

Policy Committee Agenda
Thursday, November 17, 2016 7:00 p.m.
Room 200, T/E Administration Offices

1. Approval of Minutes of the October 20, 2016 Policy Committee Meeting

2. Public Comment

3. Review of Policies for 2nd Reading

- Policy and Regulation 5120: Withdrawal from School
- Policy and Regulation 6195: Title I Parental Involvement

4. Information

- None

5. Follow Up from Previous Policy Committee Meeting

- Policy and Regulation 4970: Private Coaching or Training of Students by District Athletic Coaches
- Regulation 6141: Nondiscrimination of Students in School and Classroom Practices

6. Policies and Regulations for Review and Discussion

- Policy and Regulation 6146: Student Athletes

7. Future Meetings

The next scheduled meeting is 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 To continue with a cyclical review of Board policies in determining if policies should be revised, updated or repealed.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, October 20, 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: Doug Carlson, Virginia Lastner, Roberta Hotinski, Michele Burger
T/E School District Representatives: Rich Gusick, Ken Roos, Andrea Chipego, Mark Cataldi, Art McDonnell, Dave Preston. Kevin Pechin

Community Members: Jerry Henige, Barb Jackson

Approval of Minutes: The minutes of the September 22, 2016 meeting were approved.

Public Comment

Barb Jackson commented on Policy and Regulation 4330 Harassment by and of District Employees.
Jerry Henige commented on Policy and Regulation 6141 Nondiscrimination of Students in School and Classroom Practices.

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 October 24, 2016.

Policy and Regulation 5401: Student Discipline

Revisions to this Policy include clarification that students may be disciplined for offenses committed on school grounds, in school vehicles or while participating in school-sponsored activities on or off school premises or that have some other legally-recognized nexus to the school. The Regulation was revised to provide clarity to the Protocol for Assessment of Threatening Behaviors. The revised Policy was sent to the Office of Safe Schools for cyclical compliance.

Policy and Regulation 5415: Dress and Appearance

Due to recent changes in the Pennsylvania Public School Code, school districts are required to have a policy on student dress and appearance. The Policy conveys that students have the right to determine their dress and appearance as long as it conforms to norms of decency, which are described in the Regulation. 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. Historically, our schools have conveyed standards for student attire in the student handbook or through other means of communication.

Policy and Regulation 6141: Nondiscrimination of Students in School and Classroom Practices

The District prohibits any form of discrimination. Revisions to the Policy and Regulation include an expanded definition of nondiscrimination. Students will not be discriminated against based on race, color, age, creed, religion, gender, sexual orientation, gender identity, gender expression, ancestry, national origin or handicap/disability. A new section in the Regulation on Gender Expansive and Transgender (GET) students was presented in draft form. The committee resumed the discussion from the prior meeting about access to restrooms and locker rooms for GET students. The section on participation in athletics will be addressed in draft revisions to Policy and Regulation 6146 Student Athletics. The committee will continue to discuss the Regulation at the next committee meeting.

Information

None

Follow Up from Previous Policy Committee Meeting

Policy and Regulation 5120: Withdrawal from School

This Policy and Regulation were drafted to comply with a recent change in the Pennsylvania Public School Code that requires school districts to post a policy about withdrawal from school. This new Policy and Regulation includes various circumstances in which students may withdrawal from school and the procedures to complete the withdrawal process. The Policy will be sent to the Board of School Directors for a first reading at their meeting on October 24, 2016.

Policy and Regulation 6195: Title I Parental Involvement

Title I is a federal program that provides funding to local school districts with the goal of improving the academic achievement of disadvantaged students. Individual schools are given the designation of Title I by the US Department of Education. The District has been in compliance with the federal law regarding Title I. This new Policy and Regulation were introduced in response to the new mandate in the Pennsylvania Public School Code that requires school districts to post a policy about Title I. The Policy and Regulation outline the process in which the District and parents/guardians will jointly develop a written parental involvement plan. The Policy will be sent to the Board of School Directors for a first reading at their meeting on October 24, 2016.

Policy 4970: Private Coaching or Training of Students by District Athletic Coaches

This new Policy and Regulation establishes parameters for private coaching and training by District-employed athletic coaches. The draft Policy states that District athletic coaches are not permitted to receive remuneration for the private coaching or training of student-athletes who play in the same school and sport for which the coach is employed. The draft Regulation states that athletic coaches shall not promote or require student participation in any private training, practice, camp, clinic, or sports contest. In addition, athletic coaches shall not make team roster selections or playing time decisions based on student participation in any private training, practice, camp, clinic, or sports contest. This Policy and Regulation will be brought back to the committee at the next meeting after drafting further revisions.

