

*“Treat every interaction as an opportunity to encourage and uplift those around you.”*



**New Eagle  
2024-2025  
Student Handbook**

**New Eagle Elementary School  
507 Pugh Road, Wayne, PA 19087  
610-240-1550**

TREDYFFRIN EASTTOWN SCHOOL DISTRICT  
STUDENT HANDBOOK

Dear New Eagle Students and Parents/Guardians:

Welcome to the 2024-2025 school year at New Eagle Elementary School! Our staff has been preparing amazing experiences, activities, and lessons for our students, and we are excited to begin working together. Please contact us if you ever have any questions or concerns. Open lines of communication between school and home are important for supporting our students as they progress through their formative years.

We are going to learn so much together this year! Our goal is to create an encouraging environment at New Eagle so everyone feels comfortable and eager to come to school each day. In order for that to happen, there are behavioral expectations for all staff, students, parents, and visitors. This handbook can't possibly cover everything about our school, but it does provide valuable guidelines and information that all families should know. Please review it together.

Finally, thank you for partnership and support. The wonderful families and children of New Eagle are what makes our school so special. We will approach every interaction as an occasion to help, support, and facilitate growth in our students.

With my best wishes for a healthy and enjoyable school year,

Andrew C. Phillips, Ed.D.  
Principal

TREDYFFRIN EASTTOWN SCHOOL DISTRICT  
**MISSION STATEMENT**

To empower students to pursue their individual and collective potential as global citizens by creating a safe and equitable community that fosters well-being, integrity, social responsibility, and a passion for learning.

**CONSENSUS BELIEF STATEMENTS**

- We believe that every individual has intrinsic value.
- We believe that each individual has potential.
- We believe that individuals are responsible for their choices and actions.
- We believe that external and internal expectations strongly influence personal growth and achievement.
- We believe that individuals and communities are strengthened by a culture of participation, contribution, and support.
- We believe that lifelong learning is essential for one to flourish in a continually changing world.
- We believe that meaningful growth comes from building on successes, experiencing challenges and overcoming adversity.

**Our New Eagle Promise**

I promise to be kind to others.

I will be respectful and responsible.

I will use my hands to help people, not hurt them.

I will walk in the hallway.

I will make New Eagle proud.

## I. GENERAL INFORMATION

### SCHOOL 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 9:15 AM must obtain a late pass.

**AM Kindergarten** begins at 9:10 AM and ends at 12:05 PM. Bus transportation is provided to school and parents provide transportation home.

**PM Kindergarten** begins at 12:50 PM and ends at 3:45 PM. Parents provide transportation to school and children may begin arriving in the lobby at 12:45 PM. Bus transportation is provided at dismissal time.

**Half Day Sessions:** 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 ABSENCES

Pennsylvania State 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
- 2) Urgent reason such as a death in the family, a court appearance, or a family emergency.
- 3) Religious Holiday
- 4) Student travel (educational): Prior permission must be given by the Principal for trips up to five days and by the Superintendent for longer trips. The educational value of the trip must be stated on the request form. This form is available from the office and should be turned in two weeks prior to the trip. **Please note that teachers are not required to provide assignments or homework prior to extended student travel. All work will be made up when the student returns to school.**

**Parents must send an e-mail to [NESATTENDANCE@tesd.net](mailto:NESATTENDANCE@tesd.net) to report a child's absence or lateness.** Within 3 school days of any student absence, parents must send an email indicating the reason for the absence. Without such an excuse, any absence must be considered illegal.

## TRANSPORTATION (610-240-1680)

Every child who rides a bus must ride the assigned bus and get on and off at the assigned stop. No exceptions can be made unless approved by the principal following the Transportation Department's guidelines.

Students residing in the Tredyffrin/Easttown School District shall be transported to and from elementary and secondary schools and other educational centers established and/or approved by state and local governmental bodies having jurisdiction in accordance with state law.

Children may not ride a bus other than their own without a bus pass that is provided by the main office staff. Written parental permission to take another bus or to exit at a different stop is required. Long-term bus change requests may be made on a form that is available in the main office.

Transportation shall not be provided for those students residing less than one mile from the school attended unless the route is considered by the District and the Commonwealth to be a hazard and unsuitable for walking.

The transportation of kindergarten children is a responsibility shared jointly with the parent. The district shall provide one-way transportation for kindergarten children.

In the case of shared child custody, the student shall be transported to and from the primary residence as designated by the parents.

A schedule of bus routes shall be made available at each school and at the Transportation Department.

All students are expected to ride the bus 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 day passes.

Parents who desire a long-term exception to bus assignments specifically for the purpose of child-care or student employment shall meet with the principal and complete a **Request for Long-Term Alternate Bus Assignment** form. Consideration will be given only to requests for alternate transportation for childcare on a regular basis for a semester or academic year subject to space availability. After conferring with the Supervisor of Transportation to assess the feasibility of the alternate assignment, the principal shall be responsible for acting upon the request. In this regard, the following specific considerations shall be in effect:

- 1) Long-term alternate bus arrangements shall be considered only for the purpose of childcare and student employment.
- 2) Bus exceptions shall be granted only within the student's attendance area; students shall not be transported across attendance boundaries.

- 3) A change in bus assignment shall be granted on a regular basis for a period of no more than one academic year, not less than one semester (or the end of the school year).
- 4) Each request is subject to space availability. A bus with 55 or more students assigned to it shall be considered “filled.”
- 5) Once given, permission will be rescinded should space be needed to accommodate new students living along the bus route. In that event, the last exception granted will be the first to be rescinded.
- 6) Students granted exceptions shall use existing bus stops; no new stops shall be neither added nor established stops relocated. No bus shall be rerouted to accommodate an alternate bus assignment.
- 7) No request for an exception shall be granted which, in the opinion of school personnel, may in any way endanger the safety of the students.
- 8) No request for an exception shall be granted which causes the district to incur additional expense.

### **Transportation Safety Rules**

#### **At the Bus Stop:**

- Be at the bus stop at least 5 minutes before the scheduled bus stop time.
- Students with house stops should be waiting outside their homes at least five minutes prior to their scheduled bus stop time.
- Be considerate of private property.
- Stay off the road while waiting for the bus.
- No ball playing or game playing is permitted at the stop.
- Wait until the bus *comes to a complete stop* before trying to board.
- Do not crowd the entrance while getting on the bus.
- If you are late, please do not try to catch a moving bus.
- Parents are responsible for their children at the bus stops.

