

Policy Committee Agenda
Thursday, May 3, 2018 7:00 p.m.
Room 200, T/E Administration Offices

1. Approval of Minutes of the April 12, 2018 Policy Committee Meeting

2. Public Comment

3. Review of Policies for 2nd Reading

- Policy and Regulation 4032: Separation for Cause
- Policy and Regulation 4470: Permanent Separation from District Employment (Instructional Employees)
- Policy and Regulation 4840: Permanent Separation from District Employment (Non-Instructional Staff)
- Policy and Regulation 5001: Enrollment and Registration Requirements and Verification of Student Residency
- Policy and Regulation 5401: Student Discipline
- Policy and Regulation 5421: Hazing

4. Information

- None

5. Follow Up from Previous Policy Committee Meeting

- None

6. Policies and Regulations for Review and Discussion

- Policy and Regulation 6151: Staffing the Educational Program (Class Size)
- Regulation 1124: Distribution of Promotional Information
- Regulation 5115: School Attendance Areas
- Regulation 5402: Student Wellness and Nutrition

7. Future Meetings

Policy meetings for the 2018-2019 school year will be determined at a later date and posted on our website. All meetings are held at the Tredyffrin/Easttown Administration Offices, 940 West Valley Road, Suite 1700, in Room 200 at 7:00 p.m.

2018 Policy Committee Goals:

1. To identify and examine critical issues facing the District from a Policy and Regulation perspective.
2. To review existing and develop new Policies and Regulations in response to legal requirements, administrative recommendations, Board priorities, community input and external issues.
3. To communicate Policy and Regulation revisions to stakeholders via webpage postings, email messages, and oral reports at Board meetings.
4. To continue with a cyclical review of Board Policies and Regulations in determining if they should be revised, updated or repealed.

Draft Pending Committee Approval
Policy Committee Meeting
Thursday, April 12, 2018
T/E Administrative Offices, Room 200
7:00 p.m.

Board Committee Members: Kate Murphy, Chair; Todd Kantorczyk, Ed Sweeney, Kyle Boyer
Other Board Members: Michele Burger, Roberta Hotinski, Heather Ward
T/E School District Representatives: Rich Gusick, Ed Diasio, Mark Cataldi, Art McDonnell, Oscar Torres

Community Members: Jordan McCain

Approval of Minutes: The minutes of the March 1, 2018 meeting were approved.

Public Comment: None

Review of Policies for 2nd Reading

The Committee reviewed and recommended no further revisions to the following Policies; these Policies will be sent to the Board of School Directors for a second reading at their meeting on April 23, 2018:

Policy and Regulation 3295: District-Initiated Real Estate Tax Assessment Appeals

This new Policy and Regulation were introduced to authorize the filing of assessment appeals related to properties within the District. The procedures in the Regulation specify that (1) all recently sold taxable parcels where a positive variance of at least 20% exists between the sales price and the implied market value based on the existing assessment will be reviewed; (2) the Business Manager will consult with the District's Tax Appeal Counsel to identify the taxable parcels where the anticipated increase in real estate tax revenue to the District in the first year following a successful appeal exceeds \$10,000 and where the expense of pursuing the appeal has a positive cost/benefit; and (3) parcels meeting the criteria will be selected for appeal to the Chester County Board of Assessment. The Regulation was approved at the March 1, 2018 meeting.

Policy and Regulation 4031: Voluntary Separation from District (Resignations from Employment)

Revisions to the Policy and Regulation include a title change to include the wording of Voluntary Separation from District. Employees are expected to give at least two weeks before leaving their employment with the District, unless a provision of law, an individual employment contract or a collective bargaining agreement specifies a different notice period. This Regulation includes information related to the timeline for written notification of resignation, a termination checklist, discharge of a resigning employee and final pay calculation. The Regulation was approved at the March 1, 2018 meeting, but will not be posted until Policy and Regulation 4032 are adopted as well.

Information

None

Follow Up from Previous Policy Committee Meeting

Policy and Regulation 4032: Separation for Cause

This new Policy and Regulation were introduced to help consolidate components of Policy and Regulation 4470 and Policy and Regulation 4840. Professional employee and non-instructional staff

contracts may be terminated in accordance with federal and state law. The Regulation specifies the reasons for termination of professional employees according to the Public School Code, as well as reasons why non-instructional staff members may be terminated. Per diem substitutes who are retired District teachers may request an in-person meeting prior to being removed from the list of approved substitutes. The Policy will be sent to the Board of School Directors for a first reading at their meeting on April 23, 2018. The Regulation was approved with no further revisions.

The following Policies will be sent to the Board of School Directors for a first reading at their meeting on April 23, 2018 and are recommended to be repealed and their accompanying Regulations to be rescinded once Policy and Regulation 4031 and 4032 are adopted:

Policy and Regulation 4470: Permanent Separation from District Employment (Instructional Employees)

Policy and Regulation 4840: Permanent Separation from District Employment (Non-Instructional Staff)

Policy and Regulation 5001: Enrollment and Registration Requirements and Verification of Student Residency

The Policy covers the residency eligibility, enrollment procedures, and consequences of attendance in violation of the Policy. The process of verifying continued residency may be performed (1) on either a District-wide basis or by an entire elementary, middle or high school level; or (2) where the District reasonably suspects that a student may not be legally residing in the District. The Regulation specifies the registration requirements, documents that may and may not be requested, and special enrollment considerations. In addition, a provision was added that stipulates the District will conduct a cyclical, District-wide re-enrollment every four years. The Policy will be sent to the Board of School Directors for a first reading at their meeting on April 23, 2018. Further revisions to the Regulation will be brought back to the committee at the next meeting. These revisions will include a provision recommended by the Committee that after each cyclical, District-wide re-enrollment, the Superintendent or designee will review the requirement in the Regulation regarding a cyclical, District-wide re-enrollment taking place every four years and make any appropriate revisions based upon the outcome and effectiveness of the most recent cyclical, District-wide re-enrollment process.

Policies and Regulations for Review and Discussion

Policy and Regulation 5401: Student Discipline

Revisions were made to simplify and standardize the reporting and investigation procedures of student conduct and to consolidate the topics of student-to-student hazing, harassment and sexual harassment from other policies and regulations into this existing Policy and Regulation. The Regulation names the Director of State and Federal Programs as the District's Title IX Coordinator under this Policy and Regulation, and specifies that to the extent that a report of student-on-student conduct involves allegations of sexual misconduct, including peer-on-peer sexual harassment or sexual violence, the staff member responsible for reviewing and investigating the complaint shall contact the Director of State and Federal Programs. The Policy will be sent to the Board of School Directors for a first reading at their meeting on April 23, 2018. Further revisions to the Regulation will be brought back to the committee at the next meeting.

Policy and Regulation 5421: Hazing

The Policy is recommended to be repealed and the Regulation to be rescinded once Policy and Regulation 5401 is adopted. The Policy will be sent to the Board of School Directors for a first reading at their meeting on April 23, 2018.

Policy and Regulation 5400: Students' Freedom of Expression

The Policy and Regulation were reviewed and no revisions were made. A review date will be added to the Policy and Regulation.

Future Meetings

The final meeting for the 2017-2018 school year will be held on May 3, 2018. Unless advertised otherwise, all meetings are held at the Tredyffrin/Easttown Administration Offices, 940 West Valley Road, Suite 1700, in Room 200 at 7:00 p.m.

Adjournment

The meeting adjourned at 9:40 PM.

Separation for Cause

Definitions

“Professional employee” means an employee covered by the collective bargaining agreement with the Tredyffrin-Easttown Education Association or who is considered a professional employee under the Pennsylvania School Code.

Termination Procedures

Professional employee contracts may be terminated in accordance with federal and state law.

~~The employment of non-instructional staff members~~District employees who are not considered professional employees may be terminated at any time in accordance with federal and state law, or as set forth in the accompanying Administrative Regulation.

Per diem substitute teachers who are retired District teachers and reside in the District may request an in-person meeting, prior to being removed from the list of approved substitutes, to be given an opportunity to present reasons why they should not be removed from this list.

Nothing in this Policy shall be construed to supersede the provisions of any individual employment contract or collective bargaining agreement. To the extent that the provisions of this Policy and the accompanying Administrative Regulation are in conflict with the provisions contained in an individual employment contract or collective bargaining agreement, the terms of the individual employment contract or collective bargaining agreement shall control.

Separation for Cause

Professional employee contracts may be terminated in accordance with the Public School Code for any of the following reasons: immorality; incompetence; intemperance; cruelty; persistent negligence, mental derangement; advocating, or participating in, un-American or subversive doctrines; and persistent and willful violation of the School Code.

The employment of non-instructional staff members may be terminated at any time for those causes set forth in federal and state law or for the reasons set forth below.

1. Theft;
2. Falsifying personnel or District records;
3. Negligence in taking safety precautions where necessary;
4. Tardiness without reasonable excuses;
5. Absences without reasonable excuses;
6. Reporting to work under the influence of alcohol or illegal drugs;
7. Gambling;
8. Sale or use of harmful drugs or intoxicating alcohol on the premises;
9. Fighting;
10. Use of abusive language or anti-racial or discriminatory remarks;
11. Insubordination;
12. Improper moral behavior;
13. Sexual harassment;
14. Improper association with students;
15. Sleeping on the job;
16. Leaving premises without permission during working hours;
17. Unauthorized use of District property;
18. Violations of Board Policy or any applicable Administrative Regulation where such a violation carries with it the potential for termination; and

19. Persistent and willful violation of the standards and practices established for the position.

Cross reference:

Policy and Administrative Regulation 4031 (Voluntary Separation from District – Retirement from Employment)

Permanent Separation from District Employment (Instructional Employees)

Resignations

~~Certificated Professional employees desiring to resign must present a written resignation within the time period as required by law. If no time period is required by law, then the employee must present a written resignation at least sixty (60) days prior to the effective date of resignation.~~

Separation for Cause

~~Professional employee contracts will be terminated in accordance with provisions of the federal and state law and any applicable collective bargaining agreements.~~

Retirement

~~Enrollment in the Public School Employees' Retirement System by both full time and part-time employees will be as required by law.~~REPEAL

Adopted: November 12, 1979
Revised: April 28, 1980
Revised: October 26, 1981
Revised: May 23, 1994
Revised: January 24, 2000
Revised: February 26, 2007
First Reading: April 23, 2018

Separation

Resignations

~~Professional employees desiring to resign must present a written resignation at least sixty (60) days prior to the effective date of resignation.~~

~~Long term substitutes desiring to resign must present a written resignation at least thirty (30) days prior to the effective date of resignation.~~

Separation for Cause

~~Professional employee contract will be terminated in accordance with provisions of the Pennsylvania Public School Code of 1949, as amended, for any one of the following causes: immorality; incompetence; intemperance; cruelty; persistent negligence, mental derangement; advocating, or participating in, un-American or subversive doctrines; and persistent and willful violation of the School Code.~~

