoid disrupting dismissal protocols.

Parents/guardians can contact the school office before 4:30 p.m. if a student is not on the bus as expected. After 4:30 p.m., they can contact transportation at (610) 293-1947. If a student misses the bus, the office will contact the parents/guardians to either pick the child up at school or arrange for an authorized emergency contact to do so. Please note that last-minute changes in after-school plans, like "play dates" near dismissal time, cannot be accommodated.

Dismissal Changes

Written notification is required for all changes in a child's regular dismissal schedule. This includes but is not limited to:

- car pickup instead of transportation by the bus.

- going home with another child (please note that a child may not ride a different bus to go home to another child's house).
- being picked up by someone other than the custodial parent or guardian.
- attendance at an after-school activity.
- early dismissal (see below for further details).

Notes should include the child's grade, the teacher's name, and the requested dismissal change. Without a note, children will follow their designated default dismissal plan.

Early Dismissals

We appreciate parents' and guardians' efforts to schedule appointments outside school hours. However, we understand that sometimes a child must leave school early. In such cases, please provide a note to the school by 9:00 a.m. on the day of the early dismissal. The note should include:

- The child's grade.
- Teacher's name.
- The requested dismissal time.
- The reason for early dismissal.

All children must be signed out at the office if they need to leave before the regular dismissal time. A parent, guardian, or authorized adult must come to the office to meet the child at the requested dismissal time. Please do not arrange for your child to meet you outside the school during the day, as they must leave directly from the main office. Please note that parents/ guardians arranging early dismissals between 3:00 and 3:40 p.m. may experience delays, especially in cases where pre-arranged notes are not provided due to office staff managing building-wide dismissal procedures.

Before and After School

For parents/guardians requiring childcare before 9:05 a.m. or after 3:40 p.m., there is an extended day program. This program is operated by Right At School. <https://rightatschool.com/>

Right At School offers childcare for students in kindergarten through fifth grade before and after school. Transportation is the responsibility of parents/guardians. The before-and-after-school program opens at 7:30 a.m. and extends to 6:00 p.m. after the close of the regular school day. Fees are charged for this childcare program, which includes both part-time and full-time arrangements to meet the needs of the families served. Call 855-287-2466 for details, fee information, and enrollment forms.

Remote/Flexible Instructional Days (FID)

RTSD will use "Flexible Instructional Days" to deliver instruction to students remotely if circumstances warrant during the 2025-26 school year. The FID plan was approved both by the School Board and the PA Department of Education. Please note that the below FID plan outlines only the elementary level plans and does not reflect the process for middle and high school students within RTSD.

The option of utilizing FIDs applies to various circumstances, including "hazardous weather conditions," "law enforcement emergencies," "damage to school buildings" and "the inoperability of school buses". RTSD would utilize "inclement weather/emergency days".

- For the first 6 inclement weather/emergency days, students are not responsible for completion of work. Guardians can consider this to be in alignment with traditional snow days. Teachers will be assigned professional development tasks that may be completed on the day (curriculum and/or building-based) in supplement to providing instruction to students.

- After 6 inclement weather/emergency days, virtual instruction will occur as follows:
 - K-5 students will be assigned asynchronous work (such as reading a book and writing a summary; working on a project, etc.)

The district's FID program has been designed based on responses from families and teachers to previously held Remote Instructional Days. The program would be conducted online with alternatives provided for households needing accommodations. For more information, visit: <https://www.rtsd.org/our-district/remote-instructional-days>

STUDENT and SCHOOL-RELATED PROCEDURES

ELEMENTARY SCHOOL CODE OF CONDUCT

RTSD Mission

The mission of Radnor Township School District is to inspire in all students the love of learning and creating, and to empower them to discover and pursue their individual passions with knowledge, confidence, and caring to shape the future.

RTSD Vision

- Each student will demonstrate caring by enhancing community through ongoing choice and action.
- Each student will consistently demonstrate excitement and persistence by constructing knowledge and developing novel solutions.
- All students will demonstrate dedication to the pursuit of their passions.

RTSD Commitment to Equity

Radnor Township School District is committed to providing a safe, supportive, and inclusive learning environment for all families, students, and staff.

Overview

The Code of Conduct applies to elementary age students within the RTSD community. Students are expected to communicate and act respectfully towards their peers and school staff, ensuring everyone can access a safe and conducive learning environment.

When taking part in extracurricular activities, RTSD students must follow the guidelines of the Code of Conduct. Any breaches of these guidelines may result in disciplinary measures, which could involve suspension, expulsion, or barring from participating in extracurricular activities or other specific events.

The Radnor Township School District emphasizes high standards for all members of the school community. The Elementary School Code of Conduct is designed to minimize disruptions to the learning environment, ensure that all students have access to the learning environment, and foster a culture of dignity and belonging across all environments.

The Elementary Student Code of Conduct achieves the following:

- Supports the vision and mission of The Radnor Township School District
- Assists parents, students, teachers, and administrators in establishing a safe, positive, and productive learning environment.
- Helps school personnel support students in meeting the behavior expectations by:

- Explicitly teaching the expected behaviors;
- Positively acknowledging when students meet behavior expectations;
- Using restorative practices to cultivate relationships and restore agency if needed;
- Guiding school teams in implementing consequences for unmet behavior expectations.

In alignment with the Radnor Township School Districts commitment to develop a strong and withstanding culture of belonging, dignity, and inclusion, the following dignity standards guide the establishment of community expectations:

- **Openness:** Appreciate differences and uniqueness
- **Listening:** Presume competence and positive intent
- **Patience:** Repair harm and restore relationships
- **Empathy:** Build partnerships and community

Progressive Consequences

Consequences are most effective with a student when they deal directly with the problem, in a way that the student views as fair and impartial. School personnel who interact with students are expected to use disciplinary action only when warranted and to place emphasis on the students' ability to grow in self-discipline.

When choosing interventions and consequences for a student's behavior, teachers, administrators, and staff must balance the district's goals of eliminating school disruptions and maximizing student instruction time. Prior to disciplining students, the following factors shall be considered:

- Age, health, and disability or special education status of the student
- Appropriateness of student's academic placement
- Student's prior conduct and record of behavior
- Students' understanding of the impact of their behavior attitude
- Student's willingness to repair the harm caused by their behavior
- The seriousness of the behavior offense and the degree of harm caused
- Impact of the incident on the overall school community
- Whether the student's violation threatened the safety of any student or staff member
- The likelihood that a lesser intervention would adequately address the violation, when appropriate, discipline will be progressive.

This means a student's first violation will usually merit a lesser consequence than subsequent violations, considering all factors relevant to the current violation's severity. However, in instances where a student's conduct is dangerous or threatens the safety of others, a more severe form of disciplinary action may be warranted, even if it is the student's first offense.

Understanding consequences as "teachable moments" is fundamental to a positive approach to discipline. Progressive consequences use incremental interventions to address inappropriate behavior with the goal of teaching pro-social behavior. Progressive consequences do not seek punishment. Instead, progressive consequences seek concurrent accountability and behavioral change.

The goal is prevention of a recurrence of negative behavior by helping students learn from their mistakes. Essential to the implementation of progressive discipline is helping students who have engaged in unacceptable behavior to:

- Understand why the behavior is unacceptable and the harm it has caused

- Understand what they could have done differently in the same situation
- Take responsibility for their action
- Be given the opportunity to learn pro-social strategies and skills to use in the future
- Understand the progression of more stringent consequences if the behavior reoccurs

Every reasonable effort should be made to correct student misbehavior through interventions and other school-based resources and the least severe disciplinary responses. Interventions are essential because inappropriate behavior may be symptomatic of more serious problems that students are experiencing. It is, therefore, important that school personnel be sensitive to issues that may influence the behavior of students and respond in a manner that is most supportive of their needs. Appropriate disciplinary responses should emphasize prevention and effective intervention, prevent disruption to students' education, and promote the development of a positive school culture.

Description of Behaviors and Responses

The progressive discipline framework is divided into four levels. Each level represents progressively more serious acts of inappropriate behaviors and consequences. The level of discipline imposed is based on the severity of the misbehavior.

Level 1 Misbehaviors

Level 1 student misbehavior disrupts the orderly process of classroom instruction, infringing upon the rights of others to learn and/or interfering with the safe operation of the school. These activities are considered minor infractions.

Examples of Level 1 Misbehaviors

- Disrupting the learning environment
- Dishonest behavior
- Tardiness to school
- Minor physical aggression
- Non-compliance/insubordination
- Minor property damage
- Unkind language
- Minor technology violation

Intervention Options

- Redirecting
- Interactive modeling
- Restorative Process
- Conference with student
- Classroom/team area school community service
- Isolation/removal from activity
- Conflict resolution
- Behavior contract
- Attendance plan
- Parent/guardian contact
- Conference with counselor
- Referral to Student Assistance Program (SAP)
- Referral to Counselor/Administrator
- Other options as deemed appropriate

Level 2 Misbehaviors

Level 2 student misbehaviors represent major disruptions to the learning environment and/or orderly school operations that are repeated/chronic, interfere with the social and emotional well-being of the student, severely disrespect school property, and/or impact others in the school community. These acts do not seriously endanger the health, safety, or well-being of others but more generally impede the school's educational goals.

Examples of Level 2 Misbehaviors

- Repeated, chronic, or serious Level I misbehaviors
- Excessive tardiness to school
- Leaving school or an assigned area without permission
- Forgery
- Academic dishonesty (cheating, plagiarism, etc.)
- Violation of computer “acceptable use” policy
- Vandalism/graffiti
- Gambling
- Obscene/profane gestures, language, or actions
- Incidental physical contact that risks or results in bodily injury to another person
- Trespassing
- Theft

Intervention Options

- Any appropriate response or disciplinary option from Level I
- Counselor/Administrator conference/intervention with student
- Counselor/Administrator contact/conference with parent(s)/guardian(s)
- Conflict resolution/mediation
- Ongoing conflict resolution sessions
- Behavior contract/behavior modification procedure
- Restricted school activity
- Loss of privileges
- Grade of zero given for academically dishonest work
- Schedule/program modification
- Restorative process
- School community service
- Referral to Student Assistance Program (SAP)
- In-school reflection (suspension)
- Other options as deemed appropriate

Level 3 Misbehaviors

Level 3 student misbehavior is chronic and/or serious actions willfully directed against persons or property in the school with the impact of harming the community. These acts threaten the health, safety, and/or social-emotional well-being of others and require more significant consequences and restoration.

Examples of Level 3 Misbehaviors

- Repeated, chronic, or more serious Level II misbehaviors

- Extortion
- Indecent exposure
- Intentional physical contact that risks or results in bodily injury to another person
- Any form of intimidation or harassment
- Bullying / Cyber bullying
- Tampering with or pulling the fire alarm
- Possession, use, and/or distribution of controlled substances/paraphernalia (per [Board Policy 227](#))

Intervention Options

- Any appropriate response or disciplinary option from Level II
- Administrative intervention
- Contact with outside agencies
- Legal intervention
- Monetary fine if appropriate.
- Out-of-school suspension
- Other options as deemed appropriate

Level 4 Misbehaviors

Level 4 student misbehaviors are the most serious and include severe violations of the rights of others and/or the law. These acts require review by the RTSD Superintendent or designee, which may result in the removal of the student from school, the intervention of law enforcement, and/or action by the RTSD Board of School Directors.

