

Policy Committee Agenda
Thursday, September 22, 2016 7:00 p.m.
Room 200, T/E Administration Offices

1. Approval of Minutes of the June 9, 2016 Policy Committee Meeting

2. Public Comment

3. Review of Policies for 2nd Reading

- Policy and Regulation 5421: Hazing
- Policy and Regulation 5420: Harassment of Students By Non-Students
- Policy and Regulation 4330: Harassment by and of District Employees

4. Information

- None

5. Follow Up from Previous Policy Committee Meeting

- None

6. Policies and Regulations for Review and Discussion

- Regulation 6194: District Issued Laptops
- Regulation 5115: School Attendance Areas
- Policy and Regulation 5401: Student Discipline
- Policy 5120: Withdrawal from School
- Policy 5415: Dress and Appearance
- Policy 6195: Title I Parental Involvement
- Regulation 4497: Team Facilitator Job Description
- Policy 4970: Athletic Team Coaches
- Regulation 5227: Graduation Requirement
- Policy and Regulation 6141: Nondiscrimination of Students in School and Classroom Practices

7. Future Meetings

Additional meetings are scheduled for Thursday, October 20, 2016, Thursday, November 17, 2016 and Thursday, December 15, 2016.

All meetings are held at the Tredyffrin/Easttown Administration Offices, 940 West Valley Road, Suite 1700, in Room 200 at 7:00 p.m.

2016 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.
4. To continue with a cyclical review of Board policies in determining if policies should be revised, updated or repealed.

**Draft Pending Committee Approval
Policy Committee Meeting
Thursday, June 9, 2016
T/E Administrative Offices, Room 200
7:00 p.m.**

Board Committee Members: Kevin Buraks, Chair; Todd Kantorczyk, Kate Murphy, Ed Sweeney

Other Board Members: Virginia Lastner, Michele Burger

T/E School District Representatives: Mark Cataldi, Mike Kristofco, Art McDonnell

Community Members: Theodore Horvath, Jerry Henige

Approval of Minutes: The minutes of the May 19, 2016 meeting were approved.

Public Comment

Theodore Horvath commented on the upcoming Policy and Regulation 8060: Security of District Facilities and the Valley Forge Middle School fencing project.

Review of Policies for 2nd Reading

After review and discussion, it was recommended that the following Policies be sent to the Board of School Directors for a second reading at their meeting on June 13, 2016.

Policy 3231: Federal Fiscal Compliance

Policy 3390: Travel Reimbursement – Federal Programs

Policy 4020: Conflict of Interest and Disclosure of Confidential Information – Prohibition (Tredyffrin Easttown School District Employees)

Policy 8120: Food and Nutrition Services

Policy 9360: Conflict of Interest (Board Members)

The above Policies were revised to comply with new federal standards regarding procurement when federal funds are utilized. The Federal Office of Management and Budget issued new federal regulations called Uniform Grant Guidance that impacted and required changes to policies and procedures. School districts must adopt these new procurement standards by July 1, 2017. Several school districts across the state that have undergone Single Audits have received adverse audit findings for failure to have the appropriate policies and regulations in place with respect to other requirements of the Uniform Grant Guidance that went into place for Local Education Agencies on July 1, 2015. Therefore, it is recommended that these policies and procedures be in place by July 1, 2016.

Policy 9140: Board Committees

The function, appointment and membership of Board Committees are covered in this Policy.

Discussion was held on the appointment and removal of committee chairpersons, as well as the term of committee chairpersons. Legislative was removed from the list of standing committees. The Policy was revised to provide that the Board President appoints and may remove committee chairpersons and other committee members. The Committee decided against imposing term limits for chairpersons and affirmed that the existing wording of rotating committee chairpersons and members where practical provided appropriate guidance to term membership.

Information

None

Follow Up from Previous Policy Committee Meeting

Regulation 8060: Security of District Facilities

This Regulation has been discussed at the last two Policy Committee meetings. The most recent revisions include signage that will be posted in designated locations. The signage will express appreciation for the cooperation with restricted access/entrance to District property during the school day and after dusk. Signs will be posted in preparation for the new school year. The District and individual schools will communicate these changes to the community.

Policies and Regulations for Review and Discussion

Policy and Regulation 5421: Hazing

The original Policy and Regulation on the prohibition of hazing was adopted on November 2, 2000. Revisions to the existing District Policy and Regulation were made due to the Antihazing Law that was recently amended by the Commonwealth of Pennsylvania. Pennsylvania secondary schools are now included in the law, which previously only applied to institutions of higher education. Hazing is defined as any action or situation that recklessly or intentionally endangers the mental or physical health or safety of a person for the purpose of initiation, admission into, affiliation with, or continued membership in any school organization, club, team, group or activity. Students, administrators, coaches, sponsors, volunteers, District employees, representatives, agents, and contractors shall be aware of and promptly report any incidents of hazing activity. This Policy will be sent to the Board of School Directors for a first reading at their meeting on June 13, 2016.

Policy and Regulation 5420: Harassment of Students By Non-Students

Policy and Regulation 4330: Harassment by and of District Employees

Any form of harassment is prohibited by the District. Revisions to these Policies and Regulations include a change in the title and expanded definition of harassment. Harassment may include inappropriate verbal, written, electronic, graphic, or physical conduct relating to an individual's race, color, national origin/ethnicity, gender, age, disability, sexual orientation, gender identity, gender expression or religion. Harassment, by definition, includes sexual harassment. Complaints of harassment by a student against another student will be addressed in the same manner as other student disciplinary investigations. Each staff member will maintain an educational and work environment free from all forms of harassment. Incidents of harassment shall be reported promptly, and investigations will be conducted in an impartial and as confidential a manner as possible. These Policies will be sent to the Board of School Directors for a first reading at their meeting on June 13, 2016.

Regulation 2140: District Athletic Director - Duties

This Regulation was introduced to specify the duties, responsibilities, requirements and essential functions of the new position of District Athletic Director. The District Athletic Director will oversee the interscholastic athletic program while promoting a positive sports culture. This Regulation was approved for adoption.

The following Policies and Regulations were on the agenda as part of a cyclical review, but were deferred to be discussed during the 2016-2017 school year.

Policy and Regulation 4223: Military Leave

Policy and Regulation 6153: Classroom Field Trips

Future Meetings

Policy Committee meeting dates, times, locations and agendas for the 2016-2017 school year will be posted on the District website at www.tesd.net. All meetings are held at the Tredyffrin/Easttown Administration Offices, 940 West Valley Road, Suite 1700, in Room 200.

Adjournment

The meeting adjourned at 9:45 PM.

2016 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.
4. To continue with a cyclical review of Board policies in determining if policies should be revised, updated or repealed.

Hazing

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

For purposes of this Policy **hazing** is defined as any action or situation that which recklessly or intentionally endangers the mental or physical health or safety of a person or that which results in the willful destruction or removal of public or private property for the purpose of initiation, admission into, affiliation with, or continued membership in any school organization, club, team, group or activity-recognized by the Board.

~~any activity that recklessly or intentionally endangers the mental health, physical health or safety of a student for the purpose of initiation or membership in or affiliation with any organization recognized by the Board.~~

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

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

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

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

Any form of hazing that is a part of a school sponsored activity is prohibited. No student, coach, sponsor, volunteer, ~~or~~ District employee, administrator, representative, agent, or contractor shall plan, direct, encourage, assist, engage in, tolerate, ~~or~~ condone, or fail to properly report any known instances of any hazing activity.

The District will promptly investigate all complaints of hazing and will administer appropriate discipline to any individual who violates this Policy, in accordance with applicable Board ~~Policy~~policies, administrative regulations, and any applicable code of

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conduct or collective bargaining agreement. Complaints of hazing may also be referred by the District to the appropriate law enforcement agency for investigation, as determined by the Superintendent or designee.

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

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

Hazing

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

Complaint Procedure

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

~~Unlawful Harassment by and of Students by Non-Students~~

It is the policy of the District ~~in maintaining a positive learning environment to prohibit to prohibit that~~ any form of ~~unlawful~~ harassment ~~by or~~ of students.

Definitions

For purposes of this policy “~~Unlawful~~ harassment” means verbal, written, electronic, graphic or physical conduct relating to an individual’s race, color, national origin/ethnicity, gender, age, disability, sexual orientation, gender identity, gender expression -or religion when such conduct:

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

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

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

Harassment includes sexual harassment.

Procedures for Reporting and Investigating ~~Unlawful~~ Harassment

The administration shall report the circumstances of ~~unlawful~~ harassment to law enforcement officials and the district attorney's office as required by law. The Superintendent will conduct an independent investigation and recommend disciplinary action as appropriate.

The Board directs that complaints of ~~Prohibited h~~Harassment shall be investigated promptly pursuant to the accompanying regulation. - Complaints of harassment by a student against another student shall be handled in the same manner as other student

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Revised: May 23, 1994

Revised: January 22, 1996

Revised: January 24, 2000

Draft: January 6, 2010

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disciplinary investigations and the procedures set forth in the accompanying regulation shall not apply.

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

The District shall inform students, staff, parents, independent contractors and volunteers that ~~unlawful~~ harassment of students will not be tolerated, by a variety of methods including publication in handbooks and presentations to students and staff when appropriate.

Each staff member shall maintain an educational environment free from all forms of ~~unlawful~~ harassment.

~~Each student shall respect the rights of their fellow students and others with the goal of creating and ensuring an atmosphere free from all forms of unlawful harassment.~~ Students shall be informed that they may ~~choose to~~ report ~~unlawful~~ harassment complaints to building principals, teachers, counselors, nurses, administrators or other trusted adult employee. All employees should be trained to refer complaints of ~~unlawful~~ harassment to the principal or other designated employees.

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Harassment of Students by Non-Students

Procedure for Resolving Complaints Involving Harassment of Students

A. General Procedures

1. Students who believe that they have been subjected to harassment by an employee or any other adult member of the school community have the right and are encouraged to file a complaint in accordance with the formal and informal complaint procedures in Sections B and C below and to receive prompt and appropriate handling. A student complaint form is attached as Attachment A to this regulation. Complaints of harassment by a student against another student shall be handled in the same manner as other student disciplinary investigations and the procedures set forth below shall not apply.
2. The complainant should contact any Designated School or District Resource (DSR). If the complainant is a student, the contact may be initiated by the student's parent or guardian. A DSR shall prepare and provide to the principal a complaint form in the form attached as Attachment B to this regulation.
3. The Superintendent will appoint Designated School Resources (e.g., guidance counselor, nurse, school administrator) at each school to whom students may direct their complaints. The Superintendent will appoint as many Designated District Resources as appropriate to whom employees, job applicants, persons utilizing school transportation and visitors may direct their complaints. There will be at least one male and at least one female School Resource person at each school and the District Resource persons will also include male and female designees. The names of these Designated Resources will be made public.
4. Designated School or District Resources who receive complaints must treat them as confidential and release information only when appropriate and after consultation with complainant.
5. Designated School or District Resources will be trained to conduct investigations and to serve as mediators.