#### **On the Bus:**

- Keep your hands and head inside the bus at all times.
- Help keep the bus clean. Don't throw trash on the floor or out the windows.
- Keep objects out of the aisle. Gym bags, instruments, or school projects must be held in your lap or under the seat in front of you, or they will not be allowed on the bus. All sports equipment must be in a contained bag.
- Find a seat as soon as you board the bus. Do not leave your seat while the bus is moving.
- Absolute quiet is required when the bus approaches a railroad crossing.
- Always follow the directions of the bus driver.
- No smoking, lighted matches, or open flame is permitted on the bus.

- No eating or drinking is allowed on the bus.
- Cell phone use is not permitted on the bus, except in an emergency.

**Leaving the Bus:**

- Always cross the street in front of the bus where the driver can see you.
- Never cross behind the school bus!
- Stay a safe distance from the side of the bus.
- Drivers are allowed to drop off passengers only at their regular assigned stop.

**Remember**, riding the school bus is a privilege. These rules help ensure safe bus transportation for students and bus drivers. Students who violate these safety regulations may be excluded from riding the bus. Parents are responsible for transporting their child to and from school if the child has been excluded from bus transportation.

**STUDENT ARRIVAL / DROP-OFF AND DISMISSAL / PICKUP**

Families transporting students to school should drop them off between 8:45 and 9:05 AM in the upper loop. Please do not use the bus loop.

Since the 2019 change in the elementary school start times, New Eagle has provided an early student drop-off option beginning at 8:30 AM. This option has been approved to support elementary parents who are facing a significant hardship because of conflicts with work schedules or other commitments. Unless your family is experiencing a significant hardship that impacts your morning schedule, please aim to bring children to school between 8:45 and 9:05 AM. We do not have staff available to supervise students before 8:30 AM, so no students will be permitted to enter the building prior to 8:30 AM.

**Student Arrival / Drop-Off**

Vehicles –

Prior to 8:30 AM – Families may not drop-off students prior to 8:30 AM. Families may contact ACP if they need before-school childcare.

8:30-8:45 AM – Early Drop-Off. Limited to families unable to drop-off after 8:45 AM. Vehicles may use the bus loop.

8:45-9:10 AM – Normal student arrival begins. Use the Upper Loop for student drop-off. Please use the **entire length of the sidewalk** in the loop to allow more students to exit vehicles at one time.

9:15 AM – Late Bell; late arriving students check in at greeter’s desk at the main entrance to be marked late and then proceed to classrooms.

**Afternoon Kindergarten** drop-off is in the bus loop in front of the main entrance at 12:45 PM (students may not enter the building prior to 12:45 PM).

Buses –

Bus drivers will allow students to disembark at 9:00 AM near the awning in the bus loop.

**Student Dismissal / Pickup**

At the conclusion of the school day, children who are walkers, car riders, and those going to A Child's Place are dismissed first. Parents wishing to pick up their children on any given day must write a note/email and send it to the teacher in the morning.

Vehicles –

Adults must present the school-issued Name Card with all student name(s) on the sun visor of their vehicle in order to facilitate a quick, smooth dismissal.

All pick-up by parents/guardians in vehicles at New Eagle will occur in three separate zones:

**Zone 1 – Upper Loop.** This is the pick-up area for **single 3<sup>rd</sup> or 4<sup>th</sup> Grade** Students who Do Not have siblings at New Eagle. This is for one student in a family being picked-up.

**Zone 2 – Bus Loop.** This is the pick-up area for **single K, 1<sup>st</sup>, or 2<sup>nd</sup> Grade** Students who Do Not have siblings at New Eagle.

**Zone 3 – Loop Behind the Gym.** This is the pick-up area for **all siblings or other groups of students who are being picked-up together.** Follow our long driveway past the upper loop and bus loop, and continue straight. There is a final pick-up loop at the end of the parking lot .

We are continuing to use three zones because we anticipate many vehicles in our pick-up line each day. Using three zones is safer for supervising students and allows for more families to pick up at the same time, increases the rate at which vehicles can move through the zones.

**We will aim to complete pick-up by 4:00 PM, but please be patient as we have hundreds of students to place safely into their vehicles each day.**

**Morning Kindergarten** pickup is in the bus loop in front of the main entrance at 12:05 PM.

Buses –

All buses will be loaded near the awning in the bus loop.

If a child misses their bus in the afternoon the following will take place:

1) Parent will be contacted. Cell phone numbers are important to have since a parent may be at the bus stop when the school is attempting to call the home.

2) If the parent cannot be contacted, the emergency information is used to contact a friend, family member, or neighbor to pick up the child.

### **Arrival and Dismissal Safety Reminders**

Please refrain from using cell phones when driving on campus. Arrival and dismissal times are very busy, and we need everyone to be alert.

Each family will receive a name card to display in their vehicles. In order to keep our carpool line running safely and smoothly, we ask that you display the name card on your sun visor so our staff can see it. We can't see names resting on the dashboards of taller SUVs.

Please pull forward as far as possible to allow staff members to load several children into their cars at once. If you have to wait for your child or buckle them in, again, please pull up as far as you can to allow the carpool line to move quickly.

Please do NOT get out of your car to retrieve your child from the line. Please let your child out on the curb side of the carpool loop.

We strive to keep the line moving so everyone can get out in a timely manner.

Please do not park and leave your car anywhere but in a lined parking spot during morning drop off or afternoon dismissal.

Please be mindful of the stop signs, oncoming traffic in the parking lot, and the speed limit.

Cars are not permitted in the bus loop between 8:45-9:15 AM and 3:50-4:30 PM.

Please DO NOT form double lines of cars in any of the loops to keep everything safe.

### **EARLY STUDENT DISMISSAL/PICKUP**

Parents who need to have students dismissed early or excused from school for a brief period of time must send an email/note to the teacher and NESATTENDANCE@tesd.net. As children arrive in the morning, they should give any notes to their homeroom teacher who will forward it to the main office for approval.

Parents should sign in with the greeter. Students will be called down to the greeter's desk. Parents must sign all students out of the building with the greeter.

It is most helpful to each child's learning that classes only be missed when absolutely necessary. When possible, please try to plan appointments around school hours.