Retirement

Full-time Employees

~~All full-time employees are required by law to be enrolled in Public School Employees' Retirement System (PSERS). Any school employee working twenty five (25) hours or more a week is considered a full-time employee.~~

Part-time Employees

~~All part-time school employees will be enrolled in Public School Employees' Retirement System (PSERS). Part-time employees may waive membership in PSERS if they elect to contribute to an Individual Retirement Account (IRA) instead of joining PSERS. If a part-time employee exercises this option, an IRA waiver must be completed. A new waiver form must be completed and sent to PSERS at the beginning of each school year. Once an employee waives membership in PSERS, all future rights to benefits for that year be waived.~~

~~Professionals may voluntarily retire from the District consistent with the guidelines of the Public School Employees' Retirement System (PSERS). These guidelines may be reviewed in the Personnel Office or the Business Office.~~

~~A professional employee of the District is expected to accept voluntary retirement when he or she is no longer physically able to perform his or her classroom functions. The Superintendent shall report all such cases to the Board.~~

Normal Retirement

~~Normal retirement is permitted as long as the member meets one of the following requirements:~~

- ~~a. Age 62, with at least one (1) year of credited service~~
- ~~b. Age 60, with at least thirty (30) years of credited service~~
- ~~c. Thirty five (35) years of credited service regardless of age.~~
- ~~d. Special retirement option as defined by PSERS.~~

Disability Retirement

~~After five (5) years or more of credited service, any member who becomes physically or mentally disabled, provided the member is not eligible for normal retirement, may apply for a disability retirement allowance.~~RESCIND

Permanent Separation from District Employment (Non-Instructional Staff)

Resignation or Retirement

~~Non-instructional employees are expected to give at least two weeks notice before leaving the employ of the District.~~

Separation for Cause

~~The employment of a non-instructional staff member may be terminated at any time for those causes set forth in federal and state law or as set forth in administrative regulation, subject to any applicable collective bargaining agreement.~~

~~Unless the termination of service is for cause, reasonable notice shall be given every non-instructional employee before employment is terminated.~~

Retirement

~~Enrollment in the Public School Employees' Retirement System by both full-time and part-time employees will be as required by law. REPEAL~~

Adopted: August 28, 1978
Revised: October 26, 1981
Revised: November 26, 1984
Reviewed: May 23, 1994
Reviewed: January 24, 2000
Reviewed: May 9, 2006
Revised: May 21, 2007
First Reading: April 23, 2018

Permanent Separation from District Employment (Non-Instructional Staff)

Separation for Cause

~~The employment of a non-instructional staff member may be terminated at any time for those causes set forth in federal and state law or as set forth in Administrative Regulation, subject to any applicable collective bargaining agreement. Cause for purposes of termination, to the extent not defined in any applicable collective bargaining agreement, includes but is not limited to:~~

- ~~1. theft,~~
- ~~5. falsifying personnel or District records,~~
- ~~6. negligence in taking safety precautions where necessary,~~
- ~~7. tardiness without reasonable excuses,~~
- ~~8. absences without reasonable excuses,~~
- ~~9. reporting to work under the influence of alcohol or illegal drugs,~~
- ~~10. gambling,~~
- ~~11. sale or use of harmful drugs or intoxicating alcohol on the premises,~~
- ~~12. fighting,~~
- ~~13. use of abusive language or anti-racial or discriminatory remarks,~~
- ~~14. insubordination,~~
- ~~15. improper moral behavior,~~
- ~~16. sexual harassment,~~
- ~~17. improper association with students,~~
- ~~18. sleeping on the job,~~
- ~~19. leaving premises without permission during working hours,~~
- ~~20. unauthorized use of District property ; and~~
- ~~21.1. _____ persistent and willful violation of the standards and practices established for the position. RESCIND~~

Enrollment and Registration Requirements and Verification of Student Residency

Purpose

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

Definitions

School age shall be defined as the period from the earliest admission age for the District's kindergarten program until graduation from high school or the end of the school term in which a student reaches the age of twenty-one (21) years, whichever occurs first.

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

Residency Eligibility

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

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

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

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

Enrollment Procedures

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

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

Adopted: February 28, 2005

Revised: August 24, 2009

Revised: May 27, 2015

First Reading: April 23, 2018

Tredyffrin/Easttown School District

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

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

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

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

Consequences of Attendance in Violation of Policy

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

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

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

The Board authorizes the Administration~~reserves the right to~~, at any time, to require verification of continued residency from parents, guardians or other adults with whom District students are residing.~~verify the residency of:~~ The process of verifying continued residency may be performed (1) on either a District-wide basis or by an entire elementary, middle or high school level; or (2) where the District reasonably suspects that a student may not be legally residing in the District.

- ~~1. any enrolled student;~~
- ~~2. students by group such as building or grade; or~~
- ~~3. all students District-wide.~~

Delegation of Authority

Adopted: February 28, 2005

Revised: August 24, 2009

Revised: May 27, 2015

First Reading: April 23, 2018

Tredyffrin/Easttown School District

~~The Superintendent shall be responsible for developing procedures to implement this Policy. Those regulations shall include, but not be limited to, procedures for:~~

- ~~1. Requirements for proof of the registering student's age;~~
- ~~2. Verification of student residency to the extent permitted by law;~~
- ~~3. Verification of required immunizations; and~~
- ~~4. Other registration information as required by law.~~

Cross reference: Policy No. 5116 Non-resident Students – Enrollment Eligibility
Policy No. 5455 Homeless Students

Adopted: February 28, 2005
Revised: August 24, 2009
Revised: May 27, 2015
First Reading: April 23, 2018

Tredyffrin/Easttown School District

Enrollment and Registration Requirements and Verification of Residency

Registration Requirements:

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

1. Proof of the student's age - acceptable documentation includes one (1) of the following:
 - a. Birth certificate.
 - b. Notarized copy of birth certificate.
 - c. Baptismal certificate.
 - d. Copy of the record of baptism, notarized or duly certified and showing date of birth.
 - e. Notarized statement from the parents/guardians or relative indicating date of birth.
 - f. Valid passport.
 - g. Prior school record indicating date of birth.

2. Immunizations required by law - acceptable documentation includes:
 - a. Student's immunization record.
 - b. Written statement from prior school district or a medical office that the required immunizations have been administered, or that a required series is being administered.
 - ~~e.~~ Verbal assurances from prior school district or a medical office that required immunizations have been completed, with records to follow.

3. Proof of residency - acceptable documentation includes ~~two-one (21)~~ of the following from List A and one (1) of the following from List B, provided the address is clearly indicated in or on the document and provided that the document is validly issued and genuine as to the resident presenting the document:

{01610475 }Adopted: February 28, 2005
Revised: July 1, 2009
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List A

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

List B

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

- a. ~~Deed.~~
- b. ~~Lease.~~
- e. ~~Current utility bill.~~
- d. ~~Current credit card bill.~~
- e. ~~Property tax bill.~~
- f. ~~PENNDOT identification or driver's license.~~
- ~~PENNDOT vehicle registration.~~
- g. ~~Copy of a state/federal program enrollment.~~
- g. ~~Copy of paycheck stub with name and address of employer as well as employee.~~
- g. ~~Residency affidavits.~~

4. Parent Registration Statement - a sworn statement attesting to whether the student has been or is suspended or expelled for offenses involving drugs or alcohol, weapons, or infliction of injury or violence on school property, as required by law.

5. Home Language Survey - for all students enrolling in a school for the first time.

{01610475 } Adopted: February 28, 2005

Revised: July 1, 2009

Revised: August 2010

Revised: April 27, 2011

Reviewed: May 21, 2015

Documents That May Be Requested But Not As A Condition Of Enrollment

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

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

Documents That May Not Be Requested

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

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

Special Enrollment Considerations

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

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Revised: April 27, 2011
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Twins and higher order multiple siblings will be enrolled in the same manner as other students. Classroom placement of twins and higher order siblings will include parental input to the extent required by law.

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

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

Requests for Student Records

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

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

When a student enrolls in any school, public or private, who previously attended school in another district in Pennsylvania, the district or school wherein the child is newly enrolled shall request and the district or school where the child previously attended shall surrender the health record of the child. Health records must be transferred from all public and private schools, upon the request of the building principal or designee.

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

Students Enrolling Without Prior School Records

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

If reliable information cannot be obtained, the building principal, in consultation with the

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appropriate teacher(s), will promptly evaluate the student and determine the appropriate grade and/or courses for that student. The evaluation will consist of an interview and demonstration of the degree to which the student has achieved the academic standards established by the Board for District students.

Change of Address

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

A new Student Registration Form may be required.

Students Living With Resident Adult Other Than Parent

When a student lives with a District resident who is supporting the student without personal compensation (gratis), the student can enroll in a District school if the resident makes application and provides the required documentation.

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

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

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

1. The appeal must be submitted to the Superintendent within 5 school days of the notice of removal from school.
2. The Superintendent or designee shall provide a written report including a statement of the basis for the removal.

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Revised: July 1, 2009
Revised: August 2010
Revised: April 27, 2011
Reviewed: May 21, 2015

3. The Superintendent or designee shall prepare a similar written report if Board involvement becomes necessary to resolve the issue.

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

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

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

Foster Students

Non-resident students placed in foster care in the District are entitled to the same educational privileges as students residing in the District and all protections outlined under applicable law. Non-resident exceptional students placed in foster care are entitled to receive an appropriate program of special education. When a student is placed in foster care, or when a foster care student's placement changes, and the District is determined to be the student's school or origin, the District shall provide transportation to the foster care student in accordance with the Memorandum of Understanding and Transportation Plan in effect between the District and the Chester County Office of Children, Youth and Families, unless a court order or applicable law dictates otherwise.

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

Students Living in Institutions

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

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

Children of Military Personnel

{01610475 }Adopted: February 28, 2005

Revised: July 1, 2009

Revised: August 2010

Revised: April 27, 2011

Reviewed: May 21, 2015

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

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

Students Returning From Delinquency Placements

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

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

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

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

Address Confidentiality Program (ACP)

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

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

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

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Revised: July 1, 2009
Revised: August 2010
Revised: April 27, 2011
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The ACP can be contacted at 1-800-563-6399 regarding questions about the family's eligibility for enrollment.

Enrollment Complaints

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

Periodic Verification of Continued Residency

In an effort to ensure that District funds are being spent to educate only those students who are residents of the District or otherwise entitled to attend District schools, the District will conduct a cyclical, District-wide re-enrollment, every four (4) years. During the re-enrollment process, parents/guardians or other adults with whom District students are residing will be required to submit renewed proof of residency within the District. Removal proceedings may be brought against any student for whom the District does not receive continued proof of residency in the District. Any removal proceedings will take place in accordance with the procedures outlined in Board Policy and Administrative Regulation 5116.