Examples of Level 4 Misbehaviors

- Repeated, chronic, or serious Level III misbehaviors
- Possession, use, and/or distribution of controlled substances as defined in Board Policy 227 (including look alike drugs), alcohol, or drug paraphernalia which could be utilized to consume the same.
- Arson
- Selling of controlled or otherwise unauthorized or illegal substances
- Aggravated assault (verbal as well as physical) and/or battery, which includes fighting or contact that result in serious bodily injury to another person.
- Possession, use, and/or distribution of a weapon or facsimile of a weapon [RTSD Policy 218.1](#)
- Bomb threats or other terroristic threats [RTSD Policy 218.2](#)

Intervention Options

- Any appropriate response or disciplinary option from Level III
- Administrative intervention
- Contact with police and juvenile authorities – See Board Policy #225 Relations with Law Enforcement Agencies [RTSD Policy 225](#)
- Contact with outside agencies (with parent permission, as needed)
- Legal intervention
- Alternate placement
- Expulsion
- Other options as deemed appropriate

- See Board Policy 227 (Controlled Substances/Paraphernalia) for further information regarding specific consequences for alcohol and drug possession, use, or distribution. [RTSD Policy 227](#)

Anti-Hazing, Bullying, and Harassment

Anti-Hazing

Hazing activities of any type are inconsistent with the educational goals of the district and are always prohibited. Parents/guardians and students are asked to review and familiarize themselves with the requirements of Board Policy and Administrative Regulation 247 (Anti-hazing), both of which can be found online by accessing the corresponding links. [RTSD Anti Hazing Policy](#)

Bullying

Bullying means an intentional electronic, written, verbal or physical act or series of acts directed at another student or students, which occurs in a school setting that is severe, persistent, or pervasive and has the effect of doing any of the following:

- Substantially interfering with a student’s education.
- Creating a threatening environment.
- Substantially disrupting the orderly operation of the school.

Bullying creates an atmosphere of fear and intimidation, detracts from the safe environment necessary for student learning and may lead to more serious violence. Therefore, bullying by and of District students is always prohibited. Parents/guardians and students are asked to review and familiarize themselves with the requirements of Board Policy and administrative Regulation 249 (Bullying), both of which can be found online at: [RTSD Bullying Policy](#)

Harassment

Harassing behavior, including sexual harassment, is inconsistent with the educational goals of the district and is always prohibited. Parents/guardians and students are asked to review and familiarize themselves with the requirements of Board Policy and Administrative Regulation 248 (Harassment), both of which can be found online at: [RTSD Harassment Policy](#)

The District’s Title IX Sexual Harassment grievance procedures are outlined at [RTSD Title IX](#) . Parents/guardians and students are similarly asked to review and familiarize themselves with these procedures. Contact information for the District’s Title IX Coordinator is indicated below.

Title IX Coordinator: Todd Stitzel

Office address: RTSD Administrative Offices, 135 S. Wayne Ave., Wayne PA 19087 Email:

todd.stitzel@rtsd.org

Telephone number: 610-688-8100

SCHOOL ATTENDANCE

Attendance Policy (Refer to Policy No. 204)

Attendance regulations are governed by the School Code of Pennsylvania and [Radnor Township School District Board Policy #204](#), which includes a number of specific reasons for which a student may be excused from school for all or part of a school day. These include:

- Illness
- Family Emergency

- Death of a Family Member
- Participation in a musical performance in conjunction with a national veterans' organization or incorporated unit for an event or funeral. The national veterans' organization or incorporated unit must provide the student with a note in advance of the absence indicating the date, location, and time of the event or funeral.
- Medical or Dental Appointments
- Authorized School Activities
- Pre-Approved Educational Travel, Including College Visitations. This category of absence is limited to 5 approved school days per school year with days 6-10 with pre-approval by the building principal.
- The pre-approval form should be submitted to the building principal a minimum of 30 school days prior to the date of the trip.
- Pre-approved religious instruction (limit 36 hours per year)
- Bona Fide Religious Holiday
- For purposes of receiving tutorial instruction in a field not offered in the District's curricula when the excusal does not interfere with the student's regular program of studies, the qualifications of the tutor or instructor are satisfactory to the Superintendent or his/her designee, and permission for such excusal is sought in writing by the parent/guardian of the child in advance of the commencement of such tutoring.
- When the student is required to leave school for the purposes of attending court hearings related to their involvement with the county children and youth agency or juvenile probation office.
- If the student is absent due to participation in a project sponsored by an organization that is eligible to apply for a grant under the Pennsylvania Agricultural Fair Act.
- If a student is dismissed from school during school hours for health-related reasons by a certified school nurse, registered nurse, licensed practical nurse or a school administrator or designee employed by the District.
- For obtaining professional health care or therapy service rendered by a licensed practitioner of the healing arts in any state, commonwealth, or territory.
- If a student whose parent or legal guardian has been called to duty for, is on leave from, or is immediately returned from deployment to a combat zone or combat support posting, with regard to school attendance, tests and extra-curricular or cocurricular activities, at the discretion of the Superintendent or designee, no penalties shall be imposed for absences of up to five (5) days. Teachers shall assist students in making up work caused by such absences.
- A maximum of ten days of cumulative lawful absences for illness verified by parental notification may be permitted during a school year. All absences for illness beyond ten cumulative days per school year shall require an excuse from a treating physician or medical provider of the child who shall not be the child's parent/guardian.
- Where the Superintendent has approved an attendance plan necessitated by rare and extraordinary circumstances. In this context, "rare" means typically no more than 1 or 2 per year District-wide and "extraordinary circumstances" means the student is engaged in a profession or activity at a nationally recognized level.

It is important for parents/guardians to realize that other reasons for missing school, such as those listed below, will result in an unexcused absence or lateness. This list includes but is not limited to:

- Oversleeping

- Missing the bus
- Babysitting
- Shopping
- Participating in private hobbies or lessons
- Studying for an examination or completing an assignment
- Car problems
- Family vacations that are not pre-approved
- Unauthorized college visitations

Students who are absent have *three (3) calendar days* from the date of the absence to submit a written absence note to the office to have the absence excused. Failure to do so will result in having that absence permanently coded as unexcused.

Link to RTSD Family Trips/Non-School Educational Tours:

<https://www.rtsd.org/studentsfamilies/attendance/trips>

School Response to Unexcused Absences

As outlined in more detail in Administrative Regulation 204 (Attendance), which can be found on the District's website, the District is required by law to take certain actions when students are truant and habitually truant, as defined in Pennsylvania law. Students and their parents/guardians may be required to attend a School Improvement Attendance Plan meeting, and referrals may also need to be made to school based or community-based attendance improvement programs, the Delaware County Office of Children and Youth, and/or the local magisterial district judge.

Additional information regarding attendance in Radnor Township School District can be found on the District website (<https://www.rtsd.org/domain/54>) and in School Board Policy and Administrative Regulation 204 (Attendance), which can be found at:

<https://go.boarddocs.com/pa/radn/Board.nsf/goto?open&id=C8ZPM6653D8F>

Excuse/Absence Notes

Please let us know each day your child will be absent by emailing the RTSD attendance email below:

- Ithan Elementary School: IES_absence@rtsd.org
- Radnor Elementary School: RES_absence@rtsd.org
- Wayne Elementary School: WES_absence@rtsd.org

You may also call the office directly if you cannot email or send a note. However, an excuse note will still be required within three days of the absence. This includes absences due to illness, vacations, appointments, and other plans. Parents/guardians who do not report an absence will be contacted at home or their place of work after 9:15 a.m. to verify the child's absence from school.

Ithan: Elaina.karayannis@rtsd.org; Leslie.Kingston@rtsd.org or 610-527-1357

Radnor: Susan.McCaffery@rtsd.org; Anne.VonHertsenberg@rtsd.org or 610-788-9300

Wayne: Diana.Rodgers@rtsd.org; Bethany.Scavello@rtsd.org or 610-687-8480

Weather-Related Attendance Issues

Decisions to close the school or delay the opening are made by the Superintendent, in consultation with the Transportation Department and are based on the health and safety needs of our students. When school cannot be opened on time, or when school is dismissed early due to inclement weather, information regarding school closings can be accessed through the following media:

- KYW 1060AM
- WCAU 1210 FM
- WCOJ 1420FM
- www.kyw1060.com
- District Emergency Closing Line: (610) 688-8104
- District Website: www.rtsd.org
- School Messenger

If you do not see Radnor Township School District, please assume school is in session and operating on the regular schedule.

Emergency School Closing/Delayed Opening

Delayed Openings

In the event of a two-hour delayed opening, school will begin at 11:05 a.m.

Parents/guardians are asked not to drop off students prior to 10:45 a.m. Lunches will be served at their regularly scheduled time. Any before-school activities such as instrumental practices, etc. will be cancelled on late-start days.

Before and After School Schedule

The extended-day program will also operate on a two-hour delay schedule. Since it usually opens at 7:30 a.m. on the regular schedule, it will be open to receive students at 9:30 a.m. on delayed opening days.

Emergency Closings

We urge parents/guardians to make contingency plans for childcare on days when openings are delayed, or school is cancelled. It is imperative that your children know what to do and where to go should such an emergency occur. When school closes early, staff members will refer to the Emergency School Closing Form that parents/guardians complete online at the start of the year. This form lists all phone numbers (i.e., home, work, cell phone, etc.) where parents/guardians can be reached during the day. Also listed are the phone numbers of a trusted neighbor, friend, or relative who has been indicated on the emergency card to be contacted if we are unable to reach the parents/guardians.

Parents/guardians are strongly urged to pick up their children from their assigned bus stop. Additional traffic around the school in weather emergencies may be hazardous and should be avoided.

Individual School Closing Due to Emergency Conditions

If emergency conditions warrant, a decision to close an individual school will be made during the normal school day. Because the safety of the children is paramount, students may be transported to a safe area, which will be one of the other RTSD schools or a building located near the school site. Staff will contact parents/guardians and ask them to pick up their children or arrange for transportation with a neighbor or friend. In these rare instances, students will be released to a designated adult when

we are confident that it is in the best interest of the student. Otherwise, students will remain in the safe area and be dismissed at the normal time with regular bus transportation provided.

TRANSPORTATION

Bus

Bus transportation to and from school is provided for all elementary students who reside within the District's boundaries. Students are picked up at designated stops prior to 9:05 a.m. and return to the same stops after 3:40 p.m. Families will receive notice near the end of the summer vacation announcing bus pick-up and drop-off times. The card will also list the designated bus stop. Should you have any problems with or concerns regarding transportation, please direct all inquiries to the Transportation Office at (610) 293-1947 or by calling the District receptionist at (610) 688-8100 and asking for the Director of Transportation at extension 3365.