## EMERGENCY EARLY DISMISSAL PROCEDURES

### SCHOOL CLOSING

In the event that the need arises to close school early during the school day, we will initiate our TE All-Call emergency calling system. Parents must remember to press “1” to confirm that they heard the TE-All Call message. Every parent should plan emergency procedures with their child. Parents may also check the TESD website ([www.tesd.net](http://www.tesd.net)) or call the T/E Information Hotline (610) 240-1970 for school closing information.

### LATE OPENING

In the event of inclement weather conditions, school may open two hours late. The T/E All-Call System will be used to communicate this message.

On late opening days, children will be picked up at their bus stops two hours after the usual time. A modified Kindergarten schedule will be used on days when inclement weather results in a 2-hour delayed opening. Each kindergarten session will be reduced by 1 hour each so that there is equal instruction time for both sessions. This modified schedule will be as follows:

AM Kindergarten 11:10 AM – 1:05 PM

PM Kindergarten 1:50 PM – 3:45 PM

## SCHOOL HEALTH SERVICES

Physical examinations are required for all new students to the district. State law requires that all children enrolled in the school district must be properly immunized **before** entering school. The completed immunization card will be kept on file at school. You may call the school nurse if you have any questions.

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

First aid is given in school for pupils injured or sick while attending school. 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.**

### **TREDYFFRIN-EASTTOWN SCHOOL DISTRICT MEDICATION POLICY AND REGULATION 5406**

1. Students are not permitted to carry prescription or over-the-counter medications to school. A parent or guardian must deliver the medication and any necessary refills to the nurse's office.
2. Medications may be given in school if failure to take the medication would jeopardize

- the student's health or prevent a child from attending school. The initial dose of a medication cannot be given at school except in a life-threatening situation.
3. Acetaminophen (generic Tylenol), Ibuprofen (generic Advil), and Benadryl for allergic reactions may be dispensed by the nurse under the direction of the school physician, at the discretion of the school nurse, and with the permission of a parent or guardian. A check off area for permission to give these medications is included on the emergency card.
  4. Prescription medications and over-the-counter medications may be dispensed by the school nurse with a written order from a physician indicating the student's name, the name of the medication, the dosage, the route of administration, the time, any special circumstances under which the medication should be administered, and the length of the period for which the medication is prescribed. A note from the parents or guardians requesting the school nurse to administer the medication is also required.
  5. EpiPens and inhalers are considered emergency medications and may be carried by the student if a physician's and parent's request form is on file in the nurse's office. Students must sign a medication form in the nurse's office each time a dose is self-administered.
  6. Parents of students who have life-threatening allergies should provide to the nurse each year a completed Emergency Allergy Plan and any needed emergency medications as indicated in Allergy Policy and Regulation 5403.
  7. A medication will not be given if the prescription date is over a year old, or if the medication has expired. All requests for medication administration by parents and physicians must be renewed each school year.
  8. All medication must be picked up from the nurse's office during the last week of school by a parent or guardian. Medications remaining after the last day will be destroyed.
  9. Students are not permitted to carry medications on **School Field Trips** except as stipulated in item 5. All prescription and over-the-counter medications must be given to the nurse or staff member accompanying the students on the trip. The medication must be in the original pharmacy container. A parent's request to administer the medication and a physician's order must be provided. The physician's order must include the student's name, the name of the medication, the dose, the route of administration, and the time or special circumstances under which the medication should be given.

### **EMERGENCY MEDICAL INFORMATION**

Emergency medical information is completed by parents at the beginning of the school year or upon a child's entry into school. This information is necessary for immediate use in the event of illness or accident.

## **LIFE THREATENING ALLERGIES**

### **TESD Allergy Regulation (R5402)/Safeguards for Students with Food Allergies**

Our District continues to see an increase in the prevalence of life-threatening food allergies within our schools. Almost every classroom at the elementary level has at least one student with a life-threatening allergy and some students have multiple food allergies. The need to recognize the risk of accidental exposure to allergens through cross-contamination has become more important so the District has changed its past practice with respect to food in the elementary schools.

The Elementary food practice is as follows:

- **In accordance with Regulation 5402, 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-year festivities in grades K-4.**
- At snack time, students are not permitted to have any foods that contain peanuts, tree nuts, peanut or tree nut oils, peanut butter, or any peanut or tree nut products that would be consumed in a classroom. During lunchtime in the cafeteria, children may continue to pack or buy a peanut butter and jelly sandwich or eat foods containing peanut or tree nut products.

### **FOOD AND NUTRITION SERVICES**

The Tredyffrin-Easttown School District Food and Nutrition Services department provides nutritious meals that meet the recommended dietary allowances for school-age children. Their nutrition standard is based on Dietary Guidelines for Americans and the Food Guide Pyramid.

Each school cafeteria utilizes the Cafeteria Point of Sale System. This system eliminates the need for daily cash to make cafeteria purchases. Children receive a personal identification number (PIN) that remains with them from grade K through 12. A student must enter his/her PIN for all purchases. The cashier screen displays the student’s photo, spending limits, restrictions, and student food allergy information. Students may still pay by cash on a daily basis for cafeteria purchases; however, parents are encouraged to deposit money in their child’s account (<https://www.tesd.net/Page/15624>).

### **CONTACTING STUDENTS DURING THE SCHOOL DAY**

**We request classrooms not be interrupted during school hours.** If it is necessary to deliver a message or drop something off for your child or a teacher, please leave it with our greeter who will gladly take care of it. Children are permitted to call home only in emergency situations; forgotten lunches or homework is not normally considered an emergency. Students will be helped in handling these situations.

## ACADEMIC PROGRAM

### ACADEMIC PROGRAM

The Tredyffrin/Easttown School District Philosophy encourages each child to develop to his/her maximum potential and to acquire skills in ways that stimulate curiosity, foster creativity, and develop self-discipline. New Eagle Elementary School provides experiences which will develop intellectual excellence and promote a positive understanding of oneself and others.

Individual progress is highlighted and supported in the reading/language arts and mathematics programs, and by the many support services available. Children also have the opportunity to develop their talents in the arts and in physical activities.

### GRADE LEVEL TEAMS

New Eagle is organized into teams and divisions so that the collaborative efforts of teachers can best serve the learning and developmental needs of each child. On a grade level “team,” a group of teachers share students, plan together, have similar schedules, and are located in a common area of the school building. Grade level teams provide small learning communities 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 with them.

Teachers on the team meet regularly 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.

