

DEVON ELEMENTARY SCHOOL

Family Handbook
2014-15



Devon Elementary School
400 South Fairfield Road
Devon, PA 19333
(610) 240-1450

Website www.tesd.net/devon
Emergency Closing Number - 854

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TABLE of CONTENTS

General Information.....3

Health Services.....5

Lunch, Breakfast, and Food.....6

Home/School Communication.....7

Instructional Program.....8

Support Programs.....12

Student Activities.....13

Parent/Teacher Organization (P.T.O.).....13

Code Of Conduct.....13

School Climate.....16

Index.....17

Devon Elementary School Family Handbook

GENERAL INFORMATION

Hours

Grades 1 - 4 - School begins at **8:45 AM** and ends at **3:20 PM** for children in **Grades 1-4**. Students arriving after 8:45 AM must report to the lobby desk with a written explanation for the tardiness. Please do not transport children to school before 8:35 AM since there is no supervision of children before that time.

AM Kindergarten begins at 8:45 AM and ends at 11:40 AM. Bus transportation is provided to school and parents provide transportation home with pick-up at 11:40 a.m.

PM Kindergarten begins at 12:25 PM and ends at 3:20 PM. Parents provide transportation to school and children may begin arriving in the lobby after 12:15 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 12:20 PM. Kindergarten sessions are not held on these days.

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 10:45 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: 10:45- 12:40 (Children may be picked up at 12:40 p.m.)

PM Kdg: 1:25-3:20 (Children may be dropped off after 1:15 p.m.)

Dismissal

At the conclusion of the school day, children who are walkers, car riders, and those going to A Child’s Place are dismissed first. **A child must have a note if they are going home any way other than the usual way.** Parents wishing to pick up their children on any given day must write a note and send it to the teacher in the morning. Children who have notes to be picked up will be dismissed to the cafeteria. Parents may meet their children in the cafeteria and exit with their child from the back cafeteria door where there is a staff member on duty. No child will be dismissed to the parking lot. Parents are required to park their cars and come into the building to meet their children.

Children taking the bus will be dismissed from their classrooms. Bus passes are required for those wishing to take a bus other than their own. Bus passes may be obtained in the morning by writing a note requesting alternative transportation for that day.

Bus Transportation

Parents are notified of their child’s bus number and stop at the beginning of the school year in the back-to-school mailing. 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 9:00 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), and bona fide religious holiday.

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.

HEALTH SERVICES

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.

Tardiness

Students arriving after 8:45 AM are considered tardy. (PM kindergarten students are tardy after 12:25 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 the tardiness. Tardiness is considered excused due to illness or a doctor's appointment. After three unexcused incidences of tardiness, an excessive tardy report is submitted to the district's attendance officer.

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.

Lost and Found

A Lost and Found bin is located in the cafeteria. 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 8:45 AM

After School Care: 3:20 PM to 6:00 PM

Kindergarten Enrichment:

AM Session 8:45 AM to 11:40 AM

PM Session 11:40 AM to 3:20 PM

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

Health Screenings and Vaccinations

The state mandated health program guides the T/E program. Under this program, pupils are required to have medical examinations upon their original entry into school. These exams are also required for any students who transfer into the school district. The physical examination form is available on the district website (www.tesd.net) Dental exams are suggested upon original entry into school and for all transfer students. The law provides for medical or religious exemptions.

Screening procedures are done regularly by the school nurse for vision, hearing, height, weight and basal metabolic index (BMI).

Written verification of the following immunizations are required:

4 doses of tetanus (1 dose on or after the 4th birthday)

4 doses of diphtheria (1 dose on or after the 4th birthday)

3 doses of polio

2 doses of measles (given after 1st birthday)

2 doses of mumps (given after 1st birthday)

1 dose of rubella (German measles - given after 1st birthday)

3 doses of hepatitis B

2 doses of varicella (chickenpox) vaccine or history of disease

Communicable Diseases

Children suspected of having a communicable disease are excluded from school and may not attend until their condition is no longer contagious. To protect the health of each student, their classmates, and the school staff, all children should remain home for at least 24 hours after they have had any illness accompanied by vomiting, diarrhea, or fever. Children excluded because of the following infectious diseases may not return to school until the child is under treatment or has recovered:

PA Dept of Health Communicable Disease Exclusion Regulations

Chickenpox---Six days from the last crop of vesicles.

