

Policy Committee Agenda
September 2, 2025 – 7:00 p.m.
Room 200, T/E Administration Offices

- **Review of Minutes of the May 6, 2025 Policy Committee Meeting**
- **Public Comment on Agenda Items**
- **Review of Policies for 2nd Reading**
 - None
- **Information**
 - None
- **Follow Up from Previous Policy Committee Meetings**
 - None
- **Policies and Regulations for Review and Discussion**
 - Policy and Regulation 2200: Administrative Organization
 - Policy 1300: Volunteers
 - Regulation 2131: Supervisor of Community and Student Services - Duties
 - Regulation 2128: Director of Equity and Public Programs - Duties
 - Regulation 2129: Director of Safety and Student Services – Duties
 - Regulation 4001: Equal Opportunity and Nondiscrimination in Employment Practices
 - Regulation 4330: Discriminatory Harassment by and of District Employees
 - Regulation 5401: Student Discipline
 - Regulation 5461: Maintaining Appropriate Boundaries with Students
 - Regulation 6141: Equal Opportunity and Nondiscrimination of Students in School and Classroom Practices
 - Regulation 2121: Director of Curriculum, Instruction, Staff Development and Planning – Duties
 - Regulation 2127: Curriculum Supervisors – Duties
 - Regulation 2210: Building Principals
 - Policy 4505: Summer Workshops
 - Regulation 5228: Awarding of Diploma to Eligible Veterans
 - Policy and Regulation 6130: Curriculum, Curricular Materials and Resource Materials
 - Regulation 6155: Other Student Travel (School Sponsored)
 - Policy and Regulation 5001: Enrollment and Registration Requirements and Verification of Student Residency
 - Policy and Regulation 5411: Tobacco Products: Possession and Use (Students)
 - Policy and Regulation 8080: Acceptable Use of Technology
 - Policy and Regulation 9331: Review of School Board Policies

- **2025-2026 Policy Committee Goals**
- **Public Comment on Non-Agenda Items**
- **Summary of Action Items from the Meeting**

- **Future Meetings**

Future Policy Committee meetings for the 2025-2026 school year are scheduled for October 7, November 5, January 6, February 3, March 3, April 7, and May 5. Unless advertised otherwise, all meetings are held at the Tredyffrin/Easttown Administration Offices, 940 West Valley Road, Suite 1700, in Room 200 at 7:00 p.m.

2024-2025 Policy Committee Goals:

1. Identify and examine critical issues facing the District from a Policy and Regulation perspective.
2. Review Policies and Regulations for alignment with the District's racial equity and cultural awareness goals, as well as potential negative and disproportionate impacts on persons of color, and to revise those Policies and Regulations as needed.
3. Review existing and develop new Policies and Regulations in response to legal requirements, administrative recommendations, Board priorities, community input, and external issues.
4. Communicate Policy and Regulation revisions to stakeholders via webpage postings, email messages, and oral reports at Board meetings.
5. Continue with a cyclical review of Board Policies and Regulations in determining if they should be revised, updated, or repealed.

Draft Pending Approval
Policy Committee Meeting Minutes
Tuesday, May 6, 2025
T/E Administrative Offices, Room 200
7:00 p.m.

Board Committee Members: Susan Audrain, Chair; Yolanda Allen, Maryann Piccioni, Rachel Weil

Other Board Members: Todd Kantorczyk, Sue Tiede, Ken Hong

T/E School District Representatives: Rich Gusick, Mark Cataldi, Kristen Rosa Houlahan

Attendees: None

Review of Minutes

The minutes of the April 1, 2025 meeting were reviewed and recommended for approval at the next Board meeting.

Public Comment on Agenda Items

None

Review of Policies for 2nd Reading

Policy and Regulation 4032: Separation for Cause

Revisions include the new title Separation and Other Discipline for Cause. The Regulation includes definitions, as well as outlines reasons for discipline and termination of professional and non-instructional staff subject to the terms of the applicable collective bargaining agreement. Cross references to Policies and Regulations #4450 and #5461 were added. The Policy will be sent to the Board of School Directors for a second reading at their meeting on May 27, 2025.

Policy and Regulation 4460: Tenure

The Policy and Regulation specify the requirements for attaining tenure. The Policy will be sent to the Board of School Directors for a second reading at their meeting on May 27, 2025.

Information

None

Follow Up from Previous Policy Committee Meeting

Policy 1311: Classroom Visits and School Building Tours

The Policy was revised to specify that classroom events in which the teacher or school invites parents and guardians to attend do not apply to this Policy. Requests for school building tours may not be granted more than once per school year. The Policy will be sent to the Board of School Directors for a first reading at their meeting on May 27, 2025. Since there are no more Policy Committee meetings this school year, the Committee agreed to send the Policy to the Board of School Directors for a second reading at their meeting on June 9, 2025. This process meets the requirements of Policy 9330.

Policies and Regulations for Review and Discussion

Policy and Regulation 5227: Graduation Requirements

There were no suggested revisions to the Policy, so it will be marked as reviewed and posted. The Regulation was revised to incorporate the state required Financial Literacy course starting with the graduating class of 2030. The Regulation will go into effect immediately.

Regulation 7040: Use Of District Facilities

Specific fees for rental requests were updated in Appendix B. The Regulation will go into effect immediately.

Public Comment on Non-Agenda Items

None.

Future Meetings

Policy Committee meetings for the 2025-2026 school year will be determined at a later date and posted on the District website.

Adjournment

The meeting was adjourned at 8:06 p.m.

Administrative Organization

The administrative organization for the Tredyffrin/Easttown School District shall be determined by the Superintendent. The organizational framework will be designed to efficiently deliver the educational program to our students, to develop the curriculum, to provide staff inservice and to manage the budget, while meeting all state and federal mandates and requirements.

The Superintendent or designee will develop and maintain an administrative organizational chart depicting the primary reporting and supervisory relationships of the employment positions held by District personnel, and job descriptions for each position.

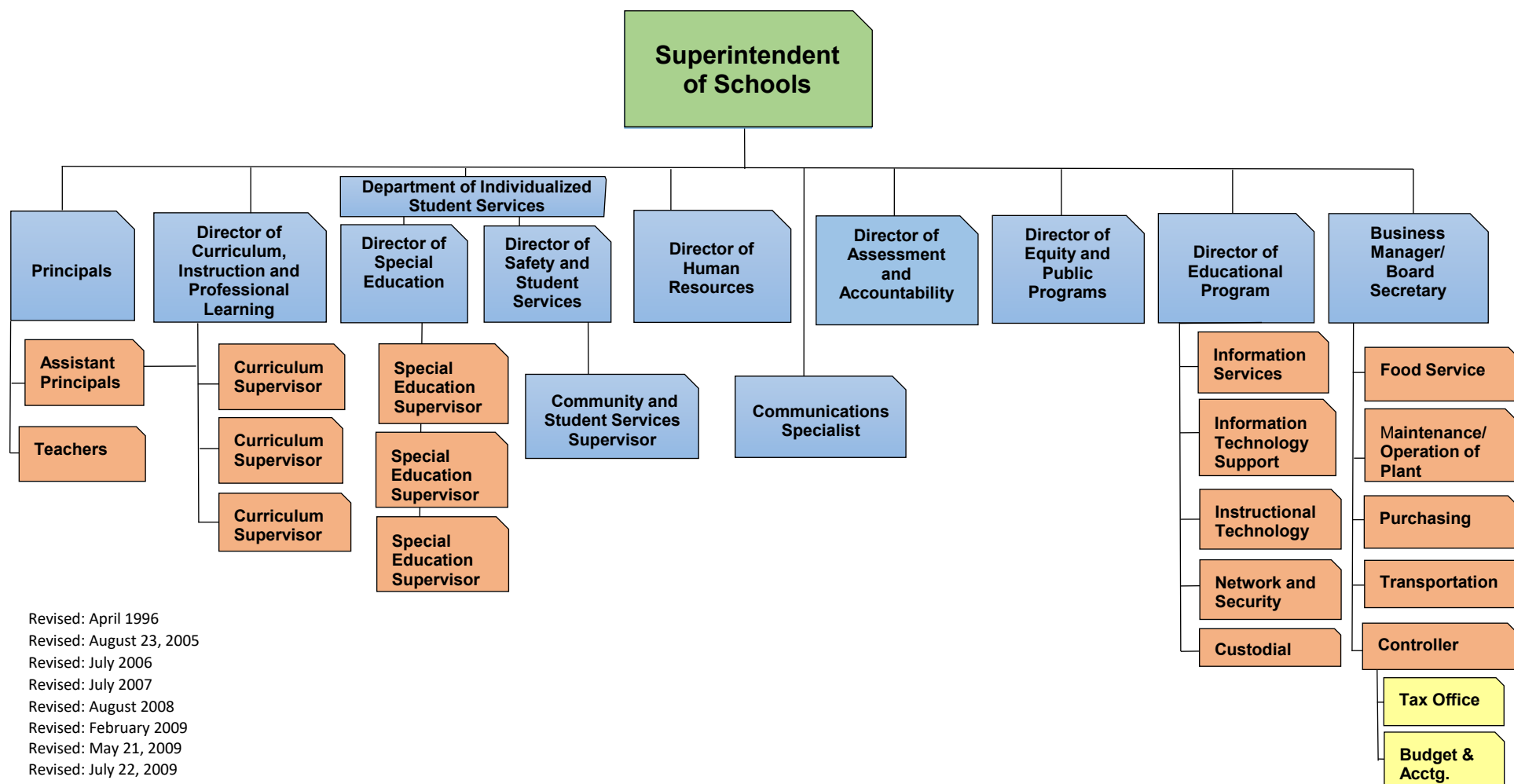
Adopted: August 28, 1978
Revised: June 14, 1993
Revised: February 28, 2011
Revised: August 31, 2021

Tredyffrin/Easttown School District

Administrative Organization

The focus of the organizational framework in the District shall be upon the learner and upon those who most directly affect the learning environment and shall provide the blueprint for the design of the administrative structure in the District.

The organizational chart shows lines of primary responsibility. As such, it is designed to be called upon when needed to clarify relationships in case some questions arise. Missing are the many crisscrossing lines of secondary responsibility and of communication and cooperation which characterize our schools.



Revised: April 1996
 Revised: August 23, 2005
 Revised: July 2006
 Revised: July 2007
 Revised: August 2008
 Revised: February 2009
 Revised: May 21, 2009
 Revised: July 22, 2009
 Revised: July 1, 2010
 Revised: February 16, 2011
 Revised: December 9, 2011
 Revised: May 30, 2012
 Revised: May 20, 2013
 Revised: November 12, 2015
 Revised: July 1, 2017
 Revised: July 2019
 Revised: September 3, 2019
 Revised: August 31, 2021
 Revised: July 11, 2023
 Revised: August 20, 2025

Volunteers

The District appreciates the efforts of parents and community volunteers. Volunteer activities will occur only as requested by the teacher or supervisor, and will be under the direction of the teacher or supervisor at all times. The District ~~Volunteer Coordinator~~Community and Student Services Supervisor will coordinate the recruitment, selection, and oversight of District volunteers.

No volunteer may use any confidential information obtained by virtue of their volunteer service.

The Superintendent shall promulgate guidelines implementing this Policy, which shall require all volunteers to:

1. maintain the privacy of students, unless the volunteer is mandated by law to report private information about the student, as well as confidential student information; and
2. respect the authority of the teacher or supervisor overseeing the volunteers.

In addition, the Superintendent shall promulgate guidelines implementing this Policy, which shall require volunteers responsible for the welfare of children or having direct contact with children to:

1. provide all criminal and child abuse clearances required by law as set forth in the accompanying administrative regulation. Only those volunteers deemed acceptable to the Superintendent or designee shall be appointed; and
2. report all incidents of suspected child abuse in accordance with law.

Adopted: June 6, 2005

Reviewed: October 18, 2005

Revised: June 14, 2012

Revised: February 23, 2015

Revised: June 15, 2015

Revised: January 5, 2021

Revised: November 25, 2024

Tredyffrin/Easttown School District

Supervisor of Community and Student Services - Duties

Responsible for:

1. Serve as a liaison between the building administration and Conestoga High School Class Parent Organizations/Middle School PTO/Elementary PTO/HSA to address needs and initiatives and facilitate regular meetings with presidents.
2. Coordinate and/or assist with parent-led and/or volunteer-led school events.
3. Recruit, manage, and retain volunteers as needed and ensure volunteers meet all District requirements.
4. Provide ongoing communication and support to District volunteers.
5. Facilitate compilation of District-wide volunteer lists for inclusion in the monthly School Board agenda.
6. Serve as the school liaison for exchange student programs at Conestoga High School, coordinating with agencies to support student experiences.
7. Organize and facilitate the Senior Experience Elective Program at Conestoga High School by orienting and mentoring students toward their experience, solicit and maintain relationships with community sponsors, communicate and support teacher sponsors, and collect, analyze, and coordinate all data related to the program.
8. Serve as the District liaison for Conestoga High School alumni, including managing reunion information, assisting in alumni events, and the publication of the alumni directory.
9. Supervise District nurses.
10. Supervise multi-tiered intervention teachers at the secondary level.
11. Act as District Liaison to the Foundation for Learning in Tredyffrin/Easttown (FLITE) Board of Trustees, Tredyffrin & Easttown Care (T&E Care) and Area Residents Caring and Helping (ARCH).
12. Performing such other duties and responsibilities as assigned by the Director of Safety and Student Services.

Reports to Director of Safety and Student Services

Adopted:

Tredyffrin/Easttown School District

Director of Equity and Public Programs - Duties

Responsible for:

1. Coordinating and monitoring District and building level equity and inclusion programs and initiatives.
2. Serving as administrative facilitator of the Diversity Committee.
3. Establishing, maintaining and expanding community partnerships that support equity, diversity and inclusion.
4. Coordinating and monitoring of the Pennsylvania Comprehensive Plan, including mid-point reviews for the Pennsylvania Department of Education.
5. Coordinating and monitoring of all Federal Programs such as Title I, II, III, IV, IX, including mid-point reviews for the Pennsylvania Department of Education.
- ~~6. Developing, directing and monitoring the implementation of the District Act 48 plan.~~
- ~~7.6.~~ Serving as coordinator and resource on legislative issues, including responding to requests from state and federal legislators.
- ~~8. Supervising the English Language Development Program and teachers.~~
- ~~9.7.~~ Managing District services related to students designated as English Learners and Completing required State reports related to students designated as English Learners.
- ~~10. Managing District services related to students designated as homeless and completing required State reports.~~
- ~~11. Managing District services related to students designated as Foster Care and completing required State reports.~~
- ~~12.8.~~ Coordinating and monitoring District Grants and completing required reports.
- ~~13.9.~~ Serving as administrative liaison to the Board Ad Hoc Legislative Committee.
- ~~14. Acting as District Liaison to the Foundation for Learning in Tredyffrin/Easttown (FLITE) Board of Trustees.~~
- ~~15.10.~~ Performing such other duties and responsibilities as assigned by the Superintendent.

Reports to Superintendent of Schools

Director of Safety and Student Services - Duties

Responsible for:

1. All responsibilities related to the supervision of school security staff.
2. Reviewing the policies and procedures related to school safety and security regarding compliance with Federal and State laws regarding school safety and security.
3. Coordinating professional development, training, and resources for students and school staff in matters relating to situational awareness, trauma-informed education awareness, behavioral health awareness, suicide and bullying awareness, substance abuse awareness, and emergency procedures and training drills, including fire, natural disaster, active shooter, hostage situation and bomb threat.
4. Coordinating school safety and security assessments.
5. Reviewing District emergency procedures and training drills, including fire, natural disaster, active shooter, hostage situation, and bomb threat.
6. Serving as administrative facilitator of the District Safety Committee.
- ~~7. Serving as administrative liaison to Area Residents Caring and Helping (A.R.C.H.).~~
- ~~8.~~7. Serving as the liaison to law enforcement, and other organizations on matters of school safety and security.
- ~~9.~~8. Presenting annually to board of school directors regarding District's current safety and security practices and identifying strategies to enhance school safety and security.
- ~~10.~~9. Coordinating a tour of District buildings and grounds biennially or when a building is first occupied or reconfigured with the law enforcement agencies and first responders that are primarily responsible for protecting and securing the District.
- ~~11.~~10. Serving as the Pandemic Coordinator.
- ~~12.~~11. Managing and evaluating all District-supported student services, multi-tiered intervention process, gifted support, and Section 504 agreements.
- ~~12.~~ Supervising District ~~nurses, mental health specialists, and multi-tiered intervention teachers.~~
13. Managing District services related to students designated as homeless and completing required State reports.

14. Managing District services related to students designated as Foster Care and completing required State reports.

15. Providing for the needs of students by coordinating the efforts of school nurses and physicians, school psychologists, related service providers, and mental health specialists, ~~and dental hygienist.~~

~~13.16.~~ Monitoring District and Charter School attendance procedures and providing support for school-based attendance officers.

~~14.17.~~ Managing District homebound and home education and completing required State reports.

~~15.18.~~ Acting as liaison for Child Abuse reporting, substance use and abuse prevention.

~~16.19.~~ Developing and managing student services and special education cost center budget, State and Federal reporting for Contingency reimbursement, Act 16 funding, and IDEA grant.

~~17.20.~~ Reporting periodically to Board of School Directors regarding special education spending associated with this role.

~~18.21.~~ Supervising all personnel reporting to them.

~~19.22.~~ Performing such other duties and responsibilities as assigned by the Superintendent.

Reports to Superintendent of Schools

Equal Opportunity and Nondiscrimination in Employment Practices

The District's Title IX Coordinator is the Director of Equity and Public Programs. Contact information for the Director of Equity and Public Programs.

Position: Director of Equity and Public Programs

Address: Tredyffrin/Easttown School District Administration Offices, 940 West Valley Road, Suite 1700, Wayne, PA 19087

Email: morrisk@tesd.net ~~torreso@tesd.net~~

Phone: 610-240-1909

In order to maintain a program of nondiscrimination practices with respect to employment practices that is in compliance with applicable laws and regulations, the following procedures shall be followed:

The Title IX Coordinator, with the assistance of other individuals designated by the Superintendent as necessary, is responsible to monitor the implementation of equal opportunity and nondiscrimination procedures in the following areas:

1. Development of position qualifications, job descriptions and essential job functions.
2. Recruitment materials and practices.
3. Procedures for screening, interviewing and hiring.
4. Evaluation and promotion.
5. Disciplinary actions, up to and including terminations.

Applicable Complaint Procedures

Complaints of discrimination pursuant to this Administrative Regulation and the accompanying Board Policy which take the form of discriminatory harassment as defined in Board Policy and Administrative Regulation 4330 (Discriminatory Harassment by and of District Employees) shall be handled in accordance with the procedures outlined in that Policy and Administrative Regulation.

All other complaints covered by this Administrative Regulation and the accompanying Board Policy by employees or third parties shall be directed to the Title IX Coordinator; such complaints will be handled in accordance with the general procedures outlined in Board Policy and Administrative Regulation 1122 (Complaints Regarding the District).

If for any reason a complaint pursuant to this Administrative Regulation and the accompanying Board Policy is received by an individual other than the Title IX Coordinator, that individual shall promptly notify the Title IX Coordinator.

Cross References:

Policy & Regulation 4330, *Discriminatory Harassment by and of District Employees*

Policy & Regulation 1122, *Complaints Regarding the District*

Policy & Regulation 4035, *Dress and Appearance*

Policy & Regulation 4022, *Addressing Employee Concerns and Criticism*

Discriminatory Harassment by and of District Employees

The District's Title IX Coordinator is the Director of Equity and Public Programs. Contact information for the Director of Equity and Public Programs is outlined below.

Position: Director of Equity and Public Programs

Address: Tredyffrin/Easttown School District Administration Offices, 940 West Valley Road, Suite 1700, Wayne, PA 19087

Email: morrisk@tesd.net or terrese@tesd.net

Phone: 610-240-1909

Procedures for Resolving Reports of Sexual Harassment

Any reports of discriminatory harassment deemed by the Title IX Coordinator to meet the definition of Title IX sexual harassment, as defined in the accompanying Policy, shall be investigated and handled in accordance with the specific procedures outlined on the District's website at: <https://www.tesd.net/domain/1894>, particularly the procedures outlined in the document titled "Grievance Process with Exhibits."

Procedures for Resolving Reports of Discriminatory Harassment Other than Title IX Sexual Harassment

Step 1 – Reporting

An employee or other individual who believes they or others have been subject to conduct that constitutes discriminatory harassment is encouraged to immediately report the incident in accordance with the procedures outlined in the accompanying Board Policy. Any person with knowledge of conduct that may violate this Administrative Regulation or the accompanying Board Policy is similarly encouraged to immediately report the matter as outlined in the accompanying Board Policy.

A school employee who is notified that a student has been subject to conduct that constitutes a violation of this Administrative Regulation or the accompanying Board Policy shall immediately report the incident pursuant to the procedures outlined in the accompanying Board Policy.

Step 2 – Investigation

Where an attorney is not used to conduct the investigation, only individuals who have received basic training or informed guidance on the applicable law, this Administrative Regulation and the accompanying Board Policy, and how to conduct a proper investigation shall be authorized to conduct the investigation.

The investigator shall work with the Title IX Coordinator or Superintendent's designee to assess the anticipated scope of the investigation, who might need to be interviewed, and what records may be relevant.

The investigator shall conduct an adequate, reliable and impartial investigation. The complainant and the accused shall be provided the opportunity to present witnesses and other evidence during the course of the investigation.

The investigation may consist of individual interviews with the complainant, the accused, and others with knowledge relative to the allegations. The investigator may also evaluate any other information and materials relevant to the investigation. The person making the report, parties, parents/guardians and witnesses shall be informed of the prohibition against retaliation for anyone's participation in the process and that conduct believed to be retaliatory should be reported. All individuals providing statements or other information or participating in the investigation shall be instructed to keep the matter confidential and to report any concerns about confidentiality to the investigator.

If the investigation reveals that the conduct being investigated may involve a violation of criminal law, the investigator shall promptly notify the Title IX Coordinator or Superintendent's designee, who shall promptly inform law enforcement authorities about the allegations.

The obligation to conduct this investigation shall not be negated by the fact that a criminal or child protective services investigation of the allegations is pending or has been concluded. The investigator should coordinate with any other ongoing investigations of the allegations, including agreeing to requests for a short delay in fulfilling the District's investigative responsibilities during the fact-finding portion of a criminal or child protective services investigation. Such delays shall not extend beyond the time necessary to prevent interference with or disruption of the criminal or child protective services investigation.

Step 3 – Investigative Report

The investigator shall prepare and submit a written report to the Title IX Coordinator or Superintendent's designee within twenty (20) business days of the initial report of alleged discriminatory harassment, unless the nature of the allegations, anticipated extent of the investigation or the availability of witnesses requires the investigator and the Title IX Coordinator or Superintendent's designee to establish a different due date. The parties shall be notified of the anticipated date the investigative report will be completed and of any changes to the anticipated due date during the course of the investigation.