Information regarding the establishment of pick-up and drop-off locations is available on the District's website at [Establishment of Bus Stop Locations - Radnor Township School District \(rtsd.org\)](http://www.rtsd.org/Establishment_of_Bus_Stop_Locations_-_Radnor_Township_School_District). Students may only get on/off their assigned school vehicle at their assigned pick-up and drop-off location. Once established, changes to pick-up and drop-off locations will only be made upon approval of the Superintendent or designee. Parents/guardians may make such requests to change their child's transportation arrangements by filling out the appropriate form, which can be found on the District's website at: [Establishment of Bus Stop Locations - Radnor Township School District \(rtsd.org\)](http://www.rtsd.org/Establishment_of_Bus_Stop_Locations_-_Radnor_Township_School_District)

School Vehicle Conduct

Students are reminded that all school rules remain in effect when traveling on school vehicles and at pickup and drop-off locations. Violations of such rules and/or the rules/regulations may lead to school-based discipline in accordance with Board Policy and the applicable student handbook which may include, but not be limited to, loss of riding privileges. Additionally, the following shall apply:

- Items such as gym bags, band instruments and school projects shall not be allowed on the school vehicle unless they can be held on the student's lap without endangering the safety of others.
- Electronic devices, including school-issued technology, must be secured in a child's bag, and turned off during transit.
- The following forms of activity on school vehicles will not be tolerated:
 - Fighting
 - Use of tobacco or electronic smoking products
 - Damaging property
 - Standing or walking while the school vehicle is in motion
 - Throwing items out of windows
 - Parts of the body hanging out of windows
 - Profane language
 - Use of electronic devices in a way that is distracting or disruptive to the driver or Excessive noise
 - Tampering with emergency door/safety equipment
 - Refusing to obey the driver
 - Misconduct at a pick-up or drop-off location which violates the property rights of people who reside at or near the stop or conduct which is hazardous to other students waiting for the school vehicle
 - Riding a school vehicle other than the one to which assigned, without prior approval

- Any unfavorable conduct not specifically covered in the preceding regulations, but which is determined by the bus driver to be detrimental to the safe operation of the school vehicle
- Any conduct in violation of Board Policy, school rules or any applicable Student Code of Conduct

If a student violates the School Bus Regulations and the situation warrants, the bus driver will submit a Discipline Report on the incident. This report will be submitted to the school principal, who will investigate and take appropriate action in dealing with the matter. All questions and problems concerning student discipline should be referred to the appropriate school's principal. It should be noted that if a student is to be disciplined for violating the rules and regulations more than once, the discipline for each incident will become progressively more severe, depending on the circumstances of each incident.

[Video Cameras and Audio Recordings on School Vehicles](#)

The Board of School Directors has authorized the use of video and audio recording on school vehicles for disciplinary and security purposes. The intention of video and audio recording on school vehicles is to provide a safe environment for students, school personnel, and contracted personnel. Any activities detected through use of the recordings that could present a safety threat or possible criminal activity will be reported to the building principal, who may report the activity to law enforcement authorities. For additional information, see Board Policies and Administrative Regulations 709.1: Video Camera Surveillance and 810: Transportation, all of which can be found online at: <http://go.boarddocs.com/pa/radn/Board.nsf/goto?open&id=B62RMA6DCCCC>.

[Here Comes the Bus App](#)

Here Comes the Bus, a free mobile app supported by Radnor Township School District, allows for the real time monitoring of the location of traveling District school buses from a smartphone, tablet or computer, meant to help students and parents/guardians get to the bus stop at the right time, every time.

Here Comes the Bus uses GPS technology to allow parents/guardians to track their child(ren)'s bus(es). Push notifications and email alerts are available to notify parents/guardians once the bus enters a predetermined radius. The app uses HTTPS, just like a bank, so all communication between a web browser and the site are encrypted and secure. Multiple students in the same household can be managed through one account.

<https://herecomesthebus.com/>

STUDENT and SCHOOL-RELATED PROCEDURES

[Attendance Area Exceptions](#)

Resident elementary students attend the elementary school designated for their area of residence. Requests of parents/guardians for a child to attend an elementary school in the District outside the attendance area must be submitted in writing to the Superintendent of Schools. If the request is granted, it will be with the understanding that the parent/guardian provides transportation to and from school. For additional information see [Board Policy and Administrative Regulation 206](#).

[Assemblies and Concerts](#)

To offer a quality experience, we ask our student audiences at concerts to show respect for the performances by observing the following:

- Enter the area quietly and sit in designated seating areas
- Remain quiet and seated during the performance
- Position in a manner that allows others to view

- Show appreciation with applause
- Wait for a signal to depart before standing and leaving

Due to space limitations in our entertainment space, we are unable to invite families to attend assemblies and programs unless specifically indicated for such special events. Of course, families and friends are welcome to attend the evening concerts/events presented by students. We ask audiences to observe the following important guidelines:

- Visitors must sign in at the main office (if during school hours)
- Do not enter or leave during a selection
- Please refrain from chatting during a musical selection with those seated near you
- Be polite in recording or photographing so as not to obstruct anyone's view
- Younger siblings are invited to any student concert held in the evening; however, they must remain with parents/guardians, seated and quiet during the performance
- Food and drink are not allowed in the cafeteria during a performance
- All cellular phones and pagers must be turned off or switched to a vibrating signal during a performance. Out of respect to the performers and the audience, individuals must go outside the performance space to conduct a conversation on a cellular phone

Mandated Reporting

School employees, independent contractors and school volunteers are mandated reporters of suspected child abuse/neglect. To ensure the safety and well-being of every child, whenever there is reasonable cause to suspect child abuse or neglect, teachers, administrators, and nurses are required by law to report to the appropriate county and/or local authorities. Reporting procedures are outlined in [School Board Policy and Administrative Regulation 806 \(Reporting Child Abuse\)](#), which is available for review on the District's website at <http://go.boarddocs.com/pa/radn/Board.nsf/goto?open&id=A3YVPJ68E23F>.

Dress Code

In accordance with [Board Policy 221](#), the Board of School Directors recognizes that each student's mode of dress and grooming is a manifestation of personal style and individual preference. However, the Board has the authority to impose limitations on students' dress in school. As such, students' clothing must be clean and in accord with health and safety regulations of the Commonwealth of Pennsylvania. In addition, clothing that is indecent, obscene, or that contains overt references to sex, drugs or alcohol, tobacco, or racial or ethnic prejudice or contains both direct or indirect references to violence or violent groups will not be permitted.

The Board of School Directors will not interfere with the right of students and their parents/guardians to make decisions regarding their appearance, except when their choices disrupt the educational program of the schools or affect the health and safety of others. When student dress may constitute student expression, [Board Policy 220 Student Expression/Distribution and Posting of Materials](#) shall apply.

Students may be required to wear certain types of clothing while participating in physical education classes, technical education, extracurricular activities, or other situations where special attire may be required to ensure the health or safety of the student.

If a child comes to school in inappropriate attire, the following procedures will be followed:

- A student wearing a hat/shirt displaying inappropriate words or graphics will be required to take the hat off and/or turn the shirt inside out and informed not to wear it again to school
- For all other inappropriate dress, the student will be required to call home

- If the student returns to school again dressed inappropriately, parents/guardians will be asked to bring in a change of clothing
- If the parent/guardian is unable to come to school, the student will be given something appropriate from the nurse's office to wear so the child does not miss instructional time
- If the student wears inappropriate shoes, they will be told not to wear them to school again because of safety reasons

Students must wear sneakers on days when they go to physical education or wellness class.

Dress Guidelines for Outside Play

We encourage all children who are well enough to attend school to spend some time outdoors during scheduled recesses. Even when the playground is covered with snow, we will try to have some outdoor activity. Students are not given the option of remaining indoors while the class goes outside for recess. Therefore, all students must bring warm jackets, mittens or gloves, and a head covering, and be prepared to go outdoors. In severe weather conditions when temperatures or wind chill factors below 20° may present a hazard to the health and safety of our students, we will limit the time outdoors and/or schedule an abbreviated recess period.

We know that weather conditions can change frequently. A balmy day in January might be followed by a blast of cold weather. Unseasonably warm weather brings out the shorts and light jackets that are not appropriate for the brutal days that follow. Please make sure that children are appropriately dressed for winter weather. Help your child monitor daily weather forecasts and conditions to make sure they are adequately dressed for the day's activities. If it is determined that a child is wearing attire that may be detrimental to their health, the child will not be permitted to go outside.

Electronic Communication Devices/Cell Phones

At the elementary level, it is recommended that students not bring any personal electronic communication devices (cell phones, electronic watches, iPods, mp3 players, and other mobile devices) to school. However, if they are brought to school, all phones or similar electronic devices must be turned off and stored out of sight during school hours. These devices may not be used to talk, take pictures, play games, record, or text during school hours, including recesses. The school is not responsible for lost or stolen electronic devices. All devices are brought on campus at your own risk. Children have access to adults and the school office to communicate with parents/guardians. Please contact the school office if you have any need to communicate with your child. For further detail regarding personal electronic devices, please review [Board Policy 829 \(Personal Electronic Devices\)](#).

Emergency Information

It is imperative that each family submits emergency contact information at the beginning of each school year. This information tells us where parents/guardians can be reached in the event of an emergency. Families must also indicate a trusted neighbor or friend we can contact in the event that we cannot reach the parent/guardian. Please make sure you update the information should there be any changes during the school year. All information is kept on file in the school office.

Curriculum-based Field Trips (Refer to Policy No. 121)

Throughout the school year, students take a variety of field trips. These trips are coordinated by teachers and team leaders by grade level. Field trips relate to our curriculum by taking students to places that they have learned about in the classroom. We recognize that learning can occur both in and out of school.

Teachers spend a great deal of time planning and coordinating a quality experience for the class. Students who choose not to participate in field trips must still attend school. During the time of the field trip, they will be placed in another classroom with appropriate class work. Unless the student is ill, staying home during a field trip does not constitute an excused absence.

Prior to each trip, parents/guardians must sign permission slips. Fees are collected to offset the cost of transportation and admission charges. Parents/guardians often accompany their children's classes on field trips at the request of the classroom teacher. Parents/guardians are responsible for their own admission charges. At times the number of parents/guardians who wish to participate is more than we can accommodate on our buses or at the field trip site. When that situation occurs, teachers will choose from among the volunteers to limit the size of the group. We reserve the right to determine who and how many will accompany the class. Many teachers ask for volunteers and then select from a pool of submitted names. Other times there is no limit to the number of parents/guardians who can participate. We make the best educational decision we can, given the nature and purpose of the activity.

For parents/guardians choosing to volunteer time as a chaperone on a field trip, they must comply with [Board Policy No. 916 \(Volunteers\)](#) in obtaining the required clearances dictated by state and federal law, based on the type of field trip.