Nothing in this section shall preclude the District from requiring verification of continued residency from parents, guardians or other adults with whom District students are residing on a more frequent basis where the District reasonably suspects that a student may not be legally residing in the District.

The Superintendent or designee will review the requirements of this section of the Administrative Regulation following each cyclical, District-wide re-enrollment and make any appropriate revisions based upon the outcome and effectiveness of the most recent cyclical, District-wide re-enrollment process.

~~When the required enrollment documentation is provided, the school staff will enroll the eligible student and permit him/her to attend school on the next school day after the student is presented for enrollment, but no later than five (5) business days after application.~~

~~*Verification of Residency Currently Enrolled Students*~~

~~The Administration may, at any time, require verification of continued residency of students from parents, guardians or other adult with whom they are residing in the District:~~

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~~on either a District wide basis or by an entire elementary, middle or high school level; or
where the District reasonably suspects that the student may not be legally residing in the
District.~~

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Revised: April 27, 2011
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Student Discipline

Definitions

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

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

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

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

Hazing is any action or situation that recklessly or intentionally endangers the mental or physical health or safety of a person or that 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 school organization, club, team, group or activity.

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 forced conduct that 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.

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, beverage, drug, or controlled substance; or other forced physical activity that could adversely affect the physical health or safety 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.

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

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

3. Adversely affects a student's educational opportunities.

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

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

General Discipline Guidelines

The principal or ~~assistant principal~~designee of each school in the District shall have the authority to discipline students for sufficient reason in accordance with the specific building Code of Conduct, Pennsylvania Public School Code of 1949, as amended, and other applicable Federal and State laws and/or regulations.

Discipline measures may include warning, detention, suspension, expulsion or other appropriate responses to the circumstances as determined by the principal or assistant principal designee. The severity of any consequence should be proportional to the severity of the offense and take into account, among other considerations, the age of the student, the student's prior disciplinary record, special circumstances about the incident, as well as any applicable laws or regulations.

School personnel shall promptly notify the disciplined student's parent or guardian of such disciplinary action.

The Board shall receive an annual summary of disciplinary incidents.

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

1. Inappropriate physical contact, verbal threats or attacks, bullying, hazing, harassment or fighting
2. The use of, distribution of, or possession of, any substance subject to Policy 5405 (Student Substance Abuse) or 5411 (Tobacco, Smoking Products and Electronic Smoking Products). Aiding or abetting any of the above actions regarding substances subject to Policy 5405 or 5411 shall be treated in the same way.

3. ~~The use, possession, or transfer~~Carrying of any item which could be considered a weapon or which is dangerous in nature, as outlined in Policy 5410 or in accordance with State-applicable law.
4. Consistent lateness to or cutting of class or detentions.
5. ~~Willful d~~Destruction or defacing of school property.
6. ~~Chronic i~~nfracture of school~~building~~ rules ~~which~~that carries the consequence of suspension or expulsion, as outlined in the applicable Code of Conduct or otherwise in Board Policy or an accompanying Administrative Regulation.
7. Conduct adversely affecting the school routine or otherwise endangering the safety, morals, health or welfare of others.
8. Physical or verbal threats or attacks or other retaliatory conduct directed at school staff members, their property, or their families.
9. Chronic insubordination.

Suspension

When a suspendable offense occurs, the principal or ~~assistant principal~~designee shall meet with the student, at which time the student shall have the opportunity to offer an explanation of the infraction. After that meeting, the principal or ~~assistant principal~~designee may suspend a student from school for a period of up to three school days. Parents/guardians will be notified ~~immediately in writing. As a general rule, parents/guardians will be notified of and, where circumstances permit, given the opportunity to be present for a suspension meeting.~~

When a suspension exceeding three school days is under consideration, the principal or ~~assistant principal~~designee shall offer the student and student's parents/guardians an informal hearing, as required by law. After such hearing the principal or ~~assistant principal~~designee may extend the suspension for a period of up to ten total school days. ~~The Superintendent must approve suspensions in excess of five days.~~ Parents/guardians will be notified ~~immediately in writing.~~

The principal shall promptly report all suspension actions to the Superintendent.

~~Extended Suspension or Expulsion~~

~~The Board may either expel for a period exceeding ten (10) consecutive school days or may permanently expel any student whose misconduct and disobedience is such as to warrant this sanction. Expulsion proceedings shall be in accordance with applicable state law and regulations.~~

~~In case a suspension in excess of ten days or an expulsion is recommended, the Superintendent shall request that the Board conduct a hearing under Section 1318 of the Pennsylvania Public School Code of 1949, as amended, in order to determine the course of action it deems necessary regarding the recommendation.~~

Special Considerations - Discipline of Students with Disabilities

The discipline of students with disabilities shall be in accordance with federal and state law, their Individualized Education Program, a behavioral intervention plan and Board Policy.

Special Considerations – Bullying, Hazing and Harassment

It is the Policy of the Board to maintain a safe, positive and respectful environment for students and staff that is free from bullying, hazing, and harassment. Any form of bullying, hazing, or harassment that is a part of a school sponsored activity is prohibited. No student, coach, sponsor, volunteer, District employee, administrator, representative, agent, or contractor shall plan, direct, encourage, assist, engage in, tolerate, condone, or fail to properly report any known instances of bullying, hazing, or harassment.

Students who have been subjected to bullying, hazing or harassment are encouraged to promptly report such incidents to a building administrator, teacher and/or school counselor.

Students, administrators, coaches, sponsors, volunteers, District employees, representatives, agents, and contactors shall be alert to incidents of bullying, hazing and harassment and shall promptly report such conduct to their supervisor or the building principal.

The Board directs that the District promptly investigate all complaints of bullying, hazing and harassment, and administer appropriate discipline to any individual who violates this Policy or the accompanying Administrative Regulation, in accordance with applicable Board Policies, Administrative Regulations, and any applicable Code of Conduct.

Complaints of bullying, hazing and harassment may also be referred to the appropriate law enforcement agency for investigation, as required by law or as determined by the Superintendent or designee.

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

The District shall inform students, staff, parents, independent contractors and volunteers that bullying, hazing and harassment of students will not be tolerated, by a variety of methods which may include publication in handbooks, on the District's website, and presentations to students and staff when appropriate.

Delegation of Responsibility

The Superintendent or designee shall develop and promulgate an ~~administrative~~ Administrative regulation ~~Regulation~~ implementing this Policy.

~~pertaining to bullying that includes the following:~~

- ~~1. delineates disciplinary consequences for bullying in addition to what is set forth elsewhere in this Policy;~~
- ~~2. identifies a staff person to receive reports of alleged bullying;~~
- ~~3. sets forth posting requirements for this Policy and the Administrative Regulation;~~
- ~~4. otherwise complies with the law; and~~
- ~~5. identifies bullying prevention strategies.~~

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Student Discipline

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Definitions

~~“Bullying” as used in Policy 5401 and this regulation means intentional and repeated hurtful or intimidating words, acts or other behaviors, such as name calling, threats and/or deliberate ostracism, committed by one or more students against another student.~~

~~Bullying includes systematic harassment, attacks or intentional electronic, written, verbal or physical acts, perpetrated by a student or group of students, on another student or students, which meets all of the following criteria:~~

- ~~a) occur during the school day, on school property, on a school bus, or at a school-sponsored activity or event~~
- ~~b) are severe, persistent or pervasive; and~~
- ~~e) include any written, verbal, or physical act including but not limited to:~~

- ~~Written intimidating/threatening, and/or demeaning letters, notes, messages, emails and/or any other electronic means~~
- ~~Verbally intimidating/threatening comments, slurs, innuendos, or taunting~~
- ~~Visual gestures~~
- ~~Physical hitting, slapping, kicking, and pinching, etc.~~
- ~~Making reprisals, threats of reprisal, or implied threats of reprisal, social isolation or manipulation of a student~~
- ~~Engaging in implicit or explicit coercive behavior to control, influence, or affect the health and well-being of a student~~
- ~~Any other behavior or acts which has the effect of substantially interfering with a student's education, creates an intimidating or threatening educational environment, or substantially disrupts the orderly operation of the school~~

~~See Bullying Procedures set forth later in this Regulation~~

~~“Self-Discipline” means the ability to control one’s behavior in order to conform with school rules and other age-appropriate and desirable behavioral norms.~~

Guidelines for Developing Self-Discipline

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

*Disciplinary Action*Building Level

1. Under these ~~districtwide~~ District-wide guidelines, basic standards of behavior shall be developed and then reviewed annually within each building of the District.
2. Appropriate and consistent action shall be taken not only in the classroom, but throughout the entire building to maintain these standards. Punishment (or consequences) will be proportional to the severity of the infraction with consideration of academic consequences associated with discipline.
3. Building administrators and their designees shall be responsible for implementing and maintaining consistent ~~such standards~~ building-wide standards.
4. The individuality of each student and each incident shall be taken into consideration in any disciplinary action.
5. If a student is suspended from school, a building administrator shall contact the parent(s) or guardian(s) by telephone or face-to-face prior to re-admittance of the student.

District Level: ~~Extended suspension or expulsion~~Expulsion

1. When a building principal or designee is recommending that a student be considered for potential expulsion, they shall submit to the Superintendent the following information: Recommendation for suspension or expulsion when made to the Superintendent for action shall include:
 - a. A chronology of the incident(s).
 - b. Statement(s) by those involved in ~~crucial~~ the incident(s).
 - c. Statement(s) ~~of student status~~ from educators currently ~~involved~~ familiar with the student's situation(s).
 - d. A review and recommendation by the principal ~~and Director of Individualized Student Services~~.
- ~~2. As soon as extended suspension or expulsion is considered as a possible course of action, the principal shall consult with the Superintendent and request legal guidance on the matter.~~
- ~~3.~~ The Superintendent or designee shall may review such information, including the student's file in determining the appropriate action. In the event that the Superintendent recommends that expulsion proceedings be brought against a student, a formal hearing

~~shall be offered to the student and their parent(s)/guardian(s) in accordance with Board Policy and applicable law. , and recommend to the Board the setting of a hearing to consider possible expulsion from school.~~

Protocol for Assessment of Threatening Behaviors

1. Building administrator or designee conducts initial investigation to verify the incident and the probability of student involvement. Office of Individualized Student Services and District mental health specialist are notified by the building administrator or designee.
2. Building administrator or designee contacts parent(s)/guardian(s) to review these steps in the protocol, which steps do not necessarily need to be taken in the order listed below:
 - a. The student will be removed from class to a safe location and/or additional supervision will be assigned.
 - b. Parent(s)/guardian(s) is/are notified by the building administrator and an initial investigation is conducted by the building administrator or designee. The building administrator will determine any disciplinary action.
 - c. A clinical interview may be completed by a District mental health specialist and the results of the clinical interview will be discussed with the building administrator and parent(s)/guardian(s).
 - d. If the District mental health specialist through clinical interview determines the student is not a threat to self or others, then the mental health specialist shall make a recommendation to the building principal that the student may return to school pending the outcome of any disciplinary action.
 - e. Based upon the available information, the building administrator will determine if a mental health risk assessment (“the mental health risk assessment”) is required.
 - f. If the mental health risk assessment is required, it will be completed by a District-selected or District-approved certified child and adolescent psychiatrist or other District-selected or District-approved qualified mental health professional.
 - g. The Office of Individualized Student Services will schedule the mental health risk assessment, and the school administrator or designee will contact the parent(s)/guardian(s) to discuss arrangements for the mental health risk assessment.
 - h. Signed parent/guardian consent is required for the mental health risk assessment to commence. If signed consent is not forthcoming and the family has not made arrangements with a District-approved psychiatrist or other mental health professional, then the student will be suspended, pending the development of a

District-approved written plan to ensure the safety of the student and others in school. The student will still need to complete a District-approved mental health risk assessment.