Contagious Conjunctivitis (Pink Eye) ---24 hours after start of appropriate treatment

Diphtheria ---Two weeks from the onset or until negative culture

Fifth Disease ---No Exclusion

Impetigo ---Until judged not contagious by the nurse or physician

Measles ---4 days from the onset of rash

Mumps ---9 days from the onset or until subsidence of swelling

Pediculosis (Lice) ---Until judged not contagious by the nurse/physician

LUNCH AND BREAKFAST

Pertussis ---4 weeks from onset or 7 days from start of antimicrobial therapy

Pinworms ---Until first dose of treatment is given

Respiratory Streptococcal infections ---Not less than seven days from the onset or 24 hours after start of (including scarlet fever) appropriate therapy

Ringworm ---Until judged not contagious by the nurse/physician

Rubella ---4 days from onset of rash

Scabies ---Until judged not contagious by the nurse/physician

Tonsillitis ---24 hours from start of appropriate therapy

Trachoma ---24 hours from start of appropriate therapy

Undiagnosed skin eruption, sore throat, cough, or eye condition: Until medically evaluated and determined not communicable

First Aid is given in school for pupils who are injured or who become ill while attending school. The school doctor recommends standard orders for first aid. Parents are expected to give information to the school to cover emergency situations, and to make transportation available when needed. The school is not responsible for treating injuries that happen at home.

Prescription and Non-Prescription Medication

Pennsylvania State law prohibits prescription and/or over the counter medication from being administered in school without specific written orders from the physician. The physician’s written request must include date, student name, medication, dosage, time to be administered, physician’s signature and telephone number.

Medication must be brought to school by the parent in a properly labeled container. The container must include on its label: student name, date of prescription, name of medication, dosage and time to be given, name and phone number of pharmacy, and the physician’s name. Non prescription medicine must be in the original container. Written physician’s orders must be renewed each year. Medication will not be administered in school if the date on the prescription is more than one year old, or the drug is expired.

Emergency Medical Cards

Emergency Medical Cards are filled out by parents at the beginning of each school year. The information on this card is critically important in the event of illness or accident. Please fill out this card on the first day of school and return it to school the following day. Any updating or change of information can be made by contacting the school nurse or school secretary.

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

As a general practice for any occasion, please communicate with your child’s teacher before sending any food into the classroom or school. Please make every effort to provide healthy and balanced lunches and snacks for children. Soft drinks should not be sent in to school. Parents who choose to recognize their child’s birthday in school must celebrate with fruits, vegetables, or without the use of food altogether.

Eating with Students

Parents are welcome to come to eat with a student. Please be sure to sign-in at the lobby before proceeding to the cafeteria. Visitors typically either purchase lunch from the cafeteria or bring a bag lunch from home. It is nice for the students to see that grownups also eat nutritious lunches. We advise that soft drinks or "fast-food" lunches NOT be brought in when parents visit for lunch. (The sale of soft drinks to students is prohibited in all TESD schools during the school day.) We want to emphasize nutritional eating by the foods sold in the cafeteria. We ask that when you come to eat lunch with your child, you help us continue to model healthy, nutritious eating.

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.

Recycling

With the support of the Devon PTO and our Green Dragon program, paper, aluminum, and plastics numbered 1-7 can be recycled in the classroom and cafeteria.

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 bi-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/Volunteers

All visitors and volunteers to Devon Elementary must sign in with the lobby attendant when entering the building. A Visitor Pass will be provided at the time of sign in. This pass must be worn during the building visit and returned when the visitor leaves the building. Although it takes an extra minute to sign in, this procedure is an important safety measure in our school. When visiting a classroom or volunteering we ask that parent-teacher conferences not be held, so that our teachers can give their full attention to the children in their class. During the school

year, members of the school district's administrative staff may also visit classrooms.