The report shall include a summary of the investigation, a determination of whether the complaint has been substantiated as factual, the information and evaluation that formed the basis for this determination, whether the conduct violated this Administrative Regulation or the accompanying Board Policy, and of any other violations of law or Board Policy which may warrant further District action, and a recommended disposition of the complaint.

The complainant and the accused shall be informed of the outcome of the investigation,

including the recommended disposition within a reasonable time of the submission of the written report. The accused shall not be notified of the individual remedies offered or provided to the complainant.

Step 4 – District Action

If the investigation results in a finding that some or all of the allegations of the complaint are established and constitute a violation of this Administrative Regulation or the accompanying Board Policy, the District shall take prompt and appropriate corrective action designed to ensure that such conduct ceases and that no retaliation occurs. The District shall promptly take appropriate steps to prevent the recurrence of the prohibited conduct and to address the discriminatory effect the prohibited conduct had on the complainant and the school or school program environment. District staff shall document the corrective action taken and, where not prohibited by law, inform the complainant. The Title IX Coordinator or Superintendent's designee shall follow up as necessary to assess the effectiveness of the corrective action.

If an investigation results in a finding that a different Board Policy was violated separately from or in addition to violations of this Administrative Regulation and the accompanying Board Policy, or that there are circumstances warranting further action, such matters shall be addressed at the conclusion of this investigation or through disciplinary or other appropriate referrals where further evaluation or investigation is necessary.

Disciplinary actions shall be consistent with the Student Code of Conduct, Board Policy, Administrative Regulations, any applicable Employee Handbook or Collective Bargaining Agreement, and state and federal laws.

Appeal Procedure

1. If the complainant or the accused is not satisfied with a finding or the corrective action recommended in the investigative report, they may submit a written appeal to the Title IX Coordinator or Superintendent's designee within fifteen (15) business days. If the Title IX Coordinator or Superintendent's designee investigated the complaint, such appeal shall be made to the Superintendent.
2. The individual receiving the appeal shall review the investigation and the investigative report and may also conduct or designate another person to conduct a reasonable supplemental investigation to assess the sufficiency and propriety of the prior investigation.
3. The person handling the appeal shall prepare a written response to the appeal within twenty (20) business days. Copies of the response shall be provided to the complainant, the accused and the investigator who conducted the initial investigation.

Adopted: December 10, 1992

Revised: May 1994

Revised: May 2006

Revised: October 25, 2007

Revised: June 9, 2016

Revised: November 10, 2020

Revised: August 31, 2021

*Student Discipline**Table of Contents*

<i>Guidelines for Developing Self-Discipline</i>	<i>4</i>
<i>Disciplinary Action</i>	<i>5</i>
Building Level	5
District Level: Expulsion	5
<i>Protocol for Assessment of Threatening Behaviors and Threats.....</i>	<i>6</i>
<i>Communications of Situations Involving Bullying, Hazing, Harassment, Threatening Behaviors and Threats ("Behaviors Targeting Others")</i>	<i>9</i>
<i>Supports</i>	<i>10</i>
<i>Suspensions of Students with Disabilities</i>	<i>10</i>
Emergency Exclusions for Students with Intellectual Disability	11
IEP/Multidisciplinary Team Consideration	11
Conduct Deemed a Manifestation of Disability	12
Conduct Not A Manifestation of Disability	12
Special Circumstances For Emergency Placements	13
Weapons	13
Controlled Substances	13
Serious Bodily Injury.....	14
Procedures for Suspensions of Students with Disabilities	14
Suspension of a Student Who Has NOT Been Determined to be Eligible for Special Education...	16
Reporting & Investigation Procedures - Bullying, Hazing, Harassment	16
Special Provisions - Hazing	17
Special Provisions - Student Bullying Policy	18

Definitions

For purposes of this Administrative Regulation, the following definitions shall apply:

Bullying shall mean an intentional electronic, written, verbal or physical act, or a series of acts which meet the following criteria:

1. directed at another student or students;
2. occurs in a school setting;
3. is severe, persistent or pervasive; and
4. has the effect of doing any of the following:
 - a. substantially interfering with a student's education; or
 - b. creating a threatening environment; or
 - c. substantially disrupting the orderly operation of the school.

School setting shall mean in school, on school grounds, in school vehicles, at a designated bus stop or at any activity sponsored, supervised or sanctioned by the District.

Hazing occurs any time a person intentionally, knowingly or recklessly, for the purpose of initiating, admitting or affiliating a student into or with an organization, or for the purpose of continuing or enhancing a student's membership or status in an organization, causes, coerces or forces a student to do any of the following:

1. Violate Federal or State criminal law.
2. Consume any food, liquid, alcoholic liquid, drug or other substance which subjects the student to a risk of emotional or physical harm.
3. Endure brutality of a physical nature, including whipping, beating, branding, calisthenics or exposure to the elements.
4. Endure brutality of a mental nature, including activity adversely affecting the mental health or dignity of the individual, sleep deprivation, exclusion from social contact or conduct that could result in extreme embarrassment.
5. Endure brutality of a sexual nature.
6. Endure any other activity that creates a reasonable likelihood of bodily injury to the student.

Aggravated hazing occurs when a person commits an act of hazing that results in serious bodily injury or death to the student and:

1. The person acts with reckless indifference to the health and safety of the student;
or
2. The person causes, coerces or forces the consumption of an alcoholic liquid or drug by the student.

Organizational hazing occurs when an organization intentionally, knowingly or recklessly promotes or facilitates hazing, regardless of whether the consent of the student was sought or obtained or whether the conduct was sanctioned or approved by the student organization.

Any activity, as described above, shall be deemed a violation of this Policy and the accompanying Administrative Regulation, regardless of whether the consent of the student was sought or obtained or whether the conduct was sanctioned or approved by the student organization.

Student activity or organization means any activity, society, corps, team, club or service, social or similar group, operating under the sanction of or recognized as an organization by the District, whose members are primarily students or alumni of the District.

Bodily injury shall mean impairment of physical condition or substantial pain.

Serious bodily injury shall mean bodily injury which creates a substantial risk of death or which causes serious, permanent disfigurement, or protracted loss or impairment of the function of any bodily member or organ.

Discriminatory harassment means verbal, written, electronic, graphic or physical conduct relating to an individual's actual or perceived race, color, age, creed, religion, sex, gender, sexual orientation, gender identity, gender expression, ancestry, national origin/ethnicity, veteran status, marital status or handicap/disability when such conduct:

1. Is sufficiently severe, persistent or pervasive that it affects a student's educational performance or creates an intimidating, threatening or abusive educational environment; and/or
2. Has the purpose or effect of unreasonably interfering with a student's educational performance; and/or
3. Adversely affects a student's educational opportunities.

Discriminatory harassment includes, but is not limited to, slurs, jokes, bullying, hazing or other verbal, written, electronic, graphic or physical conduct relating to an individual's actual or perceived race, color, age, creed, religion, sex, gender, sexual orientation, gender identity, gender expression, ancestry, national origin/ethnicity, veteran status, marital status or handicap/disability. Discriminatory harassment also includes sex-based harassment and sexual harassment, as defined below.

Sexual harassment is a specific form of discriminatory harassment which means unwelcome sexual advances, requests for sexual favors, inappropriate verbal or physical

conduct of a sexual nature, gestures of a sexual nature, or display of materials which evoke responses not in keeping with the atmosphere intended for the classroom or the school environment. Title IX sex discrimination and sex-based harassment are defined within the District's applicable Title IX grievance procedure.

Title IX discrimination includes discrimination on the basis of sex. Definitions of Title IX discrimination and sex-based harassment, including sexual assault, dating violence, domestic violence, and stalking, are defined within the District's applicable Title IX Grievance procedure.

Threat means a communication of intent to harm another individual or property or behavior suggesting intent to harm an individual or property.

Threatening behavior shall mean a physical, verbal or written threat to (1) commit violence with intent to terrorize, injure or damage another or others, (2) cause evacuation of a building, place of assembly or facility of transportation, or (3) otherwise cause serious public inconvenience with reckless disregard of the risk of causing such terror or inconvenience.

Title IX Coordinator means the District's Director of Equity and Public Programs as identified in the accompanying Administrative Regulation.

Transient threat means there is no sustained intent to harm.

Substantive threat means the intent of the threat is present (or not clear) and therefore requires protective action.

Behaviors targeting others means bullying, hazing, discriminatory harassment, threatening behaviors, and threats collectively.

Weapon shall be defined consistent with state law and shall include, but not be limited to, any knife, cutting instrument, cutting tool, nunchaku, firearm, shotgun, and rifle as well as any other tool, instrument or implement capable of inflicting serious bodily injury which tool, instrument or implement is possessed with the intent to threaten or harm another person.

Guidelines for Developing Self-Discipline

1. The development and maintenance of self-discipline is an integral aspect of learning.
2. Each professional staff member, as a part of the normal teacher-learning process, shall develop and emphasize self-disciplinary procedures with students.
3. Each staff member is responsible for contributing to the maintenance of these standards of behavior which are conducive to learning in the school setting, as defined in the Policy.

Disciplinary Action

Building Level

1. Under these District-wide guidelines, basic standards of behavior shall be developed and then reviewed annually within each building of the District to ensure consistent application across all District schools.
2. Building administrators and their designees shall be responsible for implementing and maintaining appropriate, nondiscriminatory and consistent building-wide standards.
3. Punishment or consequences will be proportional to the severity and frequency of the infraction with consideration of academic consequences associated with discipline.
4. The individuality of each student and each incident shall be taken into consideration in any disciplinary action.
5. Support measures will be reviewed. Special consideration shall be given to the status of students with disabilities, and compliance with all safeguards and protections to which disabled students are entitled shall be ensured.
6. If a student is suspended from school, a building administrator shall contact the parent(s) or guardian(s) by telephone or face-to-face prior to re-admittance of the student.

District Level: Expulsion

1. When a building principal or designee is recommending that a student be considered for potential expulsion, they shall submit to the Superintendent the following information:
 - a. A chronology of the incident(s).
 - b. Statement(s) by those involved in the incident(s).
 - c. Statement(s) from educators currently familiar with the student's situation.
 - d. A review and recommendation by the principal.
 - e. Records and information relating to the student's disability, if applicable.
2. The Superintendent or designee may review the student's file in determining the appropriate action. In the event that the Superintendent recommends that expulsion proceedings be brought against a student, a formal hearing shall be offered to the student and their parent(s)/guardian(s) in accordance with Board Policy and applicable law.

Protocol for Assessment of Threatening Behaviors and Threats

See Attachment A for the decision tree that guides the following protocol:

1. Building administrator or designee conducts initial investigation to verify the incident and the probability of student involvement.
2. If the building administrator or designee cannot verify the incident, then the parent/guardian of all known students associated with the reported incident should be contacted. No further action is required.
3. If the threatening behavior or threat occurs in the context of a time-sensitive consultation with a mental health specialist, the mental health specialist shall conduct an immediate clinical interview with the student in order to be able to assess the nature and extent of the threatening behavior. This interview does not require prior consent by the student's parent or guardian or the student themselves.
4. Upon a preliminary determination that a student's behavior may indicate a threat to the safety of the student, other students, school employees, school facilities, the community, or others, then the building administrator or designee convenes the Threat Assessment Team and serves as the designated leader. The Threat Assessment Team shall include individuals as outlined in the accompanying Board Policy. Additionally, if the student who made the threatening behavior or threat has an Individualized Education Program (IEP) or 504 Plan, then at least one school staff member of the student's IEP or 504 team, who is not an administrator, will serve on the Threat Assessment Team and the pertinent portions of the student's IEP or 504 Plan will be shared and reviewed.
5. The Threat Assessment Team shall immediately notify the Superintendent or designee, the student's building principal and the school safety and security coordinator upon a preliminary determination of a threat.
6. The Threat Assessment Team will take into consideration the developmental age and disability of the students involved when determining discipline measures and supports. Additionally, the Threat Assessment team will consider whether appropriate supports and services for a disabled student which may potentially mitigate the threatening behavior have been offered and implemented.
7. The building administrator or designee contacts parent(s)/guardian(s) of the student who engaged in threatening behaviors or threats to review these steps in the protocol, which do not necessarily need to be taken in the order listed below, in addition to any requirements of the section regarding *Suspensions of Students with Disabilities*:
 - a. The student will be removed from class to a safe location and/or additional supervision will be assigned.
 - b. Parent(s)/guardian(s) is/are notified by the building administrator and an initial investigation is conducted by the building administrator or designee.

- c. Upon receipt of parental, guardian and/or, if the student is 18 or older, student consent, a clinical interview, or additional clinical interview if a clinical interview has already been conducted pursuant to number 3 above, may be completed by a District mental health specialist and the results of the clinical interview will be discussed with the Threat Assessment Team and parent(s)/guardian(s). The Threat Assessment Team shall provide the District mental health specialist with all relevant records and information relating to the student's disability, if applicable.
- d. Based upon the available information, the Threat Assessment Team will categorize the threat as transient or substantive. If the Threat Assessment Team cannot resolve the threat as transient, then they may consult with the police. In this context, "consult with" serves two purposes. Consultation allows law enforcement to participate in the threat assessment process, as contemplated by the Public School Code, to assist with the determination as to whether a threat constitutes a transient or a substantive threat. Consultation also provides the opportunity for communication between school officials and law enforcement to share information known by one agency with the other in order to best plan protective supports as appropriate. If a threat is considered a serious substantive threat, then the Threat Assessment Team will consult with the police. If the threat is a very serious substantive threat, then the building administrator or designee will contact the police to request further investigation.
- e. The building administrator, with input from the Threat Assessment Team, will determine any disciplinary action on a case-by-case basis while considering the severity of the threatening behavior or threat and prior relevant disciplinary history of the student. The Threat Assessment team will consider whether supports and services included in any disabled student's IEP or 504 plan have been implemented as required. The Threat Assessment Team may also, as appropriate, refer the student to other support-based resources such as the Student Assistance Program and appropriate community resources.
- f. A designated member of the Threat Assessment Team will maintain contact with the family of the suspended student during any period of suspension from school.
- g. Whether determined to be a transient or substantive threat, the student may be required to attend school-based counseling session(s).
- h. If the Threat Assessment Team determines the threat is transient, the student may return to school pending the outcome of any disciplinary action.
- i. If the Threat Assessment Team determines the threat is substantive, a mental health risk assessment ("the mental health risk assessment") shall be required.
- j. If the mental health risk assessment is required, it will be completed by a District-selected or District-approved certified child and adolescent psychiatrist or other

District-selected or District-approved qualified mental health professional. Any mental health risk assessment shall include review of all relevant records and information relating to student's disability, if applicable.

- k. The Office of Individualized Student Services will schedule the mental health risk assessment, and the school administrator or designee will contact the parent(s)/guardian(s) to discuss arrangements for the mental health risk assessment.
 - l. Signed parent/guardian consent is required for the mental health risk assessment to commence. If signed consent is not forthcoming and the family has not made arrangements with a District-approved psychiatrist or other mental health professional, then the student will be suspended, pending the development of a District-approved written plan to ensure the safety of the student and others in school. If the District provides non-disabled students with work materials related to on-going classroom instruction during this period of removal, it shall do the same for disabled students, ensuring access to FAPE.
 - m. If there is a delay in the completion of the mental health risk assessment beyond the length of the assigned suspension, then a District-approved written safety plan will be developed to ensure the safety of the student and others before the student is scheduled to return to school.
 - n. If suspension exceeds three (3) school days, the student has the right to an informal hearing. If suspension exceeds ten (10) school days, the student has the right to a formal hearing.
 - o. The building administrator or designee will hold a conference with a suspended student and their parent/guardian prior to readmission to school.
 - p. A student who is suspended or expelled for threatening behavior or making a threat is subject to random searches in accordance with Policy 5412 and applicable law.
 - q. Police must be notified by the building administrator in the event of a weapons offense, as defined in Policy 5410.
 - r. During non-school hours, such as through the state's required anonymous reporting system (Safe2Say Something), police may be notified by a building or District administrator in situations where the health, safety or welfare of students, staff or District property are thought to be in jeopardy as determined by the building or District administrator.
8. Office of Individualized Student Services or designee prepares appropriate parent/guardian permissions for assessment and release of information for building administrator to secure parent/guardian signature.

9. Upon receipt of permission and information release from the parent(s)/guardian(s), building administrator or designee contacts the District-approved mental health professional to provide student records and information about the incident.
10. The administrator or designee makes arrangements with the mental health professional to contact the building administrator or designee immediately following the mental health risk assessment as to whether the student is safe to return to school and to make recommendations for support. Following the mental health risk assessment, the mental health professional contacts the building administrator or designee as per previous agreement. The administrator or designee contacts the parent(s)/guardian(s).
11. If the mental health risk assessment determines that the student is not considered a threat to self or others, then the student may return to school as determined by the building administrator pursuant to District disciplinary procedures.
12. Supports and services are guided by assessment data and determined by the appropriate building-based team. Building and District personnel work with the parent(s)/guardian(s) and student to discuss and implement recommendations.
13. A report from the mental health risk assessment is sent to the Office of Individualized Student Services which, in turn, will disseminate it to the building administrator and the parent(s)/guardian(s).

Communication of Situations Involving Bullying, Hazing, Harassment, Threatening Behaviors and Threats ("Behaviors Targeting Others")

A school administrator, or in limited cases, their designee, shall promptly notify the parent or guardian of any student:

1. determined to be a target or recipient of behaviors targeting others; or
2. who displays threatening behavior or makes a threat.

The Superintendent or designee shall, in their discretion, authorize school or community-wide communications in accordance with Board Policy, the Family Educational Rights and Privacy Act (FERPA) and other applicable law based on relevant conditions, which may include but is not limited to the following:

- (1) the nature or severity of the threat;
- (2) the number of individuals targeted by a threat;
- (3) the degree to which there has been an expression of schoolwide or community concern or potential schoolwide or community exposure;
- (4) recommendation of law enforcement; and
- (5) consultation with District Solicitor or other legal counsel

Not all five conditions need to exist in order for notification to be given.

Supports

The principal or designee will review the supports available at school for anyone determined to be a target or recipient of behaviors targeting others, as well as for their family. The principal or designee will review supports available at school for the student in violation of the Policy, as well as for their family.

Examples of supports include no-contact orders, counseling, additional adult supervision and/or changes to class schedules. An explanation of many supports the District offers can be found at the following link:

<https://www.tesd.net/cms/lib/PA01001259/Centricity/Domain/24/Student%20Well-Being%20Brochure.pdf>

Suspensions of Students with Disabilities

Typically, students with disabilities and students determined to be handicapped under Chapter 15, may not be suspended beyond ten (10) consecutive school days and fifteen (15) cumulative school days ("the 10/15 day limits") allowed by State Board of Education regulations, 22 Pa. Code §14.143. The exception to this general rule is where the IEP team determines that the student's conduct was not a manifestation of the student's disability. No later than the day on which the decision to take disciplinary action is made, the District shall notify the parent(s)/guardian(s) of the decision and of all procedural safeguards under the IDEA and Section 504 of the Rehabilitation Act.

When discipline is to be imposed upon a student with a disability, school personnel have the authority to (1) remove the child from his or her current placement to an appropriate interim alternative educational setting or suspension for a period of not more than the 10/15 day limits to the extent such discipline would be applied to students without disabilities; (2) assign the student to an alternative educational setting for the same period as such discipline would be imposed upon children without disabilities if there has been a determination that the conduct at issue was not a manifestation of the child's disability or (3) assign the student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the conduct at issue was a manifestation of the child's disability if the special circumstances for emergency placement described in this Administrative Regulation apply.

When a student with a disability has committed an act that would result in a suspension from school all regular disciplinary procedures must be followed. If the proposed suspension is longer than the 10/15 day limits or involves the exclusion of a student with Intellectual Disability, it is considered a change of educational placement as defined in 22 Pa. Code §14.143. Any recurring, part-day removals may constitute a change of placement just as recurring full day removals of the student from the class constitute a change in placement.

If proposed discipline would result in a change in placement, then in addition to other applicable procedures, within ten (10) school days of any decision to change the placement of a student with a disability, the relevant members of the IEP or 504 team must conduct a manifestation determination as set forth below.

Emergency Exclusions for Students with Intellectual Disability

The protection afforded students with intellectual disability in the Commonwealth concerning suspension is greater than the protection afforded other students with disabilities. For students with intellectual disability, any suspension is a change in placement; however, the regulations provide a mechanism for emergency exclusions of students with intellectual disability, where necessary.

If a discipline problem with a student with intellectual disability is so immediate or severe as to warrant immediate action, the District, via the Director of Special Education, with the approval of the Secretary of Education or a designee, may implement an interim change in educational placement, including exclusion from school, as long as notice is provided to the parent(s)/guardian(s) and a due process hearing is scheduled as soon as possible. The Secretary approval process is available only for an exclusion of a student with intellectual disability for ten (10) school days or less. A school district proposing to exclude a student with intellectual disability must first notify the student's parent(s)/guardian(s) in writing requesting approval. If the approval is not given, the parent(s)/guardian(s) and/or the District has/have the right to a due process hearing to determine whether a change in placement is appropriate.

In the event of a weapons incident, the appropriate procedures are followed including police notification, documentation for state reporting and recommendation to the Superintendent by administration for discretionary action if warranted.

IEP/Multidisciplinary Team Consideration

Within ten (10) school days after the decision to change the placement, the relevant members of the IEP or 504 team as determined by the parent(s)/guardian(s) and the Administration, must consider whether the student's behavior is attributable to the student's disability. In making this determination (hereafter called the manifestation determination), the IEP or 504 team must review all relevant information in the student's file, including the IEP or 504 plan, any teacher observations and any relevant information provided by the parent(s)/guardian(s) to determine: (a) whether the conduct in question was caused by or had a direct and substantial relationship to the student's disability; and (b) whether the conduct in question was the direct result of the District's failure to implement the IEP or 504 plan. If the team determines that the answer to either of these questions is "yes", then the conduct shall be deemed a manifestation of the student's disability.

Conduct Deemed a Manifestation of Disability

If the conduct is deemed a manifestation, then the IEP or 504 team must (a) conduct a functional behavioral assessment of the student unless such an assessment was previously conducted and develop and implement a behavior intervention plan, unless such a plan has already been developed; or (b) if a behavior intervention plan was previously developed, then the IEP or 504 team must review the plan and modify it as necessary to address the behavior.

The behavioral intervention plan will provide the vehicle in the determination of what constitutes a change in educational placement for each student's program. If the IEP or 504 team has included certain school responses to student behavior in the behavior intervention plan, the application of the agreed upon procedures will not constitute a change in educational placement.

