

Policy Committee Agenda
Thursday, September 10, 2015
7:00 p.m.
Room 200, T/E Administration Offices

1. Approval of Minutes of the June 11, 2015 meeting

2. Public Comment

3. Review of Policies for 2nd Reading

- None

4. Information

- Regulation 5111: Ages of Admission – Kindergarten/First Grade
- Regulation 5115: School Attendance Areas

5. Follow Up from Previous Policy Committee Meeting

- Policy and Regulation 4200: Absences and Leaves Due to Illness, Injury and Disability, Leave Pursuant to the Americans with Disabilities Act (ADA), Absences of Employees

6. Policies and Regulations for Review and Discussion

- Policy and Regulation 6193: Web Content, Hosting and Maintenance
- Policy and Regulation 5414: Electronic Devices: Use by Students
- Policy and Regulation 4340: Restrictions on use of Electronic Devices (Tredyffrin/Easttown School District Employees)
- Regulation 1300: Volunteers
- Policy and Regulation 7100: Service Animals in Schools
- Policy and Regulation 6138: Nonparticipation in Selected Instruction and State Assessments

7. Future Meetings

Additional meetings are scheduled for Thursday, October 15, 2015 and Thursday, November 12, 2015. These meetings will be held at TEAO in Room 200 at 6:30 p.m.

2015 Policy Committee Goals:

1. To identify and examine critical issues facing the District from a Policy perspective.
2. To review existing Policies and develop new Policies in response to legal requirements, administrative recommendations, Board priorities, community input, and external issues.
3. To communicate Policy revisions or new Policies to stakeholders via webpage postings, email messages, and oral reports at Board meetings.

**Draft Pending Committee Approval
Policy Committee Meeting
June 11, 2015
TE Administrative Offices, Room 200
6:30 p.m.**

Attending all or part of the meeting:

Board Committee Members: Kevin Buraks, Chair; Virginia Lastner

Other Board Members: Karen Cruickshank

T/E School District Representatives: Rich Gusick, Ken Roos, Jeanne Pocalyko, Mark Cataldi, Maryanne Cleary, Robin McConnell

Community Members: Ellen Turk

Approval of the Minutes: The minutes of May 21, 2015 were approved.

Public Comment:

None

Review of Policies for 2nd Reading:

After review and discussion, it was recommended that each of the following Policies be sent to the Board of School Directors for a second reading at their meeting on June 15, 2015.

Policy 6151: Staffing the Educational Program (Class Size)

Dr. Gusick noted that the revisions made to this Policy reflect current practices. He also noted that depending upon the total number of students it is not always possible to achieve the numbers referenced in the Policy.

Policy 5405: Student Substance Abuse

Policy and Regulation 5116: Nonresident Students – Enrollment Eligibility

During the review of this Policy, Board members reaffirmed their responsibility to act in the best interest of students and to protect the interests of all taxpayers.

Policies and Regulations for Review and Discussion

Policy 8100: Transportation

During the review of this Policy no changes were made; however, it was recommended that the Transportation Department send letters to all families of fifth-grade students when bus transportation will no longer be provided. Additionally, all parents of elementary children should be reminded that an adult or other responsible person must meet all kindergarten children at their designated drop off bus stops. Further, parents should be reminded to make plans for the safety of their children on early release days such as snow emergencies.

A new review date is to be added to this Policy.

Review of Policies for 2nd Reading (continued):

Policies be sent to the Board of School Directors for a second reading at their meeting on June 15, 2015.

Policy and Regulation 5110: Home Education of Students (Home Schooling)

The title of this Policy was changed from **Home Schooled Students** to **Home Education of Students (Home Schooling)** as noted above.

Policy 1122: Complaints Regarding the District

Dr. Gusick noted that language was added to this Policy to protect employees from parental complaint after they file reports with state agencies.

Policy and Regulation 1300: Volunteers

Dr. Gusick noted that this Policy may need to be reviewed again as laws and requirements change.

Policy and Regulation 5111: Ages of Admission – Kindergarten/First Grade

Dr. Gusick noted that this Policy allows the District to do what is best for the children.

Policy and Regulation 5423: Self-Harming Behavior

Changes made to this Policy were state mandated.

Policy and Regulation 5436: Reporting Suspected Child Abuse

Changes to this Policy were made to protect employees, from parental complaints, when they file mandated reports with child protection agencies.

Information:

Policy and Regulation 4200: Absences and Leaves Due to Illness, Injury and Disability

Mr. Roos will review Policy and Regulation 4200 for discussion at the September 2015 meeting of the Policy Committee.

Follow Up from Previous Policy Committee Meeting:

None

Policies and Regulations for Review and Discussion:

Policy 8100: Transportation

Please see the above reference to Policy 8100.

Adjournment:

This meeting was adjourned at 7:43 p.m.

Future Meetings:

This was the last Policy Committee meeting of the 2014-2015 school year. Please visit the District website at www.tesd.net for updated information on Board committee meeting dates, times, locations and agendas. All meetings are held at the Tredyffrin Easttown Administrative Offices, 740 West Valley Road, Suite 1700, in Room 200.

Ages of Admission - Kindergarten/First Grade

Kindergarten

There is no early admission to Kindergarten except to the extent that it may be required by law.

First Grade

The following guidelines apply when a parent/guardian seeks early admission to first grade for his/her child in the District.

1. The child must reach the age of six between September 2 through January 31.
2. The child must have completed an academic kindergarten program.

Completion of an academic kindergarten program means:

1. Completion of a year of kindergarten in a public school in Pennsylvania. Public school means an elementary school that is part of a system of free schools maintained by public taxes and supervised by local authorities.
2. Completion of a year in a non-public school, ~~or a public school in another state,~~ or any other non-traditional kindergarten program, if the following guidelines are satisfied. The child must first be assessed to determine if he/she has attained the skills that are needed to be successful in first grade. Members of the school team designated by the principal will screen the student to determine readiness level for 1st grade. Screening will include a meeting with the student and parent(s), a review of information provided by the parent from the child's Kindergarten program describing the nature of its academic and social behavioral curriculum, a letter of recommendation from the child's Kindergarten teacher or principal if available, documentation of the child's progress, and academic and social behavioral assessments. The student may be required to participate in assessments performed by school personnel. The results of the screening will be reviewed by the school team to make a determination of appropriate entry level. Consultation with the Office of Individualized Student Services is available to the school team upon request. The school principal will provide feedback and the determination of the readiness level of the student to the parents. The principal's decision shall be considered final. ~~if the following testing guidelines are satisfied:~~
 - ~~A. The child must be evaluated by a certified school psychologist at the expense of the parents/guardians following the testing guidelines listed below in this section. This evaluation should occur within six months prior to the anticipated entrance date to the District. Families who can demonstrate a financial need for assistance with this cost as determined by eligibility for free and reduced lunch should~~

~~contact the Office of Individualized Student Services for consideration as to whether the evaluation may be done by District personnel.~~

~~B. A certified school psychologist must administer appropriate individual tests and related assessments to determine the child's social, emotional, physical, and academic readiness for a first grade program. Observation of the child in his/her pre-first grade setting by the psychologist is encouraged. The psychologist's report must include full scale and subtest score results, clinical impressions, and a recommendation regarding the child's readiness for first grade at this time. The psychologist's report should be forwarded to the building principal of the child's attendance area elementary school by June 1st.~~

~~C. The school's clinical team will review the data and testing results contained in the private evaluation report. Consultation with the Office of Individualized Student Services is available to the school team upon request. The school team will issue a written report to the principal with a recommendation about the student's early admission to first grade.~~

~~D. The principal will determine whether the child will be granted early admission to first grade and will notify the child's parents.~~

School Attendance Areas

Students shall attend the schools which serve the attendance area 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 but 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.