Dropping Off Materials for Students

Materials that need to be dropped off for students should be left at the lobby desk 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.

Cell Phones and Electronic Devices

In accordance with District Policy 5414 students may possess electronic devices including, but not limited to, cellular telephones, cameras and personal digital assistants with video/camera capabilities within all of the buildings owned by the District. The administration has the right to regulate the use of all electronic devices.

At the elementary level we recommend that students do not bring electronic devices to school. In unusual circumstances when a student's family feels the need to have their child bring a cell phone, a note should be sent to the school principal. The device must be turned off during the school day so that it does not cause any disruption to the educational program.

School District Policies

All policies and regulations for the Tredyffrin/Easttown School District are available on the district website at www.tesd.net.

INSTRUCTIONAL PROGRAM

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 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

Language Arts

The District's Language Arts Learning Competencies provide the framework for language arts learning in eight key areas. Using these competencies as a foundation for spiraling skills development, teachers enrich the reading program with the most valuable aspects of a balanced literacy approach. This balanced approach accommodates the individual learning needs of each student and stimulates teacher creativity while providing a strong, consistent level of reading instruction across the District.

Language Arts Learning Competencies:

- Reading comprehension: Learning strategies (Example: main idea, sequence)
- Reading comprehension: Thinking skills (Example: inference, compare/contrast)
- Reading: Investigating language patterns (Example: word analysis, decoding, phonics)
- Speaking and writing (Example: writing process, grammar, spelling)
- Study skills
- Research skills
- Response to various genres (Example: fiction, biography, poetry)
- Lifelong reading

Reading

Reading instruction in the T/E School District is an organized, sequential program which includes a balanced use of whole group, small group, and direct instruction utilizing a wide variety of fiction and non-fiction texts.

Writing

Writing begins with the student's initial school experience. The use of the writing and reflecting process (brainstorming, pre-writing, drafting, revising, conferencing, editing and publishing) continues throughout the grades. Writing is not an isolated experience but is integrated throughout the school day in various curricular areas. Teachers introduce and reinforce the components of good writing at each grade level. Students and teachers use the portfolio as a vehicle for the development of skills in composing, revising and reflecting on writing throughout the grades.

Listening/Speaking

Communication skills are an integral part of the learning experience. Early modes of learning center around kinesthetic and visual activities. Listening and speaking skills develop as the child progresses through school. Learning these skills enables the student to become an active participant in the learning process.

Spelling

Beginning in kindergarten, students experiment with letters and sounds and learn how those letters build words. Emergent writers may have difficulty spelling words within their oral vocabularies. Rather than interrupt the flow of thought, invented spelling is encouraged. As students progress in their writing abilities, the purpose of the spelling curriculum is to help learners master conventional spelling. The formal spelling program focuses on spelling patterns and words student frequently misspell. Students also learn to use tools such as the dictionary, collaboration with peers, and technological devices.

Handwriting

In the early elementary grades, students learn the strokes which form the basis of manuscript letters. Handwriting instruction focuses on the development of letter formation skills and the application of these skills throughout the curriculum. Cursive handwriting is introduced in the third grade and refined in fourth. Students work with keyboarding and word processing, progressing in efficiency on an individual basis.

Study Skills

The development of good organizational and study skills is an essential part of schooling. Such topics as how to manage time, plan for long and short term assignments, organize workspace and materials, and study for tests are taught and reinforced at the appropriate team levels.

Mathematics

The T/E mathematics curriculum is based on a set of clearly defined learning objectives. Major concepts include: numbers and numerals, measurement, rational numbers, geometry, decimals, graphing, number theory and probability. These concepts are developed through a balanced use of manipulative materials, various text-based instruction and technology. Students are grouped for instruction beginning in first or second grade. This approach to teaching and learning accommodates the needs of students and provides students with appropriate challenge. Mathematics is an important subject and T/E's teachers are dedicated to preparing every student to meet the challenges and demands of the future.