Policies and Regulations for Review and Discussion

Regulation 8120: Food and Nutrition Services

This Regulation specifies that students will not be denied food service purchases unless requested by the parent/guardian. Account balance notification and collection are articulated in the Regulation. Students and parents/guardians will be notified of an account balance of \$5.00 or less. If the account balance exceeds \$50.00 and remains unpaid for more than 30 days, then additional collection charges may be imposed. An outstanding account balance may be referred to an outside agency if a good faith effort is not made towards payment. Parents/guardians who are experiencing financial difficulties may request payment arrangements from the District. This Regulation was approved for posting.

Future Meetings

Additional meetings are scheduled for 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.

Adjournment

The meeting adjourned at 9:29 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.

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 prior to graduation 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~~ is incarcerated in 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 b~~Board.
- A student who is entering the armed services.
- A student who has reached the age of 18 subject to the conditions above if the student is also mentally incapacitated.

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 d~~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 include:

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

Withdrawal from School

Should a student seek to withdraw from school, the following procedures must be followed:

1. An Official Withdrawal Request form must be completed and returned to the Attendance Office. (See Attachment 1).
2. Permission to withdraw shall only be granted upon written consent from a minor student's parent/guardian and supporting justification.
3. The student and his/her parent/guardian may receive counseling, upon request, from the school regarding the possible ramifications of withdrawal from school. Such counseling shall include the following:
 - a. Information aimed at helping the student identify and achieve educational and life goals;
 - b. Information regarding the student's ~~e~~-right to a public school education until graduation or the age of 21; and
 - c. Information about the tests for General Educational Development examinations and other alternative educational opportunities.
4. All District-owned supplies and equipment in the possession of the student shall be returned to the school prior to withdrawal. Failure to return school property may delay the withdrawal process.

ATTACHMENT 1

TREDYFFRIN/EASTTOWN SCHOOL DISTRICT WITHDRAWAL FORM

An Official Withdrawal Request form must be completed for a student to withdraw in accordance with Policy 5120. ~~Upon request, the~~The student shall return all textbooks, library books, athletic uniforms and any other school-provided supplies or equipment. Failure to return school property may delay the withdrawal.

Date of Request: _____ Last Date of Attendance: _____

Student Name: _____

Grade: _____ School: _____

Parent/Guardian Name: _____

Address: _____

Telephone Number: _____

Reason for Wtihdrawal: _____

Signature of Parent/Guardian (or Student, if 18 year of age or older)

School Use Only:

Date Received: _____ Received By: _____

____ **Approved**
____ **Rejected; Reason:** _____

Title I Parental Involvement

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.

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. When developing and implementing this plan, the Superintendent or designee shall ensure that 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.

Title I Parental Involvement

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~~parents/guardians, 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/Guardians shall also be involved in an organized, ongoing and timely way, in the planning, review, and improvement of programs under Title I; This includes, but is not limited to 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~~ If a the District schools ~~have~~ in place a process for involving ~~parents~~parents/guardians in the joint planning and design of the District school's² programs, the District schools~~s~~ may use that process instead as long as such process includes an adequate representation of ~~parents~~parents/guardians of participating children.

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

Private Coaching or Training of Students by District Athletic Coaches

District-employed athletic coaches (“District Coach”) are not permitted to receive financial remuneration for the private coaching or private training of District student-athletes who play in the same school and sport for which the coach is employed.

For purposes of this Policy and its accompanying regulation, the following definitions apply:

“Private Coaching” means administering, directing, or coaching a camp or clinic, league, or tournament that is attended by players from the school sports team for which the District Coach is employed to coach, in-season and out-of-season.

“Private Training” means providing instruction in the techniques, ~~and skills~~ or performance of ~~arelevant to the~~ particular sport coached by the District Coach outside of the coaching done on behalf of the District, in-season and out-of-season or where such training is attended by players from the school sports team for which the District Coach is employed to coach, in-season and out-of-season.

Private Coaching or Training of Students by District Athletic Coaches

District-employed athletic team coaches (“District coaches”) shall refrain from the following:

1. Promoting or requiring student participation in any private training, practice, camp, or clinic; and
2. Making team roster selections and/or playing time decisions based on factors other than those related to school requirements or factors related to participation in the District’s athletic program.

Student participation in any sports or training activity that occurs outside of the District’s athletic program must be voluntary.