## INSTRUCTIONAL PROGRAM

### INTEGRATED CORE

Language Arts (includes reading, writing, spelling, grammar and mechanics, speaking and listening) and Math classes meet daily.

Science, Social Studies, and Special Area Classes rotate on a six (6) day cycle. Special Area classes include music, art, physical education, and library.

**Reading** – Leveled texts, literature, language experience, sustained silent reading (SSR) and a wide variety of multi-sensory experiences are used to teach reading.

**Writing** – Students’ ideas are important. Students learn how to brainstorm, use graphic organizers, write rough drafts, revise, edit, and rewrite as they move through the grade levels. The goal of the writing program is to develop students’ confidence and abilities in expressing their own ideas clearly and fluently.

**English** – Grammar and mechanics are taught and refined. Students learn how to apply learned skills in their own writing.

**Spelling** – Students have a list of high-frequency and curriculum-related words which they are tested on each week.

**Speaking and Listening** – These basic skills are refined and reinforced at all levels.

Students first learn **MATHEMATICS** concepts using manipulatives. Experience with concrete objects leads to abstract mathematical concepts and applications. A strong foundation in the basic skills of addition, subtraction, multiplication, and division is developed while students work with whole numbers, fractions, decimals, and percents. Other essential skills in problem-solving, geometry, measurement, and graphing are also taught.

The **SCIENCE** program explores life science, physical science, and earth and space science. Students learn about science topics and actively participate in experiments and simulations. Science is taught in the science lab, which is equipped with a variety of scientific tools, instruments and materials.

The **SOCIAL STUDIES** curriculum focuses on what makes up human societies, and the many aspects that go into local and global communities including geographical location, cultures, and countries. Kindergarten focuses on our local community while first grade and second grade expand to global concepts. In third grade, students look at how opportunities and conflict over time have influenced where people live and why, including the historical development of Pennsylvania and Chester County. Fourth graders learn about early events that shaped the formation of our country and current aspects of the United States of American.

**HEALTH** units at all levels focus on drug and alcohol education, family life education, safety/first aid, care of the body, and body systems.

**PHYSICAL EDUCATION** encourages personal fitness, teaches “how to play,” and emphasizes team play in games and sports.

**COMPUTERS** – New Eagle has a range of computers, including desktops, Dell laptops, and iPads. Students become familiar with the keyboard, commands, and the various functions of the computer in their classrooms and have opportunities to use these skills in various settings. A large variety of software which reinforces, extends, and enriches classroom learning is available in most subject areas.

In **ART** class, students have the opportunity to develop artistic skills and talents, to learn the basics of visual art, and to develop an understanding and appreciation for artistic works.

The major goal of **MUSIC** class is to increase the sensitivity of all children to the power of music as an art. The Kodaly approach of the teaching of sight singing is used. Students learn the fundamentals of music while developing an appreciation for listening and performance.

## **GUIDANCE**

Our guidance counselor meets with children individually, in small groups, and in classes throughout the year. The guidance program assists children as they develop a positive self-concept, relate to others, make choices, develop values and responsibility, and cope with stress and change. Additionally, the counselor is available to consult with parents and teachers regarding specific children. Parents may contact the guidance counselor at 610-240-1556.

## LIBRARY

Students visit the library regularly with their classes. During these periods, the students will learn library skills, research skills, or listen to a story with a lesson extension. Students also visit independently with their teacher's approval to do research or select a book for leisure reading.

Parental involvement is encouraged in their child's book selection, and we are happy to assist you in finding books that you may read with your child. Parents are also invited to volunteer to assist with the daily operation of the library. Your assistance is greatly appreciated.

### **Book Loan periods and Number of books by Grade Level:**

#### Kindergarten

1 book for 1 week. Remind students that their book is due at next week's library class.

#### First and Second Grades

2 books for 1 week. Remind students that their book is due at next week's library class.

#### Third and Fourth Grades

2 or more books for 2 weeks.

#### Students with overdue books:

If a student has 1 overdue book, he/she may check out 1 book.

If a student has 2 (+) overdue books, we will hold books he/she selected for one (1) day. The overdue books must be returned before the student may check out additional books.

Students are responsible for any material they check out or use in the library. Damage or loss of an item will be charged to the individual student.

## **RESOURCE PROGRAMS AND SERVICES**

### **Reading Support Program**

This program is designed to provide supplemental instruction for students in need of additional support in grades one through four. Specific levels and areas of instruction are determined by the reading specialist in collaboration with the core teacher. Ongoing communication with parents is encouraged throughout the year.

### **Kindergarten BRIDGE Program**

(Beginning Reading Instruction, Developing Guided Experiences)

This program is designed to provide early intervention to kindergarten students who require additional literacy support. Kindergarten students in the BRIDGE Program meet in a small group setting and practice pre-reading activities so they can benefit from ongoing classroom instruction. Ongoing communication with parents is encouraged throughout the year.

### **First Grade Reading Intervention Program**

This program is designed to provide supplemental reading instruction for first grade students who have the greatest need of additional support. Specific levels and areas of instruction are determined by the reading specialist in collaboration with the core teacher. Instruction for these students occurs during a minimum of three thirty-minute lessons a cycle. Ongoing communication with parents is encouraged throughout the year.

### **Support Services in Grade Two through Four**

This program is designed to provide supplemental reading instruction for students who have the greatest need of additional support. Instruction for these students occurs on a daily basis for a minimum of thirty minutes at a time. Students work either individually or in small groups. Specific levels and areas of instruction are determined by 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 child's regularly scheduled math class. Inclusion 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.

### **Speech and Language**

The Speech therapist diagnoses speech, voice and/or language difficulties, and provides therapy suited to a child's needs. Students requiring therapy meet with the speech therapist one or two times per six (6) day cycle.

### **English Language Development (ELD)**

Students whose first language is not English, and who require support, receive special instruction from the ELD teacher to help them develop skills in English proficiency. The goal of the ELD program, mandated by federal and state regulations, is to provide students with the capacity to succeed in school, both academically and socially. Recognizing the diversity of T/E students, ELD teachers believe it is important to foster their students' participation in American society, while preserving the individual's language and culture. For English Learners, the ELD teacher is the language arts teacher and provides several blocks of instruction according to the student's proficiency level. As the student's skills in English increase, the child gradually receives more instruction from the Core teachers.

