

**BEAUMONT ELEMENTARY SCHOOL**  
**Tredyffrin/Easttown School District**  
**“Beaumont Bear Pride!”**

September 2021

Dear Students, Families, and Staff Members,

We welcome you to Beaumont Elementary School for the 2021-2022 school year. Please review the following guidelines, protocols, district policies and regulations, and elementary code of conduct included in this document.

Our outstanding educational program is the result of a close relationship between home and school. This document was developed to give you important information about our school’s policies, procedures, and activities.

Beaumont is a child-centered, warm, and active environment for learning and growing. The staff and I strongly encourage parents to be active participants in their child’s education. Please do not hesitate to contact us to ask questions, to arrange a meeting, or to participate in school activities to the extent possible. Our teamwork will benefit your child.

Sincerely,



Stephanie Demming, Ed.D.

Principal

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## **T/E STRATEGIC PLANNING**

### **MISSION STATEMENT**

To inspire a passion for learning, personal integrity, the pursuit of excellence, and social responsibility in each student.

### **OUR ELEMENTARY PROGRAM**

The elementary program (K-4) provides experiences that will develop academic excellence and promote a positive understanding of self and others. Within a developmentally appropriate program we seek to provide a balanced experience of basic skills, intellectual challenge, and active learning which will support continuous student growth and progress.

### **GOALS OF THE T/E ELEMENTARY SCHOOLS**

In partnership with the home, the goal of the T/E elementary schools is to educate and challenge each child through a program which

- provides a firm foundation of basic skills, concepts, and experiences,
- stimulates intellectual curiosity,
- cultivates learning habits and perfects learning tools for independent, lifelong learning,
- addresses individual student strengths and needs,
- promotes healthy mental, physical, social, and emotional growth in a caring and nurturing learning community.

### **PHILOSOPHY OF EDUCATION**

The purpose of education in the District is both to challenge and to assist each student toward becoming a constructive member of our changing society. By providing experiences that develop intellectual excellence and promote a positive understanding of self, the school can effectively help each student to appreciate the contributions of our nation's heritage, the interdependence of individuals, and the dignity of all.

The focus of the educational program, therefore, is to help students to develop to their maximum potential and to acquire skills in ways that stimulate curiosity and foster creativity.

The responsibility of the District, in conjunction with families and the community, is to motivate and to assist each student:

- To acquire the knowledge, skills, and experiences necessary to be productive in a global society,
- To develop critical thinking skills,
- To develop self-discipline,
- To accept responsibility, acquire self-reliance, and develop leadership skills,
- To formulate social and ethical values consistent with living in a democratic society,
- To appreciate the value of individual effort,
- To learn to adapt to change,
- To learn to collaborate with others,
- To gain a fundamental knowledge that will serve as a basis for further development.

The goal of the schools is to prepare students to be self-directed, creative life-long learners and responsible involved citizens.

The elementary program focuses on the education of the whole child while preparing students to become productive members of a diverse community. Using current research and best practices as well as state and national standards as regulatory guidelines, the program strives to differentiate instruction to meet each student's individual needs. Critical thinking and intellectual curiosity are developed as students are encouraged to access, analyze, synthesize, and evaluate information from various resources and points of view.

The goal is to foster a resilient and culturally competent student body by cultivating learning habits and tools for independent life-long learning. To meet the needs of the global community, the elementary school practices will continuously evolve as influenced by technological and societal demands.

The elementary school program recognizes the importance of promoting healthy academic, social, physical, and emotional growth in all students. The elementary school program upholds the District's strategic planning mission statement, "To inspire a passion for learning, personal integrity, the pursuit of excellence, and social responsibility in each student." The students, staff, families, and community work together to support a caring and nurturing learning environment."

Grouping students for instruction at the elementary level places an emphasis on individual student progress leading to the development of the maximum potential for learning. To accomplish this goal, it is essential that children have opportunities to be intellectually challenged in skill areas and given opportunities to learn and share with children of varying abilities. In the process of grouping students, consideration is given to formation of groups that will enhance and foster interdependence among learners, promote independent thinking, build positive self-concept, and provide a stimulating learning environment for each student.

## **GENERAL INFORMATION**

### ***HOURS***

**Grades 1-4** - School begins at 9:10 am and ends at 3:45 pm for children in Grades 1-4. Students arriving after 9:10 am must report to the lobby desk with a written explanation for the tardiness.

**AM Kindergarten** begins at 9:10 am and ends at 12:05 am. Bus transportation is provided to school, and parents provide transportation home with pick-up at 12:05 pm.

**PM Kindergarten** begins at 12:50 pm and ends at 3:45 pm. Parents provide transportation to school, and children may begin in carpool circle after 12:50 pm. Bus transportation is provided at dismissal time.

**Half-Day Sessions During Parent-Teacher Conferences** - When school is in session for a half day because of parent/teacher conferences, grades 1-4 dismiss at 12:45 pm. Kindergarten sessions are not held on these days.

### ***Student Arrival***

Carpool – Please use the carpool drop-off line and pull all the way forward. Students should exit vehicles on their own. Students should unload on school side of the car at the carpool doors.

- 8:40/8:45 a.m. – Student arrival begins
- 9:10 a.m. – All entrances closed, except for main entrance

Buses – Bus drivers will dismiss students from their assigned seats in an orderly manner starting from the front. Students should stay seated until prompted by driver. Drivers will dismiss students from buses when prompted by school staff.

### ***Classrooms (2021-22 school year)***

We will ensure required social distancing space between student chairs/desks.

Students will sit at individual desks at least three feet apart for instruction. We have removed some extra furniture and pushed all necessary furniture to the sides of classrooms. Teachers may have plexiglass guards on the front of their desks as an additional safety measure. Teachers will be wearing face coverings (mask) during instruction when students are in the classroom, as will students. Mask breaks will be provided at lunch and outside.

### ***Student Materials and Supplies (2021-22)***

This year, there may be limits on the sharing of individual supplies. Please make sure all students have all necessary supplies, and please check with your classroom teachers to confirm current practices. Please reach out to Mrs. Root if you need help purchasing supplies. Grade-level supply lists are on the Beaumont website.

### ***Recess***

Recess will be held by grade level, at regularly scheduled times for each grade level. Students will be able to share equipment and use the playground equipment; however, we strongly encourage and will facilitate the washing or sanitizing of hands before and after playground and supply use. Indoor recess will occur during inclement weather, and teachers will facilitate the use of group and individual games and activities.

### ***Dismissal***

Students being picked up will be dismissed directly to cars. Parents, please pull forward in car line and display the card with your last name. Students will be called directly from classrooms.

## **EMERGENCY DELAYED OPENINGS AND CLOSINGS**

### ***TE All-Call***

The T/E School District uses TE All-Call, an automated phone notification system. TE All-Call allows the School District to send important messages quickly via phone to parents and guardians. This calling service will be used in the event of weather-related closings, late openings, early dismissals, and any other unscheduled closings, cancellations, or emergency situations.

To provide this service effectively, you will be asked in to provide three phone numbers that will be used as the contact numbers in the TE All-Call system. The system will call three numbers per child. For a list of frequently asked questions on TE All-Call, please visit the T/E School District website at <https://www.tesd.net/Page/112>.

### ***Announcements about Delayed Openings or Closings***

In addition to TE All-Call, closing information will also be broadcast on major television networks, displayed on TETV, Comcast Channel 14, and Verizon Channel 20, and recorded on the Information Hotline at 610-240-1970. For announcements on KYW radio, our School District Emergency Number is **Chester County 854**.

### ***Early Dismissal Due to Emergency/Weather***

The automated message sent by TE All-Call on early dismissal days will instruct parents to press “1” to confirm that the message was heard. It is important that parents listen to the entire automated message and then press “1” when the message is complete. The school office will use the information from TE All-Call to track parents who may not have heard the automated message. If parents do not press “1” when they receive the call on at least one of their three contact numbers, they will receive an additional call from Beaumont Elementary School confirming that they are aware of the early dismissal. Parents are encouraged to make appropriate arrangements and review emergency procedures with their children prior to an early dismissal. The school office is extremely busy on early dismissal days so, if possible, please refrain from calling the main office on these days.

### ***Delayed Opening for Grades 1-4***

In the event of a two-hour delayed opening, school begins at 11:10 AM. Classes will follow a revised two-hour delayed opening schedule with special attention to instruction in reading and math.

Modified Kindergarten

When there is a late opening due to weather, modified sessions are scheduled for kindergarten:

AM K: 11:10 - 1:05 (Children may be picked up at 1:05 p.m.)

PM K: 1:50-3:45 (Children may be dropped off after 1:45 p.m.)

### ***DISMISSAL (2021-22)***

School is dismissed at 3:45 pm; however, we will monitor the length of the car line and adjust timing if needed on a daily basis. If you are picking children up after school, please be sure that a note has been sent to the teacher and that children know that you will be waiting for them in the carpool circle. Please do not come into the building if you are picking up your child at dismissal time. All children who are being picked up will be excused to the carpool circle at dismissal time. Please adhere to the traffic signs on school grounds.

If you need to make changes to the dismissal plans for a student on any given day, we request that parents please **contact the office by 2:00 on the day of the change**. Communicating changes in dismissal plans after 2:00 makes it difficult for office staff to share and explain to teachers and students about this change. Students often feel uncomfortable and uncertain about the change. Before 2:00 gives the office staff time to discuss with the teacher and student and confirm any information as needed. In the event of urgent situations, we understand and will assist to make the change as smooth as possible.

### ***BUS TRANSPORTATION***

Parents are notified of their child's bus number and stop at the beginning of the school year in the back-to-school mailing. Bus routes and schedules are also posted on the district's website. Children may not ride a bus other than their own bus without a bus pass. Written parental permission to take another bus or to exit the bus at a different stop is required. Bus passes are contingent upon available seating. Long-term bus change requests may be made on a form, Request for Long-Term Alternate Bus Assignment, which is available in the school office or on the BES website - [Long term bus assignment](#).

Questions or concerns about bus routes, stops, and other bus information should be directed to the Transportation Department at 610-240-1680.

### ***CAR TRANSPORTATION***

#### ***Arrival***

School starts at 9:10 am and students should be in class by that time. Students arriving to class after 9:10 am are late. Morning drop-off in the carpool circle should begin at 8:45 AM. **(In 2021-2022, we will monitor the length of the car line and adjust as needed.)** This circle is located at the side of the building. Students may enter through the back door and go directly to the lobby or to their classroom. This is also the area from which AM kindergarten students are dismissed and PM kindergarten students are dropped off. If you arrive after 9:10, please bring your child to the main lobby door. All student drop-offs should occur in the carpool circle in the designated drop-off spot. Please do not drop off students in the bus lane, at stop signs, or at other curb-side areas. Appropriate supervision is scheduled near the school's carpool entrance. Please continue to move your car up as the carpool line progresses and leave no large gaps between cars. This system keeps the carpool line moving more quickly. We request that you do not get out of your car, and students should only exit the car at the curbside to avoid other cars moving in the carline. While in the carpool line, please do not get out of your car to



walk your child to the door. This causes other cars to wait and backs up the line. If you need to enter the building, please park in a parking space. Once your child has exited your car safely, please move along quickly so that other cars may move along quickly as well.