The role of parents/guardians during these outings is vital to the success of the field trip. Parents/guardians serve as chaperones and must supervise a small group of children throughout the day. The responsibilities of chaperones include accompanying children to restrooms, assisting with activities, pointing out information, maintaining discipline, and other duties as requested by the classroom teacher.

Due to these responsibilities parents/guardians who agree to chaperone are not permitted to bring younger children with them on the trip. The classroom teacher oversees coordinating details such as schedules, organization of groups, observing rules and regulations, and directing parent/guardian volunteers. The safety and security of children is our utmost concern, and we value the support of parent/guardian volunteers who will assist us in this mission.

[Food Service Program \(Refer to Policy and Administrative Regulations No. 808\)](#)

[Menus](#)

Our school cafeteria provides a multitude of choices for a healthy breakfast and lunch. Under the guidance of the District's registered dietitian, well-balanced, nutritional weekly menus are developed for students wishing to purchase hot meals. Pizza days are always a favorite! Breakfast and lunch menus can be found on the District and school website. A la carte items will be available based on updated guidelines from the Division of Food and Nutrition. Students also have the option of bringing lunch from home and supplementing their meal with milk or juice drinks. Snacks such as pretzels and frozen treats can also be purchased at the end of the meal.

[Meal Charging Policy](#)

Students are not permitted to charge a la carte or other nonprogram foods when their individual student accounts lack sufficient funds to cover the cost of the items. Parents/guardians are required to cover negative balances incurred by the student.

Information on the food service program, including menus, can be found on the District's Food Services webpage at <https://www.rtsd.org/domain/45>. Additional information regarding school meal account

procedures can be found in [Board Policy and Administrative Regulation 808 \(Food Services\)](#), which are available on the District's website.

Bag Lunches

Many children choose to bring a bag lunch from home. Students are not permitted to receive fast food/take-out meals at school. Should a student forget their bagged lunch, the educational team will support the student to ensure they receive a lunch. Please remember that beverages in glass containers or energy drinks unsuitable for children under 12 are prohibited.

Birthday Celebrations, Treats, and Snacks

Due to the increasing number of students with severe food allergies and under the smart snack guidelines, food treats are not provided and ask you to support the library birthday program in lieu of sending in food items. We are pleased to offer this opportunity for each family to contribute a book rather than food treats on the day your child celebrates their birthday at school. The children will still celebrate with traditional activities such as birthday crowns and songs. There is opportunity for each family to contribute a book rather than food treats on the day your child celebrates their birthday at school.

Due to allergens and honoring the RTSD wellness policy, treats bags, take home sweets and other non smart snack approved foods are prohibited for holiday parties and other events, unless approved by the school nurse and building principal.

Students are permitted to bring a healthy snack to class. Many teachers give students a snack break either in the mid-morning or mid-afternoon. Many students also keep water bottles at their desks. As a green school, we request students bring re-useable water bottles to the greatest extent possible.

Forgotten Items

Students will not be permitted to return to their classrooms after school has been dismissed to retrieve forgotten items. All classroom doors are locked. The custodians and the night cleaning crew have been instructed NOT to admit children to the classrooms during the evening hours to retrieve forgotten items, schoolbooks, or homework assignments. Do not request to reenter buildings, as this would violate this security procedure. Labeling students' items can assist in properly identifying forgotten items.

Homeroom Placement

Student placement is based on specific criteria that aim to serve educational purposes and achieve a balanced mix of students in homerooms. Our educational placement teams use evidence-based methods to create this balanced mix each year. While we cannot accommodate requests for specific teachers, we welcome parental input for placement. Parental input is collected by building principals utilizing the Radnor Reader and reviewed prior to April 30th. Due to the extensive process, input may not be considered after April 30th of each school year.

It's important to note the school's professionals are responsible for placement.

Homework (Refer to Policy/AR No. 130)

1. Average daily time expectations for homework are as follows:
 - a. Kindergarten homework may be assigned occasionally, but should not exceed 5 minutes per night
 - b. Grade 1: average of 10 minutes of homework per school night
 - c. Grade 2: average of 20 minutes of homework per school night
 - d. Grade 3: average of 30 minutes of homework per school night

- e. Grade 4: average of 40 minutes of homework per school night
- f. Grade 5: average of 50 minutes of homework per school night

**This includes but is not limited to independent reading (either independent or with parent(s)/guardian(s), math practice, writing or other activities related classwork.*

***If the amount of recommended time for students to complete assigned homework is exceeding the above listed averages, it is important for the teacher to help identify needs of a student to be successful.*

- 2. Elementary performance indicators reflecting a student’s quality of homework will be addressed through the “Qualities of a Learner” portion of the report card.
- 3. Expectations for long-term assignments should be balanced with expectations for daily assignments to remain within the parameters of the average daily time expectations.
- 4. The teacher should use discretion regarding the amount of screen time assigned to the student for homework considering the students may have experienced screen time during the regular school day.
- 5. In rare circumstances, students having difficulty completing assigned homework may need to complete the work during recess. If a pattern of missed recess occurs, the teacher or school will establish communication between home and school to address the situation.
- 6. Although not required, reminders of homework assignments may be posted electronically as assigned to the class to which it relates.
- 7. It is the teacher’s option to offer summer practice and the parent’s/guardian’s option to have the child complete it. Authentic reading/writing/mathematics practice opportunities are encouraged on a regular basis.
- 8. Long-term assignments are not expected to be completed during non-instructional days
- 9. Non-instructional days are intended to be for restorative purposes.

Homework and Student Absences

When a student is absent due to illness, their main concern should be getting better. Therefore, if a child is ill for one or two days, teachers will hold any homework for the student to complete when they return.

If a student is absent three consecutive days or more, parents/guardians may request homework to be sent home. Parents/guardians are asked to call the main office to request homework. Let the office know if the homework will be picked up, or if it is to be sent home with another child. Teachers would appreciate 24-hour notice to gather the necessary materials and to write the appropriate directions for that work. The assignments should be completed when the child returns to school after their illness. For more information about Board Policy 130, please click on the link:

<https://go.boarddocs.com/pa/radn/Board.nsf/goto?open&id=D28SDP70CCA8>

Lost and Found

Lost Books

The school provides books to all students for instruction. Students are expected to take care of these books. Lost or damaged books must be paid for by the end of June. This also applies to library books.

Lost But Not Found

As the school year progresses, we accumulate a significant number of lost articles. It is always a good idea to label all jackets, book bags, sweaters, sweatshirts, hats, boots, mittens, etc. Lost items can be claimed in our lost and found area, which is on a corner of the lunchroom or other designated place within the school building. Periodically, items in good condition, which are not claimed, will be donated to a local charity or homeless shelter.

Mandated Vaccination Requirements (Refer to Policy No. 203)

Proof of immunization means a written record showing the dates (month, day, year) your child was immunized. Information on required school immunizations/vaccinations can be found on the Pennsylvania Department of Health's website at <https://www.health.pa.gov/topics/Documents/School%20Health/SIR8.pdf>.

Information on exemptions from these requirements that may be available to students can be found in [Board Policy and Administrative Regulation 203 \(Communicable Diseases and Immunization\)](#), which can also be found on the District's website.

If you have questions regarding immunization requirements, please talk to your school's certified school nurse.

Media Release Forms

We require a signed release form indicating that your child's image or classroom work may be photographed or videotaped when involved in educational activities as part of the school program. The release form that families are asked to sign includes the following statement:

I hereby grant RTSD the right and permission to publish/use photograph, video and/or audio tapes of my child, and schoolwork created by my child, to promote my child, school and district through the District's own media productions and platforms or through external media.

In addition, I accept responsibility, knowing that this release form is on file for the extent of my child's career in RTSD. If I deem it necessary to remove such consent, I shall notify the school district in writing of my intent.

*Please note: If your child(ren)'s school(s) does not receive a completed and returned Media Release form for your child(ren), the school(s) will recognize this as your implied consent to allow RTSD to include your child(ren)'s image, audio/visual, and or writing in internal and external media.

New Student Registration

Students entering kindergarten must be five years of age on or before September 1st and are required to present proof of age for admission.

To register, parents/guardians must complete registration online for each student joining the District and schedule an appointment with the Central Registrar to complete the registration process: <https://www.rtsd.org/Register>

Registration is BY APPOINTMENT ONLY. The online registration must be completed in its entirety before your scheduled appointment.

Required Documents

To enroll in school, please gather the following documentation:

1. Immunization record
2. Proof of age such as an original birth certificate or passport
3. Proof of residence in the township such as a deed, agreement of sale for your home, sewer bill, tax number, copy of a rental lease or agreement, vehicle registration or driver's license with the address of the residence.
4. A physical examination regardless of grade (students new to Pennsylvania only).

Parents/guardians are urged to take their children to their own physician. If it should prove a hardship to have an examination by your private physician, contact the school nurse and an appointment will be made with a school-designated doctor. Special forms are available in the school office for use by the family physician, but many local doctors elect to use their own forms, which we are happy to accept. Any physical examination completed within six months prior to the opening of school will be acceptable, provided the results are recorded on the proper form.

Out of School Activities

The school has no authority or responsibility for activities scheduled by families outside the school day. Consistent with this policy, we ask that invitations for private parties NOT be distributed at school.

Pets

Pets are not permitted on the school grounds or in the buildings at any time. The risk of unexpected behavior by any animal and allergic reactions for our students makes pet visitations prohibitive.

Service Animals (Refer to Policy No. 718)

Service animals are to ensure that individuals with disabilities are permitted to participate in and benefit from District programs, activities, and services. [Board Policy 718](#)

Procedure and Addressing Concerns

Whenever parents/guardians have a concern or questions regarding any educational matter, they should address that concern first with the teacher closest to the situation. Most questions can be addressed quickly by contacting the teacher for clarification if handled immediately. If parents/guardians wish to pursue the matter after first discussing it with the teacher, they may contact the principal. Further information can be found in [Board Policy 906](#).

Safety and Security

Fire Drills

Fire escape routes are posted near the door of every classroom throughout the building. Check these maps to determine the fastest and safest escape route. Monthly fire drills for students and staff are conducted as required by state law. When an alarm is sounded, students must listen for teacher instructions, follow directions, and quietly leave the building in orderly lines. Any visitors present in the school at the time of a fire drill must exit the building quickly and quietly and maintain a position at a safe distance from the building until the all-clear signal is issued indicating that it is safe to re-enter the school.

Lock Down Drills

In some types of crises, it may be necessary to implement a temporary "Lock Down" to protect students and staff. Each school has Lock Down drills as recommended by RTSD Office of Operations. Lockout drills require all exterior doors to be locked, and regular school operations continue without any disruption. Lock Down drills, however, require exterior and

interior doors to be locked and students must remain in their classrooms for a designated time.

Money and Valuables

The school will not be responsible for any money or valuable items lost, stolen, or damaged at school, on the school buses, or during a school-sponsored activity or field trip.