Additionally, if the conduct is deemed a manifestation of the student's disability, then the student must be returned to the placement from which the student was removed unless (a) the parent(s)/guardian(s) and the District agree to a change in placement as part of a behavioral intervention plan; or (b) the special circumstances for emergency placements set forth in this Administrative Regulation apply. If the conduct in question involved any of these special circumstances, then the District may assign the student to an alternative educational setting for not more than forty-five (45) school days, regardless of whether the conduct was a manifestation of the student's disability.

If the conduct is deemed a manifestation, but the District believes that maintaining the current placement is substantially likely to result in injury to the child or others, then the District may request an expedited due process hearing which must be scheduled within twenty (20) school days of the request. The student must remain in the current placement pending the hearing officer's decision, unless the District and the parent(s)/guardian(s) agree to an alternative placement.

Conduct Not a Manifestation of Disability

If the conduct is not deemed a manifestation of the student's disability, then the District may proceed with the disciplinary measures applicable to students without disabilities in the same manner and for the same duration as they would apply to students without disabilities. The District is still required to provide a free appropriate public education to the student, but it may provide the education in an alternative setting. If a hearing before the Board is necessary, then the Board must receive the complete special education and disciplinary record of the child, including any and all current records and information specifically related to the student's disability.

If the parent(s)/guardian(s) disagree(s) with determination that the behavior was not a manifestation of the student's disability, then the parent(s)/guardian(s) has/have the right to an expedited hearing to challenge the determination. During the appeal, the student must remain in the interim alternative educational setting until the disposition of the

appeal or until the expiration of the period of exclusion, whichever occurs first, unless the District and the parent(s)/guardian(s) agree otherwise.

If the conduct is not deemed a manifestation, then the District must, as appropriate, provide a functional behavioral assessment, behavior intervention services and modifications that are designed to address the behavior violation so that it does not recur.

Special Circumstances for Emergency Placements

The Administration can remove a student with disabilities to an interim alternative educational setting for a period of forty-five (45) school days regardless of whether the conduct in question was a manifestation of the student's disability under the following circumstances:

Weapons

A student with a disability who carries or possesses a dangerous weapon to or at school, on school premises, on a school vehicle, or to or at a school function can be placed in an interim alternative educational setting for a maximum of forty-five (45) school days (the IEP team determines the setting and the student returns to regular education on the 46th school day unless a mutually agreed upon new placement has been identified).

Procedures described above related to the manifestation determination and development of a functional behavioral assessment and implementation or modification of a behavioral intervention plan still apply.

For purposes of this Regulation and related Policy, "District property" means on District grounds, at school-sponsored activities or on public conveyances providing transportation to a school or school-sponsored activity.

Controlled Substances

A student with a disability who knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school, on school premises, on a school vehicle, or at a school function can be placed in an interim alternative educational setting for a maximum of forty-five (45) school days (the IEP team determines the setting and the student returns to regular education on the 46th school day unless a mutually agreed upon new placement has been identified). The term "illegal drug" means a controlled substance but does not include a substance that is legally possessed or used under the supervision of a licensed health-care professional. This does not include a legally-prescribed drug. A "controlled substance" is a substance as defined in the Controlled Substances Act (21 U.S.C. § 812(c).) Procedures described above related to the manifestation determination and development of a functional behavioral assessment and implementation or modification of a behavioral intervention plan still apply.

Serious Bodily Injury

A student with a disability who has inflicted serious bodily injury upon another person while at school, on school premises, on a school vehicle, or at a school function can be placed in an interim alternative educational setting for a maximum of forty-five (45) school days (the IEP team determines the setting and the student returns to regular education on the 46th school day unless a mutually agreed upon new placement has been identified). Serious bodily injury is defined as “bodily injury which involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement or protracted loss or impairment of the function of a bodily member, organ, or mental faculty.” Procedures described above related to the manifestation determination and development of a functional behavioral assessment and implementation or modification of a behavioral intervention plan still apply.

For any of these special circumstances for emergency placements, if a student’s conduct is deemed not to be a manifestation of the student’s disability, then the District can impose discipline beyond the forty-five (45) school days to the extent and for the duration that it would impose such discipline on students without disabilities. If the District proposes such a placement beyond the forty-five (45) school day alternative placement, then the District must offer a formal hearing as it would for students without disabilities, in accordance with Board Policy and applicable law.

Procedures for Suspensions of Students with Disabilities

For suspensions of one to three school days and four to ten school days for all students with disabilities, except those who have intellectual disability, follow procedures used for regular education students. In addition, the principal should notify the appropriate special education supervisor of the suspension and the readmission date.

For special education and 504 students who are being suspended for periods of time longer than the 10/15 school day limits:

1. Prior to the student actually serving any suspension in excess of the 10/15 school day limits, the relevant members of the IEP/504 team must conduct a manifestation determination.
2. If the IEP team determines the conduct was a manifestation of the student's disability, then the IEP/504 team must conduct a functional behavioral assessment, unless one was already conducted and develop/modify a behavior intervention plan. Additionally, the student may not be suspended in excess of the 10/15 school day limits unless the special circumstances for emergency placement set forth above apply (dangerous weapon, illegal drugs/controlled substance, inflicted serious bodily injury on another). If special circumstances do not apply and the District believes that maintaining the current placement is substantially likely to result in injury to the student or others, then the District can request an expedited due process hearing. The District shall not refer a student with a disability to an alternative educational placement unless other avenues for addressing their conduct in the current General Education Placement have been unsuccessful.

3. If the IEP/504 team determines the conduct was not a manifestation of the student's disability, then the student may be suspended in excess of the 10/15 school day limits. The decision of the IEP/504 team need not be unanimous and can be made over a parent/guardian objection, subject to the parent(s)/guardian(s) having a right to contest the determination.
4. If the conduct is deemed not a manifestation, then the District issues a Notice of Recommended Educational Placement (NOREP) or other appropriate notice under Section 504 with a copy of the Parents' Rights letter indicating the alternative educational placement as the placement and (under "Reasons for the Recommendations") indicating that the IEP team determined that the conduct was not a manifestation of the student's disability.
5. If the parent(s)/guardian(s) of a student with an IEP or 504 plan, or who is thought to be exceptional, do/does not reject the NOREP, respond to appropriate written notice under Section 504, or otherwise request a hearing, the suspension or expulsion and alternative placement may be implemented as if the student were a regular education student. If the suspension is in excess of ten (10) consecutive school days, the District must offer a formal hearing in the same manner as it would for any regular education student. This hearing may be waived by parental consent. If the conduct involved special circumstances for emergency placement, then a formal hearing would only be necessary if and to the extent that the alternative placement would exceed forty-five (45) school days.
6. If the parent(s)/guardian(s) of a student with an IEP or 504 plan, or who is thought to be exceptional reject(s) the NOREP, or respond/s to appropriate written notice under Section 504 that they are opposed to the student being moved to an alternative placement, then the student can be assigned to the interim alternative educational placement and an expedited due process hearing on the manifestation determination must take place within twenty (20) school days of the date of the request and must result in a determination within ten (10) school days after the hearing. If the removal exceeds ten (10) school days, and the conduct involved does not involve the special circumstances for emergency placements, then a formal hearing must be offered as it would be for students without disabilities. If the conduct involved the special circumstances for emergency placement, then a formal hearing would only be necessary if and to the extent that the alternative placement would exceed forty-five (45) school days. Under these circumstances, a student with Section 504 Service Agreement is entitled to the same procedural protections as a student with an IEP or who is thought to be exceptional.
7. If the District prevails in the due process proceedings, then it can continue to implement the alternative placement for the duration of the exclusion as if the student were in regular education (subject to the formal hearing requirement, if applicable).

Suspension of a Student Who Has NOT Been Determined to be Eligible for Special Education

1. The District may expel the child for more than ten (10) school days to the same extent that it would expel a nondisabled child for the same offense, provided, however, that
 - a. the District did not have knowledge that the child was a child with a disability before the violation occurred; and
 - b. if an evaluation is requested after the violation occurs, the District conducts the evaluation in an “expedited manner.”
2. The District will be deemed to have knowledge of a disability if, prior to the violation,
 - a. the parent(s)/guardian(s) expressed a concern, in writing, to supervisory or administrative personnel or a teacher of the child, that the child requires special education and related services; or
 - b. the teacher of a child has expressed specific concerns about a pattern of behavior demonstrated by the child directly to the Director of Special Education or other supervisory personnel; or
 - c. the parent(s)/guardian(s) has/have requested an evaluation.
3. The District will not be deemed to have knowledge of a disability if:
 - a. the parent(s)/guardian(s) of the child has/have not allowed an evaluation; or
 - b. the parent(s)/guardian(s) of the child has/have refused services; or
 - c. the child has been evaluated and it was determined that the child was not a child with a disability under the IDEA or Section 504.

Reporting & Investigation Procedures – Bullying, Hazing, Harassment

The District’s Title IX Coordinator is the Director of Equity and Public Programs. Contact information for the Director of Equity and Public Programs is outlined below.

Position: Director of Equity and Public Programs

Address: Tredyffrin/Easttown School District Administration Offices, 940 West Valley Road, Suite 1700, Wayne, PA 19087

Email: morrisk@tesd.net ~~torreso@tesd.net~~

Phone: 610-240-1909

1. Students who believe they or others have been subjected to bullying, hazing or harassment are encouraged to promptly report such incidents to a building administrator, teacher and/or school counselor. In the event a report is received by an individual other than the building administrator, the building administrator shall be notified so that a proper investigation may begin. Students are also encouraged to report allegations of sex discrimination or sex-based harassment to the District’s

Title IX Coordinator. In the event a report of sexual harassment is received by an individual other than the Title IX Coordinator, the Title IX Coordinator shall be notified so that a proper investigation may begin.

2. Each building administrator or designee shall be responsible for reviewing and investigating any reports received alleging bullying, hazing or harassment. Reports of alleged bullying or hazing that could be interpreted to also constitute discrimination and/or unlawful harassment shall be handled in coordination with the Title IX Coordinator. Reports of alleged sex discrimination or sex-based harassment must be handled in accordance with the procedures set forth on the District's website at <https://www.tesd.net/domain/1894> in the document titled "Grievance Process with Exhibits," and not the general procedures outlined immediately below.
3. The building administrator or designee responsible for reviewing and investigating such reports shall conduct a prompt and thorough investigation. The building administrator or designee shall determine what, if any, interim measures should be put in place to protect students from further hazing, bullying, harassing or discriminatory conduct related to the alleged incident and report. Such interim measures may include, but need not be limited to, the separation of alleged victims and perpetrators. Records shall be maintained documenting the investigation performed, the outcome, any discipline imposed, and any preventative or corrective action taken and notification to parents/guardians of the alleged victims and perpetrators of such corrective action to the extent permitted by student privacy considerations as judged by the Superintendent or designee.
4. Violations of this Administrative Regulation and the accompanying Board Policy shall be reported to local law enforcement in accordance with the Memorandum of Understanding in effect between the District and the local law enforcement agency.

Annually, the building administrator or designee shall assist the Superintendent or designee with the compilation of all incidents required to be incorporated into the District's annual report to the Pennsylvania Department of Education, Office for Safe Schools.

Special Provisions – Hazing

If a student organization is found to have engaged in organizational hazing, it shall be subject to appropriate penalties, which could include rescission of permission for that organization to operate on school property.

Any person or organization that causes or participates in hazing may be subject to criminal prosecution. An individual needing medical attention or seeking medical attention for another shall not be subject to criminal prosecution if they comply with the requirements of law relating to Safe Harbor.

Special Provisions – Student Bullying Policy

As required by Pennsylvania law, the District shall make its bullying policy available on its publicly accessible website.

Building administrators or designees will also ensure that notification of the bullying policy is posted in each classroom and in a prominent location within the school building. An age-appropriate summary shall be included as part of this posting. (See Attachments Band C).

Once each school year, each building administrator or designee will review the District's bullying policy with its students.

Revised: August 1995
Revised; November 2003
Revised: April 15, 2004
Revised: October 2005
Revised: January 2007
Revised: October 27, 2008
Revised: January 15, 2015
Revised: January 21, 2016
Revised: October 20, 2016
Revised: October 18, 2017
Revised: May 3, 2018
Revised: October 4, 2018
Revised: June 10, 2019
Revised: April 1, 2020
Revised: August 17, 2020
Revised: November 10, 2020
Revised: August 31, 2021
Revised: May 31, 2022
Revised: October 2, 2022
Revised: January 4, 2023
Revised: November 25, 2024

THREAT ASSESSMENT AND RESPONSE PROTOCOL®**Comprehensive School Threat Assessment Guidelines with modifications for the Tredyffrin/Easttown School District****OVERVIEW**

A threat is defined as a communication of intent to harm another person or persons or behavior suggesting intent to harm another person or persons. A threat may be spoken, written, gestured, or expressed in some other form, such as via text messaging, email, or other digital means. An expression of intent to harm someone is considered a threat regardless of whether it is communicated to the intended target(s) and regardless of whether the intended target is aware of the threat. Threats may be implied by behavior that an observer would reasonably regard as threatening, planning, or preparing to commit a violent act. When in doubt, treat the communication or behavior as a threat and conduct a threat assessment. Threats that are not easily recognized as harmless (e.g., an obvious joke that worries no one) should be reported to the school administrator or other team members. The administrator or another team member makes a preliminary determination of the seriousness of the threat. The student, targets of the threat, and other witnesses should be interviewed to obtain information using this protocol. A *transient* threat means there is no sustained intent to harm. A *substantive* threat means the intent of the threat is present (or not clear) and therefore requires protective action. This form is a guide for conducting a threat assessment, but each case may have unique features that require some modification.

A threat assessment is not a crisis response. If there is indication that violence is imminent (e.g., person has a firearm at school or is on the way to school to attack someone), a crisis response is appropriate. Take immediate action such as calling 911 and follow the school crisis response plan.

School Threat Assessment Decision Tree***Step 1. Investigate and evaluate the situation. (Reg. 5401, p.3, Steps 1-2)**

Obtain a detailed account of the situation, usually by interviewing the person who made the statement and/or gesture, the intended victim, and other witnesses. Write the exact content of the statement and/or gesture and key observations by each party. Consider the circumstances in which the statement and/or gesture was made and the student's intentions. Is there communication of intent to harm someone or behavior suggesting intent to harm?

Note: During non-school hours, such as through the state's required anonymous reporting system (Safe2Say Something), police may be notified by a building or District administrator in situations where the health, safety or welfare of students, staff or District property are thought to be in jeopardy as determined by the building or District administrator.

Not a threat; Might be an expression of anger that merits attention

No

Yes

Step 2. Attempt to resolve the threat as transient. (Reg. 5401, p.3-4, Steps 3-5h)

Is the threat an expression of humor, rhetoric, anger, or frustration that can be easily resolved so that there is no intent to harm? Does the person retract the threat or offer an explanation and/or apology that indicates no future intent to harm anyone?

Reg. 5401 Step 5c- Complete Clinical Interview with Mental Health Specialist

Reg. 5401 Step 5d- May consult with police if threat assessment team is not able to resolve threat as transient. (All Grades)

Yes

Case resolved as transient; add services as needed

No

Step 3. Respond to a substantive threat. (Reg. 5401, p.4, Step 5i-m)

For all substantive threats:

- Take precautions to protect potential victims.
- Warn intended victim and parents.
- Look for ways to resolve conflict.
- Mental Health Risk Assessment

Serious means a threat to hit, fight, or beat up and with the will and capacity to act upon causing significant bodily injury whereas very serious means a threat to kill, rape, or cause very serious injury with a weapon and with the will and capacity to act upon.

Serious

Police Consultation (All Grades); Case resolved as serious substantive threat; add services as needed

Very Serious

Step 4. Conduct a safety evaluation for a very serious substantive threat. (Reg. 5401, p.4-5, Steps 5i-9)

In addition to a-d above, consider the following:

- Assess the need for additional mental health services and counseling; refer as needed.
- Develop safety plan that reduces risk and addresses student needs. Plan should include review of Individual Educational Plan if already receiving special education services and further assessment of possible disability.

Very Serious

Police Contact to request further investigation

Very Serious

Step 5. Implement and monitor the safety plan. (Reg. 5401, p.5-6, Steps 10-11)

Document the plan.

Maintain contact with the student.

Monitor whether plan is working and revise as needed.

*This 5-step decision tree is an adaption of the original 7-step decision tree for the Virginia Student Threat Assessment Guidelines customized by the District for its own circumstances. The original can be found at: <https://education.virginia.edu/documents/yvp-forms-comprehensive-school-threat-assessment-guidelines2019-07-27pdf>.

BULLYING

What is Bullying?

Bullying is when a student or a group of students exposes another student, repeatedly and over time, to negative actions making it difficult to defend.

Specific forms of bullying behaviors may include:

- Says hurtful, demeaning things to you or calls you names.
- Says scary things to you a lot because they want to make you feel frightened.
- Tells you they are going to hurt you or threatens you.
- Teases or taunts you a lot, especially if you asked the student to stop.
- Tells other people bad things about you.
- Tells other students not to play with you, talk to you, be around you, or include you.
- Writes you a lot of mean, threatening, demeaning letters, text messages or email messages.
- Makes cruel faces at you on purpose.
- Hits, kicks, slaps, punches, or pinches you on purpose.
- Tries to hurt your body in any way.
- Forces you or somehow gets you to do something that you do not want to do.
- Tells you lies a lot that make you feel upset.
- Makes you feel like you do not want to come to school or like you cannot concentrate in school.

What Should You Do if You are Being Bullied?

- If you think that someone is bullying you, you should tell your teacher or an adult at school immediately.

What Will the School Do?

- Sometimes the school will decide to have a meeting with the parents of the student who is bullying.
- Sometimes the school will take privileges away from the student who is bullying, including school activities.
- Sometimes the student who is bullying will be suspended from school.
- Sometimes the police will need to talk to the student who is bullying, especially if someone was threatened or hurt.
- The school will provide supports to the student who is bullying, as well as the student who received the bullying behaviors.

What are Our School's Anti-Bullying Rules?

1. We will not bully others.
2. We will try to help students who are bullied.
3. We will try to include students who are left out.
4. If we know that someone is being bullied, we will tell an adult at school and an adult at home.

Information taken from the Olweus Bullying Prevention Program, ©2007

BULLYING

Definition of Bullying

Bullying is when a student or a group of students intentionally and repeatedly uses hurtful or intimidating words, actions or other behaviors against another student.

A student is bullying you if they do any of the following things **intentionally** and **repeatedly**:
Says unkind, harsh, demeaning, or abusive things to you or calls you names.

Threatens or intimidates you in writing, email, notes, messages, to you in person, or by any electronic means.

Teases, taunts, or harasses you.

Makes negative comments, slurs, or innuendos towards you.

Tells other people offensive or insulting things about you.

Ostracizes you, isolates you or tells other students not to talk to you, involve you, or be around you with malicious intent.

Writes threatening, demeaning, or intimidating letters or email messages to you.

Makes cruel faces or physical gestures at you.

Physically hits, kicks, slaps, punches, pinches or purposely assaults you in any way.

Forces, coerces, influences or manipulates you do something that you do not want to do.

Frequently tells you lies that make you feel upset or that affect you in a negative manner.

Makes you feel uncomfortable to attend school or disrupts your concentration at school.

What Should You Do if You are Being Bullied?

If you think that someone is bullying you during the school day, on school property, on a school bus, or at a school-sponsored activity, you should tell your teacher or an adult at school immediately.

What Happens if You Report an Instance of Bullying?

The school will investigate the situation.

The school may decide to have a conference with the parents of the student who is bullying.

The school may take privileges away from the student who is bullying, including participation in extracurricular activities.

The student who is bullying may be suspended from school.

The police and law enforcement may need to be contacted, especially if someone was threatened or hurt by the student who is bullying.

The school will provide supports to the student who is bullying, as well as the student who received the bullying behaviors.

Maintaining Appropriate Boundaries with Students

Definitions

“District Adults” means all District employees, coaches of recognized club sports, volunteers, student teachers, and independent contractors, including the employees of independent contractors who interact with students or are present on District grounds. The term District Adults, as used in this Administrative Regulation and the accompanying Board Policy, does not include students who serve as a volunteer or on a compensated basis.

“District Employees” means all individuals employed by the District as well as those employed by or through a contractor or agency whose role or function involves providing services to the District.

“Electronic communication” means a communication transmitted by means of an electronic device, including, but not limited to, a telephone, cellular telephone, computer, computer network, personal data assistant or pager. Electronic communications include, but are not limited to, emails, instant messages, text messages, and communications made by means of an internet website, including social media and other networking websites.

“Legitimate educational reasons” include matters or communications related to teaching, counseling, athletics, extracurricular activities, co-curricular activities, treatment of a student's physical injury or other medical needs, school administration or other purposes within the scope of the District Adult's job duties. Legitimate educational reasons must be justified entirely by professional interests, not personal or private interests.

“Personal” means of or concerning one’s private life, relationships and emotions, rather than matters connected with one’s public or professional career.

“Student” means a student enrolled in or attending Tredyffrin/Easttown School District schools.

Prohibited Conduct

Romantic or Sexual Interactions

District Adults shall be prohibited from entering into or attempting to form romantic or sexual interactions with any student enrolled in the District, regardless of the student's age. Students of any age are not legally capable of consenting to romantic or sexual interactions with District Adults as defined in this Regulation.

Romantic or sexual interactions involving students include, but are not limited to:

1. Dating,
2. Seeking the romantic affections of, or entering into or attempting to form a romantic or sexual relationship,
3. Sexual physical contact,

4. Romantic flirtation, propositions, or sexual remarks,
5. Sexualized dialogue,
6. Restricting a student's freedom of movement in a sexually intimidating or provocative manner, and
7. Displaying or transmitting sexual objects, pictures, or depictions.

Social Interactions

In order to maintain professional boundaries, District Adults shall ensure that their interactions with students are appropriate.

This section of the Regulation includes examples of conduct that could or may violate professional boundaries.

Examples of conduct that could or may violate professional boundaries include, but are not limited to:

1. Disclosing inappropriate personal, sexual, employment concerns or other private matters to one or more students;
2. Exchanging notes, emails, text messages, phone calls, photographs or other communications of a personal nature with a student without a legitimate educational reason;
3. Giving personal gifts, cards or letters to a student without a legitimate educational reason;
4. Singling out a particular student or students for personal attention or friendship beyond the ordinary professional District Adult-student relationship;
5. Taking a student out of class without a legitimate educational reason;
6. Being alone with a student behind closed doors without a legitimate educational reason;
7. Being alone with a student in a motor vehicle without a legitimate educational reason;
8. Initiating or extending contact with a student beyond the school day or outside of class times without a legitimate educational reason;
9. Inviting a student to a District Employee's home without express authorization from the District Employee's supervisor and the student's parent/guardian;
10. Going to a student's home without express authorization from the District Employee's supervisor, unless invited by the parent/guardian;
11. Taking a student on outings without prior notification to and approval from both the

parent/guardian and the student's building principal;

12. Giving a student a ride alone in a vehicle in a nonemergency situation without prior notification to and approval from both the parent/guardian and the student's building principal or supervisor. If circumstances are such that the parent/guardian is not available to request approval and a student has no other option to be transported, then the District Employee may provide a student a ride after notifying and receiving approval from the building principal or supervisor and notifying the parent/guardian after the fact;
13. Furnishing alcohol, illegal drugs or tobacco to a student or being present where any student is consuming these substances;
14. Leaving school premises with a student without a legitimate educational reason and approval from the parent/guardian and the student's building principal;
15. Eating a meal with and/or purchasing food or drink for a student, unless directly related to a pre-approved curricular activity or in connection with a legitimate educational activity approved in advance by the student's building principal; and
16. Engaging in harassing or discriminatory conduct prohibited by other District policies or by state or federal law and regulations.