## ***ABSENCES***

We request that parents e-mail [besattendance@tesd.net](mailto:besattendance@tesd.net) of the morning when their child will be absent. After attendance is taken in the classroom, the office verifies all student absences and calls to check on those who have not called in to report absences. Absences are considered lawfully excused when a student is prevented from attendance for mental, physical, or other urgent reasons such as illness, family emergency, death of a family member, medical or dental appointments, authorized school activities, educational travel with prior approval, pre-approved religious instruction (limit 36 hours per year), or a bona fide religious holiday.

Parents/guardians must provide the school with a written excuse explaining why their child was absent within three calendar days of an absence. Handwritten notes, e-mails from parents'/guardians' designated e-mail address, or faxes created and sent by parents/guardians are acceptable forms of written notes. E-mail notes should be sent to [besattendance@tesd.net](mailto:besattendance@tesd.net). Phoning in does not take the place of a written note. If a child will be out of school for more than one day, homework can be requested by calling the office. The teacher will prepare homework that will be available for pickup in the office 24 hours later.

Legal absences for student educational travel must be requested at least two weeks in advance of the travel. A form requesting legal absence may be obtained in the office or on our website at [www.tesd.net/bes](http://www.tesd.net/bes). The Superintendent must approve trips greater than 5 days in length. No trips over 20 days will be approved.

**Please be aware that students who are home due to illness are NOT permitted to attend school activities the day they are home sick. This includes before or after school clubs and any event or activity during the school day.**

## ***TARDINESS***

Students arriving after 9:10 am are considered tardy. (PM kindergarten students are tardy after 12:50 pm.) When students arrive late, they must report to the lobby desk to receive a tardy pass that admits

them to class. Parents are required to send a written note to explain the tardiness. Tardiness is considered excused due to illness or a doctor's appointment.

### ***LOST AND FOUND***

Lost and Found area is located in the main lobby or cafeteria. Parents and children are encouraged to check the Lost and Found whenever jackets, sweaters, or other items are missing. Periodically the contents of the Lost and Found are donated to a local charity.

### ***A CHILD'S PLACE***

An extended care enrichment program provides before and after school care for students through "A Child's Place".

Before School Care: 7:00 am to 9:10 am

After School Care: 3:45 pm to 6:00 pm

Kindergarten Enrichment:

AM Session 9:10 am to 12:05 am

PM Session 12:50 am to 3:45 pm

For information on pricing and registration please call 610-687-1263.

### **HEALTH SERVICES**

#### ***HEALTH SCREENINGS AND VACCINATIONS***

The state-mandated health program guides the T/E program. Under this program, students are required to have medical examinations upon their original entry into school and for all students entering 6th and 11th grades. These exams are also required for any students who transfer into the school district. The physical

examination form is available on the district website ([www.tesd.net](http://www.tesd.net)). Dental exams are suggested upon original entry into school and for all transfer students.

The law provides for medical or religious exemptions.

Screening procedures are done regularly by the school nurse for vision, hearing, height, weight, and basal metabolic index (BMI).

Written verification of the following immunizations is required:

4 doses of tetanus (1 dose on or after the 4th birthday)

4 doses of diphtheria (1 dose on or after the 4th birthday)

3 doses of polio

2 doses of measles (given after 1st birthday)

2 doses of mumps (given after 1st birthday)

1 dose of rubella (German measles - given after 1st birthday)

3 doses of hepatitis B

2 doses of varicella (chickenpox) vaccine or history of disease

Please contact the school nurse for addition details regarding immunizations or visit our website at [health services](#).

**COMMUNICABLE DISEASES (Please be aware of additional guidelines and restrictions for the 2020-2021 school year.)**

Children suspected of having a communicable disease are excluded from school and may not attend until their condition is no longer contagious. To protect the health of each student, their classmates, and the school staff, all children should remain home for at least 24 hours after they have had any illness accompanied by vomiting, diarrhea, or fever. Children excluded because of the following infectious diseases may not return to school until the child is under treatment or has recovered:

***PA Department of Health Communicable Disease***

***Exclusion Regulations***

Chickenpox - Six days from the last crop of vesicles.

Contagious Conjunctivitis (Pink Eye) - 24 hours after start of appropriate treatment

Diphtheria - Two weeks from the onset or until negative culture

Fifth Disease - No Exclusion

Impetigo - Until judged not contagious by the nurse or physician

Measles - 4 days from the onset of rash

Mumps - 9 days from the onset or until subsidence of swelling

Pediculosis (Lice) - Until judged not contagious by the nurse/physician

Pertussis - 4 weeks from onset or 7 days from start of antimicrobial therapy

Pinworms - Until first dose of treatment is given

Respiratory Streptococcal Infections (including scarlet fever) - Not less than seven days from the onset or 24 hours after start of appropriate therapy

Ringworm - Until judged not contagious by the nurse/physician

Rubella - 4 days from onset of rash

Scabies - Until judged not contagious by the nurse/physician

Tonsillitis - 24 hours from start of appropriate therapy

Trachoma - 24 hours from start of appropriate therapy

Undiagnosed skin eruption, sore throat, cough, or eye condition - Until medically evaluated and determined not communicable

First Aid is given in school for pupils who are injured or who become ill while attending school. The school doctor recommends standard orders for first aid. Parents are expected to give information to the school to cover emergency situations and to make transportation available when needed. The school is not responsible for treating injuries that happen at home.

**CAFETERIA** The students will eat in in the cafeteria during the 2021-22 school year. The classrooms are nut-free. A peanut/nut-free area will be available in the cafeteria.

#### **FOOD GUIDELINES**

Our School Cafeteria operates under the National School Lunch and Breakfast Programs. Menus are published and posted on the school website [food services](#).

### ***BREAKFAST***

The cafeteria operates a School Breakfast Program that consists of (1) ½ pint of milk, (2) ½ cup servings of fruit or full strength vegetable or fruit juice, and (2) 2oz of protein or 2oz of bread or cereal or 1oz each of protein and bread or cereal. Under the “offer vs. serve” option, a student may decline one item.

### ***LUNCH***

TESD cafeteria meals are planned according to federal regulations to provide 1/3 of the students' Recommended Dietary Allowances (RDA) and contain no more than 30 percent calories from fat and 10 percent calories from saturated fat averaged over the week. Our cafeteria operates under the National School Lunch Program. Lunch consists of five components: (1) a serving of high protein food, (2) ½ pint of milk, (3 & 4) two servings totaling ¾ cup of fruits and/or vegetables and (5) grain. Under the “offer vs. serve” option, students may choose to take three, four, or five of the components. In addition, milk, juice, snacks, desserts, and other a la carte items may be purchased in the cafeteria.

Menus and prices are on the district website ([www.tesd.net](http://www.tesd.net)) under Departments—Food and Nutrition Services.

### ***CAFETERIA PAYMENT***

Parents may send in a check in any amount payable to the Beaumont Elementary Cafeteria for each child's account. This account is a debit account and each time a student purchases food from the cafeteria, the account is debited. Parents can restrict the number of snacks the child is permitted to buy by writing a note to the cafeteria. Allergy information can also be linked to the students account by writing to the cafeteria. The PIN number remains the same for each child from year to year. When a student does not have money in his/her account for lunch, he/she may charge lunch or milk only. If your child charges, please try to repay this debt the next day.

Information regarding free and reduced-price lunch applications is available either in the school guidance office or the Food Service Office at 610-240-1955. Students approved for these meals use the same type of account as the other students to prevent any overt identification.

## ***CELEBRATIONS***

### **Classroom Parties (Modifications to classroom parties may occur during the 2021-22 school year. TBD)**

During the school year there are three classroom celebrations: Halloween, Winter, and Valentine's parties. Homeroom parents work with classroom teachers to organize the parties. No food of any kind is permitted to be brought to school to be shared with students in connection with these parties.

### **Student Birthday**

Students who choose to celebrate their birthdays in school may do so with a non-food item (pencil, sticker etc....). No food of any kind is permitted to be brought to school to be shared with students in connection with recognition of birthdays.

Please communicate with your child's teacher before sending any non-food item into the classroom for a celebration or birthday at least one week in advance.

## **HOME/SCHOOL COMMUNICATION**

Communication between home and school is an essential component of our school. Parents are encouraged to contact the teacher when they have a concern or a question. If a teacher receives a note or phone call that requires a response, teachers will make every effort to answer within 24 hours. All teachers have voicemail. We do not interrupt class time with phone calls, but teachers do check their voicemail daily and will respond to parent messages.

## ***BEAUMONT ELEMENTARY WEBSITE***

The TESD and BES website are great resources for parents and community members to learn more about the various facets of our school such as grade level curriculum, HSA information, and upcoming events. Please take the opportunity to periodically visit our site: [Beaumont website](#) & [HSA website](#)

## ***E-MAIL GUIDELINES FOR PARENTS***

A professional staff directory listing names and voicemail extensions can be found on the T/E website, [www.tesd.net](http://www.tesd.net). If you choose to send an e-mail message to a member of our professional staff, you may not get an immediate reply as staff members will determine how best to contact you: by e-mail, phone, or scheduling a personal conference.

When using e-mail, we ask that you follow these guidelines:

- Please do not send vital timely messages by this medium. Use the telephone to be sure your message is received and clearly understood. For

example, do not use e-mail to inform a teacher that your child is not to go home on the bus.

- Please do not share confidential information in an e-mail message.
- E-mail is not the best way to fully discuss the details of a student's academic progress or behavior. These topics are best addressed through a phone conversation or by scheduling a conference.
- Please keep all contacts professional. Do not forward jokes, amusing or special stories, chain letters, or commercial solicitations.

### **NEWSLETTER**

The Beaumont Blast is published weekly by the HSA. It is sent to all families via e-mail and is also available on the Beaumont HSA website [Beaumont Blast](#). This newsletter contains information about upcoming events, community programs, and HSA-sponsored events. Please inform the school office if you cannot retrieve the newsletter electronically and require a "hard paper copy" of it.

### **VISITORS/VOLUNTEERS (During the 2021-2022 school year, visitors to the school are only by appointment/invitation.)**

Parents are encouraged to visit our school particularly for special activities and events. All visitors and volunteers must sign in with the lobby greeter when entering the building. A Visitor Pass will be provided at the time of sign-in. This pass must be worn during the building visit and returned when the visitor leaves the building. Although it takes an extra minute to sign in, this procedure is an important safety measure in our school. When visiting a classroom or volunteering, we ask that parent-teacher conferences not be held so that our teachers can give their full attention to the children in their class. During the school year, members of the school district's administrative staff may also visit classrooms.

The school program is greatly enriched by the volunteer services of many parents. Volunteers play an important role in the quality of life in our school. The following guidelines have been developed to assist you in serving in this unique function.

