DEVON ELEMENTARY SCHOOL

School and Family Handbook
2026-27



Devon Elementary School
400 South Fairfield Road
Devon, PA 19333
(610) 240 –1450
Website www.tesd.net/devon

Welcome to Devon Elementary School!

We hope that you find this handbook useful and informative in learning about the Policies, Practices, and Curricula that inform our work at Devon and in the Tredyffrin-Easttown School District. Where noted, references to T/E District Policies and Regulations are indicated. Select Policies and Regulations are noted in the final section of this Handbook. You may find the full text of all Policies and Regulations by visiting www.tesd.net.

Thank you for being an essential and contributing member of the Devon community. It is because of our teachers, staff, students, and families that we can collaborate to make the "Devon Way" a reality for our students.

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Devon Elementary School
School and Family Handbook

GENERAL INFORMATION

Hours

Grades 1 - 4 - School begins at **9:10 AM** and ends at **3:45 PM** for children in **Grades 1-4**. Students arriving after 9:10 AM must report to the lobby desk with a written explanation for the tardiness. Please do not transport children to school before 9:00 AM since there is no supervision of children before that time.

AM Kindergarten begins at 9:10 AM and ends at 12:05 AM. Bus transportation is provided to school and parents provide transportation home with pick-up at 12:05 a.m.

PM Kindergarten begins at 12:50 PM and ends at 3:45 PM. Parents provide transportation to school and children may begin arriving in the lobby after 12:40 PM. Bus transportation is provided at dismissal time.

Half Day Sessions During Parent-Teacher Conferences - When school is in session for a half day because of parent/teacher conferences, grades 1-4 dismiss at 12:45 PM. Kindergarten sessions are not held on these days.

Arrival

The school day begins at 9:10 AM. Parents who drop students off should pull cars up as far as possible along the car line and students should exit cars on the sidewalk. If you plan to unload your child, please park in an available spot and escort your child to the sidewalk. Starting at 8:45, an adult is present at the car line to supervise students as they exit cars and walk to the building. Prior to 9:00, students are directed to the cafeteria where they sit until 9:00 when they are dismissed to their classrooms. Buses are scheduled to arrive at or close to 9:00. At 9:00, buses are unloaded and students proceed directly to classrooms.

Attendance (TESD Policy 5113)

Frequent or prolonged absence without satisfactory reason or in willful violation of the compulsory attendance laws shall be handled in conformity with the procedures in the District's Administrative Regulation R5113 and applicable law.

Emergency Delayed Openings and Closings

TE All-Call
The T/E School District uses TE All-Call, an automated phone notification system. TE All-Call allows the School District to send important messages quickly via phone to parents and guardians. This calling service will be used in the event of weather-related closings, late openings, early dismissals and any other unscheduled closings, cancellations or emergency situations.

In order to provide this service effectively, you will be asked in to provide three phone numbers that will be used as the contact numbers in the TE All-Call system. The system will call three numbers per child. For a list of frequently asked questions on TE All-Call, please visit the T/E School District website at www.tesd.net .

Announcements about Delayed Openings or Closings
In addition to TE All-Call, closing information will also be broadcast on major television networks, displayed on TETV, Comcast Channel 14, and Verizon Channel 20. and recorded on the Information Hotline at 610-240-1970. For announcements on KYW radio, our School District Emergency Number is **Chester County 854**.

Early Dismissal Due to Emergency/Weather
The automated message sent by TE All-Call on early dismissal days will instruct parents to press "1" to confirm that the message was heard. It is important that parents listen to the entire automated message and then press "1" when the message is complete. The school office will use the information from TE All-Call to track parents who may not have heard the automated message. If parents do not press "1" when they receive the call on at least one of their three contact numbers, then they will receive an additional call from Devon School confirming that they are aware of the early dismissal. **Parents are encouraged to make appropriate arrangements and review emergency procedures with their children**

prior to an early dismissal. The school office is extremely busy on early dismissal days so, if possible, please refrain from calling the main office on these days.

Delayed Opening for Grades 1-4
In the event of a two-hour delayed opening, school begins at 11:10 AM. Classes will follow a revised two-hour delayed opening schedule with special attention to instruction in reading and math.

Modified Kindergarten
When there is a late opening due to weather, modified sessions are scheduled for kindergarten:

AM Kdg: 11:10- 1:05 (Children may be picked up at 1:05 p.m.)
PM Kdg: 1:50-3:45 (Children may be dropped off after 1:40 p.m.)

Dismissal

The school day officially ends at 3:45. Depending on the length of the carlines, dismissal procedures may begin a bit earlier to avoid traffic backups and blockages.

Carline Pick-up: All carpool pickups will occur in the main carpool line in the front of the building. **Place a placard with student's name and grade in the front window of the car** to facilitate a quick, smooth dismissal. We will send one home with each student during the first week of school. **For safety of all students, DO NOT park and do not get out of your car to meet your child. A staff member will gather your name and then assist your child with entering and exiting from the car line**.

Kindergarten Dismissal at 12:05: Parents picking up their Kindergarten students should pull up in their vehicles as far as possible along the carline sidewalk and stay in their cars. Kindergarten students will be escorted to the pick-up area.

Parent Pick-up after 4:05: After 4:05, any students who have not yet been picked up will be dismissed to the Devon cafeteria for supervision. If you arrive after 4:05, please park in a parking space and walk to the cafeteria door in the front of the school for dismissal.

Notification about Dismissal Changes: Email desattendance@tesd.net, or call the main number at 610-240-1450, with any changes to dismissal plans by **3PM** to avoid confusion and delay.

Walkers: Parents who walk to the school to pick up their child should wait in the flagpole area until a staff member can record your student's name.

Buses: Buses will be called when they arrive, and students will be loaded in the bus circle.

Bus Transportation

Parents are notified of their child's bus number and stop at the beginning of the school year in the parent portal on PowerSchool. Bus routes and schedules are also posted on the district's website. Children may not ride a bus other than their own bus without a bus pass. Written parental permission to take another bus or to exit the bus at a different stop is required. Long-term bus change requests may be made on a form that is available in the school office.

Questions or concerns about bus routes, stops and other bus information should be directed to the Transportation Department at **610-240-1680**.

Absences

We request that parents call the School Attendance line at **610-240-1465** by 9:25 AM of the morning when their child will be absent. This line is accessible 24 hours a day. After attendance is taken in the classroom, the office verifies all student absences and calls to check on those who have not called in to report absences.

Absences are considered lawfully excused when a student is prevented from attendance for mental, physical, or other urgent reasons such as: illness, family emergency, death of a family member, medical or dental appointments, authorized school activities, educational travel with prior approval, pre-approved religious instruction (limit 36 hours per year), bona fide religious holiday, and for purposes of receiving tutorial instruction in a field not offered in the District's curricula.

Parents/guardians must provide the school with a written excuse explaining why their children were absent within three calendar days of an absence. All schools will accept hand written notes, emails from parents'/guardians' designated email address, or faxes created and sent by parents/guardians. E-mail notes can be sent to desattendance@tesd.net. An excuse form is available on the Devon

Elementary School website www.tesd.net/devon in the Student Attendance section. Phoning in does not take the place of a written note.

If a child will be out of school **for more than one day**, homework can be requested by calling the office. The teacher will prepare homework that will be available for pick up in the office 24 hours later.

Legal absences for student educational travel must be requested at least two weeks in advance of the travel. A form requesting legal absence may be obtained in the office. The Superintendent must approve trips greater than 5 days in length.

The full District Attendance Policy and Regulation 5113 are provided on the district's website at www.tesd.net and in the back of this Handbook.

Tardiness

Students arriving after 9:10 AM are considered tardy. (PM kindergarten students are tardy after 12:50 PM). When students arrive late, they must report to the lobby desk to receive a tardy pass that admits them to class. Parents are required to send a written note to explain thetardiness. Tardiness is considered excused due to illness or a doctor's appointment.

Nonresident Students (TESD Policy 5116)

The Tredyffrin/Easttown School District (TESD) operates for the benefit of resident children eligible for enrollment. Students are only eligible to enroll in TESD schools when they reside in the TESD at time of enrollment as determined by law. In this regard and by way of examples, the following do not establish residency:

1. Ownership or proof of future ownership of property (regardless of whether the property is residential, commercial or industrial) in the TESD without actual residency in the TESD at time of enrollment.
2. Residency with another family without complying with requirements established elsewhere in this Policy.
3. Residency with a parent who has less than 50% custody, without a court order specifically designating the TESD as the District of residence for school attendance purposes.

The TESD will only permit the enrollment of nonresident students when they are eligible for a specific reason as set forth in this Policy or as required by law. While the TESD's practice is not to enroll nonresident students on a tuition basis, nothing in this Policy shall preclude the TESD from assessing tuition charges to families whose children attend school in violation of this Policy and its accompanying regulation.

Dress Code

Students should wear clothing that is appropriate for elementary school. A student's day can be filled with various activities that require physical activity, therefore, appropriate shoes should be worn to school. Sneakers are required for physical education class. Boots, warm coats, hats and gloves are recommended during cold weather so that children will enjoy outdoor recess on cold days. Please label all clothing with children's names.

Dress and Appearance (TESD Policy and Regulation 5415)

Students have the right to determine their dress and appearance as long as it conforms to norms of decency as set forth below and does not substantially and directly endanger physical health or safety, damage property or substantially disrupt activities.

Students may be required to wear certain types of clothing while participating in physical education classes or in activities such as music performances and athletics. A student may not be disciplined or excluded from regular instruction because of their appearance if style, fashion, or taste is the sole criterion for such action.

Students are expected to dress appropriately for weather conditions.

Student attire or appearance that materially and substantially interferes with the educational process, threatens the school or community, depicts or encourages unlawful or otherwise prohibited activity, or interferes with another student's rights is not permitted.

Clothing bearing or depicting messages, images, or advertisements relating to drugs, alcohol tobacco is not permitted. Clothing depicting violent or sexually explicit messages or images is also prohibited.

Absent an administrative exception to the contrary, students are expected to dress in accordance with Board Policy and the guidelines established in the applicable Student Handbook during school hours and at school-sponsored events.

Nothing in these guidelines shall prevent students from wearing protective hairstyles. The term "protective hairstyle" shall include, but not limited to, hairstyles such as locs, braids, twists, coils, bantu knots, afros, and extensions.

Each school's dress code policy shall be gender-neutral. Schools cannot enforce specific attire based on gender. Students have the right to dress in accordance with their gender identity within the constraints of the dress codes adopted by the school. Gender-neutral dress code guidelines apply to regular school days as well as any school sponsored activities.

Students whose attire does not conform to the applicable standards will be asked to put on appropriate clothing. Students may be asked to change into appropriate clothing, if available at school, or the student's parent/guardian will be called and asked to bring appropriate clothing to school.

Students with questions about the applicable dress code or the appropriateness of particular attire/appearance shall direct such questions to the building principal or assistant principal.

Lost and Found

A Lost and Found table is located in the lobby. Parents and children are encouraged to check the Lost and Found whenever jackets, sweaters, or other items are missing. Periodically the contents of the Lost and Found are donated to a local charity.

A Child's Place

An extended care enrichment program provides before and after school care for students through "A Child's Place".

Before School Care: 7:00 AM to 9:00 AM
After School Care: 3:45 PM to 6:00 PM

Kindergarten Enrichment:
AM Session 9:10 AM to 12:05 PM
PM Session 12:05 PM to 3:45 PM

For information on pricing and registration please call **610-687-1263.**

HEALTH SERVICES

Health Room

The health room is staffed by a registered nurse from 8:30 AM-4:05 PM daily. A nurse is not in the building during after-school clubs and activities.

Health Screening

The Pennsylvania School Health Code guides the TESD school health program. Under this program, a physical examination is required upon entry into school (Kindergarten or 1st grade), 6th and 11th grades. Dental examinations are required upon entry into school (Kindergarten or 1st grade), 3rd and 7th grades. Both examinations are required for all new students in any grade.

Vision, hearing and growth screenings are completed in the fall. Referrals are sent to parents/guardians when further evaluation by a health care provider is required. Health screening reports can be found in the PowerSchool Parent Portal by late fall each school year.