B. Informal Procedures

1. If the complainant wishes to try to resolve the problem informally, the Designated Resource will attempt to resolve the complaint in that manner.
2. Any meetings between the complainant and the accused must be mutually agreed upon in advance. The accused will be informed of the disciplinary consequences of retaliation against the complainant.
3. Counseling and information about harassment may be provided to the accused, if appropriate.

4. If the complaint cannot be resolved informally within two weeks, formal complaint procedures may be initiated.

C. Formal Procedures - Student Complaints

1. A student who alleges harassment by an employee, or other person covered by this policy may direct the complaint to a Designated School Resource.

2. The person receiving the complaint shall report it to the building principal within 24 hours.

3. The principal or principal's designee shall promptly investigate the allegation. The investigator shall:

- Interview the complainant; complainant may have representation present at all discussions and meetings involving the case.
- inform the accused of the allegations and advise of the right to representation at all discussions and meetings; the accused will also be informed of the disciplinary consequences of retaliation against the complainant
- interview the accused
- interview third parties
- document all interviews
- a written report of the investigation will be compiled and kept by the building principal
- Immediately report any alleged or actual incident of unwanted touching or body contact to local law enforcement officials to complete the investigation.

4. The Superintendent shall present a written decision to the student complainant within five (5) working days after receiving the investigator's report. A conference will be held with the student to discuss the investigation of the complaint and disposition to the extent appropriate.

5. The Superintendent shall be responsible for responding to the employee who is determined to be guilty of harassment of a student. Such response could include referral to the Employee Assistance Program for appropriate counseling and/or discipline up to and including the recommendation to the Board of School Directors for suspension and/or termination from employment.

**Student Harassment Complaint Form
SAMPLE – FOR REFERENCE ONLY**

COMPLAINANT INFORMATION		
Name:		
Status: <input type="checkbox"/> Student <input type="checkbox"/> Teacher <input type="checkbox"/> Support Staff <input type="checkbox"/> Other (specify):		
Building:		
ALLEGED HARASSMENT/DISCRIMINATION		
Check all the protected categories that apply to the complaint:		
<input type="checkbox"/> Age	<input type="checkbox"/> Color	<input type="checkbox"/> Disability
<input type="checkbox"/> Gender Expression	<input type="checkbox"/> Gender Identity	<input type="checkbox"/> Gender/Sexual Harassment
<input type="checkbox"/> National Origin	<input type="checkbox"/> Race/Ethnicity	<input type="checkbox"/> Religion
<input type="checkbox"/> Retaliation	<input type="checkbox"/> Sexual Orientation	
1. Who is the complaint against? List name(s) of individual(s) engaging in the alleged harassment.		
2. Describe the alleged harassment including time, day, and location as well as the form of harassment (physical, verbal, written, pictures, etc.).		
3. Were there any witnesses to the incident(s) described above? If so, identify.		
REPORT DATA		
Signature of Student Making Complaint		
Date:		

4. How does the complainant know the alleged harasser? What is the relationship between the complainant and the accused? (Teacher/student; student/student).

5. Did the complainant take any action to attempt to stop the harassment? Describe.

6. Did the complainant tell anyone about any of the incidents? If so, identify who and when.

7. Has the complainant witnessed the alleged harasser harassing anyone else? If so, identify who and when.

8. Did the complainant report this incident? If so, identify to whom and when.

9. Does the complainant have any other information related to this complaint, (i.e., memos, e-mails/text messages, recorded conversations, etc.)? If so, identify and explain.

Unlawful Harassment by and of TUSD District Employees

The District, ~~in maintaining a positive learning and working environment~~, prohibits any form of harassment based on race, color, national origin/ethnicity, ~~gendersex~~, age, disability, sexual orientation, gender expression, gender identity or religion. This policy covers harassment by and of District employees.

Definitions

~~“Harassment” shall consist of verbal, written, electronic, graphic graphic, electronic or physical conduct relating to an individual’s race, color, national origin/ethnicity, gender, age, disability, sexual orientation, gender expression, gender identity or religion when such conduct:~~

- ~~1. Is sufficiently severe, persistent or pervasive that it affects an individual’s ability to perform job functions or creates an intimidating, threatening or abusive work environment; and/or,~~
- ~~2. Has the purpose or effect of unreasonably interfering with an individual’s work performance; and/or,~~
- ~~3. Otherwise adversely affects an individual’s employment opportunities.~~

“Sexual harassment” shall consist of unwelcome sexual advances, requests for sexual favors, verbal or physical conduct of a sexual nature, gestures of a sexual nature, or display of materials which evoke responses not in keeping with the atmosphere intended for the classroom or the workplace when:

1. Acceptance of such conduct is made, explicitly or implicitly a term or condition of an individual’s continued employment; and/or,
2. Submission to or rejection of such conduct is the basis for employment decisions affecting the individual; and/or,
3. Such conduct is sufficiently severe, persistent or pervasive that it has the purpose or effect of unreasonably interfering with the employee’s job performance or creating an intimidating, hostile or offensive working environment.

~~“UnlawfulProhibited harassment” shall consist of verbal, written, graphic or physical conduct relating to an individual’s race, color, national origin/ethnicity, sexgender, age, disability, sexual orientation, gender expression, gender identity or religion when such conduct:~~

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- ~~1. Is sufficiently severe, persistent or pervasive that it affects an individual's ability to perform job functions or creates an intimidating, threatening or abusive work environment; and/or,~~
- ~~2. Has the purpose or effect of unreasonably interfering with an individual's work performance; and/or,~~
- ~~3. Otherwise adversely affects an individual's employment opportunities.~~

~~Prohibited Harassment includes sexual harassment.~~

Purpose

~~The District maintains that all forms of harassment breach the trust that is expected and required in order for members of the educational community to be free to learn and work.~~ The following forms of sexual and/or other ~~unlawful~~ harassment on District property and/or in connection with any District/school-sponsored event are strictly prohibited and shall constitute a violation of this policy:

1. sexual and/or other ~~unlawful~~ harassment by District employees of other District employees, District student(s), contracted individual(s), vendor(s), volunteer(s), and other third party(s) in the schools, and
2. sexual and/or other ~~unlawful~~ harassment of District employees by other District employees, District student(s), contracted individual(s), vendor(s), volunteer(s), and other third party(s) in the schools

Employee Responsibility

Employees who believe they have been harassed or are aware that harassment of or by another employee has occurred should promptly report such incidents to their immediate supervisor or, if the complaint involves their supervisor, to either the Superintendent of Schools or the Director of Personnel (Title IX Coordinator for Employees).

Administrative Responsibility

Any supervisor or administrator who receives a complaint of harassment shall immediately report such complaint to the Superintendent of Schools. Complaints of harassment shall be investigated promptly by the Superintendent or ~~his/her~~ designee. Confidentiality of all parties shall be maintained, to the extent possible, consistent with the District's legal and investigative obligations. When warranted, appropriate corrective action shall be taken including discipline.

The Administration shall report complaints and/or incidents of harassment to law

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enforcement officials and the district attorney's office as required by law.

The Superintendent shall ensure that procedures for resolving complaints involving sexual and/or other ~~unlawful prohibited~~ harassment of and by employees are developed and made part of an Administrative Regulation. This policy and the procedures shall be distributed periodically to all employees as applicable and a summary of this policy and accompanying procedures posted in a prominent location in each school building.

There shall be no retaliation against any person who has, in good faith, complained of sexual or other ~~unlawful prohibited~~ harassment, reported a grievance, assisted in the reporting of such a grievance, served as a witness or representative of the grievant, rejected sexual advances or harassment by others, or who has otherwise taken any reasonable action to stop sexual harassment or other ~~unlawful prohibited~~ harassment. ~~Any individual~~ who believes ~~he or she has~~ they have been subject to retaliation must report the matter immediately to the Superintendent of Schools and/or the Director of Personnel (Title IX Coordinator for Employees).

Cross reference:

Policy No. 5420, Prohibited Harassment of Students by Non-Students

{01261984 } Adopted: December 7, 1992

Revised: May 23, 1994

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Revised: January 24, 2000

First Reading: June 13, 2016

Tredyffrin/Easttown School District

Harassment by and of District Employees

Procedure for Resolving Complaints Involving Harassment by and of District Employees

Any employee who believes that the actions or words of a supervisor or other District employee constitute harassment has a responsibility to report in writing such conduct to the immediate supervisor, or to the Superintendent, if the complaint involves that supervisor. A written statement or report will be requested following an initial oral report to the supervisor.

Any District employee who observes or becomes aware of harassment of or by a District employee by or of a District student(s), contracted individual(s), vendor(s), volunteer(s), or other third party(s) in the schools, on District property and/or in connection with any District/school-sponsored event must report such conduct to the immediate supervisor, or to the Superintendent, if the complaint involves that supervisor.

Any complaints of harassment shall be made to the employee's supervisor, any member of the administrative staff, or the Superintendent when the complaint involves the supervisor, as soon as possible but in no event more than 30 days after the alleged incident. The supervisor shall confer with the Director of Personnel, who shall normally be designated by the Superintendent to investigate such complaints. Such complaints shall be investigated promptly and in an impartial and as confidential a manner as possible. If an employee is not satisfied with the handling of a complaint or the action taken by the investigator, then the employee may bring the complaint to the attention of the Superintendent. In all cases, the employee will be advised of relevant findings and conclusions in a timely fashion.

There shall be no reprisals in cases where an employee has complained about harassment.

Any employee who is found, after appropriate investigation, to have engaged in the harassment of another employee shall be subject to disciplinary action, depending on the circumstances, up to and including termination, consistent with the Pennsylvania School Code of 1949, as amended and the applicable provisions of the collective bargaining agreement.

Adopted: December 10, 1992

Revised: May 1994

Revised: May 2006

Revised: October 25, 2007

Revised: June 9, 2016

Tredyffrin/Easttown School District

District Issued Laptops

Definitions

District-network - refers to the District's system of computers, data, and telecommunication networks and resources made available through the District, regardless of location or ownership. This includes cloud-based storage, programs, and applications programs made available through the District.

Laptop – refers to an identified laptop device issued by the District to a specific District student for use in connection with the District academic program.

The One-to-One Laptop Initiative - the District's initiative to provide students with access to a District-issued laptop. The major goals of this initiative are to provide students with 21st Century learning environments both at home and in school, and to give all students access to technology resources.

Remote Access of Laptops – a situation where a District employee or agent accesses a Laptop in a student's possession. Software maintenance, which will download software and configuration changes automatically when a student connects the Laptop to the internet, does not constitute remote access of a Laptop. Remote access of Laptops does not include voluntary participation by the Student or other user in web conferences or other web-based activities.