Offering to volunteer in our school assumes your understanding of these guidelines.

- **Confidentiality:** Information you see or hear can affect the lives and future of individual students. Volunteers must respect the privacy of this information and maintain the same in strict confidence.

- Attendance: School personnel depend upon and plan for the assistance of volunteers when scheduled. Volunteers are encouraged to notify the staff with whom they work as far in advance as possible if they are unable to help during their scheduled time.
- Cell Phones: When volunteering, please silence your cell phones to prevent distractions.
- All volunteers should check with the teacher before interacting with the students. Please refrain from taking pictures to ensure the privacy of our students and to not disrupt the instruction of the students.

Please contact your child's teacher or the PTO Volunteer Chairperson if you would like additional information about volunteering.

**\* Notice Regarding Volunteer Clearance Requirements**

New amendments to the Child Protective Services Law (CPSL) enacted on July 1, 2015, state that school volunteers with regular and repeated contact with students and who are responsible for the care, supervision, guidance or control of children will need background clearances. As of July 1, 2016, clearances must be received and processed by the School District prior to volunteering for activities requiring clearances. There is a wide variety of volunteer opportunities, some of which require clearances and some of which may not. You can view the summary of opportunities on the District website at [Volunteers](#). Teachers and principals will work together to determine whether clearances are required as volunteers are called upon for each specific event. For that reason, we recommend and encourage all parents get the clearances. The three clearances required are the (1) PA Criminal Background Check, (2) PA Child Abuse Clearance, and (3) FBI (federal criminal background check). Directions for completing these forms can be found at [Volunteers](#). There is no cost for the two PA clearances and the cost of the FBI check is \$27. If you have lived in PA for the entirety of the previous ten years, you may submit an affidavit form in lieu of the FBI check. The affidavit form, which must be signed and witnessed, is also available on the District website. All clearance forms should be sent to the TESD Human Resources Office, 940 West Valley Road, Suite 1700, Wayne, PA 19087. They may also be emailed to [volunteerclearances@tesd.net](mailto:volunteerclearances@tesd.net). Renewal of clearances will be required every five (5) years.

***DROPPING OFF MATERIALS FOR STUDENTS***



Materials that need to be dropped off for students should be left at the lobby desk and will be delivered to or picked up by students. We value instructional time and ask that parents and visitors respect our teachers' need to focus on the children in their classroom without interruption.

## **INSTRUCTIONAL PROGRAM**

### ***TEAMS***

Our elementary school is organized into teams so that the collaborative efforts of teachers can best serve the learning and developmental needs of each child. Each elementary school is comprised of five grade level teams (Kindergarten through Fourth Grade), a Special Area Team (Art, Music, Physical Education, Library), and a Support Team (Guidance, Reading, Math Support, Learning Support, ESL, Nurse, Speech, and other support personnel). Joint planning allows teachers to meet daily before school to discuss individual student needs, to plan curriculum, to integrate subject areas, to share ideas, and to plan for the grouping and regrouping of students for instruction.

### ***CORE CLASS***

Students in Grades 1 through 4 are assigned to a Core class. Core time is the majority of a student's day in which all subjects other than math are taught. In this setting, subject areas are meaningfully integrated. The design of integration can include independent, small group, whole classroom, or grade level instructional activities. Core classes are designed to include students of more than one achievement level. Language Arts instruction will occur in the core classroom.

### ***RECESS***

Recess is an important part of the school day. It affords the children a time for recreation and social interaction in an unstructured, supervised setting. Please be sure your child is dressed appropriately for the weather.

## ***CURRICULUM***

### ***Language Arts***

The District's Language Arts Learning Competencies provide the framework for language arts learning in eight key areas. Using these competencies as a foundation for spiraling skills development, teachers enrich the reading program with the most valuable aspects of a balanced literacy approach. This balanced approach accommodates the individual learning needs of each student and stimulates teacher creativity while providing a strong, consistent level of reading instruction across the District.

Language Arts Learning Competencies:

- Reading comprehension: Learning strategies (Example: main idea, sequence)
- Reading comprehension: Thinking skills (Example: inference, compare/contrast)
- Reading: Investigating language patterns (Example: word analysis, decoding, phonics)
- Speaking and writing (Example: writing process, grammar, spelling)
- Study skills
- Research skills
- Response to various genres (Example: fiction, biography, poetry)
- Lifelong reading

### **Language Arts - Kindergarten**

Students in kindergarten are grouped heterogeneously for Language Arts. Literacy instruction includes both whole class and small group opportunities. Language Arts instruction consists of small reading groups designed according to the children's needs. The goal of the program is to meet the needs of the students; therefore, the number and makeup of groups may vary based on those needs. Guided by on-going assessments, use of multi-level instructional groups provides teachers the flexibility to move students between groups, as necessary.

### **Language Arts – Grades 1-4**

Language Arts instruction occurs in the core classroom. Classes are designed to include students of more than one reading achievement level. Neither the highest nor the lowest achievement group on a team by itself constitutes a total class. Typically, the goal of core grouping is to have 2-3 instructional levels per class. However, the goal of the Language Arts program is to meet the needs of the students; therefore, the number and make-up of groups may vary based on those needs.

Literacy instruction includes whole group and small group opportunities as well as time for independent practice. A single class on a grade level team will include students with a range of reading achievement levels. Guided by on-going assessment, use of these multi-leveled instructional groups provides teachers the flexibility to move students between groups, as necessary.

An overarching consideration when constructing core classes is to create well-balanced groupings that meet students' academic, social, and emotional needs.

### ***Writing***

Writing begins with the student's initial school experience. The use of the writing and reflecting process (brainstorming, pre-writing, drafting, revising, conferencing, editing, and publishing) continues throughout the grades. Writing is not an isolated experience but is integrated throughout the school day in various curricular areas. Teachers introduce and reinforce the components of good writing at each grade level. Students and teachers use the portfolio as a vehicle for the development of skills in composing, revising, and reflecting on writing throughout the grades.

### ***Listening/Speaking***

Communication skills are an integral part of the learning experience. Early modes of learning center around kinesthetic and visual activities. Listening and speaking skills develop as the child progresses through school. Learning these skills enables the student to become an active participant in the learning process.

### ***Spelling***

Beginning in kindergarten, students experiment with letters and sounds and learn how those letters build words. As students progress in their writing abilities, the purpose of the spelling curriculum is to help students master conventional spelling. The spelling program focuses on spelling patterns and words students frequently misspell. Students also learn to use tools such as the dictionary, collaboration with peers, and technological devices. The spelling and language arts programs follow research-based strategies and methods.

### ***Handwriting***

In the early elementary grades, students learn the strokes which form the basis of manuscript letters. Handwriting instruction focuses on the development of letter formation skills and the application of these skills throughout the curriculum. Cursive handwriting is introduced in the third grade and refined in fourth. Students work with keyboarding and word processing, progressing in efficiency on an individual basis.

### ***Study Skills***

The development of good organizational and study skills is an essential part of schooling. Such topics as how to manage time, plan for long- and short-term assignments, organize workspace and materials, and study for tests are taught and reinforced at the appropriate team levels.

## **Mathematics**

The T/E mathematics curriculum is based on a set of clearly defined learning objectives. Major concepts include: numbers and numerals, measurement, rational numbers, geometry, decimals, graphing, number theory, algebraic concepts, and probability. These concepts are developed through a balanced use of manipulative materials, various text-based instruction, and technology. Students are flexibly grouped in first grade and then more formally grouped beginning in second grade. This approach to teaching and learning accommodates the needs of students and provides students with appropriate challenge. Some factors that may be considered when grouping students by achievement include teacher recommendation from the previous year, district-developed placement tests, standardized testing data, on-going classroom assessment, and teacher monitoring. *Math in Focus, Singapore Math* is used across the district to provide a consistent foundation for each child to develop strong mathematical skills. This series incorporates a balanced approach between skills and conceptual understanding. It has children move through the developmental stages from using concrete materials, moves to the pictorial stage and finally progresses to the abstract.

Mathematics is an important subject and T/E's teachers are dedicated to preparing every student to meet the challenges and demands of the future.

## **Science**

Science is best learned when students are engaged in practicing Science. Hands-on activities encourage students to experience for themselves, through direct observation and experimentation, the process, joy, and fascination of science. Through scientific experimentation, students answer their own questions and develop patience, persistence, and confidence. T/E's elementary Science curriculum in kindergarten is a hands-on, theme-based program.

Grades first through fourth have adopted Science and Technology for Children which was developed by the National Academy of Science in cooperation with the Smithsonian Institute. Each elementary school provides both hands-on Science instruction in a Science lab and classroom Science instruction where reading and writing are tools for learning. A full-time Science aide assists and supports the classroom teacher in the preparation and implementation of lessons.

The units of study are as follows:

**Kindergarten** Senses/Properties, Weather, Insects, Seeds/Plants,  
Energy, Agriculture

**Grade 1** Comparing and Measuring, Weather, Rain Forests or Oceans,  
Organisms, Magnetism, Solar System, Sustainability

- Grade 2** Life Cycle of Butterflies, Balancing and Weighing, Changes, Soil, Sound, Solar System, Sustainability
- Grade 3** Chemical Tests, Rocks and Minerals, Plant Growth and Development, Land and Water
- Grade 4** Ecosystems or Animal Studies, Food Chemistry, Electric Circuits, Motion and Design

***Social Studies***

The T/E Social Studies curriculum is designed to help students understand cultural diversity and their place in a global community.

Grade one focuses on the concept of “Our Global Village” and in addition to units on Japan and Africa, includes a unit on communities, maps, and geography.

Grade two concentrates on exploring the concept of time and the use of a historical timeline.

The cultures, geography, and history of the United States are the thrust of the third and fourth grade programs.

Throughout the curriculum, students are encouraged to explore the following questions:

- Grade 1** Who Am I in the World? Units of Study: Our Global Village, Japan, Africa (Nigeria and Kenya)
- Grade 2** Who Am I in Time? Age of Dinosaurs and Early Man, Ancient China, Exploration and Immigration, Space
- Grade 3** Who Am I in My State? Units of Study: Native Americans, Chester County, Pennsylvania, Elections
- Grade 4** Who Am I in My Country? U.S. History: Geography, Early Settlers and Settlements/Colonies, American Revolution, America Grows

***Health***

K-4 health is divided into four basic areas of study incorporating both factual knowledge and the development of positive attitudes and lifelong healthy behaviors.

- Safety** Includes personal and group safety concerns involving, but not limited to, bus, bicycle, fire, playground, and other grade-appropriate issues.

## **Drugs and Alcohol**

Incorporates Officer Friendly, Guidance, and REACH (Responsible Adolescents Concerned and Helping) to encourage the child to make appropriate decisions based on factual information.

## **Family Life**

Focuses on information, self-concept, interpersonal relationships, and positive decision making. Please note: An alternate to the Family Life curriculum is available upon parental request.

