

BEAUMONT ELEMENTARY SCHOOL

Tredyffrin/Easttown School District

“Beaumont Bear Pride!”

September 2009

Dear Students and Parents,

We welcome you to Beaumont Elementary School. This book is one way of keeping our lines of communication open.

Our outstanding educational program is the result of a close relationship between home and school. This Directory was developed to give you important information about our school’s policies, procedures and activities. It also provides a listing of students’ classes, addresses and phone numbers. It is sure to be a popular and valuable reference for your family throughout this school year.

Beaumont is a lively and spirited place 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
Principal

Table of Contents

T/E 2009 Mission Statement	3
Our Elementary Program	3
Goals of the T/E Elementary Schools	3
School Organization	4
The Instructional Program	5
Support Programs	7
General Information: From A to Z	10
After School Activities	10
Attendance	10
Behavior Guidelines for Students	13
Celebrations	22
Food Services	23
Health Services	24
Home and School Association	28
Insurance	28
Integrated Pest Management Policy	29
Lost and Found	30
Newsletter	30
Recess	30
School Closings	31
Transportation	31
Visits to School	32
Volunteers	32
Beaumont Faculty and Staff	33
T/E School Board	37
T/E School District Administration	38
HSA Board and Chairpersons	39
Core Classes	
Names, Addresses, Phone Numbers	

T/E 2009 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 one's 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;
- extends each element of the student's "multiple intelligences"* to the maximum; and
- promotes healthy mental, physical, social, and emotional growth in a caring and nurturing learning community.

* Multiple intelligences: verbal/linguistic, logical/mathematical, visual/spatial, bodily, kinesthetic, musical/rhythmic, interpersonal, and intrapersonal.

SCHOOL ORGANIZATION

Our elementary school is organized into teams and divisions so that the collaborative efforts of teachers can best serve the learning and developmental needs of each child.

GRADE LEVEL TEAMS

On each grade level “team”, a group of teachers share students, plan together, have similar schedules, and may be located in a common area of the school building. Grade level teams provide small neighborhoods within the school for children. Students will have opportunities to learn with other students on their team in various subjects, units, and activities and will share lunch and recess times with them.

Teachers on each grade level team meet before school on Tuesday, Wednesday, and Thursday mornings from 7:50 a.m. to 8:30 a.m. 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.

THE INSTRUCTIONAL PROGRAM

CORE CLASS

Each student on the grade level team is assigned to a "Core" class and Core teacher. Language arts, social studies, science, and health are taught in the core class. Students remain with this same class for the special areas of art, music, physical education, applied technology, media center, and FLES.

A Core class is designed to have students of different reading achievement levels. Each class has small reading groups, which proceed at a learning pace appropriate for each student. Reading instruction within the Core class is an organized and sequential program, which includes balanced use of a basal reader and a variety of quality literature. The Pennsylvania Academic Standards and T/E's Language Arts Learning Competencies provide a framework for the language arts program. The Houghton Mifflin "Legacy of Literacy" basal reading series is used across the district to provide a consistent foundation for each child to develop strong reading skills.

Core Class subjects include:

Language Arts: Reading, Writing, Spelling, Listening, Speaking, Handwriting, and Study Skills

Social Studies

Science

Health

The specific curriculum for each grade level is described at the annual Curriculum Night. Curriculum guides and texts are available for parent review in our library.

On their grade level team, students may be involved with other teachers on the team for specific subjects, topics, skill instruction, or thematic units. Flexibility and collaborative planning by teachers will provide for a variety of learning settings for students on the grade level team or division.

MATHEMATICS

In mathematics students learn to become problem solvers, to reason and communicate mathematically, and to master basic mathematical skills. Our program develops an understanding of mathematical patterns and concepts through the use of manipulative materials.

For mathematics instruction, students may work with another teacher on the grade level team, other than their CORE teacher.

SPECIAL AREAS

Students remain with their core class for the special area subjects of

Art

Physical Education/Health

Music

Applied Technology

Library

Spanish

INSTRUMENTAL/CHORAL MUSIC

In addition to a weekly music class for all students, third and fourth grade students may begin to take instrumental lessons. Third grade students may take string lessons, while fourth grade students may take strings, brass, woodwind,

and percussion instruments. Lessons are thirty minutes in length during the school day on a rotating basis.

The fourth grade orchestra and band rehearse mornings before the regular school day begins. Students have the opportunity to perform during the school year.

Fourth grade students may also join the school choral club. The Choral Club rehearses in the morning before the regular school day begins and performs during the school year.

FOREIGN LANGUAGE

During the school year, each student in first, second, third and fourth grade will have two lessons per week to learn **Spanish**. Certified teachers go into each classroom to involve students in a variety of Spanish language and cultural activities.

SUPPORT PROGRAMS

Beaumont has an array of support services provided by a staff of specialists. Please contact your child's teacher, or the guidance counselor, if you feel your child is in need of a support service.

GUIDANCE

Our school has a Guidance Counselor to work with children, parents, and staff. The guidance program in the elementary school serves children in the following areas:

School Counselor

The major roles of the school counselor include counseling and instruction, consultation, collaboration, coordination, and leadership in promoting the developmental growth and welfare of children. The school counselor meets with children individually, in small groups, and in classes throughout the year. The counselor assists children through instruction and counseling as they develop positive self-concept, relate to others, make choices, develop a sense of responsibility, and become resilient with stress and change.

The counselor is available for consultation with parents, staff members, teachers and administrators. As a consultant, the school counselor aids in identifying the needs of children, recognizing strengths of children, and providing information on school, district and community resources. The school counselor collaborates with families and District personnel to plan appropriate educational services and programs for students.

The school counselor is responsible for coordinating access to any program/services needed to optimize the total development of the child. School counselors work with parents, classroom teachers, and other staff members in the referral process. The school counselor also serves as member of the support intervention team.

Please contact the guidance counselor by calling the school office.

LITERACY INTERVENTION PROGRAM

This program is designed to provide supplemental reading instruction for students who have the greatest need of additional support. Primarily, the program will address the needs of students in grades two through four; however, any student deemed to be in need of intensive support may be serviced through the Literacy Intervention Program. Students work either individually or in small groups with the literacy intervention teacher. Specific level and area of instruction is determined by the literacy intervention teacher and the reading

specialist in collaboration with the core teacher. Ongoing communication with parents is encouraged throughout the year.

MATH SUPPORT PROGRAM

This program provides supplemental instruction for students needing additional support in mathematics. Instruction is delivered via small groups, and may occur either during or in addition to the children's regularly scheduled math class. Membership in these groups is flexible and varies according to content strands and individual student needs. The specific level and area of instruction is determined by the math support teacher in collaboration with the mathematics teachers. Ongoing communication with parents is encouraged throughout the year.

Kindergarten BRIDGE/First Grade Reading Intervention

These programs are designed to provide early intervention and/or supplemental reading instruction to kindergarten and first grade students who require additional literacy support. Small group instruction is scheduled throughout the school year. On-going communication with parents takes place throughout the year.