Agreements for Laptop Use

The attachments are an integral part of this Administrative Regulation and the rules and restrictions set forth in the attachments are considered part of this Administrative Regulation.

Attachment A - Agreement for Laptop Use

An **Agreement for Laptop Use** must be signed by the student and student's parent or guardian and returned to the District prior to the student being issued a Laptop for the first time.

Attachment B - Best Practice Guidelines for Use of Student Laptops

Attachment B constitutes **Best Practices Guidelines for Use of Student Laptops** and provides information to students and parent/guardians to encourage and facilitate responsible use of District-issued Laptops. This document shall be posted on the District's website.

Annual Written Notification to Parents/Guardians

The District shall provide written notification to parents and guardians whose child is eligible to be issued a Laptop for the first time.

Cost Sharing Fee

Families of students participating in the One-to-One Laptop Initiative will be asked to pay an annual cost-sharing fee of \$50 per student, with a maximum annual family fee of \$100. This fee will cover the manufacturer's extended warranty and Accidental Damage Protection, as well as a case and set-up/maintenance of the device. Parents/guardians who would like their child to participate in the One-to-One Laptop Initiative but who cannot afford the cost-sharing fee shall contact their child's school counselor or building principal to discuss available solutions.

Accidental Damage Protection and Other Repairs

The annual cost-sharing fee paid by the families of students participating in the One-to-One Laptop Initiative shall include a manufacturer's extended warranty for the life of the Laptop in the District to cover hardware repairs due to defective parts. Additionally, the cost sharing fee includes Accidental Damage Protection, which covers Laptop repairs or replacement due to damage that occurs during normal use of the laptop. There is no deductible for the first Accidental Damage Protection claim during a particular school year. Deductibles to be paid by families for subsequent claims in the same school year are as follows:

- Incident #2 within the same school year: \$100, or the repair cost, whichever is less.
- Incident #3 within the same school year: \$150, or the repair cost, whichever is less.
- Incident #4 within the same school year: \$200, or the repair cost, whichever is less.

Accidental Damage Protection excludes theft, loss, and damage due to fire, flood, or other acts of nature. Accidental Damage Protection also excludes damage or loss due to negligence or intentional damage (vandalism) as those terms are defined in the warranty to be made available on-line.

If the damage is not covered by Accidental Damage Protection, the student and parent/guardian will be responsible for the full cost of the repair, or replacement (\$385, prorated) if the damage cannot be repaired.

Notwithstanding the above provisions, students or their parent/guardian are responsible for the cost of the laptop (\$385, prorated) and/or power cord/charger if they are lost, stolen, or not returned at the end of the school year for any reason.

Procedure for Reporting Laptops Missing or Stolen

Students issued Laptops are required to immediately report missing, stolen, or suspected stolen Laptops to a school administrator. To report a Laptop missing or stolen, the student must contact a school administrator by phone, email, or by visiting his/her office.

Notice Regarding Filtering

Although students are primarily responsible for the use of the Laptop and other District provided technology resources, the District has installed blocking software designed to protect

students from obscene material, child pornography and other visual depictions deemed harmful to minors (as defined by the Children's Internet Protection Act) when accessing the Internet through the Laptop on or off school property. An authorized administrator may disable the technology protection measure if needed for bona fide research or other lawful purpose. The District's current content filter meets the guidelines contained in the Children's Internet Protection Act.

Parents and guardians of students who take Laptops off school property are advised to monitor web usage. The **Best Practice Guidelines for Student Use of Laptops (Attachment B)** is a good reference to guide such monitoring efforts.

Parents/Guardians and Students Choosing to Opt Out of the One-to-One Laptop Initiative

In the event that a parent/guardian, or a student, if the student is over 18, declines to participate in the One-to-One Laptop Initiative by refusing to sign an Agreement for Laptop Use, the building principal shall be responsible for making necessary accommodations for the student to ensure the student's education is not adversely affected. Such accommodations may include access to printed resources, access to building based computers in areas such as libraries and help centers, or other accommodations recommended by the building principal.

All accommodations will be made on an individualized basis. The District does not guarantee that all accommodations will be provided to all students who do not participate in the One-to-One Laptop Initiative.

Attachment A - Agreement for Laptop Use

AGREEMENT FOR LAPTOP USE

_____ (hereinafter “STUDENT”) and
_____ (hereinafter “PARENT/GUARDIAN”), in
exchange for the Tredyffrin/Easttown School District allowing STUDENT to use and possess
~~the~~their assigned -Laptop, Serial No. _____, or
any loaner or replacement Laptop provided at the discretion of the District (“Laptop”), hereby
agree as follows:

1. STUDENT and PARENT/GUARDIAN acknowledge receipt of Board Policy and Administrative Regulation No. 6190 *Internet & Computer Network Safety & Use* and Board Policy and Administrative Regulation No. 6194 *District-Issued Laptops*. STUDENT and PARENT/GUARDIAN further acknowledge that they understand the applicability of such Policies/Administrative Regulations and agree to abide by the procedures, regulations and other rules set forth in them and in this Agreement, as well as any applicable Acceptable Use Agreement or provisions of a Student Code of Conduct regarding use of a Laptop.
2. PARENT/GUARDIAN and STUDENT acknowledge and understand the provisions of Administrative Regulation No. 6194 with respect to warranty and repair services included with the cost sharing fee paid to the District as well as those provisions detailing financial responsibility on the part of the PARENT/GUARDIAN and STUDENT in the event of Laptop maintenance, repair, and/or replacement for such services not included, in whole or in part, with the cost sharing fee, or as a result of the Laptop being lost, stolen or otherwise not returned to the District at the end of the school year. .
3. When on school property, STUDENT is prohibited from connecting a Laptop to the internet via means other than the District-provided WIFI connection through the District network.
4. STUDENT will not permit individuals, other than District administrators or teachers to access the Laptop. STUDENT shall not use or allow the Laptop to be used:
 - a. *For the posting or distribution of information that:*
 - i. **is harmful or prejudicial to students; for example, materials which are libelous and obscene as defined by the laws of the Commonwealth of Pennsylvania or the United States;**
 - ii. **constitutes bullying (including cyber-bullying) or otherwise fosters disruptiveness among students so as to interfere with the learning environment of the school district;**
 - iii. **threatens immediate harm to the welfare of the school community or any individual;**
 - iv. **discriminates against any segment of the student body or interferes with another’s individual rights;**
 - v. **encourages and/or abets unlawful activity; or**
 - vi. **violates the separation of church and state.**
 - b. *for illegal activity, including the violation of copyright laws;*
 - c. *to create, distribute, access or obtain pornographic materials;*

Attachment A - Agreement for Laptop Use

- d. to intentionally cause damage to hardware, software or data;*
 - e. to gain or attempt to gain access to restricted material or systems;*
 - f. for gambling;*
 - g. for nonschool-related purposes on more than an incidental basis; and/or*
 - h. to otherwise violate school rules.*
5. STUDENT and PARENT/GUARDIAN understand and agree that (a) the Laptop is at all times the property of the District; and (b) STUDENT has no right to disable or modify any hardware or software installed on the Laptop or to install new or additional software or programs or uninstall existing software or programs on the Laptop.
6. STUDENT and PARENT/GUARDIAN understand and agree that if the Laptop is lost, damaged or stolen, they will immediately advise a building administrator of the incident and all relevant information in accordance with the procedure outlined in Administrative Regulation 6194. STUDENT and PARENT/GUARDIAN understand and agree that they are not to attempt any repairs/services on the Laptop and that damaged Laptops must be returned to the District for repair/service.
7. STUDENT and PARENT/GUARDIAN understand and consent that the District may look at or review web history and files stored on the Laptop, in the STUDENT'S District-provided email account, or in the District-provided cloud-based storage under the following circumstances:
- a. After the Laptop has been returned by the STUDENT to the District:
 - i. At the end of a school year; or
 - ii. Any other time the STUDENT is required to permanently return the Laptop and has prior notice and adequate opportunity to remove the STUDENT'S files from the Laptop.
 - b. If the District has a reasonable suspicion that the STUDENT is violating District rules or policies, authorized District administrators may take custody of the Laptop and review STUDENT files. "Reasonable suspicion" means reasonable grounds exists that the search will uncover evidence that the student violated the law or school rules or District policies. The scope of the search must be reasonably related to the violation which justified the search. Under no circumstances will a District employee access a Laptop remotely for the purpose of this subsection b.
 - c. With the express consent of the STUDENT for a specific and identified purpose.
 - d. Teachers and other school personnel may provide assistance to a STUDENT in locating that STUDENT'S files in the presence of and at the request of the requesting STUDENT.

Attachment A - Agreement for Laptop Use

- 8. STUDENT acknowledges that he/she has no reasonable expectation of privacy in data stored in or transmitted by or through the Network Resources provided by the District, including but not limited to, emails sent to and from District-provisioned email accounts, emails sent through and websites accessed through the District network, and data stored in cloud-based storage provisioned by the District. The District may access such data to the extent necessary to ensure security of Networked Resources, ensure compliance with applicable law, or conduct searches where there is reasonable suspicion to believe that a law, Board policy or school rule has been violated and that evidence of the violation is present in the resource to be searched. Access may be obtained through STUDENT permission or through the District administratively resetting the STUDENT’S password.

- 9. STUDENT and PARENT/GUARDIAN understand and agree that if the District determines that STUDENT failed to adequately care for the District’s Laptop or violates District rules or policies, then the District may terminate STUDENT’S ability to use the Laptop. If the District determines that STUDENT acted with intent to damage the District’s property, then, in addition to any other available remedies, the District may refer the matter for appropriate civil, criminal and/or juvenile proceedings.

Parent/Guardian Signature

Student Signature

Print
Name: _____

Print
Name: _____

Address:

Address:

Telephone:

Current Grade:

Attachment B - Best Practice Guidelines for Student Use of Laptops

BEST PRACTICES FOR LAPTOP USE

Laptop – refers to an identified laptop device issued by the District to a specific District student for use in connection with the District academic program.

You are responsible for the appropriate use of your Laptop both at school and at home. Laptops are issued to students for use for educational purposes. All commercial, illegal, unethical and inappropriate use of these Laptops is expressly prohibited.

