

**DEVON ELEMENTARY SCHOOL**

**School and Family Handbook**  
2016-17



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

Website [www.tesd.net/devon](http://www.tesd.net/devon)  
Emergency Closing Number - 854

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# Devon Elementary School School and 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](http://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](mailto:desattendance@tesd.net). An excuse form is available on the Devon

Elementary School website [www.tesd.net/devon](http://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](http://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.

### **Nonresident Students**

The Tredyffrin/Easttown School District (TESD) operates for the benefit of resident children eligible for enrollment. Students are only eligible to enroll in TESD school when they reside in the TESD at time of enrollment as determined by law. See Policy 5116 for additional information.

### **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 SERVICES**

### **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](http://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 1<sup>st</sup> birthday)

2 doses of mumps (given after 1<sup>st</sup> birthday)

1 dose of rubella (German measles - given after 1<sup>st</sup> 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

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.

## **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](http://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.

## **Eating with Students**

Parents are permitted to visit and eat with their child on an occasional basis. Lunch is intended as an opportunity for students to interact socially with their peers. It is important that students be given the independence and support to socialize productively and meaningfully.

When visiting, please 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.

Parents who visit during lunch are not permitted to direct the activities of students who are not their child and should allow school personnel to make determinations about seating, peer groupings, and student behaviors.

## **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](http://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](http://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 and Volunteers

Parents are encouraged to visit our school particularly for special activities and events. All visitors and volunteers must sign in with the lobby greeter 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.

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](http://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](http://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](mailto: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 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 (TESD Policy 5414)**

Except where the use of electronic devices has been prohibited by law, students may possess electronic devices within all of the 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 administration shall have the right to regulate the use and possession of all electronic devices. In addition to limitations on use and possession imposed by the school administration, possession of electronic devices is subject to the following restrictions:

- Students may not use electronic devices to conduct any activities which violate state and/or federal law, Board Policy, District Administrative Regulations or school rules.
- Students may not use electronic devices in any manner which interferes with, or is disruptive to, educational or extracurricular activities or events.
- Students may not use electronic devices or have them readily accessible when they are in restrooms or other areas where individuals would have a similar expectation of privacy.

Notwithstanding the rules set forth above, electronic devices may be used:

- At any time to respond to or report an emergency situation; and
- When and as required pursuant to a student's Individualized Education Program or Section 504 Service Agreement.

Violations of this Policy may result in disciplinary action, including suspension and/or expulsion.

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 an electronic device (i.e. cell phone), 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 an electronic device, the school cannot be responsible for missing or damaged items.

### ***Electronic Communication Between Employees and Students (TESD Policy 4344)***

All electronic communications conducted by an employee with a student must relate to educational or extra-curricular programs or activities.

### **Elementary Network Acceptable Use Agreement**

The T/E educational network and resources are used for educational purposes that construct knowledge, advance critical thinking, and encourage communicating and collaborating in a connected world. Access to this network is a privilege, not a right and requires safe and responsible use. The network and its resources should be used for school-related work as directed by staff. School computer files are not private and staff may see them at any time. Users agree to be bound by the terms and conditions below, as well as the guidelines contained in **Board Policy and Administrative Regulation 6190** (Internet and Computer Network Safety and Use). Elementary Users review the information below each year in Media and acknowledge agreement.

While using the Tredyffrin/Easttown Network,

I will respect the privacy and safety of others and myself. I must:

1. Use only teacher approved network folders and locations.
2. Keep passwords private and secure.
3. Not pretend to be another person or share private information about others or myself online.
4. Have teacher permission to take and share photos, audio, or video of others or myself.

I will respect our T/E educational community. I must:

1. Communicate, search, and work in ways that are polite, safe, and appropriate.
2. Report inappropriate or hurtful materials to a teacher or principal.
3. Access, create, save, and share only appropriate educational materials or games with teacher approval.

I will respect and protect the intellectual property of others. I must:

1. Follow copyright laws by citing sources and giving credit when using information including but not limited to images and video.

2. Create my own product and not copy another's work.

I will respect and protect network and technology resources. I must:

1. Not intentionally damage or destroy equipment that belongs to the school or others.
2. Not intentionally enter, change, or move files, apps, or folders that have not been created by me unless directed by the teacher.
3. Obtain teacher permission for printing.

## **School District Policies**

All policies and regulations for the Tredyffrin/Easttown School District are available on the district website at [www.tesd.net](http://www.tesd.net).