- i. If there is a delay in the completion of the mental health risk assessment beyond the length of the assigned suspension, then a District-approved written safety plan will be developed to ensure the safety of the student and others before the student is scheduled to return to school. The student will still need to complete a District-approved mental health risk assessment.
 - j. If suspension exceeds three (3) school days, the family has the right to an informal hearing. If suspension exceeds ten (10) school days, the student has the right to a ~~Board~~-formal hearing.
 - k. Police must be notified by the building administrator in the event of a weapons or drug offense.
 - l. Police will be notified by the building administrator in situations involving possible criminal conduct such as threatening statements or actions towards others, or an intentional infliction or attempted infliction of bodily injury.
3. Office of Individualized Student Services or designee prepares appropriate parent/guardian permissions for assessment and release of information for building administrator to secure parent/guardian signature.
 4. Upon receipt of permission and information release from the parent(s)/guardian(s), building administrator or designee contacts the District-approved mental health professional to provide student records and information about the incident.
 5. The administrator or designee makes arrangements with the mental health professional to contact the building administrator or designee immediately following the mental health risk assessment as to whether the student is safe to return to school and to make recommendations for support. Following the mental health risk assessment, the mental health professional contacts the building administrator or designee as per previous agreement. The administrator or designee contacts the parent(s)/guardian(s).
 6. If the mental health risk assessment determines that the student is not considered a threat to self or others, then the student may return to school as determined by the building administrator pursuant to District disciplinary procedures.
 7. Supports and services are guided by assessment data and determined by the appropriate building based team. Building and District personnel work with the parent(s)/guardian(s) and student to discuss and implement recommendations.
 8. A report from the mental health risk assessment is sent to the Office of Individualized Student Services which, in turn, will disseminate it to the building administrator and the parent(s)/guardian(s).

Suspensions of Students with Disabilities

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

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

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

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

Emergency Exclusions for Students with Intellectual Disability

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

If a discipline problem with a student with intellectual disability is so immediate or severe as to warrant immediate action, the ~~school~~District, via the Director of Individualized Student Services, with the approval of the Secretary of Education or a designee, may implement an interim change in educational placement, including

exclusion from school, as long as notice is provided to the parent(s)/guardian(s) and a due process hearing is scheduled as soon as possible. The Secretary approval process is available only for an exclusion of a student with intellectual disability for ten (10) school days or less. A school district proposing to exclude a student with intellectual disability must first notify the student's parent(s)/guardian(s) in writing requesting approval. If the approval is not given, the parent(s)/guardian(s) and/or ~~school of the~~ District has/have the right to a due process hearing to determine whether a change in placement is appropriate.

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

IEP/Multidisciplinary Team Consideration

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

Conduct Deemed a Manifestation of Disability

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

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

Additionally, if the conduct is deemed a manifestation of the student's disability, then the student must be returned to the placement from which the student was removed unless (a) the parent(s)/guardian(s) and the ~~district~~ District agree to a change in placement as part of a behavioral intervention plan; or (b) the special circumstances for emergency placements set forth in this ~~Administrative regulation~~ Regulation apply. If the conduct in question involved any of these special circumstances, then the ~~district~~ District may assign the

student to an alternative educational setting for not more than forty-five (45) school days, regardless of whether the conduct was a manifestation of the student's disability.

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

Conduct Not a Manifestation of Disability

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

If the parent(s)/guardian(s) disagree(s) with determination that the behavior was not a manifestation of the student's disability, then the parent(s)/guardian(s) has/have the right to an expedited hearing to challenge the determination. During the appeal, the student must remain in the interim alternative educational setting until the disposition of the appeal or until the expiration of the period of exclusion, whichever occurs first, unless the ~~district~~-District and the parent(s)/guardian(s) agree otherwise.

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

Special Circumstances for Emergency Placements

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

Weapons

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

determination and development of a functional behavioral assessment and implementation or modification of a behavioral intervention plan still apply.

Controlled Substances

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

Serious Bodily Injury

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

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

Procedures for Suspensions of Students with Disabilities

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

For special education students who are being suspended for periods of time longer than the 10/15 school day limits ~~commits a serious violation of school rules, the following procedures apply:~~

1. Prior to the student actually serving any suspension in excess of the 10/15 school day limits, the relevant members of the IEP team must conduct a manifestation determination.
2. If the IEP team determines the conduct was a manifestation of the student's disability, then the IEP team must conduct a functional behavioral assessment, unless one was already conducted and develop/modify a behavior intervention plan. Additionally, the student may not be suspended in excess of the 10/15 school day limits unless the special circumstances for emergency placement set forth ~~on pages 9-10~~ above apply (dangerous weapon, illegal drugs/controlled substance, inflicted serious bodily injury on another). If special circumstances do not apply and ~~the district~~ District believes that maintaining the current placement is substantially likely to result in injury to the student or others, then the ~~district~~ District can request an expedited due process hearing.
3. If the IEP team determines the conduct was not a manifestation of the student's disability, then the student may be suspended in excess of the 10/15 school day limits. The decision of the IEP team need not be unanimous and can be made over ~~the a~~ parent(s)/guardian' objections, subject to the parent(s)/guardian(s) having a s' right to contest the determination.
4. If the conduct is deemed not a manifestation, then the ~~district~~ District issues a Notice of Recommended Educational Placement (NOREP) with a copy of the Parents' Rights letter indicating the alternative educational placement as the placement and (under "Reasons for the Recommendations") indicating that the IEP team determined that the conduct was not a manifestation of the student's disability.
5. If the student's parent(s)/guardian(s) do/does not reject the NOREP or otherwise request a hearing, the suspension or expulsion and alternative placement may be implemented as if the student were ~~in a~~ regular education student. If the suspension is in excess of ten (10) consecutive school days, the ~~district~~ District must offer a formal hearing ~~before the Board of School Directors~~ in the same manner as it would for any regular education student. This hearing may be waived by parental consent. If the conduct involved special circumstances for emergency placement, then a ~~School Board~~ formal hearing would only be necessary if and to the extent that the alternative placement would exceed forty-five (45) school days.
6. If ~~the~~ parent(s)/guardian(s) reject(s) the NOREP, then the student can be assigned to the interim alternative educational placement and an expedited due process hearing on the manifestation determination must take place within twenty (20) school days of the date of the request and must result in a determination within ten (10) school days after the hearing. If the removal exceeds ten (10) school days, and the conduct involved does not involve the special circumstances for emergency placements, then a formal hearing ~~before the Board of School Directors~~ must be offered as it would be for students without disabilities. If the conduct involved the special circumstances

for emergency placement, then ~~the School Board~~ formal hearing would only be necessary if and to the extent that the alternative placement would exceed forty-five (45) school days.

7. If the ~~district~~ District prevails in the due process proceedings, then it can continue to implement the alternative placement for the duration of the exclusion as if the student were in regular education (subject to the ~~Board Hearing~~ formal hearing requirement, if applicable).

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

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

Reporting & Investigation Procedures – Bullying, Hazing, Harassment Procedures

Reporting Procedures

1. Students who have been subjected to bullying, hazing or harassment are encouraged to promptly report such incidents to a building administrator, teacher and/or school counselor.

- ~~1. receiving reports of and documenting alleged bullying and publicize that information as set forth below.~~
- ~~2. Each building administrator will identify a staff person or designee shall be responsible for reviewing and investigating any reports received alleging bullying, hazing or harassment.~~
- ~~3. The staff person building administrator or designee responsible for receiving reports of bullying reviewing and investigating such reports shall conduct a prompt and thorough investigation. Records shall be maintained documenting the investigation performed, the outcome, and any discipline imposed or corrective action taken. To the extent that the report involves allegations of sexual misconduct, including peer-on-peer sexual harassment or sexual violence, the staff member responsible for reviewing and investigating the complaint shall contact the Director of State and Federal Programs as the District's Title IX Coordinator under this Policy and Administrative Regulation.~~
~~will document and investigate each alleged incident and report to the building administrator.~~
- ~~2.4. Annually, the building administrator or designee shall assist the will compile a report for the District administration Superintendent or designee with the compilation of all incidents required to be incorporated into the District's annual report to the safety report to the Pennsylvania Department of Education, Office for Safe Schools.~~

Disciplinary Consequences

~~Disciplinary consequences will be based on the seriousness and repetitiveness of the behavior and may include the following:~~

- ~~1. Parent conference;~~
- ~~2. Loss of privileges, including limitations on participation in extracurricular activities;~~
- ~~3. External suspension;~~
- ~~4. Mental health risk assessment; and~~
- ~~5. Police contact.~~

PublicitySpecial Provisions – Student Bullying Policy

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

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

~~These Bullying Procedures and the definition of bullying set forth in this Regulation will be posted on a publicly accessible page of Tredyffrin/Easttown School District's website. The posting shall be as set forth in Attachments A.~~

~~Within 90 days of the effective date of this Regulation, each school will introduce this Policy to its students and explain the procedures for reporting bullying incidents.~~

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

~~1. Building administrators or designees will ensure that these Bullying Procedures and the definition of bullying set forth in this Regulation is posted in each classroom and in a prominent location within the school building. An age appropriate summary shall be included as part of this posting. The summaries for the elementary school, middle schools and high schools are attached to the Regulation as Attachments B, C and D respectively.~~

Review of Bullying Procedures

The Superintendent or designee, in cooperation with other appropriate administrators, shall review these District's Bullying-bullying Procedures policy every three (3) years and recommend necessary revisions to the Board.

{01600915 } Revised: August 1995
Revised; November 2003
Revised: April 15, 2004
Revised: October 2005
Revised: January 2007
Revised: October 27, 2008
Revised: January 15, 2015
Revised: January 21, 2016
Revised: October 20, 2016
Revised: October 18, 2017

Pupil Bullying

The development and maintenance of self-discipline is an integral aspect of learning. Efforts at such development are not only critical to a student's growth as a learner, but are essential to maintain a school climate that encourages learning for all students. As such, the bullying of a student by other students will not be tolerated within the Tredyffrin Easttown School District.