1. You may not copy or duplicate copyrighted material. Copyright is the set of exclusive rights granted to the author or creator of an original work, including the right to copy, distribute and adapt the work. Copyrighted materials include books, maps, prints, musical compositions, dramatic works, photographs, paintings, drawings, motion pictures, computer programs, sound recordings, choreography and architectural works.
2. Downloading games, applications or software is expressly prohibited, unless specifically authorized by District personnel for educational purposes in connection with the District academic program.
3. Data should not be stored on the Laptop, but should be stored either in the District-provisioned cloud-based storage or on a removable storage device.
4. Do not loan or allow your Laptop to be used by anyone else, and do not share your “user name” or “password”.
5. Always keep track of your Laptop and take reasonable precautions to keep it safe.
 - a. If you place your Laptop in your locker, make sure it is completely closed and locked.
 - b. Make sure that you never leave your Laptop unattended.
6. When carrying your Laptop, always place it in the sleeve provided.
7. Do not place the power cord or adapter against the Laptop screen in your backpack (the screen will break).
8. Be careful not to drop or fling your backpack (remember if it breaks, you may be held financially responsible).
9. If you notice that your Laptop is working slowly or functioning in a strange or abnormal way, report it to the Technology Department.
10. Safe emailing:
 - a. Don't open, forward or reply to suspicious emails. If you have a question about whether or not to open an email, check with the Technology Department.

Attachment B - Best Practice Guidelines for Student Use of Laptops

- b. Be wary of email attachments from people you don't know... it may be a virus or a malicious program.
- c. Never respond to emails that ask for personal information such as your user name or password.
- d. Think before you write and send an email. Be polite and courteous at all times.
- e. Almost all chain letters contain no useful information. This includes chain letters warning about viruses or Internet scams. Often the chain letters link you to viruses or are scams themselves. Don't pass them on.
- f. Do not go to inappropriate / questionable web sites or click on questionable links as this may trigger a spam or computer virus attack.
- g. The use of anonymous proxies or other technologies to bypass District filtering programs is prohibited.
- h. When on school property, do not connect the Laptop to the internet through any means other than the WIFI provided by the District through the District network.
- i. When communicating online with others, consider the following:
 - i. Be polite and courteous. Leave offensive text (i.e. curse words, insults, etc.) out of blog entries and comment postings.
 - ii. Once any text or photo is placed online, it is completely out of your control, regardless of whether you limit access to your page. Anything posted online is available to anyone in the world.
 - iii. You should not post or disclose information, photos, or other items online that could embarrass you, your family, or friends. This includes information, photos and items that may be posted by others on their page or on your webpage.
 - iv. Do not post or disclose your personal information: addresses, phone number(s), date of birth, class schedules, your whereabouts or daily activities. You could be opening yourself up to online predators.
 - v. Many potential employers, colleges and universities, graduate programs and scholarship committees now search these sites to screen applicants.

11. Saving Information:

- a. Save your files in the cloud-based storage provisioned to you by the District. Additionally, you must ensure that important school information is separately backed up, either on a removable storage device or some other medium. The District is not responsible for loss of any data stored in District-provisioned cloud-based storage or on the Laptop.

Attachment B - Best Practice Guidelines for Student Use of Laptops

- b. The District network administrator may review files and communications to maintain system integrity and ensure that students are using the system responsibly. Students and other District network users should not expect that information stored on Laptops, or other information stored in, transmitted through, or accessed through the District network, including, but not limited to cloud-based storage provisioned by the District, will be private.
- c. Any information on your Laptop may be erased during the summer.

12. Other:

The District does not recommend plugging any additional personal devices into the Laptop as this may cause problems with the Laptop's operation. You are responsible for any damage to the Laptop caused by any personal device you connect to the Laptop.

The Superintendent or designee has issued Administrative Regulations containing guidelines to students for use of District-issued Laptops (See Board Policy and Administrative Regulation 6194). Students should also refer to Board Policy and Administrative Regulation 6190 (*Internet & Computer Network Safety & Use*) and the applicable Network Acceptable Use Agreement for additional requirements. Any violation will be subject to discipline as outlined in the applicable Student Code of Conduct and/or Board Policy, and, depending on the nature and seriousness of the offense, could result in referral to law enforcement.

The District does not routinely monitor the District network for violations of school rules or District policies and is limited in its ability to monitor Laptops for cyber bullying and other violations. Therefore, if you have reason to believe another student is using either the District network or their District-issued Laptop in a manner that violates school rules or District policies, you are encouraged to report such conduct to a school administrator.

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. Transportation in this situation will be governed by Regulation 8100 *Transportation* and applicable law.

Beaumont School

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

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

Devon School

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

Starting at the southeast corner of Easttown Township proceed north along the township boundary line to Sugartown Road. Change direction east along the Tredyffrin Township boundary line to where it intersects Radnor Road, north along Radnor Road rear property lines west side to Upper Gulph Road. Follow Upper Gulph Road west rear property lines north side, including Ivy Croft Road, McMull Drive and Barberry Lane to Conestoga Road. Go north along Conestoga Road rear property lines west side to Valley Forge Road. Turn north from the point of intersection to northeast corner of Easttown Township, including properties on the west side only. Change direction west along the

township boundary lines, including Graham Way and excluding Forest Hills Circle, to the rear property lines east side Berwyn Baptist Road. Follow Berwyn Baptist Road rear property lines south side to the intersection of Conestoga Road and Francis Avenue. Follow the rear property lines west side Francis Avenue, south to the Conrail (Paoli local) tracks, then west along the tracks to Waterloo Avenue. Go south along the center of Waterloo Avenue to the center of Sugartown Road. Change direction west along the center of Sugartown Road as far as the point of intersection with rear property lines east side of Newtown. Then turn south along the rear property lines east side Newtown Road to where they intersect with rear property lines north side of Anchorage Lane. Follow the rear property lines north side of Anchorage Lane turning south with the property lines and from the eastern most limit of the rear property lines project a line south to the township boundary line at a point approximately 1625 feet east of Newtown Road. Then turn northeast to the southeast corner of the township previously described.

Hillside School

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

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

New Eagle School

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

Starting at the junction of the Tredyffrin and Upper Merion Township boundary lines southwest corner (Radnor Road), follow the Tredyffrin and Upper Merion Township boundary lines north to the Pennsylvania Railroad (Trenton cutoff). Go west to the intersection with rear property lines east side of West Valley Road. Go north along rear property lines east side of West Valley Road to the Chester County Walking Trail. Go west on the trail to the west side of Contention Rd. Go north on Contention (crosses Rt. 202) to W Anthony Wayne Drive at the point where it

parallels directly south of the intersection of Heyward Rd. and Dickenson Rd. North through the greenspace that borders the east side of Wilson Park to the back side of the cul-de-sac at Elan Drive. Slight northwest to the south side of Cabot Drive. West to the southwest corner of the development Parkview at Chesterbrook where it meets the property line of Wilson Farm Park. ~~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 Chester County Walking Trail to Old Cassatt Road, then south along Old Cassatt Road rear property lines east side and rear property lines of Cassatt Road to the Pennsylvania Railroad (Trenton cutoff). Go east along Trenton cutoff line to Contention Lane. Continue south on Contention Lane rear property lines east side to Berwyn Baptist Road. Go east along the Tredyffrin and Easttown Township boundary lines, including properties south and east side Berwyn Baptist Road and Forest Hills Circle to Valley Forge Road, excluding Graham Way. Then southeast on Valley Forge Road to junction with Conestoga Road, including properties on the east side of Valley Forge Road. Go south along the rear property lines west side of Conestoga Road to Upper Gulph Road. East along rear property lines north side Upper Gulph Road, excluding Bayberry Lane, McMull Drive and Ivy Croft Road to the intersection with Radnor Road. South along Radnor Road rear property lines west side to Tredyffrin and Radnor Township boundary lines. East along Tredyffrin and Upper Merion Township boundary lines north then west along Tredyffrin Township boundary line to Radnor Road.

Valley Forge School

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

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

Tredyffrin/Easttown Middle School

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

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

Valley Forge Middle School

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

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

Adopted: September 1981

Revised: May 18, 1995

Revised: January 15, 2015

Revised: September 10, 2015

Student Discipline

The principal or assistant principal of each school in the District shall have the authority to discipline students for sufficient reason in accordance with the specific building Code of Conduct, Pennsylvania Public School Code of 1949, as amended, and other applicable Federal and State laws and/or regulations. Discipline measures may include warning, detention, suspension, expulsion or other appropriate responses to the circumstances as determined by the principal. School personnel shall promptly notify the disciplined student's parent or guardian of such disciplinary action.

The Board shall receive an annual summary of disciplinary incidents.

Offenses that are considered to be of an extremely serious nature and may result in either suspension or expulsion, include but are not limited to the following:

1. Inappropriate physical contact, verbal threats or attacks, bullying or fighting on school grounds, in school vehicles and/or while participating in school-sponsored activities on or off school premises.
2. The use of, distribution of, or possession of, any substance subject to Policy 5405. Aiding or abetting any of the above actions regarding substances subject to Policy 5405 shall be treated in the same way.
3. Carrying of any item which could be considered a weapon or which is dangerous in nature in accordance with State law.
4. Consistent lateness to or cutting of class or detentions.
5. Willful destruction or defacing of school property.
6. Chronic infraction of building rules.
7. Conduct adversely affecting the school routine or otherwise endangering the safety, morals, health or welfare of others.
8. Physical or verbal threats or attacks or other retaliatory conduct directed at school staff members, their property, or their families.
9. Chronic insubordination.

Bullying

The Superintendent shall develop and promulgate an administrative regulation pertaining to bullying that includes the following:

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

Detentions

Minor disciplinary infractions may result in assignment to detention.

Suspension

When a suspendable offense occurs, the principal or assistant principal shall meet with the student at which time the student shall have the opportunity to offer an explanation of the infraction. After that meeting the principal or assistant principal may suspend a student from school for a period of up to three school days. Parents will be notified immediately in writing.

When a suspension exceeding three (3) school days is under consideration, the principal or assistant principal shall offer the student and student's parents a hearing as required by law. After such hearing the principal or assistant principal may extend the suspension for a period of up to ten (10) school days. The Superintendent must approve suspensions in excess of five (5) days. Parents will be notified immediately in writing.

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

Extended Suspension or Expulsion

In case a suspension in excess of ten (10) days or an expulsion is recommended, the Superintendent shall request that the Board conduct a hearing under Section 1318 of the Pennsylvania Public School Code of 1949, as amended, in order to determine the course of action it deems necessary regarding the recommendation.

Adopted: April 12, 1976
Revised: February 26, 1990
Revised: September 26, 1994
Revised: October 25, 1999
Revised: October 24, 2005
Revised: November 21, 2011

Student Discipline

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Definitions

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

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

- a) occur during the school day, on school property, on a school bus, or at a school-sponsored activity or event
- b) are severe, persistent or pervasive; and
- c) include any written, verbal, or physical act including but not limited to:
 - Written intimidating/threatening, and/or demeaning letters, notes, messages, emails and/or any other electronic means.
 - Verbally intimidating/threatening comments, slurs, innuendos, or taunting
 - Visual gestures
 - Physical hitting, slapping, kicking, and pinching, etc.
 - Making reprisals, threats of reprisal, or implied threats of reprisal, social isolation or manipulation of a student
 - Engaging in implicit or explicit coercive behavior to control, influence, or affect the health and well-being of a student
 - Any other behavior or acts which has the effect of substantially interfering with a student's education, creates an intimidating or threatening educational environment, or substantially disrupts the orderly operation of the school

See Bullying Procedures set forth later in this Regulation

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

Guidelines for Developing Self-Discipline

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

Disciplinary Action

Building Level

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

District Level: Extended suspension or expulsion

1. Recommendation for suspension or expulsion when made to the Superintendent for action shall include:
 - a. A chronology of the incident(s).
 - b. Statement(s) by those involved in crucial incident(s).
 - c. Statement(s) of student status from educators currently involved with student(s).
 - d. A review and recommendation by the principal and Director of Individualized Student Services.
2. As soon as extended suspension or expulsion is considered as a possible course of action, the principal shall consult with the Superintendent and request legal guidance on the matter.
3. The Superintendent or designee shall review such information, including the student's file, and recommend to the Board the setting of a hearing to consider possible expulsion from school.