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 Reading Railroad (Chester Valley Branch) 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 property previously known as Chesterbrook Shopping Center. 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 Reading Railroad 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 Barberrry 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 Barberrry 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.

Absences and Leaves Due to Illness, Injury and Disability

Whenever an employee is prevented by illness, injury or disability from performing customary duties, the District shall pay the employee ~~full current salary~~ for each full or partial day of absence, ~~in accordance with law to the extent required by law~~, as outlined in the accompanying regulations, ~~and~~ and by contractual agreements. Each employee shall notify the District when unable to report to work.

Special Provision for Employees Not Covered By Group or Individual ContractsSick Leave

For employees not covered by contract, sick leave will be accrued as indicated:

Full-time Employees

Ten-month Employees - Ten (10) days

Twelve-month Employees - Twelve (12) days

Part-time Employees

For part-time employees, sick time will be computed as follows:

Ten-month Employees - Ten (10) days times the full-time equivalency of the part-time employee

Twelve-month Employees - Twelve (12) days times the full-time equivalency of the part-time employee

Unused Sick Leave

For employees governed by collective bargaining agreement or a group or individual contract, unused sick leaves accumulate as set forth in the applicable agreement. For all other employees, unused sick leave days is ~~not~~ accumulated from year to year, absent a Board resolution to the contrary.

Provisions Applicable to All EmployeesLimitations on Length of Leave

If the absence of an employee because of illness or injury exceeds the number of accumulated sick days available to that employee, then in such event, the return of an employee from such leave of absence after the exhaustion of accumulated sick days available to that employee shall be at the sole discretion of the Board, subject only to the limitations of any applicable law, including but not limited to the Americans With Disabilities Act (ADA), the Family Medical Leave Act and the Pennsylvania Workers

Compensation Act. For purposes of leave recommended pursuant to the ADA, the Board will apply the criteria set forth in the accompanying Administrative Regulation.

Long Term Disability

An eligible employee may, at his or her sole discretion, initiate an application for long term disability benefits after the appropriate waiting period.

Medical Certification

At any time during the course of any leave under this Policy, the Superintendent or designee may require the employee to furnish a certificate from a physician detailing the employee's physical or mental condition, as appropriate under the circumstances, or require such employee to undergo a medical examination by a physician(s) designated by the District. After such examination of the employee, if the physician designated by the District determines that the employee is physically fit to return to the same or substantially equivalent position, and that employee does not do so after written notice from the District to the employee to return on a certain day, then that employee shall be deemed to have forfeited all rights to employment with the District.

Misuse of Sick Leave

Misuse of leave shall be considered a serious infraction subject to disciplinary action consistent with any applicable collective bargaining agreement.

{01122984 }Adopted: January 24, 1994
Revised: May 23, 1994
Reviewed: January 24, 2000
Revised: February 28, 2005
Reviewed: May 9, 2006
Revised: August 26, 2013

Leave Pursuant to the Americans with Disabilities Act (ADA)

There may be occasions in which an employee requests the use of accrued paid leave, or unpaid leave, as a form of reasonable accommodation when necessitated by the employee's disability. In such instances, the District shall grant leave in accordance with the requirements of the ADA. The District will permit an employee with a disability to exhaust accrued paid leave first and then provide unpaid leave as long as the leave is reasonable and does not cause an undue hardship.

Except as explicitly set forth herein and/or as required by law, entitlement to leave as a reasonable accommodation under the ADA shall not extend or expand any other employee benefits provided by the District.

Undue Hardship

For purposes of Policy 4200, whether leave granted as a reasonable accommodation would be an undue hardship to the District is based on a fact-intensive, individualized assessment of current circumstances. An undue hardship exists if a specific reasonable accommodation would cause a significant difficulty or expense to the District. The determination of undue hardship shall be based on several factors, including:

- The nature and cost of the accommodation needed;
- The overall financial resources of the school making the reasonable accommodation, including the number of employees at the school and the effect on expenses and resources of the school;
- The overall financial resources, size, number of employees, and type and location of facilities of the District;
- The impact of the accommodation on the District, including the structure and functions of the District, geographic location of the school, and the administrative and fiscal relationship of the school making the accommodation to the District;
- The impact of the accommodation on the operations of the school.

Undue hardship is determined based on the net cost to the District. Whether the cost of a reasonable accommodation imposes an undue hardship depends on school and District resources, not on the employee's salary, position, or status (*e.g.*, full-time vs. part-time, salary vs. hourly wage).

Procedure

Leave granted as a reasonable accommodation does not necessarily have to be used all at one time, as modified or part-time schedules may be a reasonable accommodation under certain circumstances. If an employee requests an intermittent or reduced leave schedule for reasons that are foreseeable, the District may, at its discretion, temporarily reassign the employee to another position that will better meet the needs of the District.

While an employee is on leave as a reasonable accommodation, the District will maintain its contributions to the employee's health insurance only if it does so for other employees on a similar leave status (*i.e.*, unpaid leave or on a similar part-time schedule). Vacation and sick days do not accrue during any period of unpaid leave.

Instead of leave, the District may provide an accommodation that requires an employee to remain on the job, as long as the reasonable accommodation would be effective and eliminate the need for leave, and does not interfere with an employee's ability to address his or her medical needs.

An undue hardship may exist where provision of a reasonable accommodation would be unduly disruptive to other employees' ability to work. If the result of granting leave (or modifying one employee's hours) is to prevent other employees from doing their jobs, then the significant disruption to the operations of the school or District constitutes an undue hardship.

If an employee's lack of a fixed return date causes an undue hardship, then the District may deny the leave. In certain circumstances, undue hardship may derive from disruption to the operations of the school or District because the employer can neither plan for the employee's return nor permanently fill the position. If an employee cannot provide a fixed date of return, and the District determines initially that it can grant such leave without causing undue hardship, the District has the right to require, as part of the interactive process, that the employee provide periodic updates on his or her condition and possible date of return. Upon receiving these updates, the District may reevaluate whether continued leave constitutes an undue hardship.

Except as otherwise provided by law, the District shall restore an employee to the same position upon his or her return to work, unless restoration to the same position presents an undue hardship. If restoring the employee to his or her same position is an undue hardship, the District may reinstate the employee to an equivalent position. If this also constitutes an undue hardship, the District may consider reinstatement to a lesser position.

Reasonable Medical Documentation

The District shall request reasonable medical documentation to support a leave request only if the nature of disability and functional limits are not obvious. Reasonable medical documentation is defined as the documentation that is needed to establish that a person has a disability under the ADA and that the disability necessitates a reasonable accommodation. If the employee fails to provide appropriate documentation, the District may deny the request for leave as a reasonable accommodation.

Web Content, Hosting and Maintenance

The T/E School District web site is designed to provide information and resources to the students, staff, and residents of the District. The web site may also be utilized to share classroom information and student work. All pages displayed within the District web site will be directly related to the curriculum, District programs or events, or will provide general information about the District. Links to sites outside of the District web site will be to sites that have a direct connection to the curriculum and programs, or have a meaningful connection to the District community.

Any staff member wishing to post purposeful information on the District web site may submit web page documents that adhere to District policies, regulations and guidelines to the District Web Site Specialist or other designee for uploading to the web server. Staff members creating web pages directly related to student activities or using content produced within the school environment must adhere to District policies and regulations even if the pages are not located on the District web site or the District servers.

Student Privacy Safeguards

Personally identifiable student information must be kept to a minimum. ~~Student first name and last initial only will be listed on web pages.~~ Written parental permission on the District media consent form is required to post ~~any~~ student work, student photographs and ~~to list~~ student first and last names at the high school on web pages. Student ~~photographs (except for distant group photographs)~~, email addresses, phone numbers, mailing address, names of family members, names of friends or the physical location of the student at any given time may not be included on web page documents.