## **Care of the Body**

Provides children with activities that enable them to understand the value of maintaining good health through acquiring information and encouraging supportive health habits.

## ***Art***

Students have a regularly scheduled art class with an art teacher in Kindergarten and in grades 1, 3 and 4 once per cycle. In grade 2, students have two scheduled art classes per cycle. The classes range from 35 minutes in Kindergarten to 45 minutes in grades 1-4. All levels of the program include experiences designed to exercise and strengthen the pupil's ability to perceive, appreciate, perform, and criticize. Provisions are made for each student to be involved with a variety of two-dimensional and three-dimensional materials and to gain understanding of our visual arts heritage. The activities are planned to promote the development of independent thinking and self-evaluation. The Art curriculum follows a developmental scope and sequence and is a discipline-based approach to Art education. Lessons are designed to provide instances for integration with elements of the core educational program.

## ***Music***

### **Classroom Music**

The goals of the Music program are to provide the opportunity for every child to learn the basic skills of singing and reading music, to develop song repertoire, and to broaden listening skills. Once per cycle in grades K, 2, 3 and 4, every class meets with the music teacher for a period of thirty to forty-five minutes for musical activities that include listening, singing, performing, moving, reading, and creating. In grade 1, students have two scheduled music classes per cycle. Through these activities, the students learn concepts dealing with the major elements of music which are rhythm, melody, form and harmony, tone,

color, style, and expressive qualities. In third grade, students are introduced to the “recorder” as an adjunct to the music reading program.

### **Instrumental Music**

When students reach the third grade, they have the opportunity to study a string instrument. At the fourth-grade level, they may begin instruction on suitable band or orchestra instruments. Group instrumental lessons are scheduled for thirty minutes once per cycle and rotate from cycle to cycle so that the same subject is not missed in the regular classroom. Students are invited to join a string orchestra and/or band that meets before school for forty minutes each week. In this setting, students are provided with the opportunity to further develop performance skills and produce both winter and spring concerts for the school and surrounding community. The students rent an instrument from an outside source. The district will continue the practice of providing rental-free instruments for deserving students from families with a financial hardship. Please contact the school counselor if there is a need.

### **Performance Groups**

Students are provided with a variety of performing opportunities. All elementary schools provide three music performance organizations: string orchestra, beginning band, and chorus. These groups rehearse before school once each week. Parents are responsible for providing transportation to rehearsals.

### ***Physical Education***

Physical education contributes to the well-being of students through participation in activities designed to meet their physical, social, emotional, and intellectual needs. It is a tool used to develop individual values of good citizenship and sportsmanship for real-life situations. As students move through the elementary grades, there is an increased degree of difficulty in skills and a greater emphasis on team play. The program is designed to provide equal opportunities for all students to participate in physical activities that promote self-confidence and the ability to work in coeducational groups. Our physical education program includes:

#### **Kindergarten and Grade 1**

- Locomotive skills
- Eye hand coordination
- Ball handling skills
- Stunts
- Game-type activities

- Movement and posture education

#### **Grades 2, 3, and 4**

- Physical fitness, testing
- Start of formal exercise
- Stunts, tumbling, apparatus
- Rhythmics and dance
- Game program
- Sports program
- Individual/dual activities
- Citizenship/sportsmanship

#### ***Library***

The library is a warm, friendly, and inviting place where we encourage children to become lifelong readers. Books may be checked out and taken home to enjoy. We do send home reminder notices on a regular basis if books are late. Children of all grade levels come to the library to enjoy rich literature and to receive direct instruction in the workings of the library and its many technological resources. Research has demonstrated that students who are exposed to a print-rich environment, engage in voluntary reading, and read at home tend to develop the habit of reading. We encourage families to take advantage of the resources of our library and share the joys of reading together. We strongly encourage all parents to spend time reading with their child each day.

#### **SUPPORT PROGRAMS**

##### ***BRIDGE***

The “BRIDGE” program is designed to provide early intervention and/or supplemental reading instruction to kindergarten and first grade students who require additional literacy support.

In kindergarten, eligible students receive intensive small group instruction four to five times a week. The objective of the program is to enhance language development, concepts about print, and reading readiness skills. The evaluation for eligibility in the kindergarten program begins with the fall Kindergarten Screening that is administered to all kindergarten students. A team made up of the reading specialist, speech/language therapist, and BRIDGE teacher uses the results to select children for further assessment, including a language evaluation and teacher recommendation.



In first grade, one-on-one instruction is provided daily. The objectives of the program are to teach successful strategies in approaching print and to develop sight vocabulary. Core teachers, the reading specialist, and the speech/language therapist collaborate to select students for evaluation with the Early Literacy Assessment and the Test of Auditory Analysis Skills. On-going communication with parents takes place throughout the year.

### ***READING SUPPORT***

This program is designed to provide supplemental reading instruction for students in need of additional support in grades one through four. Instruction for eligible students occurs 3-5 times per week.

### ***ELD (ENGLISH LANGUAGE DEVELOPMENT)***

The goal of the ELD program is to increase proficiency levels for English learners in the areas of listening, speaking, reading, writing, grammar, and vocabulary. Students acquire the academic language necessary to function comfortably in the classroom. The English language specialist acts as a liaison between school and home. Recognizing the diversity of T/E students, the English language specialist fosters each child's participation in the T/E schools while preserving the child's own language and cultural heritage.

### ***COUNSELING***

The elementary guidance program serves children through counseling, consultation, and coordination of services. The school counselor delivers the developmental guidance program. This program provides experiences that will assist each child in the development of a positive self-concept and an understanding of sound human relationships. The counselor works with children individually or in large and small group settings.

The counselor consults with parents, teachers, and community resource personnel to ensure that the needs of individual children are met. Acting as a coordinator, the counselor helps to plan meetings, share information, and facilitate the process of accessing help for the child.

### ***MATH SUPPORT***

Supplemental help in Mathematics is provided by the Math Support teacher. To determine eligibility for the program, the Math Support teacher and the classroom teacher review performance on curriculum based, standardized and benchmark tests, as well as classroom observations and sometimes assessments administered by the Math Support teacher. Instruction for eligible students is provided by the Math Support teacher 2-3 times per cycle.

### ***SCHOOL INTERVENTION TEAM and Multi-Tiered Intervention***

The purpose of the School Intervention Team (SIT) is to monitor the progress of our students. Students who are experiencing social or academic problems may be recommended for a Multi-tiered intervention process/plan. The SIT team consists of the principal, psychologist, counselor, math support teacher, reading specialist, classroom teacher, and other staff members. The team works together to monitor student progress and suggest and implement strategies to assist students in the classroom setting. As a MIT plan begins, a member of the team notifies parents, collects data, observes the child, and provides interventions targeted for the child. There will be periodic review of the student's response to intervention and ongoing communication with parents.

The goals of MIT are:

- to provide informal data collection and direct intervention for students for whom instructional or behavioral support is needed;
- enhance classroom instructional strategies;
- to coordinate the delivery of support services to the student;
- to monitor the student's progress.

### ***LEARNING SUPPORT***

The District provides a range of special education supports and services for eligible students. An Individualized Education Program (IEP) is developed to specify the type of support and instruction that enables the student to participate in regular education to the fullest extent possible. The Learning Support program provides students with academic and/or behavior support to ensure that each child has the opportunity to be a successful learner. Students who participate in this program require specially designed instruction. This instruction is described in the child's Individual Education Plan (I.E.P.). Parents and teachers, working together, create this plan for the individual child.

At the elementary level, the District operates programs of learning support, emotional support, autistic support, life skills support, and speech and language support. In addition, related services such as occupational, physical, vision, or hearing therapies are provided by qualified personnel when the student requires these services. The IEP is reviewed at least annually. Any team member may request a meeting at any time during the school year to review the program.

### ***SPEECH AND LANGUAGE SUPPORT***

Identification of children who may have articulation, voice, fluency, and/or language problems occurs through referrals by parents, classroom teachers, other school professional staff, the family doctor, or the child. Any parent with a question, concern, or whose child has had previous speech therapy is

encouraged to contact the Speech and Language teacher or the counselor. Support services are provided once a child is determined to need specially designed instruction. The plan for this support is developed in the child's IEP. Speech support services may be provided in the classroom, in small groups, or individually both formally and informally.

### ***CHALLENGE***

The Challenge program is an enrichment program for mentally gifted students. Students are identified on the basis of multiple criteria including standardized scores on aptitude and achievement tests, teacher and parent recommendations, academic achievement, and psycho-educational testing. Students in this program are involved in a variety of activities directed toward the goals of developing creative thought processes, higher level thinking skills, communication skills, group processes, decision-making skills, problem solving, vocational and avocational interests, and self-awareness/self-concept.

A Gifted Individualized Educational Plan (GIEP) is developed that specifies the type of support and instruction that meets the student's needs. Options may include direct instruction by the gifted support teacher, small group enrichment, curriculum and instruction differentiation, acceleration, and collaboration with the classroom teacher.

### ***RECESS***

As part of a well-balanced school day, a period of outside play is planned for each day. We attempt to take the students outside for recess in all but rainy weather or if the temperature does not permit outside play. Parents are encouraged to have students wear the appropriate clothing for outdoor recess throughout the year including a warm coat, gloves, boots, and hat. Except in the most unusual circumstances, students who are not able to go outside during recess are considered too ill to attend school. If you do not want your child to go outside for an extended period of time, a doctor's excuse may be requested.

### **STUDENT ACTIVITIES**

#### ***CHORUS***

Students in third & fourth grades who enjoy singing may join the Chorus. The Chorus rehearses before the school day begins. During the spring, the Chorus presents a concert along with the Band and Orchestra.

#### ***INSTRUMENTAL MUSIC***

Third and fourth grade students may elect to receive instruction on the violin, viola, or cello. Fourth grade students may elect to receive instruction on string, woodwind, brass, and percussion instruments.

The orchestra and band rehearse before school. Students have the opportunity to perform in a concert during the school year.

### ***SCHOOL STORE***

The school store is operated by fourth grade M.A.S.H students & parents on Monday & Friday mornings before school in the lobby. Proceeds from the School Store support 4th grade M.A.S.H. activities.

### ***CLUBS AND AFTER SCHOOL ACTIVITIES***

An After-School Sports program is offered to students in grade 2, 3, and 4. Students participate in a variety of physical activities in this program. Detailed information is sent home once the program is about to begin.

The HSA sponsors a variety of after school clubs such as Art Club, Science Club, Book Club, Lego Club, and more. The clubs are scheduled to have two sessions during the school year for students in grades K to 4. Information about dates, times, and fees will be sent home during the school year.

A Before School Chess Club is also sponsored by the HSA for students in grades K to 4. Information about dates, times and fees will be sent home during the school year.

Other groups such as Brownies, Girl Scouts, and Cub Scouts also meet at Beaumont School during the school year.