Protocol for Risk Assessment of Threatening Behaviors

1. ~~Building administrator or designee conducts initial investigation to verify incident and probability of student involvement; Office of Individualized Student Services is notified.~~
2. ~~Building administrator or designee contacts parent/guardian to review these steps in the protocol:~~
 - ~~Student will be suspended out of school pending further investigation and results of mental health assessment conducted by a District selected or District approved certified child and adolescent psychiatrist or other District selected or District approved qualified mental health professional to determine if student poses a threat to self or others and what supports and services may be required to assist student.~~
 - ~~Office of Individualized Student Services or designee will contact family to discuss arrangements for assessment. Signed parent/guardian permission will be required.~~
 - ~~If suspension exceeds three days, family has the right to an informal hearing.~~
 - ~~Police must be notified in the event of a weapons or drug offense.~~
 - ~~Police will be notified by the building administration in situations involving assault resulting in bodily injury.~~
3. ~~Office of Individualized Student Services or designee prepares permission for building administrator to secure parent signature.~~
4. ~~Office of Individualized Student Services arranges assessment and contacts parent/guardian and building administrator.~~
5. ~~Building administrator prepares summary of incident for Superintendent.~~
6. ~~Upon receipt of parental permission, building administrator or designee contacts mental health professional to provide information about the incident and records containing pertinent background information. The administrator or designee makes arrangements with the mental health professional to contact the building administrator or designee immediately following the assessment as to whether the student is safe to return to school.~~
7. ~~Following the risk assessment, the mental health professional contacts the building administrator or designee as per previous agreement. The administrator or designee contacts the family.~~
8. ~~The mental health professional sends a written report to the Office of Individualized Student Services, which, in turn, disseminates this to the building administrator and to the parent/guardian.~~

~~9. Disciplinary action is determined within the context of the mental health assessment. If student is not considered a threat to self or others, then student returns to school following a term of suspension determined by building administration. Supports and services are determined by appropriate building based team (Student Assistance, IEP, IST).~~

~~Building and District personnel work with family to discuss and implement recommendations.~~

Protocol for Risk Assessment of Threatening Behaviors

1. Building administrator or designee conducts initial investigation to verify the incident and the probability of student involvement. Office of Individualized Student Services and District mental health specialist are notified by the building administrator or designee.
2. Building administrator or designee contacts parent/guardian to review these steps in the protocol:
 - a. The student will be removed from class to a safe location and/or additional supervision will be assigned.
 - b. Parent/guardian is notified by the building administrator and an initial investigation is conducted by the building administrator or designee. The building administrator will determine any disciplinary action.
 - c. A clinical interview may be completed by a District mental health specialist and the results of the clinical interview will be discussed with the building administrator and parent/guardian.
 - d. If the District mental health specialist through clinical interview determines the student is not a threat to self or others, then the student may return to school pending the outcome of any disciplinary action.
 - e. If a mental health risk assessment is required, it will be completed by a District-selected or District-approved certified child and adolescent psychiatrist or other District-selected or District-approved qualified mental health professional.
 - f. The Office of Individualized Student Services will schedule the assessment, and the school administrator or designee will contact the parent/guardian to discuss arrangements for the assessment.
 - g. Signed parent/guardian consent is required for the mental health risk assessment to commence. If signed consent is not forthcoming and the family has not made arrangements with a District-approved psychiatrist or other mental health professional, then the student will be suspended, pending the development of a District-approved written plan to ensure the safety of the student and others in school. The student will still need to complete a District-approved risk assessment.
 - h. If there is a delay in the completion of the risk assessment beyond the length of the assigned suspension, then a District-approved written safety plan will be developed to

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

Suspensions of Students with Disabilities

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

When discipline is to be imposed upon a student with disabilities, school personnel have the authority to (1) remove the child from his or her current placement to an appropriate interim alternative educational setting or suspension for a period of not more than the 10/15 day limits to the extent such discipline would be applied to students without disabilities; (2) assign the student to an alternative educational setting for the same period as such discipline would be imposed upon children without disabilities if there has been a determination that the conduct at issue was not a manifestation of the child's disability or (3) assign the student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the conduct at issue was a manifestation of the child's disability if the special circumstances for emergency placement described on page 6 apply.

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

If proposed discipline would result in a change in placement, then in addition to other applicable procedures, within ten (10) school days of any decision to change the placement of a student with a disability, the relevant members of the IEP team must conduct a manifestation determination as set forth below.

Emergency Exclusions for Students with Intellectual Disability

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

If a discipline problem with a student with intellectual disability is so immediate or severe as to warrant immediate action, the school district via the Director of Individualized Student Services with the approval of the Secretary of Education or a designee, may implement an interim change in educational placement, including exclusion from school, as long as notice is provided to the parents and a due process hearing is scheduled as soon as possible. The Secretary approval process is available only for an exclusion of a student with intellectual disability for 10 days or less. A school district proposing to exclude a student with intellectual disability must first notify the student's parent/guardian in writing requesting approval. If the approval is not given, the parents and/or school district have the right to a due process hearing to determine whether a change in placement is appropriate.

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

IEP/Multidisciplinary Team Consideration

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

Conduct Deemed a Manifestation of Disability

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

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

Additionally, if the conduct is deemed a manifestation of the student's disability, then the student must be returned to placement from which the student was removed unless (a) the parent(s) and the district agree to a change in placement as part of a behavioral intervention plan or (b) the special circumstances for emergency placements set forth on page 6 apply. If the conduct in question involved any of these special circumstances, then the district may assign the student to an alternative educational setting for not more than forty-five (45) school days, regardless of whether the conduct was a manifestation of the student's disability.

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

Conduct Not a Manifestation of Disability

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

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

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

Special Circumstances For Emergency Placements

The Administration can remove a student with disabilities to an interim alternative educational setting for a period of forty-five days regardless of whether the conduct in

question was a manifestation of the student's disability under the following circumstances:

Weapons

A student with a disability who carries or possesses a dangerous weapon to or at school, on school premises or to or at a school function can be placed in an interim alternative educational setting for a maximum of 45 calendar days (the IEP team determines the setting and the student returns to regular education on the 46th day unless a mutually agreed upon new placement has been identified). Procedures described above related to the manifestation determination and development of a functional behavioral assessment and implementation or modification of a behavioral intervention plan still apply.

Controlled Substances

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

Serious Bodily Injury

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

For any of these special circumstances for emergency placements, if a student's conduct is deemed not to be a manifestation of the student's disability, then the district can impose discipline beyond the 45 school days to the extent and for the duration that it would impose such discipline on students without disabilities. If the district proposes such a placement beyond the 45 school day alternative placement, then the district must offer a School Board hearing as it would for students without disabilities.

Procedures for Suspensions of Students with Disabilities

For suspensions of 1 to 3 school days and 4 to 10 school days for all students with disabilities, except those who have intellectual disability, follow procedures used for regular education students set forth above. In addition the principal should notify the appropriate special education supervisor of the suspension and the readmission date.

For special education students who are being suspended for periods of time longer than 10 consecutive school days or more than 15 cumulative school days (i.e., student commits a serious violation of school rules) the following procedures apply:

1. Prior to the student actually serving any suspension in excess of ten consecutive or fifteen cumulative school days, the relevant members of the IEP team must conduct a manifestation determination.
2. If the IEP team determines the conduct was a manifestation of the student's disability, then the IEP Team must conduct a functional behavioral assessment, unless one was already conducted and develop/modify a behavior intervention plan. Additionally, the student may not be suspended in excess of the 10/15 school day limits unless the special circumstances for emergency placement set forth on pages 9-10 apply (dangerous weapon, illegal drugs/controlled substance, inflicted serious bodily injury on another). If special circumstances do not apply and district believes that maintaining the current placement is substantially likely to result in injury to the student or others, then the district can request an expedited due process hearing.
3. If the IEP team determines the conduct was not a manifestation of the student's disability, then the student may be suspended in excess of the 10/15 school day limits. The decision of the Team need not be unanimous and can be made over the parents' objections subject to the parents' right to contest the determination.
4. If the conduct is deemed not a manifestation, then the district issues a NOREP with a copy of the Parents' Rights letter indicating the alternative educational placement as the placement and (under "Reasons for the Recommendations") indicating that the IEP team determined that the conduct was not a manifestation of the student's disability.
5. If the student's parents do not reject the NOREP or otherwise request a hearing, the suspension or expulsion and alternative placement may be implemented as if the student were in regular education. If the suspension is in excess of ten consecutive school days, the district must offer a hearing before the Board of School Directors in the same manner as it would for any regular education student. This hearing may be waived by parental consent. If the conduct involved special circumstances for

emergency placement, then a School Board hearing would only be necessary if and to the extent that the alternative placement would exceed 45 school days.

6. If parents reject the NOREP, then the student can be assigned to the interim alternative educational placement and an expedited due process hearing on the manifestation determination must take place within 20 school days of the date of the request and must result in a determination within ten school days after the hearing. If the removal exceeds 10 school days, and the conduct involved does not involve the special circumstances for emergency placements, then a hearing before the Board of School Directors must be offered as it would be for students without disabilities. If the conduct involved the special circumstances for emergency placement, then the School Board hearing would only be necessary if and to the extent that the alternative placement would exceed 45 school days.
7. If the district prevails in the due process proceedings, then it can continue to implement the alternative placement for the duration of the exclusion as if the student were in regular education (subject to the Board Hearing requirement, if applicable).

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

1. The school may expel the child for more than ten school days to the same extent that it would expel a nondisabled child for the same offense, provided, however, that
 - A. the school did not have knowledge that the child was a child with a disability before the violation occurred; and
 - B. if an evaluation is requested after the violation occurs, the school conducts the evaluation in an “expedited manner.”

The school will be deemed to have knowledge of a disability if, prior to the violation,

- A. the parent expressed a concern, in writing, to supervisory or administrative personnel or a teacher of the child that the child requires special education and related services; or
- B. the teacher of a child has expressed specific concerns about a pattern of behavior demonstrated by the child directly to the Director of Special Education or other supervisory personnel; or
- C. the parent has requested an evaluation.