At the elementary level, it is recommended that students do not bring any portable electronic devices to school. Repeated problems will result in the parent/guardian being responsible to pick up the device at school. If a student brings a portable electronic device to school,

DURING THE SCHOOL DAY, ALL DEVICES MUST BE TURNED OFF AND KEPT IN THE STUDENT'S BOOKBAG. As with all other valuables, the school is not responsible for lost or stolen property.

Many teachers establish a policy limiting the amount of money students may take on field trips to buy snack items or souvenirs. Nevertheless, responsibility for any cash or valuable items rests solely with the student and their family.

Security

For the safety of our students and staff, all parents/guardians and guests are required to sign in at the office when school is in session, present a valid government ID to be checked against the District's RAPTOR system and wear a special badge during their time on campus. Any person not wearing the necessary identification will be asked to report to the office to sign in and secure a badge.

Parents/guardians may not proceed to a playground area or any part of the building without first stopping at the office. This policy applies to our many volunteers, as well as families attending meetings during the school day. All visitors must enter through the main doors.

School Calendar

The District calendar is prepared in the spring prior to the beginning of the school year and is posted on the District website when approved by the School Board. Updated calendars are available on the website. The calendar includes the dates for the beginning and end of the school year, as well as scheduled school and District holidays, staff development days, early dismissals, and parent/guardian conferences.

Telephone Use

Each classroom is equipped with a telephone with an outside line. These phones are available for teachers and may not be used by students without express permission of the teacher. To help students develop responsibility, we discourage them from calling home for forgotten lunches, musical instruments, or homework. In addition, students may not call home at the end of the school day to make arrangements for after-school activities or visits with friends. We respectfully request that parents/guardians limit messages to students during the school day. We recognize that emergencies will occur, and plans will change, but we ask your cooperation in limiting these messages. Certainly, if parents/guardians bring forgotten items to school for their children, then students may come to the office to retrieve them.

Teachers are unable to receive phone calls during the school day. Parents/guardians who wish to speak to a teacher will be directed to the voice mail system where they can leave a message. Parents/guardians must not leave messages on the voice mail system regarding a change in pick-up plans. These calls must be directed to the office staff, who will forward the message to the teacher.

Use of Facilities

Applications for the use of the school facilities are made in accordance with policies established by the Board of School Directors. Anyone or any group wishing to use a part of the school building or school grounds must complete an application (which can be found on the District's website) and submit it for review to the Building Administrative Assistant. Applicants will be notified of the District's response in writing. Anyone granted permission to use the facilities must remove all litter and debris at the conclusion of the activity and must restrict activities to the designated area cited in the application. [Facilities Use - Radnor Township School District \(rtsd.org\)](#)

Visiting the School

When school is in session, all visitors must enter through the main doors. Visits must be pre-arranged with the classroom teacher, and final approval will be given by the principal. Upon arrival, visitors are required to provide a valid driver's license or state-issued ID to obtain a visitor's badge before proceeding to the student's location.

Any visitor wishing to volunteer must have completed all required clearances. For details on these clearances, please visit the [RTSD Human Resources Clearances page](#).

This practice applies to all families, friends, volunteers, student teachers, and other visitors. Anyone attending a meeting or participating in volunteer work while school is in session must first report to the office to sign in before proceeding to the meeting or classroom area. This ensures the safety and security of our students and staff.

Signing In and Signing Out

When visiting our schools, all visitors are required to sign in and out. They may only go to the specific area they have been approved to visit. This practice applies to all families, friends, volunteers, student teachers, and other visitors. Anyone attending a meeting or participating in volunteer work while school is in session must first report to the office to sign in and then proceed to the designated area. Upon leaving, they must sign out. These measures is designed for the safety and security of our students and staff. In an emergency, we can also monitor that all visitors have left the building safely.

Visitor Badge

All visitors to school must wear a self-adhesive Visitor Badge while on campus. Visitor badges will be issued once the visitor's valid driver's license or state-issued ID has been scanned using the RAPTOR verification process.

Withdrawals and Transfers

When a student is withdrawn from school, parents or guardians should inform the district administration office to complete the necessary process. Student records will only be mailed after the withdrawal paperwork has been submitted and a request from the new school has been received. No records will be released without the consent of the parent or guardian unless outlined through [Borad Policy 216](#).

STUDENT and SCHOOL-RELATED POLICIES

Please Note: Parents/guardians are required to sign a form confirming they have read the below [Acceptable Use Agreement](#) and reviewed the content of this handbook with their child(ren) then return the signed form to their school. This form is included in the "Welcome Back Packet" sent home at the beginning of each school year.

Acceptable Use Agreement (Refer to Policy No. 815)

Purpose - Radnor Township School District provides employees, students, and guests with access to the District's electronic communications systems and network. This access may include internal Radnor hosted applications as well as Internet access, whether wired or wireless, or by any other means. The Board supports the use of the Internet, computer networks, and other technologies in the District's instructional and operational programs to facilitate learning, teaching, and daily operations through interpersonal communications, access to information, research and collaboration. [Board Policy 815](#)

Digital Responsibility - thinking critically, behaving safely, and participating responsibly and legally in a digital world. This includes:

1. Refraining from sharing personal information about oneself and/or others.
2. Respecting and protecting the rights and privacy of other individuals using the system.
3. Refraining from the fraudulent use of identity with the intent to deceive others.
4. Using network accounts by the authorized account owners.
5. Refraining from quoting personal communications in a public forum or mass email or other digital means, without the original author's prior consent.
6. Not using the network for distribution of hate mail, discriminating remarks, offensive, inflammatory communication, pornography, or any material considered inappropriate or harmful to minors.

Personal Electronic Communication Devices (Refer to Policy No. 829)

The District does not allow elementary students to use personal electronic devices during the school day or while in before- and after-school activities. Students are also not permitted to use personal electronic communication devices while on District school buses. These devices include, but are not limited to; netbooks, tablets, eReaders, and cell phones. DURING THE SCHOOL DAY, THESE DEVICES MUST BE TURNED OFF AND KEPT IN STUDENTS' BOOKBAGS. [Board Policy 829](#)

As with all other valuables, the District is not liable for the loss, theft, damage, or unauthorized use of personal electronic devices.

Students who violate this policy will have their device confiscated and returned at the end of the day. Repeat problems will result in a parent/guardian being responsible to pick up the device at school.

Children have access to adults and the school office to communicate with parents/guardians. Please contact the school office if you have any need to communicate with your child.

Social Media (Refer to Policy No. 815.1)

Radnor Township School District (RTSD) realizes that part of 21st century learning is adapting to the changing methods of communication. The District also recognizes the value of teacher, employee and student inquiry, investigation, and innovation when using new technology tools to enhance the educational experience. It is the District's obligation to teach and promote responsible and safe use of these technologies with an understanding that teachers and students engaging, collaborating, learning, and sharing in these digital environments is an important part of 21st century learning. [Board Policy 815.1](#)

The purpose of the RTSD Social Media Employee and Student Use Policy and Administrative Regulation is to provide rules and guidelines for employees and students who currently use or would like to use social media personally or as a tool to enhance instruction. For more detailed guidelines on appropriate use for instructional purposes, please refer to AR 815.1. For more information on the Social Media Policy and additional resources, visit

<https://go.boarddocs.com/pa/radn/Board.nsf/goto?open&id=CASL6L550BB7>

Anti-Hazing (Refer to Policy No. 247)

Hazing activities of any type are inconsistent with the educational goals of the District and are always prohibited. Parents/guardians and students are asked to review and familiarize themselves with the requirements of Board Policy and Administrative Regulation 247 (Anti-hazing), both of which can be found online at:

<http://go.boarddocs.com/pa/radn/Board.nsf/goto?open&id=BA3QSL4CEB05>.

Bullying (Refer to Policy No. 249)

Bullying creates an atmosphere of fear and intimidation, detracts from the safe environment necessary for student learning, and may lead to more serious violence. Therefore, bullying by and of District students is prohibited at all times. Parents/guardians and students are asked to review and familiarize themselves with the requirements of Board Policy and Administrative Regulation 249 (Bullying), both of which can be found online at: <http://go.boarddocs.com/pa/radn/Board.nsf/goto?open&id=BKVPVE663FCC>

Unlawful Harassment (Refer to Policy No. 248)

To provide a safe, positive learning climate for students, it is the policy of the District to maintain an educational environment in which harassment in any form is not tolerated. Parents/guardians and students are asked to review and familiarize themselves with the requirements of Board Policy 248 (Unlawful Harassment), which can be found online at:

<http://go.boarddocs.com/pa/radn/Board.nsf/goto?open&id=9X58R61F8216>

Terroristic Acts/Threats (Refer to Policy No. 218.2)

The Board recognizes the danger that terroristic threats and acts by students present to the safety and welfare of District students, staff, and the community. The Board acknowledges the need for an immediate and effective response to a situation involving such a threat or act.

Any statement issued by a student that constitutes a threat to another person or to property will be taken seriously and will be investigated. Parents/guardians will be contacted, and appropriate agencies may necessarily become involved if the threat poses an imminent danger to people or property. Students and families must understand that even though a student may have issued a comment in jest or in a joking manner, we must still investigate these statements until we are convinced that no malice was intended. Because it is extremely difficult for us to determine intent on the part of the speaker, we are required to treat such comments as threats. [Board Policy 218.2](#)

Weapons (Refer to Policy No. 218.1)

Students may not bring any weapon onto school property, school transportation, or to a school sponsored activity. For this policy, weapons include but are not limited to any knife, cutting instrument, cutting tool, firearm, shotgun, rifle, any look-alike weapon and any other tool, instrument, or implement capable of inflicting serious bodily injury. Violation of this policy may result in expulsion for a period of not less than one year. [Board Policy 218.1](#)

Student Wellness (Refer to Policy No. 272)

The District recognizes that student wellness and proper nutrition are related to students' physical wellbeing, growth, social and emotional development, and readiness to learn. The Board of School Directors is committed to providing a school environment that promotes student wellness, proper nutrition, nutrition education, and regular physical activity as part of the total learning experience in accordance with evidence-based strategies and techniques. In a healthy school environment, students will learn about and participate in positive dietary and lifestyle practices that can improve student achievement.

A copy of the District's Student Wellness Policy is available in its entirety in Board Policy and Administrative Regulation 272 (Student Wellness), which are available for review on the District's website at <http://go.boarddocs.com/pa/radn/Board.nsf/goto?open&id=B68SPC6CD2C8>. Students and their parents/guardians are encouraged to review this Policy and Administrative Regulation closely, as it contains information, guidelines, and limitations on matters such as fundraisers at school involving food, classroom/school celebrations, and homemade food brought into school for sharing with others.

Library Materials (Refer to Policy No. 144 and No. 145)

Purpose-The chief objective in library collection building is support for the school curriculum. A very important second purpose is the stimulation and fulfillment of student and faculty interest in non-curricular topics, and in reading for recreation/pleasure. As a Board and District that supports academic and intellectual freedom, we rely on the professional judgement of our District librarians and principals to make decisions on the selection and deselection of library materials. For more information concerning selection policy for Libraries please refer to [Board Policy 144](#).