READING SUPPORT (grades 1-4)

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 3-4 times per week.

LEARNING SUPPORT

The learning support program is provided for special education students who require specially designed instruction. These students have an Individual Education Plan (IEP) which is developed by staff and parents. Academic support is provided to students by the learning support teacher and aides in both the regular classroom and/or the learning support classroom as necessary.

PROGRAMMING FOR GIFTED STUDENTS (CHALLENGE)

Programming for gifted students in the elementary schools provides a wide range of services. A Gifted Individualized Educational Plan (GIEP) is developed that specifies the type of support and instruction that meets the students' needs. Options may include direct instruction by the gifted support teacher, small group enrichment, curriculum and instruction differentiation and collaboration with the classroom teacher.

The program is aligned with the requirements of the Pennsylvania state regulations.

SPEECH AND LANGUAGE

The speech and language therapist diagnoses speech, voice, and/or language difficulties, and provides therapy suited to a child's needs. Referrals can be made by contacting the speech and language therapist, the classroom teacher, or the guidance counselor.

SPECIAL EDUCATION SUPPORTS AND SERVICES

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. This may include direct instruction by the special education teacher, curriculum adaptations, or other accommodations in the regular classroom. Placement in the program is a team decision involving staff, parents, the school psychologist, and the student when appropriate.

At the elementary level, the District operates programs of *learning support, emotional support, autistic 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 to make progress on IEP goals. 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.

ENGLISH AS A SECOND LANGUAGE (ESL)

Students whose native language is not English receive special tutoring from the ESL teacher for as long as necessary.

PHYSICAL/OCCUPATIONAL THERAPIES

Physical and occupational therapies are provided for those students who are assessed as needing these services.

DENTAL PROGRAM

A dental hygienist is employed part-time by the T/E School District for an educationally based state-mandated program in kindergarten through fourth grade. Local dentists act as resource persons and consultants to the program.

The Children's Dental Clinic is a community organization that provides dental treatment for eligible students. The Clinic, which is open one day per week, is a non-profit charitable organization supported by fund-raising events and contributions.

GENERAL INFORMATION FROM “A TO Z”

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, Newspaper Club*, and more. The clubs are scheduled to have several sessions during the school year for students in grades 1 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 1 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.

ATTENDANCE

SCHOOL HOURS

Kindergarten

Morning Session

Classes begin: 8:50 AM; Dismissal: 11:40 AM.

Afternoon Session

Classes begin: 12:30 PM; Dismissal: 3:20 PM.

(Students should not be dropped off until 12:20 PM)

Grades 1 to 4

Classes begin: 8:50 AM; Dismissal: 3:20 PM.

(Dismissal for Gr.1-4 is 12:20 PM on 1/2 day sessions.)

No child should arrive at school prior to **8:30 AM** since proper staff supervision is not available until that time. If a child needs to arrive before 8:30 AM, a child care program is provided at Beaumont by a *Child's Place*. Call 610-687-1263 for further information.

ABSENCE

To report your child absent call the Beaumont School Voice Mail at 610-240-1400, Option 5, before 9:30 AM on the day of your child's absence. You will be asked to give your child's name, homeroom, and a brief reason why your child is absent. Upon returning to school following an absence, an absence card or note should be sent from the parent to the student's core teacher. It is important that the excuse note be sent into school within three school days from the day of absence.

Pennsylvania law allows a limited number of reasons for which a child may be excused from school for all or part of a day. These include:

1. illness – documented by note from the parent
2. death in the family
3. medical excuse by doctor or dentist
4. student travel (educational) - Prior permission must be given by the principal for trips of up to five school days in duration and by the Superintendent for longer trips. A form is available in the school office and should be completed two weeks prior to the trip. Please be aware it may not always be possible to provide work assignments prior to approved travel. We recommend activities such as a student travel journal, writing practice on postcards, practice of math facts and authentic mathematical experiences while on the trip and reading books for enjoyment during the trip.
5. Religious holidays & instruction

If any medication needs to be continued at school after an absence, please see the school nurse. Any medication from home either prescription or “over the counter” must be given to the nurse immediately by the parent.

Students who miss ten consecutive school days shall be dropped from the active membership roll unless the school is provided with evidence that the excuse is legal or the school is pursuing compulsory attendance prosecution.

A maximum of ten days of cumulative lawful absences verified by parental notification may be permitted during a school year. All absences beyond ten cumulative days shall require an excuse from a physician.

EARLY DISMISSAL

Parents who wish to have children dismissed early or excused from school for doctor appointments or other urgent reasons, should send a note to the child's teacher. Your child will be dismissed through the office. Please inform your child of the pick-up time so that classes do not have to be disturbed.

LATE ARRIVAL

Any students who arrive at school after 8:50 AM must report to the lobby before going to class. Daily attendance is taken at 8:50 AM and pupils who are late are marked absent until they report to the office. Also, PM kindergarten students arriving after 12:30 PM should report to the office. Please be aware that late arrivals do cause disruption for the late student as well as the entire class. Although infrequent late arrivals may occur, we ask that students report to school on time.

REQUESTS FOR HOMEWORK WHEN ABSENT

Homework may be requested for students who are absent for **more** than one day. If your child has been out for more than one day, contact the office by 9:30 AM to allow time for the assignments to be gathered. Assignments may be picked up in the office at 3:20 PM or sent home with another student. (If a child is absent for only one day, please do not request assignments).

Automobile DROP-OFF/PICK-UP

Morning drop-off in the carpool circle should begin at 8:30 AM. The doors will be locked until 8:30 and then locked again at 8:50. If you arrive after 8:50, please bring your child to the main lobby door. 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 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.

Procedure for dismissal notices

Grades 2, 3, and 4:

If your child is signed up and has sent a note to the teacher for participation in after school activities such as After School Sports, Brownies, Art Club or Science Explorers, please only send a note into school if your child is not attending this activity on a day that she/he is scheduled to attend.

Kindergarten and first grade:

Please send a note in to school each day when your child is attending an after school activity such as After School Sports, Brownies, Art Club or Science Explorers.

If you have any questions about these procedures, please call us in the main office or speak to your child's teacher.

BEHAVIOR GUIDELINES FOR STUDENTS

“BEAR NECESSITIES”

We expect our students to demonstrate respect for themselves, for others, and for property. At the elementary school level we work to teach and to reinforce good behavioral choices. Our school-wide “pro-social” skills, school climate, and Olweus bullying prevention programs address the social and interpersonal aspects of student behavior and provide a systematic approach for dealing with problems.

COMMON SCHOOL RULES

School rules and “Rules Against Bullying” are posted in classrooms. These common rules pertain to the halls, cafeteria, playground, bus, and carpool waiting area. The rules and the consequences for not adhering to these rules are reviewed with children and referred to during the school year.