Electronic Communications

Electronic communication with students shall be for legitimate educational reasons only.

As with other forms of communication, when communicating electronically, District Adults shall maintain professional boundaries with students. District Employees are prohibited from allowing a student to use their cell phone or other personal electronic device, except in an emergency situation. In an emergency situation where a student uses a District Employee's cell phone or other electronic device, the District Employee shall immediately, or as soon as is practicable thereafter, notify the building principal of such use.

When available, all District Employees, including extra-duty employees such as coaches and activity sponsors, shall use District-provided email or other District-provided communication devices when communicating electronically with students. The use of District-provided email or other District-provided communication devices shall be in accordance with District policies and procedures.

District Employees are prohibited from using personal email, text messaging, instant messaging, and social-networking accounts, websites, and any other applications for communicating with parents and students that are not specifically authorized. District Employees shall not follow or accept requests for current students to be friends or connections on personal social networking sites and shall not create any networking site for communication with students other than those provided by the District for this purpose, without the prior written approval of the building

principal. An example of allowable communications in this context includes where the adult is a family relative of the student.

Improper and/or inappropriate electronic communication between District Adults and students is prohibited, regardless of whether the District Adult or the student initiates the communication. Improper and/or inappropriate electronic communication includes but is not limited to any type of message that may be viewed as:

- Derogatory;
- Sexual, lewd, pornographic, or obscene in content;
- Offensive through the use of profanity;
- Threatening or harassing;
- Discriminatory;
- Facilitation of illegal activities;
- Having the purpose to assist personal causes or for-profit ends;
- Expression of political viewpoints;
- Unauthorized or illegal distribution, reproduction, or use of copyrighted materials;
- Fraternization or otherwise crossing the line between professional and personal boundaries; and/or
- Suggestive in nature.

Group Messaging for Sports and Other Activities

The use of electronic or digital messages, including text messages, may be a form of electronic communication that is especially valuable in certain contexts when the possibility of immediate and/or urgent contact with students by District Employees is desirable. Such contexts include but are not limited to the following:

- District Employee coaches of District sports who need the ability to quickly reach student athletes and team members,
- District Employee advisors of extra-curricular programs or activities who need the ability to quickly reach student participants, and
- District Employees chaperoning District field trips who need the ability to monitor the locations of students.

If a District Employee plans to communicate with students through the use of electronic or digital messages, including text messages, the District Employee must obtain permission to do so from the student's parent/guardian and the building principal using the form attached as Attachment A.

All electronic communications from coaches and advisors to team or club members shall be sent in a single communication to all participating team or club members, except for communications concerning an individual student's medical or academic privacy matters, in which case the communications will be copied to the building principal. In the case of sports teams under the direction of the Athletic Director, such medical or academic communications shall also be copied to the Athletic Director.

Exceptions

An emergency situation or a legitimate educational reason may justify deviation from professional boundaries set out in this Regulation. The District Adult is expected to and shall be prepared to articulate the reason for any deviation from the requirements of this Regulation and must demonstrate that they have maintained an appropriate relationship with the student.

In any circumstance where a District Employee communicates with or receives communication from a student without having obtained the necessary permission(s) in advance, which shall be expected only in emergency or other infrequent circumstances supported by legitimate educational reasons, the District Employee initiating or receiving the communication must immediately, or as soon as is practicable thereafter, complete the reporting form attached hereto as Attachment B and submit such form to the building principal. Failure to complete and submit this form as required by this Regulation shall be considered a violation of this Regulation and will result in the application of appropriate discipline.

Under no circumstance will an educational or other reason justify deviation from the "Romantic and Sexual Interactions" section of this Regulation.

There will be circumstances where personal relationships exist or develop between a District Adult and a student's family, e.g. when their children become friends. This Regulation is not intended to interfere with such relationships or to limit activities that are normally consistent with such relationships. District Adults are strongly encouraged to maintain professional boundaries appropriate to the nature of the activity. Additionally, where a personal or family friend-type relationship exists between a District Adult and a student or their family and the District Adult relies on the existence of such relationship to justify deviation from the professional boundaries set out in this Regulation, the District Adult has the burden, and is expected and shall be prepared to demonstrate that the student's parent/guardian had:

- (1) actual knowledge of personal/family-friend relationship;
- (2) actual knowledge of the conduct (including the scope and extent of the conduct) deviating from the professional boundaries set forth in this Regulation; and
- (3) consented to the conduct deviating from the professional boundaries detailed in this Regulation.

It is understood that many District Adults are involved in various other roles in the community through non-District-related civic, religious, athletic, scouting or other organizations and programs whose participants may include students. Such community involvement is commendable, and this Regulation is not intended to interfere with or restrict a District Adult's ability to serve in those roles. However, District Adults are strongly encouraged to maintain professional boundaries appropriate to the nature of the activity with regard to all youth with whom they interact in the course of their community involvement.

Reporting Inappropriate or Suspicious Conduct

Any District Adult or student who is aware of or suspects a violation of this Regulation or the accompanying Board Policy or has concerns about or is uncomfortable with a relationship or interaction between a District Adult and a student, shall immediately, or as promptly as possible thereafter under the circumstances, notify the Superintendent, Title IX Coordinator, principal or other administrator.

The District's Title IX Coordinator is the Director of Equity and Public Programs. Contact information for the Director of Equity and Public Programs is outlined below.

Position: Director of Equity and Public Programs

Address: Tredyffrin/Easttown School District Administration Offices, 940 West Valley Road, Suite 1700, Wayne, PA 19087

Email: morrisk@tesd.net or terreso@tesd.net

Phone: 610-240-1909

Individuals who make good faith reports of potential or actual violations of this Regulation shall not be subject to retaliation, discipline or other adverse action.

Any mandated reporter who has reasonable cause to suspect that a child is the victim of child abuse shall immediately report the suspected abuse, in accordance with Board Policy and Administrative Regulation 5436.

Any certified employee who knows of any action, inaction or conduct which constitutes sexual abuse or exploitation or sexual misconduct under the Educator Discipline Act shall report such misconduct in accordance with Board Policy and Administrative Regulation 5436. The employee must also promptly notify the Superintendent and the Title IX Coordinator.

If the Superintendent or designee reasonably suspects that conduct being reported involves an incident required to be reported under the Child Protective Services Law, the Educator Discipline Act or the Safe Schools Act, the Superintendent or designee shall make a report, in accordance with Board Policy and Administrative Regulation 5436.

It is a violation of this Regulation for a District Adult to retaliate against any person for reporting any action pursuant to this Regulation or for participating as a witness in any related investigation or hearing.

Investigation

Allegations of inappropriate conduct shall be promptly investigated in accordance with the procedures utilized for complaints of prohibited harassment of students as referenced below.

It is understood that some reports made pursuant to this Regulation will be based on rumors or misunderstandings; the mere fact that the reported District Adult is cleared of any wrongdoing shall not result in disciplinary action against the reporter or any witnesses. If as the result of an

investigation any individual, including the reported District Adult, the reporter, or a witness is found to have intentionally provided false information in making the report or during the investigation or hearings related to the report, or if any individual intentionally obstructs the investigation or hearings, this may be addressed as a violation of this Regulation and other applicable laws, regulations and District policies. Obstruction includes but is not limited to violation of "no contact" orders given to the reported District Adult, attempting to alter or influence witness testimony, and destruction of or hiding evidence.

Disciplinary Action

A District Employee who violates this Regulation may be subject to disciplinary action, up to and including termination, in accordance with all applicable District disciplinary policies and procedures.

A volunteer, student teacher, or independent contractor or an employee of an independent contractor who violates this Regulation may be prohibited from working or serving in District schools for a defined period of time or permanently, as determined by the Superintendent or designee.

The District shall make current and new District employees, volunteers and student teachers aware of the content of this Regulation.

The District, at its sole discretion, may require independent contractors and their employees who interact with students or are present on school grounds to receive training on this Regulation and related procedures.

Any person with questions or concerns regarding this Administrative Regulation or the accompanying Board Policy, including whether particular conduct or activity is permissible under this Administrative Regulation or the accompanying Board Policy, is encouraged to direct their concerns to the Director of Assessment and Accountability or the applicable building principal.

References:

Board Policy No. 4150 "Insurance Protection - Employees Using Their Own Automobiles"

Administrative Regulation No. 5420 "Harassment of Students by Nonstudents"

Board Policy and Administrative Regulation No. 5436 "Reporting Suspected Child Abuse"

School Code — 24 P.S. Sec. 510, 1302.1-A, 1303-A

State Board of Education Regulations — 22 PA Code Sec. 10.2, 10.21, 10.22 Educator Discipline Act — 24 P.S. Sec. 2070.1a et seq.

Pennsylvania's Code of Professional Practice and Conduct for Educators —22 PA Code Sec. 235.1 et seq.

Child Protective Services Law — 23 Pa. C.S.A. Sec. 6301 et seq.

Adopted: February 23, 2017
Revised: March 16, 2017
Revised: October 6, 2020
Revised: August 31, 2021

Tredyffrin/Easttown School District
Attachment A

**Consent and Approval Form for District Employee/Student Text Messaging
for Designated Activity**

This form provides you with written notice of the District's request to use text messaging with your child. Parental/guardian permission, as well as permission from the building principal, must be obtained in writing in order for a District Employee to communicate with your child via text messaging.

Student Name: _____

School: _____

Designated Activity (Extra-Curricular Activity/Club/Sport/Field Trip):

Expected Dates of Communication: _____

Check as many as are applicable

_____ I give my permission for my child's cell phone number to be shared with and used by the following District Employees in connection with the Designated Activity:

District Employees:

1. _____
2. _____
3. _____

_____ I give my permission for my child's cell phone number to be shared with other students and District Employees who are associated with the group-related activity.

Name of Parent or Guardian: _____
(please print)

Signature of Parent or Guardian: _____

Student's Cell Phone Number: _____

Date: _____

Approval of Building Principal: _____

Tredyffrin/Easttown School District
Attachment B

TREDYFFRIN/EASTTOWN SCHOOL DISTRICT
District Employee/Student Electronic Communication Reporting Form

Reporting District Employee: _____
School: _____
Date of Report: _____

INCIDENT:

Who initiated the electronic communication? _____ Employee _____ Student

Date of Communication: _____ Time of Communication: _____

Method of Communication:

- _____ District-Provided E-Mail
- _____ District-Sponsored Web Site (including school and teacher web pages)
- _____ Telephone
- _____ Text Message
- _____ Other: Specify _____

Specify E-Mail Address, Phone Number, Web Site, or Other Electronic Method Used by District Employee/Student for Electronic Communication:

District Employee(s) Name(s) Involved in Electronic Communication if Other Than Reporting District Employee:

Student(s) Name(s) Involved in Electronic Communication: Include School if Different from Reporter's School. (Add attachment if necessary.)

Content/Details of Electronic Communication:

Equal Opportunity and Nondiscrimination of Students in School and Classroom Practices

Definitions

See glossary at end of this regulation.

In order to maintain an environment where students are provided an equal opportunity, free from discrimination, that is in compliance with applicable laws and regulations, the following procedures shall be followed:

The Title IX Coordinator is responsible to monitor the implementation of equal opportunity and nondiscrimination procedures in the following areas:

1. Curriculum and Materials - Review of curriculum guides, textbooks and supplemental materials for illegal discriminatory bias.
2. Training - Provision of training for students and staff to identify and alleviate problems of discrimination.
3. Resources - Maintain and provide information to staff on resources available to alleged victims in addition to the school complaint procedure.
4. Student Access - Review of programs, activities and practices to ensure that all students have equal access and are not segregated except when permissible by law or regulation.
5. District Support - Assurance that like aspects of the school program receive like support as to staffing and compensation, facilities, equipment, and related areas.
6. Student Evaluation - Review of tests, procedures and guidance and counseling materials for stereotyping and discrimination.
7. Complaints - Monitor and provide assistance to building principals or designees in processing complaints.

If a complaint received pursuant to this Administrative Regulation and the accompanying Board Policy is received by an individual other than the Title IX Coordinator, that individual shall promptly notify the Title IX Coordinator. The Title IX Coordinator, in consultation with the Superintendent, shall assess who should complete the subsequent investigation and then promptly assign the investigation to that individual.

The District's Title IX Coordinator is the Director of Equity and Public Programs. Contact information for the Director of Equity and Public Programs is outlined below.

Position: Director of Equity and Public Programs

Address: Tredyffrin/Easttown School District Administration Offices, 940 West Valley Road, Suite 1700, Wayne, PA 19087

Email: morrisk@tesd.net terreso@tesd.net

Phone: 610-240-1909

Reports of violations of this Administrative Regulation and the accompanying Board Policy (except for allegation of Title IX sexual harassment) will be handled in accordance with the procedures indicated below.

Claims of Title IX sexual harassment shall be handled in accordance with the process and procedures available at <https://www.tesd.net/domain/1894>, specifically the document titled “Grievance Process with Exhibits.”

General Complaint Resolution Procedures

The individual assigned to investigate the complaint shall perform the following tasks:

1. Inform the complainant about this Administrative Regulation and the accompanying Board Policy, including the right to an investigation of both oral and written complaints of discrimination.
2. Obtain consent from parents/guardians to initiate an investigation where the complainant or alleged victim is under age eighteen (18). Inform parents/guardians and students that they may be accompanied by a parent/guardian during all steps of the complaint procedure.
3. Provide relevant information on resources available in addition to the school complaint procedure.
4. After consideration of the allegations, and in consultation with the Title IX Coordinator and/or other appropriate individuals, promptly implement interim measures as appropriate to protect the complainant and others, as necessary, from violation of this Administrative Regulation and the accompanying Board Policy during the course of the investigation.

Complaint Procedure – Student/Third Party

Step 1 – Reporting

A student or third party who believes they have been subject to conduct that constitutes a violation of this Administrative Regulation or the accompanying Board Policy is encouraged to immediately report the incident as outlined in the accompanying Board Policy. Any person with knowledge of conduct that may violate this Administrative Regulation or the accompanying Board Policy is similarly encouraged to immediately report the matter as outlined in the accompanying Board Policy.

A school employee who is notified that a student has been subject to conduct that constitutes a violation of this Administrative Regulation or the accompanying Board Policy shall immediately report the incident pursuant to the procedures outlined in the accompanying Board Policy.

Step 2 – Investigation

Where an attorney is not used to conduct an investigation into a discrimination complaint, only individuals who have received basic training or informed guidance on the applicable law, this Administrative Regulation and the accompanying Board Policy, and how to conduct a proper investigation shall be authorized to conduct the investigation.

The investigator shall work with the Title IX Coordinator or Superintendent's designee to assess the anticipated scope of the investigation, who might need to be interviewed, and what records may be relevant.

The investigator shall conduct an adequate, reliable and impartial investigation. The complainant and the accused shall be provided the opportunity to present witnesses and other evidence during the course of the investigation.

The investigation may consist of individual interviews with the complainant, the accused, and others with knowledge relative to the allegations. The investigator may also evaluate any other information and materials relevant to the investigation. The person making the report, parties, parents/guardians and witnesses shall be informed of the prohibition against retaliation for anyone's participation in the process and that conduct believed to be retaliatory should be reported. All individuals providing statements or other information or participating in the investigation shall be instructed to keep the matter confidential and to report any concerns about confidentiality to the investigator.

If the investigation reveals that the conduct being investigated may involve a violation of criminal law, the investigator shall promptly notify the Title IX Coordinator or Superintendent's designee, who shall promptly inform law enforcement authorities about the allegations.

The obligation to conduct this investigation shall not be negated by the fact that a criminal or child protective services investigation of the allegations is pending or has been concluded. The investigator should coordinate with any other ongoing investigations of the allegations, including agreeing to requests for a short delay in fulfilling the District's investigative responsibilities during the fact-finding portion of a criminal or child protective services investigation. Such delays shall not extend beyond the time necessary to prevent interference with or disruption of the criminal or child protective services investigation.

Step 3 – Investigative Report

The investigator shall prepare and submit a written report to the Title IX Coordinator or Superintendent's designee within twenty (20) business days of the initial report of alleged discrimination, unless the nature of the allegations, anticipated extent of the investigation or the availability of witnesses requires the investigator and the Title IX Coordinator or Superintendent's designee to establish a different due date. The parties shall be notified of the anticipated date the investigative report will be completed and of any changes to the anticipated due date during the course of the investigation.

The report shall include a summary of the investigation, a determination of whether the complaint has been substantiated as factual, the information and evaluation that formed the basis for this determination, whether the conduct violated this Administrative Regulation or the accompanying Board Policy, and of any other violations of law or Board Policy which may warrant further District action, and a recommended disposition of the complaint.

The complainant and the accused shall be informed of the outcome of the investigation, including the recommended disposition within a reasonable time of the submission of the written report. The accused shall not be notified of the individual remedies offered or provided to the complainant.

Step 4 – District Action

If the investigation results in a finding that some or all of the allegations of the complaint are established and constitute a violation of this Administrative Regulation or the accompanying Board Policy, the District shall take prompt and appropriate corrective action designed to ensure that such conduct ceases and that no retaliation occurs. The District shall promptly take appropriate steps to prevent the recurrence of the prohibited conduct and to address the discriminatory effect the prohibited conduct had on the complainant and the school or school program environment. District staff shall document the corrective action taken and, where not prohibited by law, inform the complainant. The Title IX Coordinator or Superintendent's designee shall follow up as necessary to assess the effectiveness of the corrective action.

If an investigation results in a finding that a different Board Policy was violated separately from or in addition to violations of this Administrative Regulation and the accompanying Board Policy, or that there are circumstances warranting further action, such matters shall be addressed at the conclusion of this investigation or through disciplinary or other appropriate referrals where further evaluation or investigation is necessary.

Disciplinary actions shall be consistent with the Student Code of Conduct, Board Policy, Administrative Regulations, and state and federal laws.

Appeal Procedure

1. If the complainant or the accused is not satisfied with a finding or the corrective action recommended in the investigative report, they may submit a written appeal to the Title IX Coordinator or Superintendent's designee within fifteen (15) business days. If the Title IX Coordinator or Superintendent's designee investigated the complaint, such appeal shall be made to the Superintendent.
2. The individual receiving the appeal shall review the investigation and the investigative report and may also conduct or designate another person to conduct a reasonable supplemental investigation to assess the sufficiency and propriety of the prior investigation.
3. The person handling the appeal shall prepare a written response to the appeal within twenty (20) business days. Copies of the response shall be provided to the complainant, the accused and the investigator who conducted the initial investigation.

Additional Guidelines/Procedures

Students have the right to equitable access to facilities, activities, programs, and instruction in their school. Schools may maintain separate restroom and locker room facilities for male and female students. The District will handle requests regarding facilities access on a case-by-case basis in accordance with applicable law. Participation in club sports or interscholastic athletics shall be handled in a manner consistent with Policy 6146 (Student Athletics). Whenever students are separated by gender in school activities or are subject to an otherwise lawful gender specific rule, policy, or practice, students must be permitted to participate in such activities or conform to such rule, policy or practice consistent with their gender identity asserted at school. Students shall not be required to take and/or be denied enrollment in a course on the basis of their gender identity in any educational and academic program.

Cross References:

Policy & Regulation 5420, *Harassment of Students by Non-Students*
 Policy & Regulation 5401, *Student Discipline*
 Policy & Regulation 5225, *Student Records*
 Policy & Regulation 5400, *Students' Freedom of Expression*
 Policy & Regulation 5415, *Dress and Appearance*
 Policy & Regulation 6146, *Student Athletics*
 Policy & Regulation 6145, *Student Activities*

Glossary of terms

Discriminatory harassment means verbal, written, electronic, graphic or physical conduct relating to an individual's race, color, national origin/ethnicity, gender, age, disability, sexual orientation, gender identity, gender expression or religion when such conduct:

1. Is sufficiently severe, persistent or pervasive that it affects a student's educational performance or creates an intimidating, threatening or abusive educational environment; and/or
2. Has the purpose or effect of unreasonably interfering with a student's educational performance; and/or
3. Adversely affects a student's educational opportunities.

Discriminatory harassment includes, but is not limited to, slurs, jokes, bullying, hazing or other verbal, written, electronic, graphic or physical conduct relating to an individual's race, color, national origin/ethnicity, gender, age, disability, sexual orientation, gender identity, gender expression or religion. Discriminatory harassment also includes sexual harassment, as defined below.

Sexual harassment is a specific form of discriminatory harassment which means unwelcome sexual advances, requests for sexual favors, inappropriate verbal or physical conduct of a sexual nature, gestures of a sexual nature, or display of materials which evoke responses not in keeping with the atmosphere intended for the classroom or the school environment.

Title IX sexual harassment means conduct on the basis of sex that satisfies one or more of the following:

- A. An employee of the District conditioning the provision of an aid, benefit, or service of the District on an individual's participation in unwelcome sexual conduct;
- B. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's education program or activity; or
- C. Sexual assault, dating violence, domestic violence, or stalking.

Sexual assault means an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.

Dating violence means violence committed by a person:

- A. Who is or has been in a social relationship of a romantic or intimate nature with the victim; and
- B. Where the existence of such a relationship shall be determined based on a consideration of the following factors:

- i. The length of the relationship.
- ii. The type of relationship.
- iii. The frequency of interaction between the persons involved in the relationship.

Domestic violence includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction.

Stalking means engaging in a course of conduct directed at a specific person that would cause a reasonable person to:

- A. Fear for their safety or the safety of others; or
- B. Suffer substantial emotional distress.

Director of Curriculum, Instruction ~~and Professional Learning, Staff Development and Planning~~
- Duties

Responsible for:

1. Serving as internal facilitator of Strategic Planning, including facilitation of Strategic Planning Advisory Council.
2. Developing, directing and modifying an operational framework for instructional improvement and curricular change within all levels in the District.
3. Developing and implementing Professional Improvement Plans
4. Acting as administrative liaison to the Board Education Committee, including the development of agendas and all related materials.
5. Serving as Chair of the Staff Development Advisory Council and Curriculum Council, including preparation of materials related to ongoing District initiatives.
6. Directing the work of the Curriculum Supervisors.
7. Coordinating administrative internships.
8. Monitoring District compliance with curricular, staff development and strategic planning regulations.
9. Coordinating professional development and summer workshops.
10. Serving in support role for contract negotiations
11. Performing such other duties and responsibilities as the Superintendent may assign from time to time.