Parents/guardians have the right to determine library resources for their own child and may restrict specific titles or named resources their child may check out of the library, utilizing that building procedure. For more information concerning library materials please refer to [Board Policy 145](#).

Administration of Medication (Refer to Policy No. 210)

Unless specifically authorized by Board Policy, students are not permitted to carry or self-administer medication at school, on school vehicles, or at school sponsored activities on or off school property. This includes both prescribed and over the counter medicines (Tylenol, Advil, etc.). Students who need to take medication during school, at any school-sponsored activity, or on a conveyance providing transportation to or from a school or school-sponsored activity shall consult Board Policy and Administrative Regulation 210 (Use of Medications), which is available on the District's website at <http://go.boarddocs.com/pa/radn/Board.nsf/goto?open&id=B68N9P5ED0C2>.

Use of Video Surveillance Cameras (Refer to Policy No. 709.1)

Video surveillance may occur on school property and on school buses to protect school property and the health, safety and welfare of the students and employees. Video recordings may be used as a basis for any disciplinary action for any violation of law and/or school rules. Further, video recordings may be furnished to police in accordance with applicable laws and regulations.

School buses may be equipped with video and audio recording devices which provide video and audio surveillance for safety, security, and disciplinary purposes. Students, their parents/guardians, and, where applicable, school bus drivers and passengers will be notified as to the presence and possible activation of any video and audio recording devices.

The purpose of surveillance monitoring on school buses is to provide a safe environment for students, school personnel and contracted personnel. Surveillance monitoring will assist as a deterrent to misconduct which jeopardizes the safety of students and other permitted occupants of school buses, however it does not ensure the elimination of misconduct and cannot guarantee the absolute safety of those on board. [Board Policy 709.1](#)

STUDENT ASSESSMENT

Student Progress

Elementary Standards-Based Progress Reports are issued in November, March, and June for all students in kindergarten through fifth grade. For elementary students, a Progress Report provides information to parents/guardians on a student's continual advancement towards mastery of grade level content and skills. Since standards are supported by classroom instruction using standards-based texts and standards-based lessons, standards-based progress reports inform parents/guardians specifically about what students know and can do and align more closely to our curriculum materials, instructional practices, and assessment systems.

Parents/guardians will be able to use Home Access Center (HAC) using a password-protected system to review their child(ren)'s Progress Report during a period of time just prior to each trimester.

For additional information please visit www.rtsd.org and under Our District tab, click on Teaching and Learning.

Standardized Testing Program

Data helps us make decisions about instruction, strategies, materials, and appropriate interventions for students. We use the phrase "data-informed decision-making" to describe this practice that is being used by schools all over the country.

Your child will participate in several opportunities to show us what they know and can do throughout their time in school. This begins as early as kindergarten when we evaluate a student's awareness of the sounds and letters that make up our language. It continues through a series of group and/or individually administered standardized assessments in subsequent years.

In first through fifth grade, students will participate in the STAR Assessment, a computerized adaptive test in reading and math throughout the year.

In Kindergarten through fifth grade, Acadience Reading is a benchmark and progress monitoring assessment that is used to help identify students who have or have not secured foundational reading skills. The data is used to inform instruction and MTSS support.

In Kindergarten through fifth grade, Acadience Math is a benchmark and progress monitoring assessment that is used to help identify students who have or have not secured foundational math skills. The data is used to inform instruction and MTSS support.

In third, fourth, and fifth grades our students participate in the state-mandated testing program known as the Pennsylvania System of School Assessment (PSSA). This consists of assessments used to determine the strength of our curriculum and educational programs in English Language Arts and Mathematics. These tests also help us identify students who need additional support to help them achieve. Every child is required to take these state-mandated tests. Students in fifth grade are also required to take the PSSA Science exam.

It is very important that parents/guardians check the District's website and school calendars to review the full assessment calendar. It is critical that families avoid scheduling appointments or making travel plans which would result in an unexcused absence during the testing administration period.

The District encourages all students who are eligible to participate in these assessments and do their best. If, for religious reasons, any parent/guardian wishes to exempt their child(ren) from a state assessment, we ask you please follow the guidelines set forth by the Pennsylvania Department of Education and outlined on the RTSD website. Under state law, the District is unable to grant any other request to exempt a child from taking the PSSA or Keystone assessment.

ELEMENTARY SCHOOL STRUCTURE

Administration

Principal

Each elementary school is led by a full-time administrator responsible for the day-to-day operation of the building, policies, programs, and personnel. The principal oversees a varied staff including teachers, support staff, clerical personnel, and building maintenance workers. Our principal works year-round to plan and implement instructional programs, manage the budget, maintain the physical plant, interview, and hire new staff members, and meet with parents/guardians and other community members.

The principal is ultimately responsible for the smooth operation of the entire building and our educational program. Parents/Guardians who have questions about the school's policies, programs, and procedures, and want to discuss those questions with the principal must schedule an appointment in advance and indicate the nature of the request for a meeting. If it has been determined that another person closer to the issue can best respond to the question, the caller may be directed to that individual.

Assistant Principal

The Assistant Principals provide support to the building principals in conducting the day-to-day activities of the school. The Elementary Assistant Principals help to create a safe and caring place for children to learn and grow.

Professional Staff

Classroom Teachers

Each student is assigned to a homeroom class. The homeroom teacher is primarily responsible for the basic subjects of language arts, math, science, and social studies. The average class size ranges up to 21 students per homeroom in grade K-3 and 25 students in grades 4 and 5 per homeroom. The typical teacher holds an advanced degree or its equivalent and is an experienced teacher. Annual staff development activities provide a variety of opportunities for ongoing professional development and training in new teaching methods and the use of new materials. Our teachers regularly attend conferences and seminars, design and develop new curricula, and spend a great deal of their time outside of school enhancing the instructional experiences of our students.

Students who do not show mastery of upcoming content are instructed at grade-level instruction as well as provided reinforcement activities to make sure that essential learning is not missed. Students who demonstrate mastery of grade-level material will be provided opportunities for extensions.

Specialists

Special subject areas such as art, music, library, computer science/STEM and physical education/wellness are taught by certified teachers in these disciplines. Students attend these special classes, which meet for 50 minutes once every six days, with their homeroom group.

Student Services

Professional staff members are available to collaborate with parents/guardians and teachers to support students to attain academic success. These include Special Education teachers, Gifted Education teachers, English Language Development teachers, the school's Multi-Tiered System of Support (MTSS), reading specialists, school counselor, school nurse, occupational and/or physical therapists, a speech and language clinician and school psychologists. Below are descriptions of the roles and responsibilities of these integral members of our professional staff.

Special Education

Our special education services offer support to students in the regular classroom and/or an alternative learning environment when students' needs cannot be met in the general education classroom. Services are related to the basic instructional areas—reading, writing, and math. As a result of the instructional support team process, additional testing might be recommended. Once data is compiled, the team meets with parents/guardians to determine if the student requires learning support. Parents/Guardians serve as integral members of the team to determine the need for intervention as well as to help design the Individualized Education Plan (IEP). The IEP lists broad and short-term goals and is reviewed annually to determine the child's progress toward the goals. Meetings are scheduled to monitor progress and determine the need for continued services and the most appropriate placement.

To the greatest extent appropriate, RTSD elementary schools practice inclusion. Inclusion is the practice of educating students with disabilities with their typical peers in general education classrooms in their neighborhood schools. Inclusion simply means that a climate of acceptance is created. We focus on everyone's abilities and possibilities rather than disabilities and limitations.

The decision to include a student and the degree of inclusion is made on a case-by-case basis. It is a decision that is made as part of the IEP process involving parents/guardians, teachers, specialists, and administrators. At the IEP planning meeting, the people involved will discuss the continuum of options that are available to meet the varying needs of students. This process is required by law and is designed to protect all students. For additional information on inclusion, please contact the principal, the Director of Special Education, or your child's classroom teacher.

Gifted Services

The Radnor Township School District offers an array of services to meet students' academic and intellectual needs. All children deserve to be taught at their instructional level; however, there are some students whose needs are so compelling that they are determined to require a gifted education plan. For an individual plan to be created, documentation of a child's need must be established as defined by Chapter 16 of the Pennsylvania School Code. Mentally gifted is defined in the PA School Code as "Outstanding intellectual and creative ability, the development of which requires specially designed programs or support services or both, not ordinarily provided in the regular education program" (22 PA Code § 16.1). This need can only be determined through an evaluation conducted by a school psychologist trained to measure cognitive functioning and intellectual ability. There are three possible results that can occur from the evaluation:

- the student is not gifted and therefore is NOT ELIGIBLE for gifted placement and programming; OR

- the student is gifted but does not need specially designed instruction, and therefore is NOT ELIGIBLE for gifted placement and programming; OR
- the student is gifted AND needs specially designed instruction and therefore IS ELIGIBLE for gifted placement and programming.

Once a student has been determined to require a Gifted Individualized Education Plan (GIEP) the team, which includes parents/guardians, teachers, administrators, or designee(s), and the student, if appropriate, determines the extent and nature of gifted support guided by the identified strengths of the student. The GIEP document is reviewed annually to accommodate the changing needs of the learner.

It is important to remember that gifted education is a PLAN, not a program; a SERVICE, not a place. Students do not need to go to a designated place to have their gifted needs met. Any teacher of a gifted student may have responsibility for the student's gifted educational goals and plan.

English Language Learners (ELL)

All students new to the District, who speak a language other than English in the home, are required to complete a Home Language Survey to determine eligibility for EL services. The program's major goal is to extend students' English language skills in the areas of reading, writing, speaking, and listening. The EL teacher works collaboratively with classroom teachers to differentiate the core curriculum so students can reach proficiency in the core subjects.

Student Resource Team (SRT)

MTSS is a methodology that was developed to help maximize individual student success in the regular classroom. MTSS is a positive, success-oriented resource which uses specific assessment and intervention techniques to help students achieve their potential in the school setting.

In our schools, each team is comprised of the principal, a counselor, a school psychologist, a reading specialist, and teacher volunteers, as well as District support staff as needed. The MTSS facilitator/Instructional Coach facilitates this process.

The MTSS method involves a four-step approach:

1. Identifying a student's need for academic or behavioral support
2. Determining the strategies needed to assist the student
3. Implementing intervention strategies through a continuum of services
4. Collecting and reviewing ongoing progress monitoring data

The strategies are evaluated by the team. If the teacher reports a positive change, then the strategies are continued. Additional interventions may be added to help the student continue to maintain a proper level of success in the classroom.

The MTSS process is a problem-solving model. MTSS maximizes the teaching resources within schools by incorporating the best of regular, special, and gifted education in a systematic search for what works.