Immunizations

Written verification of the following immunizations is required prior to the first day of school:

- 4 doses of tetanus, diphtheria & pertussis (1 dose on or after the 4th birthday)
- 3 doses of polio (1 dose on or after the 4th birthday)
- 2 doses of MMR (given after 1st birthday)
- 2 doses of varicella (given after 1st birthday) or history of chickenpox disease.
- 3 doses of hepatitis B

Illness

Students who contract contagious conditions are not permitted to attend school per Pennsylvania Department of Health guidelines. Some examples of communicable conditions and guidelines for return to school include:

- Chickenpox- when all lesions have dried & crusted
- Contagious Conjunctivitis (pink eye)- 24 hours after initiating appropriate treatment
- COVID-19 & Influenza- per current CDC guidance
- Impetigo- 24 hours after initiating appropriate treatment
- Measles- 4 days after onset of rash
- Mumps- 9 days after onset or until swelling subsides
- Pertussis- 21 days after onset or upon completion of antibiotics
- Respiratory Streptococcal infection (strep throat and/or scarlet fever)- 24 hours after initiating appropriate treatment
- Ringworm- after first treatment if lesions are covered
- Rubella- 4 days after onset of rash
- Scabies- After completing prescribed treatment
- Tonsillitis- 24 hours after initiating appropriate treatment
- Undiagnosed rash or fever- 24 hours after rash has resolved or 24-hours fever-free without fever-reducing medication

Please note: head lice are not a communicable disease and have a low risk of contagion in the school environment. Per guidance from the CDC and the American Academy of Pediatrics, students should be treated once lice are discovered, but students need not be excluded from school.

Injury/Activity Restriction

A note or email from a parent/guardian is sufficient to excuse a student from recess and PE for up to 1 week (2 PE classes). A note from a health care provider is required if restrictions must continue after 1 week. The school nurse cannot assume responsibility for injuries that occurred at home.

Emergency Medical Information

Parents should complete the emergency medical card (EMC) at the beginning of each school year. The EMC can be accessed in the forms section of the PowerSchool Parent Portal. Mid-year changes/updates can be made by contacting the school nurse or building secretary.

Medications at School (Policy 5406)

Medications may be given in school if failure to take the medication would jeopardize a student's health or prevent a child from attending school. The initial dose of a medication cannot be given at school except in a life-threatening situation.
Tylenol and Benadryl may be dispensed by the school nurse under the direction of the school physician with parent/guardian permission. Parents may choose to provide their permission on the Emergency Medical Card each year.
All other medications (prescription and over-the-counter medication) may be dispensed by the school nurse with a written order from the prescriber.

Medication provided by the family must be delivered in the original pharmacy container to the school nurse by an adult. The pharmacy label must match the written order from the prescriber.

Please review Policy and Regulation 5406 for more information.

Allergies (Policy 5403)

Please inform the school nurse if your student has an allergy to food, medication, etc. If food allergies are potentially life-threatening, parents should provide a Food and Allergy Emergency Plan (FAAEP) and other relevant documentation to the school nurse. Emergency medications must also be provided by parents/guardians as outlined in the TESD medication policy (5406). An individualized plan of care will be developed if a student's needs are not met by current school protocols and procedures.

Cafeteria / Food Guidelines

Breakfast

The cafeteria operates a School Breakfast Program that consists of (1) ½ pint of milk, (2) ½ cup servings of fruit or full strength vegetable or fruit juice and (2) 2oz of protein or 2oz. of bread or cereal or 1oz.each of protein and bread or cereal. Under the "offer vs. serve" option, a student may decline one item.

Lunch

TESD cafeteria meals are planned according to federal regulations to provide 1/3 of the students' Recommended Dietary Allowances (RDA) and contain no more than 30 percent calories from fat and 10 percent calories from saturated fat averaged over the week. Our cafeteria operates under the National School Lunch Program. Lunch consists of five components: (1) a serving of high protein food, (2) ½ pint of milk, (3 & 4) two servings totaling ¾ cup of fruits and/or vegetables and (5) grain. Under the "offer vs. serve" option, students may choose to take three, four, or five of the components. In addition, milk, juice, snacks, desserts and other a la carte items may be purchased in the cafeteria.

Menus and prices are on the district website www.tesd.net under Departments—Food and Nutrition Services.

Personal Identification Numbers

Each student has a Personal Identification Number (PIN) for the cafeteria. Parents may send in a check in any amount payable to the Devon Elementary Cafeteria for each child's account. This account is a debit account, and each time a student purchases food from the cafeteria, the account is debited. Parents can restrict the number of snacks the child is permitted to buy by writing a note to the cafeteria. Allergy information can also be linked to the students account by writing to the cafeteria. The PIN number remains the same for each child from year to year.

Food from Home

Wellness Policy Implementation (TESD Regulation 5402)

No food of any kind is permitted to be brought to school to be shared with students in connection with recognition of birthdays, celebrations such as Halloween, holidays, Valentine's Day, cultural events and end-of-the-year festivities at the grades K-4 level..

Snacks

All grade levels have a snack break during the school day. For children in K-2, snacks are provided from home. For children in grades 3-4, snacks are provided from home or can be purchased from the school cafeteria. For snacks from home, please do not include any foods that include peanuts, tree nuts, peanut or tree nut oils, peanut butter, or any peanut or tree nut products.

If you are providing a snack for your child, please make every effort to assure that it is healthy and nutritious.

Celebrations

Classroom Parties

During the school year there are typically four classroom celebrations: Halloween, Winter, Valentine's, and End-of-the-Year parties. Homeroom parents work with classroom teachers to organize the parties. No food of any kind is permitted to be brought to school to be shared with students in connection with recognition of birthdays, celebrations such as Halloween, holidays, Valentine's Day, cultural events and end-of-the-year festivities.

Student Birthdays

Students who choose to celebrate their birthdays in school may do so with a non-food item (pencil, sticker etc…). No food of any kind is permitted to be brought to school to be shared with students in connection with recognition of birthdays.

Please communicate with your child's teacher before sending any non-food item into the classroom for a celebration or birthday at least one week in advance.

HOME/SCHOOL COMMUNICATION

Contacting Teachers

Communication between home and school is an essential component of our school. Parents are encouraged to contact the teacher when they have a concern or a question. If a teacher receives a note or phone call that requires a response, teachers will make every effort to answer within 24 hours. All teachers have voice mail. We do not interrupt class time with phone calls, but teachers do check their voice mail daily and will respond to parent messages.

Devon Elementary Website

The TESD and Devon website are great resources for parents and community members to learn more about the various facets of our school such as grade level curriculum, PTO information, and upcoming events. Please take the opportunity to periodically visit our site: www.tesd.net.

Email Guidelines for Parents

A professional staff directory listing names and voicemail extensions can be found on the T/E website, www.tesd.net. If you choose to send an email message to a member of our professional staff, you may not get an immediate reply as staff members will determine how best to contact you: by email, phone, or to schedule a personal conference.

When using email we ask that you follow these guidelines:

- Please do not send vital timely messages by this medium. Use the telephone to be sure your message is received and clearly understood. For example, do not use email to inform a teacher that your child is not to go home on the bus.
- Please do not share confidential information in an email message.
- E-mail is not the best way to fully discuss the details of a student's academic progress or behavior. These topics are best addressed through a phone conversation or by scheduling a conference.
- Please keep all contacts professional. Do not forward jokes, amusing or special stories, chain letters or commercial solicitations.

Newsletter

The ***Devon Dispatch*** is published weekly by the Devon PTO. It is sent to all families via e-mail and is also available on the Devon PTO website http://devonpto.org. This newsletter contains information about upcoming events, community programs, and PTO sponsored events. The "Dispatch" contains information about current curriculum and program at each grade level as well. Please inform the school office if you cannot retrieve the Dispatch electronically and require a "hard paper copy" of it.

Visitors and Volunteers

For a complete summary of District Policies and Regulations pertaining to parent and community volunteers, please see the related appendix to this handbook.

Visitors and volunteers are welcome to Devon for expected and legitimate reasons. To access the building, visitors and volunteers must be granted access by our lobby greeter and show an ID for our RAPTOR screening tool prior to receiving a visitor's badge.

The school program is greatly enriched by the volunteer services of many parents. Volunteers play an important role in the quality of life in our school. The following guidelines have been developed to assist you in serving in this unique function. Offering to volunteer in our school assumes your understanding of these guidelines.

- Confidentiality: Information you see or hear can affect the lives and future of individual students. Volunteers must respect the privacy of this information and maintain the same in strict confidence.
- Attendance: School personnel depend upon and plan for the assistance of volunteers when scheduled. Volunteers are encouraged to notify the staff with whom they work as far in

advance as possible if they are unable to help during their scheduled time.

- Cell Phones: When volunteering, please silence your cell phones to prevent distractions.

Please contact your child's teacher or the PTO Volunteer Chairperson if you would like additional information about volunteering.

* **Notice Regarding Volunteer Clearance Requirements**

New amendments to the Child Protective Services Law (CPSL) enacted on July 1, 2015, state that school volunteers with regular and repeated contact with students and who are responsible for the care, supervision, guidance or control of children will need background clearances. As of July 1, 2016, clearances must be received and processed by the School District prior to volunteering for activities requiring clearances. There is a wide variety of volunteer opportunities, some of which require clearances and some of which may not. You can view the summary of opportunities on the District website at www.tesd.net/volunteers. Teachers and principals will work together to determine whether or not clearances are required as volunteers are called upon for each specific event. For that reason, we recommend and encourage all parents get the clearances. The three clearances required are the (1) PA Criminal Background Check, (2) PA Child Abuse Clearance, and (3) FBI (federal criminal background check). Directions for completing these forms can be found at www.tesd.net/volunteers. There is no cost for the two PA clearances and the cost of the FBI check is $27. If you have lived in PA for the entirety of the previous ten years, you may submit an affidavit form in lieu of the FBI check. The affidavit form, which must be signed and witnessed, is also available on the District website. All clearance forms should be sent to the TESD Human Resources Office, 940 West Valley Road, Suite 1700, Wayne, PA 19087. They may also be emailed to volunteerclearances@tesd.net. Renewal of clearances will be required every five (5) years.

Dropping Off Materials for Students

Materials that need to be dropped off for students should be left in the entrance vestibule and will be delivered to or picked up by students. We value instructional time and ask that parents and visitors respect our teachers' need to focus on the children in their classroom without interruption.

Electronic Devices

At the elementary level we recommend that students do not bring personal electronic devices to school. In unusual circumstances when a student's family feels the need to have their child bring an electronic device (i.e. cell phone or e-reader), the device must be turned off during the school day so that it does not cause any disruption to the education program. Individual teacher discretion is used to plan for the use of electronic devices. If families choose to send a personal electronic device, the school cannot be responsible for missing or damaged items. If students use a personal device in an unapproved manner, teachers will give students a warning and remind them to place the device, turned off, in their backpack. If the student continues to use the device, it may be confiscated by the teacher and/or provided to the office for parent contact and pick-up.

Students are welcome to have smart watches at Devon. If they are used during the school day as more than watches, teachers will give students a warning. After a warning, students will be asked to put their watches in their backpacks during the school day.

New technologies provide many possible benefits and challenges for students and schools. They also provide a more direct line of communication to students during the school day. If you have a message that you must communicate to your child(ren) during the school day, please contact the main office at 610-240-1450 rather than call your child(ren) directly. You should also contact your child(ren)'s teachers with any pertinent questions or concerns. Parents should share with students that they should let an adult at school know if they have a challenge or concern at school prior to using a smart watch to contact family members directly. Having an adult contact at school is important and it might be helpful for families to have a conversation with their child(ren) about adults that they feel comfortable speaking with at school.

INSTRUCTIONAL PROGRAM

T/E School District Mission Statement

To inspire a passion for learning, personal integrity, the pursuit of excellence, and social responsibility in each student.

Philosophy

The elementary program focuses on the education of the whole child while preparing students to become productive members of a diverse community. Using current research, best practices, as well as state and national standards as regulatory guidelines, the program strives to differentiate instruction to meet each student's individual needs. Critical thinking and intellectual curiosity are developed as students are encouraged to access, analyze, synthesize and evaluate information from various resources and points of view.