Reports to Superintendent of Schools

Adopted: August 1978
Revised: April 1996
Revised: September 2004
Revised: July 2008
Revised: July 2009
Revised: November 12, 2015
Revised: September 3, 2019
Revised: October 5, 2021

Curriculum Supervisors - Duties

Responsible for:

1. Evaluating K-12 current offerings, materials, and activities.
2. Planning meaningful curriculum change.
3. Assisting in making teachers more effective in the classroom.
4. Assisting in arranging professional development activities.
5. Providing curriculum development in the following ways:
 - a. Providing staff members, and especially curriculum committees, with the latest studies and information concerning the curriculum area, as well as technology associated with the teaching of the curriculum area.
 - b. Maintaining a constant, ongoing program of curriculum assessment and development through established curriculum committees.
 - c. Planning for and conducting summer workshop programs in curriculum development in light of determined needs.
 - d. Assisting in the administrative functions involved in maintaining a program of curriculum development and improvement, including budgeting, reporting, and requisitioning of materials and equipment.
6. Providing curriculum implementation in the following ways:
 - a. Maintaining an ongoing analysis of the use of curriculum guides and materials and the use of technology through classroom observations, conferences with teachers, and meetings with teams or departments.
 - b. Ensuring a working knowledge of the curriculum on the part of staff members through conferences with individual teachers and meetings with teams or departments.
 - c. Organizing and conducting professional development programs relating to curriculum development or awareness as deemed necessary.
7. Providing for the improvement of instruction in the following ways:
 - a. Providing teachers and other staff groups with information and materials that will assist in keeping the program current and meaningful, as well as assist the teachers in properly utilizing the curriculum as presented in the curriculum guides. This is to be accomplished through classroom observations, teacher conferences, and building or District professional development programs.

8. Assuming responsibility for, or participating in, developing and carrying out special projects related to the curriculum area on an individual school or District basis as assigned or delegated by the Director of Curriculum, Instruction and Professional Learning, Staff Development and Planning.

Reports to the Director of Curriculum, Instruction and Professional Learning, Staff Development and Planning

Building Principals

Title:

School Principal

Responsible to:

Superintendent

Function:

Through use of leadership, supervisory, and administrative skills, the effective management of school and District programs in order to promote the educational development of each student.

Authority:

To direct and evaluate the performance of all personnel assigned to a building within existing guidelines established by the Pennsylvania Public School Code of 1949, as amended, Board Policy, Administrative Rules and Regulations, and Collective Bargaining Agreements.

General Provisions:

Shall be in complete charge of assigned school and shall be responsible for and shall have authority over the actions of students, instructional and non-instructional employees, visitors and persons hired to perform special tasks. The principal shall be the professional leader within the individual school and shall share the responsibility for curriculum development and improvement with the Director of Curriculum, Instruction and Professional Learning, Curriculum Supervisors, and the Superintendent of Schools.

Shall keep the Superintendent informed of activities in the school by regular monthly reports, advanced copies of programs of all special events, and copies of regular weekly staff bulletins.

Responsibility:

Exerts leadership in the effective implementation and adaptation of District programs to meet needs peculiar to the area of the community served.

Establishes and maintains an effective learning climate in the school.

Provides educational and personal leadership in building assigned for all staff and students.

Consults regularly with, and coordinates service of, resource people so that all classroom teachers receive effective assistance.

Acts as liaison between the school and community, interpreting activities and Policies of the school and encouraging community participation in school life.

Plans, organizes and directs implementation of all school activities.

Assumes a leadership role in development of individual school budget.

Prepares or supervises the accurate preparation of reports, records, lists and all other paper work required or appropriate to the school's administration.

Keeps abreast of changes and developments in the profession by attending professional meetings, reading professional journals and other publications and discussing problems of mutual interest with others in the field.

Coordinates or supervises support services such as Secretarial-Clerical, Custodial, Food Service and Maintenance.

Works with appropriate members of Central Administrative Staff on school problems of more than in-school import, such as, but not limited to, Transportation and Special Services.

Performs other tasks and assumes such other responsibilities as the Superintendent may assign or delegate from time to time.

Reports to Superintendent

Summer Workshops

Employees working on curriculum development or implementation of programs will be under the direction of the Director of Curriculum, Instruction and Professional Learning; ~~Staff Development and Planning~~.

When Board approved workshops are conducted during the summer months, employees participating in such workshops shall be paid consistent with the contract agreement.

Adopted: April 24, 1984
Revised: December 1, 1986
Revised: December 5, 1994
Revised: May 22, 2000
Revised: June 12, 2023

Tredyffrin/Easttown School District

Awarding of Diplomas to Eligible Veterans

In accordance with state law, Tredyffrin/Easttown School District will allow eligible World War II and Korean War veterans to obtain a Conestoga High School diploma when the individual meets all of the following criteria:

- a. Served in the United States Military in World War II between September 16, 1940 and December 31, 1946; or in the Korean War between June 27, 1950 and January 31, 1955;
- b. Received an honorable discharge;
- c. Attended high school between 1937 and 1946, or between 1947 and 1955; and
- d. Was scheduled to graduate from high school between 1941 and 1950, or between 1951 and 1957, but did not graduate from high school due to entry into military service.

Eligible veterans who would like to apply for a diploma or family members who would like to apply for a posthumous diploma for an eligible veteran, may contact the Director of Curriculum, [Instruction and Professional Learning](#) for an application.

Upon receipt of the completed application form, the Director of Curriculum, [Instruction and Professional Learning](#) will verify the information provided and recommend the veteran's name to the Board of School Directors for awarding of a Conestoga Veterans Diploma.

The diploma may be approved by the Board of School Directors at a regular meeting.

Tredyffrin/Easttown School District
World War II and Korean War Veterans
Conestoga High School Diploma Application
Eligible dates of military service:

September 16, 1940 – December 21, 1946 OR June 27, 1950 - January 31, 1955

This application is used to establish, in compliance with Pennsylvania Act 73 of 2001, as amended by Act 187 of 2002, the eligibility of honorably discharged WWII and Korean War veterans for the receipt of a Conestoga High School diploma from the Tredyffrin/Easttown School District. The next of kin may apply for the diploma if the veteran is deceased or incapacitated. Please include any special comments about this veteran on the back of this application or on a separate page.

***** VETERAN INFORMATION – PLEASE TYPE OR PRINT *****

Veteran's First Name	Veteran's MI	Veteran's Last Name	Suffix (Sr., Jr., etc.)
Veteran's Social Security #	Veteran's Date of Birth Month Day Year 	Home Phone of Veteran or Next of Kin () _____ - _____	Work Phone of Veteran or Next of Kin () _____ - _____
Is the Veteran deceased? YES NO	If the Veteran is deceased, what is your name and relationship to the Veteran? (spouse, child, grandchild, sibling)	Current Mailing Address of Veteran or Next of Kin Making Application	

***** VETERAN'S MILITARY SERVICE INFORMATION *****

Please attach a copy of the DD-214, if available.

Branch of Service	Date of Enlistment/Draft Month Day Year	Date of Honorable Discharge Month Day Year	Service Number
			Highest Rank Achieved

***** HIGH SCHOOL INFORMATION *****

What year did Veteran enroll in high school? 19 _____	What year did Veteran leave high school to enter WWII? 19 _____	What year would Veteran have graduated? Class of 19 _____
--	--	--

I certify that all the information provided on this application and the supporting documentation is true and correct to the best of my knowledge and is to be used for the sole purpose of applying for a Conestoga High School Diploma.

Signature of Veteran or Next of Kin

Notary Public

Date

Date

My Commission Expires

FOR OFFICE USE ONLY:

Approval: _____ Date: _____

PLEASE RETURN FORM BY MAIL OR IN PERSON TO:

DIRECTOR OF CURRICULUM, INSTRUCTION AND PROFESSIONAL LEARNING

Tredyffrin/Easttown School District

738 First Avenue 940 West Valley Road, Suite 1700

Berwyn, PA 19312-1779 Wayne, PA 19087

Curriculum, Curricular Materials and Resource Materials

All schools shall be organized under the standards set forth by the current *Pennsylvania Public School Code of 1949*, as amended.

Curriculum consistent with the Philosophy of Education of the District (Policy #6121) and state law shall be developed in sufficient breadth and depth to serve all students attending our schools. This program of studies shall be sufficiently varied to prepare students for both civic responsibility and occupational competency.

It is our objective to provide educational programs and opportunities of the highest quality.

Definitions

Curriculum means a series of planned instruction that is coordinated, articulated and implemented to result in achievement of specific knowledge and skills in accordance with the District's educational philosophy and strategic plan.

Curricular materials mean those resources, including textbooks, which are to be used as a source of information in a course. **Textbooks** mean those books including, but not limited to, those in electronic format which are to be used as the source of information in a course.

Resource materials include library books, periodicals and newspapers, audiovisual materials, computer software and other technological resources such as online resources, subscriptions and artificial intelligence enhancements (collectively "technological resources"), classroom reference books, maps, tests, manipulatives and any materials used for instruction not included in the category of curricular materials.

Curriculum Development

The Board recognizes its responsibility for the development, assessment and improvement of the educational program of the schools. To this end, the curriculum shall be evaluated, adapted, and developed on a continuing basis and in accordance with a plan for curriculum improvement.

As educational leader of the District, the Superintendent shall be responsible to the Board for the development of curriculum. The Superintendent shall establish procedures for curriculum development which ensure effective participation of the various school constituencies and draw upon available outside resources as appropriate.

District Selection and Review of Curriculum, Curricular Materials and Resource Materials

Consistent with the District's Philosophy of Education to promote intellectual, cultural, social, and ethical development of its students, the District shall provide materials which will contribute to the realization of this philosophy and which are aligned with state law.

In fulfilling this responsibility, the District shall:

1. Provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities, and maturity levels of the students served.
2. Provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards.
3. Provide a background of information which will enable students to make intelligent judgments in their daily life.
4. Provide materials representing opposing sides of controversial issues so that young citizens may develop, under guidance, the practice of critical reading and thinking.
5. Provide materials representative of the many religious, ethnic, and cultural groups and their contributions to our American heritage.
6. Place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality.*

Materials shall be selected using these guidelines. Criteria for selection, review, and budgetary projection shall be defined and disseminated by the administration. The administration shall annually present to the Board listings and recommendations on classroom textbooks which have been selected for purchase by the staff and recommended by the Superintendent of Schools or designee. A classroom textbook is considered any book purchased for classroom use in quantities of fifteen copies or more. Supplementary textbooks, six to fourteen copies of a single title, shall be recommended for adoption and purchased as needed.

Access to Curriculum Information

This Policy is established to comply with the requirement of the State Board of Education that school districts provide access to information about the curriculum. The Board desires to provide opportunities to review curricular materials and resource materials and have access to information about curriculum, including academic standards to be achieved, curricular materials and resource materials and assessment techniques.

Upon request, the District will promptly make available existing information about the curriculum, including academic standards to be achieved, curricular materials, resource materials and assessment techniques.

In accordance with the procedure set forth in the accompanying regulation, parents and guardians may request a District review of the curriculum, including academic standards to be achieved, curricular materials, resource materials, and assessment techniques.

Parents and guardians have the right to inspect curricular materials and resource materials. Requests to review such materials shall be made in writing to the Director of Curriculum, Instruction and Professional Learning, ~~Staff Development and Planning~~ and shall be granted within a reasonable time from receipt of the written request. Curricular materials and resource materials may be reviewed at the District administration building or applicable school and in the presence of the Director of Curriculum, Instruction, ~~Staff Development and Planning~~ and Professional Learning or designee.

Parents and guardians shall have the right to have their children excused from specific instruction which conflicts with their religious beliefs, upon receipt by the School District of a written request specifically outlining the topics from which the student is to be excused.

Religion in the Curriculum

Religious institutions and orientations are central to human experience, past and present. An education excluding such a significant aspect would be incomplete. It is essential that the teaching about--and not of--religion be conducted in a factually objective, balanced and respectful manner.

Therefore, the practice of the District shall be as follows:

1. The District supports the inclusion of religious literature, music, drama and the arts in the curriculum and school activities provided these are intrinsic to the learning experience in the various fields of study, represent selections from a variety of cultures, and are presented objectively.
2. The emphasis on religious themes in the arts, literature and history shall be only as extensive as necessary for a balanced and comprehensive study of these areas. Such studies shall never foster any particular religious tenet or demean any religious belief or non-belief.
3. When students respond to questions or assignments in ways which reflect their beliefs or non-beliefs, they shall be accommodated unless there is compelling concern that would prevent such accommodation. For example, students are free to express religious belief or non-belief in compositions, art forms, music, speech and debate.

Controversial Issues in the Curriculum

A controversial issue involves a problem about which different individuals and groups urge conflicting courses of action. It is an issue for which society has not found a solution, and it is of sufficient significance that each proposed way of dealing with it is objectionable to some sector of the citizenry. The objection may result from a feeling that a cherished belief, an economic interest, or a basic principle is threatened.

Because the development of rational thinking and preparation for citizenship are among the educational goals of the school system, the District has a responsibility to include, in various curriculum areas at all grade levels, content dealing with current critical issues, some of which will be controversial.

The District, as an educational institution, and the individual classroom teacher have a responsibility to give the student:

- An opportunity to study controversial issues which have political, economic or social significance about which students will begin to have an opinion.
- Access to all relevant information, including the materials that circulate freely in the community.
- Competent instruction balancing the various points of view in an atmosphere free from bias and prejudice.
- The right to form and express opinions on controversial issues without jeopardizing relations with teachers or the schools.

In fulfilling this responsibility, the teacher shall make a deliberate effort to achieve balance within a reasonable period of time in the viewpoints and information to which students are exposed.

In selecting certain controversial issues to be included in the instructional program the staff shall use the following guidelines:

- The issue should contribute toward helping students develop techniques for examining other controversial issues.
- The issue should be suitable for students of the maturity and background represented in the class.
- The issue should be related to the course content and help achieve course objectives.
- The issue should be of continuing significance.

In instances where a controversial issue arises on an unanticipated basis during the course of a class discussion, as the result of a student's question, or in the coverage of current events, and where that issue is neither directly related to the course content nor specified as a part of the curriculum, the staff member may deal with the issue on a limited basis, recognizing the existence of legitimate student interest and devoting sufficient time to the question to assure balanced, impartial coverage. Recognizing the difficult position in which teachers will sometimes be placed in carrying out this Policy and in giving students an opportunity to study a controversial issue, the Board places trust and confidence in its employees and will support their actions in such a manner that they are protected insofar as possible from anonymous, unreasonable, or ill-considered complaints.

* Adapted from the School Library Bill of Rights of the American Association of School Librarians

Adopted: March 13, 1972

Revised: December 5, 1994

Revised: March 27, 2000

Revised: November 25, 2024

Curriculum, Curricular Materials and Resource Materials

The curriculum in each of the curricular areas will continue to be developed with maximum involvement of district staff members. The complete curriculum, curriculum guides and/or special materials related to specific curricula shall be distributed to all staff members according to their teaching assignment. It shall be the responsibility of each staff member to be thoroughly familiar with the materials, to utilize and implement the materials in their classroom, and to provide suggestions or recommendations concerning the curriculum that can be used in future developmental activities.

The Curriculum Council, and its provision for staff representation, is designed to be an open channel of communication for staff members to express concerns, suggestions and recommendations regarding the curriculum.

Access to School Materials

From time to time, ideas, operating procedures, record forms and publications developed in or for the District may be made available to outside non-profit or profit organizations for use or distribution upon approval of the Superintendent or designee. No outside organization shall be granted exclusive access to or control over the material that is made available. District Selection and Review of Curriculum, Curricular Materials and Resource Materials – Selection Criteria

The staff by virtue of its preparation and experience has the special competencies that enable it to evaluate materials critically. The staff shall establish criteria for the selection and evaluation of materials appropriate for the various grade levels and subject areas.

The following are specific criteria to be used in selection of materials including books, periodicals, pamphlets, motion pictures, slides, recordings, digital media, records, pictures, maps, globes, charts, games, transparencies, and models:

1. Content, style and organization which are consistent with the objectives and guidelines of the approved District program
2. Diversity in the types of materials to ensure applicability to a variety of instructional situations thereby increasing its chances of being more helpful and beneficial to a wider range of students
3. A style or format that is interesting and which will encourage interest in other sources of information and ideas as well as in the topic of that particular material
4. Cost which is realistic considering the purposes of the material and the fiscal resources of the District
5. Graphic illustrations and content which represent and reflect the diversity of cultures existing within our society and throughout the world
6. Reputation and significance of author/producer
7. Timeliness of subject

8. Importance of subject matter to the total educational program
9. Treatment of material
10. Quality of writing and illustrations
11. Format and/or technical excellence

The responsibility for the review, examination, and selection of curriculum, curricular materials and resource materials may be delegated by the Director of Curriculum, Instruction, ~~Staff Development and Planning~~ and Professional Learning to committee(s) representative of the subject area, grade level, and buildings involved. A committee's recommendation shall be subject to review by the Director of Curriculum, Instruction and Professional Learning, ~~Staff Development and Planning~~. In the event that a member of the community questions the inclusion of a specific material in the educational program, the community member should follow the procedure set forth in this Regulation.

Additional guidelines for selection of materials for the library collection of all District schools are attached as Attachment A.

Religion in the Curriculum

Clear guidance on how to deal with issues created by cultural diversity in the classroom is difficult to define because student rights and school responsibilities must necessarily be stated in general principles. Such general principles are well-stated in the attached guidelines and shall serve as the basis for decision concerning school programs, ceremonies, and observances.

The District academic calendar shall be prepared so as to minimize conflicts with observances of major religious holidays. With regard to school attendance, tests, extracurricular or cocurricular activities and parent meetings, no penalties shall be imposed for absences related to observance of major religious holidays, except those imposed by external bodies such as the Pennsylvania Interscholastic Athletic Association. Teachers shall assist students in making up work caused by such absences.

For additional information, see Attachment B "Religious Holidays in Public Schools" and Attachment C "Religious Expression in Public Schools."

Controversial Issues in the Curriculum

Both Principals and Curriculum Supervisors shall be responsible for informing all staff members of the Policy on coverage of controversial issues in the curriculum. In doing so they shall emphasize the basic assumption that the school is providing an opportunity for students to study controversial issues, not teaching controversial issues.

A teacher who is in doubt concerning the advisability of discussing certain issues and materials in the classroom shall confer with the Principal as to the appropriateness of doing so. The Principal should involve the Curriculum Supervisor or establish a special review procedure. If the teacher and Principal are unable to agree, the issue should be referred to the Superintendent or the Superintendent's designee.

Complaint Procedure

Complaints can be resolved most expeditiously if they are taken first to the staff member or administrator immediately in charge of the area in which the problem arises, then through successive administrative levels to the Superintendent, and subsequently to the Board of School Directors, if necessary. Whenever a complaint dealing with the curriculum, curricular materials and resource materials, or other matters covered by the accompanying Policy is made directly to the Board as a whole or to a Board member as an individual, it shall be referred to the Superintendent for study and possible resolution through normal channels.

If a specific employee is involved because of the circumstances, that employee shall be advised of the nature of the complaint and shall be given every opportunity for explanation, comment, and presentation of the facts as the employee sees them.

Failing to reach a satisfactory resolution to the problem or complaint with the building administrator or Curriculum Supervisor immediately in charge of the area in which the problem arises, the complainant may request a review and further consideration through successive administrative levels to the Superintendent, and subsequently the Board, if necessary, as indicated below.

The building administrator or Curriculum Supervisor shall promptly provide the Superintendent with a written report which should include the following to the extent applicable:

- A statement of the complaint prepared by the complainant and using the format appended to this Regulation in Attachment D.
- A summary of the positions taken on both sides of the matter during the study of the complaint.
- A summary of the opportunity afforded both sides to be heard.
- A statement on how the complainant would propose to resolve the matter.
- A statement of how the staff member(s) involved would propose to resolve the matter.
- A statement on how the complaint can best be resolved from the point of view of the administrator.

If the complaint has not been resolved at the building level, the Superintendent may designate a central office administrator immediately in charge of the applicable area(s) to review the recommendation set forth in the report from the building administrator or Curriculum Supervisor in charge of the area. Alternatively, the Superintendent may elect to establish a review committee composed of central office administrator(s) immediately in

charge of the applicable area(s) and other staff members selected from the administrative and instructional areas directly concerned. In the event a review committee is formed, then in their deliberations, the review committee shall consider the educational philosophy of the District, the professional opinions of other teachers of the same subject and of other competent authorities, including outside experts, reviews of the materials by reputable bodies, the staff member's own stated objectives in using the materials, and the objections of the complainant. The findings of the review committee shall be made in writing and be transmitted to the Superintendent who will make a decision on the course of action to take and the appropriate response to the complainant.

If Board involvement becomes necessary to resolve the complaint, then the Superintendent shall submit the reports from the building level and central office administrator or, if applicable, District review committee, along with their recommendation to the Board.

An individual student may be excused from class activities involving the controversial issue in question. The staff member will then assign the student alternate activities of equal merit. Although individuals may be excused from the activity, the continuation of the activity by class, school or District shall not be restricted until final disposition has been made in accordance with this Regulation.

Tredyffrin Easttown School District School Library Collection Selection Guidelines

Guided by the mission of the Tredyffrin/Easttown School District, the school library collection is curated to support the school curriculum, provide opportunities for students to read for enjoyment, and foster a culture of reading. Selection of materials is made with reference to the American Library Association School Library Selection Criteria and the PaLa and PSLA Position Statement. See below for the ALA, PaLa and PSLA information.

American Library Association School Library Selection Criteria 2023:

General Criteria:

- Support and enrich the curriculum and/or students' personal interests and learning
- Meet high standards in literary, artistic, and aesthetic quality; technical aspects; and physical format
- Be appropriate for the subject area and for the age, emotional development, ability level, learning styles, and social, emotional, and intellectual development of the students for whom the materials are selected
- Incorporate accurate and authentic factual content from authoritative sources
- Earn favorable reviews in standard reviewing sources and/or favorable recommendations based on preview and examination of materials by professional personnel
- Exhibit a high degree of potential user appeal and interest
- Represent differing viewpoints on controversial issues
- Provide a global perspective and promote diversity by including materials by authors and illustrators of all cultures
- Include a variety of resources in physical and virtual formats including print and non-print such as electronic and multimedia (including subscription databases and other online products, e-books, educational games, and other forms of emerging technologies)
- Demonstrate physical format, appearance, and durability suitable to their intended use
- Balance cost with need

Top Five Recommended School Library Reviewing Sources:

- Association for Library Service to Children (ALSC) Notable Children's Books
- Booklist
- School Library Journal
- We Need Diverse Books website
- Young Adult Library Services Association (YALSA) Best Books for Young Adults

PaLa and PSLA Position Statement 2023

The Pennsylvania Library Association (PaLA) and the Pennsylvania School Librarians Association (PSLA) are pleased to work together in supporting all library workers and libraries in Pennsylvania that face material and book challenges. Libraries provide access to and display a variety of materials representing a broad range of perspectives and experiences.