English Learners are referred for ELD testing through the Home Language Survey completed at registration. Teachers, counselors, administrators, and the child's parent or guardian can also refer the student for testing. English Learners exit the program by meeting the state exit criteria.

### **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 needed to enable the student to fully access the curriculum. 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 a 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.

### **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.

## **PROGRESS REPORTS**

Progress Reports for Kindergarten through Fourth Grade are issued three times during the school year: November, February, and June.

## **PARENT-TEACHER CONFERENCES**

Parent-teacher conferences are held each year in the Fall and Spring and are listed on the school calendar. Parents may schedule conferences on-line. Home and school communication is highly encouraged, and additional conferences may be scheduled by contacting your child's teacher.

If you would like a teacher to contact you, please call the teacher's voicemail, ask the school office to leave a message for the teacher, or email the teacher directly.

## **STUDY SKILLS/HOMEWORK**

The development of good organizational and study skills is an essential part of schooling. Both staff and parents have worked to design tools to assist children with these skills. Topics such as time management, planning for long- and short-term assignments, organizing work space and materials, and studying for tests are taught and reinforced at the appropriate team levels.

The PTO provides students with appropriate study skills materials for each team. Students are taught how to use these organizational materials and assignment folders.

Homework varies according to the teacher and team level involved. Typical homework includes reading, follow-up or review in any subject area, projects, and drill work in math computation. The length of time spent on homework can vary greatly from child to child. The following homework time guidelines may be helpful to you:

First Grade (second half of year)	15 to 30 minutes per week
Second & Third Grade	15 to 30 minutes per night
Fourth Grade	30 to 60 minutes per night

If your child spends an excessive amount of time doing his/her homework, it would be wise to assess your child's use of his/her time and to contact the teacher. Likewise, if your child seldom has homework contact the teacher so that this can be discussed.

## **ACTIVITIES**

### **CHORUS**

Upper Division students who enjoy singing may participate in the school chorus. Rehearsals are held once each week before the school day. Concerts are presented in the winter and spring.

### **ORCHESTRA/BAND**

String lessons and other orchestra instruments are offered to students beginning in third grade, while band instruments begin in fourth grade. The music teacher will provide advice and recommendations to parents on the selection of an instrument. The Orchestra/Band rehearse before school once a week. Students have the opportunity to perform in the winter and spring concerts.

### **DAISIES/BROWNIES/GIRL SCOUTS**

The Girl Scouts of America meet each week at New Eagle Elementary School. New Eagle has several active Brownie Troops. Information on membership, schedules, and dates for the year is sent home periodically.

### **WEBELOS/CUB SCOUTS/BOY SCOUTS**

Cub Scout Pack 47 has traditionally met at New Eagle Elementary School. Individual den meetings are held at the home of individual den leaders. Information on these groups is sent home during the school year.

## **AFTER SCHOOL SPORTS**

There is an after-school sports program for second through fourth grade students with a variety of sports which include flag football, floor hockey, basketball, soccer, and softball, depending upon the season. Playing time is 3:45 PM – 5:00 PM. Sneakers are required for after school sports, as for all physical education activities.

Before any student may participate in the program, he/she must have written parental permission and must also have school insurance, or an insurance waiver form signed by his/her parents. Seasonal activities will be announced in the newsletter. Participating students must wait at the front door of the school for their rides home. No bus service will be provided. Parents must pick students up **promptly** at 5:00 PM.

## SUPPLIES NEEDED

There are students attending New Eagle Elementary who are allergic to ingredients found in some supplies. We have listed specific brands (Crayola and Elmer's) that are "allergy friendly" and will not cause allergic reactions. Thank you for your cooperation in helping us keep all our students safe. Grade-level supply lists are found here: <https://www.tesd.net/Page/5457>.

Please label all supplies and clothing unless noted otherwise below. Individual teachers may ask for additional supplies in the fall. Please do not buy Trapper Keepers® or binders as they do not fit into the desks. It is recommended that students' supplies be refurbished each marking period.

## NEW EAGLE SCHOOL STORE

The PTO sponsors the New Eagle School Store, while fourth grade students help to manage it. The operation of the store provides a unique and exciting learning experience for our student "store managers," while helping to raise funds for 4th grade events. The School Store is located in the atrium and is open at least one day per week from 8:50 AM – 9:05 AM.

## NEW EAGLE SCHOOL GARDEN

In partnership with the Chester County Food Bank, New Eagle Elementary broke ground on our school garden in March 2013. The garden consists of five raised beds that are tended by students, staff, parents, and community volunteers, with the help of the New Eagle PTO. A variety of produce is planted including lettuce, spinach, kale, carrots, chard, beets, and peas.

## HALLOWEEN PARADE AND PARTIES

Participation in the Halloween Parade and parties is optional. If you do wish to have your child participate, please adhere to the following guidelines:

Students are asked to wear costumes that **do not** include:

- 1) Gory subjects – blood, death, horror creatures, etc.
- 2) Weapons – swords, guns, rifles, knives, etc.
- 3) Material or masks that inhibit vision or breathing

## CLASSROOM PARTIES

Our District continues to see an increase in the prevalence of life-threatening food allergies within our schools. **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, grade level curricular events, and end-of-the-year festivities in grades K-4.**

**Note:** Birthday party invitations can only be handed out at school if every student in the class is to receive an invitation.

## **LOST AND FOUND**

A lost and found area is located in the main lobby. Students should check this area carefully when items are missing. Please be sure to label all clothing, water bottles, lunchboxes, backpacks, and other important student items.

## **PTO BLASTS/NEWSLETTER**

The PTO sends out email BLASTS to each family on a monthly basis. These BLASTS contain a current calendar of upcoming events, information on school programs and PTO activities, messages from the principal, advice and tips on how to help your child's learning at home, and the lunch menu. Families who do not have access to a home computer may request a hard copy of the newsletter to be sent home (<https://www.neweaglepto.org/>).

## **PARENT TEACHER ORGANIZATION (PTO)**

A vast array of parent volunteers provide important support and enrichment through New Eagle PTO-sponsored events and projects. In addition to sponsoring after-school clubs and activities, the PTO provides volunteer assistance in the classroom and media center, cultural arts programs, educational and physical enhancements to the school, and social events, all of which are financed by PTO-sponsored fundraisers.