Board Policy and Regulation 5401, Student Discipline, provides information on the subject of bullying within the District. This Policy is extended to the transportation of students to and from school. No student should be in an environment that makes him/her feel unsafe, intimidated, or abused. It is the practice of Tredyffrin Easttown School District to maintain an environment in which bullying in any form is not tolerated. **Students engaging in this behavior may be subject to disciplinary actions including but not limited to: loss of bus riding privileges, parent conference, detention, suspension, or expulsion from school, and police referral.**

Definition of Bullying

Bullying includes systematic harassment, attacks or intentional electronic, written, verbal or physical acts, perpetrated by a student or group of students, on another student or students, which meets all of the following criteria:

- a) _____ occur during the school day, on school property, on a school bus, or at a school-sponsored activity or event

b) ~~are severe, persistent or pervasive; and~~

e) ~~include any written, verbal, or physical act including but not limited to:~~

- ~~• Written intimidating/threatening, and/or demeaning letters, notes, messages, emails and/or any other electronic means.~~
- ~~• Verbally intimidating/threatening comments, slurs, innuendos, or taunting~~
- ~~• Visual gestures~~
- ~~• Physical hitting, slapping, kicking, and pinching, etc.~~
- ~~• Making reprisals, threats of reprisal, or implied threats of reprisal, social isolation or manipulation of a student~~
- ~~• Engaging in implicit or explicit coercive behavior to control, influence, or affect the health and well-being of a student~~
- ~~• Any other behavior or acts which has the effect of substantially interfering with a student's education, creates an intimidating or threatening educational environment, or substantially disrupts the orderly operation of the school~~

~~Bullying Procedures~~

~~Reporting Procedures~~

- ~~1. Each building administrator will identify a staff person responsible for receiving reports of and documenting alleged bullying and publicize that information as set forth below.~~
- ~~2. The staff person responsible for receiving reports of bullying will document and investigate each alleged incident and report to the building administrator.~~
- ~~3. Annually, the building administrator will compile a report for the District administration to be incorporated into the District safety report to the Pennsylvania Department of Education.~~

~~Disciplinary Consequences~~

~~Disciplinary consequences will be based on the seriousness and repetitiveness of the behavior and may include the following:~~

- ~~1.~~
- ~~2. 1. Parent conference;~~
- ~~3. 2. Loss of privileges, including limitations on participation in extracurricular activities;~~
- ~~4. 3. External suspension;~~
- ~~5. 4. Mental health risk assessment; and~~
- ~~6. 5. Police contact.~~

~~Publicity~~

- ~~1. These Bullying Procedures and the definition of bullying set forth in this Regulation will be posted on a publicly accessible page of Tredyffrin/Easttown School District's website. The posting shall be as set forth in Attachments A.~~

- ~~2. Within 90 days of the effective date of this Regulation, each school will introduce this Policy to its students and explain the procedures for reporting bullying incidents.~~
- ~~3. Once each school year, each school will review with its students these Bullying Procedures.~~
- ~~4. Building administrators or designees will ensure that these Bullying Procedures and the definition of bullying set forth in this Regulation is posted in each classroom and in a prominent location within the school building. An age appropriate summary shall be included as part of this posting. The summaries for the elementary school, middle schools and high schools are attached to the Regulation as Attachments B, C and D respectively.~~

Review of Bullying Procedures

~~The Superintendent or designee, in cooperation with other appropriate administrators, shall review these Bullying Procedures every three (3) years and recommend necessary revisions to the Board.~~

BULLYINGWhat is Bullying?

A person is bullied when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other persons, and he or she has difficulty defending himself or herself.

Specific forms of bullying behaviors may include:

- ~~— verbal bullying (put downs)~~
- ~~— social exclusion or isolation~~
- ~~— negative physical contact~~
- ~~— lies and false rumors~~
- ~~— having money or other things taken or damaged~~
- ~~— threats~~
- ~~— being forced to do things~~
- ~~— cyber bullying (technological communications)~~
- Says hurtful, demeaning things to you or calls you names.
- Says scary things to you a lot because they want to make you feel frightened.
- Tells you they are going to hurt you or threatens you.
- Teases or taunts you a lot, especially if you asked the student to stop.
- Tells other people bad things about you.
- Tells other students not to play with you, talk to you, be around you, or include you.
- Writes you a lot of mean, threatening, demeaning letters, text messages or email messages.
- Makes cruel faces at you on purpose.
- Hits, kicks, slaps, punches, or pinches you on purpose.
- Tries to hurt your body in any way.
- Forces you or somehow gets you to do something that you do not want to do.
- Tells you lies a lot that make you feel upset.
- Makes you feel like you do not want to come to school or like you cannot concentrate in school.

What Should You Do if You are Being Bullied?

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

What Will the School Do?

- Sometimes the school will decide to have a meeting with the bully's parents.
- Sometimes the school will take privileges away from the bully including school activities.
- Sometimes the bully will be suspended from school.
- Sometimes the police will need to talk to the bully, especially if the bully threatened someone or tried to hurt someone.

What Should You Do if You are Being Bullied?

~~If you know that you or someone is being bullied, you should tell an adult at home and an adult at school.~~

~~What will the school do?~~

~~The school will follow the Code of Conduct in assigning appropriate consequences to students who bully. Meetings with parents, counselors, and teachers may also take place.~~

What are Our School's Anti-Bullying Rules?

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

Information taken from the Olweus Bullying Prevention Program, ©2007

BULLYING

What is Bullying?

~~Sometimes a student can be a bully because of his or her words and sometimes a student can be a bully because of his or her actions. A student is being a bully if he or she...~~

~~Says hurtful, demeaning things to you or calls you names.~~

~~Says scary things to you a lot because they want to make you feel frightened.~~

~~Tells you they are going to hurt you or threatens you.~~

~~Teases or taunts you a lot, especially if you asked the student to stop.~~

~~Tells other people bad things about you.~~

~~Tells other students not to play with you, talk to you, be around you, or include you.~~

~~Writes you a lot of mean, threatening, demeaning letters, text messages or email messages.~~

~~Makes cruel faces at you on purpose.~~

~~Hits, kicks, slaps, punches, or pinches you on purpose.~~

~~Tries to hurt your body in any way.~~

~~Forces you or somehow gets you to do something that you do not want to do.~~

~~Tells you lies a lot that make you feel upset.~~

~~Makes you feel like you do not want to come to school or like you cannot concentrate in school.~~

What Should You Do if You are Being Bullied?

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

What Will the School Do?

~~Sometimes the school will decide to have a meeting with the bully's parents.~~

~~Sometimes the school will take privileges away from the bully including school activities.~~

~~Sometimes the bully will be suspended from school.~~

~~Sometimes the police will need to talk to the bully, especially if the bully threatened someone or tried to hurt someone.~~

BULLYING

Definition of Bullying

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

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

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

Teases, taunts, or harasses you.

Makes negative comments, slurs, or innuendos towards you.

Tells other people offensive or insulting things about you.

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

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

Makes cruel faces or physical gestures at you.

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

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

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

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

What Should You Do if You are Being Bullied?

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

What Happens if You Report a Bully?

The school will investigate the situation.

The school may decide to have a conference with the bully's parents.

The school may take privileges away from the bully, including participation in extracurricular activities.

The bully may be suspended from school.

The police and law enforcement may need to be contacted, especially if the bully threatened someone or tried to hurt someone.

Hazing

~~The purpose of this 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.~~

~~For purposes of this Policy **hazing** is defined as any action or situation that recklessly or intentionally endangers the mental or physical health or safety of a person or that 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 school organization, club, team, group or activity.~~

~~**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 forced conduct that could result in extreme embarrassment or otherwise adversely affect the mental health or dignity of the individual.~~

~~**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, beverage, drug, or controlled substance; or other forced physical activity that could adversely affect the physical health or safety 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. No student, coach, sponsor, volunteer, District employee, administrator, representative, agent, or contractor shall plan, direct, encourage, assist, engage in, tolerate, condone, or fail to properly report any known instances of any hazing activity.~~

~~The District will promptly investigate all complaints of hazing and will administer appropriate discipline to any individual who violates this Policy, in accordance with applicable Board policies, administrative regulations, and any applicable code of conduct or collective bargaining agreement. Complaints of hazing may also be referred by the District to the appropriate law enforcement agency for investigation, as determined by the Superintendent or designee.~~

~~Students who have been subjected to hazing are encouraged to promptly report such incidents to a building administrator, teacher and/or school counselor.~~

~~Students, administrators, coaches, sponsors, volunteers, District employees, representatives, agents, and contactors shall be alert to incidents of hazing and shall promptly report such conduct to their supervisor or the building principal. REPEAL~~

Adopted: November 27, 2000
Reviewed: May 15, 2008
Revised: September 26, 2016
First Reading: April 23, 2018

Hazing

~~The principal or designee shall annually notify students, parents, coaches, sponsors, volunteers and District staff that hazing activities of any type are prohibited. The means of notification shall include, but not be limited to, the following: distribution and publication of the written policy on the District's publicly accessible website, in coaches' handbooks, activity sponsor handbooks, student codes of conduct, faculty handbooks, and parent handbooks. Coaches and sponsors shall be familiar with the District's Policy and inform students of the policy at the start of the activity.~~

Complaint Procedure

- ~~8. District employees, representatives, agents, and contactors shall be alert to incidents of hazing and shall promptly report such conduct to their supervisor or the building principal.~~
- ~~9. The principal or other Superintendent designee shall conduct a timely, impartial and thorough investigation of the alleged hazing.~~
- ~~10. The principal or other Superintendent designee shall prepare a written report summarizing the investigation and recommending disposition of the complaint. Copies of the report shall be provided to the complainant, the accused, and others directly involved, as appropriate and where such disclosure is permitted by law, Board Policy, and any applicable collective bargaining agreement.~~
- ~~11.1. If the investigation results in a finding of hazing, the principal or other Superintendent designee shall take or, where appropriate, recommend appropriate disciplinary action in accordance with Board policies, administrative regulations, and any applicable code of conduct or collective bargaining agreement. At the discretion of the Superintendent or designee, a referral to the appropriate law enforcement agency may also take place. RESCIND~~

Staffing the Educational Program (Class Size)

Definition

“Upper Target” means the number which, if exceeded, would, in the absence of countervailing considerations, cause the District to increase the number of sections for a grade or course at a particular school.

Class sizes may be expected to vary depending on enrollments, instructional considerations, administrative constraints, and economic impact.