### **CODE OF CONDUCT**

#### ***PHILOSOPHY/MISSION***

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

#### ***PRO-SOCIAL SKILLS OVERVIEW***

The Pro-Social Skills Program includes a five-step system that provides language to help children control impulses and make constructive choices. The following is a list of the five steps and the rationale for

each.

**1. STOP AND THINK**

Teachers say “Stop and think” to students behaving inappropriately. This message interrupts negative and impulsive behaviors. This prompt also aids self-control as students internalize and apply it themselves. For adults, “Stop and think” is calm, rational, consistent response to challenging behaviors. It serves as an alternative to emotional responses such as yelling or being drawn into arguments with children.

**2. GOOD CHOICE OR BAD CHOICE**

Teachers ask, “Are you going to make a good choice or bad choice?” This question places responsibility for decisions squarely upon children. Power struggles and win-or-lose situations that are generated by child defiance are defused. It is made clear that consequences are derived from choices made by children.

**3. CHOICE OR STEPS**

Implementation of this part of the sequence varies according to need. Some children are helped to explore alternative choices. In other cases, children are taught social skills essential for school and interpersonal success. These steps are concrete and specific. For example, steps for ignoring are Break (the gaze), Turn (your body), and Move (out of the area). These steps are verbalized to reinforce the controlling capacity of language.

**4. JUST DO IT!**

Teachers say, “Just do it!” This message is intended to activate children and eliminate excessive verbiage regarding events and behavioral expectations.

**5. HOW DID I DO?**

This step is used for self-monitoring and self-evaluation. Children reflect upon the results of their choices and consider behavioral alternatives when needed.

*Based on the work of Dr. George Batsche; Adapted by Jerry McMullen, Ph.D.*

**BEHAVIOR GUIDELINES**

All five schools hold discipline expectations for students which are consistent among all staff members regardless of the location or grade level in the building. A primary goal of the school is to nurture the

concept of self-discipline and respect for others. The following guidelines are to be reviewed by students and their parents annually at the beginning of school and referenced frequently throughout the year:

### **For School Year 2021-22 (Guidelines for Masks)**

#### **Guidelines for Face Masks:**

In accordance with guidance from health authorities, all students are required to wear face masks or other approved face coverings in a proper manner unless otherwise directed or unless the school has confirmed with them that they are covered by a valid exception. Repeated and/or willful failure to comply with this requirement may need lead to discipline.

#### **Hallways**

1. Students should always walk when traveling to and from classes.
2. Quiet voices are to be used.
3. Students must keep their hands to themselves.
4. Students are not to linger in bathrooms.

#### **Cafeteria**

1. Students should enter and exit quietly.
2. Students should remain seated unless following routines of trash disposal, snack, or bathroom use.
3. Students shall demonstrate appropriate table manners.
4. Nothing should ever be thrown in the cafeteria.
5. Running is not permitted at any time.
6. Students should respect others' space.
7. When finished eating, students should leave the area clean.
8. Students should not lend or borrow money from each other.
9. Students should not share food and should respect those students with allergies.
10. Students must be silent for announcements and follow directions of the cafeteria monitor.

## **PLAYGROUND**

While each grade level constructs specific rules for recess behavior, the following are common in all schools:

1. Students must play safely only in designated areas and remain within playground boundaries.
2. Fighting or games involving body contact are not permitted at any time.
3. Students should use equipment and supplies in a safe and appropriate manner.
4. Any serious problem involving equipment or injury should be reported to the teacher on duty immediately.
5. Students may not play on ice or throw snowballs.
6. When hearing the bell or whistle, students should line up quickly and quietly.
7. A request not to participate in outdoor recess due to health reasons requires a note from a parent for one day or from a physician for an extended amount of time.

## **Indoor Recess**

1. Students must remain in the classroom unless given permission by the teacher on duty to leave the room.
2. Activities and equipment should be appropriate for an indoor setting and approved by each grade level team.

## **BUS**

1. The same conduct that is expected in the classroom should be observed on the bus.
2. Students should walk on and off the bus.
3. Quiet voices should be used.

4. Students must remain seated and keep their hands to themselves. Head, hands, and feet must be kept inside the bus.
5. Students should not eat or drink while riding the bus. Nothing is to be thrown out of windows.
6. No profane language is permitted at any time. The bus should be kept clean and students should not tamper with any equipment.
7. Students should ride only on the assigned bus and disembark at the assigned stop unless given prior approval through the principal's office.

## **SCHOOL CLIMATE**

### **PATHS PROGRAM**

PATHS, which stands for Promoting Alternative THINKING Strategies, is designed to help elementary children to develop better thinking skills, more mature and responsible ways of behaving, and improved academic performance. PATHS lessons are incorporated into the class meeting activities, which are scheduled at least once every six days. The goals of the PATHS program include:

- Increase children's abilities to think and solve problems for themselves;
- Increase children's abilities to use their thinking skills to act responsibly and maturely;
- Improve children's understanding of themselves and others;
- Improve children's feelings about themselves and others;
- Increase children's abilities to learn more effectively in the classroom environment.

### ***OLWEUS BULLYING PREVENTION PROGRAM***

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



Our elementary schools use the research based Olweus Bullying Prevention Program as the foundation for creating a safe environment for children. This program presents a clear definition of the term “bullying”.

“A person is bullied when he/she is exposed, repeatedly and over time, to negative actions on the part of one or more persons.”

This program provides a structured approach to the prevention of bullying. It promotes increased understanding of the issues involved with “bullying” behaviors and provides a coordinated plan for addressing these issues. It also includes strategies for bystanders to use when they observe bullying behaviors. The goals of the program are:

- To reduce (and ideally eliminate) existing bully/victim problems among children.
- To prevent the development of new problems
- To achieve better peer relations at school

There are four essential rules that we teach:

We will:

1. Not bully others;
2. Help students who are bullied;
3. Include all students who are left out;
4. Tell an adult at school and home when someone is bullied.

### ***DEVELOPMENTAL GUIDANCE PROGRAM***

The developmental guidance program introduces “I-Care” Rules in kindergarten and these are reinforced through the grades. The program reinforces getting along with others and teaches resiliency.

I-Care Rules:

1. We listen to each other.
2. Hands are for helping, not hurting.
3. We use I-Care language.
4. We care about each other’s feelings.

5. We are responsible for what we say and do.

## **SCHOOL DISTRICT POLICIES AND REGULATIONS**

Please see <https://www.tesd.net/site/default.aspx?PageID=50> for a complete list of Policies and Regulations.

### **MAINTAINING APPROPRIATE BOUNDARIES WITH STUDENTS (P5461 and R5461)**

All District Adults shall be expected to maintain professional, moral and ethical relationships with District students that are conducive to an effective, safe learning environment. "District Adults" means all District employees, coaches of recognized club sports, volunteers, student teachers, and independent contractors, including the employees of independent contractors who interact with District students or are present on District grounds.

A copy of School Board Policy 5461 and Administrative Regulation 5461 are available at

<https://www.tesd.net/cms/lib/PA01001259/Centricity/Domain/14/P5461.pdf>

and <https://www.tesd.net/cms/lib/PA01001259/Centricity/Domain/14/R5461.pdf>,

respectively. Select excerpts and summary information from this Policy and Administrative Regulation are also presented below.

In order to maintain professional boundaries, District Adults shall ensure that their interactions with students are appropriate. Social interactions and electronic communications by District Adults with students shall be for legitimate educational reasons only, unless an exception applies as outlined in Board Policy and Administrative Regulation 5461. District Adults shall be prohibited from entering into or attempting to form romantic or sexual interactions with any student enrolled in the District, regardless of the student's age. Students of any age are not legally capable of consenting to romantic or sexual interactions with District Adults. All electronic communications conducted by District Adults with a student must relate to educational or extra-curricular programs or activities. Authorized methods of electronic communication are the following:

1. District-provided email;
2. District-sponsored web site (including school and teacher web pages);
3. Telephones (not including texting, unless otherwise permitted under number 4 below); and
4. Other electronic communication methods that are authorized by the administration in support of educational or extra-curricular programs or activities.

When available, all employees, including extra-duty employees such as coaches and activity sponsors, shall use District-provided email or other District-provided communication devices when communicating electronically with

students. The use of District-provided email or other District provided communication devices shall be in accordance with District policies and procedures. District employees are prohibited from using personal email, text messaging, instant messaging, and social-networking accounts, websites, and any other applications for communicating with parents and students that are not specifically authorized. District employees shall not follow or accept requests for current students to be friends or connections on personal social networking sites and shall not create any networking site for communication with students other than those provided by the District for this purpose, without the prior written approval of the building principal. An example of allowable communications in this context includes where the adult is a family relative of the student.

If an employee plans to communicate electronically with students through the use of text messages, the employee must obtain permission to do so from their building principal using the form attached as Attachment A to R5461. Also, if permission from the building principal is received, the employee must also obtain written parental/guardian permission to do so.

Policy 5461 applies to conduct committed on or off school property and extends beyond the workday. However, this Policy is not intended to interfere with appropriate personal relationships between District Adults and students and their families that exist independently of the District or to interfere with participation in civic, religious or other outside organizations that include District students.

An emergency situation or a legitimate educational reason may justify deviation from professional boundaries set out in Regulation 5461. The District Adult shall be prepared to articulate the reason for any deviation from the requirements of this Regulation and must demonstrate that they have maintained an appropriate relationship with the student.

Administrative Regulation 5461 includes examples of conduct that could or may violate District Policy regarding maintaining professional boundaries with students. District Adults shall be informed of conduct that is prohibited and the disciplinary actions that may be applied for violation of Board Policies, Administrative Regulations, rules and procedures.

Any District Adult or student who has concerns about or is uncomfortable with a relationship or interaction between a District Adult and a student or who is aware of or suspects a violation of Board Policy or Administrative Regulation 5461 shall immediately, or as promptly as possible thereafter under the circumstances, notify the Superintendent, Title IX Coordinator, principal or other administrator. The District's Title IX Coordinator is the Director of Equity and Public Programs. Contact information for the Title IX Coordinator is available in Administrative Regulation 5461. Individuals who make good faith reports of potential or actual violations of Policy or Regulation 5461 shall not be

subject to retaliation, discipline or other adverse action. Allegations of inappropriate conduct shall be promptly investigated in accordance with the procedures utilized for complaints of prohibited harassment of students.

### **STUDENT DISCIPLINE (P5401 and R5401)**

In order to maintain a safe school climate that encourages learning for all students, teachers and administrators shall respond to actions or situations that disrupt this learning process. Discipline measures may include warnings, detentions, suspensions, expulsions or other appropriate responses to the circumstances.

Violations of this Policy and Administrative Regulation shall be reported to local law enforcement in accordance with the Memorandum of Understanding in effect between the District and the local law enforcement agency and any applicable Board Policy.