Tredyffrin/Easttown School District ELEMENTARY SCHOOL CODE OF CONDUCT

Philosophy/Mission

The goal of each elementary school in the Tredyffrin/Easttown School District is to provide the highest quality of educational programs for our students. The cornerstone of school discipline lies in the development of responsible behavior of each child. All five schools utilize the Batsche “Pro Social Skills” model and the Olweus Bullying Prevention program which emphasize the responsibility of students to make proper choices for their behavior. When a choice is made, a

student must reflect and evaluate it with an awareness of direct consequences. To facilitate these skills, guidelines are established which are consistent at all grade levels. All school staff members are trained to employ these models if and when a confrontation occurs.

Student behavior on buses, in hallways, cafeteria and recess areas is expected to comply with established guidelines. In addition, rules for behavior are in effect at school sponsored events during or after school hours, on or off the building premises.

We believe that a climate conducive to learning is established through the consistent application of disciplinary guidelines, staff expectations and parent support. The Elementary School Code of Conduct reflects a strong sense of community and partnership exemplified through the responsible behavior and academic excellence of our elementary students.

PROSOCIAL SKILLS OVERVIEW

Behavioral psychology indicates that internal language is a key to self-control. The Prosocial Skills Program includes a five-step system that provides language to help children control impulses and make constructive choices. Initially, this language is externally impressed by parents and visual icons. Through modeling, rehearsal, and application, this language is internalized by children and used to exercise self-control and social responsibility. 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 a 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 a 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 verbaige 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.

In addition to this five-step sequence for addressing challenging child behaviors, the Prosocial Skills Program offers a problem-solving system that is adaptable across ages and situations.

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

OLWEUS BULLY PREVENTION PROGRAM

Our elementary schools use the research based on the 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.”** (Olweus, 1993)

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. The program involves training for staff and students as well as information for parents. Information regarding bullying behaviors is shared systematically in the school. Supervision is coordinated among all staff members. Interventions may occur with individuals or groups within the school.

The goals of the program are:

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

Four building rules apply to bullying. In our bully-free school, we will:

- Not bully others

- Help students who are bullied
- Include all students who are left out
- Tell an adult at school and home when someone is bullied

PATHS (Promoting Alternative Thinking Strategies) Program

PATHS is a research-based curriculum implemented in our school to support the overall school climate program. PATHS focuses on social, emotional and cognitive strategies. The development of self-control, positive self-esteem, emotional awareness, and interpersonal problem-solving skills are emphasized. Some additional PATHS skills include:

- | | |
|--------------------------|--|
| -Following rules | -Identifying problems/generating solutions |
| -Cooperating | -Social responsibility |
| -Goal setting | -Making good decisions |
| -Respect and forgiveness | -Compliments |
| -Friends, sharing | -Playing fair |
| -Feelings and behaviors | -Listening to others/points of view |

PATHS components include:

- Classroom lessons – at least once a six-day cycle
- PATHS Kid of the Week - compliments
- Staff training
- Puppets, face-cards, real literature, group processing activities, posters/visuals to support lessons

GENERAL BEHAVIORAL 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:

HALLWAYS

1. Students should always walk and stay to the right 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.

OFFICE AREA

1. Students should be considerate of those working and wait their turn to speak.
2. The office telephones are not to be used unless it is an emergency.

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. When finished eating, students should leave the area clean and respect others' space.
7. Students should not lend or borrow money from each other.
8. Students must be silent for announcements and follow directions of the cafeteria monitors.

PLAYGROUND

While each grade level or division 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, 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.
7. The bus should be kept clean and students should not tamper with any equipment.
8. Students should ride only on the assigned bus and disembark at the assigned stop unless given prior approval through the principal's office.

DISCIPLINARY MEASURES

To ensure the rights, privileges and safety of all elementary students, the following guidelines are in place to some degree in each school. The listing is not inclusive but meant to be a guide for fair and equitable treatment of students. The administration will exercise its discretion in making judgments regarding behavioral issues not listed within these guidelines.

<i>OFFENSE</i>		<i>MINIMUM CONSEQUENCE</i>
1 Disruptive behavior in classroom, cafeteria, library, assemblies, fire drill, field trips, social events or other school sponsored events.	1	Warning Given
	2	Time Out
	3	Parent Contact
	4	Suspension
2 Physical injury caused by fighting	1	Parent Contact
	2	Suspension
3 Possession of Weapons	1	See Policy #5114.2
4 Destruction of student or school property	1	Parent Contact
	2	Restitution in Some Manner
	3	Possible Suspension
5 Bus Offenses	1	Warning
	2	Written Notification
	3	Possible Suspension

6	Threats	1	Parent Contact
		2	Report to Administration
		3	Possible Suspension
7	Bullying	1	Warning
		2	Parent Contact
		3	Loss of Privilege
		4	Possible suspension

The Elementary Code of Conduct, Guidelines for Behavior and Disciplinary Activities exist to ensure the safety of each child in our schools. These protective measures are in effect during school hours, field trips, on bus routes and at after-school and HSA sponsored events.

WEAPONS (District Policy #5114.2)

It is the policy of the District to comply with Act 26 of 1995 amending the Pennsylvania Public School Code of 1949 which prohibits possession of weapons in the schools or at school activities.

Section 4. The Act [of March 10, 1949 (P.L. 30, No. 14), known as the Public School Code 1949] is amended by adding a section to read:

SECTION 1317.2 POSSESSION OF WEAPONS PROHIBITED

- Except as otherwise provided in this section, a school district or area vocational-technical school shall expel, for a period of not less than one year, any student who is determined to have brought a weapon onto any school property, any school-sponsored activity or any public conveyance providing transportation to a school or school sponsored activity.
- Every school district and area vocational-technical school shall develop a written policy regarding expulsion for possession of a weapon as required under this section. Expulsions shall be conducted pursuant to all applicable regulations.
- The superintendent of a school district or an administrative director of an area vocational-technical school may recommend discipline short of expulsion on a case-by-case basis. The superintendent or other chief administrative officer of a school entity shall, in the case of an exceptional

student, take all steps necessary to comply with the Individuals with Disabilities Education Act (Public Law 91-231, 20 U.S.C. 1400 seq.).

- All school districts and area vocational-technical schools shall report all incidents involving possession of a weapon prohibited by this section as follows:
 1. The school superintendent or chief administrator shall report the discovery of any weapon prohibited by this section to local law enforcement officials.
 2. The school superintendent or chief administrator shall report to the Department of Education all incidents relating to expulsions for possessions of a weapons on school grounds, school-sponsored activities or public conveyances providing transportation to a school or school-sponsored activity. Reports shall include all information as required under Section 1302-A.

SECTION 1301-A. DEFINITIONS – AS USED IN THIS ARTICLE

“School Property” shall mean any public school grounds, any school-sponsored activity or any conveyance providing transportation to a school entity or school-sponsored activity.

“Weapon” shall include, but not be limited to ”any knife, cutting instrument, cutting tool, nunchaku, firearm, shotgun, rifle and any other tool, instrument, or implement capable of inflicting serious bodily injury.

A complete copy of Act 26 of 1995 may be obtained in the Main Office.