MTSS Facilitator / Instructional Coach

Each elementary building has a designated MTSS Facilitator and Coach. The primary responsibilities of the facilitator and coach is the implementation of the MTSS program and its related assessments, data, and professional development of the building staff. Facilitators work closely with classroom teachers

and building administration to monitor students' progress in the areas of mathematics, literacy, and social-emotional wellness.

Reading Specialist

Each elementary building has a designated PA-certified reading specialist who is highly skilled in reading diagnostics and the remediation of reading difficulties. The reading specialist provides direct instruction to targeted small groups of students who need remediation. In addition to working with student groups, the reading specialist orders and manages building literacy materials and resources, portfolios, and annual assessments. The reading specialist is also a vital member of the building's MTSS team and supports teachers with literacy instruction and assessment.

School Counseling Department

The Counselor serves as an *advocate* for students, supporting them with the challenges that occur in and out of school. This is accomplished by:

- Counseling students individually, in small groups, and in the classroom
- Consulting with teachers, parents/guardians, administrators and support staff, and outside mental health professionals and agencies
- Coordinating school and family efforts to help students

Classroom lessons may include developmental issues common to all students such as social skills, problem solving, decision making, and getting along with others. Small groups may be formed to discuss topics such as moving to a new school, changing families, and making good choices. Individual students may meet with the counselor to discuss concerns such as being overwhelmed, fears, loss, and working through individual friendship problems.

The Counselor works closely with teachers and parents/guardians to help create a successful school experience for all students. This can occur through a phone conversation, an appointment to meet in person, or the sharing of information on a variety of topics. Do not hesitate to call with your questions and concerns.

Occupation and Physical Therapy

Our physical and occupational therapists help children with physical limitations access and adapt to their school environment so they can get the most benefit from their educational experiences. Therapists also consult with teachers regarding modifications in the classroom to accommodate the physical needs of students. This related service is provided through Pediatric Therapeutic Services. For additional information, please contact the school office.

Speech and Language Clinician

Children with speech and language needs may be referred for evaluation of communication skills. Students who require specially designed instruction may be enrolled in ongoing individual or small group sessions under the direction of a speech and language clinician. The need for these services is determined at a meeting of the instructional support team, which parents/guardians are invited to attend.

Psychological Services

School psychologists are available to observe student behavior, administer individual evaluations to students, make recommendations to teachers and the principal, and meet with parents/guardians to discuss the findings. With parent/guardian permission, one of our psychologists will administer appropriate tests to gather additional data in planning educational programs for students of all abilities.

Requests for psychological testing and other services are often submitted by teachers, the principal, or the MTSS team, and must be arranged through the Director of Special Education. Parents/guardians may also request in writing a multi-disciplinary evaluation for their child, or may request it verbally, but it must be followed up in writing.

PARENT/GUARDIAN AS PARTNERS

Parent/guardian-Teacher Conferences

Parent/guardian-Teacher conferences are held twice each year in conjunction with student progress summaries. These scheduled conference dates appear on the school calendar. Please note that school is not in session for students during these conference days. In addition to conferences with the regular classroom teacher, families may request a conference with a specialist (i.e., art, music, physical education, learning support, gifted support, etc.).

Parents/guardians will be contacted prior to the scheduled conference days indicating the date and time for the conference. Many teachers ask parents/guardians to indicate preferred conference times during the annual open house in the fall. Our teachers will make every effort to schedule conferences at a time convenient for parents/guardians. A few early morning or late afternoon times are made available, but these time slots are limited. We urge families to make arrangements with their employer to have some time during the workday for these important meetings, which are held twice each year.

The conference is an opportunity for the teacher and parents/guardians to discuss a child's academic progress and personal and social development. At the conference parents/guardians will have the opportunity to review samples of their child's work. These samples are housed in the student's portfolio. Requests for conferences with the child's teacher or other specialist teachers (i.e., art, music, physical education, etc.) at times during the year other than the scheduled times should be made directly with the teacher. This includes both individual appointments and phone conferences.

Parent-Teacher Organization (PTO)

Every parent/guardian and teacher are automatically a member of the PTO. Meetings are held periodically during the school year where all business is conducted, all committee reports are presented, and information is presented about programs and events. Guest speakers are often invited to discuss current school and District issues.

Volunteers and Homeroom Parents/Guardians

Please refer to the Radnor Township District website for detailed information referring to volunteers and homeroom parents/guardians. The address of the website is:

<http://www.rtsd.org/Domain/1299>

Younger Siblings

To maintain an instructional atmosphere, we ask that parents/guardians who are visiting or volunteering in classrooms not bring younger siblings, infants, or preschoolers. Please make appropriate childcare arrangements.

ANNUAL NOTIFICATION OF RIGHTS PERTAINING TO STUDENT RECORDS

Student Records

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. Please refer to [Board Policy and Administrative Regulation 216](#) (Student Records), which are accessible on the

District's publicly accessible website at <https://www.rtsd.org/> or by contacting the District at the above address and phone number for specifics of the District's procedures including but not limited to the classification, maintenance, destruction, and disclosure of student records. A summary of these rights follows:

- 1). The right to inspect and review the student's education records within 45 days of the day the District receives a request for access.
- 2). Parents or eligible students should submit to the school principal a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
- 3). The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or in violation of the student's right to privacy.

Parents or eligible students may ask the District to amend a record that they believe inaccurate, misleading, or in violation of the student's right to privacy. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate, misleading, or in violation of the student's right to privacy.

If the District decides not to amend the record as requested by the parent or eligible student, the District will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

- The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the District as an administrator, supervisor, teacher, or support staff member (including health or medical staff and law enforcement unit personnel); a Board member; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing their tasks.

A contractor, consultant, volunteer, or other party to whom the District has outsourced District services or functions may be considered a school official under certain circumstances.

A school official has a legitimate educational interest if the official needs to review an education record to fulfill his or her professional responsibility.

The District discloses educational records without consent to officials of other agencies or institutions that have requested the records and in which the student attends or seeks or intends to enroll so long as the disclosure is for purposes related to the student's enrollment or transfer upon conditions as specified in FERPA and in District regulation. A student is considered to attend an agency or institution if the student is either enrolled in or receives services from the agency or institution.

4). The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

U.S. Department of Education
Student Privacy Policy Office
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Directory Information

FERPA requires the District, with certain exceptions, to obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, the District may disclose appropriately designated information (known as "directory information") without your written consent, unless you notify the District in writing within 20 days of the date you receive this notice that you do not want any or all those types of information about the student designated as directory information. Directory information includes the following information relating to a student: the student/family members' name, address, telephone number, date and place of birth, participation in officially recognized activities and sports, degrees and awards received, and the most recent previous educational agency or institution attended by the student. Directory information may be disclosed for purposes beneficial to the student and the District only with the approval of the District Superintendent or designee. A parent or eligible student may not use the right above to opt out of directory information disclosures to prevent an educational agency or institution from disclosing or requiring a student to disclose the student's name, identifier, or institutional e-mail address in a class in which the student is enrolled.

ANNUAL NOTICE of SPECIAL EDUCATION SERVICES

The Annual Notice of Special Education Services is posted in the Delaware County Daily Times prior to the beginning of each school year in August. A full copy of this posting, also called the Child Find Notice, is available in the front foyer of the Radnor Township School District administration building and the Office of Student Services at 610-688-8100 x 6071.

The Radnor Township School District provides – without cost to parents/guardians – screenings, evaluations, appropriate programs, and services to all students thought to be exceptional and in need of specially designed instruction, from age 5 through the end of the school year that the student turns 21. These programs and services are made available to children who meet the qualifications of being a student with intellectually disabled (at times referred to as mental retardation), hearing impairments including deafness, speech or language impairments, visual impairments including blindness, emotional disturbance, multiple disabilities, orthopedic impairments, autism, traumatic brain injury, other health impairments, and specific learning disability.

School-age children who do not meet the eligibility criteria outlined above may be eligible for special protections and for adaptations and accommodations in instruction, facilities, and activities under the Americans with Disabilities Act. Children are entitled to such protections, adaptations, and/or accommodations if they have a diagnosed mental or physical disability that substantially limits or prohibits participation in or access to an aspect(s) of the school program.

Public schools must educate children to the maximum extent appropriate in the regular education setting and they must receive instruction that conforms as much as possible to the instruction received by nondisabled students. Depending on the nature and severity of the disability, Radnor Township School

District can provide programs and services beginning in the least restrictive environment to the most restrictive setting in the one of the following.

- The public school the child would attend if not disabled
- An alternative regular public school either in or outside of the district
- A special education program or center operated by a public-school entity
- An approved private school or other private facility licensed to serve children with disabilities
- A residential school
- An approved out-of-state program in the home

The school district has established procedures to search out children who may qualify for special services. These procedures are to identify children with disabilities to provide them with a free, appropriate and public education and include ongoing group and individual student screenings, parent/guardian referrals, teacher referrals and school team referrals. Information about students with disabilities is collected and maintained by the School District. However, personally identifiable information on all children is confidential and protected by the school district's policy student records.

Screening activities conducted by the District may include but are not limited to:

- Ongoing analysis of the student's response to instruction and to statewide and district-wide assessments
- Team-based baseline assessment and analysis of the child's response to individualized academic or behavioral intervention over a period of up to 60 days in response to a request by the child's teacher, parent/guardian, or other concerned school personnel
- Health screenings

Special education services are provided according to the primary educational needs of the child and not the category of disability. Educational services available include:

- Learning support
- Life skills support
- Emotional support
- Deaf or hearing-impaired support, blind or visually impaired support, physical support, autistic support
- Multiple disabilities support
- Related services such as speech and language support, occupational therapy, physical therapy, nursing services, audiologist services, counseling, and family training.

Children of preschool age (age 3 to 5) are served by the Delaware County Intermediate Unit (610-938-9000) in a variety of home and school-based programs that consider the chronological and developmental age and primary needs of the child. As with school-age programs, preschool programs must ensure that to the maximum extent appropriate, children with disabilities are educated with non-disabled peers.

For further information regarding the Child Find process and related parent/guardian rights and protections, or other student services or special education information, please contact the Director of Student Services and Special Education of the Radnor Township School District at 610-6888100 x6071.

EDUCATION FOR HOMELESS YOUTH

Notice Regarding Education for Homeless Youth

Under the McKinney-Vento Homeless Assistance Act, schools must identify children and youth in homeless situations and provide appropriate services, including immediate enrollment in school, even when students lack paperwork normally required for enrollment.

The goal of the federal Law, McKinney-Vento, is to assure continuity of education despite circumstances that may result in a family experiencing homelessness. The specific definition in the law for the purposes of continued enrollment in a school district is as follows: Homeless students are defined as individuals lacking a fixed, regular and nighttime residence, which includes, but not limited to, the following conditions: sharing the housing of other persons due to loss of housing or economic hardship; living in motels, hotels, trailer parks or camp grounds due to lack of alternative adequate accommodations; or living in emergency, transitional or domestic shelters.

For more information regarding the McKenney-Vento Homeless Assistance Act, please click [Here](#).