The goal is to foster a resilient and culturally competent student body by cultivating learning habits and tools for independent life long learning. In order to meet the needs of the global community, the elementary school practices will continuously evolve as influenced by technological and societal demands.

The elementary school program recognizes the importance of promoting healthy academic, social, physical, and emotional growth in all students. The elementary school program upholds the District's strategic planning mission statement, "To inspire a passion for learning, personal integrity, the pursuit of excellence, and social responsibility in each student." The students, staff, families, and community work together to support a caring and nurturing learning environment.

Grouping students for instruction at the elementary level places an emphasis on individual student progress leading to the development of the maximum potential for learning. In order to accomplish this goal, it is essential that children have opportunities to be intellectually challenged in skill areas and given opportunities to learn and share with children of varying abilities. In the process of grouping students, consideration is given to formation of groups that will enhance and foster interdependence among learners, promote independent thinking, build positive self-concept and provide a stimulating learning environment for each student.

Teams

Each elementary school is comprised of five grade level teams (Kindergarten through Fourth Grade), a Special Area Team (Art, Music, Physical Education, Library, and STEM), and a Support Team (Guidance, Reading, Math Support, Learning Support, ESL, Nurse, Speech, and other support personnel.)

Core Class

Students in Grades 1 through 4 are assigned to a Core class. Core time is the majority of a student's day in which all subjects other than math are taught. In this setting, subject areas are meaningfully integrated. The design of integration can include independent, small group, whole classroom, or grade level instructional activities. Core classes are designed to include students of more than one achievement level. Language arts instruction will occur in the core classroom.

Homework

The length of time spent on homework can vary from child to child. Generally, time spent on homework each night would be as follows:

Kindergarten: (second half of the Year) 10 minutes
First grade: 10-15 minutes
Second grade: 15-20 minutes
Third grade: 25-30 minutes
Fourth grade 30-40 minutes

Homework assignments reinforce the skills and concepts taught in the classroom. Additional time should be spent reading nightly and routinely practicing basic math facts. Reading to children, at every age, is highly beneficial and valued.

Recess

Recess is an important part of the school day. It affords the children a time for recreation and social interaction in an unstructured, supervised setting. Please be sure your child is dressed appropriately for the weather.

Curriculum

Updated Information about the District's curriculum and programs pertaining to Language Arts, Math, Science, and Social Studies is posted on the T/E School District's website. You can access it here: https://www.tesd.net/domain/33

Music

Classroom Music:
The goals of the music program are to provide the opportunity for every child to learn the basic skills of singing and reading music, to develop song repertoire, and to broaden listening skills. Once per cycle, in grades K, 2, 3 and 4, every class meets with the music teacher for a period of thirty to forty-five minutes for musical activities that include listening, singing, performing, moving, reading and creating. In grade 1, students have two scheduled music classes per cycle. Through these activities, the students learn concepts dealing with the major elements of music which are rhythm, melody, form and harmony, tone, color, style and expressive qualities. In third grade, students are introduced to the "recorder" as an adjunct to the music reading program.

Instrumental Music:
When students reach the third grade, they have the opportunity to study a string instrument. At the fourth-grade level, they may begin instruction on suitable band or orchestra instruments. Group instrumental lessons are scheduled for thirty minutes once per cycle and rotate from cycle to cycle so that the same subject is not missed in the regular classroom. Students are invited to join a string orchestra and/or band that meets before school for forty minutes each week. In this setting, students are provided with the opportunity to further develop performance skills and produce both winter and spring concerts for the school and surrounding community.

Performance Groups:
Students are provided with a variety of performing opportunities. All elementary schools provide three music performance organizations: string orchestra, beginning band and choral club. These groups rehearse before school once each week. Parents are responsible for providing transportation to rehearsals.

Physical Education

Physical education contributes to the well-being of students through participation in activities designed to meet their physical, social, emotional and intellectual needs. It is a tool used to develop individual values of good citizenship and sportsmanship for real-life situations. As students move through the elementary grades, there is an increased degree of difficulty in skills and a greater emphasis on team play. The program is designed to provide equal opportunities for all students to participate in physical activities that promote self-confidence and the ability to work in coeducational groups. Our physical education program includes:

Kindergarten and Grade 1
- Locomotive skills
- Eye hand coordination
- Ball handling skills
- Stunts
- Game type activities
- Movement and posture education

Grades 2, 3 and 4
- Physical fitness, testing
- Start of formal exercise
- Rhythmics and dance
- Game program
- Sports program
- Individual/dual activities
- Citizenship/sportsmanship

P/E Apparel – Students should wear comfortable clothing for movement and exercise on P/E cycle days. Sneakers are the preferred footwear for student safety.

Library

The library is a warm, friendly, and inviting place where we encourage children to become lifelong readers. Books may be checked out for a one or two-week period of time. Fines are not charged for late items, but we do send home reminder notices on a monthly basis. Children of all grade levels come to the library to enjoy rich literature and to receive direct instruction in library and information literacy skills. Students are taught to locate books and information in print and digitally using our many online

resources that support students and readers at all levels. Research has demonstrated that students who are exposed to a print-rich environment engage in voluntary reading, and those who read at home tend to develop the habit of reading. We encourage families to take advantage of the resources of our library and share the joys of reading together. We strongly encourage all parents to spend time reading with their child each day.

STEM

All students will participate in a STEM (Science, Technology, Engineering, Mathematics) Special 1x per six-day cycle. This special area will provide interdisciplinary and hands-on opportunities for students to learn about STEM topics in an engaging manner. The special is new to T/E Schools beginning in 2025-26.

SUPPORT PROGRAMS

Reading Support and BRIDGE

Supplemental support in reading is provided by the Reading Support and BRIDGE programs. Under the direction of the Reading Specialist, students in need of support in literacy strategies work in small groups or individually with a Reading Support Paraprofessional. Assessment for eligibility includes teacher input, individual reading evaluation and performance on standardized tests. This program provides direct instruction in addition to the child's classroom reading program.

ELD (English Language Development)

The goal of the ELD program is to increase proficiency levels for English language learners in the areas of listening, speaking, reading, writing, grammar and vocabulary. Students acquire the academic language necessary to function comfortably in the American classroom. The ELD teacher acts as a liaison between school and home. Recognizing the diversity of T/E students, the ELD teachers foster each child's participation in the T/E schools while preserving the child's own language and cultural heritage.

Counseling

The elementary guidance program serves children through counseling, consultation and coordination of services. The school counselor delivers the developmental guidance program. This program provides experiences that will assist each child in the development of a positive self-concept and an understanding of sound human relationships. The counselor works with children individually or in large and small group settings.

The counselor consults with parents, teachers, and community resource personnel to ensure that the needs of individual children are met. Acting as a coordinator, the counselor helps to plan meetings, share information and facilitate the process of accessing help for the child.

Math Support

The math support teacher provides supplemental help in mathematics. Assessment for eligibility includes classroom observations by the regular mathematics teacher, progress monitoring within the math class, and performance on standardized tests. To receive this support, children may meet in small groups and/or individually with the math support teacher either inside or outside of the regular mathematics class time.

Learning Support

The Learning Support program provides students with academic and/or behavior support to ensure that each child has the opportunity to be a successful learner. Students who participate in this program require specially designed instruction. This instruction is described in the child's Individual Education Plan (I.E.P.). Parents and teachers, working together, create this plan for the individual child.

Speech and Language Support

Identification of children who may have articulation, voice, fluency, and/or language problems occurs through referrals by parents, classroom

teachers, other school professional staff, the family doctor, or the child. Any parent with a question, concern, or whose child has had previous speech therapy is encouraged to contact the Speech and Language teacher or the counselor. Support services are provided once a child is determined to be in need of specially designed instruction. The plan for this support is developed in the child's IEP. Speech support services may be provided in the classroom, in small groups, or individually both formally and informally.

Challenge

The Challenge program is an enrichment program for mentally gifted students. Students are identified based on multiple criteria including standardized scores on aptitude and achievement tests, teacher and parent recommendations, academic achievement, and psychoeducational testing. Students in this program are involved in a variety of activities directed toward the goals of developing creative thought processes, higher level thinking skills, communication skills, group processes, decision making skills, problem solving, vocational and avocational interests and self awareness/self concept.

STUDENT ACTIVITIES

Chorus

Students in fourth grade who enjoy singing may join the Chorus. The Chorus rehearses before the school day begins. The Chorus performs at least twice each year, once in the late Fall alongside the second year Orchestra and in the Spring along with both orchestras and the Band.

Instrumental Music

When students reach Third Grade, they are able to study a string instrument. In Fourth Grade, students may begin instruction on band or other orchestra instruments. Group instrumental lessons are scheduled for 30 minutes once per cycle and rotate from cycle to cycle so that the same subject is not missed in the regular classroom. Students are invited to join a string instrument and/or band that meets before school for 40 minutes each cycle. Here, students develop performance skills and prepare concerts for the school community.

School Store

The school store is coordinated by the PTO and is operated by fourth graders at varying times throughout the year. The store sells school supplies and provides a great opportunity for fourth grade students to learn the basics of operating a business while making it fun for all students to do some shopping on a small scale. School store parent volunteers help to run the store, train students, and maintain inventory.

Clubs and After School Activities

The PTO sponsors a variety of after-school clubs during the course of the school year. In the past there have been clubs for a variety of topics such as: the LEGO Club, Computer Club, and Cooking Club. The District also funds an After School Sports program for children in grades 2 through 4.

PARENT TEACHER ORGANIZATION (P.T.O.)

General Information

The Parent Teacher Organization is a vital part of Devon Elementary School. Volunteers are active every day of the school year. Among other things, they serve as homeroom parents, media center volunteers, classroom volunteers, and field trip chaperones. The PTO raises funds to benefit the children of Devon Elementary School.

PTO Meetings

The PTO meets once a month throughout the school year. Meetings are held at Devon, and the meeting dates and times are published in the T/E District and Devon School Calendars, and also in the *Devon Dispatch*.

Devon Dispatch Newsletter

The *Devon Dispatch* is sent out to all families via e-mail throughout the school year. PTO volunteers, the principal and school staff contribute articles and information to the Dispatch. This newsletter will keep you up to date with activities and events at Devon.

PTO Committees

There are many committees in the PTO. Parents are encouraged to help in the manner they enjoy best. Cultural Arts programs are funded by the PTO and a weeklong *Arts Express Week* is a school highlight. Fundraising efforts support the purchase of technologies, equipment, and resources to benefit the children and program. The PTO also helps to welcome new families, plans family social events like Cultural Heritage Night, and runs the Spring Fair each year. The PTO also coordinates afterschool clubs for students.

CODE OF CONDUCT

Philosophy/Mission

- The development and maintenance of self-discipline is an integral aspect of learning.
- Each professional staff member, as a part of the normal teacher-learning process, shall develop and emphasize self-disciplinary procedures with students.
- Each staff member is responsible for contributing to the maintenance of these standards of behavior which are conducive to learning not only in the classroom but in corridors, the cafeteria and throughout the school site.

(From TE District Regulation 5401)

The goal of each elementary school in the Tredyffrin/Easttown School District is to provide the highest quality of educational programs for our students. The cornerstone of school discipline lies in the development of responsible behavior in each child. All five schools utilize the Batsche "Pro Social Skills" model which emphasizes the responsibility of students to make proper choices for their behavior. When a choice is made, a student must reflect and evaluate it with an awareness of direct consequences. To facilitate these skills, guidelines are established which are consistent at all grade levels. All school staff members are trained to employ this model if and when a confrontation occurs.

Student behavior on buses, in hallways, cafeteria and recess areas is expected to comply with established guidelines. In addition, rules for behavior are in effect at school sponsored events during or after school hours, on or off the building premises.

We believe that a climate conducive to learning is established through the consistent application of disciplinary guidelines, staff expectations and parent support. The Elementary School Code of Conduct reflects a strong sense of community and partnership exemplified through the responsible behavior and academic excellence of our elementary students.