SEXUAL HARASSMENT (District Regulation #5172)

Procedure for Resolving Complaints involving Sexual Harassment of Students:

Sexually harassing conduct in the school setting, whether committed by students or staff, is prohibited. Sexual harassment shall consist of unwelcome sexual advances, requests for sexual favors, inappropriate verbal or physical conduct of a sexual nature, or display of materials which evoke responses not in keeping with the atmosphere intended for the classroom or workplace. It shall be a violation of this policy for any student or staff member to harass any student or staff member.

Such conduct includes, but is not limited to:

- (a) Sexual flirtations, touching, advances or propositions;

- (b) Verbal or written comments of a sexual nature including sexually suggestive or degrading language.

Any student or parent who alleges sexual harassment by any staff member or student may complain directly to a teacher, guidance counselor, or building administrator. The recipient of such a complaint shall report the complaint to the building principal within 24 hours. In the case of a student harassing another student, the principal or a designee will investigate the allegations of misconduct on a confidential basis and take appropriate action when sexual harassment has occurred. In the case of an employee harassing a student, the principal shall confer with the Director of Personnel, who shall be designated to investigate such complaints together with the principal.

Any student who is found, after appropriate investigation, to have engaged in sexual harassment shall be subject to disciplinary action consistent with the **Student Code of Conduct** and the **Pennsylvania Public School Code of 1949**, as amended. An employee shall be subject to disciplinary action, depending on the circumstances, up to and including termination, consistent with the Procedure for Resolving Complaints Involving Sexual Harassment Among Employees, the **School Code of Pennsylvania**, and the applicable provisions of the Collective Bargaining Agreement.

RISK ASSESSMENT FOR THREATENING BEHAVIORS*
(Reg #5401)

1. Building administrator or designee conducts initial investigation to verify incident** and probability of student involvement: Office of Individualized Student Services is notified.
2. Building administrator or designee contacts parent/guardian to review these steps in the protocol:
 - a. Student will be suspended out of school pending further investigation and results of mental health assessment conducted by a certified child and adolescent psychiatrist to determine if student poses a threat to self or others and what supports and services may be required to assist student.
 - b. Office of Individualized Student Services or designee will contact family to discuss arrangements for assessment. Signed parent/guardian permission will be required.
 - c. If suspension exceeds three days, family has the right to an informal hearing.
 - d. Police must be notified in the event of a weapons or drug offense.

- e. Police may be notified at the discretion of building administration such as in situations involving assault resulting in serious bodily injury.
3. Office of Individualized Student Services or designee prepares permission for building administrator to secure parent signature.
4. Office of Individualized Student Services arranges assessment and contacts parent/guardian and building administrator.
5. Building administrator prepares summary of incident for Superintendent.
6. Upon receipt of parental permission, building administrator or designee contacts mental health professional to provide information about the incident and records containing pertinent background information. The administrator or designee makes arrangements with the mental health professional to contact the building administrator or designee immediately following the assessment as to whether the student is safe to return to school.
7. Following the risk assessment, the mental health professional contacts the building administrator or designee as per previous agreement. The administrator or designee contacts the family.
8. The mental health professional sends a written report to the Office of Individualized Student Services, which, in turn, disseminates this to the building administrator and the parent/guardian.
9. Disciplinary action is determined within the context of the mental health assessment. If student is not considered a threat to self or others, then student returns to school following a term of suspension determined by building administrator. Supports and services are determined by appropriate building team (Student Assistance, IEP, IST).
10. Building and District personnel work with family to discuss and implement recommendations.

*Excerpted from Administrative Regulation 5401

**As per PA Act 126, in the event of a weapons incident, the appropriate procedures are followed including police notification, documentation for state reporting and recommendation to the Superintendent by administration for discretionary action if warranted.

CELEBRATIONS

During the school year there are special occasions when classes may have celebrations:

Birthday

All birthday snacks for grades 1-4 should be distributed after the lunch hour. This alleviates any interference with the daily lunch program.

Halloween Parade and Parties

There is an annual Halloween parade followed by classroom parties planned by homeroom parents. Participation in the Halloween parade and parties is optional. We ask that students adhere to these simple costume guidelines:

Costume apparel to avoid:

1. avoid gory subjects – costumes depicting monsters, blood, death, horror creatures, controversial political figures or other frightening characters.
2. avoid weaponry – items resembling guns, swords, rifles, knives, or other weapons.
3. avoid full face covering – material or masks that inhibit vision or breathing or cause students to be unrecognizable. Latex masks are not allowed.

Winter Holiday

Prior to winter vacation there is a classroom party with snacks and a craft or game planned by homeroom parents.

Valentine's Day

Each Valentine's Day classes celebrate with refreshments and a craft or game planned by homeroom parents.

Cell Phones and Electronic Devices

In accordance with District Policy 5414 students may possess electronic devices including, but not limited to, cellular telephones, cameras and personal digital assistants with video/camera capabilities within all of the buildings owned by the District. The administration has the right to regulate the use of all electronic devices.

At the elementary school level we recommend that students do not bring electronic devices to school. In unusual circumstances when a student's family feels the need to have their child bring an electronic device to school (i.e., cell phone) the device must be turned off during the school day so that it does not cause any disruption to the educational program.

FOOD and NUTRITION SERVICES

Our School Cafeteria operates under the National School Lunch and School Breakfast Programs. Menus are published and posted in the school and are shown on the T/E school district's cable channel.

PURCHASING LUNCH TICKETS

Our school uses a "point of sale" system in the cafeteria. This eliminates the need to carry cash each day and helps to alleviate lines at the cashier. This computerized debit system tracks students' meal and snack purchases and payments. Each student is assigned a 4-digit PIN number to access his/her account. To put money your child's account, please send cash or a check (made payable to Beaumont Cafeteria) in an envelope with your *child's name and room number* on it. If a check is returned, any service charge from the bank will be passed on to the parent.

When a student does not have money in their account for lunch he/she may charge lunch or milk only. If your child charges, please try to repay this debt the next day. Encourage your child to keep up to date with the balance in his/her account. Charging is a privilege and should be used only on an occasional basis.

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 POS account as the other students to prevent any overt identification.

Both the lunch and breakfast programs operate under the "Offer vs Serve" option under which students may choose at least three of the five lunch components and three of the four breakfast components. Students are encouraged to take all components.

Breakfast is available daily from the time the buses arrive until students must report to their core class. The breakfast includes a 1/2 cup of fruit or juice, a total of 2 ounces of bread, cereal or meat/cheese, and a 1/2 pint of milk. Ala carte breakfast items are also available.

Offering breakfast is intended to provide the opportunity for a student to eat this important meal in case it was missed at home.

LUNCH

The lunch includes 2 ounces of protein (meat, cheese, yogurt), 3/4 cup of at least two different fruits and/or vegetables, 1-2 ounces of bread or pasta and a 1/2 pint of milk. In addition to the published menu, students may substitute a choice of a cold sandwich, hot alternate entrée or salad platter for the main dish.

CAFETERIA ONLINE PAYMENT SYSTEM

An optional online payment system is available to T/E families for cafeteria (breakfast/lunch/snack) payments. You may find this system at www.paypams.com or you may contact the school district's website www.tesd.net for more information.