The Upper Target for each class size shall serve as a guideline in allocating staff prior to the start of the school year. Although exceptions below or above these ranges may occur due to specific circumstances, the administration will generally allot staff based on the following:

<u>Grade Level</u>	<u>Upper Target</u>
K – 1	22
2	23
3 - 4	25
5 - 12	27

Increasing the number of sections after the start of the school year shall only occur in unusual circumstances and upon the recommendation of the Superintendent and building principal.

The nature of the instructional program and the organizational patterns of the District provide for various types of flexible grouping which are possible under the above Upper Target designations. Therefore, the size of the instructional groups will vary according to the need and purpose of specific learning activities.

Flexibility in group size is a major factor in the elementary and middle school team teaching organization. Assigning students to various sized groups (small groups of 5 or 10 students, average size groups of 25 students and large groups of 50 or more students) according to the purpose of the instruction and the needs of the students is essential to conducting meaningful instruction within the framework of the team program.

Regrouping of students by achievement level occasionally creates specific classes which may exceed the Upper Target designations. This may also occur as a result of team scheduling at the middle school or to provide for the inclusion of students with disabilities who are eligible for specially designed instruction in regular classes.

The administration will identify these classes and recommend support or staffing as may be needed to provide for the instructional needs of the students on a case-by-case basis so that the appropriate placement of students is not compromised.

In grades K-6, the Upper Target shall be used as a staffing guideline for language arts classes. In grades 7-12, the Upper Target shall be used as a staffing guideline for all core academic subjects. Variations above and below the Upper Target are permitted based on student academic needs, budgeted staffing allocations, facilities limitations, and the number of student course requests for specific courses.

This Policy does not apply to non-core academic subjects.

Adopted: September 11, 1978

Revised: November 24, 1992

Revised: December 5, 1994

Revised: January 26, 1998

Revised: November 15, 2004

Suspended: May 30, 2012

Revised: June 15, 2015

Staffing the Educational Program (Class Size)

The district philosophy commits the Tredyffrin/Easttown School District to challenge and assist students in becoming constructive members of society with the focus of the educational program on the growth of the individual student in order to permit the development of his/her maximum potential, the acquisition of skills in a way that stimulates curiosity and fosters creativity and the development of self-discipline.

In implementing this philosophy, the district's curriculum and related instructional program is dedicated to differentiated teaching with a strong emphasis on diagnosing the learning achievement and needs of each student.

Regular Classroom Instruction

The average student:teacher target ratio for regular classroom instruction is 20 students per classroom teacher in kindergarten and first grade, 23 students per classroom teacher in grades two and three, and 25 students per classroom teacher at all other levels in the elementary schools, middle schools and senior high school. The actual average student:teacher ratio and actual class sizes may be expected to vary from the stated target ratio depending on enrollments, instructional considerations, administrative constraints, and economic impact.

Ranges for each target ratio shall serve as a guideline in allocating staff. Although exceptions below or above these ranges may occur due to specific circumstances, the administration will generally allot staff as follows:

<u>Grade Level</u>	<u>Class-Size Range</u>	<u>Target Student:Teacher Ratio</u>
K - 1	18 - 22	20:1
2 - 4	21 - 25	23:1
5 - 12	23 - 27	25:1

As decisions are made about staff allocations for regular classroom instruction on a school-by-school and grade-level or department basis, the administration will attempt to assure that staffing ratios do not fall too far below or above the stated ranges. Although exceptions will exist, fifteen students will normally be considered a lower class size limit and 30 students will be considered an upper class size limit.

Assuring Instructional Flexibility

The nature of the instructional program and the organizational patterns of the district provide for various types of flexible grouping. Therefore, the size of the instructional groups will vary according to the need and purpose of specific learning activities. Classes of 60 or more students may be scheduled for lecture-type courses. Laboratory-type classes in science, industrial arts and home economics courses may require a class size of 24 or fewer students.

Flexibility in group size is a major factor in the elementary and middle school team teaching organization. Assigning students to various sized groups (small groups of 5 or 10 students, average size groups of 25 students and large groups of 50 or more students) according to the purpose of the instruction and the needs of the students is essential to conducting meaningful instruction within the framework of the team program.

Adopted: September 11, 1978

Revised: September 1995

Revised: December 1998

Distribution of Promotional Information

Procedures for Obtaining Approval for Distribution of Promotional or Other Types of Information by Organizations

“District communication medium” includes but is not limited to interschool mail, bulletin boards, District produced cable television, the District website, District internet or transmissions through students to their homes.

The Superintendent or designee in accordance with Policy 1124 shall review and approve all information prepared by any organizations for distribution to students or for inclusion in any District communication medium.

Any individual organization desiring to distribute information through any District communication medium, must submit a request in writing to the building principal, if the request is limited to one school building; or to the District’s Director of Technology and Services, if the request is for more than one school building. The request must include:

- a) A written draft of the information that the individual organization would like to distribute;
- b) A description of the purpose for the distribution;
- c) A requested distribution time period; and
- d) The contact information for the organization.

Disclaimer Requirements for Commercial Promotional Information

Any organization seeking to distribute promotional or other types of information which promotes, sponsors or advertises a commercial product or service must include a disclaimer substantially in the following form, to be displayed next to the information. If the information is a website link, it may alternatively be displayed as a popup triggered by, the link to the non-District website or any other linked page:

The District is not an agent for this vendor nor does it endorse or guarantee its products.

Additional Disclaimer Requirements for Information Displayed or Distribution

Groups seeking distribution of information must provide that information with the following disclaimers:

A. Class B Groups (District and School-Related Parent Organizations) and Class D Groups (TESD Employee-Run Programs)

Any information disseminated in accordance with this procedure by either Class B Groups (District and School-Related Parent Organizations) or Class D Groups (TESD Employee-Run Programs) must contain the following language in bold print in the same font as the remainder of the information:

The (name of organization or program) is a non-profit organization of parents and/or District personnel formally recognized by the Tredyffrin/Easttown School District. The Tredyffrin/Easttown School District has not released your name, address or e-mail address to us, unless previously authorized by you.

For purposes of this regulation, the following organizations are deemed to have Class B status:

1. Foundation for Learning in Tredyffrin/Easttown (FLITE).
2. Better Understanding of Individuals with Learning Differences (B.U.I.L.D.)
3. Area Residents Caring and Helping (ARCH)
4. T&E Cares
5. Daemion Counseling Center
6. Children's Dental Clinic in TEMS
- ~~6.7.~~ T/E African American Parents United

B. Class C Groups (Community Non-Profit Groups)

Any information disseminated in accordance with this procedure by a Class C Group (Community Non-Profit Groups) must contain the following language in bold print in the same font as the remainder of the information:

The (name of community group) is a non-profit organization independent of the Tredyffrin/Easttown School District. The Tredyffrin/Easttown School District has not released your name, address or e-mail address to us, unless previously authorized by you.

C. Class E Groups (Adult Education Programs)

Any information disseminated in accordance with this procedure by a Class E Group (Adult Education Program) must contain the following language in bold print in the same font as the remainder of the information:

The (name of program) is an organization independent of the Tredyffrin/Easttown School District. The Tredyffrin/Easttown School District has not released your name, address or e-mail address to us, unless previously authorized by you.

D. Class F Groups (Local For-Profit Organizations)

Any information disseminated in accordance with this procedure by a Class F Group (Local For-Profit Organization) must contain the following language in bold print in the same font as the remainder of the information.

The (name of organization) is an organization independent of the Tredyffrin/Easttown School District. The Tredyffrin/Easttown School District has not released your name, address or e-mail address to us, unless previously authorized by you.

E. Class G Groups (Other Organizations)

Any information disseminated in accordance with this procedure by a Class G Group (Other Organization) must contain the following language in bold print in the same font as the remainder of the information.

The (name of organization) is an organization independent of the Tredyffrin/Easttown School District. The Tredyffrin/Easttown School District has not released your name, address or e-mail address to us, unless previously authorized by you.

Criteria for Linkage to District Website

Only websites developed and maintained by Class B Groups (District and School-Related Parent Organizations) may be linked to the District's website.

All requests for linkage to the District website must be approved by the District's Public Information Specialist and comply with the following:

- A. No student information, i.e., full name, partial name except first name, pen name(s), initials, addresses, phone number(s), or social security number may appear on the linked website.
- B. Employees' names, District e-mail addresses and phone extensions may be included in directory lists on approved websites only if the employee has given prior permission for the release of this information. No other employee information or images may be used in the linked website unless posted by the person, or prior written permission is given by the individual and provided to the District upon request.
- C. The District shall permit photographs or videos of an individual student or group of students to appear on a linked website, only if the parents/guardians of each student appearing in the photograph or video have granted written permission to publish such material on the website.
- D. No commercial advertising of any type, except to benefit school functions, shall be posted on an approved linked website.

Access to District sponsored Cable Television

- A. Whenever any organization desires access to District sponsored cable television:
1. The organization must make written application for permission at least 14 working days before the proposed activity is to occur.
 2. Class A Groups (Student Organizations and School-Sponsored Activities) shall submit requests directly to the Public Information Specialist.
 3. Class B Groups (District and School-Related Parent Organizations) shall submit requests directly to the Public Information Specialist.
 4. In case of conflict, the following priorities for access to cable television shall apply, provided the organization's request is made in a timely manner as determined by the Public Information Specialist:
 - a. Class A (Student Organizations and School-Sponsored Activities)
 - b. Class B (District and School-Related Parent Organizations)
 5. The Public Information Specialist or designee will review each application individually and will determine whether to grant access to broadcast the desired communication, based upon criteria established in Policy 1124 in addition to the following factors:
 - a. The nature and intended purpose of the access sought in relation to the District's philosophy of education as described in Policy 6121;
 - b. The nature and purpose of the group or organization seeking access to the cable television in relation to the District's philosophy of education as described in Policy 6121; and
 - c. The degree to which the proposed activity conflicts with existing or scheduled school broadcasts.
 6. Decisions on access by the Public Information Specialist may be appealed using the same procedure set forth in Policy No. 1122 "Complaints or Comments Regarding the District" or any successor policy, with the appeal being submitted at the Superintendent level. This process is only available to the following classes of groups:
 - a. Class A (Student Organizations and School-Sponsored Activities)
 - b. Class B (District and School-Related Parent Organizations)
 - c. Class C (Community Non-Profit Groups)

d. Class D (TESD Employee-Run Programs)

7. The District reserves the right to deny access to organizations that use the public access channel an excessive amount of time, as determined by the high school principal or designee.

Orientation for PTO's

1. The District will provide orientation regarding this regulation to all PTO leaders.
2. Orientation will occur annually and as soon as possible after the PTO selects its leaders for the school year.

School Attendance Areas

Students shall attend the schools which serve the attendance area in which they reside.

The boundaries of the District's school attendance areas are listed on the District's website at <https://www.tesd.net/Page/15562>.