Tredyffrin/Easttown School District

PaLA and PSLA believe that libraries in PA must:

1. Make available the widest possible range of viewpoints, opinions, and ideas, so that every person has the opportunity to freely read and consider information and ideas.
2. Resist any effort to censor library materials, programs, or displays by endorsing policies that serve to safeguard the principles of intellectual freedom and the freedom to read.
3. Not exclude materials because of the origin, background, or views of those contributing to their creation.
4. Not proscribe or remove materials because of partisan or doctrinal disapproval.

We stand opposed to censorship and any effort to coerce belief, suppress opinion, or punish those whose expression does not conform to what is deemed to be orthodox in history, politics, or belief. We are committed to collaboratively supporting libraries and library workers as they uphold the First Amendment to the US Constitution and the freedom to read and learn for all library users.

Religious Holidays in the Public Schools

Questions and Answers

What do the courts say?

The Supreme Court has ruled that public schools may not sponsor religious practices (*Engel v. Vitale*, 1962; *Abington v. Schempp*, 1963) but may teach *about* religion.

While having made no definitive ruling on religious holidays in the schools, the Supreme Court let stand a lower federal court decision stating that recognition of holidays may be constitutional if the purpose is to provide secular instruction about religious traditions rather than to promote the particular religion involved (*Florey v. Sioux Falls School District*, 8th Cir., 1980).

Do religious holidays belong in the curriculum?

The study of religious holidays may be included in elementary and secondary curricula as opportunities for teaching *about* religions. Such study serves the academic goals of educating students about history and cultures, as well as the traditions of particular religions within a pluralistic society.

When should teaching about religious holidays take place?

On the elementary level, natural opportunities arise for discussion of religious holidays while studying different cultures and communities. In the secondary curriculum, students of world history or literature have opportunities to consider the holy days of religious traditions.

Teachers find it helpful when they are provided with an inclusive calendar noting major religious and secular holidays with brief descriptions of their significance.

How should religious holidays be treated in the classroom?

Teachers must be alert to the distinction between teaching *about* religious holidays, which is permissible, and *celebrating* religious holidays, which is not. Recognition of and information about holidays may focus on how and when they are celebrated, their origins, histories and generally agreed-upon meanings. If the approach is objective and sensitive, neither promoting nor inhibiting religion, this study can foster understanding and mutual respect for differences in belief.

Teachers will want to avoid asking students to explain their beliefs and customs. An offer to do so should be treated with courtesy and accepted or rejected depending upon the educational relevancy.

Teachers may not use the study of religious holidays as an opportunity to proselytize or to inject personal religious beliefs into the discussions. Teachers can avoid this by teaching through attribution, i.e., by reporting that "some Buddhists believe..."

May religious symbols be used in public school classes?

The use of religious symbols, provided they are used only as examples of cultural and religious heritage, is permissible as a teaching aid or resource. Religious symbols may be displayed only on a temporary basis as part of the academic program. Students may choose to create artwork with religious symbols, but teachers should not encourage or discourage such creations.

May religious music be used in public schools?

Sacred music may be sung or played as part of the academic study of music. School concerts that present a variety of selections may include religious music. Concerts should avoid programs dominated by religious music, especially when these coincide with a particular religious holiday.

The use of art, drama or literature with religious themes also is permissible if it serves a sound educational goal in the curriculum but not if used as a vehicle for promoting religious belief.

What about Christmas?

Decisions about what to do in December should begin with the understanding that public schools may not sponsor religious devotions or celebrations; study *about* religious holidays does not extend to religious worship or practice.

Does this mean that all seasonal activities must be banned from the schools? Probably not, and in any event such an effort would be unrealistic. The resolution would seem to lie in devising holiday programs that serve an educational purpose for all students—programs that make no students feel excluded or identified with a religion not their own.

Holiday concerts in December may appropriately include music to Christmas and Hanukkah, but religious music should not dominate. Any dramatic productions should emphasize the cultural aspects of the holidays. Nativity pageants or plays portraying the Hanukkah miracle are not appropriate in the public school setting.

In short, while recognizing the holiday season, none of the school activities in December should have the purpose, or effect, of promoting or inhibiting religion.

What about religious objections to some holidays?

Students from certain religious traditions may ask to be excused from classroom discussion or activities related to particular holidays. Some holidays considered by many people to be secular (for example, Halloween and Valentine's Day) are viewed by others as having religious overtones.

Excusal requests may be especially common in the elementary grades, where holidays often are marked by parties and similar non-academic activities. Such requests are routinely granted.

In addition, some parents and students may make requests for excusals from discussions of certain holidays even when treated from an academic perspective. If focused on a limited, specific discussion, such requests may be granted in order to strike a balance between the student's religious freedom and the school's interest in providing a well-rounded education.

Administrators and teachers should understand that a policy or practice of excusing students from a specific activity or discussion cannot be used as a rationale for school sponsorship of religious celebrations or worship for the remaining students.

May students be absent for religious holidays?

Sensitive school policy on absences will take account of the religious needs and requirements of students. Students should be allowed a reasonable number of excused absences, without penalties, to observe religious holidays within their traditions. Students may be asked to complete makeup assignments or examinations in conjunction with such absences.

What steps should school districts take?

In a pluralistic society, public schools are places for persons of all faiths or none. Schools may neither promote nor denigrate any religion. In order to respect religious liberty and advance education, we recommend that each school district take the following steps:

- Develop policies about the treatment of religious holidays in the curricula and inform parents of those policies.
- Offer pre-service and in-service workshops to assist teachers and administrators in understanding the appropriate place of religious holidays in the schools.
- Become familiar with the nature and needs of the religious groups in the school community.
- Provide resources for teaching *about* religions and religious holidays in ways that are constitutionally permissible and educationally sound.

(Source: "Religious Holidays in the Public Schools: Questions and Answers," American Association of School Administrators, 1801 N. Moore Street, Arlington, VA 22209)

Religious Expression in Public Schools

Student prayer and religious discussion: The Establishment Clause of the First Amendment does not prohibit purely private religious speech by students. Students therefore have the same right to engage in individual or group prayer and religious discussion during the school day as they do to engage in other comparable activity. For example, students may read their Bibles or other scriptures, say grace before meals, and pray before tests to the same extent they may engage in comparable non-disruptive activities. Local school authorities possess substantial discretion to impose rules of order and other pedagogical restrictions on student activities, but they may not structure or administer such rules to discriminate against religious activity or speech.

Generally, students may pray in a nondisruptive manner when not engaged in school activities or instruction, and subject to the rules that normally pertain in the applicable setting. Specifically, students in informal settings, such as cafeterias and hallways, may pray and discuss their religious views with each other, subject to the same rules of order as apply to other student activities and speech. Students may also speak to, and attempt to persuade, their peers about religious topics just as they do with regard to political topics. School officials, however, should intercede to stop student speech that constitutes harassment aimed at a student or a group of students.

Students may also participate in before or after school events with religious content, such as "see you at the flag pole" gatherings, on the same terms as they may participate in other noncurriculum activities on school premises. School officials may neither discourage nor encourage participation in such an event.

The right to engage in voluntary prayer or religious discussion free from discrimination does not include the right to have a captive audience listen, or to compel other students to participate. Teachers and school administrators should ensure that no student is in any way coerced to participate in religious activity.

Graduation prayer and baccalaureates: Under current Supreme Court decisions, school officials may not mandate or organize prayer at graduation, nor organize religious baccalaureate ceremonies. If a school generally opens its facilities to private groups, it must make its facilities available on the same terms to organizers of privately sponsored religious baccalaureate services. A school may not extend preferential treatment to baccalaureate ceremonies and may in some instances be obliged to disclaim official endorsement of such ceremonies.

Official neutrality regarding religious activity: Teachers and school administrators, when acting in those capacities, are representatives of the state and are prohibited by the establishment clause from soliciting or encouraging religious activity, and from participating in such activity with students. Teachers and administrators also are prohibited from discouraging activity because of its religious content, and from soliciting or encouraging antireligious activity.

Teaching about religion: Public schools may not provide religious instruction, but they may teach about religion, including the Bible or other scripture: the history of religion, comparative religion, the Bible (or other scripture) as literature, and the role of religion in the history of the United States and other countries all are permissible public school subjects. Similarly, it is permissible to consider religious influences on art, music, literature, and social studies. Although public schools may teach about religious holidays, including their religious aspects, and may celebrate the secular aspects of holidays, schools may not observe holidays as religious events or promote such observance by students.

Student assignments: Students may express their beliefs about religion in the form of homework, artwork, and other written and oral assignments free of discrimination based on the religious content of their submissions. Such home and classroom work should be judged by ordinary academic standards of substance and relevance, and against other legitimate pedagogical concerns identified by the school.

Religious literature: Students have a right to distribute religious literature to their schoolmates on the same terms as they are permitted to distribute other literature that is to school curriculum or activities. Schools may impose the same reasonable time, place, and manner or other constitutional restrictions on distribution of religious literature as they do on nonschool literature generally, but they may not single out religious literature for special regulation.

Religious excusals: Subject to applicable State laws, schools enjoy substantial discretion to excuse individual students from lessons that are objectionable to the student or the student's parents on religious or other conscientious grounds. School officials may neither encourage nor discourage students from availing themselves of an excusal option. Under the Religious Freedom Restoration Act, if it is proved that particular lessons substantially burden a student's free exercise of religion and if the school cannot prove a compelling interest in requiring attendance, the school would be legally required to excuse the student.

Released time: Subject to applicable State laws, schools have the discretion to dismiss students to off-premises religious instruction, provided that schools do not encourage or discourage participation or penalize those who do not attend. Schools may not allow religious instruction by outsiders on school premises during the school day.

Teaching values: Though schools must be neutral with respect to religion, they may play an active role with respect to teaching civic values and virtue, and the moral code that holds us together as a community. The fact that some of these values are held also by religions does not make it unlawful to teach them in school.

Student garb: Students may display religious messages on items of clothing to the same extent that they are permitted to display other comparable messages. Religious messages may not be singled out for suppression, but rather are subject to the same rules as generally apply to comparable messages. When wearing particular attire, such as yarmulkes and head scarves, during the school day is part of students' religious practice, under the Religious Freedom Restoration Act schools generally may not prohibit the wearing of such items.

The Equal Access Act

The Equal Access Act is designed to ensure that, consistent with the First Amendment, student religious activities are accorded the same access to public school facilities as are student secular activities. Based on decisions of the Federal courts, as well as its interpretations of the Act, the Department of Justice has advised that the Act should be interpreted as providing, among other things, that:

General provisions: Student religious groups at public secondary schools have the same right of access to school facilities as is enjoyed by other comparable student groups. Under the Equal Access Act, a school receiving Federal funds that allows one or more student noncurriculum-clubs to meet on its premises during noninstructional time may not refuse access to student religious groups.

Prayer services and worship exercises covered: A meeting, as defined and protected by the Equal Access Act, may include a prayer service, Bible reading, or other worship exercise.

Equal access to means of publicizing meetings: A school receiving Federal funds must allow student groups meeting under the Act to use the school media -- including the public address system, the school newspaper, and the school bulletin board -- to announce their meetings on the same terms as other noncurriculum-student groups are allowed to use the school media. Any policy concerning the use of school media must be applied to all noncurriculum related student groups in a nondiscriminatory manner. Schools, however, may inform students that certain groups are not school sponsored.

Lunch-time and recess covered: A school creates a limited open forum under the Equal Access Act, triggering equal access rights for religious groups, when it allows students to meet during their lunch periods or other noninstructional time during the school day, as well as when it allows students to meet before and after the school day.

(Source: Statement of Principles on Religious Expression in Public Schools, Richard W. Riley, Secretary, U.S. Department of Education, August 10, 1995)

Complaint Form to be completed by the Complainant

Note: If there is not enough space to respond adequately to these questions in the space provided and would prefer to use an alternate document, then please follow this format.

1. Please summarize the nature of the issue which gives rise to the complaint: _____

2. Is the issue involved a part of an accepted and approved curriculum?

Yes _____ No _____ Don't know _____

3. Were opposing points of view also presented pertaining to this issue?

Yes _____ No _____ Don't know _____

4. Would you please specify your objection regarding the matter under consideration?

a. For example, if it is thought the controversial issue should not be in the curriculum at all, please give reasons and indicate what you feel might be the result of including this controversial issue in the curriculum:

b. For example, if it is thought the controversial issue should not be in the curriculum at this grade level and curriculum area, please indicate why and suggest another grade level and curriculum area:

c. For example, if it is thought the instructional methods were inappropriate, please explain:

d. For example, if it is thought the curriculum, curricular materials or resource materials used were inappropriate, please explain:

- e. Please suggest possible resolutions.

- f. Other specific concerns:

Signature _____

Date _____

Enclosure: Regulation 6130 “*Curriculum, Curricular Materials and Resource Materials*”

Other Student Travel (School-Sponsored)

When planning travel governed by the accompanying Board Policy, the staff member organizing the trip shall follow the preparation procedures outlined below.

1. Prepare a proposal using the prescribed form (**Attachment A**). Submit the proposal to the building principal or designee at least 90 days in advance of the proposed departure date. Extension of this deadline may be granted at the sole discretion of the Superintendent for good cause shown. No expenditures should be incurred by the staff member prior to the approval of the trip. In addition to the approval of the building principal or designee, the approval of the Director of Curriculum, Instruction and Professional Learning, Staff Development and Planning shall also be required for all overnight trips.
2. Neither staff members nor chaperones are permitted to transport students to/from travel locations in private vehicles, absent written permission from the building principal, Director of Curriculum, Instruction and Professional Learning, Staff Development and Planning and the Business Manager. Additional insurance and supporting documentation will be required at private expense.
3. If a travel agency is retained in order to assist with arranging the necessary accommodations, the agency shall provide a signed statement that indicates a willingness to meet the following criteria:
 - Provide a performance bond with a penalty sum clause to cover the amount of all monies needed for expenses of the trip.
 - Provide a written statement outlining all services which the agent or agency will provide, along with its costs.
 - Provide a statement of any insurance that is included with the program and its cost.
 - Provide a written statement listing all items and costs NOT covered that might otherwise be understood to be covered.
 - Agree to operate only through bonded agents and carriers.
 - Use air transportation only when it approved by the International Air Transport Association (IATA) and the Airlines Reporting Corporation (ARC).
 - Be an approved agent of any air carrier used.
 - Furnish copies of all correspondence conducted for the program to the program organizers upon request.
4. If the trip is approved by both the building principal or designee and, if necessary, the Director of Curriculum, Instruction and Professional Learning, Staff Development and Planning

Planning, consult with the Business Manager to determine whether any insurance coverage must be arranged, and who will be responsible for the cost of such insurance.

5. In the event that there are students who wish to participate in the trip but who are unable to do so due to an inability to pay the costs associated with such participation, consult with the building principal or designee to determine whether funds may be available to enable such students to participate. (See Board Policy and Administrative Regulation 5312 (Participation in Programs & Activities - Economically Disadvantaged Students).
6. Ensure that accommodations included in the 504 Plans and IEPs of students who will be attending the trip can be implemented on the trip.
7. Ensure all chaperones who will be attending the trip have submitted the criminal history background checks and child abuse certifications in accordance with Board Policy 1300 (Volunteers), if applicable.
8. Consult with school nurse to plan for management/supervision of student health needs on the trip, as necessary.
9. Prepare a detailed informational packet for parents/guardians (including the prescribed Parent/Guardian Permission Form (**Attachment B**), Medical Authorization (**Attachment B**), and Release & Indemnity Agreement (**Attachment B**)). The packet shall be approved by the building principal prior to being sent to parents/guardians, and shall include, at a minimum:
 - Detailed travel plan, including, but not necessarily limited to: dates, destination, transportation and lodging arrangements, provisions for student supervision on the trip, including the number and identity of District employees and/or other adult chaperones that will be accompanying students on the trip, the educational purpose(s) of the trip, and the number of instructional days to be missed (if any).
 - Contact information where the staff member(s) organizing the trip and trip participants can be reached during the trip in the event of an emergency.
 - Information regarding the cost of the trip, payment deadlines, and any required or available insurance (health, trip cancellation, baggage, etc.).
 - Any trip-specific rules that students are expected to follow, along with a reminder that all regular school rules, Board Policies and Administrative Regulations remain in effect during the trip.
 - If applicable, written notice to parents/guardians that there will be times when students are not under the direct supervision of District chaperones (examples: while in home stays, in hotel rooms, visiting schools and in classes, with host student groups).

10. Hold at least one meeting of parents/guardians and students to review the trip itinerary, expectations regarding student conduct on the trip, and procedures to be followed in the event of an emergency.
11. Hold at least one meeting of all chaperones attending the trip to review the trip itinerary, responsibilities and expectations of chaperones on the trip, and procedures to be followed in the event of an emergency.
12. Ensure adequate records are kept of all funds paid by students attending the trip, if applicable, and ensure that such funds are promptly deposited into a student activity account for the particular trip/program.
13. Obtain proof of medical coverage for each participant, either through family coverage or purchase through the District, if required.
14. Notify the attendance office of all students who will be absent from school as a result of attending the trip.
15. Obtain and take on the trip emergency contact information for each student attending the trip in case of an emergency. Submit a copy of this emergency contact information to the building principal or designee prior to departure.
16. During the trip, notify the building principal or designee of any material changes to the trip itinerary and any emergency situations or problems that arise.

Student Travel Proposal Form
Attach Additional Sheets as Necessary

Staff Member Organizing Trip: _____

Destination: _____

Dates of Trip: _____

Brief Statement of Educational Relevance/Value: _____

Means of Transportation: _____

Cost/Refund Policy: _____

Will Adequate Provisions Be Made to Ensure Economically Disadvantaged Students Wishing to Participate May Do So? Explain. _____

School Days Missed by Students (if any): _____

Number of Students on the Trip: _____

Staff/Chaperone Names: _____

Ratio of Students/Chaperone: _____ Total Substitute Days Needed for Chaperones: _____

Will Adequate Provisions Be Made to Ensure Chaperones Have Provided Background Checks/Child Abuse Certifications Required by Board Policy? Explain. _____

Has the School Nurse Been Consulted to Discuss Management of Student Health Needs on Trip? Explain. _____

Provision for Medical Emergencies: _____

Provision for Medical/Accident Insurance: _____

Will Adequate Provisions Be Made to Ensure Implementation of Applicable Section 504 Plans and IEPs on the Trip? Explain. _____

Phone Number to Reach Trip Organizer and Participants in Case of Emergency: _____

Provision for Trip Cancellation Insurance or Failure to Perform Insurance: _____

Tour Agent/Agency (If Applicable): _____

***** Attach a Detailed Trip Itinerary to this Proposal Form *****

Date of Parent/Guardian/Student Meeting to Review Itinerary/Expectations: _____

Approval of Principal: _____ Approval of Director of Curriculum, Instruction and Professional Learning: _____

**Tredyffrin/Easttown School District
Student Travel Permission Form
Attach Additional Sheets as Necessary**

I. Parent/Guardian Permission

II. Medical Authorization

III. Release & Indemnity Agreement

Section I. Parent/Guardian Permission Form

_____, grade _____, homeroom _____, has my permission to
(Student Name)

participate in the trip to _____ ("the trip") from _____
(Destination) (Departure Date)

through the return, scheduled for _____. In granting this permission, I understand
(Return Date)
the following:

1. The staff member(s) organizing the trip is/are: _____

2. The chaperones are (to the extent known at this time): _____

3. A copy of the proposed itinerary is attached for my review, which includes information on the proposed travel arrangements, accommodations, cost, and important dates/deadlines.
4. **Tredyffrin/Easttown School District will not be responsible for unrefunded monetary deposits/monies lost due to the cancellation of this trip for any reason.** The policy on refunds in case of voluntary withdrawal from the trip is _____

6. My child is required to abide by all _____ School and Tredyffrin/Easttown School District school rules, applicable Board Policies, Administrative Regulations, and Codes of Conduct as a condition for participation in this trip. I have discussed this condition with my child and represent that they agrees to this condition. Failure to abide by such rules and regulations shall be cause for the chaperones to send my child home early at my personal expense. In addition, students are subject to disciplinary action up to and including suspension and expulsion from school upon their return. I am aware suspension and/or expulsion could adversely affect, among other things, my child's standing to participate in athletic or extracurricular activities, ability to attend school dances, proms, and graduation ceremonies, membership in National Honor Society, and college and employment applications.

Section II. Medical Authorization

I authorize the District employees and chaperones listed above to act in my stead in authorizing medical treatment for my child, including hospitalization, if deemed necessary, by the District employees and/or chaperones. In granting this authorization, I am advising the District employees/chaperones that the medical treatment sought should be the best reasonably available, and that cost is to be of secondary concern.

Section III. Release and Indemnity Agreement

In consideration for the Tredyffrin/Easttown School District's permitting my child to participate in the voluntary trip identified above, I agree, on my own behalf and on behalf of my child:

1. To **assume all risks** associated with my child's participation in the trip mentioned above; and
2. To **release** the Tredyffrin/Easttown School District and its agents, officers, representatives, directors, administrators, volunteers, and employees (in particular any District employee and/or chaperone identified above or designated by the District at any time before the departure date) from any liability for **personal injury to my child or damage to the property of my child or others** while in the course of my child participating in the above referenced trip or any activity incident thereto, unless such is caused by the intentional, willful misconduct of the District; and
3. To **indemnify and hold harmless** the Tredyffrin/Easttown School District and its agents, officers, representatives, directors, administrators, volunteers, and employees (in particular any District employee and/or chaperone identified above or designated by the District at any time before the departure date), against any and all claims, demands, causes of action, suits, or judgments, including expenses incurred in connection therewith, for personal injury to persons or loss or damage of/to property arising out of or in connection with my child's participation in the trip listed above, including any activity incident thereto.

Intending to be legally bound, I agree to the terms and conditions set forth in Section I (Parent/Guardian Permission Form), Section II (Medical Authorization) and Section III (Release and Indemnity Agreement) above.

If your child currently resides with both parents, this document must be signed by both parents.

If your child is over the age of eighteen (18) years, they must also sign below.