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

1. Inappropriate physical contact, attack, fighting, bullying, hazing, harassment, threatening behavior or threats;
2. The use of, distribution of, or possession of, any substance subject to Policy 5405 (Student Substance Abuse) or 5411 (Tobacco Products: Possession and Use). Aiding or abetting any of the above actions regarding substances subject to Policy 5405 or 5411 shall be treated in the same way;
3. The use, possession, or transfer of any item which could be considered a weapon or which is dangerous in nature, as outlined in Policy 5410 or in accordance with applicable law;
4. Destruction or defacing of school property;
5. Infraction of school rules that carries the consequence of suspension or expulsion, as outlined in the applicable Student Handbook, Code of Conduct or otherwise in Board Policy or an accompanying Administrative Regulation;
6. Conduct adversely affecting the school routine or otherwise endangering the safety, morals, health or welfare of others;
7. Inappropriate physical contact, attack, threatening behavior, threat or other retaliatory conduct directed at school staff members, their property, or their families.

When a suspendable offense occurs, the principal or designee will meet with the student, at which time the student will have the opportunity to offer an explanation of the infraction. After that meeting the principal or designee may suspend the student from school. Parents/guardians will be notified.

When a suspension exceeding three (3) school days is under consideration, the principal or designee shall offer the student and student's parents/guardians an informal hearing, as required by law. After such hearing the principal or designee may extend the suspension for a period of up to ten (10) total school days. Parents/guardians will be notified.

When discipline is to be imposed upon a student with disabilities, District employees are required to follow the additional procedures outlined in the District's Administrative Regulation (R5401) and applicable law.

Policy and Administrative Regulation 5041 are available in their entirety on the District's website at <https://www.tesd.net/cms/lib/PA01001259/Centricity/Domain/14/P5401.pdf> and <https://www.tesd.net/cms/lib/PA01001259/Centricity/Domain/14/R5401.pdf>, respectively. Students and parents/guardians are encouraged to review these documents carefully in their entirety.

#### **HAZING, BULLYING, DISCRIMINATORY HARASSMENT, THREATS, THREATENING BEHAVIOR (P5401 and R5401)**

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

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

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

**Hazing** occurs any time a person intentionally, knowingly or recklessly, for the purpose of initiating, admitting or affiliating a student into or with an organization, or for the purpose of continuing or enhancing a student's membership or status in an organization, causes, coerces or forces a student to do any of the following:

1. Violate Federal or State criminal law.
2. Consume any food, liquid, alcoholic liquid, drug or other substance which subjects the student to a risk of emotional or physical harm.

3. Endure brutality of a physical nature, including whipping, beating, branding, calisthenics or exposure to the elements.
4. Endure brutality of a mental nature, including activity adversely affecting the mental health or dignity of the individual, sleep deprivation, exclusion from social contact or conduct that could result in extreme embarrassment.
5. Endure brutality of a sexual nature.
6. Endure any other activity that creates a reasonable likelihood of bodily injury to the student.

**Aggravated hazing** occurs when a person commits an act of hazing that results in serious bodily injury or death to the student and:

1. The person acts with reckless indifference to the health and safety of the student; or
2. The person causes, coerces or forces the consumption of an alcoholic liquid or drug by the student.

**Organizational hazing** occurs when an organization intentionally, knowingly or recklessly promotes or facilitates hazing.

**Student activity or organization** means any activity, society, corps, team, club or service, social or similar group, operating under the sanction of or recognized as an organization by the District, whose members are primarily students or alumni of the District.

**Bodily injury** shall mean impairment of physical condition or substantial pain.

**Serious bodily injury** shall mean bodily injury which creates a substantial risk of death or which causes serious, permanent disfigurement, or protracted loss or impairment of the function of any bodily member or organ.

**Discriminatory harassment** means verbal, written, electronic, graphic or physical conduct relating to an individual's actual or perceived race, color, age, creed, religion, sex, gender, sexual orientation, gender identity, gender expression, ancestry, national origin/ethnicity, veteran status, marital status, or handicap/disability 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.

Discriminatory 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 actual or perceived race, color, age, creed, religion, sex, gender, sexual orientation, gender identity, gender expression, ancestry, national origin/ethnicity, veteran status, marital status, or handicap/disability. Discriminatory harassment also includes sexual harassment, as defined below.

**Sexual harassment** is a specific form of discriminatory 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.

**Title IX sexual harassment** is a specific form of sexual harassment which means conduct on the basis of sex that satisfies one or more of the following:

1. An employee of the District conditioning the provision of an aid, benefit, or service of the District on an individual's participation in unwelcome sexual conduct;
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's education program or activity; or
3. Sexual assault, dating violence, domestic violence, or stalking.

**Sexual assault** means an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.

**Dating violence** means violence committed by a person:

1. Who is or has been in a social relationship of a romantic or intimate nature with the victim; and
2. Where the existence of such a relationship shall be determined based on a consideration of the following factors:
  - a. The length of the relationship.
  - b. The type of relationship.
  - c. The frequency of interaction between the persons involved in the relationship.

**Domestic violence** includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction.

**Stalking** means engaging in a course of conduct directed at a specific person that would cause a reasonable person to:

1. Fear for their safety or the safety of others; or
2. Suffer substantial emotional distress.

**Threat** means a communication of intent to harm another individual or property or behavior suggesting intent to harm an individual or property.

**Threatening behavior** shall mean a physical, verbal or written threat to (1) commit violence with intent to terrorize, injure or damage another or others, (2) cause evacuation of a building, place of assembly or facility of transportation, or (3) otherwise cause serious public inconvenience with reckless disregard of the risk of causing such terror or inconvenience.

**Title IX Coordinator** means the District's Director of Equity and Public Programs, whose contact information is included in Administrative Regulation 5401.

**Transient threat** means there is no sustained intent to harm.

**Substantive threat** means the intent of the threat is present (or not clear) and therefore requires protective action.

**Behaviors targeting others** means bullying, hazing, harassment, threatening behaviors, and threats collectively.

It is the Policy of the Board to maintain a safe, positive and respectful environment for students and staff that is free from bullying, hazing, discriminatory harassment, threatening behavior and threats. Any form of bullying, hazing, discriminatory harassment, threatening behavior or threats that is a part of a school sponsored or student activity or organization is prohibited.

No student, coach, activity sponsor, volunteer, District employee, administrator, representative, agent, or contractor shall plan, direct, encourage, assist, engage in, tolerate, condone, ignore, or fail to properly report any known instances of bullying, hazing, discriminatory harassment, threatening behavior or threats.

Students who believe they or others have been subjected to bullying, hazing, discriminatory harassment, threatening behavior or threats are encouraged to promptly report such incidents to a building administrator, teacher and/or school counselor. Students are also encouraged to report allegations of sexual harassment to the District's Title IX Coordinator.

Students, administrators, coaches, activity sponsors, volunteers, District employees, representatives, agents, and contractors shall be alert to incidents of bullying, hazing, discriminatory harassment, threatening behavior and threats and shall promptly report such conduct to their supervisor or the building principal. Individuals are also encouraged to report allegations of sexual harassment to the District's Title IX Coordinator.

Complaints of bullying, hazing, discriminatory harassment, threatening behavior and threats shall be promptly investigated, and appropriate discipline shall be administered to any individual who violates the District's prohibitions against bullying, hazing, discriminatory harassment, threatening behavior and threats, in accordance with applicable



Board Policies, Administrative Regulations, and any applicable Code of Conduct. Appropriate corrective and preventative action shall be taken when allegations are substantiated.

Reports of alleged bullying or hazing that could be interpreted to also constitute discrimination and/or discriminatory harassment shall be handled in coordination with the Title IX Coordinator. Reports of alleged sexual harassment must be handled in accordance with the procedures set forth on the District's website at <https://www.tesd.net/domain/1894> in the document titled "Grievance Process with Exhibits." Complaints of bullying, hazing, discriminatory harassment, threatening behavior and threats may also be referred to the appropriate law enforcement agency for investigation, as required by law or in accordance with Board Policies and Administrative Regulations.

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

#### **EQUAL OPPORTUNITY AND NONDISCRIMINATION OF STUDENTS IN SCHOOL AND CLASSROOM PRACTICES (P6141 and R6141)**

The District will provide an equal opportunity, for all students to achieve their maximum potential through the programs and activities offered by the District without discrimination on the basis of actual or perceived race, color, age, creed, religion, sex, gender, sexual orientation, gender identity, gender expression, ancestry, national origin/ethnicity, veteran status, marital status or handicap/disability, as required by Title VI, Title IX and Section 504. Furthermore, the District provides equal access to the Boy Scouts and other designated youth groups, as required by law.

The District shall provide to all students, without discrimination, course offerings, counseling, assistance, services, employment, athletics and extracurricular activities. The equitable distribution of District resources is one means the District shall use to ensure all students receive a quality education. 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 District shall comply with federal law and regulations under Title IX prohibiting sexual harassment, which is a form of unlawful discrimination on the basis of sex. Inquiries regarding the application of Title IX to the District may be referred to the Title IX Coordinator, to the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both. The District's Title IX Coordinator is the Director of Equity and Public Programs, whose contact information can be found in Administrative Regulation 6414. Depending on the specific allegations raised in a complaint received

pursuant to this Policy, the Superintendent may designate additional individuals to assist the Title IX Coordinator in carrying out their responsibilities.

Students and third parties who believe they or others have been subject to discrimination are encouraged to promptly report such alleged incidents in accordance with Policy and Administrative Regulation 6141, which are available on the District's website at <https://www.tesd.net/cms/lib/PA01001259/Centricity/Domain/14/P6141.pdf> and <https://www.tesd.net/cms/lib/PA01001259/Centricity/Domain/14/R6141.pdf>, respectively. Additional information regarding the investigation and disposition of complaints can be found in the Policy and Administrative Regulation referenced above.

### **POSSESSION OF WEAPONS IN THE SCHOOLS (P5410)**

Possession of a weapon or weapons on District property (as defined in this policy) or at school-sponsored activities is specifically prohibited. In addition, with very limited exceptions, Pennsylvania law *requires* public schools to report to police, and expel, for a minimum of one year, any student found in possession of any knife, cutting instrument, cutting tool, firearm, shotgun, rifle and any other tool, instrument or implement capable of inflicting bodily injury on District property.

### **SEARCHES (P5412 and R5412)**

Authorized school officials are permitted to conduct searches of students, including their persons, lockers, motor vehicles, and other possessions, when there is a reasonable suspicion that such a search will uncover evidence of a violation of Board Policy, Administrative Regulations, school rules, or local, state or federal law on the part of the student. In order for the requisite level of reasonable suspicion to exist, the school official must be able to point to a "particularized suspicion" for conducting a search. Searches that arise out of generalized concerns or merely suspicious behavior, where the school official is not looking for any object in particular, have been struck down as illegal. The scope of any search must be reasonable under the circumstances, taking into consideration the student's age, the intrusiveness of the search, and the immediacy of any threat prompting the search.

A copy of School Board Policy and Administrative Regulation 5412 are available at <https://www.tesd.net/cms/lib/PA01001259/Centricity/Domain/14/P5412.pdf> and <https://www.tesd.net/cms/lib/PA01001259/Centricity/Domain/14/r5412.pdf>, respectively, and contain additional information and procedures for the various types of searches (including, but not limited to, systematic suspicionless testing) to which student may be subjected. Students are encouraged to familiarize themselves with this information and procedures.