The school will not be deemed to have knowledge of a disability if:

- A. the parent of the child has not allowed an evaluation; or
- B. the parent of the child has refused services; or
- C. the child has been evaluated and it was determined that the child was not a child with a disability under the IDEA.

Bullying Procedures

Reporting Procedures

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

Disciplinary Consequences

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

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

Publicity

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

Review of Bullying Procedures

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

Revised: August 1995
Revised: November 2003
Revised: April 15, 2004
Revised: October 2005
Revised: January 2007
Revised: October 27, 2008
Revised: January 15, 2015
Revised: January 21, 2016

Pupil Bullying

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

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

Definition of Bullying

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

- d) occur during the school day, on school property, on a school bus, or at a school-sponsored activity or event
- e) are severe, persistent or pervasive; and
- f) include any written, verbal, or physical act including but not limited to:
 - Written intimidating/threatening, and/or demeaning letters, notes, messages, emails and/or any other electronic means.
 - Verbally intimidating/threatening comments, slurs, innuendos, or taunting
 - Visual gestures
 - Physical hitting. slapping. kicking. and pinching. etc.
 - Making reprisals, threats of reprisal, or implied threats of reprisal, social isolation or manipulation of a student
 - Engaging in implicit or explicit coercive behavior to control, influence, or affect the health and well-being of a student
 - Any other behavior or acts which has the effect of substantially interfering with a student's education, creates an intimidating or threatening educational environment, or substantially disrupts the orderly operation of the school

October 27, 2008

Revised: January 15, 2015

Revised: January 21, 2016

Bullying Procedures

Reporting Procedures

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

Disciplinary Consequences

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

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

Publicity

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

Review of Bullying Procedures

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

October 27, 2008

Revised: January 15, 2015

Revised: January 21, 2016

BULLYING

What is bullying?

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

Specific forms of bullying behaviors may include:

- verbal bullying (put downs)
- social exclusion or isolation
- negative physical contact
- lies and false rumors
- having money or other things taken or damaged
- threats
- being forced to do things
- cyber bullying (technological communications)

What should you do if you are being bullied?

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

What will the school do?

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

What are Our School's Anti-Bullying Rules?

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

Information taken from the Olweus Bullying Prevention Program, ©2007

Bullying Attachment C

BULLYING

What is Bullying?

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

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

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

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

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

Tells other people bad things about you.

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

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

Makes cruel faces at you on purpose.

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

Tries to hurt your body in any way.

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

Tells you lies a lot that make you feel upset.

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

What Should You Do if You are Being Bullied?

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

What Will the School Do?

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

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

Sometimes the bully will be suspended from school.

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

BULLYING

Definition of Bullying

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

A student is bullying you if he or she does any of the following things **intentionally** and **repeatedly**:

Says unkind, harsh, demeaning, or abusive things to you or calls you names.

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

Teases, taunts, or harasses you.

Makes negative comments, slurs, or innuendos towards you.

Tells other people offensive or insulting things about you.

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

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

Makes cruel faces or physical gestures at you.

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

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

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

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

What Should You Do if You are Being Bullied?

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

What Happens if You Report a Bully?

The school will investigate the situation.

Bullying Attachment D

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

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

The bully may be suspended from school.

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

Withdrawal from School

Students are encouraged to complete an educational program that will provide them with skills, increase their chances for success, and enable them to have a fulfilling adult life.

“Withdrawal from school” for the purpose of this policy is the cessation of formal education for a student who meets any of the following criteria:

- A student who has attained the age of 16, is engaged in lawful employment, has a valid employment certificate, and has written consent of parent/guardian.
- A student who is seventeen years of age and who has written consent of parent/ guardian.
- A student who has been remanded to a correctional institution.
- A student who is mentally incapacitated as determined by an approved mental clinic certificated psychological examiner or certificated school psychologist and is excused by the school board.
- A student who is entering the armed services.

A special effort shall be made whenever a student is withdrawing from school for other than involuntary reasons to determine both the reasons for such action and resources accessible to the school district which can and should be used to assist the student in reaching attainable career goals.

The withdrawal of a student attending college full-time shall be approved by the Superintendent.

The Superintendent shall prepare procedures for a student’s withdrawal from school which shall:

- Make guidance counseling services available to students who wish to withdraw from school and to students who wish to re-enroll.
- Inform the student of the tests for General Education Development and other alternative educational opportunities.
- Assure the timely return of all school district owned supplies and equipment in the possession of the withdrawing student.
- Inform the students of their right to a public school education until graduation or the age of 21.

Dress and Appearance

Students have the right to determine their dress and appearance as long as it conforms to community norms of decency and does not substantially and directly endanger physical health or safety, damage property or substantially disrupt activities. Students may be required to wear certain types of clothing while participating in physical education classes or in activities such as music performances and athletics.

A student may not be disciplined or excluded from regular instruction because of his or her appearance if style, fashion, or taste is the sole criterion for such action.

Title I Parental Involvement

The Board recognizes that parental involvement contributes to the achievement of academic standards by students participating in Title I programs. The Board views the education of students as a cooperative effort among the school, parents/guardians and community.

Authority

In compliance with federal law at 20 U.S.C. Sec. 6318, the District and parents/guardians of students participating in the Title I programs shall jointly develop and agree upon a written parental involvement plan. When developing and implementing this plan, the District shall ensure the plan describes how the District will:

1. Involve parents/guardians in the joint development of the District's overall Title I plan and the process of school review and improvement.
2. Provide the coordination, technical assistance and other support necessary to assist participating schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance.
3. Develop activities that promote the schools' and parents'/guardians' capacity for strong parental involvement.
4. Coordinate and integrate parental involvement strategies with appropriate programs, as provided by law.
5. Involve parents/guardians in an annual evaluation of the content and effectiveness of the plan in improving the academic quality of schools served under Title I.
6. Identify barriers to participation by parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority.
7. Use findings of annual evaluations to design strategies for more effective parental involvement.
8. Involve parents/guardians in the activities of schools served under Title I.

Distribution

The Board shall adopt and distribute the parental involvement plan, which shall be incorporated into the District's Title I plan and shall be evaluated annually, with parental involvement.

Delegation of Responsibility

The Superintendent or designee shall ensure that the District's Title I parental involvement plan and programs comply with the requirements of federal law.

The building principal and/or Title I staff shall provide to parents/guardians of students participating in Title I programs:

1. Timely information about programs under Title I.
2. Explanation of the reasons supporting their child's selection for the program.
3. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.
4. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.

The Superintendent or designee shall ensure that information and reports provided to parents/guardians regarding Title I are in an understandable and uniform format and, to the extent practicable, in a language the parents/guardians can understand.

Guidelines

An annual meeting of parents/guardians of participating Title I students shall be held to explain the goals and purposes of the Title I program. Parents/Guardians shall be given the opportunity to participate in the design, development, operation and evaluation of the program. Parents/Guardians shall be encouraged to participate in planning activities, to offer suggestions, and to ask questions regarding policies and programs.

In addition to the required annual meeting, additional parent/guardian meetings shall be held at various times of the day and evening. If sufficient, Title I funding may be used to facilitate parent/guardian attendance at meetings through payment of transportation and child care costs. Parents shall also be involved in an organized, ongoing and timely way, in the planning, review, and improvement of programs under Title I, including the planning, review, and improvement of the school parental involvement plan and the joint development of the schoolwide program plan under 20 U.S.C. Section 6314(b)(2), unless the District schools have in place a process for involving parents in the joint planning and design of the District schools' programs, the District schools may use that process as long as such process includes an adequate representation of parents of participating children.

If the District's Title I plan is not satisfactory to the parents of participating children, the District shall submit any parent comments with such plan when the District submits the plan to the State.

Team Facilitator Job Description

Title:

Position: Team Facilitator

Reports to:

Principal or Designee

Job Goal:

Team facilitators have three primary functions. First, they lead and coordinate their team's efforts to maintain and improve the educational program that they deliver to their students. Second, they serve as an effective communications link between the team members and the principal. Third, they help insure effective communication within the team so that the team functions as a true team of people working together to effectively achieve common goals.

The team facilitator position is a non-supervisory leadership position. While team facilitators are to lead, they are, nevertheless, expected to use appropriate group processes while working cooperatively with all the staff on their team. Team decisions are expressly to be made by the entire staff of the team and not to be unilaterally imposed on the team by the facilitator.

Team facilitators are determined by the building principal annually and evaluated by the building principal annually.

Standard Qualifications for Position:

1. Pennsylvania teaching certification in appropriate field.
2. Bachelor's degree required; Master's degree preferred.
3. Strong GPA in major area; evidence of rigorous college program.
4. Related teaching experience preferred.
5. Outstanding personal/interpersonal communication skills; openness towards parent conferences.
6. Experience with technology in facilitating instruction.
7. Excellent organizational and neatness skills; ability to keep concise records.
8. Sensitivity to the developmental stages and well-being of children.
9. Willingness to be flexible in terms of teaching assignment within the school setting.

Essential Functions and Responsibilities of Position:

1. Construct and distribute agendas for team meetings and provide a written summary of each meeting
2. Chair team meetings
3. Participate in regular planning meetings with the principal
4. Demonstrate the capacity to work cooperatively with others.
5. Develop with the team, programs that assist teachers new to the team to become productive team members.

6. Coordinate team schedules and the use of school facilities
7. Coordinate the involvement of other teams in the planning and implementation of interdisciplinary units
8. Coordinate the team's involvement in the selection, ordering, distribution, inventory and care of textbooks, instructional materials and supplies
9. Coordinate the development of the annual team budget and act as a liaison in assuring the purchase of items approved by the principal
10. Act as a team representative in school and district meetings
11. Act as a spokesperson for the team when communicating the mutually adopted specific positions, views, and/or needs of that team
12. Prepare monthly updates and forward to the principal or designee
13. Represent the team at designated parent meetings
14. Assist in facilitation of in-service activities as scheduled
15. This job description in no way states or implies that these are the only duties to be performed by the team facilitator. As appropriate, the team facilitator will be required to follow any other job related instruction and perform other job related duties as directed by the building principal.
16. Perform any other assigned facilitative function wherein the professional judgment of the individual member of the team (as traditionally and customarily exercised) is not abridged by the team leader or which would place the team leader in an immediate supervisory role over other team members.

Athletic Team Coaches

Athletic team coaches acting as private citizens shall refrain from the following:

1. Promoting, influencing or requiring student participation in any private training, practice, camp, clinic, or sports contest
2. Receiving payment for private training in the sport itself or related physical conditioning of any student enrolled in the District at the same time of the coaching assignment

Student participation in any sports or training activity that occurs outside of its defined season must be voluntary.

Coaches acting outside of the coaching responsibilities done on behalf of the District are permitted to work at a camp, clinic, or sports contest in which a present or prospective member of a team is a participant, provided that the coach did not promote the activity and that the student was in no way influenced or required to participate.