Science

Science is best learned when students are engaged in practicing science. Hands-on activities encourage students to experience for themselves, through direct observation and experimentation, the process, joy and fascination of science. Through scientific experimentation, students answer their own questions and develop patience, persistence and confidence. T/E's elementary science curriculum in kindergarten is a hands-on, theme-based program. Grades first through fourth have adopted Science and Technology for Children which was developed by the National Academy of Science in cooperation with the Smithsonian Institute. Each elementary school provides both hands-on science instruction in a science lab and classroom science instruction where reading and writing are tools for learning. A full-time science aide assists and supports the classroom teacher in the preparation and implementation of lessons.

The units of study are as follows:

Kindergarten Senses/Properties, Weather, Insects, Seeds/Plants, Energy, Agriculture

Grade 1 Comparing and Measuring, Weather, Rain Forests or Oceans, Organisms, Magnetism, Solar System, Sustainability

Grade 2 Life Cycle of Butterflies, Balancing and Weighing, Changes, Soil, Sound, Solar System, Sustainability

Grade 3 Chemical Tests, Rocks and Minerals, Plant Growth and Development, Land and Water

Grade 4 Ecosystems or Animal Studies, Food Chemistry, Electric Circuits, Motion and Design

Social Studies

The T/E social studies curriculum is designed to help students understand cultural diversity and their place in a global community.

Grade one focuses on the concept of "Our Global Village" and, in addition to units on Japan and Africa, includes a unit on communities, maps, and geography.

Grade two concentrates on exploring the concept of time and the use of a historical timeline. The cultures, geography and history of the United States are the thrust of the third and fourth grade programs.

Throughout the curriculum, students are encouraged to explore the following questions:

Grade 1 Who Am I in the World? Units of Study: Our Global Village, Japan, Africa (Nigeria and Kenya)

Grade 2 Who Am I in Time? Age of Dinosaurs and Early Man, Ancient China, Exploration and Immigration, Space

Grade 3 Who Am I in My State? Units of Study: Native Americans, Chester County, Pennsylvania, Elections

Grade 4 Who Am I in My Country? U.S. History: Geography, Early Settlers and Settlements/Colonies, American Revolution, America Grows

Health

K-4 health is divided into four basic areas of study incorporating both factual knowledge and the development of positive attitudes and lifelong healthy behaviors.

Safety: Includes personal and group safety concerns involving, but not limited to, bus, bicycle, fire, playground and other grade appropriate issues.

Drugs and Alcohol: Incorporates Officer Friendly, Guidance and REACH (Responsible Adolescents Concerned and Helping) to encourage the child to make appropriate decisions based on factual information.

Family Life: Focuses on information, self-concept, interpersonal relationships and positive decision making. Please note: An alternate to the Family Life curriculum is available upon parental request.

Care of the Body: Provides children with activities that enable them to understand the value of maintaining good health through acquiring information and encouraging supportive health habits.

Art

Students have a regularly scheduled art class with an art teacher in Kindergarten and in grades 1, 3 and 4 once per cycle. In grade 2, students have two scheduled art classes per cycle. The classes range from 35 minutes in Kindergarten to 45 minutes in grades 1-4. All levels of the program include experiences designed to exercise and strengthen the pupil's ability to perceive, appreciate, perform and criticize. Provisions are made for each student to be involved with a variety of two-dimensional and three-dimensional materials and to gain understanding of our visual arts heritage. The activities are planned to promote the development of independent thinking and self-evaluation. The art curriculum follows a developmental scope and sequence and is a discipline-based approach to art education. Lessons are designed to provide instances for integration with elements of the core educational program.

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
- Stunts, tumbling, apparatus
- Rhythmics and dance
- Game program
- Sports program
- Individual/dual activities
- Citizenship/sportsmanship

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 the workings of the library and its many technological

resources. 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.