~~District web page documents may not include student photographs or video clips with the exception of group photographs.~~ Events such as awards assemblies, plays, concerts, athletic contests or similar events which have newsworthy aspects, are open to the public and are not intended to be part of this Policy. These public events may be subject to media coverage, including publication in the media outlet's web site or social networking sites.

Ownership and Retention

The District reserves the right to delete any files and/or links to web pages that exist on the server at any time without notice.

Web Development, Hosting, and Maintenance of District Website

The District web site provides information to the world about school curriculum, instruction, school-authorized activities, and other general information relating to our schools and our District's mission.

The District uses a web site hosting platform that provides shared authoring responsibilities. Account permission to update District web pages, other than standard teacher web pages, requires approval from the building principal or staff member's supervisor.

Creators of web pages need to familiarize themselves with, and adhere to, the following procedures and responsibilities. Failure to do so may result in the loss of authoring privileges or other more stringent disciplinary measures.

Content Standards

Subject Matter

All subject matter on web pages should relate to curriculum, instruction, school-authorized activities, general information that is appropriate and of interest to others; or it should relate to the School District, or the schools within the District. Staff or student work may be published only as it relates to a class project, course, or other school-related activity.

Teacher web pages will include the teacher's name, grade, email address, room number and phone number. Staff members may also choose to post classroom information on teacher web pages. Home pages for, or links to, other individuals or organizations not directly affiliated with the District are not acceptable.

Quality

All web pages must be well-written, and free of spelling and grammatical errors. Documents may not contain objectionable material or link directly to objectionable material. Objectionable material is defined as material that does not meet the standards for instructional resources specified in District Policies. Regarding questions of quality or propriety of web page material, appearance, or content, the judgment of the Communications Specialist, Teacher on Special Assignment for Technology and the Instructional Technology Manager shall prevail.

Ownership and Retention

The District reserves the right to delete any files that exist on the server at any time without notice.

*Technical Standards*Consistency

The District's web site hosting platform includes a framework that provides consistent elements on all District web pages.

1. Any graphics, sounds, or video used on web pages must conform to the format currently used or approved by the District and adhere to copyright regulations.
2. A staff member who creates a web page, shall edit and test the page(s) for accuracy of links, and check for conformance with standards outlined in this Policy prior to posting it on the District web site.
3. Final decisions regarding access to active web pages for editing, content, or organization shall rest with the Communications Specialist, the Teacher on Special Assignment for Technology and the Instructional Technology Manager

Student Safeguards

1. Written parental permission on the District media consent form is required to post any student work, student photographs and student first and last names on web pages. Inclusion of student first name and last initial on web page documents must be appropriate to the grade level.
2. Documents may not include a student's grade level, e-mail address, phone number, mailing address, names of other family members, or names of friends.
3. Web page documents may not include any information which indicates the physical location of a student at a given time, other than attendance at a particular school, or participation in school activities.
- ~~4. Web page documents may not include individual student photographs or video clips with the exception of group photographs.~~
- ~~45.~~ Decisions on publishing student work are based on the supervising teacher's judgment. ~~Only a student's first name and last initial will be listed with student work at the elementary and middle school level. Student first and last names may be included with student work at the high school level.~~ Written permission must be obtained from the student's parent/guardian before student work will be published on web page documents.
5. Events such as awards assemblies, plays, concerts, athletic contests or similar events which have newsworthy aspects, are open to the public and are not intended to be part of this Regulation or the District's media consent form. These public events may be subject to media coverage, including publication on the media outlet's web site or social networking sites.

District Policies

All documents on the Tredyffrin/Easttown web site must conform to District Policies and Regulations as well as established school guidelines. Copies of District Policies are available in all school offices and on the school district network. Persons developing or maintaining web documents are responsible for complying with these and other Policies. Some of the relevant issues and related District Policies include the following:

1. Electronic transmission of materials is a form of copying. No unlawful copies of copyrighted materials may be knowingly produced or transmitted via the District's equipment, including its web server.
2. Documents created for the web and linked to District web pages shall meet the criteria for use as an instructional resource.
3. All communications via the District web pages will comply with the District's Internet and Computer Networks Policy and Regulation. Material that is offensive to groups or individuals due to religious, racial, violent, or sexual content is expressly prohibited.
4. Non-curricular materials shall be limited to information about parent groups, other youth activities, agencies, or organizations which are known to be non-sectarian, exclusively devoted to community interests or child welfare, are non-profit, and non-discriminatory. Web page links may not include entities whose primary purpose is commercial or political advertising.
5. Any deliberate tampering with or misuse of the District web site, network services or equipment shall be considered vandalism and handled in accordance with District Policy and applicable law.

Other

1. Material on web pages may reflect an individual's thoughts, interests, and activities. Such web pages do not, in any way, represent individual schools or the Tredyffrin/Easttown School District, nor are they endorsed or sanctioned by the individual school or the District. Concern about the content of any page(s) created by students or staff should be directed to the Communications Specialist.
2. Given the rapid change in technology, the standards outlined in this Regulation are subject to change at any time. Such changes will be made by the Web Site Specialist, with approval of the Instructional Technology Manager or the Network Coordinator, and shall be instituted immediately, unless specific provision is made to the contrary in the revised Regulation.

*Electronic Communication Devices: Use by Students*Definition

~~“Electronic devices” means a privately owned wireless and/or portable electronic piece of equipment that could include laptops, netbooks, tablets/slates, smart phones, music and video players, digital cameras, wearable electronics and handheld game devices.~~ [A1]

Restrictions on Use of Electronic Communication Devices

Except where the use of electronic communication devices has been prohibited by law, students may possess electronic communication devices, as defined in the accompanying regulation, within all of the buildings owned by the District, on school grounds, in school vehicles and/or while participating in school-sponsored activities on or off school premises. The administration shall have the right to regulate the use and possession of all electronic communication devices. In addition to limitations on use and possession imposed by the school administration, possession of electronic communication devices is subject to the following restrictions:

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

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

1. at any time to respond to or report an emergency situation; and
2. when and as required pursuant to a student’s Individualized Education Program or Section 504 Service Agreement.

Violations of this Policy may result in disciplinary action, including, but not limited to, suspension and/or expulsion.

{01122805 } Adopted: September 27, 2004

Revised: February 22, 2010

Revised: May 27, 2015

Revised: _____

Tredyffrin/Easttown School District

Electronic Communication Devices: Use by Students

Definition:

“Electronic Communication Devices” shall mean communication devices with voice, data, text, and/or navigation capabilities that are able to access the Internet, transmit telephone calls, text messages, email messages, instant messages, video communications (such as iChat and Skype), perform word processing and other computer and online applications (apps), and provide location information. Such devices are capable of electronically communicating, sending, receiving, storing, recording, reproducing, and/or displaying information and data.

Examples of Electronic Communication Devices include smartphones (iPhone, Android, Blackberry), cellular phones, mobile phones (with recording and/or camera/video and other capabilities and configurations); traditional telephones; pagers; global positional system (GPS) instruments; computers; portable game units; graphic calculators; MP3, music, and media players or recorders; PDAs; traditional cameras, video cameras, and digital still cameras; tablet and laptop computers; and other similar devices. Electronic Communication Devices may also be referred to as electronic devices in other publications and district policies.

Electronic Communication Devices could also be devices that are not capable of transmitting telephone communications (such as iPads, Android tablets, radios), may or may not have Internet access (such as Kindles, Nooks, or other eReaders), are lasers, are capable of recording still and video images, are capable of recording audio, and/or are radar communication devices.