District coaches, on their own time, are permitted to work at camps or clinics wherein students who are not in the same school to which they are assigned to coach by the District are participants. However, a student’s participation or non-participation in such activities may in no way influence future roster selections, future playing time decisions, or other aspects of the student’s participation in the District’s athletic or academic program.

District coaches are not permitted to receive financial remuneration for the private coaching or private training of District student-athletes who play in the same school and sport for which the coach is employed, in-season or out-of-season.

District coaches who privately train students as set forth in this Regulation or coach non-District teams must do so on their own time and not on the premises of the District unless authorized as a private user pursuant to Board policy.

Disclosure Requirement

District-employed athletic coaches (“District coaches”) must disclose to their supervising Athletic Director, using Attachment A, the names of all District students for whom they provide private training or private coaching and receive financial remuneration prior to providing private training or private coaching for the District student.

District coaches shall notify the Athletic Director immediately if they discover that they are inadvertently working at camps, or clinics wherein a student in the same school to which they are assigned to coach by the District is a participant.

~~Violations of this regulation will subject the District coach to discipline up to and including termination from employment as a District coach.~~

Complaint Procedure

Students who have been subjected to conduct by a District coach that violates the accompanying policy and this regulation are encouraged to promptly report such incidents to their principal, assistant principal, athletic director or school guidance counselor.

Private Coaching or Training of Students by District Athletic Coaches

Students, parents/guardians, administrators, coaches, sponsors, volunteers, District employees, representatives, agents, and contractors shall be alert to violations of the accompanying policy and this regulation and shall promptly report such conduct to their immediate supervisor or the appropriate building principal.

Complaints shall be handled in the same manner as other employee disciplinary investigations.

Consequences for violations of this regulation and accompanying policy may lead to removal as a District coach and, depending on the nature of the violation, could affect the District coach's employment by the District in another capacity other than coach.

**DISCLOSURE FORM FOR USE BY DISTRICT COACHES
PRIVATE COACHING/TRAINING OF DISTRICT STUDENTS**

INSTRUCTIONS: This form must be completed for each occurrence of private coaching and/or private training for which financial remuneration is received and must be renewed annually, unless circumstances change. In the event of a change in status from what is reported herein, such change must be reported within seven (7) days of the change using this form.

Date:	
Name of District Coach:	
Name of Supervising Athletic Director:	
Select Type	
<input type="checkbox"/> Private Coaching (administering, directing, or coaching a camp or clinic, league, or tournament that is attended by players from the school sports team for which the District Coach is employed to coach, in-season and out-of-season.)	<input type="checkbox"/> Private Training (providing instruction in the techniques, skills or performance relevant to the particular sport coached by the District Coach outside of the coaching done on behalf of the District, in-season and out-of-season or where such training is attended by players from the school sports team for which the District Coach is employed to coach, in-season and out-of-season.)
Name(s) of District student(s) receiving private coaching and/or training:	
Name(s) of Private Coaching/Training Activity (e.g. club, camp, clinic, league, team, or tournament):	
Length of Duration of Private Coaching/Training Activity:	
Brief Description of Private Coaching/Training Activity (you may attach a copy of the brochure):	

Compensation for Private Coaching/Training Activity:	

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.

Students have the right to equitable access to facilities, activities, programs, and instruction in their school. Schools may maintain separate restroom and locker room facilities for male and female students. The District will handle requests regarding facilities access on a case-by-case basis in accordance with applicable law. Participation in club sports or interscholastic athletics shall be handled in a manner consistent with Policy No. 6146, *Student Athletics*. 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 asserted at 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.

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

- 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.
- 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.
- 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.
- 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

- ~~—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.~~
- ~~—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

- ~~—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).~~
- ~~—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

- ~~—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.~~
- ~~—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.~~
- ~~—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.”~~

~~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

~~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.~~

~~Where available, a single stall restroom should be available to any student, GET or not, who desires increased privacy, regardless of the underlying reason.~~

~~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.~~

~~Administrators or designee may take steps to designate single stall "gender neutral" restrooms in the District.~~

F. Locker Room Accessibility

~~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.~~

~~If there is a request for increased privacy, any student shall be provided access to a reasonable accommodation such as but not limited to:~~

~~Assignment of a student locker in near proximity to the coaches' office or a supportive peer group.~~

~~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).~~

~~Use of a nearby private area (e.g., nearby restroom).^[KAR1]~~

F. Locker Room Accessibility

~~Schools may maintain separate locker room facilities for male and female students. The District will handle requests regarding locker rooms on a case by case basis in accordance with applicable law.^[KAR2]~~