## **HOMEROOM PARENTS**

Parents who volunteer to help in the homeroom are given one of the following duties:

- 1) Assist with coordinating activities and decorations for special holiday parties.
- 2) Communicate with parents of other students in the classroom concerning emergency information and volunteer opportunities.
- 3) Work with students as the classroom Publishing Center Volunteer.
- 4) Organize the homeroom Spring Fair raffle basket.

Being a homeroom parent is a delightful way to learn more about your child's school, the teachers, and other students and their parents. However, keep in mind that this is not a social opportunity for parents and siblings, or a time for an impromptu teacher conference. Enhancement of the students' activities is the primary goal. Volunteers are assigned early in the school year, so watch your newsletter for details if you are interested in volunteering as a homeroom parent.

## **NEW EAGLE PUBLISHING CENTER**

Our Publishing Center offers students the opportunity to publish their own books. Students work with teachers and parent volunteers assigned to the homeroom, to plan, type, illustrate and assemble original stories and poems into a hardbound edition. Children have the option of lending their book to the media center for display for the balance of the school year, and then the book is theirs to keep. It is an exciting opportunity to work with the children and encourage all our budding young authors. Our hope is that every student has the opportunity to be published at least once while at New Eagle.

## **BEAUTIFICATION**

In addition to cultural and educational enhancements, the PTO also has committees that are involved in improving the physical environment of the school. The Beautification Committee and the School Refurbishing Committee plan improvements for the interior and exterior of the building.

## **SOCIAL EVENTS**

Social events for students and the entire family are on the calendar for the coming year. There will be Skating Parties, a Pizza Bingo Night, the Spring Fair, and the Fourth Grade Party.

## **PTO CULTURAL ARTS PROGRAM**

### **PURPOSE**

The New Eagle Cultural Arts Program will enrich the students' educational experience by providing programs and activities that will enhance each child's awareness of the many forms of art and culture that exist in our world.

### **DEFINITION**

The Cultural Arts Program is a year-long enrichment program for New Eagle students, sponsored by the New Eagle PTO, which may consist of 3-4 assembly-type programs spaced strategically throughout the year, followed by a total immersion program, all under one theme. The immersion may consist of any combination of whole school, small group, class-sized programs, or hands-on activities.

### **LEARNING FAIR**

The Learning Fair is a PTO-sponsored school-wide, non-competitive fair in which children prepare a "learning" project of their choice at home and then display it at school during a time scheduled annually. The fair encourages children to expand their interests and explore new areas of interest. Projects may represent a child's unique talent or something that a child has learned from areas such as science, social studies, mathematics, personal writing, carpentry, crafts and so on. All students are encouraged to develop and display a project for the Learning Fair. Exact dates of the fair will be announced and published in the newsletter.

### **THE SPRING FAIR**

This enjoyable family fair of fun, food, games, and prizes is the end result of much hard work by many active parents. Activities include raffle baskets, cake walk, and special new attractions each year. This event is held in May or June and is an event to anticipate as the year comes to a

close. All the proceeds go to benefit PTO projects.

### **DISTRICT COMMITTEES**

The New Eagle PTO has representatives on District-wide committees, such as ARCH (the community group dedicated to eliminating drug and alcohol abuse among minors, and fostering better communication between parents and children). Other representative positions are B.U.I.L.D., (Better Understanding of Individuals with Learning Differences), Diversity and Cultural Arts Committees.

### **GUIDELINES FOR VOLUNTEERS**

Volunteers play an important role in the quality of life in all Tredyffrin/Easttown schools. The assistance and support they offer to staff and students is invaluable and their contributions are part of what make our schools special.

Pursuant to Pennsylvania law, certain volunteers are required to obtain FBI, State Police, and Department of Human Services certifications, and will be required to renew those certifications every sixty (60) months.

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

Please refer to our district website for additional information and links.

The following guidelines have been developed to assist you in serving in this unique function. Offering to volunteer in any district school assumes your understanding and agreement to these guidelines.

#### **Confidentiality:**

Information you may 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. This same standard of confidentiality applies to policy statements, school procedures, and District reports.

#### **Interactions with Students:**

Volunteers are viewed by students and parents as representatives of the School Board and the school administration and are perceived by students as authority figures. While working in a volunteer capacity in school or at school-related activities volunteers must refrain from debating, discussing, or imposing their opinions on students on personal or controversial issues.

#### **Attendance:**

School personnel depend upon and plan for the assistance of the volunteers on a regular basis. Volunteers are encouraged to notify the various personnel with whom they work, as far in advance as possible, if they are unable to help in their regular time slot.

Concerns or questions about the guidelines or volunteer assignments should be referred to the Coordinator of Community and Volunteer Services at (610) 240-1913.

## **II. CODE OF CONDUCT**

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 which emphasizes 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 the model if and when a confrontation occurs.

Student behavior on buses, in hallways, cafeteria and recess areas are 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.

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

Behavioral psychology indicates that internal language is a key to self-control. The Pro-Social Skills Program includes a five-step system which 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 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 and 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.

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

Based on the works of Dr. George Batsche  
Adapted by Jerry McMullen, Ph.D.

## **OLWEUS BULLYING PREVENTION PROGRAM**

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”** (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**

One of our District goals centers on developing a culture which permeates the school community to promote social responsibility and personal integrity. All elementary schools have implemented the PATHS program with our students. PATHS stands for Promoting Alternative Thinking Strategies. The PATHS curriculum is implemented through class meetings in the CORE classroom. The PATHS program is designed to improve skills in four domains: 1) pro-social friendship skills, 2) emotional understanding and emotional expression skills, 3) self-control/emotional regulations, and 4) problem-solving skills and conflict resolution skills.

All five elementary 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.

## **GENERAL BEHAVIORAL GUIDELINES**

### School Rules

1. Come to class prepared with all materials.
2. Follow the directions the first time they are given.
3. Keep your feet, hands, and objects to yourself.
4. Raise your hand and wait to be called on.
5. Do not disturb anyone's learning.

### Halls

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 should keep their hands to themselves.
3. 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. Students must be silent for announcements and follow directions of the cafeteria monitor.
5. When finished eating, students should leave the area clean.

6. Students should respect personal space.
7. Running is not permitted at any time.
8. Nothing should ever be thrown in the cafeteria.
9. Students should not lend or borrow money.
10. Students should not share food.