### **STUDENT RECORDS (P5225 and R5225)**

The Board recognizes its responsibility for the collection, retention, disposition and security of student records. The Board further recognizes its duty to maintain the confidentiality of such records as required by law.

Parents/Guardians and eligible students shall be notified upon initial enrollment and annually thereafter of their rights concerning student records. The notice shall be modified to accommodate the needs of the disabled or those whose primary language is other than English. Notice of the rights of parents/guardians and eligible students with respect to student records, as well as other District guidelines governing the collection, retention, disposition and disclosure of student records is available for review in Board Policy and Administrative Regulation 5225, which are available at <https://www.tesd.net/cms/lib/PA01001259/Centricity/Domain/14/P5225.pdf> and <https://www.tesd.net/cms/lib/PA01001259/Centricity/Domain/14/R5225.pdf>, respectively.

#### **PARTICIPATION OF FINANCIALLY DISADVANTAGED PUPILS IN CURRICULAR ACTIVITIES (P5312 and R5312)**

No student shall be denied the opportunity of participating in curricular programs and activities, including field trips, because of an inability to pay necessary fees for participation or costs of materials. For students wishing to participate in extracurricular programs and activities who are unable to pay the necessary fees or costs to participate, the District will make a good faith effort to identify funds to cover the fees or costs for such students, but cannot guarantee that such funds will always be available in all cases.

**STUDENT CONDUCT ON DISTRICT-PROVIDED TRANSPORTATION (P5413 and R5413)** No student shall be permitted to engage in conduct that could endanger that student's safety or the safety of others. Discipline will be imposed as the situation warrants, in accordance with Board Policy, applicable Administrative Regulations, this Student Handbook, and the Code of Student Conduct.

#### **RECORDING IN SCHOOLS AND ON SCHOOL BUSES/VEHICLES (P8070 and R8070)**

In order to promote a safe school environment for all stakeholders, the interior and exterior of schools and other District property may be equipped with video recording devices. The Superintendent is authorized to provide law enforcement with access to live images captured by video recording devices in order to promote the health, safety and welfare of student, staff, and other individuals. The Board of School Directors has also authorized the use of video and audio recording on school buses and vehicles while transporting students for school-related purposes for disciplinary and security purposes. Students and, when applicable, school bus passengers will be notified as to the presence and possible activation of any video recording devices. Additional information can be found in Board Policy and Administrative Regulation 8070, which are available on the District's website at <https://www.tesd.net/cms/lib/PA01001259/Centricity/Domain/14/P8070.pdf> and <https://www.tesd.net/cms/lib/PA01001259/Centricity/Domain/14/R8070.pdf>, respectively.

## **STUDENTS' FREEDOM OF EXPRESSION (P5400 and R5400)**

Freedom of expression is a right guaranteed by the United States Constitution. Students have the right to express themselves in accordance with law; however, expression that materially and substantially interferes with the educational process, threatens serious harm to the school or community, encourages unlawful activity, or interferes with another individual's rights is prohibited.

## **DRESS AND APPEARANCE (P5415 and R5415)**

Students have the right to determine their dress and appearance as long as it conforms to norms of decency as set forth below 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.

Students are expected to dress appropriately for weather conditions and in accordance with Board Policy.

Student attire or appearance that materially and substantially interferes with the educational process, threatens the school or community, depicts or encourages unlawful or otherwise prohibited activity, or interferes with another student's rights is not permitted.

Clothing bearing or depicting messages, images, or advertisements relating to drugs, alcohol tobacco is not permitted. Clothing depicting violent or sexually explicit messages or images is also prohibited.

Absent an administrative exception to the contrary, students are expected to dress in accordance with Board Policy and the guidelines established in the applicable Student Handbook during school hours and at school-sponsored events.

Each school's dress code policy shall be gender-neutral. Schools cannot enforce specific attire based on gender. 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.

Students whose attire does not conform to the applicable standards will be asked to put on appropriate clothing. Students may be asked to change into appropriate clothing, if available at school, or the student's parent/guardian will be called and asked to bring appropriate clothing to school.

Students with questions about the applicable dress code or the appropriateness of particular attire/appearance shall direct such questions to the building principal or assistant principal.

Serious or repeated violations of the dress code will be subject to disciplinary action.

### **STUDENT ACCIDENTS AND INJURIES – TREATMENT AND REPORTING (P5422 and R5422)**

The Board has created procedures for students who suffer injuries at school or during school events, including students who suffer brain injuries or cardiac arrest. The Board requires that brain injuries or symptoms of sudden cardiac arrest to student-athletes be taken extremely seriously and with the short- term and long-term health of the student-athlete kept uppermost in mind. Regulations which have been established with regard to this policy are available in the Athletic Office at CHS and in the Athletic Handbook.

### **FOOD AND NUTRITION SERVICES – STUDENT MEAL CHARGE POLICY (R8120)**

#### School Meal Account Procedures / Meal Charging Policy

A student's meal status is always kept confidential. All students have accounts to purchase their meals and are treated the same at the register.

Parents/guardians are responsible for their student's cafeteria food purchases and are expected to maintain payments on any outstanding account balance for cafeteria food purchases. Parents/guardians may request in writing that the District restrict their child's purchase of a la carte food items and/or meals at any time.

The procedures for notifying parents/guardians of low and negative balances and collecting negative balances are detailed below. However, students will be permitted to charge meals (breakfast and/or lunch), and will not be denied a meal because of the insufficient funds in their student meal accounts. In addition to purchasing a meal, students are permitted to charge a la carte food items, even if their individual student meal accounts lack sufficient funds, as long as their balance is not negative \$50 or more. In any event, the District will initiate procedures to restrict a la carte purchases when the student's negative meal account balance exceeds \$50 and the student will only be permitted to purchase a breakfast and lunch meal.

Students may not be publicly identified or stigmatized, or required to perform chores or other work when they cannot pay or have a negative student meal account balance. Schools will not require a student to discard a school meal after it has been served to the student, even if the student is unable to pay for the meal or has a negative student meal account balance.

#### Low & Negative Account Balance Notification

If a student has an account balance of \$5.00 or less, the parent/guardian will be notified at least weekly by email or a notice distributed in homeroom or in student folders that are brought home to the parent/guardian. The envelope

containing this notice should be marked "confidential – to be opened by addressee only." If the student's outstanding account balance due reaches or exceeds five (5) school meals, including breakfasts and/or lunches, a request for payment letter will be mailed or emailed to the student's parent/guardian, which shall also include a request that the parent/guardian apply to participate in the school food program. In addition, a school official will contact the parent/guardian to resolve the outstanding account balance due by one or more of the following methods: telephone, electronic communication, certified letter, and again request that the parent/guardian apply to participate in the school food program. These contacts will continue until the outstanding account balance due is satisfied or has been determined to be uncollectible.

If the student's outstanding account balance due is in excess of \$50.00 and remains unpaid for more than 30 days, the parent/guardian may incur additional collection charges on the outstanding balance. If a good faith effort is not made towards payment of the outstanding balance due, then a referral to an outside authority or agency may be made.

Parents/guardians experiencing economic hardships may request payment arrangements from the District.

#### Additional Information

The Principal or designee shall notify Food and Nutrition Services regarding departing students so that account balances can be rectified prior to their departure. Information on meal prices, menus, how to apply for free or reduced priced meals, how to check a school meal account balance or add funds to such accounts can be found on the District's Food and Nutrition Services webpage.

#### Delinquent School Meal Account Debt

After taking reasonable steps to collect delinquent school meal debt, which shall include at least two written correspondences, as outlined above, to the student's parent/guardian, unrecovered/delinquent debt at the end of each school year shall be referred to the Business Manager for appropriate action. Such unrecovered/delinquent debt shall be considered bad debt and non-federal funding sources must repay the Food Service Fund for the total amount of such unrecovered/delinquent debt. Delinquent school meal debt shall not be classified as bad debt for write off purposes until after reasonable steps have been taken to collect such delinquent school meal debt.

From time to time, parents/guardians or other individuals may choose to donate funds to the District. Donated funds may not be co-mingled with food service funds from federal or state sources or food sales. Instead, donations must be made to the District's General Fund, and transferred to the Food Service Fund at the appropriate time to offset unrecovered/delinquent student meal debt. Donated funds will not be applied to individual student meal account balances, but instead as an overall reduction of the amount of funds that would otherwise need to be transferred from the General Fund to the Food Service Fund at the end of the school year to repay the Food Service Fund for unrecovered/delinquent debt.

#### Distribution

This Administrative Regulation, detailing the District's local meal charge policy, shall be provided in writing to each

household at the beginning of the school year, and during the school year to households who transfer to the District during the school year.

#### **STUDENT WELLNESS (P5402 and R5402)**

A copy of the District's Student Wellness and Nutrition Policy and Administrative Regulation are available for review on the District's website at <https://www.tesd.net/cms/lib/PA01001259/Centricity/Domain/14/P5402.pdf> and <https://www.tesd.net/cms/lib/PA01001259/Centricity/Domain/14/R5402.pdf>, respectively. Students and their parents/guardians are encouraged to review this Policy and Regulation carefully, as they contain important information about fundraisers in school involving the sale of food and regulations regarding bringing outside food into school.

#### **Safeguards for Students with Food Allergies**

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

#### **TOBACCO PRODUCTS – POSSESSION AND USE (P5411 and R5411)**

The possession, distribution and/or use of tobacco products by students is prohibited in all buildings owned by the District, on school grounds, in school vehicles and/or while participating in school-sponsored activities on or off school premises. The foregoing is a total ban, for all students, on all possession, distribution and/or use of tobacco products in any District building, on any District property, in any District vehicle and/or during any District-sponsored activity. The definition of "tobacco products" is outlined in detail in Policy 5411, which is available on the District's website at <https://www.tesd.net/cms/lib/PA01001259/Centricity/Domain/14/P5411.pdf>. Students who violate this Policy will be subject to school-based discipline.

#### **STUDENT SUBSTANCE ABUSE (P5405 and R5405)**

Students are prohibited from using, distributing, possessing, or being under the influence of controlled substances in any of the buildings owned by the District, on District property, in school vehicles and/or while participating in school-sponsored activities on or off District property. Students who are found to be in violation of this prohibition shall be suspended from school and disciplined in accordance with Board Policy and the applicable student handbook. Aiding or abetting any of the above-mentioned prohibited conduct shall be treated in the same manner. The definition of "controlled substances" is outlined in detail in Policy 5405, which is available on the District's website at <https://www.tesd.net/cms/lib/PA01001259/Centricity/Domain/14/P5405.pdf>. Violations of this Policy shall be referred to the appropriate law enforcement agencies in accordance with applicable law or regulations, Board Policy, and the

Memorandum of Understanding in effect with local law enforcement. The District reserves the right to enforce this Policy and the accompanying Administrative Regulation with respect to off-campus conduct to the fullest extent permitted by law.