Guidelines:

The District prohibits the following uses of electronic communication devices, ~~as defined in the accompanying policy:~~

1. Use anywhere on District property that might violate the privacy rights or dignity of students and/or school staff,
2. Use anywhere on or off District property to commit academic fraud in relation to the District academic program,
3. Use in class or other location being used for instructional purpose, without explicit teacher permission; and
4. Use anywhere on District property at a volume or in a manner that creates a disturbance for staff or other students.

{01122806 } Adopted: August 23, 2004
Revised: February 22, 2010
Revised: May 21, 2015
Revised: July 31, 2015

~~4.5. Use anywhere on District property during the school day that is in violation of the Tredyffrin/Easttown Student Network Acceptable Use Agreement (Attachment A and Attachment B), or the Tredyffrin/Easttown Network Bring Your Own Device (BYOD) Acceptable Use Agreement.~~

Absent explicit teacher permission to use a specified electronic communication device in class or other location being used for instructional purpose, student use of electronic communication devices shall be permitted inside District buildings in only the following locations, subject to the restrictions above:

1. Lobby area of each elementary and secondary school;
2. Hallway area of each elementary and secondary school;
3. Cafeteria area of each elementary and secondary school;
4. Conestoga High School Library; and
5. Conestoga High School internal courtyards.

Use of electronic communication devices is not prohibited in outdoor areas on District property, subject to the restriction above.

Violations of this regulation ~~may result in~~ will subject the student to disciplinary consequences action, including, but not limited to, loss of use privileges, suspension and/or expulsion, depending on the severity of the offense, as determined by the Superintendent or his/her designee. [A1].

Tredyffrin/Easttown Secondary Student Network Acceptable Use Agreement

The T/E educational network and information technology resources are provided for educational purposes that advance critical thinking, construct knowledge, and facilitate communication and collaboration in a connected world. Access to the T/E educational network is a privilege and entails safe, legal, and responsible use. **When using a District-provided or personal electronic device during school hours or at school-sponsored activities on school property, all users are required to use the T/E educational network while in school.**

To respect and protect the privacy and safety of others and themselves, users must:

1. Use only assigned network accounts or approved network folders.
2. Keep passwords private and secure, and refrain from distributing private identifying information.
3. Not use any device, personal or otherwise, to record, store, or transmit any type of photo, audio, or video that in any way disrupts or disrespects the educational environment, extracurricular activities and events, or the privacy or dignity of others.

To respect our T/E educational community, users must:

1. Communicate in ways that are respectful, safe, and appropriate.
2. Report threatening or discomfoting materials to a teacher or administrator.
3. Refrain from buying, selling, advertising, or otherwise conducting business.
4. Access, transmit, or create only educationally-appropriate materials, avoiding materials of a violent, sexual, obscene, illegal, discriminatory, defamatory, or otherwise inappropriate nature.

To respect and protect the intellectual property of others, users must:

1. Cite sources and give credit when using another person's work.
2. Follow copyright laws by not copying, downloading, installing, or distributing illegal copies of copyrighted materials such as games, images, music, or video.

To respect and protect the integrity, availability, and security of all technology resources, users must:

1. Observe all T/E educational network Internet filters.
2. Not destroy or damage files, folders, software, network servers, equipment, or other resources.
3. Refrain from accessing, streaming, downloading, installing, and storing unauthorized files such as games, audio, or video files.

Additional Guidelines for Students Using Personal Electronic Devices

1. Users are responsible for all damage, loss, misuse, or theft of their personal device.
2. Users are responsible for charging and troubleshooting their personal device.
3. Users are not expected to share their personal device.

Consequences for Non-Compliance:

Failure to comply with the Student Network Acceptable Use Agreement may result in the loss of a user's privileges to use ~~the school's~~ District-provided and/or personal electronic technology resources and/or disciplinary action up to and including suspension or expulsion from school, depending upon the severity of the offense.

Supervision and Monitoring:

As stated in Regulation 6190, "Since network storage areas are school property, network administrators may review and delete files and communications to maintain system integrity and insure that users are using the system responsibly and in accordance with acceptable network use guidelines. Users should not expect that files stored on District servers will always be private or secure."

—The District reserves the right to determine which uses constitute acceptable use and to limit access to such uses. The District also reserves the right to limit the time of access and use. Classroom teachers will appropriately determine what constitutes appropriate the use of technology-electronic devices within their classroom. However, electronic devices may be used when and as required pursuant to a student's Individual Education Program or Section 504 Service Agreement.

Electronic devices may be used at any time to respond to or report emergency situations.

Acknowledgement:

I have read or have had read to me the [Student Network Acceptable Use Agreement](#). I agree to follow these guidelines.

I understand that if I violate the [Student Network Acceptable Use Agreement](#) rules my [network](#) account may be terminated and I may face other disciplinary measures [as indicated above and consistent with District policy](#).

I understand that I am responsible for my network account and all activity within my account.

Student Name (printed) _____ **Grade** _____

Student Signature _____ **Date** _____

Tredyffrin/Easttown Elementary Network Acceptable Use Agreement

The T/E educational network and resources are used for educational purposes that construct knowledge, advance critical thinking, and encourage communicating and collaborating in a connected world. Access to this network is a privilege, not a right and requires safe and responsible use. The network and its resources should be used for school-related work as directed by your teacher. School computer files are not private and your teacher or principal may see them at any time.

While using the Tredyffrin/Easttown Network,

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

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

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

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

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

1. Follow copyright laws by citing sources and giving credit when using information including but not limited to images and video.
2. Create my own product and not copy another's work.

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

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

I have read or have had read to me the Network Acceptable Use Agreement. I agree to follow these guidelines. I understand that if I do not follow these guidelines, I may not be allowed to use the school's computers and network. I will have a consequence for making a bad choice.

Student Name: _____

Date: _____ Grade: _____ Room Number: _____

Restrictions on Use of Electronic Communication Devices (Tredyffrin/Easttown School District Employees)

Authority / Guidelines:

District employees may possess electronic communication devices, ~~as defined in the accompanying regulation, including, but not limited to, cellular telephones, cameras and personal digital assistants with video/camera capabilities~~ within all of the buildings owned by the District, on school grounds, in school vehicles and/or while participating in or supervising school-sponsored activities on or off school premises. The administration shall have the right to regulate the use of all electronic communication devices in addition to the following restrictions:

1. When appropriate, electronic communication devices must be turned off or set in silent mode.
2. Electronic communication devices must not be used to conduct any activities which violate state and/or federal law, Board policy or school rules.
3. Electronic communication devices must not be used in any manner which interferes with, or is disruptive to, educational or extracurricular activities or events.
4. Except when and where specifically authorized by their supervisor, use of electronic communication devices with video/camera capabilities is strictly prohibited from restrooms, locker rooms and in other areas where individuals would have a similar expectation of privacy.
5. Except when and where specifically authorized by their supervisor, employees are prohibited from both holding and using a cell phone or similar electronic communication device while driving a vehicle on District business or using power machinery.

Notwithstanding the rules set forth in the regulation for this policy, electronic communication devices may be used at any time to respond to or report an emergency situation.

Employees found in violation of this policy may be asked to relinquish their electronic communication devices. Employees are also subject to discipline in accordance with District procedures.

Additional R~~e~~strictions for Bus Drivers

{01121485 }Adopted: September 27, 2004

Revised: March 28, 2005

Revised: August 28, 2006

Revised: November 13, 2008

Revised: _____

Tredyffrin/Easttown School District

The Director of Transportation shall establish and publish procedures for use of electronic communication devices by transportation employees.