Signature Page Follows

Witness: _____

Signed: _____
(Parent)

Print:

Date:

Tredyffrin/Easttown School District

Regulation 6155

Witness: _____

Signed: _____

(Parent)

Print:

Date:

Witness: _____

Signed: _____

(Guardian, if applicable)

Print:

Date:

Witness: _____

Signed: _____

(Child/Age 18+ Only)

Print:

Date:

Enrollment and Registration Requirements and Verification of Student Residency

Purpose

The Board recognizes its obligation to enroll school age students eligible to attend District schools, in accordance with applicable law.

Definitions

School age shall be defined in the accompanying regulation.

District of residence shall be defined as the school district in which a student's parents/guardians reside.

Residency Eligibility

A school age child is entitled to attend the public schools of the child's district of residence. Unless specifically permitted by Board Policy or federal or state law, only those students who are residents of the District may attend District schools. All other students ("non-resident students") are prohibited from attending District schools.

When a child's parents reside in different school districts due to separation, divorce or other reason, the child may attend school in the district of residence of the parent with whom the child lives for a majority of the time, unless a court order or court approved custody agreement specifies otherwise. If a parent/guardian enrolling a student is relying on a court order or custody agreement as the basis for enrollment, school staff will require the parent/guardian to provide a copy of the order or agreement.

If the parents/guardians have joint custody and time is evenly divided, the parents/guardians may choose which of the two school districts the child will enroll for the school year.

If the child is an emancipated minor, the district of residence is the one in which the child is then living.

Enrollment Procedures

School age resident students and eligible non-resident students, as outlined in Board Policy and Administrative Regulation 5116, shall be entitled to attend District schools.

The District shall not enroll a student until the parent/guardian has submitted acceptable proof of the student's age, residence, immunizations and a completed Parent Registration Statement, as required by law and regulations.

The District shall administer a Home Language Survey to all students enrolling in District schools for the first time.

The District shall normally enroll a school age, eligible student the next business day, but no later than five (5) business days after application. The District has no obligation to enroll a child until the parent, guardian or other person having control or charge of the student making the application has supplied the District with the documents required as a prerequisite to enrollment.

The District shall immediately enroll identified homeless students as required by law, even if the student or parent/guardian is unable to produce the required documents.

The District shall not inquire about the immigration status of a student as part of the enrollment process.

Consequences of Attendance in Violation of Policy

Parents/guardians of students who become non-resident students after having formerly been residents must disenroll their children or risk being held liable for tuition and other consequences unless the student otherwise qualifies to attend District schools under another Board Policy or applicable law.

The Board may remove from school attendance a non-resident student in accordance with the due process requirements of applicable law. Parents, guardians and others who facilitate violation of this Policy or the accompanying Administrative Regulation may also be reported to law enforcement and assessed tuition.

Prior to accepting a student for enrollment, the Administration will require proof of residency and other information as set forth in the accompanying Administrative Regulation.

The Board authorizes the Administration, at any time, to require verification of continued residency from parents, guardians, or other adults with whom District students are residing where the District reasonably suspects that a student may not be legally residing in the District.

Cross reference: Policy No. 5112 Orientation Program for Students
Policy No. 5115 School Attendance Areas
Policy No. 5116 Non-resident Students – Enrollment Eligibility
Policy No. 5455 Homeless Students

Adopted: February 28, 2005
Revised: August 24, 2009
Revised: May 27, 2015
Revised: May 21, 2018
Revised: May 27, 2020
Revised: February 2, 2021
Revised: November 20, 2023
Reviewed: October 8, 2024

Enrollment and Registration Requirements and Verification of Residency

Definitions:

School age shall be defined as the period from the earliest admission age for the District's kindergarten program until graduation from high school or the end of the school term in which a student reaches the age of twenty-one (21) years. For students who qualify as exceptional under the Individuals with Disabilities Education Act, school age shall be defined as the period from the earliest admission age for the District's kindergarten program until graduation from high school or until a student's twenty-second (22) birthday, whichever occurs first.

Registration Requirements:

Except for a homeless student, when a student of school age is presented to any District school for enrollment, school staff will require the following documentation before enrolling the student and permitting them to attend school:

1. Proof of the student's age - acceptable documentation includes one (1) of the following:
 - a. Birth certificate.
 - b. Notarized copy of birth certificate.
 - c. Baptismal certificate.
 - d. Copy of the record of baptism, notarized or duly certified and showing date of birth.
 - e. Notarized statement from the parents/guardians or relative indicating date of birth.
 - f. Valid passport.
 - g. Prior school record indicating date of birth.
2. Immunizations required by law - acceptable documentation includes:
 - a. Student's immunization record.
 - b. Written statement from prior school district or a medical office that the required immunizations have been administered, or that a required series is being administered.

Verbal assurances from prior school district or a medical office that required immunizations have been completed, with records to follow.

3. Proof of residency - acceptable documentation includes one (1) of the following from List A and one (1) of the following from List B, provided the address is clearly indicated in or on the document and provided that the document is validly issued and genuine as to the resident presenting the document:

List A

- a. Deed
- b. Lease
- c. Property tax bill
- d. Notarized multiple occupancy form

List B

- a. Current utility bill or confirmation that a utility is being connected
- b. Current credit card bill
- c. Bank statement
- d. PENNDOT identification or driver's license
- e. PENNDOT vehicle registration
- f. Copy of a state/federal program enrollment
- g. Copy of paycheck stub with name and address of employer as well as employee
- h. Residency affidavits

4. Parent Registration Statement - a sworn statement attesting to whether (1) the student has been or is suspended or expelled for offenses involving drugs or alcohol, weapons, or infliction of injury or violence on school property, as required by law; or (2) the student was or is presently expelled for an offense involving a sexual assault conviction or adjudication, as required by law .
5. Home Language Survey - for all students enrolling in a school for the first time.

Documents That May Be Requested but Not as A Condition of Enrollment

School staff may ask for any of the following information, in addition to the required documentation, but will not require it as a condition of enrollment and will not delay a student's enrollment or attendance until the document(s) is provided:

1. Picture identification.
2. Health or physical examination records.
3. Academic records.
4. Attendance records.
5. Individualized Education Program.
6. Special education records.

7. Completed physical examination.
8. Completed Registration Form.

Documents That May Not Be Requested

School staff may not request any of the following information to verify enrollment or residency:

1. Social security number.
2. Reason for a student's placement if not living with natural parent.
3. Visa of student or parent.
4. Agency records.
5. Court order or records relating to a dependency proceeding, except in limited circumstances that occur when a custody order, agreement or dependency is being relied upon as the basis for enrollment.
6. Student's immigration status

Special Enrollment Considerations

District staff will consider what residency verification is reasonable in light of a family's situation and should be flexible.

Twins and higher order multiple siblings will be enrolled in the same manner as other students. Classroom placement of twins and higher order siblings will include parental input to the extent required by law.

The District cannot deny or delay a student's enrollment based on the information contained in a disciplinary record or sworn statement. However, the District can provide alternative education services during the period of expulsion for a student currently expelled for a weapons offense or for an offense involving a sexual assault conviction or adjudication. If a student has been expelled from the previous district for reasons other than a weapons or sexual assault offense, the District will review the student's prior performance and school record to determine the services and supports that will be provided upon enrollment in the District.

Students and families with limited English proficiency will be provided translation and interpretation services to the extent needed for them to understand the enrollment process and promptly enroll the student.

Requests for Student Records

Upon enrollment of a student, school staff will contact the student's prior school for a copy of the student's educational records. The prior district, if within Pennsylvania, is required by law to forward the records within ten (10) business days of the date of request.

When a student transfers from a Pennsylvania school entity, school staff will contact the sending school for a certified copy of the student's disciplinary record. The prior district is required by law to forward the certified copy within ten (10) days from receipt of the request.

When a student enrolls in any school, public or private, who previously attended school in another district in Pennsylvania, the district or school wherein the child is newly enrolled shall request and the district or school where the child previously attended shall surrender the health record of the child.

School staff will enroll a student no later than five (5) business days, regardless of receipt of student records from the prior school entity.

Students Enrolling Without Prior School Records

If a student is presented for enrollment without prior school records or if a private school withholds an enrolling student's records, the building principal may seek and accept information for a student placement that appears reliable as proof of successfully completed coursework, such as report cards and sworn affidavits of previous school teachers.

If reliable information cannot be obtained, the building principal, in consultation with the appropriate teacher(s), will promptly evaluate the student and determine the appropriate grade and/or courses for that student. The evaluation will consist of an interview and demonstration of the degree to which the student has achieved the academic standards established by the Board for District students.

Change of Address

When a student or parent/guardian notifies the District of a change of address within the District's boundaries, the parent/guardian will be required to provide new proof of residency within the District, as outlined above, and may need to complete other enrollment/registration requirements.

Students Living with Resident Adult Other Than Parent

When a student lives with a District resident who is supporting the student without personal compensation (gratis), the student can enroll in a District school if the resident makes application and provides the required documentation. This option is not intended for students who are visiting or living in the District for the sole or primary purpose of attending a Tredyffrin/Easttown school.

In addition to the required documents, school staff will require the resident to provide one (1) of the following:

1. Legal documentation to show dependency or guardianship which may include a custody or dependency order; or
2. Sworn and notarized statement indicating that the signer is a District resident and is supporting the student without receiving personal compensation, the student is living with them continuously and not just for the school year, and the resident accepts all personal obligations relative to school requirements.

School staff may also require additional information to substantiate the sworn statement under (2) above before enrolling the student in District schools. Notwithstanding any procedure to the contrary outlined in other Board Policy or Administrative Regulations, if it is found that the information contained in the sworn statement is false, the child may be removed from school after notice of an opportunity to appeal the removal in accordance with the following procedure:

1. The appeal must be submitted to the Superintendent within five (5) school days of the notice of removal from school
2. The Superintendent or designee shall provide a written report including a statement of the basis for the removal.
3. The Superintendent or designee shall prepare a similar written report if Board involvement becomes necessary to resolve the issue.

A resident's receipt of payments, such as Supplemental Security Income (SSI), Transitional Assistance for Needy Families (TANF), pre-adoptive support, child support, maintenance on public or private health insurance, support from the military or military personnel or other payments for or on account of the student will not be considered personal compensation or gain.

School staff will not require the natural parent(s) or former guardian(s) to provide information.

The District reserves the right to periodically confirm the status of students attending District schools based on being supported gratis by a resident adult. This confirmation may include periodic visits to the home where the student is residing when conflicting information is provided or discovered regarding the eligibility status of a student.

Foster Students

Non-resident students placed in foster care in the District are entitled to the same educational privileges as students residing in the District and all protections outlined under applicable law. Non-resident exceptional students placed in foster care are entitled

to receive an appropriate program of special education. When a student is placed in foster care, or when a foster care student's placement changes, and the District is determined to be the student's school or origin, the District shall provide transportation to the foster care student in accordance with the Memorandum of Understanding and Transportation Plan in effect between the District and the Chester County Office of Children, Youth and Families, unless a court order or applicable law dictates otherwise.

In addition to the required documents, school staff may request a letter from the appropriate agency verifying that the student is residing with a foster parent or is in a pre-adoptive or adoptive home. School staff cannot request a court order or agency records.

Students Living in Institutions

If the District hosts a children's detention home, drug and alcohol treatment center or similar facility, the District is required to provide an education, and special education when appropriate, to non-resident students placed in the institution.

Students placed in a children's institution have the right to attend District schools if appropriate for the student, upon submission of required documents

Children of Military Personnel

The District shall take reasonable steps to ensure that the children of military personnel are enrolled in a timely manner, in compliance with the provisions of the Interstate Compact on Educational Opportunity for Military Children, as well as Sections 11-1184 and 13-1302 of the Public School Code.

Students Residing with Relatives or Family Friends Due to Deployment

When a student is a child of a Pennsylvania resident who is deployed by the military and the student is living for that time with relatives or family friends residing in the District, the student is entitled to attend District schools, upon submission of required documents pursuant to Section 13-1302 of the Public School Code.

School staff will presume the District resident is supporting the student gratis, without personal compensation or gain.

Advance Enrollment for Children of Active Duty Military Personnel

In addition to the provisions of the Compact, the District shall enroll the children of parents or guardians who are active duty members of the U.S. armed forces, including a reserve component, who have received official military orders to transfer into or within Pennsylvania, prior to establishing residency in the District. The parent or guardian must provide a copy of the official military orders and proof of their intention to move to the District. Proof may include a signed contract to purchase a home, a signed lease agreement, or a written statement from the parent or guardian stating their intention to move to the District.

Within forty-five (45) days after the arrival date specified in the military orders, the parent

or guardian shall provide the District with proof of residence in the District.

Children of National Guard or Reserve Personnel

Notwithstanding any other provision of law, the children of National Guard or Reserve members shall be afforded the same rights as children of active duty military families under the Compact if their parent or guardian is required to move to the District to perform their responsibilities in the service of the National Guard or Reserve.

Students Returning from Delinquency Placements

When a student returns to the District from a delinquency placement, school staff cannot automatically place the student in an alternative education program just because they had been adjudicated delinquent.

A student returning from a delinquency placement is entitled to an informal hearing prior to being placed in an alternative education program in accordance with 22 Pa. Code §12.8 (c).

The purpose of the hearing is to determine if the student is currently fit to return to the regular classroom or if they meet the definition of a disruptive student. Factors the District will consider include: (1) if the incident causing the adjudication occurred at school or a school-sponsored event; (2) student's behavior in the placement; (3) recommendations of teachers and adults, such as the juvenile probation officers, who have worked with the student.

While the District shall offer to hold the informal hearing prior to placement in the program, if the student's presence in the regular classroom poses a danger to persons or property or provides a disruption of the academic process, immediate placement in the alternative program may occur with the informal hearing to follow as soon as practicable.

Address Confidentiality Program (ACP)

A family can enroll a student using an Address Confidentiality Program (ACP) that lists a post office box as their address.

School staff will accept this post office box as the legal address and will not require additional information about the residence. All other required documents must be submitted for enrollment.

School records from the former school will be forwarded through the Address Confidentiality Program (ACP).

The ACP can be contacted at 1-800-563-6399 regarding questions about the family's eligibility for enrollment.

Enrollment Complaints

When a dispute arises regarding enrollment of a student, the individual attempting to enroll the student may file a complaint by mail, e-mail or telephone with the Superintendent or designee. The individual or the District may send written follow-up to the Department of Education, School Services Office

Verification of Continued Residency

The District may require parents/guardians or other adults with whom District students are residing to submit renewed proof of residency where the District reasonably suspects that a student may not be legally residing in the District. Removal proceedings may be brought against any student for whom the District does not receive continued proof of residency in the District. Any removal proceedings will take place in accordance with the procedures outlined in Board Policy and Administrative Regulation 5116.

Adopted: February 28, 2005

Revised: July 1, 2009

Revised: August 2010

Revised: April 27, 2011

Reviewed: May 21, 2015

Revised: May 3, 2018

Revised: May 5, 2020

Revised: January 5, 2021

Revised: February 2, 2021

Revised: November 8, 2023

Revised: October 8, 2024

Tobacco/Nicotine Products: Possession and Use (Students)

The possession, distribution and/or use of tobacco and nicotine products by students is prohibited in all buildings owned by the District, on school grounds, in school vehicles and/or while participating in school-sponsored activities on or off school premises. The foregoing is a total ban, for all students, on all possession, distribution and/or use of tobacco and nicotine products in any District building, on any District property, in any District vehicle and/or during any District-sponsored activity. Violation of this Policy will result in penalties as provided in Board Policy and the Student Handbook.

Definitions

~~“Tobacco products” means:~~

~~(1) Cigarettes.~~

~~(2) Cigars.~~

~~(3) Electronic cigarettes.~~

~~(4) Roll your own tobacco.~~

~~(5) Periques, granulated, plug cut, crimp cut, ready rubbed and other smoking tobacco, snuff, dry snuff, snuff flour, cavendish, plug and twist tobacco, fine cut and other chewing tobaccos, shorts, refuse scraps, clippings, cuttings and sweepings of tobacco and other kinds and forms of tobacco, prepared in such manner as to be suitable for chewing or ingesting or for smoking in a pipe or otherwise, or any combination of chewing, ingesting or smoking.~~

~~“Cigarette” means any roll for smoking made wholly or in part of tobacco, the wrapper or cover of which is made of any substance or material other than tobacco regardless of the size or shape of the roll and regardless of whether or not the tobacco is flavored, adulterated or mixed with any other ingredient or a little cigar.~~

~~“Electronic cigarettes” means:~~

~~(1) An electronic oral device, such as one composed of a heating element and battery or electronic circuit, or both, which provides a vapor of nicotine or any other substance and the use or inhalation of which simulates smoking.~~

~~(2) The term includes:~~

~~(i) A device as described in paragraph (1), notwithstanding whether the device is manufactured, distributed, marketed or sold as an e-cigarette, e-cigar and e-pipe or under any other product, name or description.~~

~~(ii) A liquid or substance placed in or sold for use in an electronic cigarette.~~

~~“Nicotine products” means any product containing nicotine, whether combustible or non-combustible, including nicotine gum. This definition shall not apply to nicotine gum used in the course of a tobacco product cessation strategy.~~

Adopted: August 23, 2004

Revised: November 25, 2013

Revised: January 27, 2020

Tredyffrin/Easttown School District

References:

72 P.S. §§8201 and 8201-A

Adopted: August 23, 2004
Revised: November 25, 2013
Revised: January 27, 2020

Tredyffrin/Easttown School District

Tobacco and Nicotine Products: Possession and Use (Students)

Penalties – Students

Students found in violation of Policy 5411 are subject to applicable penalties as stated in the codes of student conduct and applicable Pennsylvania law.

Definitions

“Tobacco products” means:

(1) Cigarettes.

(2) Cigars.

(3) Electronic cigarettes.

(4) Roll-your-own tobacco.

(5) Periques, granulated, plug cut, crimp cut, ready rubbed and other smoking tobacco, snuff, dry snuff, snuff flour, cavendish, plug and twist tobacco, fine-cut and other chewing tobaccos, shorts, refuse scraps, clippings, cuttings and sweepings of tobacco and other kinds and forms of tobacco, prepared in such manner as to be suitable for chewing or ingesting or for smoking in a pipe or otherwise, or any combination of chewing, ingesting or smoking.

“Cigarette” means any roll for smoking made wholly or in part of tobacco, the wrapper or cover of which is made of any substance or material other than tobacco regardless of the size or shape of the roll and regardless of whether or not the tobacco is flavored, adulterated or mixed with any other ingredient or a little cigar.

“Distribution,” for the purposes of this Policy and accompanying regulation, shall mean the unauthorized delivery, sale, transfer, sharing, or turning over, directly or indirectly, of tobacco or any nicotine product to/with another student or individual.

“Electronic cigarettes” means:

(1) An electronic oral device, such as one composed of a heating element and battery or electronic circuit, or both, which provides a vapor of nicotine or any other substance and the use or inhalation of which simulates smoking.

(2) The term includes:

- (i) A device as described in paragraph (1), notwithstanding whether the device is manufactured, distributed, marketed or sold as an e-cigarette, e-cigar and e-pipe or under any other product, name or description.
- (ii) A liquid or substance placed in or sold for use in an electronic cigarette.

“Nicotine products” means any product containing nicotine, whether combustible or non-combustible, including nicotine gum. This definition shall not apply to nicotine gum used in the course of a tobacco product cessation strategy.

“Vaping” means to inhale vapor through the mouth from a usually battery-operated electronic device (such as an electronic cigarette) that heats up and vaporizes a liquid or solid.

Conestoga High School Student Code of Conduct

School personnel will confiscate tobacco and nicotine products found in the possession of students. The failure of a student to comply with a request to relinquish these products shall be considered insubordinate behavior. Students found to be in violation of the accompanying Board Policy shall be assigned two Saturday detentions for the first offense and, if the violation involves vaping, then completion of a vaping education program will be required; one day of out-of-school suspension (OSS) for the second offense; two days of OSS for the third offense; and three days of OSS for subsequent offenses.

Students found to be distributing any tobacco or nicotine product shall be assigned a minimum of one day suspension. Elevated disciplinary consequences will be assigned for subsequent distribution offenses.

Unless the offense is for vaping, a student who commits an offense under the accompanying Policy shall be subject to prosecution initiated by the District and shall, upon conviction, be sentenced to pay a fine of not more than \$50 for the benefit of the District and to pay court costs.

Middle School Student Code of Conduct

School personnel will confiscate tobacco and nicotine products found in the possession of students. The failure of a student to comply with a request to relinquish these products shall be considered insubordinate behavior. Students found to be in violation of the accompanying Board Policy shall be assigned to two days of after school detention for the first offense and, if the violation involves vaping, then completion of a vaping education program will be required; one day of in-school suspension (ISS) for the second offense; and one day of out-of-school suspension for subsequent offenses.

Students found to be distributing any tobacco or nicotine product shall be assigned a minimum of one day suspension. Elevated disciplinary consequences will be assigned for subsequent distribution offenses.

Unless the offense is for vaping, a student who commits an offense under the accompanying Policy shall be subject to prosecution initiated by the District and shall, upon conviction, be sentenced to pay a fine of not more than \$50 for the

Adopted: November 2002

Revised: August 2004

Reviewed: November 18, 2013

Revised: October 1, 2019

benefit of the District and to pay court costs unless the magistrate imposes an alternative sentence as permitted by law.

Elementary School Student Code of Conduct

Discipline of students found to be in possession of tobacco and nicotine products shall be at the discretion of the building principal or designee, guided by the Elementary School Code of Conduct.

Notification to Students and Parents/Guardians

Students and parents/guardians shall be advised of the prohibition against tobacco and nicotine products as set forth in this Regulation and accompanying Policy on at least an annual basis through the applicable Codes of Student Conduct and through postings on the District's website.

References:

18 P.S. §6306.1

72 P.S. §§8201 and 8201-A

Acceptable Use of Technology

The Board recognizes the need to establish rules and regulations for the use by students, staff, and other authorized users of District-owned or issued technology resources, consistent with the educational and operational goals of the District.

For purposes of this Policy and the accompanying Administrative Regulation, District owned or issued technology resources (referred to hereafter as “District technology resources”) shall mean:

1. All networks, servers and telecommunications systems maintained or operated by the District, whether accessed by District-owned devices or an individual’s personal device;
2. All District-owned or issued resources and electronic devices, defined for the purposes of this Policy and accompanying Administrative Regulation as all objects, machines, or pieces of equipment that can take photographs; that can record, store, transmit, receive, reproduce, initiate, or display audio or video data, calls, messages, images, or any other form(s) of communication or data transfer; or that can connect to the internet. This definition includes all devices with voice, data, text, and/or navigation capabilities, devices that can be remotely or autonomously operated, those that perform word processing functions, and those that support computer and online applications (apps).;
3. All web-based and cloud-based storage whether accessed by District-owned devices or an individual’s personal device; and
4. Web and cloud-based applications provided by the District through a third party, whether accessed by District-owned devices or an individual’s personal device.