#### Playground

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

#### Office Area

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

## **ELEMENTARY CODE OF CONDUCT**

In many cases, our school discipline guidelines follow a progression from warnings, to redirection, to classroom and school consequences, and finally possible suspension depending on the nature of the behavior. Our guidelines are provided to support the safety and well-being of

our students and staff at school and to partner with our families to help our students make good choices.

Disruptive behavior in classroom, in the library, at assemblies, during safety drill, field trips, at social events or other school-sponsored events.	<ul style="list-style-type: none"><li>- Warning given</li><li>- Student conference</li><li>- Parent contact</li><li>- School consequences</li><li>- Possible suspension</li></ul>
Physical injury caused by fighting/misbehavior	<ul style="list-style-type: none"><li>- Parent contact</li><li>- Student conference</li><li>- School consequences</li><li>- Possible suspension</li></ul>
Possession of Weapons	<ul style="list-style-type: none"><li>- See Policy/Regulation #5410</li></ul>
Unlawful Harassment	<ul style="list-style-type: none"><li>- See Policy &amp; Regulation #5401</li></ul>
Destruction of student or school property	<ul style="list-style-type: none"><li>- Parent contact and student conference</li><li>- Possible restitution in some manner</li><li>- School consequences</li></ul>
Bus Offenses	<ul style="list-style-type: none"><li>- Warning</li><li>- Written notification and student conference</li><li>- Parent contact</li><li>- Possible bus dismissal</li><li>- Possible bus dismissal 5 days by approval of the Superintendent</li></ul>
Threats (See Policy & Regulation #5401)	<ul style="list-style-type: none"><li>- See Policy/Reg #5401 Threat Assessment Protocol</li></ul>
Bullying (See Policy & Regulation #5401)	<ul style="list-style-type: none"><li>- Warning</li><li>- Parent Contact and student conference</li><li>- School consequences</li><li>- Possible suspension</li></ul>
Hazing	<ul style="list-style-type: none"><li>- See Policy &amp; Regulation #5401</li></ul>

School consequences may include but are not limited to a warning, conference with staff member and/or principal, time-out, miss recess time, letter of apology, and phone call to parent. Support services may include conference with the guidance counselor; meeting with parents, students, and staff member(s); guidance services; behavior plans; and positive activities to redirect behavior.

### III. T/E SCHOOL DISTRICT POLICIES AND REGULATIONS THAT PERTAIN TO STUDENTS AND STAFF

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 or other members of the school community while subject to the school's jurisdiction, 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 of the disciplined student will be notified of the disciplinary action, as will any staff member and/or the parent/guardians of any student determined to be a target or recipient of behaviors targeting others in violation of District policy.

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 on school property, 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 their 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 events. The Board requires that brain injuries or symptoms of sudden cardiac events 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 or Main Office 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 prohibited 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 "prohibited 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.

#### **ELECTRONIC DEVICES (P5414 and R5414)**

Electronic devices include all devices that can take photographs; that can record, store, transmit, receive, reproduce, initiate, or display audio or video data, calls, messages, images, or any other form(s) of communications; or that can connect to the internet. This definition includes all devices with voice, data, text, and/or navigation capabilities, those that perform word processing functions, and those that support computer and online applications (apps).

The District has the right to regulate the use of electronic devices in accordance with applicable law. Students may possess electronic devices in buildings owned by the District, on school grounds, in school vehicles, and/or while participating in school-sponsored activities, subject to the conditions contained in Board Policy and Administrative Regulation 5414 and any additional regulations imposed by the building principal or designee.

The use of electronic devices is subject to the following restrictions:

1. Electronic devices may not be used to conduct any activities that violate applicable law, Board Policy, Administrative Regulations, school rules, or any applicable student handbook or code of conduct.
2. Electronic devices may not be used in any manner that interferes with, or is disruptive to, educational or extracurricular activities or events of the District.
3. Unless authorized by a teacher or building administrator for use in connection with an activity related to the curriculum or other District-sponsored activity, electronic devices must be turned off or set on silent mode when students are in classrooms and other locations where instruction is taking place.
4. Use of electronic devices in restrooms, locker rooms, and other areas where individuals would have a similar expectation of privacy is expressly prohibited.
5. Without prior permission from an administrator or teacher, students may not use electronic devices in school to capture videos, photos or audio.
6. The District is not responsible for any damages or theft that may occur to electronic devices.
7. Personal electronic devices must be used in accordance with Board Policy and Administrative Regulation 8080 (Acceptable Use of Technology).

Notwithstanding the rules set forth above, electronic devices may be used at any time for the purposes of reporting an emergency situation or a violation of Board Policy, Administrative Regulations, school rules, or any applicable student handbook or code of conduct to an appropriate school official when such violation constitutes a threat to the health, safety or welfare of members of the school community. Electronic devices may also be used in accordance with a student's IEP or Section 504 Service Agreement. Violations of Board Policy or Administrative Regulation 5414, including any regulations imposed on the use of electronic devices by individual building principals, may result in disciplinary action, including suspension, expulsion and/or referral to law enforcement.

A copy of the District's Board Policy and Administrative Regulation 5414 are available for review on the District's website at <https://www.tesd.net/cms/lib/PA01001259/Centricity/Domain/14/P5414.pdf> and <https://www.tesd.net/cms/lib/PA01001259/Centricity/Domain/14/R5414.pdf>, respectively. Students and their parents/guardians are encouraged to review this Policy and Regulation carefully.

### **ACCEPTABLE USE OF TECHNOLOGY (P8080 and R8080)**

The Board recognizes the need to establish rules and regulations for the use by students, staff, and other authorized users of District-owned or issued technology resources, consistent with the educational and operational goals of the District.

District owned or issued technology resources (referred to hereafter as "District technology resources") shall mean:

1. All networks, servers and telecommunications systems maintained or operated by the District;
2. All District-owned or issued resources and hardware devices such as computers, laptops, tablets, telephones, cellular phones, drones, fax machines, printers, copiers, scanners, etc.;
3. All web-based and cloud-based storage; and
4. Web and cloud-based applications provided by the District through a third party.

The use of District technology resources shall at all times be in accordance with applicable law and other Board Policies and Administrative Regulations.

The use of District technology resources is a privilege, not a right, and may be revoked at any time for abusive conduct or violation of the terms outlined in Board Policy or Administrative Regulation 8080.

District technology resources shall be used primarily for school, District employment, or approved educational-related activities only. Limited incidental personal use is permitted, so long as such use otherwise complies with Policy and Administrative Regulation 8080, and further provided that such limited incidental personal use does not interfere with and is not disruptive to District or school operations or another user's use of District technology resources.