Please also see School Board Policy and Administrative Regulation No. 251-
[Students Experiencing Homelessness, Foster Care, and Other Educational Instability](#)

RTSD Homeless Liaison:
Cara Miller
Director of Student Services
610-688-8100

Social Workers:
Marjorie Bates
Grades K-5
majorie.bates@rtsd.org
610-842-2835

Ceire Evans
Grades 6-8
ceire.evans@rtsd.org
484-614-7587

Christine Kulp
Grades 9-12
christine.kulp@rtsd.org
484-614-6819

See District Policy No. 251 – Homeless Students at:
<https://go.boarddocs.com/pa/radn/Board.nsf/goto?open&id=CRCPA763A206>

PARENT/GUARDIAN NOTIFICATION REGARDING FEDERAL FUNDING

Wayne Elementary School receives federal funds under Title I. To learn more about Title I funding, student qualification to receive Title I services and parent/guardian engagement activities offered through Title I, please visit the following link: [Federal Programs - Radnor Township School District \(rtsd.org\)](#)

Wayne Elementary School Title I Parent and Family Engagement Plan 2025-2026

(revised May 2025)

Wayne Elementary School, (WES) is dedicated to the philosophy that parent involvement is integral to the success of each student, and that forging a strong partnership between school and the home is essential in order to provide quality education to all students.

Therefore, WES will implement programs, activities, and procedures for the involvement of parents in accordance with Title I of the Elementary and Secondary Education Act of 1965 (ESEA). This federal statute defines "parent and family engagement" as the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- That parents play an integral role in assisting their child's learning;
- That parents are encouraged to be actively involved in their child's education at school;
- That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and
- The carrying out of other activities, such as those described in Section in 1118 of the ESEA.

School Responsibilities

In order to involve parents in the Title I Program, Wayne Elementary School will:

- Convene an annual Title I meeting to inform parents of Wayne Elementary School's participation in the Title I Program, the Program's requirements and parents' involvement and rights.
- Hold parent meetings at various times throughout the school year in order to familiarize parents with Wayne Elementary School's Title I Program. In addition, conferences with the Principal and teachers may be scheduled as needed in order to facilitate open communication.
- Involve parents in an organized, ongoing and timely way, in the planning, review and improvement of the Title I Program, Parent Compact, and Parent Involvement Policy.
- Provide parents with a description and explanation of Wayne Elementary School's curriculum, the forms of academic assessment used to measure student progress, and the proficiency levels that students are expected to meet.
- Communicate with parents through fliers, calendars, student folders, website postings, letters/notices, and electronic means.
- Provide parents with timely information about the Title I Program.
- Aid parents in understanding the State's academic content standards and student achievement standards, academic assessments, and how to monitor a child's progress, with encouragement to work with teachers to improve the achievement of their children
- Provide materials and training to help parents to work with their children to improve their academic achievement and, as appropriate, to foster parent involvement.
- Disseminate parents' data regarding their child's achievement, progress reports, and classroom and standardized assessment results, to enable parents to know of, and to remain actively engaged in, their child's educational progress.
- Provide, if requested by parents, opportunities for additional meetings for solicitation of suggestions from parents and to participate, as appropriate, in decisions relating to the education of their child. Wayne Elementary School will respond to any such suggestions as soon as practically possible.

- Provide a written agreement (School-Parent Compact) explaining the roles of parent, student and staff to be signed by all parties responsible for academic achievement to improve his/her skill levels as a student enters the Title I Pull-out Program.
- Provide a high-quality curriculum and instruction in a supportive and effective learning environment that enables students to meet State academic standards
- Inform parents that their children will be taught for four or more consecutive weeks by a teacher who is not highly qualified, should the need arise.
- Employ teachers who meet Pennsylvania’s statutory and regulatory requirements, will be provided with professional development, and will continually update resources and maintain an environment that facilitates learning
- With regard to professional development, provide training to school staff to strengthen parental involvement efforts relating to:
 - The value and utility of contributions of parents
 - How to reach out to, communicate with, and work with parents as equal partners
 - Implementing and coordinating parent programs
 - Building ties between parents and Wayne Elementary School
 - Ensure full opportunities for participation of all parents, regardless of whether they or their children have disabilities, migratory status, or limited English proficiency, by providing information about Wayne Elementary School’s Title I Program and other programs, school meetings and associated activities to all participating families in an understandable and uniform format and language that parents can understand

Parent Involvement

- Parents will be involved in the planning, review and improvement of Wayne Elementary School’s Title I Program and the Parent and Family Engagement Policy, through feedback, suggestions, the Annual Title I Parent Meeting, additional parent meetings and parent-teacher conferences.
- Parent representatives will serve on a committee to review, develop, and update the Title I policies, School-wide Improvement Plan, forms, and the Title I Program.
- A Title I Parent Survey will be conducted annually to evaluate the effectiveness of the Title I Program, and to assess levels of parent involvement and barriers. The evaluation findings will serve as the basis for planning and the improvement of the Program.
- Progress Reports are distributed three times annually and the Home Access Center will allow parents to monitor their child's progress and take steps to improve individual academic achievement level as needed.
- Periodic Parent Partnership meetings will provide recommendations, materials, and training to help parents work with their child to improve academic achievement and to help parents better understand the State’s academic standards and results of local assessments.
- Wayne Elementary School will provide programs or activities throughout the year encouraging parents to become active participants in increasing student achievement and learning such as Back to School Night, Parent Partnership Meetings, Kindergarten Readiness Workshops, High School Readiness Meeting, and Parent-Teacher Conferences.

School-Parent Compact

Incorporated as a component of the Title I Parent and Family Engagement Plan Wayne Elementary School distributes to parents of participating children the attached School- Parent Compact. The Compact outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways that Wayne Elementary School and families will

partner to help children achieve the State's high academic standards. It addresses not only items suggested by parents of Title I students, but also the following legally required items:

- The ways parents will be responsible for supporting their child's learning
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their children's class; and opportunities to observe classroom activities.

If there are any questions or concerns, please reach out to the building principals at Wayne Elementary School.

Title I School-Family Compact (2025-2026) (revised May 2025)

Wayne Elementary School and the parents of students participating in activities, services, and programs funded by Title I agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improving student academic achievement. The compact also outlines how the school and parents will build and develop a partnership that will help children achieve the state's academic standards.

School Responsibilities:

Wayne Elementary School is committed to providing a high-quality curriculum and instruction within a supportive and effective learning environment. This commitment enables participating children to achieve their potential and meet Pennsylvania's student academic achievement standards. To ensure this:

- All teachers are required to meet Pennsylvania's statutory and regulatory requirements related to appropriate certification of school personnel.
- MTSS will include participation in small group direct instruction using both pull-out and push-in models, as well as differentiated classroom instruction.
- Classroom teachers will collaborate with team members of the MTSS Team to determine the best instructional methods, strategies, and skill development for students.
- MTSS Team Members and paraprofessionals will provide a quality curriculum and instruction in a positive learning environment to help children achieve success.

The Role of the MTSS Team

Teachers will:

- Respect and acknowledge every child's strength and differences.
- Believe that every child can learn if given appropriate time, quality instruction, and specific expectations for learning.
- Provide challenging and engaging educational experiences at the child's instructional level to maximize learning.
- Recognize that parents play an important role in their child's education and are vital to their success.

Parent-Teacher Conferences and Reporting

Wayne Elementary School is dedicated to fostering strong communication and collaboration with parents. To this end, the school will hold parent-teacher conferences scheduled after the first and second report card periods.

Student Reports

Parents will receive various reports to stay informed about their child's progress:

- Progress Reports: Parents will receive a progress report once a trimester

- For students receiving pull-out instruction by the MTSS Team, parents will also receive feedback and review the progress monitoring data at the end of each trimester during Parent Teacher Conferences.

Consultation Availability

Wayne Elementary School staff will be available for consultation with parents as follows:

- **Scheduled Conferences:** Before and after school conferences can be scheduled through your child's teacher.
- **Parent Teacher Conferences:** Conferences will be offered to parents at the end of the first and second trimester.
- **Communication:** Parents may contact teachers, staff, or the building principals via telephone, letter or email.

Parent Responsibilities

Parents are integral to their children's education and are expected to provide an appropriate learning environment at home. To support their children's learning, parents should:

- Return documents and forms promptly.
- Ensure their child attends school on time, well-fed, and well-rested regularly.
- Monitor school assignments and provide necessary support.
- Create a home atmosphere conducive to learning.
- Ensure that students are aware that electronic devices are not permitted in school
- Show and demonstrate respect for all members of the school community and school property.
- Promote positive use of their child's extracurricular time.
- Stay informed about their child's education by reviewing all school communications and responding promptly.

Parents can always contact by appointment, via email (RTSD.org), or phone:

- a. Your child's classroom teacher
- b. Michael Marzano, Principal
- c. Kelly Bourne, Assistant Principal
- d. Sarah Steiner, ELD Coordinator
- e. Jennifer Becker, MTSS Facilitator
- f. Dr. Shawn Dutkiewicz, Assistant to the Superintendent - Teaching and Learning

Student Commitment

Students are responsible, in part, for their own success and recognize that education is important. Students will:

- Demonstrate a positive attitude toward learning and school.
- Be responsible for completing homework on time that reflects quality and accuracy.
- Follow teacher instructions in a cooperative manner.
- Seek help and assistance when needed.
- Do daily work that is neat and reflects the student's best effort.
- Be respectful to all school members and to school property

Conclusion

The collaboration between school personnel, parents, and students is vital for providing the best possible education. This partnership ensures that children are supported both at school and at home, fostering an environment where every student can achieve their potential.

APPENDICES

Radnor Township School District School Board Policies

The Radnor Township School District Board Policies and Administrative Regulations are located on-line: <https://go.boarddocs.com/pa/radn/Board.nsf/goto?open&id=B59Q36674B4D>. Students are required to adhere to all Board Policies and Administrative Regulations applicable to students. Some of the most referred to Board Policies and Administrative Regulations applicable to students are listed below.

- 203 - Communicable Diseases and Immunization
- 204 - Attendance
- 210 - Use of Medications
- 216 - Student Records
- 218 - Student Discipline
 - 218.1 - Weapons
 - 218.2 - Terroristic Threats/Acts
 - 218.3 - Code of Student Conduct
- 220 - Student Expression/Distribution and Posting of Materials
- 221 - Dress and Grooming
- 222 - Use of Tobacco and Electronic Smoking Products
- 223 - Use of Bicycles and Motor Vehicles
- 226 - Searches
- 227 - Controlled Substances/Paraphernalia
- 233 - Suspension and Expulsion
- 235 - Student Rights/Surveys
- 247 - Anti-Hazing
- 248 - Unlawful Harassment 249 - Bullying
- 272 – Student Wellness
- 806 - Reporting Child Abuse
- 808 - Food Services (Meal Charge Policy)
- 810 - Transportation
- 815 - Acceptable Use of Internet and Network Resources
 - 815.1 - Social Media – Employee and Student Use 829 - Personal Electronic Communication Devices