BEVERAGES and OTHER FOODS

The cafeteria offers low fat and skim white milk and low fat chocolate milk with lunch and breakfast as well as ala carte. Other snacks and ala carte items are offered, after the students have had time to eat their lunch. Some of the popular items are: Soft Pretzel; Ice Cream and Fruit Juice Push-ups; Fresh-baked Cookie; Bagged Baked Snacks; String Cheese; and Yogurt.

QUESTIONS?

Any questions concerning the cafeteria may be directed to the cafeteria manager or the Supervisor of T/E Food and Nutrition Services (610-240-1955). If writing regarding concerns, please include your name and address so the response can be sent. The Cafeteria Staff looks forward to serving you and your children this school year!

HEALTH SERVICES

The state-mandated health program guides T/E School District's program. Under the program, medical examinations are required upon original entry into school (kindergarten or first grade), for new students, if their medical records do not meet Pennsylvania requirements, and for all students in the 6th and 11th grades.

The screening procedures done regularly by the school nurse are vision, hearing, height and weight, and scoliosis.

IMMUNIZATIONS

State law requires that all children enrolled in the school district must be immunized. An immunization card must be completed and on file in the school. Please contact the school nurse for details.

Children without the proper immunization will not be allowed to attend school. The law provides for medical or religious exemptions.

COMMUNICABLE DISEASES

All children should remain at home for at least 24 hours symptom free after they have had any illness accompanied by vomiting diarrhea or fever.

Children suspected of having a communicable disease are excluded from school until their condition is no longer contagious. The time period for some of the more common diseases are as follows:

- Chicken Pox - all scabs must be dry
- Contagious Conjunctivitis (Pink eye)-24 hours after the start of prescribed medications
- Fifth Disease - no exclusion
- Impetigo-24 hours after the start of prescribed medication
- Pediculosis (lice)-until treated and free of all lice and nits
- Scarlet Fever or Strep Throat-24 hours after the start of prescribed medication
- Any undiagnosed rash or fever-until diagnosis is established or symptoms are gone for 24 hours

Parents can help prevent and control disease by keeping children home when they are sick, notifying the school promptly when a child is home because of a communicable disease, and by keeping immunizations up to date.

FIRST AID

First aid is given in school for pupils injured or sick while attending school. Standard orders for first aid are recommended by the school doctor. Parents are expected to provide 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.

USE OF MEDICATION POLICY

Purpose: To specify the conditions and circumstances under which medication shall be administered in school and during school-sponsored activities.

Definitions: “Medication” is any drug prescribed by a Physician licensed to write prescriptions for any state in the United States for treating an injury, disease or disorder (“prescribed medication”), or any drug obtained by the parent/guardian of an unemancipated minor student as an over-the-counter drug and there exists a written authorization by the parent/guardian to administer the drug during the school day (“over-the-counter medication”). This definition includes any homeopathic or herbal remedy administered for the purpose of treating a physical or mental impairment.

“Self-administration” means pre-approved medication administered directly by the student to herself/himself not in the presence of a school nurse.

“Emergency self-administration” means self-administration of pre-approved medication to avoid immediate and substantial risk to health, including but not limited to, self-administration of an Epi-Pen, Epi-Pen Jr., insulin, an inhaler or Lactaid.

Policy: A. The school district shall not be responsible for the diagnosis of a pupil’s illness.

B. In accordance with written permission of the parent/guardian and with the written direction of the treating physician, the administration or self-administration of medication to or by a student during school hours, including school-sponsored activities such as field trips, extra-curricular activities and athletic events (participants only) will be permitted only when:

- 1) failure to take such medication would jeopardize the health of the pupil; and/or
- 2) the pupil would not be able to attend school if the medication were not made available during school hours; and
- 3) (a) the prescribed medication does not exceed the usual recommended dose listed in the Physician’s Desk Reference except when the reason for the student’s physician or the District’s consulting physician and the parent/guardian provides a written release; or,
(b) the over-the counter medication does not exceed the recommended dose as listed in the Physician’s Desk Reference. A physician’s written standing order is sufficient for the administering of over-the-counter medications which exceeds the recommended dose as listed in the Physician’s Desk Reference of the parent/guardian provides a written release.

C. The superintendent or a designee shall formulate procedures that a parent/guardian must follow before any medication will be administered to his/her child during school hours. The procedures shall include a written request from the parent/guardian to administer the medication with a written order from the physician prescribing the medication. For short-term medications (10 school days or less), a container labeled with the original prescription may substitute for a written order from a physician. Except as specifically provided for in this policy and the accompanying Administrative Regulations, all medications must be given to the school nurse for storing and administering, and students are not permitted to carry medications on their persons during the school day.

- D. For life threatening situations indicating incipient anaphylactic shock, trained staff shall be authorized to administer the prescribed Epi-pen. The superintendent or a designee shall designate the procedures to be followed, including training of staff, forms to be completed in advance by the parent/guardian and a procedure for emergency administration of the medication.
- E. Nothing in this policy is designed to prevent the administration of first aid, including administration of an Epi-pen to a student without express written permission of a parent where deemed necessary by a nurse pursuant to her professional judgment.
- F. The Superintendent shall develop administrative regulations that permit emergency self-administration and supervised self-administration of prescribed and over-the-counter medication by students using, in the case of supervised self-administration, objective criteria for supervision of self-administration by responsible school personnel. These regulations shall address self-administration of medication on school property and in connection with any school-sponsored events such as athletics, extra-curricular activities and field trips and overnight student trips.
- G. All medications, including refills, must be delivered to the school nurse's office by the student's parent/guardian, except in the case of emancipated students.
- H. The superintendent or a designee shall periodically review state standards and direct the responsible personnel accordingly.
- I. The superintendent or a designee shall prepare administrative regulations to implement this policy.
- J. Exceptions to this policy must be approved by the Superintendent and the District physician.

NURSE ON DUTY

A nurse is on duty every day in the health room. She will be glad to answer any questions or concerns. The Health Service Handbook provides a more detailed explanation of health services and is available on request.

EMERGENCY CARDS

The school nurse keeps a card on file for each child. This card, which is completed by parents in September, lists names and telephone numbers of people to be contacted in case of emergency (such as an accident or severe illness). Please contact the school nurse if there are any changes in this information during the school year.

DENTAL CLINIC

The Children's Dental Clinic is a non-profit volunteer organization which administers dental treatment to needy children from both public and parochial schools in the district. The clinic is unique because it relies solely on funds from school membership drives and fund-raising events. Over 150 volunteers are needed each year to assist as dental aides, receptionists and drivers. Please contact the Dental Clinic Chairperson or the HSA president if you are interested in helping.

HOME AND SCHOOL ASSOCIATION

Beaumont has a rich tradition of active parent involvement. All families and staff members are members of the HSA. The Home and School Association has over thirty active committees. The HSA meets once each month and all parents are invited to attend. Specific dates and times are listed in the BearFacts.