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.

ESL (English as a Second Language)

The goal of the ESL 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 ESL teacher acts as a liaison between school and home. Recognizing the diversity of T/E students, the ESL 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 on the basis of 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. During the spring the Chorus presents a concert along with the Devon Elementary School Band and Orchestra.

Instrumental Music

Third and fourth grade students may elect instruction on the violin, viola, or cello. Fourth grade students may receive instruction on string, woodwind, brass, and percussion instruments. The orchestra and band rehearse before school. Students have the opportunity to perform in a concert during the school year.

School Store

The school store is operated by fourth graders three mornings per week in the front lobby before the start of school. 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 are published in the T/E District and Devon School Calendar, 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 over 30 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 week long *Arts Express Week* is a school highlight. Fundraising efforts support the purchase of a wide range of wonderful extra pieces of equipment and resources to benefit the children and program. The PTO also helps to welcome new families, plans family social events like Pizza/Bingo Night, and runs the Spring Fair each year.

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.

Buses may be equipped with video cameras to monitor behavior on the buses. The cameras will provide both audio and video taping. The camera will aid the District in enforcing its disciplinary policies with a goal of maintaining an orderly environment on school buses.

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 and at after-hours school and PTO sponsored events.

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 I-CARE 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: Service Learning
- November: Caring
- December: Friendship
- January: Tolerance
- February: Responsibility
- March: Courage
- April: Cooperation
- May: Honesty
- June: Citizenship

PATHS Program

PATHS, which stands for Promoting Alternative THINKING Strategies, is designed to help elementary children to develop better thinking skills, more mature and responsible ways of behaving, and improved academic performance. PATHS lessons are taught on a weekly basis in all grades. The goals of the PATHSprogram include:

- Increasing children’s abilities to think and solve problems for themselves
- Increasing children’s abilities to use their thinking skills to act responsibly and maturely

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 Possession 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

- Improving children’s understanding of themselves and others
- Improving children’s feelings about themselves and others
- Increasing children’s abilities to learn more effectively in the classroom environment

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 others feelings.
5. We are responsible for what we say and do.

INDEX

A Child’s Place	5
Absences	4
Announcements: Delayed Openings/Closings	4
Behavior	14
Breakfast	6
Bus Transportation	4
Cell Phones And Electronic Devices	8
Challenge	12
Chorus	13
Clubs And After School Activities	13
Code of Conduct	13
Communicable Diseases	5
Contacting Teachers	7
Core Class	8
Counseling	12
Curriculum	9
Delayed Opening For Grades 1-4	2
Developmental Guidance Program	17
<i>Devon Dispatch</i> Newsletter	13
Devon Elementary Website	7
Devon Pledge	16
Disciplinary Measures	15
Dismissal	4
Dress Code	5
Dropping Off Materials For Students	8
Early Dismissal Due To Emergency/Weather	4
Eating With Students	7
Email Guidelines For Parents	3
Emergency Delayed Openings And Closings	3
Emergency Medical Cards	6
ESL (English as a Second Language)	12
Food From Home	6
General Information	3
Health	5
Health Screenings And Vaccinations	5
Home/School Communication	7

Homework	8
Hours	3
Instructional Program	8
Instrumental Music	13
Learning Support	12
Lost and Found	5
Lunch	6
Math Support	12
Modified Kindergarten	4
Monthly Character Traits	16
Newsletter	7
Olweus Bullying Prevention Program	17
Parent/Teacher Organization (P.T.O.)	13
PATHS Program	16
Personal Identification Numbers	6
Prescription And Non-Prescription Medication	6
Pro-Social Skills Overview	14
PTO Committees	13
PTO Meetings	13
Reading	12
Reading Support And Bridge	12
Recess	8
School Climate	16
School District Policies	8
School Store	13
Snacks	7
Speech And Language Support	12
Student Activities	13
Support Programs	18
Tardiness	5
TE All-Call	3
Teams	8
Visitors/Volunteers	7