Contracts with transportation employees and/or providers must require adherence to the District's policies and procedures for use of electronic communication devices.

{01121485 }Adopted: September 27, 2004

Revised: March 28, 2005

Revised: August 28, 2006

Revised: November 13, 2008

Revised: _____

Tredyffrin/Easttown School District

Restrictions on Use of Electronic Communication Devices (Tredyffrin/Easttown School District Employees)

Definition:

“Electronic Communication Devices” shall mean communication devices with voice, data, text, and/or navigation capabilities that are able to access the Internet, transmit telephone calls, text messages, email messages, instant messages, video communications (such as iChat and Skype), perform word processing and other computer and online applications (apps), and provide location information. Such devices are capable of electronically communicating, sending, receiving, storing, recording, reproducing, and/or displaying information and data.

Examples of Electronic Communication Devices include smartphones (iPhone, Android, Blackberry), cellular phones, mobile phones (with recording and/or camera/video and other capabilities and configurations); traditional telephones; pagers; global positional system (GPS) instruments; computers; portable game units; graphic calculators; MP3, music, and media players or recorders; PDAs; traditional cameras, video cameras, and digital still cameras; tablet and laptop computers; and other similar devices. Electronic Communication Devices may also be referred to as electronic devices in other publications and district policies.

Electronic Communication Devices could also be devices that are not capable of transmitting telephone communications (such as iPads, Android tablets, radios), may or may not have Internet access (such as Kindles, Nooks, or other eReaders), are lasers, are capable of recording still and video images, are capable of recording audio, and/or are radar communication devices.

Use of Cell Phones and Electronic Communication Devices While Driving

District employees can obtain authorization for holding and using a cell phone or similar electronic communication device while driving a vehicle on school business or using power machinery by submitting a written request setting forth the reason for the requested authorization to the employee’s direct supervisor. The direct supervisor will review the request and determine whether the use is necessary and appropriate. If the use is necessary and appropriate, then the supervisor will give the employee authorization.

When an employee is authorized to hold and use a cell phone or other electronic communication device while driving a vehicle on school business or using power machinery, the employee must operate the device and the vehicle or power machinery in a safe manner so as not to enhance the likelihood of accident. Such operation must also be in accordance with any applicable law regulating the use of electronic communication devices while driving.

{01121527 }Adopted: March 28, 2005

Revised: February 23, 2009

Revised: _____

Tredyffrin/Easttown School District

Occasions when Electronic Communication Devices Must Be Turned Off

~~An employee~~District employees must turn off all electronic communication devices, with the exception of District-issued electronic communication devices, or put those devices in silent mode when the employee is present in a class with students and during school assemblies, except where the use of such electronic communication devices is for educational or instructional purposes and consistent with the employee's job responsibilities and normal work duties as determined by the employee's supervisor.

Additional Procedures and Restrictions for Transportation Employees

Bus drivers and other employees and contractors transporting students must adhere to the following additional procedures and restrictions:

1. Do not drive while operating a cell phone.
 - a. Radio is to be your **number one** form of communication.
 - b. If there is a problem with your radio, notify your contract manager immediately for repairs. All radios should be tested during **pre-trip**.
 - c. If a driver does not answer his/her radio and there are no pending repair orders, disciplinary action **may** be taken.
 - d. If a driver is reported to be talking on ~~the~~a cell phone or text messaging when driving, disciplinary action **will** be taken. This also includes during field and sport trips.
2. If necessary to answer an important phone call, pull over to a safe place, turn off the motor, secure your bus, and answer your call.
3. If lost, pull over, turn off the motor, secure bus, receive your information from your radio, or if your radio is not available, your cell phone and then disconnect.
4. If involved in an accident, notify dispatcher for them to call 911. The ~~—~~transportation staff needs to be in control of the situation.

Volunteers

Definitions

A “volunteer” is an adult (individual whonis 18 years or older) applying for or holding an unpaid position in the service of the District.

“Direct volunteer contact with children” or “Direct volunteer contact” means the care, supervision, guidance or control of children and routine interaction with children.

“Direct contact with children” means the care, supervision, guidance or control of children or routine interaction with children.

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

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

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

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

“Tier I Volunteers” are those volunteers who will be responsible for a child’s welfare or will have direct volunteer contact with children.

“Tier II Volunteers” are those volunteers who will not be responsible for a child’s welfare or have direct volunteer contact with children.

~~A volunteer is an adult serving in applying for or holding an unpaid position in the service of the District. A visitor means any person who is in atthe school building for a specific time or a specific event and who is not involved directly with the care, supervision, guidance, or control of children other than their own.~~

~~These guidelines apply to all volunteers involved with the District in any capacity including, but not limited to volunteers involved with:~~

- ~~1. District educational programs including field trips;~~
- ~~2. District sponsored co-curricular activities, extracurricular activities, or clubs;~~
- ~~3. District administration such as clerical work on behalf of schools; and~~
- ~~4. Activities sponsored or promoted by District schools.~~

~~Guidelines for visitors are set forth in Policy No. 1310 and its accompanying regulation.~~

~~Criminal Background and Child Abuse Clearances~~Certifications

Requirement to Obtain Certifications

Pursuant to Pennsylvania law, certain volunteers are required to obtain FBI, State Police, and Department of ~~Public Welfare~~Human Services ~~clearances~~certifications ~~before being approved for their positions~~, and will be required to renew those ~~clearances~~certifications every ~~thirty-six~~sixty (3660) months.

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

~~The District does not want financial considerations to stand in the way of parents or guardians serving as volunteers in its schools. Grants may be available to help defray the cost of obtaining clearances in cases where financial need can be demonstrated. Please contact the District’s Volunteer Coordinator for further information.~~

Tier I Volunteers

~~Tier I Volunteers are those volunteers who will be individually responsible for the welfare of a child or children, or who will have direct contact with a child or children be responsible for a child’s welfare or will have direct volunteer contact with children. This means they will be involved directly with the care, supervision, guidance, or control of children, or will have routine interaction with children. Such persons are considered to be responsible for a child’s welfare, meaning they provide permanent or temporary care, supervision, training, or control of a child. This includes Tier I Volunteers include persons with direct or regular contact with children through any school-sponsored program, activity, or service (meaning a public educational, athletic, or other pursuit in which children participate). This includes, but is not limited to, youth programs, recreational programs, sports or athletic programs, outreach programs, enrichment programs, and troops, clubs, or similar organizations.~~ [A1]

~~Current~~ Tier I Volunteers (~~i.e. those~~ appointed before ~~January 1~~August 25, 2015) who do not have ~~clearances~~certifications already must obtain them no later than July 1, 2016~~5~~. Current Tier I Volunteers with a current certification issued before ~~December 31, 2014~~August 25, 2015, must obtain the required certifications within ~~thirty-six~~sixty (60)~~36~~ months of their most recent certification, or if a current certification is older than ~~36~~sixty (60) months on ~~January 1~~August 25, 2015, no later than ~~August 25~~December 31, 2016~~5~~. Tier I Volunteers appointed on or after ~~January 1, 2015~~August 25, 2015, must obtain ~~clearances~~certifications ~~before they may serve~~by July 1, 2016.

All Tier I Volunteers have an ongoing obligation to renew their ~~clearances~~certifications every ~~thirty-six~~sixty (60)~~36~~ months from the date of their oldest certification.

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

Employers, administrators, supervisors or other persons responsible for the selection of volunteers may allow a Tier I Volunteer to serve on a provisional basis ~~for a single period~~ not to exceed a total of -30 days in a calendar year, if the volunteer is in compliance with the ~~clearance~~certification standards under the law of the jurisdiction in which he or she is domiciled. The non-resident volunteer must provide the employer, administrator, supervisor or other person responsible for selection of volunteers with documentation of certifications.