Pro-Social Skills Overview
The Pro-Social Skills Program includes a five-step system that provides language to help children control impulses and make constructive choices. The following is a list of the five steps and the rationale for each.

1. STOP AND THINK

Teachers say "Stop and think" to students behaving inappropriately. This message interrupts negative and impulsive behaviors. This prompt also aids self-control as students internalize and apply it themselves. For adults, "Stop and think" is calm, rational, consistent response to challenging behaviors. It serves as an alternative to emotional responses such as yelling or being drawn into arguments with children.

2. GOOD CHOICE OR BAD CHOICE

Teachers ask, "Are you going to make a good choice or bad choice?" This question places responsibility for decisions squarely upon children. Power struggles and win or lose situations that are generated by child defiance are defused. It is made clear that consequences are derived from choices made by children.

3. CHOICE OR STEPS

Implementation of this part of the sequence varies according to need. Some children are helped to explore alternative choices. In other cases, children are taught social skills essential for school and interpersonal success. These steps are concrete and specific. For example, steps for ignoring are Break (the gaze), Turn (your body), and Move (out of the area). These steps are verbalized to reinforce the controlling capacity of language.

4. JUST DO IT!

Teachers say, "Just do it!" This message is intended to activate children and eliminate excessive verbiage regarding events and behavioral expectations.

5. HOW DID I DO?

This step is used for self-monitoring and self-evaluation. Children reflect upon the results of their choices and consider behavioral alternatives when needed.

Based on the work of Dr. George Batsche; Adapted by Jerry McMullen, Ph.D.

BEHAVIOR GUIDELINES

All five schools hold discipline expectations for students, which are consistent among all staff members regardless of the location or grade level in the building. A primary goal of the school is to nurture the concept of self-discipline and respect for others. The following guidelines are to be reviewed by students and their parents annually at the beginning of school and referenced frequently throughout the year:

HALLWAYS

1. Students should always walk when traveling to and from classes.
2. Quiet voices are to be used.
3. Students must keep their hands to themselves.
4. Students are not to linger in bathrooms.

OFFICE AREA

1. Students should be considerate of those working and wait their turn to speak.
2. The office telephones are not to be used unless it is an emergency.

CAFETERIA

1. Students should enter and exit quietly.
2. Students should remain seated unless following routines of trash disposal, snack or bathroom use.
3. Students shall demonstrate appropriate table manners.
4. Nothing should ever be thrown in the cafeteria.
5. Running is not permitted at any time.
6. Students should respect others' space.
7. When finished eating, students should leave the area clean.
8. Students should not lend or borrow money from each other.
9. Students must be silent for announcements and follow directions of the cafeteria monitor.

PLAYGROUND

While each grade level constructs specific rules for recess behavior, the following are common in all schools:

1. Students must play safely only in designated areas and remain within playground boundaries.
2. Fighting or games involving body contact are not permitted at any time.
3. Students should use equipment and supplies in a safe and appropriate manner.
4. Any serious problem involving equipment or injury should be reported to the teacher on duty immediately.
5. Students may not play on ice or throw snowballs.
6. When hearing the bell, students should line up quickly and quietly.
7. A request not to participate in outdoor recess due to health reasons requires a note from a parent for one day or from a physician for an extended amount of time.

INDOOR RECESS

1. Students must remain in the classroom unless given permission by the teacher on duty to leave the room.
2. Activities and equipment should be appropriate for an indoor setting and approved by each grade level team.

BUS

1. The same conduct that is expected in the classroom should be observed on the bus.
2. Students should walk on and off the bus.
3. Quiet voices should be used.
4. Students must remain seated and keep their hands to themselves. Head, hands, and feet must be kept inside the bus.
5. Students should not eat or drink while riding the bus. Nothing is to be thrown out of windows.
6. No profane language is permitted at any time. The bus should be kept clean and students should not tamper with any equipment.
7. Students should ride only on the assigned bus and disembark at the assigned stop unless given prior approval through the principal's office.

Student Conduct on Buses (TESD Policy 5413)

No student shall be permitted to engage in conduct that could endanger that student's safety or the safety of others. Discipline will be imposed as the situation warrants.

Disciplinary Measures

To ensure the rights, privileges, and safety of all elementary students, the following guidelines are in place to some degree in each school. The listing is not inclusive but meant to be a guide for fair and equitable treatment of students. The administration will exercise its discretion in making judgments regarding behavioral issues not listed within these guidelines. (The complete T/E School District Student Discipline **Policy and Regulation #5401** are available on-line.)

The Elementary Code of Conduct, General Behavior Guidelines, and Disciplinary Measures exist to ensure the safety of each child in our schools. These protective measures are in effect during school hours, field trips, on bus routes, at after-hours school, and PTO-sponsored events.

	OFFENSE			**MINIMUM RESPONSE**
1	Disruptive behavior in classroom, library, assemblies, fire drill, field trips, social events or other school sponsored events		**1**	Warning Given
			2	Time Out
			3	Parent Contact
			4	Suspension
2	Physical injury caused by fighting		**1**	Parent Contact
			2	After School Detention
			3	Suspension
3	Possessions of Weapons		**1**	See Policy #5114.2
4	Destruction of student or school property		**1**	Parent Contact
			2	Restitution in Some Manner
			3	Possible Suspension
5	Bus Offenses		**1**	Warning
			2	Written Notification
			3	Parent Contact
			4	Bus Dismissal 3 Days
			5	Bus Dismissal 5 Days by Approval of the Superintendent
6	Threats		**1**	Parent Contact
			2	Report to Administration

			3	Possible Suspension
7	Bullying		**1**	Warning
			2	Parent Contact
			3	Loss of Privilege
			4	Possible Suspension

SCHOOL CLIMATE

Our Devon school community is committed to fostering a positive, warm, safe, and caring environment where children are encouraged to learn and develop their potential. This accomplished through several avenues:

- The Devon Pledge and Monthly Character Traits
- PATHS: Promoting Alternative Thinking Skills
- Olweus Bullying Prevention program
- Developmental Guidance

Devon Pledge

The pledge is repeated each week by students and staff:

- This week, I promise to listen to others with kindness and respect.
- I will use kind language.
- I will have the personal courage to do what I know is right.
- I will tell an adult if I see something damaging, dangerous or destructive.
- I will use my hands to help others, not to hurt them.
- I am responsible for what I say and do.

Monthly Character Traits
September: Respect
October: Compassion
November: Caring
December: Responsibility
January: Tolerance
February: Friendship
March: Courage
April: Cooperation
May: Honesty
June: Citizenship

Olweus Bullying Prevention Program

Our elementary schools use the research based Olweus Bullying Prevention Program as the foundation for creating a safe environment for children. This program presents a clear definition of the term “bullying”. “A person is bullied when he/she is exposed, repeatedly and over time, to negative actions on the part of one or more persons.”

This program provides a structured approach to the prevention of bullying. It promotes increased understanding of the issues involved with “bullying” behaviors and provides a coordinated plan for addressing these issues. It also includes strategies for bystanders to use when they observe bullying behaviors. The goals of the program are:

- To reduce (and ideally eliminate) existing bully/victim problems among children.
- To prevent the development of new problems
- To achieve better peer relations at school

There are four essential rules that we teach:

We will:

1. Not bully others
2. Help students who are bullied
3. Include all students who are left out
4. Tell an adult at school and home when someone is bullied

Developmental Guidance Program

The developmental guidance program introduces “I-Care” Rules in kindergarten, and these are reinforced through the grades. The program reinforces getting along with others and teaches resiliency.

I-Care Rules:

1. We listen to each other.
2. Hands are for helping, not hurting.
3. We use I-Care language.
4. We care about each other’s feelings.
5. We are responsible for what we say and do.

POLICIES AND REGULATIONS (Updated on 8/13/26)

POLICIES AND REGULATIONS

Please see Policies and Regulations for a complete list of Policies and Regulations.

MAINTAINING APPROPRIATE BOUNDARIES WITH STUDENTS (P5461 and R5461)

All District Adults shall be expected to maintain professional, moral and ethical relationships with District students that are conducive to an effective, safe learning environment. "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 District students or are present on District grounds.

A copy of School Board Policy 5461 and Administrative Regulation 5461 are available at Policy 5461 and Regulation 5461, respectively. Select excerpts and summary information from this Policy and Administrative Regulation are also presented below.

In order to maintain professional boundaries, District Adults shall ensure that their interactions with students are appropriate. Social interactions and electronic communications by District Adults with students shall be for legitimate educational reasons only, unless an exception applies as outlined in Board Policy and Administrative Regulation 5461. 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. All electronic communications conducted by District Adults with a student must relate to educational or extra-curricular programs or activities.

Authorized methods of electronic communication are the following:

1. District-provided email;
2. District-sponsored web site (including school and teacher web pages);
3. Telephones (not including texting, unless otherwise permitted under number 4 below); and
4. Other electronic communication methods that are authorized by the administration in support of educational or extra-curricular programs or activities.

When available, all 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 under any circumstances create or maintain any networking site or social media account for communication with students other than those provided by the District for this purpose. An example of allowable communications in this context includes where the adult is a family relative of the student. District employees are also prohibited from commenting or directly communicating with a student via a non-District student social media account.

If an employee plans to communicate electronically with students through the use of text messages, the employee must obtain permission to do so from their building principal using the form attached as Attachment A to R5461. Also, if permission from the building principal is received, the employee must also obtain written parental/guardian permission to do so.

Policy 5461 applies to conduct committed on or off school property and extends beyond the workday. However, this Policy is not intended to interfere with appropriate personal relationships between District Adults and students and their families that exist independently of the District or to interfere with participation in civic, religious or other outside organizations that include District students.

An emergency situation or a legitimate educational reason may justify deviation from professional boundaries set out in Regulation 5461. The District Adult 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.

Administrative Regulation 5461 includes examples of conduct that could or may violate District Policy regarding maintaining professional boundaries with students. District Adults shall be informed of conduct that is prohibited and the disciplinary actions that may be applied for violation of Board Policies, Administrative Regulations, rules and procedures.

Any District Adult or student who has concerns about or is uncomfortable with a relationship or interaction between a District Adult and a student or who is aware of or suspects a violation of Board Policy or Administrative Regulation 5461 shall promptly 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 Title IX Coordinator is available in Administrative Regulation 5461. Individuals who make good faith reports of potential or actual violations of Policy or Regulation 5461 shall not be subject to retaliation, discipline or other adverse action. Allegations of inappropriate conduct shall be promptly investigated in accordance with the procedures utilized for complaints of prohibited harassment of students.

STUDENT DISCIPLINE (P5401 and R5401)

In order to maintain a safe school climate that encourages learning for all students, teachers and administrators shall respond to actions or situations that disrupt this learning process. Discipline measures may include warnings, detentions, suspensions, expulsions or other appropriate responses to the circumstances.

Violations of this Policy and Administrative Regulation 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 and any applicable Board Policy.
Offenses committed on school grounds, in school vehicles or while participating in school-sponsored activities on or off school premises or that have some other legally recognized nexus to the school that are considered to be of an extremely serious nature and may result in either suspension or expulsion, include but are not limited to the following:

1. Inappropriate physical contact, attack, fighting, bullying, hazing, harassment, threatening behavior or threats;
2. The use of, distribution of, or possession of, any substance subject to Policy 5405 (Student Substance Abuse) or 5411 (Tobacco Products: Possession and Use). Aiding or abetting any of the above actions regarding substances subject to Policy 5405 or 5411 shall be treated in the same way;
3. The use, possession, or transfer of any item which could be considered a weapon or which is dangerous in nature, as outlined in Policy 5410 or in accordance with applicable law;
4. Destruction or defacing of school property;
5. Infraction of school rules that carries the consequence of suspension or expulsion, as outlined in the applicable Student Handbook, Code of Conduct or otherwise in Board Policy or an accompanying Administrative Regulation;
6. Conduct adversely affecting the school routine or otherwise endangering the safety, morals, health or welfare of others;
7. Inappropriate physical contact, attack, threatening behavior, threat or other retaliatory conduct directed at school staff members or other members of the school community while subject to the school's jurisdiction, their property, or their families.