The District, recognizing the need to address the problem of substance abuse on a District-wide basis, supports the maintenance of a Student Assistance Program. The purpose of the Student Assistance Program is three-fold: (1) to identify students who are having problems because of substance abuse or due to mental health problems, (2) to intervene when appropriate either by personal contact or through support groups, and (3) with the involvement and approval of parents/guardians, to refer those students for appropriate help. Additional information regarding the Student Assistance Program and procedures for students to seek help for themselves or on behalf of another student with a drug, alcohol, or substance abuse problem can be found in Administrative Regulation 5405, which is available on the District's website at <https://www.tesd.net/cms/lib/PA01001259/Centricity/Domain/14/R5405.pdf>.

#### **ADMINISTRATION OF MEDICATION TO STUDENTS (P5406 and R5406)**

Unless specifically authorized otherwise by Board Policy, the administration of medication to a student during school, at any school-sponsored activity, or on a conveyance providing transportation to or from school or school-sponsored activity, will be permitted only upon prior consent of the student's parent/guardian and at the direction of a licensed healthcare provider, in the following circumstances:

1. Where failure to take or make available such medication would jeopardize the health of the student or would prevent the student from attending school or participating in a school-sponsored activity; or
2. Where the administration of medication is part of a student's accommodation plan, service agreement, or Individualized Education Program (IEP), in accordance with applicable law.

A copy of the District's Board Policy and Administrative Regulation 5406 are available for review on the District's website at <https://www.tesd.net/cms/lib/PA01001259/Centricity/Domain/14/P5406.pdf> and <https://www.tesd.net/cms/lib/PA01001259/Centricity/Domain/14/R5406.pdf>, respectively. Students and their parents/guardians are encouraged to review this Policy and Regulation carefully.



### **FIELD TRIPS (P6153 and R6153)**

Students may have the opportunity to participate in supervised, school-sponsored field trips. Students are reminded that all rules and regulations of the District remain in effect. In the event that a trip is cancelled for any reason, the District shall not be responsible for monetary deposits lost due to such cancellation.

### **INTEGRATED PEST MANAGEMENT (P8012)**

When pesticide applications are planned and scheduled in school buildings and/or on school grounds, the District will provide notification including: (1) posting a pest control sign in an appropriate visible area, (2) providing the pest control information sheet to all individuals working in the school building, and (3) providing required notice to all parents and guardians of students or to a list of parents or guardians who have requested notification of applications of pesticides. Records of the District's chemical pest control treatments for the past three (3) years are available to the public at the District's administrative office.

### **COMPLAINTS REGARDING THE DISTRICT (P1122 and R1122)**

Complaints concerning the District's programs or operations should be directed to the staff member or the administrator immediately in charge of the area in which the complaint arises. Complaints received anonymously by the District, by the Board or by its members will not be recognized as formal correspondence; and therefore, typically will not be given a response.

The Superintendent shall promulgate Administrative Regulations detailing the process and procedures District personnel will follow for handling complaints received by the District. Special procedures provided by law or other District Policy for handling complaints in certain areas such as discrimination, sexual harassment, and resolving issues of concern for non-contract staff shall supersede the provisions of this Policy and its accompanying Regulation.

### **PROCEDURES FOR ENFORCING SCHOOL ATTENDANCE (P5113 and R5113)**

Students of compulsory school age are required to attend school. Regular, timely attendance will ensure every student has the opportunity to achieve. Many of the rules and procedures governing tardiness, absences and truancy are mandated by Pennsylvania law and school code. The District's Board Policy and Administrative Regulation governing student attendance are available on the District's website at <https://www.tesd.net/cms/lib/PA01001259/Centricity/Domain/14/P5113.pdf> and <https://www.tesd.net/cms/lib/PA01001259/Centricity/Domain/14/R5113.pdf>, respectively. It is important that students and their parents/guardians review these documents and familiarize themselves with the District's procedures.

**INTERNET AND COMPUTER NETWORK SAFETY AND USE (P6190 AND R6190)** Individual student access will be offered to all students only after students have submitted the completed Network Acceptable Use Agreement.

Individual users of the District computer networks are responsible for their behavior and communications over these networks. In compliance with the Children's Internet Protection Act, the District will educate minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and response.

Blocking software will be used on the Internet in an attempt to protect minor students from obscene material, all pornography, including but not limited to child pornography, other visual depictions deemed harmful to minors (as defined by the Children's Internet Protection Act), and other categories deemed necessary by the administration (see Regulation 6190). Other Internet users will also have these categories blocked. An administrator, supervisor, or person authorized by the Board may disable the technology protection measure if needed for bona fide research or other lawful purpose.

The Information Services Department monitors its network for unauthorized access or unlawful activity on District network computers and servers. Inappropriate, unauthorized or illegal use (including hacking or attempted hacking) may result in the cancellation of the offender's privileges. Appropriate legal and disciplinary action may be taken. Information placed on any District computer or server is subject to review and may be deleted without notice.

The network is provided for students and staff to conduct research and communicate with others. Access is a privilege and entails responsibility. Students and staff are expected to act in a responsible ethical and legal manner in accordance with the District Policy 6190, acceptable rules of network etiquette and Federal and State law. Specifically, the following are prohibited:

1. Use of the network to facilitate illegal activity.
2. Use of the network for commercial or for-profit purposes.
3. Use of the network for fundraising purposes, except for links approved by the principal to websites of school-related organizations/clubs.
4. Use of the network for non-school related work on more than an incidental basis.
5. Use of the network for product advertisement or political lobbying.
6. Use of the network to transmit hate mail/speech, discriminatory remarks and objectionable, offensive or inflammatory communication.
7. Unauthorized or illegal installation, distribution, reproduction, or use of copyrighted materials.
8. Use of the network to access obscene or pornographic material.

9. Use of inappropriate language or profanity on the network.
10. Use of the network to intentionally obtain or modify files, passwords, and data belonging to other users.
11. Use of the network to disrupt the work of other users.
12. Impersonation of another user.
13. Sharing District password with, or allowing password to be used by, anyone else.
14. Loading or use of unauthorized games, programs, files, or other electronic media.
15. Destruction, modification, or abuse of network hardware and software.
16. Quoting personal communications in a public forum without the original author's prior consent.

Since the network and network storage areas are District property or otherwise constitute District-leased storage capacity, network administrators may review and delete files, web browsing history and communications to maintain system integrity and ensure that users are using the system responsibly and in accordance with acceptable network use guidelines. Users should not expect that files or other electronic information stored on or available from District servers will always be private or secure.

#### **RESTRICTIONS ON USE OF ELECTRONIC DEVICES (P5414 and R5414)**

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

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

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

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

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

**TREDYFFRIN/EASTTOWN SCHOOL DISTRICT**

**ELEMENTARY SCHOOL STUDENT ACCEPTABLE USE AGREEMENT**

A copy of the Elementary School Student Acceptable Use Agreement is available for students and parents/guardians to review at the following link on the District's website:

<https://www.tesd.net/cms/lib/PA01001259/Centricity/Domain/37/ElementaryAUA201617Web.pdf>

**BEAUMONT ELEMENTARY SCHOOL**

**FACULTY & STAFF TELEPHONE NUMBERS**

***GENERAL NUMBERS***

District Administration Offices	610-240-1900
Tredyffrin/Easttown Middle School	610-240-1200
Conestoga High School	610-240-1000
T/E Transportation	610-240-1680

***BEAUMONT DIRECT LINES***

Principal	Dr. Stephanie Demming	610-240-1401
Secretary	Mrs. Lisa Toland	610-240-1403
Office Aide	Mrs. Susan Cantando	610-240-1402

Voice Mail Box Numbers: All numbers listed below are voice mail box numbers unless designated direct dial (\*)

***PRIMARY DIVISION***

Kindergarten

Rm. 3	Mrs. Lesley Kennedy	610-240-2057
Rm. 5	Mrs. Cheryl Massino	

First Grade

Rm. 4	Miss Tracy Simmington	610-240-2016
Rm 7	Mrs. Samantha Blouch	610-240-2569
Rm. 8	Mrs. Jodi Cardarelli	610-240-2528

Rm. 9	Mrs. Marcia Kowalski	610-240-2393
Second Grade		
Rm. 11	Mrs. Shannon Quinn	610-240-2671
Rm. 12	Ms. Sarah Domenick	610-240-
Rm. 13	Mrs. Beth Joers	610-240-2319
Rm. 14	Mr. Dominic Parrotta	610-240-2156

***UPPER DIVISION***

Third Grade

Rm. 10	Ms. Jennifer Moore	610-240-
Rm. 15	Mrs. Misty Pennewill	610-240-2011
Rm. 16	Mrs. Shawnette Brown	610-240-2143
Rm. 17	Mrs. Melissa Johnson	610-240-2270
Rm. 18	Mrs. Ashley Specca	610-240-2167

Fourth Grade

Rm. 20	Mrs. Kristin Weinrich	610-240-2445
Rm. 21	Mrs. Meredith Waldron	610-240-2122
Rm. 22	Mr. Phil Munger	610-240-2536
Rm. 23	Mrs. Alexandra Thompson	610-240-2199
Rm. 24	Mrs. Donna Greene	610-240-2193

***SPECIAL AREAS***

Art	Mrs. Katie Donnelly	610-240-2047
Library	Mrs. Porsche Davis-Taylor	610-240-1405
Music	Mrs. Kati Hedenberg	610-240-2258
	Mrs. Abby Mertz	610-240-2136
Physical Ed.	Mrs. Melissa McConaghy	610-240-2511
	Ms. Anna Boger	

***SUPPORT AREAS***

Challenge	Mrs. Maryelyn Berg	610-240-2546
ELD	Mrs. Kerry Bryan	610-240-2119

	Ms. Coryelle Berke	
Guidance	Mrs. Judith Root	610-240-1407
Math Support	Mrs. Trish Plunkett	610-240-2142
Learning Support	Miss Kaitlyn Mancuso	610-240-2553
	Mrs. Kristen Duffy	610-240-2281
	Miss Katie Shaefer	610-240-2186
	Miss Lauryn Weber	610-240-2046
Nurses	Mrs. Diane Carlin	610-240-1404
	Mrs. Diane Hoey	610-240-1404
Psychologist	Mrs. Amy Posey	610-240-1408
Reading Specialist	Mrs. Haley Rodgers	610-240-1406
Speech Therapist	Mrs. Allison Ostroff	610-240-1402
	Ms. Tara Dingley	
Bridge/Reading	Mrs. Ruth Jung	
	Mrs. Laurie Whiteman	
	Mrs. Debbie Chieffalo	
Computer Room	Mrs. Joanne Reuschel	
Cafeteria	Mrs. Theresa Messantonio, Mgr.	610-240-1409

Tredyffrin/Easttown Administration: [Administration](#)

School Board Members - [School Board](#)