Tier II Volunteers

~~Tier II Volunteers are those volunteers who will not be responsible for a child's welfare or have direct volunteer contact with children not be providing care, supervision, guidance, or control of children, or having routine interaction with children have direct contact with children. These individuals~~^[A2] Tier II Volunteers do not need ~~certifications~~clearances.

Arrest and Ceonviction Rreporting Rrequirements for Vvolunteers

All volunteers must report new arrests or convictions for any offense that would create a ban on employment or volunteer work with children **to an administrator** [A3] in writing within 72 hours. If a person responsible for employment decisions or an administrator has a reasonable belief that any volunteer was arrested or convicted for an offense that would constitute grounds for denying employment **or volunteer work with children**, or was named as a perpetrator in a founded or indicated report of child abuse, or the volunteer has provided notice as required under the **Act**, the employer or administrator must immediately require that individual to submit current FBI, State Police, and **DPW-DHS clearances certifications**. If any volunteer does not disclose arrests or convictions as required, he or she will be terminated immediately from all services to the District.

Other Guidelines

All volunteers will be expected to follow these guidelines:

1. Respect the authority of the teacher or supervisor as the decision maker and as the person responsible for the instructional program, all classroom activities, and the well-being of all children in the classroom or school. Teachers or supervisors bear the ultimate responsibility for the welfare of students during school activities. When working with students or chaperoning field trips or school activities, parent volunteers must report all incidents of inappropriate behavior or situations in which students might be in danger to the teacher or supervisor in charge of the activity.
2. Respect the privacy and anonymity of each child by maintaining the confidentiality of information regarding students. Information regarding student classroom performance and/or behavior and information contained in student records must be shared only with District employees with an “educational need to know” the information. Information from student records is regulated by the Family Educational Rights Privacy Act.
3. Maintain a professional relationship with students. Volunteers are viewed as representatives of the School Board and Administration. When issues of a personal or confidential nature are raised by students, volunteers are placed in a difficult situation. Nonetheless, volunteers must refrain from imposing their own opinions on students regarding matters of a personal nature.
4. Courteously inform your supervising teacher or supervisor if unable to attend volunteer activity and document attendance as requested by supervising teacher or supervisor.

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

1. District policies and administrative regulations regarding child abuse identification and reporting. See Appendix A to Regulation 5436. ~~Regular volunteers who have direct unsupervised contact with students are expected to provide child abuse clearance checks consistent with the District child/student abuse policy.~~
2. District policies and administrative regulations regarding the prohibition of discrimination within the District.
3. District policies and administrative regulations regarding unlawful harassment.
4. District policies and administrative regulations regarding student accidents.
5. District policies and administrative regulations regarding student hazing.
6. District policies and administrative regulations regarding student discipline.
7. District policies and administrative regulations regarding drugs, alcohol and tobacco.
8. District policies and administrative regulations regarding the accommodation of special needs students in 22 Pennsylvania Code Chapter 14.

ANALYSIS TO DETERMINE WHETHER
DISTRICT VOLUNTEERS REQUIRE CLEARANCES

Note: This document is for demonstration and discussion purposes – it is intended to provide guidance for highly fact-specific situations that may require a case-by-case analysis. Please contact us as questions arise. Revised: April-August 24, 2015

The following definitions are used to determine whether a volunteer requires clearances:

- A “volunteer” is an adult (individual whonis 18 years or older) applying for or holding an unpaid position in the service of the District.
- “Direct volunteer contact with children” or “Direct volunteer contact” means the care, supervision, guidance or control of children and routine interaction with children.
- “Routine interaction with children” means regular or repeated contact that is integral to a person’s employment or volunteer responsibilities.
- “Person responsible for a/the child’s welfare” means a person who provides permanent or temporary care, supervision, mental health diagnosis or treatment, training, or control of a child in lieu of parental care, supervision, and control. This includes any person who has direct or regular contact with a child through any school-sponsored program, activity or service.
- “Immediate vicinity” means an area in which an individual is physically present with a child and can see, hear, direct and assess the activities of the child.
- “Program, activity or service” means any of the following in which children participate: youth camps or programs, recreational camps or programs, sports or athletic programs, community or social outreach programs, enrichment or educational programs, and troops, clubs, or similar organizations.

Volunteer: an adult applying for an unpaid position responsible for the welfare of a child or having direct contact with children. §6344.2

Person responsible for a child’s welfare: a person who provides permanent or temporary care, supervision . . . training, or control of a child in lieu of parental care, supervision, and control. The term includes any such person who has direct or regular contact with a child through any program, activity, or service sponsored by a school. §6302

Program, activity, or service: a public or private educational, athletic, or other pursuit in which children participate. The term includes, but is not limited to, the following: a youth camp or program; a recreational camp or program; a sports or athletic program; an outreach program; an enrichment program; a troop, club, or similar organization. §6302

~~Direct contact with children: the care, supervision, guidance, or control of children or routine interaction with children. §6302~~

To determine whether a volunteer needs clearances, one must ask under the definitions above: (1) whether ~~he or she~~the volunteer is/will be responsible for the welfare of a child or (2) whether the volunteer ~~he or she has/will have~~ direct contact with children.

~~The CPSL does not define “regular contact” or “routine interaction” although these terms are used in the definitions above. We therefore have looked to other statutes, interpretations, and discussions, both in Pennsylvania and elsewhere, as well as to standard dictionary definitions, to provide the following guidance in construing these terms in a common-sense, methodical way that is in line with what we consider to be the intent of the CPSL.~~

~~I. — Responsible for the welfare of a child: This means providing care, supervision, training, or control in the place of a parent on a direct or regular basis. This typically involves the coordination of, supervision of, or provision of care in a relationship of trust as a coach, instructor, leader, mentor, chaperone or other role. Direct contact can involve, among other things, face to face or hands on assistance, standing by, or monitoring activities. The contact must be direct and immediate, rather than through an intermediary. Regular contact can mean contact on some typical, recurring, or consistent basis, and not contact that is one-time, sporadic, or on an emergency basis.~~

~~II. — Direct contact with children: This means providing care, supervision, guidance, or control or having routine interaction with children. Direct contact can involve, among other things, face to face or hands on assistance, standing by, or monitoring activities. The contact must be direct and immediate, rather than through an intermediary. Routine interaction is ongoing contact that is part of the volunteer’s standard responsibilities; repeated; done as a normal part of a job, situation, or process; in accordance with established procedure; standard; or usual.~~

Using the terms as defined here, we have sought to provide a reasoned, analytical framework that the District can apply consistently as questions arise.