When a suspendable offense occurs, the principal or designee will meet with the student, at which time the student will have the opportunity to offer an explanation of the infraction. After that meeting the principal or designee may suspend the student from school. Parents/guardians of the disciplined student will be notified of the disciplinary action, as will any staff member and/or the parent/guardians of any student determined to be a target or recipient of behaviors targeting others in violation of District policy.
When a suspension exceeding three (3) school days is under consideration, the principal or designee shall offer the student and student's parents/guardians an informal hearing, as required by law. After such hearing the principal or designee may extend the suspension for a period of up to ten (10) total school days. Parents/guardians will be notified.
When discipline is to be imposed upon a student with disabilities, District employees are required to follow the additional procedures outlined in the District's Administrative Regulation (R5401) and applicable law.
Policy and Administrative Regulation 5041 are available in their entirety on the District's website at Policy 5401 and Regulation 5401, respectively. Students and parents/guardians are encouraged to review these documents carefully in their entirety.

HAZING, BULLYING, DISCRIMINATORY HARASSMENT, THREATS, THREATENING BEHAVIOR (P5401 and R5401)

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;
    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.
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 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 is a specific form of sexual harassment which means conduct on the basis of sex that satisfies one or more of the following:

1. 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;
2. 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
3. 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:

1. Who is or has been in a social relationship of a romantic or intimate nature with the victim; and
2. Where the existence of such a relationship shall be determined based on the reporting party's statement and with consideration of the following factors:
    a. The length of the relationship.
    b. The type of relationship.
    c. The frequency of interaction between the persons involved in the relationship.

Different treatment discrimination – when an individual or group of individuals is treated differently because of their sex.

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:

1. Fear for their safety or the safety of others; or
2. Suffer substantial emotional distress.

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, whose contact information is included in Administrative Regulation 5401.

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, harassment, threatening behaviors, and threats collectively.

It is the Policy of the Board to maintain a safe, positive and respectful environment for students and staff that is free from bullying, hazing, discriminatory harassment, threatening behavior and threats. Any form of bullying, hazing, discriminatory harassment, threatening behavior or threats that is a part of a school sponsored or student activity or organization is prohibited.

No student, coach, activity sponsor, volunteer, District employee, administrator, representative, agent, or contractor shall plan, direct, encourage, assist, engage in, tolerate, condone, ignore, or fail to properly report any known instances of bullying, hazing, discriminatory harassment, threatening behavior or threats.

Students who believe they or others have been subjected to bullying, hazing, discriminatory harassment, threatening behavior or threats are encouraged to promptly report such incidents to a building administrator, teacher and/or school counselor. Students are also encouraged to report allegations of sexual harassment to the District's Title IX Coordinator.

Students, administrators, coaches, activity sponsors, volunteers, District employees, representatives, agents, and contractors shall be alert to incidents of bullying, hazing, discriminatory harassment, threatening behavior and threats and shall promptly report such conduct to their supervisor or the building principal. Individuals are also encouraged to report allegations of sexual harassment to the District's Title IX Coordinator.

A school administrator, or in limited cases, their designee, shall promptly notify the parent or guardian of any student determined to be a target or recipient of behaviors targeting others or who displays threatening behavior or makes a threat.

Complaints of bullying, hazing, discriminatory harassment, threatening behavior and threats shall be promptly investigated, and appropriate discipline shall be administered to any individual who violates the District's prohibitions against

bullying, hazing, discriminatory harassment, threatening behavior and threats, in accordance with applicable Board Policies, Administrative Regulations, and any applicable Code of Conduct. Appropriate corrective and preventative action shall be taken when allegations are substantiated.

Reports of alleged bullying or hazing that could be interpreted to also constitute discrimination and/or discriminatory harassment shall be handled in coordination with the Title IX Coordinator. Reports of alleged sexual harassment must be handled in accordance with the procedures set forth on the District's website at Non-Discrimination/Title IX in the document titled "Grievance Process with Exhibits." Complaints of bullying, hazing, discriminatory harassment, threatening behavior and threats may also be referred to the appropriate law enforcement agency for investigation, as required by law or in accordance with Board Policies and Administrative Regulations.

No reprisals nor retaliation shall occur as a result of good faith charges of bullying, hazing, discriminatory harassment threatening behavior or threats. Confidentiality of all parties shall be maintained, consistent with the District's legal and investigative obligations.

EQUAL OPPORTUNITY AND NONDISCRIMINATION OF STUDENTS IN SCHOOL AND CLASSROOM PRACTICES (P6141 and R6141)

The District will provide an equal opportunity, for all students to achieve their maximum potential through the programs and activities offered by the District without discrimination on the basis of 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, as required by Title VI, Title IX and Section 504. Furthermore, the District provides equal access to the Boy Scouts and other designated youth groups, as required by law.

The District shall provide to all students, without discrimination, course offerings, counseling, assistance, services, employment, athletics and extracurricular activities, in full compliance with all Federal and state laws. The equitable distribution of District resources is one means the District shall use to ensure all students receive a quality education. The District shall make reasonable accommodations for identified physical and mental impairments that constitute disabilities, consistent with the requirements of federal and state laws and regulations.

The District shall comply with federal law and regulations under Title IX prohibiting sexual harassment, which is a form of unlawful discrimination on the basis of sex. Inquiries regarding the application of Title IX to the District may be referred to the Title IX Coordinator, to the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both. The District's Title IX Coordinator is the Director of Equity and Public Programs, whose contact information can be found in Administrative Regulation 6414. Depending on the specific allegations raised in a complaint received pursuant to this Policy, the Superintendent may designate additional individuals to assist the Title IX Coordinator in carrying out their responsibilities.

Students and third parties who believe they or others have been subject to discrimination are encouraged to promptly report such alleged incidents in accordance with Policy and Administrative Regulation 6141, which are available on the District's website at Policy 6141 and Regulation 6141, respectively. Additional information regarding the investigation and disposition of complaints can be found in the Policy and Administrative Regulation referenced above.

WEAPONS: POSSESSION AND USE (P5410)

Possession of a weapon or weapons on District property (as defined in this policy) or at school-sponsored activities is specifically prohibited. In addition, with very limited exceptions, Pennsylvania law *requires* public schools to report to police, and expel, for a minimum of one year, any student found in possession of any knife, cutting instrument, cutting tool, firearm, shotgun, rifle and any other tool, instrument or implement capable of inflicting serious bodily injury on District property. The District shall notify appropriate parties of any incident on District property, on District transportation, or at a District-sponsored activity, which involves possession of a weapon, as defined in Board policy and state law.

SEARCHES (P5412 and R5412)

Authorized school officials are permitted to conduct searches of students, including their persons, lockers, motor vehicles, and other possessions on school property, when there is a reasonable suspicion that such a search will uncover evidence of a violation of Board Policy, Administrative Regulations, school rules, or local, state or federal law on the part of the student. In order for the requisite level of reasonable suspicion to exist, the school official must be able to point to a "particularized suspicion" for conducting a search. Searches that arise out of generalized concerns or merely suspicious behavior, where the school official is not looking for any object in particular, have been struck down as illegal. The scope of any search must be reasonable under the circumstances, taking into consideration the student's age, the intrusiveness of the search, and the immediacy of any threat prompting the search.

A copy of School Board Policy and Administrative Regulation 5412 are available at Policy 5412 and Regulation 5412, respectively, and contain additional information and procedures for the various types of searches (including, but not limited to, systematic suspicionless testing and general searches) to which students may be subjected. Students are encouraged to familiarize themselves with this information and procedures.

STUDENT RECORDS (P5225 and R5225)

The Board recognizes its responsibility for the collection, retention, disposition and security of student records. The Board further recognizes its duty to maintain the confidentiality of such records as required by law.

Parents/Guardians and eligible students shall be notified upon initial enrollment and annually thereafter of their rights concerning student records. The notice shall be modified to accommodate the needs of the disabled or those whose primary language is other than English. Notice of the rights of parents/guardians and eligible students with respect to student records, as well as other District guidelines governing the collection, retention, disposition and disclosure of student records is available for review in Board Policy and Administrative

Regulation 5225, which are available at Policy 5225 and Regulation 5225, respectively.

PARTICIPATION OF ECONOMICALLY DISADVANTAGED PUPILS IN CURRICULAR ACTIVITIES (P5312 and R5312)

No student shall be denied the opportunity of participating in curricular programs and activities, including field trips, because of an inability to pay necessary fees for participation or costs of materials. For students wishing to participate in extracurricular programs and activities who are unable to pay the necessary fees or costs to participate, the District will make a good faith effort to identify funds to cover the fees or costs for such students, but cannot guarantee that such funds will always be available in all cases. Determining financial need and classifying a student as economically disadvantaged shall be at the discretion of the principal or designee.

STUDENT CONDUCT ON DISTRICT-PROVIDED TRANSPORTATION (P5413 and R5413)

No student shall be permitted to engage in conduct that could endanger that student's safety or the safety of others. Discipline will be imposed as the situation warrants, in accordance with Board Policy, applicable Administrative Regulations, this Student Handbook, and the Code of Student Conduct.

RECORDING IN SCHOOLS AND ON SCHOOL BUSES/VEHICLES (P8070 and R8070)

In order to promote a safe school environment for all stakeholders, the interior and exterior of schools and other District property may be equipped with video and audio recording devices. The Superintendent is authorized to provide law enforcement with access to live images and audio captured by recording devices in order to promote the health, safety and welfare of student, staff, and other individuals. The Board of School Directors has also authorized the use of video and audio recording on school buses and vehicles while transporting students for school-related purposes for disciplinary and security purposes. Students and, when applicable, school bus passengers will be notified as to the presence and possible activation of any video and audio recording devices. Additional information can be found in Board Policy and Administrative Regulation 8070, which are available on the District's website at Policy 8070 and Regulation 8070, respectively.

STUDENTS' FREEDOM OF EXPRESSION (P5400 and R5400)

Freedom of expression is a right guaranteed by the United States Constitution. Students have the right to express themselves in accordance with law; however, expression that materially and substantially interferes with the educational process, threatens serious harm to the school or community, encourages unlawful activity, or interferes with another individual's rights is prohibited.

DRESS AND APPEARANCE (P5415 and R5415)

Students have the right to determine their dress and appearance as long as it conforms to norms of decency as set forth below and does not substantially and directly endanger physical health or safety, damage property or substantially disrupt activities.

Students may be required to wear certain types of clothing while participating in physical education classes or in activities such as music performances and athletics. A student may not be disciplined or excluded from regular instruction because of their appearance if style, fashion, or taste is the sole criterion for such action.

Students are expected to dress appropriately for weather conditions.

Student attire or appearance that materially and substantially interferes with the educational process, threatens the school or community, depicts or encourages unlawful or otherwise prohibited activity, or interferes with another student's rights is not permitted.

Clothing bearing or depicting messages, images, or advertisements relating to drugs, alcohol tobacco is not permitted. Clothing depicting violent or sexually explicit messages or images is also prohibited.

Absent an administrative exception to the contrary, students are expected to dress in accordance with Board Policy and the guidelines established in the applicable Student Handbook during school hours and at school-sponsored events.

Nothing in these guidelines shall prevent students from wearing protective hairstyles. The term "protective hairstyle" shall include, but not limited to, hairstyles such as locs, braids, twists, coils, bantu knots, afros, and extensions.

Each school's dress code policy shall be gender-neutral. Schools cannot enforce specific attire based on gender. Students have the right to dress in accordance with their gender identity within the constraints of the dress codes adopted by the school. Gender-neutral dress code guidelines apply to regular school days as well as any school sponsored activities.

Students whose attire does not conform to the applicable standards will be asked to put on appropriate clothing. Students may be asked to change into appropriate clothing, if available at school, or the student's parent/guardian will be called and asked to bring appropriate clothing to school.

Students with questions about the applicable dress code or the appropriateness of particular attire/appearance shall direct such questions to the building principal or assistant principal.

Serious or repeated violations of the dress code will be subject to disciplinary action.