G. Sports, Athletics, and Physical Education

- ~~— 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.~~
- ~~— Participation in intramural 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.~~
- ~~— Participation in club sports or interscholastic athletics shall be handled in a manner consistent with Policy No. 6146, *Student Athletics*.~~

H. School Activities and Programs

- ~~— 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.~~
- ~~— 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).~~
- ~~— 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

- ~~— 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.~~
- ~~— The District incorporates positive information about GET issues into curricula.~~
- ~~— The District makes an effort wherever possible to ensure school computers are free of filtering software that blocks information about people, history, rights and organizations.~~

J. Dress Codes/School Uniform Policies

See Policy No. 5415, *Dress and Appearance* and its accompanying regulation.

K^[CM3]. Student Safety

- School staff must ensure that students are provided with a safe school environment that is free of discrimination, harassment, bullying and/or intimidation.
- 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^[CM4]. Education and Training

- 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:
 - Terms and concepts related to gender identity, gender expression, and gender diversity in children and adolescents;
 - Appropriate strategies for communicating with students and parents about issues related to gender identity and gender expression, while protecting student privacy;
 - Strategies for preventing and intervening in incidents of harassment and discrimination, including cyber bullying;
 - District and staff responsibilities under applicable laws and District policies regarding harassment, discrimination, and gender identity and expression issues.

Cross references:

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*
Policy No. 5415, *Dress and Appearance*
Policy No. 6146, *Student Athletics*

Student Athletics

Philosophy and Purpose

It is the philosophy of the District that athletics for all students is an integral part of a well-rounded education. It is the purpose of this Policy to encourage and support a District athletic program that encourages and provides an opportunity for each student to be physically active in the context of the District's educational program. Therefore, in addition to physical education as a required subject, extra curricular athletic participation is made available to students on a continuing basis.

Definitions

"Interscholastic sports" are those which are funded and fully staffed by the District and compete under Rules and Regulations provided by the Pennsylvania Interscholastic Athletic Association ("PIAA"), or other applicable governing body.

"Intramural sports" are staffed and financially supported by the District, but are not governed by the PIAA.

"Club sports" receive some support from the District whether financial and/or through use of facilities or equipment.

Guidelines

In keeping with this stated philosophy and purpose, the Board establishes the following guidelines for its athletic program:

1. Establishment of Program - Athletics are offered by the District, consistent with regulations of the State Board of Education and the Pennsylvania Interscholastic Athletic Association (or other applicable governing body), as an integral part of the District's educational program designed to foster certain qualities and attitudes in participating students. Primary among these qualities and attitudes are:

- physical fitness
- self discipline
- self confidence
- loyalty
- leadership
- cooperation and teamwork

- good sportsmanship and fair play
- an appreciation of, and capacity for, competition
- the ability to establish and attain goals
- an interest in life long athletic endeavors

Since these values can be taught in the classroom or in virtually any athletic endeavor, the athletic program shall encompass not only classroom instruction, but a variety of out of classroom activities to enable students with a wide range of interests and abilities to participate and benefit. High School students, with the exception of ninth grade students, may earn physical education credit by participating in approved athletic activity.

2. Staffing - Special effort shall be made to attract and hold a highly qualified, experienced staff which is oriented to the teaching aspects of both the curricular athletic program and the extra curricular program.

3. Equal Opportunity - The District will operate athletic programs in compliance with all applicable Federal and State laws, including Title IX of the Educational Amendments of 1972, and in compliance with guidelines provided by the PIAA. Any issues with respect to eligibility for a specific District team will be determined by the District in a manner that enhances the ability of that District team to participate in competitions, including playoffs, with other teams of their gender.

4. Program Equity - In keeping with the stated philosophy of the athletic program, the administration, and coaches constant and deliberate efforts shall be made to:

- ensure meaningful value is accorded all sports, and ensure adequate attention is paid to participants in all sports regardless of public attitudes
- encourage the student body at large to participate in intramural athletics.

4. Competitive Dimension - While winning is an incentive in any sports context and while a certain measure of team and individual success is required if a student is to develop the qualities and attitudes for which the program is established, it is in the best interest of all participants that the competitive dimension of the program also emphasizes participation by many students, respect for opponents and officials, respect for one's coach and teammates, and attention to improving one's skills.

5. Management - Since athletics are a part of the educational program designed to meet the needs of the participants, all activities shall be organized and scheduled strictly for the benefit of the participating students. Every effort shall be made to schedule athletic contests after regular class hours so that students will not have to be excused from class.