TYPE OF VOLUNTEER OR VISITOR	I. Is the individual responsible for the welfare of a child (this includes any individual standing in loco parentis with direct or regular contact with a child through any program, activity, or service sponsored by a school)?	OR	II. Does the individual have direct <u>volunteer</u> contact with children?	CLEARANCES REQUIRED?
attend meeting in a private area with school administrator, teacher, or staff	one is not providing care, supervision, training, or control of children in lieu of parental care; there is no direct or regular contact with children		one is not assuming care, supervision, guidance, or control of children; this does not involve routine interaction with other children	NO INCIDENTAL VISITOR
attend performance in auditorium or other common area; attend a sporting event or other extra-curricular activity	one is not providing care, supervision, training, or control of children in lieu of parental care; there is no direct or regular contact with children		one is not assuming care, supervision, guidance, or control of children; this does not involve routine interaction with other children	NO INCIDENTAL VISITOR
book fair (no students helping in booth)	one is not providing care, supervision, training, or control of children in lieu of parental care; there is no direct or regular contact with children		one is not assuming care, supervision, guidance, or control of children; this does not involve routine interaction with other children	NO
booster-club event	very situationally-specific; no clear-cut answer can be given at this time		very situationally-specific; no clear-cut answer can be given at this time	

chaperone for a dance or other school-sponsored event (including, but not limited to, field trips)	yes responsible for the welfare of children – even though not necessarily direct or regular, in a position of trust and standing in place of parent		yes direct contact	YES
class party help (if officially designated as such)	not responsible for the welfare of children		yes direct contact	YES IF OFFICIALLY DESIGNATED, OTHERWISE INCIDENTAL VISITOR
class pictures	not responsible for the welfare of children		yes direct contact	YES
college recruiters on campus to talk with children	not a District volunteer		not a District volunteer	NOT A VOLUNTEER
concession stand worker (no students working in the stand)	not responsible for the welfare of children		no direct contact	NO
concession stand worker (with students working in the stand)	could be responsible for the welfare of children if a position of trust, and direct and regular		yes direct contact and could be routine interaction	YES
current students age 18 or older volunteering to fulfill role in a school-sponsored program, club, or activity	not a volunteer under the terms of the statute (“an adult applying for an unpaid position”)		not a volunteer under the terms of the statute (“an adult applying for an unpaid position”)	NO
current students age 18 or older volunteering to as any other	same analysis would apply to the student as would apply to any other		same analysis would apply to the student as would apply to any other adult in the community	ANALYSIS WOULD APPLY BASED ON POSITION

adult member of the community outside of school	adult in the community applying for a volunteer position		applying for a volunteer position	
drop off birthday cake or holiday treats	not responsible for the welfare of children		no direct contact	NO INCIDENTAL VISITOR
field day assistance (or similar events like Fall Festival, for example)	perhaps standing in loco parentis (responsible for the welfare of children) – similar to a chaperone in some instances		yes direct contact	YES
grandparents' day	not providing care, supervision, training, or control of children in lieu of parental care; no direct or regular contact with children		not assuming care, supervision, guidance, or control of children; does not involve routine interaction with other children	NO INCIDENTAL VISITOR
guest speaker or participant in career day or similar event to share information with students	one is not providing care, supervision, training, or control of children in lieu of parental care; there is no direct or regular contact with children		one is not assuming care, supervision, guidance, or control of children; this does not involve routine interaction with other children	NO INCIDENTAL VISITOR
job shadowing – an individual allows a student to visit his or her place of business	not assuming responsibility as a school volunteer		not assuming responsibility as a school volunteer	NO
make a delivery to the school	not responsible for the welfare of children		no direct contact	NO INCIDENTAL VISITOR
military recruiters on campus to talk with children	not a District volunteer		not a District volunteer	NOT A VOLUNTEER
observe child's classroom (parent, guardian, close relative)	one is not providing care, supervision, training, or control of children in lieu of parental care; no		one is not assuming care, supervision, guidance, or control of children; does not involve routine interaction with other	NO INCIDENTAL VISITOR

	direct or regular contact with children		children	
pick child up from school	one is not providing care, supervision, training, or control of children in lieu of parental care; no direct or regular contact with children		one is not assuming care, supervision, guidance, or control of children; does not involve routine interaction with other children	NO INCIDENTAL VISITOR
produce play or performance, concert, or other curricular/co-curricular, or extracurricular activity	responsible for the welfare of children		yes direct contact	YES
PTO-sponsored event	very situationally-specific; no clear-cut answer can be given at this time		very situationally-specific; no clear-cut answer can be given at this time	
routine classroom help (daily, weekly, or other periodically-scheduled help)	responsible for the welfare of children		yes direct contact	YES
special classroom projects	not responsible for the welfare of children		yes direct contact	YES
sports coach	responsible for the welfare of children		yes direct contact	YES

Service Animals in Schools

Purpose

The Board adopts this policy to ensure that individuals with disabilities are permitted to participate in and benefit from District programs, activities and services, and to ensure that the District does not discriminate on the basis of disability.

Definition

“Service animal” means any guide dog, signal dog, or other animal individually trained to do work or perform tasks for the benefit of an individual with a disability. The work or tasks performed by a service animal shall be directly related to the individual’s disability. Examples of work or tasks include, but are not limited to, assisting individuals who are blind or have low vision with navigation and other tasks, alerting individuals who are deaf or hard of hearing to the presence of people or sounds, providing nonviolent protection or rescue work, pulling a wheelchair, assisting an individual in connection with a seizure activity, alerting individuals to the presence of allergens, retrieving items such as medicine or the telephone, providing physical support and assistance with balance and stability to individuals with mobility disabilities, and helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors. The provision of emotional support, well-being, comfort, or companionship does not constitute work or tasks for the purpose of this definition.

Delegation of Responsibility

The Board shall permit individuals with disabilities to use service animals in District buildings; on District property; and on vehicles that are owned, leased or controlled by the District, in accordance with this policy and applicable state and federal laws and regulations. The Superintendent or designee shall develop and disseminate administrative regulations to implement this Board policy and accommodate individuals with disabilities requesting use of a service animal in District buildings and on District property and vehicles.

References:

Administrative Regulation No. 7100, *Service Animals in Schools*
Pennsylvania Human Relations Act – 43 P.S. Sec. 953
Section 504 of the Rehabilitation Act – 29 U.S.C. Sec. 794
Americans With Disabilities Act – 42 U.S.C. Sec. 12101 et seq.

*Service Animals in Schools*Guidelines for Students With Disabilities:

A student with a disability, or a parent or guardian on behalf of the student, may request to bring a service animal to school for educational purposes. The building principal shall forward the request to the appropriate Section 504 or IEP team or, if the student has not yet been identified, shall convene a Section 504 meeting. The applicable team shall gather the necessary information and evaluate the request to bring the service animal to school and determine whether the student requires the service animal during the school day or at school activities. Any service animal accompanying a student with a disability to school or school activities shall be handled and cared for in a manner detailed in the student's IEP or Section 504 Service Agreement.

General Guidelines for Admission of Service Animals To Schools for Employees:

An employee with a disability may submit a prior written request to bring a service animal to school for employment purposes to the building principal or Director of Human Resources, together with supporting medical documentation. The request shall be handled in the same manner as any other request for accommodation under the Americans with Disabilities Act. Requirements may be imposed upon the employee similar in nature to those set forth below in the next section and shall be documented in writing to the employee.

General Guidelines for Admission of Service Animals To School Property by Visitors or Other Persons Wishing to Access School Property:

Visitors with disabilities may be accompanied by their service animals while on District property for events that are open to the general public. This right of access does not extend to the schools generally or to other activities that are not open to the general public. School administrators may inquire of the owner or handler of an animal whether the animal is a trained service animal and the specific tasks that the animal has been trained to perform, but shall not ask questions about an individual's disability.

The District shall not require an owner or handler of a service animal to pay an extra charge for the animal to attend events for which a fee is charged.

Before a service animal shall be allowed in a District building, or on District property or vehicles, the District shall request and obtain the following documentation from the owner or handler of the animal:

- A. Verification of the need for a service animal.
- B. Description of the function(s) the service animal is expected to perform in relation to the individual's disability.
- C. Proof of current vaccinations and immunizations of the service animal.

The owner or handler of a service animal shall be solely responsible for:

- A. Supervision and care of the animal, including any feeding, exercising, clean up and stain removal.

- B. Control of the animal at all times through the use of a harness, leash, tether or by other effective means.
- C. Damage to District buildings, property and vehicles caused by the animal.
- D. Injuries to students, employees, volunteers and visitors caused by the animal.
- E. Annual submission of documentation of vaccinations and immunizations.