STUDENT ACCIDENTS AND INJURIES – TREATMENT AND REPORTING (P5422 and R5422)

The Board has created procedures for students who suffer injuries at school or during school events, including students who suffer brain injuries or cardiac events. The Board requires that brain injuries or symptoms of sudden cardiac events to student-athletes be taken extremely seriously and with the short- term and long-term health of the student-athlete kept uppermost in mind. Regulations which have been established with regard to this policy are available in the Athletic Office or Main Office and in the Athletic Handbook.

FOOD AND NUTRITION SERVICES – STUDENT MEAL CHARGE POLICY (R8120)

School Meal Account Procedures / Meal Charging Policy

A student's meal status is always kept confidential. All students have accounts to purchase their meals and are treated the same at the register.

Parents/guardians are responsible for their student's cafeteria food purchases and are expected to maintain payments on any outstanding account balance for cafeteria food purchases. Parents/guardians may request in writing that the District restrict their child's purchase of a la carte food items and/or meals at any time.

The procedures for notifying parents/guardians of low and negative balances and collecting negative balances are detailed below. However, students will be permitted to charge meals (breakfast and/or lunch), and will not be denied a meal because of the insufficient funds in their student meal accounts. In addition to purchasing a meal, students are permitted to charge a la carte food items, even if their individual student meal accounts lack sufficient funds, as long as their balance is not negative $10 or more. In any event, the District will initiate procedures to restrict a la carte purchases when the student's negative meal account balance exceeds $10 and the student will only be permitted to purchase a breakfast and lunch meal.
Students may not be publicly identified or stigmatized, or required to perform chores or other work when they cannot pay or have a negative student meal account balance. Schools will not require a student to discard a school meal after it has been served to the student, even if the student is unable to pay for the meal or has a negative student meal account balance.

Low & Negative Account Balance Notification
If a student has an account balance of $10.00 or less, the parent/guardian will be notified at least weekly by email or a notice distributed in homeroom or in student folders that are brought home to the parent/guardian. The envelope containing this notice should be marked "confidential – to be opened by addressee only." If the student's outstanding account balance due reaches or exceeds five (5) school meals, including breakfasts and/or lunches, a request for payment letter will be mailed or emailed to the student's parent/guardian, which shall also include a request that the parent/guardian apply to participate in the school food program. In addition, a school official will contact the parent/guardian to resolve the outstanding account balance due by one or more of the following methods: telephone, electronic communication, certified letter, and again request that the parent/guardian apply to participate in the school food program. These contacts will continue until the outstanding account balance due is satisfied or has been determined to be uncollectible.
If the student's outstanding account balance due is in excess of $50.00 and remains unpaid for more than 30 days, the parent/guardian may incur additional collection charges on the outstanding balance. If a good faith effort is not made towards payment of the outstanding balance due, then a referral to an outside authority or agency may be made.
Parents/guardians experiencing economic hardships may request payment arrangements from the District.

Additional Information
The Principal or designee shall notify Food and Nutrition Services regarding departing students so that account balances can be rectified prior to their departure. Information on meal prices, menus, how to apply for free or reduced priced meals, how to check a school meal account balance or add funds to such accounts can be found on the District's Food and Nutrition Services webpage.

Delinquent School Meal Account Debt
After taking reasonable steps to collect delinquent school meal debt, which shall include at least two written correspondences, as outlined above, to the student's parent/guardian, unrecovered/delinquent debt at the end of each school year shall be referred to the Business Manager for appropriate action. Such unrecovered/delinquent debt shall be considered bad debt and non-federal funding sources must repay the Food Service Fund for the total amount of such unrecovered/delinquent debt. Delinquent school meal debt shall not be classified as bad debt for write off purposes until after reasonable steps have been taken to collect such delinquent school meal debt.
From time to time, parents/guardians or other individuals may choose to donate funds to the District. Donated funds may not be co-mingled with food service funds from federal or state sources or food sales. Instead, donations must be made to the District's General Fund, and transferred to the Food Service Fund at the appropriate time to offset unrecovered/delinquent student meal debt.
Donated funds will not be applied to individual student meal account balances, but instead as an overall reduction of the amount of funds that would otherwise need to be transferred from the General Fund to the Food Service Fund at the end of the school year to repay the Food Service Fund for unrecovered/delinquent debt.

STUDENT WELLNESS (P5402 and R5402)
A copy of the District's Student Wellness and Nutrition Policy and Administrative Regulation are available for review on the District's website at Policy 5402 and Regulation 5402, respectively. Students and their parents/guardians are encouraged to review this Policy and Regulation carefully, as they contain important information about fundraisers in school involving the sale of food and regulations regarding brining outside food into school.

Safeguards for Students with Food Allergies
No food of any kind is permitted to be brought to school to be shared with students in connection with recognition of birthdays, celebrations such as Halloween, holidays, Valentine's Day, cultural events, and end-of-the-year festivities at the grades K-4 level.

TOBACCO AND NICOTINE PRODUCTS – POSSESSION AND USE (P5411 and R5411)
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. The definition of tobacco and nicotine products is outlined in detail in Policy 5411, which is available on the District's website at Policy 5411, and includes the use of vaping and other electronic smoking products. Students who violate this Policy will be subject to school-based discipline.

STUDENT SUBSTANCE ABUSE (P5405 and R5405)

Students are prohibited from using, distributing, possessing, or being under the influence of prohibited substances in any of the buildings owned by the District, on District property, in school vehicles and/or while participating in school-sponsored activities on or off District property. Students who are found to be in violation of this prohibition shall be suspended from school and disciplined in accordance with Board Policy and the applicable student handbook. Aiding or abetting any of the above-mentioned prohibited conduct shall be treated in the same manner. The definition of "prohibited substances" is outlined in detail in Policy 5405, which is available on the District's website at Policy 5405. Violations of this Policy shall be referred to the appropriate law enforcement agencies in accordance with applicable law or regulations, Board Policy, and the Memorandum of Understanding in effect with local law enforcement. The District reserves the right to enforce this Policy and the accompanying Administrative Regulation with respect to off-campus conduct to the fullest extent permitted by law.

The District, recognizing the need to address the problem of substance abuse on a District-wide basis, supports the maintenance of a Student Assistance Program. The purpose of the Student Assistance Program is three-fold: (1) to identify students who are having problems because of substance abuse or due to mental health problems, (2) to intervene when appropriate either by personal contact or through support groups, and (3) with the involvement and approval of parents/guardians, to refer those students for appropriate help. Additional information regarding the Student Assistance Program and procedures for students to seek help for themselves or on behalf of another student with a drug, alcohol, or substance abuse problem can be found in Administrative Regulation 5405, which is available on the District's website at Regulation 5405.

ADMINISTRATION OF MEDICATION TO STUDENTS (P5406 and R5406)

Unless specifically authorized otherwise by Board Policy, the administration of medication to a student during school, at any school-sponsored activity, or on a conveyance providing transportation to or from school or school-sponsored activity, will be permitted only upon prior consent of the student's parent/guardian and at the direction of a licensed healthcare provider, in the following circumstances:

1. Where failure to take or make available such medication would jeopardize the health of the student or would prevent the student from attending school or participating in a school-sponsored activity; or
2. Where the administration of medication is part of a student's accommodation plan, service agreement, or Individualized Education Program (IEP), in accordance with applicable law.

A copy of the District's Board Policy and Administrative Regulation 5406 are available for review on the District's website at Policy 5406 and Regulation 5406, respectively. Students and their parents/guardians are encouraged to review this Policy and Regulation carefully.

FIELD TRIPS (P6153 and R6153)

Students may have the opportunity to participate in supervised, school-sponsored field trips. Students are reminded that all rules and regulations of the District remain in effect. In the event that a trip is cancelled for any reason, the District shall not be responsible for monetary deposits lost due to such cancellation.

INTEGRATED PEST MANAGEMENT (P8012)

When pesticide applications are planned and scheduled in school buildings and/or on school grounds, the District will provide notification including: (1) posting a pest control sign in an appropriate visible area, (2) providing the pest control information sheet to all individuals working in the school building, and (3) providing required notice to all parents and guardians of students or to a list of parents or guardians who have requested notification of applications of pesticides. Records of the District's chemical pest control treatments for the past three (3) years are available to the public at the District's administrative office.

COMPLAINTS REGARDING THE DISTRICT (P1122 and R1122)

Complaints concerning the District's programs or operations should be directed to the staff member or the administrator immediately in charge of the area in which the complaint arises. Complaints received anonymously by the District, by the Board or by its members will not be recognized as formal correspondence; and therefore, typically will not be given a response.

The Superintendent shall promulgate Administrative Regulations detailing the process and procedures District personnel will follow for handling complaints received by the District. Regulation 1122 is available for review on the District's website. Special procedures provided by law or other District Policy for handling complaints in certain areas such as discrimination, sexual harassment, and resolving issues of concern for non-contract staff shall supersede the provisions of this Policy and its accompanying Regulation.

PROCEDURES FOR ENFORCING SCHOOL ATTENDANCE (P5113 and R5113)

Students of compulsory school age are required to attend school. Regular, timely attendance will ensure every student has the opportunity to achieve. Many of the rules and procedures governing **truancy, absences, and tardiness (which can be cumulatively counted as an absence)** are mandated by Pennsylvania law and school code. The District's Board Policy and Administrative Regulation governing student attendance are available on the District's website at Policy 5113 and Regulation 5113, respectively. It is important that students and their parents/guardians review these documents and familiarize themselves with the District's procedures.

PE Class/Physical Activity Excusal
A parent/guardian may excuse a student from Physical Education (PE) class for up to 3 days/classes. An excuse from a healthcare provider familiar with the student who may not be the student's parent/guardian will be required for missing more than 3 days/classes. The healthcare provider's guidance will give the school team more information to support the student if an injury or illness is keeping the student from participating in PE and/or physical activity for a longer duration of time.

ELECTRONIC DEVICES (P5414 and R5414)
Electronic devices include all devices 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 communications; or that can connect to the internet. This definition includes all devices with voice, data, text, and/or navigation capabilities, those that perform word processing functions, and those that support computer and online applications (apps).
The District has the right to regulate the use of electronic devices in accordance with applicable law. Students may possess electronic devices in buildings owned by the District, on school grounds, in school vehicles, and/or while participating in school-sponsored activities , subject to the conditions contained in Board Policy and Administrative Regulation 5414 and any additional regulations imposed by the building principal or designee.
The use of electronic devices is subject to the following restrictions:
1. Electronic devices may not be used to conduct any activities that violate applicable law, Board Policy, Administrative Regulations, school rules, or any applicable student handbook or code of conduct.
2. Electronic devices may not be used in any manner that interferes with, or is disruptive to, educational or extracurricular activities or events of the District.
3. Unless authorized by a teacher or building administrator for use in connection with an activity related to the curriculum or other District-sponsored activity, electronic devices must be turned off or set on silent mode when students are in classrooms and other locations where instruction is taking place.
4. Use of electronic devices in restrooms, locker rooms, and other areas where individuals would have a similar expectation of privacy is expressly prohibited.
5. Without prior permission from an administrator or teacher, students may not use electronic devices in school to capture videos, photos or audio.
6. The District is not responsible for any damages or theft that may occur to electronic devices.
7. Personal electronic devices must be used in accordance with Board Policy and Administrative Regulation 8080 (Acceptable Use of Technology).
Notwithstanding the rules set forth above, electronic devices may be used at any time for the purposes of reporting an emergency situation or a violation of Board Policy, Administrative Regulations, school rules, or any applicable student handbook or code of conduct to an appropriate school official when such violation constitutes a threat to the health, safety or welfare of members of the school community. Electronic devices may also be used in accordance with a student's IEP or Section 504 Service Agreement. Violations of Board Policy or Administrative Regulation 5414, including any rules imposed on the use of electronic devices by individual building principals, may result in disciplinary action, including suspension, expulsion and/or referral to law enforcement.
A copy of the District's Board Policy and Administrative Regulation 5414 are available for review on the District's website at Policy 5414 and Regulation 5414, respectively. Students and their parents/guardians are encouraged to review this Policy and Regulation carefully.