6. Financial Support of Interscholastic Activities - Within budgetary limitations and where deemed appropriate by the Board, the Board shall provide the facilities, equipment, supervision, and supplies to be competitive with other schools. Strict attention shall be paid at all times to protecting the health and safety of all participants.

7. Extracurricular Program Offerings -The specific sports for men and women, and the levels offered in each sport, shall be reviewed by the principal of each building on an annual basis to ensure the overall program meets the requirements of this Policy and assures maximum educational value for the resources expended. The following factors shall be considered in recommending, and by the Board in assessing, the possibility of adding a new sport or adding a new level in an existing sport.

- Contribution to the goals of the District and the athletic program
- Effect on the balance between athletic opportunities for men and women
- Sustained interest by enough students to qualify as a team
- Financial feasibility, including insurance costs
- Availability of qualified coaching staff
- Cost and availability of facilities appropriate to the demands of the sport
- Availability of competition at other schools.
- Safety issues and the ability of the school administration to provide adequate supervision of the program.

The same factors shall be considered when the elimination of a sport or level is contemplated.

A new sport shall normally be offered either as an intramural or club sport while student interest grows and participation develops. When appropriate and when student interest warrants, an existing community based athletic program may be incorporated into the school program.

In all these activities, students shall be subject to school and Board policies, including regulations of the Central League and PIAA if applicable. All extracurricular interscholastic sports are offered subject to PIAA rules and regulation whether competition is specifically regulated by the PIAA or not.

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Revised: June 16, 1997
Revised: January 26, 1998
Revised: June 1, 1998
Revised: February 23, 2004
Revised: October 27, 2014

*Student Athletics*Equal Opportunity

The District will take affirmative action to ensure that a balanced program for men and women is maintained at all times. The following factors shall be considered in assessing the balance of the program:

- the nature and extent of the sports offered and their accommodation of the interests and abilities of men and women both in terms of sports and levels of competition offered
- the provision of equipment and supplies
- the scheduling of games and practice time
- the provisions for travel
- the quality and extent of the coaching provided
- the assignment and compensation of coaches
- the provision of locker room, practice, and competitive facilities
- the nature and extent of publicity.

Although equal aggregate expenditures shall not be required, financial resources shall be allocated as necessary to provide facilities, equipment, supervision, supplies, and opportunities for participation and competition which equally accommodate the athletic interests and abilities of both men and women.

Mixed Gender Participation

—The District will follow the guidelines as set forth in Pennsylvania Interscholastic Athletic Association (“PIAA”) By-Law Article XVI with regard to mixed gender participation in athletics in a manner that enhances the ability of that District team to participate in competitions, including playoffs, with other teams of their gender. In general, a student is eligible to participate on sports teams that correspond with the student’s birth gender. Certain exceptions shall be made on -a case by case basis in accordance with PIAA regulations as long as the eligibility of a student does not exclude the team as a whole from PIAA competition or playoffs with other teams of their gender. PIAA defines A a mixed gender team is-as one consisting of both boys and girls. For example in the sport of volleyball, a mixed gender team will compete during the boys’ regular season and post season. Mixed gender teams may only participate in post-season playoffs for boys’ teams.

~~A. If a school has a boys’ team in a particular sport, a boy at the school is not eligible to~~

- ~~play on the school's girls' team in that sport.~~
- ~~B. In general, if a school has a girls' team in a particular sport, a girl at the school is not eligible to play on the boys' team in that sport. However, the principal of the school may make an exception and allow a girl to play on a boys' team if the principal believes that the girls' team would not provide meaningful competition for the girl due to her high skill level.~~
- ~~C. Girls may play on a boys' team if the school does not have a comparable girls' team in that particular sport. (Softball and baseball are not viewed as comparable sports. Girls' and boys' volleyball are considered comparable sports. Girls' and boys' lacrosse are considered comparable sports).~~
- ~~D. Boys may play on a girls' team if the school does not sponsor a boys' team in that sport and the principal determines that all of the following criteria are met:~~
- ~~1. the overall boys' athletic program at the school provides fewer opportunities for boys to participate than for girls;~~
 - ~~2. the boy would not displace any girl from the team's roster;~~
 - ~~3. the boy would likely not, due to his physical size, athletic ability, and/or other characteristics, pose an increased risk of harm to opponents beyond that which would be posed by an average sized and skilled participating girl; and~~
 - ~~4. the boy would not provide his team with a significant competitive advantage (this means that the boy's participation would likely cause the team to be noticeably more competitive than it would be without the boy's participation on the team).~~

Adopted: October 17, 2014