The building principal shall receive and forward to the Superintendent each completed request in the form of Attachment A by an individual with a disability to be accompanied by a service animal. The Superintendent or designee shall respond to the request.

The designated administrator shall ensure that all individuals involved in a situation where a service animal will regularly accompany an owner or handler in District buildings or on District property or vehicles are informed of the Board policy and administrative regulations governing this issue. Involved individuals can include administrators, appropriate employees, student and parent/guardian.

District administrators may exclude a service animal from District buildings, property and vehicles under the following circumstances:

- A. Presence of the animal poses a direct threat to the health and safety of others.
- B. Owner or handler is unable to control the animal.
- C. Animal is not housebroken.
- D. Presence of the animal would require a fundamental alteration to the program.

Any individual with a service animal who is aggrieved by a decision to exclude, limit or remove a service animal may appeal that decision in accordance with applicable Board policy.

References:

Policy No. 5100, *Special Education*

Section 504 of the Rehabilitation Act – 29 U.S.C. Sec. 794

Rabies Prevention and Control in Domestic Animals and Wildlife Act –
3 P.S. Sec. 455.1 et seq.

Pennsylvania Human Relations Act – 43 P.S. Sec. 953

Americans With Disabilities Act – 42 U.S.C. Sec. 12101 et seq.

Nondiscrimination on the Basis of Disability, Title 28, Code of Federal
Regulations – 28 CFR Part 35

Federal Equal Employment Opportunity Commission Regulations, Title 29, Code of
Federal Regulations – 29 CFR Part 1630

**SERVICE ANIMAL REQUEST/AGREEMENT
FOR VISITORS TO DISTRICT SCHOOL PROPERTY**

Note: This Request/Agreement must be submitted at least ten (10) days prior to the date of the proposed visit. It is valid only for the visitation date(s) and locations provided in this Request. It must be renewed prior to new visitation date, the start of each subsequent school year or whenever a different Service Animal will be used.

Date: _____ Visitor Name: _____

Name of Parent(s)/Guardian(s) if Visitor is a minor: _____

Visitor Address: _____

Visitor Phone Number: _____

Date(s) of Activity/Function: _____

Location(s) of Activity/Function: _____

Purpose of Visit(s): _____

Does the animal perform task(s) or function(s) that mitigate your disability? Yes _____

No _____

If yes, please describe the work or task the service animal has been trained to perform:

Type of Service Animal: Dog Other _____

Documentation attached that the Service Animal is:

- Being used to assist with disability (Physician letter/Documentation, if applicable);
- Currently vaccinated and in good health (Veterinary health certificate);
- Properly trained. If Handler will accompany visitor, please provide name of Handler and documentation of training credentials.

AGREEMENT

I state that the information that I have provided in this Request is true and correct and that the District may rely on this information to determine whether the Americans with Disabilities Act requires the District to permit me to be accompanied by a service animal in the District's facilities.

I have read and understand the School District's Service Animals Policy. I will abide by the terms of the Policy.

I understand that if my Service Animal is: out of control and/or the animal's handler does not effectively control the animal's behavior; not housebroken or the animal's presence or behavior fundamentally interferes in the functions of the School District; or, poses a direct threat to the health or safety of others that cannot be eliminated by reasonable modifications, the School District has the discretion to exclude or remove my Service Animal from its property.

I agree to be responsible for any and all damage to School District property, personal property, and any injuries to individuals caused by my Service Animal. I agree to indemnify, defend and hold harmless School District from and against any and all claims, actions, suits, judgments and demands brought by any party arising on account of, or in connection with, any activity of or damage caused by my Service Animal.

OWNER

TREDYFFRIN/EASTTOWN SCHOOL DISTRICT

Name: _____

Name: _____

Signature: _____

Title: _____

Date: _____

Signature: _____

Date: _____

Nonparticipation in Selected Instruction and State Assessments

Upon receipt of written requests from a parent or guardian^[A1], their child shall be excused from specific instruction or required state assessments^[A2] conflicting with their religious beliefs in accordance with applicable law as set forth in the accompanying regulation.

Nonparticipation in Selected Instruction and State Assessments

1. The right to review a State assessment in the school entity during convenient hours for parents and guardians, at least 2 weeks prior to the school administration, to determine whether a State assessment conflicts with their religious belief. To protect the validity and integrity of the State assessments, each school entity shall have in place procedures to be followed when parents or guardians request to view any State assessment. Procedures must be consistent with guidance provided by the Pennsylvania Department of Education in its administration instructions. If upon inspection of a State assessment parents or guardians find the assessment to be in conflict with their religious belief and wish their students to be excused from the assessment, the right of the parents or guardians will not be denied upon written request that states the objection to the Superintendent.
2. The right to have their children excluded from research studies or surveys conducted by entities other than a school entity unless prior written consent has been obtained.

Nonparticipation in Selected Instruction

State law requires that public school districts adopt policies and procedures to assure that parents or guardians have the right to have their children excused from specific instruction that conflicts with their religious beliefs, upon receipt by the school entity of a written request from the parent or guardians.

Parents and guardians of District students may review information about the District curriculum if they believe it may be in conflict with their religious beliefs by making arrangements with the Superintendent or designee. Attachment A shall be used for written requests from parents/guardians that their child be excused from specific instruction conflicting with their religious beliefs or other reasons for valid cause shown as determined by the Superintendent or designee.

Nonparticipation in State Assessment

State law requires that public school districts adopt policies and procedures to assure that parents or guardians have the right to review a State assessment to determine whether a State assessment conflicts with their religious belief.

Parents and guardians of District students may review state assessments if they believe they may be in conflict with their religious beliefs by making arrangements Superintendent or designee, once the exams arrive at the school. The Pennsylvania Department of Education Parent Confidentiality Agreement for each assessment must be signed. If, after reviewing the state assessment, the parents/guardians do not want their student to participate in the assessment due to a conflict with their religious beliefs, they must complete the attached form (Attachment B) prior to the beginning of the assessment to request their student be excused from the assessment.

{01128126 }Adopted: Proposed New

Attachment A

PARENT EXEMPTION FROM INSTRUCTION FORM To the Superintendent:

I request that my child, pursuant to Board Policy “Nonparticipation in Selected Instruction and State Assessment Programs,” be excused from the instruction set forth below as that instruction conflicts with my or my child’s religious beliefs or for other valid reasons as determined by the Superintendent or designee.

SPECIFIC INSTRUCTION FROM WHICH MY CHILD IS TO BE EXCUSED:

STATEMENT THAT THE SPECIFIC INSTRUCTION CONFLICTS WITH MY OR MY CHILD’S RELIGIOUS BELIEFS OR OTHER VALID REASONS:

I understand and acknowledge the following:

1. My child or I may request replacement educational activities. The only permissible educational activity for this purpose shall be in the nature of replacement instruction that is consistent with the goals set for the course and that does not require the provision of any extra Tredyffrin/Easttown School District resources.
2. The Superintendent or designee shall determine where the student shall report during the time the student is excused.
3. All students excused from specific instruction shall be required to achieve the academic standards established by the sending district as necessary for graduation.

Student's Name (PRINT)

Date of Birth _____

Parent/Guardian Signature _____

Date _____

NONPARTICIPATION IN STATE ASSESSMENT PROGRAMS FORM
(FOR STUDENTS UNDER THE AGE OF 18)

To the Superintendent:

I request that my child, pursuant to Board Policy Nonparticipation in Selected Instruction and State Assessment Programs, be excused from the State Assessment Programs as that program conflicts with my or my child's religious beliefs.

Name of the State Assessment _____

Date of administration of State Assessment _____

Student's name (print) _____ Date of Birth _____

Parent/Guardian signature _____ (for students under the age of eighteen)

Date _____