ACCEPTABLE USE OF TECHNOLOGY (P8080 and R8080)
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.
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;
2. All District-owned or issued resources and hardware devices such as computers, laptops, tablets, telephones, cellular phones, drones, fax machines, printers, copiers, scanners, etc.;
3. All web-based and cloud-based storage; and
4. Web and cloud-based applications provided by the District through a third party.
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 Board Policy or Administrative Regulation 8080.
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 Policy and Administrative Regulation 8080, 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 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.
The District reserves the right to conduct periodic general searches of network users' activity on District technology resources, using techniques reasonably designed to discover improper or harmful activity by students or other users. Further detail regarding the boundaries of this authority is outlined in Board Policy and Administrative Regulations 8080 and 5412.
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 Policy or Administrative Regulation 8080. 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 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 Policy or Administrative Regulation 8080 to their building principal, immediate supervisor, or the Director of Technology or designee.

Additional Provisions Regarding District-Issued Devices to Students

By accepting a District-issued device, a student and their parent/guardian acknowledge and agree to abide by the provisions of relevant Board Policies and 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.
The rules, regulations, and procedures that form the District's Acceptable Use of Technology Policy are outlined in detail in Board Policy and Administrative Regulation 8080. A copy of the District's Board Policy and Administrative Regulation 8080 are available for review on the District's website at Policy 8080 and Regulation 8080, respectively. Students and their parents/guardians are encouraged to review this Policy and Regulation carefully.

SELF-HARMING BEHAVIOR (P5423 and R5423)
The District takes a multifaceted approach to suicide prevention and the recognition of and response to other self-harming behaviors. Students shall receive age-appropriate education on the importance of safe and healthy choices, coping strategies, how to recognize risk factors and warning signs, as well as help-seeking strategies for themselves or others, including how to engage school resources and how to refer friends for help.
"Self-harming behavior" includes (but is not limited to) threats of suicide, excessive risk taking, purposeful self-injury, and evidence of excessive alcohol consumption or harmful drug use. Once evidence of self-harming behavior is made known to a District employee, the employee must intervene in accordance with the procedures outlined in Administrative Regulation 5423, which is available on the District's website at Regulation 5423. This Regulation also contains additional information regarding the prevention of suicide and other self-harming behaviors, including referral and response procedures. Students and their parents/guardians are encouraged to carefully review this Regulation and its associated Policy (available at Policy 5423).

HOMELESS STUDENTS AND STUDENTS EXPERIENCING EDUCATIONAL INSTABILITY (P5455 and R5455)
Students experiencing educational instability are students who experience one or more school changes during a single school year due to homelessness, involvement in the foster care or juvenile justice systems, or court ordered placements. These students are entitled to additional support from the District to remove barriers that could impact their graduation and participation in school. This includes waiver of fees and deadlines to join extracurricular activities.
Further details are included in Board Policy and Administrative Regulation 5455, available for review on the District's website at Policy 5455 and Regulation 5455. Students and their parents/guardians are encouraged to review this Policy and Regulation carefully.

TREDYFFRIN/EASTTOWN SCHOOL DISTRICT BOARD POLICIES AND ADMINISTRATIVE REGULATIONS

FOR

PARENT/GUARDIAN AND COMMUNITY VOLUNTEERS

Volunteers play an important role in the quality of life in all Tredyffrin/Easttown schools. The assistance and support they offer to staff and students is invaluable and their contributions are part of what make our school communities special. The following School Board Policies and Administrative Regulations will assist you in serving in this unique function. **Offering to volunteer in any District school assumes compliance with all District Policies and Regulations that apply to District Volunteers.**

Concerns or questions about Policies and Regulations should be referred to Jacqui Rothera, Community and Student Services Supervisor at 610-640-1913.

NOTE: All policies are subject to revision. Please check the TESD website (tesd.net) or call 610-240-1900 for more information.

POLICIES AND REGULATIONS

Volunteers P1300

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 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.

Volunteers R1300

Definitions

A “Volunteer” is an adult (individual who is 18 years or older) applying for or holding an unpaid position in the service of the District. Depending on the type of service provided, volunteers are designated as either “Tier I” or “Tier II” as described below. This definition does not include volunteers for outside groups, such as Parent-Teacher Organizations and Booster Clubs, unless the person is directly acting in the service of the District in relation to a District program, activity, or service.

"Direct volunteer contact with children" or "Direct volunteer contact" means the care, supervision, guidance or control of children and routine interaction with children by a volunteer.

"Routine interaction with children" means regular or repeated contact that is integral to a person's employment or volunteer responsibilities.

"Person responsible for a/the child's welfare" means a person who provides permanent or temporary care, supervision, mental health diagnosis or treatment, training, or control of a child in lieu of parental care, supervision, and control. This includes any person who has direct or regular contact with a child through any school-sponsored program, activity or service.

"Program, activity or service" means any of the following in which children participate: youth camps or programs, recreational camps or programs, sports or athletic programs, community or social outreach programs, enrichment or educational programs, and troops, clubs, or similar organizations.

"Tier I Volunteers" are those volunteers who will either be responsible for a child's welfare or will have direct volunteer contact with children.

"Tier II Volunteers" are those volunteers who will not be responsible for a child's welfare and also not have direct volunteer contact with children.

"Immediate vicinity" means an area in which an individual is physically present with a child and can see, hear, direct and assess the activities of the child.

Requirement to Obtain Certifications

Pursuant to Pennsylvania law, certain volunteers are required to obtain FBI, State Police, and Department of Human Services certifications, and will be required to renew those certifications every sixty (60) months.

The District respects the privacy of volunteer applicants, and will hold all certification results in strict confidence to the extent permitted by law. There will be only limited personnel access approved by the Superintendent or designee to certification files on a "need-to-know" basis.

Tier I Volunteers

Tier 1 Volunteers must obtain and submit certifications to the District Volunteer Coordinator prior to being approved to serve as a volunteer. Current Tier I Volunteers with a certification issued before August 31, 2021 must obtain the required certifications within sixty (60) months of their most recent certification.

All Tier I Volunteers have an ongoing obligation to renew their certifications every sixty (60) months from the date of their oldest certification.

If a Tier I Volunteer has been a resident of Pennsylvania for the entirety of the previous ten-year period and swears or affirms in writing that they have not been disqualified from service and have not been convicted of a prohibited offense listed in existing law or a similar offense in another jurisdiction, only the State Police and DHS certifications will be required. If a Tier I Volunteer is a resident of Pennsylvania but has not resided in Pennsylvania for the entirety of the previous ten-year period, that individual must obtain an FBI criminal history background check only once, and not at successive intervals until that individual has satisfied the ten-year continuous residency requirement in Pennsylvania.

Non-Resident Volunteers:

Employers, administrators, supervisors or other persons responsible for the selection of volunteers may allow a Tier I Volunteer from another state to serve on a provisional basis not to exceed a total of 30 days in a calendar year, if the volunteer is in compliance with the certification standards under the law of the jurisdiction (i.e. state) in which they are domiciled. The non-resident volunteer must provide the employer, administrator, supervisor or other person responsible for selection of volunteers with documentation of certifications.

Tier II Volunteers

Tier II Volunteers do not need certifications.

For a full explanation of volunteer certification requirements, please visit the TESD website (tesd.net).

Arrest and Conviction Reporting Requirements for Volunteers

All volunteers must report new arrests or convictions for any offense that would create a ban on employment or volunteer work with children to an administrator in writing within 72 hours. If a person responsible for employment decisions or an administrator has a reasonable belief that any volunteer was arrested or convicted for an offense that would constitute grounds for denying employment or volunteer work with children, or was named as a perpetrator in a founded or indicated report of child abuse, or the volunteer has provided notice as required under the law, the employer or administrator must immediately require that individual to submit current FBI, State Police, and DHS certifications. If any volunteer does not disclose arrests or convictions as required, they will be terminated immediately from all services to the District.

Other Guidelines

The District reserves the right to exclude any volunteer based on an offense that would disqualify an employee from obtaining employment with the District.

All volunteers will be expected to follow these guidelines:

1. Respect the authority of the teacher or supervisor as the decision maker and as the person responsible for the instructional program, all classroom activities, and the well-being of all children in the classroom or school. Teachers or supervisors bear the ultimate responsibility for the welfare of students during school activities. When working with students or chaperoning field trips or school activities, parent volunteers must report all incidents of inappropriate behavior or situations in which students might be in danger to the teacher or supervisor in charge of the activity.

2. Respect the privacy and anonymity of each child by maintaining the confidentiality of information regarding students, unless mandated by law to report private information about the student. Information regarding student classroom performance and/or behavior and information contained in student records must be shared only with District employees with an "educational need to know" the information. Information from student records is regulated by the Family Educational Rights Privacy Act.

3. Maintain a professional relationship with students and respect their privacy. When issues of a personal or confidential nature are raised by students, volunteers must refrain from imposing their own opinions on students regarding matters of a personal nature.

4. Courteously inform your supervising teacher or supervisor if unable to attend volunteer activity and document attendance as requested by supervising teacher or supervisor.

Tier I Volunteers are expected to be familiar with District policies and receive any training provided by the District for volunteers. In particular, Tier I Volunteers are expected to comply with the following:

1. District policies and administrative regulations regarding child abuse identification and reporting. See Appendix A to Regulation 5436.

2. District policies and administrative regulations regarding the prohibition of discrimination within the District.

3. District policies and administrative regulations regarding unlawful harassment.

4. District policies and administrative regulations regarding student accidents.

5. District policies and administrative regulations regarding student hazing.

6. District policies and administrative regulations regarding student discipline.

7. District policies and administrative regulations regarding drugs, alcohol and tobacco.

8. District policies and administrative regulations regarding the accommodation of special needs students in 22 Pennsylvania Code Chapter 14.

Code of Civility (General Public) P1305

This Policy is designed to promote civility - an environment in which all members of the school community will be treated with respect and expect the same in return. The District is committed to civility through education, training, and discipline when necessary. The District does not intend this Policy to deprive any person of his or her right to appropriate self- expression. Rather, it seeks to maintain, to the extent possible and reasonable, an environment in which people can feel safe and secure.
The District expects all members of the general public to be role models of civility while on District property or while attending or participating in a District-sponsored event.

It is the District's position that rude, disrespectful, abusive, or intolerant behavior erodes education. Such behavior shall be addressed when it occurs.

All members of the general public are expected to communicate with each other and with District employees, students, volunteers and Board members in an atmosphere of civility and mutual respect.

The Superintendent shall:

1. define incivility;

2. establish procedures/consequences to address violations of this Policy; and

3. establish methods for publicizing the contents of this Policy and the accompanying Administrative Regulation to all stakeholders.

Code of Civility (General Public) R1305

Purpose

This Regulation implements Board Policy No. 1305 ("Code of Civility (General Public)") by:

- Defining "incivility" in the context of Policy No. 1305;

- Identifying strategies for dealing with incivility when it arises in the school setting; and,

- Establishing a complaint procedure to address complaints of individuals who believe they have been treated in an unprofessional and disrespectful manner

Definition and Examples of Incivility

"Incivility," when used in this Regulation, means the following:

- rude, abusive or intolerant behavior in any type of school setting when such behavior may tend to

erode education or diminish an atmosphere of professionalism or mutual respect; and/or,

- use of offensive or obscene language in person, voicemail, written correspondence, e-mail or any other form of communication; and/or,

- threatening or belligerent conduct that in any way interferes or threatens to interfere with the orderly operations of the District or places another person in fear of imminent physical harm.

- intentionally disrupting or impeding the orderly conduct of a public School Board or Board committee meeting. This does not include statements made by a formally recognized speaker during the audience recognition portion of the meeting where such statements are within the time limits set by the Board for all speakers and where the comments relate to matters of concern, official action or deliberation which are or may be before the board.

Strategies for Addressing Incivility When It Occurs

1. If a participant in a meeting becomes verbally abusive, the District employee responsible for chairing the meeting, on their own initiative or at the request of another meeting participant, should immediately ask the participant to stop and let them know that if the participant does not stop that the meeting will be terminated or, alternatively, that the participant will be requested or compelled to leave the meeting. If necessary, the meeting chair should recess the meeting to allow for decorum to be restored. If problems recur after the meeting is reconvened, the chair should consider ending the meeting, adjourning the meeting to a virtual platform or take steps to remove the participant. The basis for any action should be documented..