~~defined below in which the student resides.~~ When a student resides at more than one District residence due to having parents or guardians who do not reside with each other but who are sharing physical custody of the student, the student shall attend the school where the parent or guardian of the student with primary physical custody resides. In instances where exceptions to this rule are permitted, the parents or guardians shall be responsible for transportation unless bus service exists on established routes without additional cost to the District or unless exceptional circumstances exist as determined in the sole discretion of the Superintendent or Superintendent's designee. In the case of equally split custody, the student will attend the school designated by the written agreement of parents or applicable court order. Transportation in this situation will be governed by Board Policy and Administrative Regulation 8100 (Transportation) and applicable law.

Cross Reference:

Board Policy and Administrative Regulation 8100 (Transportation)

Beaumont School

The Beaumont Elementary School attendance area shall be defined as follows:

~~Starting at the southwest corner of the Easttown Township boundary, proceed on the township boundary line in an easterly direction to a point approximately 1625 feet east of Newtown Road, turning in a northerly direction proceed on a line drawn from the point of intersection described above, to rear property lines east side of Anchorage Lane. Still continue in a northerly direction along the rear property lines of Anchorage Lane, turning west with the property lines to Newtown Road rear property lines east side. Follow the rear property lines east side of Newtown Road north to the intersection with Sugartown Road. Then change direction east along the center of Sugartown Road as far as Waterloo Avenue. Change direction and proceed north along the center of Waterloo Avenue to the Conrail (Paoli Local) tracks, then travel west along the tracks to the Tredyffrin and Willistown Township boundary lines. Go south and then east along the Tredyffrin Township boundary line to the Easttown Township boundary line. Go south on Easttown Township boundary line to the southwest corner of the township line, previously described.~~

Devon School

The Devon Elementary School attendance area shall be defined as follows:

~~Starting at the southeast corner of Easttown Township proceed north along the township boundary line to Sugartown Road. Change direction east along the Tredyffrin Township boundary line to where it intersects Radnor Road, north along Radnor Road rear property lines west side to Upper Gulph Road. Follow Upper Gulph Road west rear property lines north side, including Ivy Croft Road, McMull Drive and Barberry Lane to Conestoga Road. Go north along Conestoga Road rear property lines west side to Valley Forge Road. Turn north from the point of intersection to northeast corner of Easttown Township, including properties on the west side only. Change direction west along the township boundary lines, including Graham Way and excluding Forest Hills Circle, to the rear property lines east side Berwyn Baptist Road. Follow Berwyn Baptist Road rear property lines south side to the intersection of Conestoga Road and Francis Avenue. Follow the rear property lines west side Francis Avenue, south to the Conrail (Paoli local) tracks, then west along the tracks to Waterloo Avenue. Go south along the center of Waterloo Avenue to the center of Sugartown Road. Change direction west along the center of Sugartown Road as far as the point of intersection with rear property lines east side of Newtown. Then turn south along the rear property lines east side Newtown Road to where they intersect with rear property lines north side of Anchorage Lane. Follow the rear property lines north side of Anchorage Lane turning south with the property lines and from the eastern most limit of the rear property lines project a line south to the township boundary line at a point approximately 1625 feet east of Newtown Road. Then turn northeast to the southeast corner of the township previously described.~~

Hillside School

The Hillside Elementary School attendance area shall be defined as follows:

~~Starting at the intersection of the western Tredyffrin Township boundary line and the Reading Railroad north spur near Yellow Springs Road, travel east and south along the spur, excluding Plant Road, St. John's Road, and Indian Run to a point west of 1399 Wisteria Drive. Turning in an easterly direction proceed on a line drawn from the point of intersection described above to rear property line of 1399 Wisteria Drive. Travel north along rear property lines Wisteria Drive and around Wisteria Drive loop, and rear property line of streets connecting to Wisteria Drive, then south along rear property lines on the east side of Wisteria Drive to rear property lines on north side West Swedesford Road. Change direction east along Swedesford Road rear property lines to the rear property lines of Brentford Lane, including the rear property lines of properties exiting on West Swedesford Road, on the north side, to North Valley Road. Travel south along North Valley Road including rear property lines on the east side to the Chester Valley branch of the Reading Railroad. Continue east along the railroad to the rear property lines on the east side of Old Cassatt Road. Go south along rear property lines east side Old Cassatt Road and rear property lines east side of Cassatt Road to Pennsylvania Railroad (Trenton cutoff) and east along Trenton cutoff to Contention Lane. Continue south on Contention Lane rear property lines east side to Berwyn Baptist Road. Cross Berwyn Baptist Road to rear property lines south side. Go west along the Tredyffrin and Easttown Township boundary lines to Francis Avenue. South along rear property lines west side Francis Avenue to the Conrail (Paoli local) tracks. Continue west along tracks to the western Tredyffrin and Willistown Township boundary lines. Then follow the Tredyffrin Township boundary line north, west and north again to the intersection of the Reading Railroad north spur and the western Tredyffrin Township boundary line.~~

New Eagle School

The New Eagle Elementary School attendance area shall be defined as follows:

Starting at the junction of the Tredyffrin and Upper Merion Township boundary lines southwest corner (Radnor Road), follow the Tredyffrin and Upper Merion Township boundary lines north to the Pennsylvania Railroad (Trenton cutoff). Go west to the intersection with rear property lines east side of West Valley Road. Go north along rear property lines east side of West Valley Road to the Chester County Walking Trail. Go west on the trail to the west side of Contention Rd. Go north on Contention (crosses Rt. 202) to W Anthony Wayne Drive at the point where it parallels directly south of the intersection of Heyward Rd. and Dickenson Rd. North through the greenspace that borders the east side of Wilson Park to the back side of the cul-de-sac at Elan Drive. Slight northwest to the south side of Cabot Drive. West to the southwest corner of the development Parkview at Chesterbrook where it meets the property line of Wilson Farm Park. North on east property line approximately 550' to northeast corner which lies opposite/south of the intersection of Jefferson Lane and Chesterbrook Blvd., west on Chesterbrook Blvd. approximately 1000' to the northwest property line which lies opposite/south of the intersection of Bradford Rd and Chesterbrook Blvd. South on west property line approximately 500' to southwest corner. Continue south to the west side of W Anthony Wayne Drive at the northwest corner of Wilson Park. South on W Anthony Wayne Drive to the southwest corner of Wilson Park. South to the east/west split of W. Swedesford Rd. (Rt. 252) (crosses Rt. 202), south to the Chester County Walking Trail. Go west along Chester County Walking Trail to Old Cassatt Road, then south along Old Cassatt Road rear property lines east side and rear property lines of Cassatt Road to the Pennsylvania Railroad (Trenton cutoff). Go east along Trenton cutoff line to Contention Lane. Continue south on Contention Lane rear property lines east side to Berwyn Baptist Road. Go east along the Tredyffrin and Easttown Township boundary lines, including properties south and east side Berwyn Baptist Road and Forest Hills Circle to Valley Forge Road, excluding Graham Way. Then southeast on Valley Forge Road to junction with Conestoga Road, including properties on the east side of Valley Forge Road. Go south along the rear property lines west side of Conestoga Road to Upper Gulph Road. East along rear property lines north side Upper Gulph Road, excluding Bayberry Lane, McMull Drive and Ivy Croft Road to the intersection with Radnor Road. South along Radnor Road rear property lines west side to Tredyffrin and Radnor Township boundary lines. East along Tredyffrin and Upper Merion Township boundary lines north then west along Tredyffrin Township boundary line to Radnor Road.

*Valley Forge School*The Valley Forge Elementary School attendance area shall be defined as follows:

Starting at the intersection of the western Tredyffrin Township boundary line and the Reading Railroad north spur near Yellow Springs Road travel east and south along the spur, including Plant Road, St. John's Road and Indian Run to a point west of 1399 Wisteria Drive. Turning in an easterly direction proceed on a line drawn from the point of intersection described above to rear property line of 1399 Wisteria Drive. Travel north along rear property lines Wisteria Drive and around Wisteria Drive loop, and rear property line of streets connecting to Wisteria Drive, then south along rear property lines on the east side of Wisteria Drive to rear property lines north side of West Swedesford Road. Change direction east along Swedesford Road rear property lines excluding the rear property lines of properties exiting on West Swedesford Road, on the north side, to North Valley Road. Travel south along North Valley Road excluding rear property lines on the east side to the Chester Valley branch of the Reading Railroad. Continue east

along railroad to the intersection of West Valley Road. Travel south along rear property lines West Valley Road to the Pennsylvania Railroad (Trenton cutoff). Travel east along the railroad to the Tredyffrin Township/Chester County line. Follow township boundary north, west, north, west, north, and west again along Schuylkill and Charlestown Township borders. Then turn south along the East Whiteland Township boundary line to intersection of Reading Railroad north spur.

Tredyffrin/Easttown Middle School

The Tredyffrin/Easttown Middle School attendance area shall be defined as follows:

Starting at the intersection of the Conrail (Paoli local) Railroad and the Willistown and Tredyffrin Township borders, travel east along the railroad to Route 252. Travel north along center of Route 252 including the Daylesford Lake/Daylesford Estates Development on west side of Route 252 to W. Swedesford Road, northwest along W. Swedesford Road to Chester Valley branch of Reading Railroad. Travel east to Old Cassatt Road, turn south along rear property lines, east side of Old Cassatt Road, and rear property lines, east side of Cassatt Road to the Trenton cutoff of the Pennsylvania Railroad. East along railroad to Contention Lane. South along Contention Lane rear property east side to Berwyn Baptist Road. Go east along rear property lines south side Berwyn Baptist Road. Follow township boundary line east, excluding Forest Hills Circle and including Graham Way. Turn south along Valley Forge Road, including properties on the west side only to Conestoga Road. Go south along Conestoga rear property lines west side of Conestoga to Upper Gulph Road. Follow Upper Gulph Road east, rear property lines north side, including Barberry Lane, McMull Drive and Ivy Croft Road to Radnor Road. Travel south along Radnor Road rear property lines west side to the Tredyffrin and Radnor Township borders. Follow township lines west, south, west, north, west and again north to starting point.

Valley Forge Middle School

The Valley Forge Middle School attendance area shall be defined as follows:

Starting at the intersection of the Conrail (Paoli local) Railroad and the Willistown and Tredyffrin Township borders, travel east along the railroad to Route 252. Travel north along center of 252 excluding the Daylesford Lake/Daylesford Estates Development on west side of Route 252 to Howellville Road, northwest along Howellville Road to Chester Valley branch of Reading Railroad. Travel east to Old Cassatt Road, then south along rear property lines, east side of Old Cassatt and rear property lines, east side of Cassatt Road, to the Trenton cutoff of the Pennsylvania Railroad. Travel east along railroad to Contention Lane and south along Contention Lane rear property lines east side to Berwyn Baptist Road. Go east along rear property lines south side Berwyn Baptist Road. Follow township boundary line east, including Forest Hills Circle and excluding Graham Way. Turn south along Valley Forge Road, including properties on the east side only, to Conestoga Road then south along Conestoga rear property lines west side to Upper Gulph Road. Follow Upper Gulph Road east, rear property lines north side, excluding Barberry Lane, McMull Drive and Ivy Croft Road to Radnor Road then south

~~along Radnor Road rear property lines west side to the Tredyffrin and Radnor Township borders. Follow Tredyffrin Township borders east, north, west, north, west, north, west, north, west, south, east and again south to starting point.~~

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Revised: September 10, 2015
Revised: September 22, 2016

Student Wellness and Nutrition

Each building principal or designee shall report to the Superintendent or designee regarding compliance in his/her school or with ideas for how to improve student wellness initiatives consistent with this Administrative Regulation (AR) and the accompanying Board Policy (“The Board Student Wellness Policy”).