All parents are invited and encouraged to become involved in the HSA as all services and fund raisers go to support the children and programs of Beaumont. If you can help, contact an Executive Board member or a committee chair who is listed in this Directory.

Check out the wonderful HSA website at www.beaumontsa.org for detailed information regarding school programs, activities, lunch menu, school newsletter, club schedules, and meeting dates.

INSURANCE

You will be given the opportunity to purchase insurance coverage for your child. It will be your choice as to whether you wish the student to be insured in school, 24 hour coverage, and/or special coverage such as dental and life insurance. There is a different fee for each coverage. Full information is sent home in September.

INTEGRATED PEST MANAGEMENT POLICY

Purpose: The school district shall utilize Integrated Pest Management (IPM) procedures to manage structural and landscape pests and the toxic chemicals used for their control in order to alleviate pest problems with the least possible

hazard to people, property and the environment. The school district shall use pesticides only after consideration of the full range of alternatives, based on analysis of environmental effects, safety, effectiveness and costs.

As part of the utilization of IPM procedures, the District shall institute an IPM Plan for district buildings and grounds that complies with policies and regulations promulgated by the Department of Agriculture.

Defintions: IPM is the coordinated use of pest environmental information to design and implement pest control methods that are environmentally and economically sound and socially responsible. IPM promotes prevention over remediation, and it advocates the integration of at least 2 or more strategies to achieve long-term solutions.

An IPM Plan is a plan that establishes a sustainable approach to managing pests by combining biological, cultural, physical and chemical tools in a way that minimizes economic, health and environmental risks.

Implementation: The Superintendent or designee shall be responsible to implement IPM procedures, to adopt an IPM Plan and to coordinate communications between the district and the approved contractor.

The Superintendent shall designate an employee to serve as IPM coordinator for the district. Appropriate personnel involved in making recommendations relative to pest management shall participate in periodic and updated training.

IPM strategies may include education, exclusion, sanitation, maintenance, site appropriate pesticides and biological and mechanical controls.

An IPM decision shall consist of the following 5 steps:

1. Pest Species Identification
2. Estimate pest populations and compare to established action thresholds
3. Select the appropriate management tactics based on current on site information
4. Assess effectiveness of pest management
5. Maintain accurate and appropriate records

Communication: Parents and Guardians of district students will have the opportunity to be notified of the planned and emergency applications of pesticides in school buildings or school grounds. All parents and guardians of District students will be advised annually of the procedures to follow to request notification of pesticide applications. The superintendent or designee will ensure that annually such procedures are sent to all parents and guardians of district students.

Notification of Planned Applications: When pesticide applications are planned and scheduled in school buildings and on school grounds, the District shall provide notification in accordance with law, 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 building
3. Providing required notice to all parents and guardians of students or to a list of parents and guardians who have requested notification of applications of pesticides.

Notification of Emergency Applications: When pests pose an immediate threat to the health and safety of students or employees, the district may authorize an emergency pesticide application and shall notify by telephone or by message on an answering machine any parent or guardian who has requested such notification. The Superintendent or designee will promulgate additional procedures for notification of emergency pesticide applications.

Records: The District shall maintain detailed records of all chemical pest control treatments for at least 3 years. Information regarding pest management activities shall be available to the public at the District's office.

LOST and FOUND

Please be sure that your child is dressed appropriately for the weather and that garments, school bags, and lunch boxes are properly labeled with your child's name in case of loss. Encourage your child to claim lost articles from the *Lost and Found* located in the lobby. All articles left unclaimed at the end of a school year are given to charity.

NEWSLETTER: THE BEAR FACTS

The school newsletter, called the "Bear Facts", is distributed to the youngest child in each family the last Monday of every month throughout the school year. This important method of communication contains many vital pieces of information for keeping you abreast of programs, plans, activities, and events. Please emphasize with your child the importance of bringing this newsletter home and look for it the last Monday of every month. The Bear Facts is also available online from www.beaumontsa.org.

RECESS

As part of a well balanced school day, a period of outside play is planned for each day. Except in the most unusual circumstances, pupils 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.

SCHOOL CLOSINGS

The T/E School Closing Hotline phone number is **610-240-1970**.

SNOW

School closings or late openings are announced on the radio on KYW, 1060. Listen for the T/E number “854” in Chester County for information.

EMERGENCY CLOSING

In case the need arises to close school suddenly during the school day (due to storm, power failure, etc.), we will initiate our emergency calling system. If you are seldom at home during school hours, it would be advisable to plan emergency procedures with your child.

TRANSPORTATION

All students are expected to ride the buses to which they have been assigned. Written parental requests for occasional, short-term bus exceptions are to be directed to the principal, who in turn will evaluate the requests and, if approved, issue a day pass. Day passes will be issued for lessons, scouting, or supervision, and are contingent upon available seats.

Parents who desire a long-term exception to bus assignments specifically for the purpose of child care shall complete a *Request for Long-Term Alternate Bus Assignment Form*. Consideration will be given only to requests for alternate transportation within a student’s attendance area on a regular basis for a semester or an academic year, subject to space availability.

Students who normally ride buses may not walk home without written permission from their parents. If parents want to give their children blanket permission to walk home at their own discretion, a letter stating this information must be on file in the school office.

TRANSPORTATION CHANGE

When your child will not be going home by the usual way, please send a note to school stating how your child will be going home. If a pass for another bus is requested, please include the following information in the note:

- your child’s name;
- the student with whom your child will be going home;
- the number of the bus your child will be riding.

VISITS TO SCHOOL

Parents are encouraged to visit our school, particularly for special activities and events. If you would like to observe in a classroom, please make arrangements

with the classroom teacher or the principal. We ask that you always register in the lobby for the safety and security of our students.

If you need to bring any items to your child, please leave them in the office in order to minimize classroom interruptions.

GREETER

Please sign in with our greeter and get an ID badge before going to any part of the building. Please go directly to your destination and there only. Please check in with the greeter again if you decide to go anywhere else in the building.

VOLUNTEERS

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 assistance and support they offer to students and staff is invaluable and their contributions are part of what makes our school so special.

The following guidelines have been developed to assist you in serving 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 futures 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 regular time slot.

If you would like to play an active role in our school, please contact your child's teacher or the Home and School Volunteer Chairperson.