2. If the District is under a timeline to conduct a meeting involving an uncivil participant, the District employee responsible for chairing the meeting should advise the participant that the meeting will be completed without them.

3. If at any time a staff member, student, parent or other individual threatens bodily harm or attempts to physically touch in a threatening and harmful manner any person on school property, the police must be notified.

Complaint and Resolution Procedures

1. Procedures

   All complaints by or about members of the general public should be raised with the applicable building administrator or supervisor, as set forth in Regulation 1122. If necessary, complaints should be reviewed through successive administrative levels in sequential order to the Superintendent and subsequently to the Board, where appropriate. Board members will be encouraged to advise complainants to first consult with the appropriate staff member or administrator and then, if necessary, to bring the problem to the attention of the Board through the administrative process.

2. Record of Complaint

   Each administrator must keep a written record of properly presented complaints whether presented by letter, informal conference or through a scheduled meeting. Such written records must include the administrator's response.

3. Sanctions for Violations of Policy

Violations of this Policy may lead to restrictions on the right of the member of the general public to be present on District property, present in person at public Board and Board committee meetings or on their right to interact with members of District staff.

Visitors Entering District School Buildings R1310

All visitors to District school buildings during the school day must sign in and sign out with designated District building personnel. Registration must be completed prior to conducting any business in the school. All visitors must wear the appropriate District visitor badge/identification.

All District employees are authorized to order any person failing to follow the above procedure (or any other trespassers or individuals who are determined to be in a school building for unauthorized purposes) to leave school property as permitted by applicable law. Any person ordered to leave school property who fails to do so shall be reported to the building principal or designee and, where appropriate, to the police. The District reserves the right to limit, condition, or restrict future access to school property by such individuals.

The Superintendent, building principal, or designee has the authority to prohibit the entry or cause the removal of any person to District school buildings for failure to comply with this procedure or as otherwise warranted.

Accident Reporting P1313

The Board requires that all injuries of visitors occurring on school property shall be reported to the school nurse by the building administrator or designee. These, in turn, will be reported to the Director of Safety and Student Services as soon as practicable.

Alcohol: Possession and Use (General Public) P1320

No person shall possess, consume or dispense alcoholic beverages or be under the influence of alcohol within any of the buildings owned by the District, on school grounds, in school vehicles and/or while participating in or supervising school-sponsored activities on or off school premises. The foregoing is a total ban on all alcoholic beverages in any District building, on any District property, in any District vehicle or during any District-sponsored activity and applies to all individuals. Violation of this Policy will result in penalties as provided in Regulation 1320. "Under the influence" means noticeable impairment of ability to ambulate, converse, comprehend or perform motor tasks as a result of consumption of alcohol.

Alcohol: Possession and Use (General Public) R1320

Members of the general public at large found in violation of Policy 1320 may be subject to penalties as permitted under applicable Pennsylvania law. Members of the general public at large who repeatedly violate Policy 1320 may have their access to District property restricted.

Tobacco, Smoking Products and Electronic Smoking Products: Use (General Public) P1330 and R 1330

The use of tobacco by anyone is prohibited within all of the buildings owned by the District, on school grounds, in school vehicles and/or while participating in or supervising school-sponsored activities on or off school premises. The foregoing is a total ban on all tobacco use in any District building, on any District property, in any District vehicle and/or during any District-sponsored activity. Members of the general public found in violation of Policy 1330 will be required to stop the prohibited activity and may also be asked to leave. Members of the general public found in violation of Policy 1330 may be subject to penalties as permitted under applicable Pennsylvania law.

For the purposes of this Policy and its accompanying regulation, "the use of tobacco" shall mean all uses of tobacco, including lighted or unlighted cigar, cigarette, pipe or other smoking product or material, smokeless tobacco in any form, and electronic smoking or vaping products. “Electronic smoking products” mean electronic products designed to deliver nicotine, flavor and/or other potentially harmful chemicals or are otherwise designed to simulate use of tobacco products. “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.

Weapons: Possession and Use (General Public) P1340

The use, possession or transfer of weapons by persons on District property is prohibited, with the exception of weapons under the control of law enforcement personnel who are on official business in the District or unless the weapon has been approved by the building principal or supervising administrator for possession in conjunction with a lawful, supervised activity or course.
For purposes of this Policy, District property means on District grounds, school-sponsored activities or public conveyances providing transportation to a school or school-sponsored activity.

For purposes of this Policy, the term 'weapon' shall include, but not be limited to, any knife, cutting instrument, cutting tool, nunchaku, firearm, shotgun, rifle and any other tool, instrument or implement capable of inflicting serious bodily injury possessed with the intent to threaten or harm another person.

Appropriate legal action will be taken against any person who possesses an unapproved weapon, or who assists possession in any way. Persons possessing any unapproved weapon will be reported to the police.

Any weapon possessed by a person while on District property in violation of this Policy is subject to seizure and/or forfeiture.

The District shall notify appropriate parties of any incident on District property, on District transportation, or at a District-sponsored activity, which involves possession of a weapon, as defined in Board policy and state law.

The Superintendent or designee will report to the Office for Safe Schools within the Pennsylvania Department of Education all incidents relating to acts of violence or unapproved possession of a weapon by any person on school property as required.

Restrictions on Use of Electronic Devices (General Public)
P1341

Members of the general public may possess electronic devices within all of the buildings owned by the District, on school grounds, in school vehicles and/or while participating in or supervising school-sponsored activities on or off school premises.

"Electronic devices" shall mean 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).

The administration shall have the right to regulate the use of all electronic devices in addition to the following restrictions:

1. When appropriate, electronic devices must be turned off or set in silent mode.

2. Electronic devices may not be used to conduct any activities which violate state and/or federal law, Board Policy or school rules.

3. Electronic devices may not be used in any manner which interferes with, or is disruptive to, educational or extracurricular activities or events.

4. Use of electronic devices with video/camera capabilities is strictly prohibited from restrooms, locker rooms and in other areas where individuals would have a similar expectation of privacy.

5. Unmanned aerial vehicles, including drones, fall under the definition of "electronic devices" and may not be used on District property or during school-sponsored activities off of District property without prior approval provided by the Superintendent or designee.

Notwithstanding the rules set forth above, electronic devices may be used at any time to respond to or report an emergency situation.

Members of the general public found in violation of this Policy may be asked to relinquish their electronic devices and/or may be required to leave the school building or school-sponsored activity.

Additional Relevant Policies and Regulations

District Volunteers are expected to be familiar with and comply with all District policies and regulations on TESD's website (tesd.net). Specifically, in addition to the foregoing, volunteers should comply with District policy relating to the following:

1. Volunteers are prohibited from engaging in any form of discriminatory harassment based on actual or perceived race, color, age, creed, religion, sex, gender, sexual orientation, gender identity, gender expression, ancestry, national origin/ethnicity, veteran status, marital status, handicap/disability, or membership in any other protected class, as enumerated in P4330 and R4330.

2. Volunteers are expected to be familiar with and comply with the applicable federal and state law pertaining to students with a disability that attend District schools, as required by P5100 and R5100.

3. Volunteers are expected to comply with the guidelines relating to student records that are enumerated in P5225 and R5225.

4. Volunteers are expected to maintain a safe, positive and respectful environment for students and staff by complying with District policy regarding bullying, hazing, discriminatory harassment, threatening behavior and

threats (P5401 and R5401), and self-harming behavior (P5423).

5. Volunteers are prohibited from the unlawful manufacture, dispensing, distribution, possession or use of controlled substances, as enumerated in P4300 and R4300.

6. Volunteers have a duty to report any detected evidence of student use of, distribution of, possession of, or being under the influence of any prohibited substances, as provided in P5405 and R5405.

7. Volunteers are expected to comply with District procedures relating to students who suffer injuries at school or during school events, including students who suffer brain injuries or cardiac events, as required by P5422.

8. Volunteers who are mandated reporters must report cases of suspected child abuse as required by P5436, R5436 and by applicable law.

9. Volunteers are responsible for encouraging equal participation in all educational activities, programs, courses of study, awards and scholarships, as required by P6141.

10. Volunteers are required to be familiar with and comply with the District policy regarding field trips, as outlined in P6153 and R6153, and relevant policy regarding other student travel, as outlined in P6155 and R6155.

11. Volunteers are required at all times to maintain professional, moral and ethical relationships with District students that are conducive to an effective, safe learning environment, and to adhere to all applicable requirements of the Districts Board Policy and Administrative Regulation regarding maintaining appropriate boundaries with students, as outlined in P5461 and R5461.

12. Volunteers should inform their District contact or administrator of any self-harming behavior exhibited by students. “Self-harming behavior” as indicated in P5423 and R5423 includes (but is not limited to) threats of suicide, excessive risk taking, purposeful self-injury, and evidence of excessive alcohol consumption or harmful drug use. The Regulation also contains additional information regarding the prevention of suicide and other self-harming behaviors, including referral and response procedures.

Annual Notice of Special Education Services

The Tredyffrin/Easttown School District provides – without cost to parents – screenings, evaluations, appropriate programs, and services to all students thought to be exceptional and in need of specially designed instruction, from age 5 through the end of their legally determined age eligibility. These programs and services are made available to children who meet the qualifications of being a student with intellectually disabled, hearing impairments including deafness, speech or language impairments, visual impairments including blindness, emotional disturbance, multiple disabilities, orthopedic impairments, autism, traumatic brain injury, other health impairments, and specific learning disability.

School-age children who do not meet the eligibility criteria outlined above may be eligible for special protections and for adaptations and accommodations in instruction, facilities, and activities under the Americans with Disabilities Act and/or Section 504 of the Rehabilitation Act of 1973. Children are entitled to such protections, adaptations, and/or accommodations if they have a diagnosed mental or physical disability that substantially limits or prohibits participation in or access to an aspect(s) of the school program.

Public schools must educate children to the maximum extent appropriate in the regular education setting and they must receive instruction that conforms as much as possible to the instruction received by non-disabled students. Depending on the nature and severity of the disability, Tredyffrin/Easttown School District can provide programs and services beginning in the least restrictive environment to the most restrictive setting in the one of the following:

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

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

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

For further information regarding the Child Find process and related parent rights and protections, or other student services or special education information, please contact the Office of Individualized Student Services at 610-240-1921.

McKinney-Vento Homeless Assistance Act

The McKinney-Vento Homeless Assistance Act and the Pennsylvania Education for Children and Youth Experiencing Homelessness Program exist to make sure homeless youth have access to a free and appropriate public education while removing barriers that homeless children face.
Information for School-Age Youth: If you live in any of the following situations (or similar situations), you may qualify for certain educational rights and protections under the federal McKinney-Vento Homeless Assistance Act.:

- A shelter
- A motel or campground due to the lack of an alternative adequate accommodation
- A car, park, abandoned building, bus or train station, or other public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings
- Doubled up with other people due to loss of housing or economic hardship
- Unaccompanied homeless youth

If you are determined to be an eligible student, you may have the right to:

- Receive a free, appropriate public education
- Enroll in school immediately, even if lacking documents normally required for enrollment
- Enroll in school and attend classes while the school gathers needed documents
- Enroll in the local school or continue attending your school of origin (the school you attended when permanently housed or the school in which you were last enrolled) if that is your preference and is feasible; if the school district believes that the school selected is not in your best interest, the district must provide you with a written explanation of its position and inform you of your right to appeal its decision
- Receive transportation to and from the school of origin, if you request this
- Receive educational services comparable to those provided to other students, according to your needs as a student

If you believe you may be eligible or know someone who could be eligible, contact the Tredyffrin/Easttown School District administrative liaison below to find out what services and supports may be available. Additional information can also be found in Board Policy and Regulation 5455 (Homeless Students), which is available on the District's website at Policy 5455 and Regulation 5455.

- Dr. Kim Morris, Director of Equity and Public Programs, at 610-240-1909; morrisk@tesd.net
  or
- Dr. Todd Parker, Safety Coordinator, at 610-240-1919; parkert@tesd.net