Staff members responsible for programs related to student wellness shall report to the Superintendent or designee regarding the status of such programs.

The Superintendent or designee shall annually report to the Board on the District’s compliance with law and the Board Student Wellness Policy, and this AR related to student wellness. The report may include:

- Assessment of school environment regarding student wellness issues.
- Evaluation of food services program.
- Review of all foods and beverages sold in schools for compliance with established nutrition guidelines.
- Listing of activities and programs conducted to promote nutrition and physical activity.
- Recommendations for Policy and/or program revisions.
- Suggestions for improvement in specific areas.
- Feedback received from district staff, students, parents/guardians, community members and Wellness Committee.

An assurance shall be provided annually by the Food and Nutrition Services Supervisor and/or the Business Manager that District guidelines for reimbursable meals are not less restrictive than regulations and guidelines issued for schools in accordance with federal law.

Wellness Committee

The Wellness Committee shall serve as an advisory committee regarding student health issues and shall be involved in reviewing and suggesting revisions for the Board Student Wellness Policy that comply with law..

- The Wellness Committee may examine related research and laws, assess student needs and the current school environment, review all existing Board Policies and Administrative Regulations pertaining to student wellness, and raise awareness about student health issues. The Wellness Committee may make policy recommendations to the Board related to other health issues necessary to promote student wellness.

- The Wellness Committee may survey parents/guardians and/or students; conduct community forums or focus groups; collaborate with appropriate community agencies and organizations; and engage in similar activities, within the budget established for these purposes.
- The Wellness Committee shall provide periodic reports to the Superintendent or designee regarding the status of its work, as required.

Wellness Policy Assessment & Communication to the Public

The Superintendent or designee and the established Wellness Committee shall conduct an assessment at least once every three (3) years on the contents and implementation of the Board Student Wellness Policy and this AR as part of a continuous improvement process to strengthen the Board Student Wellness Policy and this AR and ensure implementation. This triennial assessment shall be made available to the public in an accessible and easily understood manner and include:

1. The extent to which each District school is in compliance with law and all Board policies related to school wellness;
2. The extent to which the Board Student Wellness Policy and this AR compares to model wellness policies; and
3. A description of the progress made by the District in attaining the goals of the Board Student Wellness Policy and this AR.

At least once every three (3) years, the District shall update or modify the Board Student Wellness Policy and this AR as needed, based on the results of the most recent triennial assessment and/or as District and community needs and priorities change; wellness goals are met; new health science, information and technologies emerge; and new federal or state guidance or standards are issued.

The District shall annually inform and update the public, including parents/guardians, students and others in the community, about the contents, updates and implementation of the Board Student Wellness Policy and this AR via efficient communication methods. This annual notification shall include information on how to access the Board Student Wellness Policy and this AR; information about the most recent triennial assessment; information on how to participate in the development, implementation and periodic review and update of the Board Student Wellness Policy and this AR; and a means of contacting Wellness Committee leadership.

Recordkeeping

The District shall retain records documenting compliance with the requirements of the Board Student Wellness Policy and this AR, which shall include:

1. The written Board Student Wellness Policy and this AR.

2. Documentation demonstrating that the District has informed the public, on an annual basis, about the contents of the Board Student Wellness Policy and this AR and any updates to either.
3. Documentation of efforts to review and update the Board Student Wellness Policy and this AR, including who is involved in the review and methods used by the District to inform the public of their ability to participate in the review.
4. Documentation demonstrating the most recent assessment on the implementation of the Board Student Wellness Policy and this AR and notification of the assessment results to the public.

Nutrition Education

The goal of nutrition education is to teach, encourage and support healthy eating by providing all students with the knowledge and skills needed to lead healthy lives. Promoting student health and nutrition enhances readiness for learning and increases student achievement.

Nutrition education will be provided within the sequential, comprehensive health education program in accordance with State Board of Education curriculum regulations and the academic standards for Health, Safety and Physical Education, and Family and Consumer Sciences.

The staff responsible for providing nutrition education shall be properly certified and shall participate in appropriate professional development.

Nutrition Education shall extend beyond the school environment by engaging and involving families and communities.

Nutrition education will be integrated into other subjects where appropriate to complement, but not replace, standards-based nutrition education.

Consistent nutrition messages will be provided throughout the school, classroom and cafeteria.

Nutrition Promotion

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs.

District staff shall cooperate with agencies and community organizations to provide opportunities for appropriate student projects related to nutrition.

District food service personnel shall review and implement research-based, behavioral economics techniques in the cafeteria to encourage consumption of more whole grains, fruits, vegetables and legumes, and to decrease plate waste.

Consistent nutrition messages should be disseminated and displayed throughout the District, schools, classrooms, cafeterias, homes, community and media.

Consistent nutrition messages shall be demonstrated by avoiding use of unhealthy food items in classroom lesson plans.

District schools shall offer resources about health and nutrition to encourage parents/guardians to provide healthy meals for their children.

Physical Activity

District schools shall contribute to the effort to provide students opportunities to participate in age-appropriate physical activity on all or most days. That time could include activities within school, such as recess, clubs, intramural or interscholastic sports, as well as physical activity outside the school environment, such as outdoor play at home, sports, etc.

District schools may partner with parents/guardians and community members to institute programs that support physical activity.

School physical activity facilities shall be made available outside school hours according to District Policy.

Physical Education

Physical education classes shall be the primary means through which students learn, practice and are assessed on developmentally appropriate skills and knowledge necessary for lifelong, health-enhancing physical activity.

A varied and comprehensive physical education course of study that focuses on providing students the skills, knowledge and confidence to participate in lifelong, health-enhancing physical activity shall be implemented consistent with State Board of Education curriculum regulations and Health, Safety and Physical Education academic standards.

Fundraisers Involving Food

A “fundraiser” is considered an event that includes an activity during which currency/token/tickets, etc. are exchanged for the sale/purchase of a product in support of the school or school-related activities. Examples include: candy bar sales, vending machines where profits are used to support a school-sponsored club or activity, such as the school band or sports team.

An “exempt fundraiser” is a fundraiser in which foods are sold during school at a location other than the school cafeteria and where the foods being sold do not meet the requirements for foods sold in school according to the Smart Snack Standards established by the United States Department of Agriculture. Exempt fundraisers may not be sold in the food service area during the meal period.

All fundraisers must be approved in advance in writing by the building Principal.

A maximum of five exempt fundraisers will be permitted in each middle school building per year, and a maximum of ten fundraisers will be permitted in each high school building per year. Each exempt fundraiser may not exceed one school week.

All requests for exempt fundraisers must be submitted to the building Principal. If less than the allotted number of exempt fundraisers are approved from applications, then any requests will be considered on a first-come first-served basis.

Other School Based Activities

District students shall have access to school meals provided in a clean, safe environment.

Nutrition content of school meals shall be available to students and parents/guardians.

Goals of the Student Wellness Policy shall be considered in planning all school-based activities.

Administrators, teachers, food service personnel, students, parents/guardians, and community members shall be encouraged to serve as positive role models through district programs, communications and outreach efforts.

The District shall support the efforts of parents/guardians to provide a healthy diet and daily physical activity for children by communicating relevant information through various methods.

Nutrition Guidelines for All Foods/Beverages Available, Not Sold

Food/Beverages as Classroom Rewards

Foods and beverages shall not be used as a reward for classroom or school activities unless the reward is an activity that promotes a positive nutrition message (e.g., guest chef, field trip to a farm or farmers market, etc.) or unless the food or beverages offered meet or exceed the Smart Snacks in School nutrition standards.

Prohibition Against Homemade Food Kindergarten to 12th Grade

Homemade food is not permitted to be brought to school for the purpose of being shared during the school day with students either by other students, teachers or other staff, or other persons. Nothing in the preceding sentence is intended to (1) restrict the provision of meals to students by authorized District food service personnel, (2) require the alteration of the Family and Consumer Sciences curriculum, or (3) alter the ability of students to bring in their individual breakfast, lunch or snacks in compliance with the District's allergy policy.

Special Rules for Grades Kindergarten to 4th Grade (“Grades K-4”)

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

Responsibility

While all reasonable efforts will be made to ensure the safety of students with allergies, it should be recognized that there are practical limitations as to the level of oversight by teachers and other school personnel with regard to students bringing and sharing food to classrooms and other locations. Parents and guardians should regularly reinforce the above prohibitions with their children in order to ensure the safety of all children.

Nutrition Guidelines

All foods offered for sale by the District during the school day shall be identified with consideration for promoting student health and reducing childhood obesity.

Foods provided through the National School Lunch or School Breakfast Programs shall comply with applicable federal nutrition standards ~~under the School Meals Initiative~~.

All competitive foods available for sale to students in District schools shall comply with the established federal nutrition guidelines (including the USDA Smart Snacks in School), as listed in the student wellness plan and these Administrative Regulations, ~~which will follow the format of the Nutritional Standards for Competitive Foods in Pennsylvania Schools. The nutritional standards shall be implemented as a three (3) year plan. These standards shall apply in all locations and through all services where foods and beverages are sold to students on the school campus during the school day, as those terms are defined immediately below.~~

Competitive foods are defined as foods sold or offered for sale at school during the school day other than through the National School Lunch or School Breakfast Programs and include a la carte foods, snacks and beverages; vending food, school store food, and fundraisers that do not qualify as exempt under this regulation. School campus means all areas of the property under the jurisdiction of the school that are accessible to students during the school day. School day means the period from the midnight before to 30 minutes after the end of the official school day. Competitive foods do not include food brought from home or food that is not sold or offered for sale.

Advertising / Marketing

Any foods and beverages marketed or promoted to students on the school campus during the school day shall meet or exceed the established federal nutrition standards (USDA Smart Snacks in School) and comply with established Board Policy and administrative regulations.

Exclusive competitive food and/or beverage contracts shall be approved by the Board, in

accordance with provisions of law. Existing contracts shall be reviewed and modified to the extent feasible to ensure compliance with established federal nutrition standards, including applicable marketing restrictions.

References:

Child Nutrition and IC Reauthorization Act of 2004 – P.L. 108-265 Sec. 204

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