BEAUMONT ELEMENTARY SCHOOL FACULTY AND STAFF TELEPHONE NUMBERS

GENERAL NUMBERS

Absentee Reporting	610-240-1400 press 5
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. Debra Gillespie	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. Susan Alfano	610-240-2762
Rm. 5	Mrs. Cheryl Massino	610-240-2604

First Grade

Rm. 4	Miss Tracy Simmington	610-240-2016
Rm. 6	Mrs. Beth Joers	610-240-2319
Rm. 8	Mrs. Diane Lambert	610-240-2394
Rm. 9	Mrs. Marcia Kowalski	610-240-2393

Second Grade

Rm. 10	Mr. Dominic Parrotta	610-240-2156
Rm. 11	Mrs. Jodi Cardarelli	610-240-2528
Rm. 12	Mrs. Laura Buchanan	610-240-2653
Rm. 13	Mrs. Joanne Parrack	610-240-2401
Rm. 14	Mrs. Shari Capriola	610-240-2145

UPPER DIVISION

Third Grade

Rm. 15	Mrs. Misty Pennewill	610-240-2011
Rm. 16	Mrs. Janie Fry	610-240-2384
Rm. 17	Mrs. Charlemagne Jackson	610-240-2389
Rm. 18	Mrs. LeeAnn Potter	610-240-2110
Rm. 29	Mrs. Mary McDonough	610-240-2306

Fourth Grade

Rm. 20	Miss Kristin Senior	610-240-2445
Rm. 21	Miss Donna Baker	610-240-2193
Rm. 22	Mr. Pete Ricci	610-240-2404
Rm. 23	Mrs. Susan Meyer	610-240-2517
Rm. 24	Mrs. Bernadette Kearns	610-240-2408

SPECIAL AREAS

Applied Tech.	Mrs. Candy Ayers	610-240-2413
	Mrs. Cheryl Ballentine	610-240-2524
Art	Mrs. Suzanne Walsh	610-240-2571
	Mrs. Kathy Snyder	610-240-2455
Library	Mrs. Dona Haltiwanger	610-240-1405
Music	Mrs. Kelly Gumble	610-240-2090
Physical Ed.	Miss Melissa Hunt	610-240-2511
	Mr. Jeff Bradley	610-240-2731
Spanish	Mrs. Anna Axtmayer	610-240-2505
	Ms. Joan Blair	610-240-2508
	Ms. Gloria Lopez	610-240-2074

SUPPORT AREAS

Challenge	Mrs. Maryelyn Berg	610-240-2546
ESL	Mrs. Amy Torres	610-240-2503
Guidance	Mrs. Judith Root	610-240-1407

Math Support	Mrs. Trish Plunkett Ms. Emily Schultz	610-240-2142 610-240-2040
Learning Support	Mrs. Josephine Goodman Miss Kristen Cornely Ms. Corine Sacco Mrs. Kerry Corrigan Mrs. Stacy Stone	610-240-2477 610-240-2148 610-240-2043 610-240-2242 610-240-2270
Nurses	Mrs. Marti Engle Mrs. Claire Robl	610-240-1404 610-240-1404
Psychologist 240-2002	Dr. Lynne Malara	610-
Reading Specialist	Mrs. Jane Anthony	610-240-1406
Speech Therapist	Ms. Debbie Hutchinson	610-240-2260
Aides		
Bridge/Reading	Miss Lindsey Klotz Mrs. Pam Kopanski	610-240-2342 610-240-2738
Computer Room	Mrs. Lindsey Keys	610-240-2699
Learning Support	Mrs. Cathy Ramsay Mrs. Jean Bruns Mrs. Lantrese Perry Mrs. Betsy Kimmel Mrs. Connie Bourque Mrs. Donna Stone Mrs. Kim Rose Mr. Phillip Munger Ms. Amy Cardullo	
Library	Mrs. Peggy Moscia	610-240-1405
Science Room	Mrs. Rosemarie Reynolds	610-240-2403

Teacher Aides	Mrs. Donna Metricarti	610-240-2407
	Mrs. Louise Staats	610-240-2407
Greeter	Mrs. Connie Bourque	610-240-1411
	Mrs. Elisa Kraus	610-240-1411
CAFETERIA	Mrs. Theresa Messantonio, Mgr.	610-240-1409
	Mrs. Terry Winters	610-240-1409
	Mrs. Debbie Watson	610-240-1409
	Mrs. Theresa Morris	610-240-1409
CUSTODIANS	Mr. Jerry Blake	
	Mr. Brian Price	
	Mr. Roger Williams	
	Mr. George Hughes	

T/E SCHOOL DISTRICT
BOARD OF SCHOOL DIRECTORS

Mrs. Betsy Fadem, President
Mr. James Bruce, *Vice-President*
Mr. Robin McConnell *Secretary*
Mr. Art McDonnell *Treasurer*
Mr. Kevin Mahoney
Mrs. Liane Davis
Mrs. Deborah Rollins
Dr. Peter Motel
Mrs. Karen Cruickshank
Mrs. Deborah Bookstaber
Mrs. Patricia Wood

Daniel Waters, *Superintendent*

Tredyffrin/Easttown School District Administration Offices
West Valley Business Center
940 West Valley Road, Suite 1700
Wayne, PA 19087
(610) 240-1900
board@tesd.net

All T/E regular school board meetings are held on Monday at 7:30 pm in the Cafeteria at Conestoga High School

Meeting Dates

September 21, 2009	February 22, 2010
October 26, 2009	March 22, 2010
November 23, 2009	April 26, 2010
December 7, 2009	May 10, 2010
January 25, 2010	June 14, 2010

If you wish to be on the automatic emailing list for T/E board meeting agendas and other information, please send an email to:notification1@tesd.net

T/E SCHOOL DISTRICT ADMINISTRATION

610-240-1900

SuperintendentDr. Dan Waters, 610-240-1901

Director of Educational Program Timothy Donovan 610-240-1978

Director of Instruction, Curriculum,
Staff Development & PlanningRichard Gusick, 610-240-1922

Director of Assessment,
Accountability & Technology.....Robin McConnell, 610-240-1905

Director of Electronic Learning and Career Education/Curriculum Supervisor of
Applied Technology, Health/PE, and Family and Consumer Sciences
..... Dr. Delvin Dinkins, (610) 240-1932

Director of Personnel..... Susan Tiede, 610-240-1926

Director of Individualized
Student Services.....Dr. Joyce Videlock, 610-240-1916

Business Manager/School Board Secretary....Mr. Art McDonnell, 610-240-
1801

Supervisor of Social Studies, Art, Gifted Education & Staff
Development.....Dr. Todd Parker, 610-240-1909

Supervisor of Mathematics, Music, Science.....Nancy Adams, 610-240-1907

Curriculum/Staff Development Supervisor, Language Arts, ESL, Staff
Development.....Mrs. Wendy Towle, 610-240-1953

Supervisor of Special Education..... Chris Groppe, 610-240-1919
..... Nicole Roy, 610-240-1959
..... Yvonne Slaninka, 610-240-1920

Cafeteria Services..... Dave Preston, 610-240-1955

Public Information (print/media)..... 610-240-1903

Public Information (webpage).....Christine Bakker, 610-240-1910

Transportation.....Toni Pulcini, 610-240-1680

Volunteer Services.....Pattie Littlewood, 610-240-1913

Additional information can be found at the District web site at www.tesd.net

BEAUMONT HOME AND SCHOOL ASSOCIATION 2009-2010

The Home & School Association (HSA) meets once a month at Beaumont Elementary School. Everyone is welcome and encouraged to attend these meetings. Check the *Bear Facts* for exact date and time. Please contact individual committee chairs for information and volunteer opportunities regarding their particular event.