# **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 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 grade. This approach to teaching and learning accommodates the needs of students and provides students with appropriate challenge. Some factors that may be considered when grouping students by achievement

include teacher recommendation from the previous year, district-developed placement tests, standardized testing data, on-going classroom assessment, and teacher monitoring.

*Math in Focus, Singapore Math* is used across the district to provide a consistent foundation for each child to develop strong mathematical skills. This series emphasizes a balance for concrete, pictorial, and abstract instructional strategies.

Mathematics is an important subject and T/E's teachers are dedicated to preparing every student to

### **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 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 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.

### ***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.

### ***Video Monitoring in Schools and on School Buses (TESD Policy 8070)***

In order to provide a safe environment for students and school personnel, schools may be equipped with video monitoring devices in public areas such as hallways and classrooms, and school buses may be equipped with video recording devices that provide video surveillance of passengers. When applicable, students and school bus passengers will be notified as to the presence and possible activation of any video recording devices.

### **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 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

### **Hazing (TESD Policy 5421)**

The TESP policy is to maintain a safe, positive and respectful environment for students and staff that is free from hazing. Hazing activities of any type are inconsistent with the educational goals of the District and are prohibited at all times.

Hazing is defined as any action or situation which recklessly or intentionally endangers the mental or physical health or safety of a person or which results in the willful destruction or removal of public or private property for the purpose of initiation, admission into, affiliation with, or continued membership in any organization recognized by the Board.

Endanger the physical health shall include but not be limited to any brutality of a physical nature, such as whipping; beating; branding; forced calisthenics; exposure to the elements; forced consumption of any food, alcoholic beverage, drug, or controlled substance; or other forced physical activity that could adversely affect the physical health or safety of the individual.

Endanger the mental health shall include but not be limited to any activity that would subject an individual to extreme mental stress, such as prolonged sleep deprivation, forced exclusion from social contact, or forces conduct which could result in extreme embarrassment or otherwise adversely affect the mental health or dignity of the individual.

Any hazing activity, whether by an individual or a group, shall be presumed to be a forced activity, even if a student willingly participates.

Any form of hazing that is a part of a school sponsored activity is prohibited.

The District will promptly investigate all complaints of hazing and will administer appropriate discipline to any individual who violates this policy. Complaints of hazing may also be referred to the appropriate law enforcement agency for investigation.

Students who have knowledge of hazing activities shall promptly report such conduct to a building administrator. Any student who has been subjected to hazing is also encouraged to promptly report such incidents to a building administrator and/or school counselor.

## 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 PATHS program 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
- 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

### ***Bullying (TESD Policy and Regulation 5401)***

It is the policy of the District to provide a safe and positive learning environment free from bullying behaviors. Bullying occurs when a student or group of students intentionally and repeatedly uses hurtful or intimidating words, actions, or other behaviors against another student. A description of bullying behaviors is posted in each classroom at Devon for student and teacher access. If a student thinks that someone is bullying him/her during the school day, on school property, on a school bus, or at a school-sponsored activity, the student should tell an adult at school immediately so the school can begin the process of investigating the issue.

## **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.

## **Students’ Freedom of Expression (Policy 5400)**

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.

## **Complaints Regarding the District (Policy 1122)**

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. Board members who receive complaints concerning the District’s programs or operations will encourage the complainants to follow this same procedure. 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. Since the District requires its employees to make mandatory reports to law enforcement and other agencies for suspected child abuse, possible violation of criminal law and educator misconduct, among other required reports, complaints regarding the District’s referral of matters to governmental agencies shall not be subject to the procedures required by this Policy.

## **Nondiscrimination of Students in School and Classroom Practices (Policy 6141)**

It is the policy of the District to provide an equal opportunity for all students to achieve their maximum potential through the programs

offered in the school regardless of race, color, age, creed, religion, gender, sexual orientation, ancestry, national origin or handicap/disability. The District shall provide to all students, without discrimination, course offerings, counseling assistance, employment, athletics, and extracurricular activities. 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.

Students who believe they have been subjected to discrimination and students who become aware of discrimination against a student or students are encouraged to promptly report such alleged incidents to a counselor or administrator. The District takes complaints of discrimination very seriously. Such complaints shall be investigated expeditiously, and appropriate corrective action will be taken when allegations are substantiated. To the extent permitted by the District’s legal and investigative obligations, confidentiality of all parties affected by the investigation will be maintained. There shall be no reprisals or retaliation as a result of good faith charges of discrimination.

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