The parameters set forth in this Policy apply at the initial employment of the coach.

Graduation Requirements

Except as noted, to be eligible for graduation, students must successfully complete 24.0 units of credit from courses as described in the annual *Program of Studies* for grades 9 through 12 as follows:

- 4.0 Credits in English to include 1.0 credit in World Literature, 1.0 credit in American Literature and 2 additional yearlong courses.
- 3.0 Credits in Mathematics.
- 3.0 Credits in Science to include 1.0 credit in Biology.
- 3.0 Credits in Social Studies including 1.0 credit each in World History, United States History and United States Government/Economics.
- 1.9 Credits in Health/Physical Education (See details below).
- 2.0 Credits in World Languages to be fulfilled by the completion of a Level II course in a second language or its equivalent. (See details below).
- 2.0 Credits in core electives to include 1 course from each of the following three areas: Business/Technology, Visual and Performing Arts, and Family and Consumer Sciences. (See details below).
- 5.1 Credits in electives; any course that has not been counted to fulfill other graduation requirements as indicated in the *Program of Studies*. Extended learning opportunities listed in the *Program of Studies* shall also satisfy this requirement.

24.0 Total credits

A student who successfully completes a course in computer science or information technology shall be permitted to apply up to one credit earned for successful completion of such course to satisfy the student's mathematics or science credit requirement for graduation. The school administration shall have discretion to determine the graduation credit requirement to which the credit earned by the student shall be applied.

Health/Physical Education (1.9 credits)

All students must complete the Health and Fitness course (0.5 credit) designed for ninth grade students. This course includes required instruction in Health and 1 semester of Physical Education (PE). All students must be enrolled in a PE course for the other seven semesters of attendance for a total of 1.4 PE credits, not including the Health and Fitness course. Up to six semesters of PE (1.2 credits) may be satisfied through the Team Sport or Extended Experience programs.

Students who are no longer enrolled at Conestoga but are pursuing a diploma through the Early College program will not be required to take PE if they have met State requirements. They will still need to provide 24 credits in total and meet all other specific requirements.

World Languages (2.0 credits)

Students will demonstrate proficiency in a second language by successfully completing Level II (that is, up to and including a second year course in one language). Students with documented specialized instructional needs may be exempted from this requirement with prior approval of the principal. Students who have completed the second year course in a language prior to entering high school shall be required to take one additional year of World Languages and to fulfill the second credit in an elective course in any area.

Core Electives (2.0 credits)

Students must earn 2.0 credits in core elective areas to include one course in the Visual/Performing Arts, one course in Business/Technology and one course in Family and Consumer Sciences. Courses that award credit in more than one department shall count only as one of the three elective areas. Physical Education, Highway Safety, and Health courses shall not count as credits toward the core electives requirement.

Electives (5.1 credits)

Electives include courses not otherwise applied to meet graduation requirements. Extended learning opportunities may earn credits that count as elective credits. These programs focus on global and community partnerships, social responsibility, self-direction, collaboration, technological proficiency and experience-based learning. Activities that qualify for these credits shall be identified annually in the *Program of Studies* and may include approved online coursework, independent study, service learning and co-curricular activities.

Academic Proficiency

To be eligible for graduation a student must demonstrate proficiency in core academic subjects according to State requirements outlined in the Pennsylvania School Code,

Second 4.24. This may include performance at established proficiency levels on State-approved standardized tests. Course credit shall not be granted through the successful performance on State assessment without first having completed the course.

Other Requirements

Students in grades 9 and 10 must schedule at least 36 class periods, or the equivalent, per six-day cycle. Students in grades 11 and 12 must schedule at least 32 class periods, or the

equivalent, per six-day cycle. Approved individualized educational programs and science labs may be counted for purposes of this scheduling requirement as described in the *Program of Studies*.

Student shall be awarded a maximum of 8.4 credits per academic year. Exceptions to this limit may be granted for students in danger of not fulfilling graduation requirements by the end of the senior year or for students who have applied for Early College or Graduation. Other exceptions may be granted for circumstances deemed appropriate by the Principal.

In the event that the State Board of Education should mandate additional requirements for graduation, Conestoga High School students will be required to fulfill these requirements.

Annually, the Board shall approve the graduating class before diplomas are awarded. Following approval of candidates for graduation by official action of the Board, those students so qualifying will have the privilege of receiving appropriate recognition at exercises as conducted by the school district on a date established each year.

Nondiscrimination of Students in School and Classroom Practices

It is the policy of this District to provide an equal opportunity for all students to achieve their maximum potential through the programs offered in the schools regardless of race, color, age, creed, religion, gender, sexual orientation, gender identity, gender expression, ancestry, national origin or handicap/disability.

As used in this policy, “non-discrimination” refers to nondiscrimination with respect to students on the basis of race, color, age, creed, religion, gender, sexual orientation, ancestry, national origin or handicap/disability. This includes review of curriculum materials for illegal discriminatory bias. Discrimination against students which takes the form of harassment as defined in other policies shall be covered by the applicable Policy.

The District shall provide to all students, without discrimination, course offerings, counseling, assistance, employment, athletics and extracurricular activities. The District shall make reasonable accommodations for identified physical and mental impairments that constitute disabilities, consistent with the requirements of federal and state laws and regulations.

The Board encourages students who have been subject to discrimination and third parties who become aware of discrimination against a student or students to promptly report such alleged incidents to designated employees.

The Board directs that complaints of discrimination shall be investigated promptly, and corrective action be taken when allegations are substantiated. Confidentiality of all parties shall be maintained, consistent with the district's legal and investigative obligations.

No reprisals nor retaliation shall occur as a result of good faith charges of discrimination.

In order to maintain a program of nondiscrimination practices that is in compliance with applicable laws and regulations, the Board designates the Director of Individualized Student Services as the District's Compliance Officer.

The Superintendent shall ensure that procedures for resolving complaints involving discrimination against students are developed and made part of the Administrative Regulations. The procedures shall be distributed periodically to all employees and students as applicable and posted in a prominent location in each school building.

Nondiscrimination of Students in School and Classroom Practices

The District shall provide to all students, without discrimination, course offerings, counseling, assistance, employment, athletics and extracurricular activities. The District shall make reasonable accommodations for identified physical and mental impairments that constitute disabilities, consistent with the requirements of federal and state laws and regulations.

As used in this regulation, “non-discrimination” refers to nondiscrimination with respect to students on the basis of race, color, age, creed, religion, gender, sexual orientation, gender identity, gender expression, ancestry, national origin or handicap/disability.

In order to maintain a program of nondiscrimination practices with respect to students that is in compliance with applicable laws and regulations, the following procedures shall be followed:

The Compliance Officer shall publish and disseminate Policy 6141 and a complaint procedure based on this regulation at least annually to students, parents, employees and the public. Nondiscrimination statements shall include the position, office address and telephone number of the Compliance Officer.

The Compliance Officer is responsible to monitor the implementation of nondiscrimination procedures in the following areas:

1. Curriculum and Materials - Review of curriculum guides, textbooks and supplemental materials for illegal discriminatory bias.
2. Training - Provision of training for students and staff to identify and alleviate problems of discrimination.
3. Student Access - Review of programs, activities and practices to ensure that all students have equal access and are not segregated except when permissible by law or regulation.
4. Student Evaluation - Review of tests, procedures and guidance and counseling materials for stereotyping and discrimination.

The building principal or designee shall be responsible to complete the following duties when receiving a complaint of discrimination:

1. Inform the student or third party of the right to file a complaint involving discrimination against a student and the complaint procedure.
2. Inform a student complainant that s/he may be accompanied by a parent/guardian during all steps of the complaint procedure.

3. Notify the complainant, the alleged victim (if the alleged victim is not the complainant), and the accused of the progress at appropriate stages of the procedure.
4. Refer the complainant to the Compliance Officer if the building principal is the subject of the complaint.

Discrimination against students which takes the form of harassment as defined in Policy No. 5420 "Harassment of Students by Non-Students" shall be covered by these procedures.

Complaints by students, parents, residents or community groups regarding implementation of equivalence between schools shall be processed in accordance with Policy 1122 "Complaints Regarding the District."

Complaint Procedure—Student/Third Party

Step 1—Reporting

~~A student who believes s/he has been subject to conduct that constitutes a violation of this policy is encouraged to immediately report the alleged incident to the building principal.~~

~~A school employee who suspects or is notified that a student has been subject to conduct that constitutes a violation of this policy shall immediately report the alleged incident to the building principal.~~

~~Non-school employee third parties who suspect or are notified that a student has been subject to conduct that constitutes a violation of this policy are encouraged to immediately report the alleged incident to the building principal.~~

~~If the building principal is the subject of a complaint, the student, third party or employee shall report the alleged incident directly to the Compliance Officer.~~

~~The complainant or reporting employee or other third party is encouraged to use the report form available from the building principal, but oral complaints shall be acceptable.~~

Step 2—Investigation

~~Upon receiving a complaint of discrimination, the building principal shall immediately notify the Compliance Officer. The Compliance Officer shall authorize the building principal to investigate the complaint, unless the building principal is the subject of the complaint or is unable to conduct the investigation.~~

~~The investigation may consist of individual interviews with the complainant, the alleged victim (if the alleged victim is not the complainant), the accused, and others with knowledge relative to the alleged incident. The investigator may also evaluate any other information and materials relevant to the investigation.~~

~~The obligation to conduct this investigation shall not be negated by the fact that a criminal investigation of the alleged incident is pending or has been concluded.~~

~~Step 3 – Investigative Report~~

~~The building principal shall prepare a written report within fifteen (15) days, unless additional time to complete the investigation is required. The report shall include a summary of the investigation, a determination of whether the complaint has been substantiated as factual and whether it is a violation of this policy, and a recommended disposition of the complaint.~~

~~Copies of the report shall be provided to the complainant, the alleged victim (if the alleged victim is not the complainant), the accused, and the Compliance Officer where permitted by law and the applicable collective bargaining agreement.~~

~~Step 4 – District Action~~

~~If the investigation results in a finding that the conduct which is the subject of the complaint constitutes a violation of Policy 6141, the district shall take prompt, corrective action to prevent such conduct from recurring.~~

~~Disciplinary actions shall be consistent with the Student Code of Conduct, Board policies and district procedures, applicable collective bargaining agreements, and state and federal laws.~~

~~Appeal Procedure~~

- ~~1. If the complainant is not satisfied with a finding of no violation of the policy or with the corrective action recommended in the investigative report, s/he may submit a written appeal to the Compliance Officer within fifteen (15) days.~~
- ~~2. The Compliance Officer shall review the investigation and the investigative report and may also conduct a reasonable investigation.~~
- ~~3. The Compliance Officer shall prepare a written response to the appeal within fifteen (15) days. Copies of the response shall be provided to the complainant, the accused and the building principal who conducted the initial investigation to the extent permitted by federal and state law, and any applicable collective bargaining agreements.~~

Gender Expansive and Transgender (GET) Students – Ensuring Equity and Nondiscrimination

This administrative regulation is consistent with the goals of reducing stigmatization and maximizing GET students' social integration in District programs, services, and activities. However, these guidelines do not anticipate every situation that might occur with respect to GET individuals. As set forth in greater detail herein, the needs of each GET individual are unique and should be considered accordingly.