EXECUTIVE BOARD

PRESIDENT	Sherri Gartner	610-408-9384
1st VICE-PRESIDENT	Courtenay Homan	484-320-8474
2nd VICE-PRESIDENT	Pam Albertson	610-647-0124
SECRETARY	Tamara Adams	610-688-5758
TREASURER	Marie-Pierre Crowe	484-320-8352
ASS'T TREASURER	Jeanne Dechiario	610-647-4692

COMMITTEE CHAIRPERSONS

A.R.C.H.

Jeanne Braun

Represent Beaumont in district wide organization called "Area Residents Caring and Helping" which assists, educates and supports in dealing with alcohol and substance use and abuse by young people in our community.

AFTER SCHOOL CLUBS

Donna Sauder

Coordinate sessions and rosters for the After School Clubs. Three six week sessions, each with a variety of clubs, are run during the school year

BEAR FACTS

OPEN, Jeff Preston

Create cover page, additional HSA supplements, and fulfillment of the monthly school newsletter.

BEAUTIFICATION

Anne Ansa, Danielle Hughes
Plan, implement and maintain projects to enhance the beauty of Beaumont inside and out.

B.U.I.L.D.

OPEN
Attends meetings of BUILD; a support group for parents of children with learning differences; and reports to the HSA.

CHESS CLUB

Anita Borger
Coordinate early morning chess club for children to hone their chess skills.

COMMUNITY SERVICE

Doreen McGillis, Kerri Martin
Oversee and maintain relationship with the Bell Ave. School in Yeadon. Coordinate monthly school wide community service events; including a MLK Day service project.

CULTURAL ARTS

Megan King, Carol Lake
Preview and schedule all in-school assemblies and artist residencies. Support Delta Performing Arts Programs, including district-wide meetings.

DIRECTORY

Anita Borger
Coordinate the publishing, selling and distribution of the Beaumont School Directory.

DIVERSITY

OPEN
Represent Beaumont on a district wide Diversity Committee that insures diversity on issues such as curriculum and staffing.

FAMILY 2 FAMILY

Maureen Sloan, Connie Egan
Organize volunteers to assist Beaumont families who are in emergency situations; participate in district Dental Clinic Committee, and drive eligible Beaumont students to the free dental clinic at TEMS.

4TH GRADE LUNCH

Maureen Baliey

Work with the principal and staff to organize a special luncheon in June for the 4th graders.

GRANDPARENT LIAISON

Jeff Preston

Recruit and coordinate the use of students' grandparents, or significant seniors, as volunteers at Beaumont

HOMEROOM PARENTS

Jessica Barkauskas, Jodi

DePhillipo

Coordinate the efforts of classroom homeroom parents for all grades; including emergency phone chain, classroom art project, and 3 parties; Halloween, Winter Holiday, and Valentine's Day.

HOSPITALITY

Nicole Kent, Nikki Blagden

Provide hospitality, food and refreshment for school and teacher functions during the year.

INTER SCHOOL COUNCIL

Marci Tierney

Attend meetings of the Inter-School Council as Beaumont's representative and report to the HSA.

**KETSTONE HEALTHY ZONE/
HEALTH COUNCIL**

Megan Robinson

Represent Beaumont on district wide committee and participate on school level committee to educate and promote healthy lifestyles for our children.

M.A.S.H./ SCHOOL STORE

Maureen Bailey, Patti Simpson

Work with Guidance Counselor to organize parent volunteers and assist with a 4th grade service project. Organize and maintain a schedule of parents and students to work at the school store

OPENING DAY PACKET

Sherri Gartner, Courtney Homan

Organize and assemble packets that go home to families during the 1st week of school.

OPENING WEEK PICNIC

Maureen Bailey, Connie Egan
Organize and run the 'bring-your-own' family picnic during the first week of school.

PUBLICITY

Melissa Branov
Communicate with district newsletter, local newspapers and TV stations to promote HSA and Beaumont School events.

PUBLISHING CENTER

Anita Borger, Kit Dempsey
Coordinate our parent run, in-school Publishing Center that prints and binds student stories.

SHUTTERBUGS

OPEN
Take photos at school/ HSA functions for use on display in the lobby, in our yearbook and in the local press and newsletters.

STAFF APPRECIATION

Claire LaTorraca
Coordinate school-wide activities to honor staff during National Teacher Appreciation Week

THEME WEEK

Jeanne Dechiario
Develop a week long program around a special theme; involves finding outside speakers/programs and organizing parent volunteers for a school decoration project.

VOLUNTEERS

Donna Sauder
Send out HSA volunteer forms to parents, organize responses and distribute names to appropriate committees.

WALKING CLUB

Maureen Bailey, Alexis Bove
Help promote a healthier outlook for Beaumont through a student walking club at recess times.

WEB SITE

Rob Lake
Develop and maintain Beaumont HSA web site.

YEARBOOK

Jen Horan, Beth Varma
Manage the preparation, printing and sales of the school yearbook.

FUNDRAISING EVENT CHAIRS

5K RUN/WALK

Jodi Diphillipo, Denise Studnick

Coordinate the fall back to school run/walk event

BEAR GEAR

Alexis Bove

Develop and market school t-shirts, sweatshirts and other Beaumont spirit items.

BOOK FAIRS

Pam Albertson, Tamera Adams, Jen Freyberger, Deb Castle

Coordinate with *Scholastic* on the selection and sale of products for the fall and spring book fairs.

BOX TOPS/ GROCERY RECEIPTS

Michelle Hughes

Collect and submit box tops and grocery receipts for fund raising cash back programs.

CLASSROOM ART-PLAYDAY

OPEN

Coordinate grade-level art projects designed by students, and auctioned at Play Day

FATHER/DAUGHTER DANCE

Laura Sedor, Marla Fialko

Plan and organize all aspects of this very special evening for Beaumont dads & daughters.

GOLD SALE

Courtenay Homan

Coordinate the gold sale through the jeweler and the school.

KID STUFF COUPON BOOKS

Sherri Gartner

Coordinate sales of the Kid Stuff coupon books

WINTERFEST

Kate McAllister

Oversees this early winter family evening; including ice cream social, movie screening, and vendor shopping.

MOTHER/SON EVENT

Carol Lake, Kerri Martin, Jenny

Matson

Plan and run an event aimed at bringing Beaumont moms and sons together for some fun.

PARENT SOCIAL

Monique McQuaid, Dawn Poeta
Plan a fun-filled get-together; great ways to meet other parents, and catch up with old friends.

PIZZA BINGO

Heather Giacoio, Heather Greenberg
Coordinate pizza party and fun night of family bingo.

PLAY DAY

Robyn Atwood, Jean Allen, Susan Huck (Raffle), Jay Hughes (Food)
Organize and oversee all activities for our spring fair: Play Day.

SCHOOL SUPPLY BOX

Sherri Gartner, Courtenay Homan
Coordinate sale of school supply box.

SPRING PLANT SALE

Maureen Bailey, Connie Egan
Organize the selection and sale of spring plants. (Usually held just prior to Mother's Day)

WRAPPING PAPER SALE

Vivian Lee
Coordinate sales, promotion and distribution for this fall fundraiser with *Innsbrook*.