The Superintendent or designee shall develop and implement Administrative Regulations, consistent with the general guidelines listed below, governing the acceptable use of District technology resources.

In compliance with the Children’s Internet Protection Act (CIPA), the District shall, as required by law, educate students about:

1. Appropriate online behavior;
2. Interacting appropriately with other individuals on social networking websites and in chat rooms;
3. Cyber bullying awareness and response.

The use of District technology resources shall at all times be in accordance with applicable law and other Board Policies and Administrative Regulations.

The use of District technology resources is a privilege, not a right, and may be revoked at any time for abusive conduct or violation of the terms outlined in this Board Policy or the accompanying Administrative Regulation.

District technology resources shall be used primarily for school, District employment, or approved educational-related activities only. Limited incidental personal use is permitted, so long as such use otherwise complies with this Policy and the accompanying Administrative

Regulation, and further provided that such limited incidental personal use does not interfere with and is not disruptive to District or school operations or another user's use of District technology resources.

The District reserves the right to prevent unauthorized, inappropriate or illegal use of District technology resources, and to administer appropriate discipline to users who violate this Policy or the accompanying Administrative Regulation. Discipline could include, but is not limited to, usage restrictions, loss of access privileges, suspension, expulsion, termination, restitution, referral to law enforcement, and/or any applicable consequence outlined in any student handbook, collective bargaining agreement, or Board Policy/Administrative Regulation, as appropriate under the circumstances.

Users of District technology resources shall have no expectation that their activity on the District network, including files, communications, and internet activity, will be private, regardless of whether activity takes place on or away from school property. Files, communications, and internet activity on District technology resources are subject to review and may be deleted without notice.

The District has the ability to collect, track and store data which identify technology devices using and communicating over and through the District's network and other District technology resources. The District reserves the right to utilize such data for troubleshooting and lawful investigative purposes.

Procedures regarding the individualized search of District technology resources when the District has reasonable suspicion that a user of District technology resources has violated the terms of this Board Policy or the accompanying Administrative Regulation shall be included in the accompanying Administrative Regulation.

The availability of information on District technology resources does not imply endorsement by the District of such content, nor does the District guarantee the accuracy of such content.

The District shall not be responsible for any information lost, damaged or unavailable while using District technology resources or for any charges or fees resulting from such use.

The District will fully cooperate with local, state and federal officials in any investigation concerning or related to alleged illegal activities of any individuals misusing District technology resources.

Users of District technology resources shall immediately report any violations of this Policy or the accompanying Administrative Regulation to their building principal, immediate supervisor, or the Director of Technology or designee.

Users of District technology resources may be required, as a condition of being given access to such resources, to sign or otherwise acknowledge a user agreement acknowledging and agreeing to be bound by this Policy and the accompanying Administrative Regulation.

Additional Provisions Regarding District-Issued Devices to Students

The Superintendent or designee shall provide written notification to parents/guardians whose child will be issued a District-issued device (i.e. laptop, Chromebook, iPad, etc.). By accepting such a device, the student and the student's parent/guardian acknowledge and agree that the student's use of such device shall be in accordance with and governed by the provisions of this Policy and the accompanying Administrative Regulations.

At no time will any District employee remotely activate any camera device or audio listening/recording capabilities installed on a District-issued device to a student without prior parent/guardian consent.

The Superintendent or designee shall be responsible for communicating to parents/guardians regarding any Board-approved cost sharing fees related to a student's receipt of a District-issued device. Parents/guardians who would like their child to receive a District-issued device but cannot afford any applicable cost-sharing fee shall contact their child's counselor or building principal to discuss available solutions.

Parents/guardians and students may be held financially responsible for any uninsured damage, loss, or theft of their District-issued device while such device is in the student's possession, custody or control.

If a device issued to an individual student is lost, stolen, or damaged, the student or their parent/guardian shall immediately report such incident to their building principal.

If a parent/guardian, or a student, if the student is 18 years of age or older, declines to receive a District-issued device, the building principal shall be responsible for making necessary accommodations for the student to ensure the student's education is not adversely affected. Such accommodations may include access to printed resources, access to building-based computers in areas such as libraries and help centers, or other accommodations recommended by the building principal. All accommodations will be made on an individualized basis.

As District-issued devices are property of the District, they must be returned to the District upon request.

Acceptable Use of Technology

The following guidelines shall apply to all users of District technology resources, unless otherwise specified. In addition, these guidelines shall, unless otherwise specified, be applicable to the use of all District technology resources, whether connected to an electronic network or operated on a stand-alone basis, as well as the use of personal electronic devices on District property or at District-sponsored activities.

General Expectations

Individual users of the District technology resources are responsible for their behavior and communications while using such resources.

Users are required to comply with the provisions outlined in this Administrative Regulation, the accompanying Board Policy, and any user agreement signed or acknowledged as a condition of being given access to District technology resources.

Users of District technology resources are responsible for safeguarding their user names and passwords used to access District technology resources. The Superintendent, Director of Educational Program, or their designee(s) may require users to periodically change their passwords as a security enhancement measure.

Student users are reminded that all school rules for appropriate student behavior and communication apply when using District technology resources, as they would in the classroom, school hallways, buildings, property, bus stops, etc. Inappropriate, unauthorized, or illegal use will result in appropriate student discipline. Therefore, the term “reasonable suspicion” when used in this regulation will have the same meaning as the definition in other policies and regulations related to student searches as cross-referenced below.

Individuals who bring their own personal technology devices onto school property during school hours or working time, onto school vehicles, or to school-sponsored events or activities, are expected to adhere to the provisions outlined in this Administrative Regulation and the accompanying Board Policy, as well as any other Policy or Administrative Regulation and state or federal laws governing the use of such personal devices.

Internet Filtering

The District is committed to the filtering of internet resources through the purchase and application of standard filtering software to protect minor students from obscene material, pornography, including, but not limited to, child pornography, and other visual depictions deemed harmful to minors, as defined by the Children's Internet Protection Act (CIPA). Staff, students, and parents/guardians are advised, however, that no filtering software is completely effective. The District encourages parents/guardians to specify to their child(ren) what material is and is not acceptable to access through District technology resources, within the parameters of this Administrative Regulation and the accompanying Board Policy.

An administrator, supervisor, or other person authorized by the Superintendent or Director of Educational Program may disable the filtering software if needed for bona fide research or another lawful purpose. While the District reserves the right to adjust or enhance its filtering, it is not able to make such adjustments or enhancements on an individual student basis at the request of a parent/guardian.

Upon request, the Superintendent or designee shall expedite a review and may authorize the disabling of blocking/filtering software to enable access to material that is blocked through technology protection measures but is not prohibited by this Administrative Regulation or the accompanying Board Policy.

Limitation of Liability

The District does not warrant that the use of specific District technology resources will meet any specific requirements, or that they will be error free or uninterrupted.

The District shall not be liable for any direct, incidental, or consequential damages sustained or incurred in conjunction with the use, operation or inability to access or use District technology resources, including the loss of data, information or anything else of value.

The District shall not be liable for any damage incurred due to harmful programs or materials (including computer viruses), which may be accessible or propagated through District technology resources.

The District shall not be responsible for any financial obligations arising out of the unauthorized use of District technology resources or personal electronic devices or other technology resources on District property or at District-sponsored events.

Acceptable Use Standards / Prohibited Activities

The following actions while using District technology resources, while not necessarily an exhaustive list, shall constitute a violation of the District's acceptable use standards:

- a. Using District technology resources to engage in, facilitate, or promote illegal activity;
- b. Communicating threats to the school community, school property, or any individual;
- c. Using District technology resources for fundraising purposes, unless otherwise permitted by Board Policy or authorized in advance by the Superintendent or designee;
- d. Using District technology resources for commercial or for-profit purposes, unless otherwise permitted by Board Policy or authorized in advance by the Superintendent or designee;
- e. Using District technology resources to promote, facilitate, or participate in gambling, gaming, or betting activities, other than those related to a legitimate school assignment, project or job responsibility;
- f. Using obscene, inappropriate or profane language; Accessing, sending, transferring, viewing, sharing or downloading obscene, pornographic, lewd, or otherwise illegal or inappropriate materials, images or photographs;

- g. Using District technology resources to transmit hate mail/speech, communication deemed to constitute defamation or discrimination under Board Policy or applicable law, or threatening, racially offensive, or sexually explicit material;
- h. Engaging in conduct that constitutes discriminatory harassment, bullying, cyberbullying, or hazing under Board Policy or applicable law;
- i. Sharing confidential student or personnel information without appropriate authorization;
- j. Sharing account passwords with others;
- k. Using, or allowing another to use, a username, account or password not their own;
- l. Using District technology resources for campaigning or political activities not permitted by other Board Policy;
- m. Destruction, unauthorized modification or repair, vandalism, or abuse of District technology resources;
- n. Unauthorized access (i.e. hacking) or exceeding the scope of one's authorized access, including trespassing in another's user account, folders, work or files;
- o. Attaching unauthorized external devices to District technology resources;
- p. Attempting to circumvent system security, guess passwords, bypass firewall, web filtering or anti-virus systems, or in any way gain unauthorized access to District technology resources;
- q. Unauthorized scanning of District technology resources for system vulnerabilities;
- r. Unauthorized or illegal installation, distribution, reproduction or use of copyrighted materials;
- s. Intentionally wasting limited resources such as network bandwidth or storage, paper, toner, or other supplies;
- t. Using District technology resources to disrupt the work of others or normal school operations;
- u. Impersonation of another user or quoting personal communications in a public forum without the original author's prior consent;
- v. Representing personal views as those of the District;
- w. Using District technology resources to intentionally obtain or modify files, passwords, or other data belonging to another;
- x. Uploading or downloading games, programs, files, or other electronic media absent permission from the Superintendent, Director of Educational Program or building principal. Teachers who receive requests from students to upload or download games, programs, files, or other electronic media shall direct such requests to the Director of Educational Program or designee, or building principal;
- y. Making deliberate attempts to disrupt the performance of District technology resources or destroy data by spreading computer viruses, worms, or other malware;
- z. Unauthorized establishment of websites linked to District websites or themselves purporting to be District-affiliated websites and social media groups;
- aa. Engaging in any conduct that violates school rules, Board Policy or any accompanying Administrative Regulation, directives or regulations of the Superintendent, Director of Educational Program, or their designee(s) regarding appropriate use of District technology resources, any applicable code of conduct or collective bargaining agreement, or any local, state or federal law.

Users of District technology resources shall promptly report violations of this Administrative Regulation or the accompanying Board Policy to their teacher, building principal or immediate supervisor.

Users of District technology resources shall immediately notify their teacher, building principal, immediate supervisor, or the Director of Educational Program if they have identified a possible security threat or breach.

If a user of District technology resources inadvertently accesses any inappropriate material, as described above, they shall immediately disclose the inadvertent access to their teacher, immediate supervisor or building principal. The teacher, immediate supervisor or building principal shall notify the Director of Educational Program of any such incidents.

District-Issued Email – Use and Standardization

Employees are expected to use their District-issued emails in their professional capacity only. For example, while District employees communicate over email about a wide variety of subjects in the course of their work, all communication over District-issued email must still fall within the grounds of the District's Acceptable Use Standards. This includes adhering to the prohibition on the promotion of religion, partisan political messaging, and other prohibited activities listed in this regulation.

Within the limits of the law, the District strives to create an environment that fosters free expression of religion. Subject to employees' constitutional right to freedom of religious expression, District employees may not use District technology or accounts to promote a particular religious order, sect, denomination, or belief. This includes text or images contained within email signatures, usernames, or other profiles associated with District accounts.

Similarly, employees who are acting on behalf of the District or a school, or who are reasonably perceived to be representing the District or a school, must maintain political neutrality in their use of District technology and accounts. This includes text or images contained within email signatures, usernames, or other profiles associated with District accounts. In case of doubt as to whether this part of the regulation applies to a specific text or image, employees should contact the employee's supervisor or the Director of Human Resources.

Signature Block

District employees may choose to use a signature block. Signature blocks shall be restricted to the employee's information, which at the employee's discretion may include name, position, pronouns, contact information, and school name if relevant. Employees may not add additional text, such as quotes, or images to their signature block in their District-issued emails. The District reserves the right to adjust what information is permitted in the signature block as needed and consistent with the standards of political and religious neutrality and other expression contained in this and other District policies and regulations cross-referenced below.

Consequences of Misuse of District Technology Resources

The use of District technology resources is a privilege, not a right, which may be revoked at any time for violation of the terms outlined in this Administrative Regulation or the accompanying Board Policy

Misuse of District technology resources or other violation of this Administrative Regulation or the accompanying Board Policy may lead to disciplinary action in accordance with school rules,

Board Policy, applicable Administrative Regulations, and any applicable collective bargaining agreement. Such action could include, but is not limited to, usage restrictions, loss of access privileges, suspension, expulsion, termination, restitution, referral to law enforcement, and/or any applicable consequence outlined in a student handbook, collective bargaining agreement, or Board Policy/Administrative Regulation, as appropriate under the circumstances.

User Agreements

District employees must sign or electronically acknowledge a User Agreement (See Attachment A) indicating that they have read, understand, and agree to be bound by this Administrative Regulation and the accompanying Board Policy prior to being issued or permitted to use District technology resources.

Students must sign or acknowledge a User Agreement (See Attachment B) indicating that they have read, understand, and agree to be bound by this Administrative Regulation and the accompanying Board Policy prior to being issued or permitted to use District technology resources.

Employee Use of Personal Devices to Conduct District Business

Employees are discouraged, but not prohibited, from using a personal electronic device, such as a mobile phone, tablet, or computer, to access District technology resources, as long as the employee uses a PIN, passcode, or password to protect their device. Employees shall not store any personally identifiable or sensitive information on personally owned devices at any time.

Should an employee's personal technology device that is or has been used to access District technology resources become lost or stolen, the employee shall promptly advise the Technology Department so that appropriate steps can be taken to minimize the risk of the unauthorized disclosure of confidential student or personnel information.

Use of Drones or Other Unmanned Aerial Electronic Devices

The use of drones or other unmanned aerial electronic devices on District property or at District-sponsored events is prohibited unless prior approval is granted by the Superintendent or designee, regardless of whether a drone or other unmanned aerial electronic device accesses or otherwise uses District technology resources.

Periodic Random Search of Network User Activity on District Technology Resources

It is impractical and cost-prohibitive for the District to review every network user's use of District technology resources to determine if a network user is engaging in improper or harmful activity. However, the District may from time-to-time conduct random searches of network users' activity on District technology resources using search techniques reasonably designed to discover improper or harmful activity by students or other users. If a periodic random search results in reasonable suspicion for a more expansive search, then the procedures outlined in this Regulation regarding the Procedure for Individualized Searches of District Technology Resources applies.

Individualized Searches of District Technology Resources

If the District has reasonable suspicion that a user of District technology resources has violated the terms of this Administrative Regulation or the accompanying Board Policy, a further individualized search of the user's network account, email system, or other District technology resource may be conducted.

The nature and scope of any investigation or individualized search will be reasonable in the context of the alleged violation.

Nothing in this provision shall preclude authorized District employees from conducting routine monitoring or maintenance of District technology resources, as contemplated in this Administrative Regulation and the accompanying Board Policy, without prior notice.

Use of Screening Software

The District may use screening software that provides alerts to the District in the event of concerning language, images, or other use of District technology resources that could indicate intervention is needed to protect student safety and/or prevent misuse of technology resources "flagged material"). In the event further investigation is needed in response to an alert, the Director of Educational Program or designee shall review the flagged material to determine if a further search needs to be performed. Additionally, in the event that potential nudity is flagged in an alert, the Director of Educational Program or designee shall review the flagged material with one other administrative staff member, ideally of a different gender, also present for the review.

If the Director of Educational Program or designee determines that a further search is warranted, District staff shall follow the Procedure for Individualized Searches of District Technology Resources set forth below.

Procedure for Individualized Searches of District Technology Resources

Upon reasonable suspicion that a user of District technology resources has violated or is violating the terms of this Administrative Regulation or the accompanying Board Policy, the matter shall be reported to the Director of Educational Program, or to the appropriate administrator or building principal who shall report the suspected violation to the Director of Educational Program.

If the Director of Educational Program, in consultation with the Superintendent and/or the District Solicitor, determines that the user's network account or other District technology resource should be accessed and/or searched, the following procedures shall take place:

1. If the suspected violation is believed to be criminal in nature or in any way involving sexually explicit visual depictions of students or other individuals under 21 years of age, the Director of Educational Program shall contact law enforcement to report the incident. If law enforcement indicates it will conduct an investigation, the Director

- of Educational Program shall take all reasonable steps to comply with the investigation. If the law enforcement investigation reveals evidence of conduct that constitutes a violation of this Policy or the accompanying Administrative Regulation, the District may initiate appropriate disciplinary procedures.
2. If the suspected violation is believed not to be criminal in nature, but related to a violation of this Policy or the accompanying Administrative Regulation, then the Director of Educational Program will determine whether to search the user's network account or other District technology resource, in consultation with the Superintendent and/or District Solicitor. This determination will be made as follows:
 - a. The decision to search a user's network account or other District technology resource shall be guided by the following considerations:
 - i. the anticipated ease or difficulty of locating the evidence of the suspected wrongful activity;
 - ii. the likelihood that such a search would materially modify or destroy the evidence of suspected wrongful activity; and

- iii. the immediacy of the need for identifying the evidence of suspected wrongful activity.
- b. If the Director of Educational Program determines that an in-house search is appropriate, they will generally identify the suspected violation and conduct a search limited in scope based upon the nature of the suspected violation, tailored to identify evidence of the suspected violation.
- c. If evidence of a violation is identified, the Director of Educational Program will take reasonable measures to preserve the evidence pending the results of any disciplinary proceedings.
- d. If evidence of a violation is not located, but the Director of Educational Program believes that a forensic investigation would reveal evidence of a violation, they may arrange such a forensic investigation.
- e. If evidence of a violation is not located and the Director of Educational Program believes that there is no reason to believe that a forensic investigation would reveal such evidence, then no further action will be taken.
- f. If, in the course of conducting the limited search contemplated above, the Director of Educational Program discovers information which they reasonably believe is evidence of a crime, they should immediately stop the search, contact law enforcement, and take all reasonable steps to comply with any subsequent law enforcement investigation.
- g. If, in the course of conducting the limited search contemplated above, the Director of Educational Program views information that provides reasonable suspicion that an additional or different violation of this Administrative Regulation or the accompanying Board Policy has occurred or is occurring, they can expand the scope of the search, as appropriate, based upon the further reasonable suspicion or, if the reasonable suspicion relates to suspected criminal activity, stop the search and report the matter to law enforcement.

Cross References:

Policy and Regulation No. 4035 “Dress and Appearance”

Policy and Regulation No. 4022 “Addressing Employee Concerns and Criticism”

Policy and Regulation No. 5412 “Searches”

Adopted: October 25, 2021

Revised: January 4, 2022

Revised: September 6, 2022

Revised: January 4, 2023

Revised: August 16, 2023

Revised: April 28, 2025

Attachment A
Regulation 8080 - Acceptable Use of Technology

EMPLOYEE USER AGREEMENT

When using District technology resources, District employees are required to adhere to the terms and conditions contained in Board Policy and Administrative Regulation 8080 (Acceptable Use of Technology), which are available for review on the District's website.

Prior to being issued or permitted to use District technology resources, District employees are required to complete and return this form (or otherwise acknowledge its content electronically) acknowledging and agreeing to be bound by the District's acceptable use of technology standards.

By signing below or otherwise acknowledging the content of this Agreement, I acknowledge as follows:

1. I have reviewed the Tredyffrin/Easttown School District's Board Policy and Administrative Regulation 8080 (Acceptable Use of Technology), recognize its importance, and agree to be bound by the terms and conditions outlined therein when using District technology resources.
2. I understand that if I violate Board Policy or Administrative Regulation 8080, I will be subject to discipline, which could include, but is not necessarily limited to, usage restrictions, loss of access privileges, suspension, termination, restitution, referral to law enforcement, and/or any applicable consequence outlined in Board Policy, any applicable Administrative Regulation, my employee handbook, or the applicable collective bargaining agreement, as appropriate under the circumstances.
3. I agree to promptly report violations of the District's acceptable use of technology standards to my immediate supervisor or building principal.
4. I understand that the District regularly monitors internet/network activity in connection with the use of District technology resources, and that there shall be no expectation of privacy in such activity.

Employee Name: _____

Date: _____

Employee Signature: _____

Attachment B
Regulation 8080 - Acceptable Use of Technology

STUDENT USER AGREEMENT

When using District technology resources, students are required to adhere to the terms and conditions contained in Board Policy and Administrative Regulation 8080 (Acceptable Use of Technology), which are available for review on the District's website.

By signing below or otherwise acknowledging the content of this Agreement, I acknowledge as follows:

1. I have reviewed the Tredyffrin/Easttown School District's Board Policy and Administrative Regulation 8080 (Acceptable Use of Technology), recognize its importance, and agree to be bound by the terms and conditions outlined therein when using District technology resources.
2. I understand that if I violate Board Policy or Administrative Regulation 8080, I will be subject to school-based discipline, which could include, but is not necessarily limited to, usage restrictions, loss of access privileges, suspension, expulsion, restitution, referral to law enforcement, and/or any applicable consequence outlined in Board Policy, any applicable Administrative Regulation, or the student handbook, as appropriate under the circumstances.
3. I agree to promptly report violations of the District's acceptable use of technology standards to my teacher or building principal.
4. I understand that the District regularly monitors internet/network activity in connection with the use of District technology resources, and that there shall be no expectation of privacy in such activity.

Review of School Board Policies

The Board of School Directors directs that all Board policies be reviewed periodically to determine if policies should be revised, updated or retired. To help ensure that the district policies and the practices they govern are kept up to date, it is recommended that each policy be reviewed every several years. The schedule for this review will be determined by the Policy Committee, the superintendent and the district administration and detailed in Administrative Regulations.

Review of School Board Policies

The Board Policy Committee will annually review policies according to the following tentative schedule. The Policy Committee reserves the right to adjust which policies shall be reviewed and when at its sole discretion.

Year 1 (7/1/25-6/30/26)

3000 Finance

7000 Property

8000 Operations

Year 2 (7/1/26-6/30/27)

1000 Community

2000 Administration

9000 Board Operating Procedures

Year 3 (7/1/27-6/30/28)

5000 Students

6000 Instruction

Year 4 (7/1/28-6/30/29)

4000 Personnel

~~Year 1~~

~~2000 Administration~~

~~6000 Instruction~~

~~9000 Board Operating Procedures~~

~~Year 2~~

~~1000 Community~~

~~4000 Personnel~~

~~8000 Operations~~

~~Year 3~~

~~3000 Finance~~

~~5000 Students~~

~~7000 Property~~

Upon the completion of either year ~~3-4~~ or the review of all policy sections, the process will begin again.