Definitions

Understanding the terminology associated with gender identity and expression is important to providing a safe and supportive school environment for individuals in our District. The following terms are defined to assist in understanding the guidance presented. These are the most commonly used terms, though individuals may prefer other terms. Terminology and language describing transgender and gender expansive individuals can differ based on region, language, race, ethnicity, age, culture and many other factors. Members of the District's community should inquire which terms individuals prefer. Many of the following definitions are intended as functional descriptors.

“Assigned Sex at Birth” is the sex designation, usually “male” or “female,” assigned to a person at birth.

“Gender” is socially determined characteristics, roles, behaviors, and attributes a society expects from and considers appropriate for males and females; these characteristics are often referred to as “feminine” and “masculine.”

“Gender Expansive” is a term that conveys a wider, more flexible range of gender identity and/or expression than typically associated with the binary gender system. Gender expansive is not synonymous with transgender; not all gender expansive individuals identify as transgender.

“Gender Expression” is the manner in which a person's gender identity is communicated to others through appearance, behavior, or physical characteristics that may be in accord with, or opposed to, one's physical anatomy, chromosomal sex, or sex at birth, and shall include, but is not limited to, persons who are undergoing or have completed sex change.

“Gender Identity” is a person's innermost concept of self as male, female, a blend of both or neither - how individuals perceive themselves and what they call themselves. One's gender identity may change over one's lifetime, or it may remain the same throughout one's life. It may be the same as the gender one was assigned at birth, or it may be a different gender. The responsibility for determining an individual's gender identity rests with the individual.

“GET” is an acronym that stands for “gender expansive and transgender.”

“Sexual Orientation” is a person's emotional, romantic and/or sexual attraction to people of the other and/or same gender. Common terms used to describe sexual orientation include, but are not limited to, heterosexual, lesbian, gay, bisexual and queer. Sexual orientation and gender identity

are different. Transgender students may identify as gay, lesbian, bisexual, or heterosexual. Sexual orientation is different from gender identity or gender expression.

“Transgender” is an adjective used to describe a person whose sex assigned at birth does not correspond with their gender identity. A transgender person’s gender identity differs from their gender assigned at birth, and their gender expression consistently varies from stereotypical expectations and norms. A transgender person desires to live persistently by a gender that differs from that which was assigned at birth.

Guidelines

In general, the prerogative to assert the rights of the gender expansive and transgender students belong to the student and do not require additional parental/guardian consent unless the assertion of a right delineated in these guidelines implicate parental/guardian rights under the Family Educational Rights and Privacy Act or other applicable law.

A. Privacy and Confidentiality

1. All, persons, including students, have a right to privacy. This includes keeping a student’s actual or perceived gender identity and expression private. Therefore, school personnel should not disclose information about a GET student’s gender identity and expression to others, including the student’s parents/guardians and/or other school personnel, unless legally required to do so or unless the student has authorized such disclosure or explicitly disclosed their gender identity in the school setting.
2. Students have the right to openly discuss and express their gender identity and expression, and to decide when, with whom, and how much information to share.
3. District and school personnel may encounter situations where transgender students have not disclosed their transgender status. School personnel must be mindful of the confidentiality and privacy rights of students when communicating with others, so as to not to violate those rights by, for example, revealing, implying, or referring to a student’s gender identity or expression.
4. To ensure confidentiality when discussing a particular concern such as conduct, discipline, grades, attendance, or health, school personnel’s focus should be specifically school-related and not on the student’s gender identity or expression.

B. Official Records

1. The District is required to maintain in perpetuity mandatory permanent pupil records (“official records”) which include the legal name of the student and the student’s gender as indicated on official government issued documents such as birth certificates, passports and identification cards/permits. The official records may include but are not limited to progress and grade reports, transcripts, assessment data, health records, discipline records,

Individualized Education Programs (IEP), Section 504 Plans and the student's cumulative folder.

2. The District will change a student's name and gender on official records when the name of the student is changed by the appropriate court action, such as by a change of name proceedings or through amendment of state or federally-issued identification. The new name is the official legal name of the student for all purposes, including school registration. Upon the submission of paper evidence of the court order, the student's official name in all school records shall be changed to reflect the legal name change.

C. Unofficial Records

1. The District shall permit a student to use a preferred name on unofficial records. The unofficial records may include but are not limited to ID cards, classroom rosters, certificates, programs, announcements, office communications, team and academic rosters, diplomas, newspapers, newsletters, school directories, yearbooks and other site-generated unofficial records. The preferred name shall also appear on the student's cumulative folder (official record) as "Also Known As" (AKA).
2. The District shall input the student's preferred name in the appropriate field of the District's electronic data system to indicate how the student's name will appear on unofficial records.

D. Names/Pronouns

1. Students shall be addressed by the name and pronouns that correspond to their gender identity asserted at school without obtaining a court order, changing their official records or obtaining parent/legal guardian permission.
2. Students shall be known by the name and the gender by which the person identifies. However, there may be situations (e.g., communications with family, official state or federal records, and assessment data) where it may be necessary and recommended for staff to be informed of the student's legal name and gender. In these situations, staff should prioritize the safety, confidentiality, and respect of the student in a manner that affirms the law.
3. If school personnel are unsure how a student wants to be addressed in communications to the home or in conferences with parents/legal guardians, they may privately ask the student. For communications with a student's parent/legal guardian, school personnel should refer to this policy's prior section on "Privacy and Confidentiality."
4. Every effort should be made to use the preferred names and pronouns consistent with a student's gender identity. While inadvertent slips or honest mistakes may occur, the intentional and persistent refusal to respect a student's gender identity is a violation of District Policy.

E. Restroom Accessibility

1. Schools may maintain separate restroom facilities for male and female students. Where schools maintain separate restroom facilities for male and female students, GET students shall have access to the restroom that corresponds to their gender identity asserted at school.
2. Where available, a single stall restroom should be available to any student, GET or not, who desires increased privacy, regardless of the underlying reason.
3. If a student desires increased privacy, regardless of the underlying reason, the administrator or designee shall make every effort to provide the student with reasonable access to an alternative restroom such as a single-stall restroom. The use of such a single stall restroom should be a matter of choice for a student, and no student shall be compelled to use such restroom.
4. Administrators or designee may take steps to designate single stall “gender neutral” restrooms in the District.

F. Locker Room Accessibility

1. Schools may maintain separate locker room facilities for male and female students. Students shall have access to the locker room facility that corresponds to their gender identity asserted at school.
2. If there is a request for increased privacy, any student shall be provided access to a reasonable accommodation such as but not limited to:
 - a. Assignment of a student locker in near proximity to the coaches’ office or a supportive peer group.
 - b. Use of a private area within the public area of the locker room facility (e.g., nearby restroom stall with a door or an area separated by a curtain).
 - c. Use of a nearby private area (e.g., nearby restroom).

G. Sports, Athletics, and Physical Education

1. Physical education classes and events are typically co-gender. In the event that the classes or activities are sex-segregated, GET students shall participate in physical education by their gender identity asserted at school.
2. Participation in competitive athletics, intramural sports, athletic teams, competitions, and contact sports shall be facilitated in a manner consistent with the student’s gender identity asserted at school (Griffin & Carroll, 2010) and in accordance with the Pennsylvania Interscholastic Athletic Association bylaws.

H. School Activities and Programs

1. Students have the right to equitable access to activities and programs in their school. Students may not be excluded from participation in, be denied the benefits of, or be subjected to harassment or other forms of discrimination on the basis of gender identity in any program or activity. These activities and programs may include but are not limited to school day/after school activities/ programs and all extra- curricular activities.
2. Whenever students are separated by gender in school activities or are subject to and otherwise lawful gender specific rule, policy, or practice, students must be permitted to participate in such activities or conform to such rule policy or practice consistent with their gender identity (U.S. Department of Education Office of Civil Rights, 2014).
3. For overnight field trips, GET students can communicate their preferred sleeping arrangement to their teacher and/or a school administrator at least a month prior to the date of the field trip. As with other students, the school should try to pair the GET student with peers with whom the student feels comfortable. The District should make adjustments to prevent the student from being marginalized because of any alternative arrangements. Regardless of whether those roommates know about the student's gender identity, the District has an obligation to maintain the student's privacy and cannot disclose or require disclosure of the student to the other students or their parents.

I. Course Accessibility and Instruction

1. Students have the right to equitable learning opportunities in their school. Students shall not be required to take and/or be denied enrollment in a course on the basis of their gender identity in any educational and academic program.
2. The District incorporates positive information about GET issues into curricula.
3. The District makes an effort wherever possible to ensure school computers are free of filtering software that blocks information about GET people, history, rights and organizations.

J. Dress Codes/School Uniform Policies

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

K. Student Safety

1. School staff must ensure that students are provided with a safe school environment that is free of discrimination, harassment, bullying and/or intimidation.
2. School staff and families should work together to resolve complaints alleging discrimination, harassment, bullying and/or intimidation based on a student's actual or perceived gender identity or expression. Complaints of this nature are to be handled in the same manner as other complaints. Consideration should be given as to whether a Sexual Harassment investigation is warranted. For more information, see the District's policy prohibiting harassment by and of students and employees referenced below.

L. Education and Training

1. When possible, the District will conduct staff training and ongoing professional development in an effort to build the skills of all staff members to prevent, identify and respond to harassment and discrimination. In order to further a safe and supportive school environment for all students, the District will incorporate education and training about gender expansive and transgender students into their anti-bullying curriculum, student leadership trainings and staff professional development. The content of such professional development/training should include, but not be limited to:
 - a. Terms and concepts related to gender identity, gender expression, and gender diversity in children and adolescents;
 - b. Appropriate strategies for communicating with students and parents about issues related to gender identity and gender expression, while protecting student privacy;
 - c. Strategies for preventing and intervening in incidents of harassment and discrimination, including cyber-bullying;
 - d. District and staff responsibilities under applicable laws and District policies regarding harassment, discrimination, and gender identity and expression issues.

Cross reference:

Policy No. 6141. *Nondiscrimination of Students in School and Classroom Practices*

Policy No. 4330, ~~Unlawful~~ *Harassment by and of TESD Employees*

Policy No. 5420, ~~Prohibited~~ *Harassment of Students by Non-Students*

Policy No. 5225, *Student Records*

Policy No. 5400, *Students' Freedom of Expression*