The District reserves the right to conduct periodic random searches of network users' activity on District technology resources, using techniques reasonably designed to discover improper or harmful activity by students or other users. Further detail regarding the boundaries of this authority is outlined in Board Policy and Administrative Regulations 8080 and 5412.

The District reserves the right to prevent unauthorized, inappropriate or illegal use of District technology resources, and to administer appropriate discipline to users who violate Policy or Administrative Regulation 8080. Discipline could include, but is not limited to, usage restrictions, loss of access privileges, suspension, expulsion, termination,

restitution, referral to law enforcement, and/or any applicable consequence outlined in any student handbook, collective bargaining agreement, or Board Policy/Administrative Regulation, as appropriate under the circumstances. Users of District technology resources shall have no expectation that their activity on the District network, including files, communications, and internet activity, will be private, regardless of whether activity takes place on or away from school property. Files, communications, and internet activity on District technology resources are subject to review and may be deleted without notice.

The availability of information on District technology resources does not imply endorsement by the District of such content, nor does the District guarantee the accuracy of such content.

The District shall not be responsible for any information lost, damaged or unavailable while using District technology resources or for any charges or fees resulting from such use.

The District will fully cooperate with local, state and federal officials in any investigation concerning or related to alleged illegal activities of any individuals misusing District technology resources.

Users of District technology resources shall immediately report any violations of Policy or Administrative Regulation 8080 to their building principal, immediate supervisor, or the Director of Technology or designee.

The rules, regulations, and procedures that form the District's Acceptable Use of Technology Policy are outlined in detail in Board Policy and Administrative Regulation 8080. A copy of the District's Board Policy and Administrative Regulation 8080 are available for review on the District's website at

<https://www.tesd.net/cms/lib/PA01001259/Centricity/Domain/14/P8080.pdf> and

<https://www.tesd.net/cms/lib/PA01001259/Centricity/Domain/14/R8080.pdf>, respectively. Students and their parents/guardians are encouraged to review this Policy and Regulation carefully.

### **SELF-HARMING BEHAVIOR (P5423 and R5423)**

The District takes a multifaceted approach to suicide prevention and the recognition of and response to other self-harming behaviors. Students shall receive age-appropriate education on the importance of safe and healthy choices, coping strategies, how to recognize risk factors and warning signs, as well as help-seeking strategies for themselves or others, including how to engage school resources and how to refer friends for help.

"Self-harming behavior" includes (but is not limited to) threats of suicide, excessive risk taking, purposeful self-injury, and evidence of excessive alcohol consumption or harmful drug use. Once evidence of self-harming behavior is made known to a District employee, the employee must intervene in accordance with the procedures outlined in Administrative Regulation 5423, which is available on the District's website

at <https://www.tesd.net/cms/lib/PA01001259/Centricity/Domain/14/R5423.pdf>. This Regulation also contains additional information regarding the prevention of suicide and other self-harming behaviors, including referral and response procedures. Students and their parents/guardians are encouraged to carefully review this Regulation and its associated Policy (available at <https://www.tesd.net/cms/lib/PA01001259/Centricity/Domain/14/P5423.pdf> ).

### **Annual Notice of Special Education Services**

The Tredyffrin/Easttown School District provides – without cost to parents – screenings, evaluations, appropriate programs, and services to all students thought to be exceptional and in need of specially designed instruction, from age 5 through the end of the school year that the student turns 21. These programs and services are made available to children who meet the qualifications of being a student with intellectually disabled, hearing impairments including deafness, speech or language impairments, visual

impairments including blindness, emotional disturbance, multiple disabilities, orthopedic impairments, autism, traumatic brain injury, other health impairments, and specific learning disability.

School-age children who do not meet the eligibility criteria outlined above may be eligible for special protections and for adaptations and accommodations in instruction, facilities, and activities under the Americans with Disabilities Act and/or Section 504 of the Rehabilitation Act of 1973. Children are entitled to such protections, adaptations, and/or accommodations if they have a diagnosed mental or physical disability that substantially limits or prohibits participation in or access to an aspect(s) of the school program.

Public schools must educate children to the maximum extent appropriate in the regular education setting and they must receive instruction that conforms as much as possible to the instruction received by non-disabled students. Depending on the nature and severity of the disability, Tredyffrin/Easttown School District can provide programs and services beginning in the least restrictive environment to the most restrictive setting in the one of the following:

- The public school the child would attend if not disabled
- An alternative regular public school either in or outside of the district
- A special education program or center operated by a public school entity
- An approved private school or other private facility licensed to serve children with disabilities
- A residential school
- An approved out-of-state program
- In the home

Special education services are provided according to the primary educational needs of the child and not the category of disability. The types of educational services available include:

- Learning support
- Life skills support
- Emotional support
- Deaf or hearing impaired support, blind or visually impaired support, physical support, autistic support
- Multiple disabilities support
- Related services such as speech and language support, occupational therapy, physical therapy, nursing services, audiologist services, counseling, and family training

For further information regarding the Child Find process and related parent rights and protections, or other student services or special education information, please contact the Office of Individualized Student Services at 610-240-1921.

### **McKinney-Vento Homeless Assistance Act**

The McKinney-Vento Homeless Assistance Act and the Pennsylvania Education for Children and Youth Experiencing Homelessness Program exist to make sure homeless youth have access to a free and appropriate public education while removing barriers that homeless children face.

Information for School-Age Youth: If you live in any of the following situations (or similar situations), you may qualify for certain educational rights and protections under the federal McKinney-Vento Homeless

Assistance Act.:

- A shelter
- A motel or campground due to the lack of an alternative adequate accommodation
- A car, park, abandoned building, bus or train station, or other public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings
- Doubled up with other people due to loss of housing or economic hardship
- Unaccompanied homeless youth

If you are determined to be an eligible student, you may have the right to:

- Receive a free, appropriate public education
- Enroll in school immediately, even if lacking documents normally required for enrollment
- Enroll in school and attend classes while the school gathers needed documents
- Enroll in the local school or continue attending your school of origin (the school you attended when permanently housed or the school in which you were last enrolled) if that is your preference and is feasible; if the school district believes that the school selected is not in your best interest, the district must provide you with a written explanation of its position and inform you of your right to appeal its decision
- Receive transportation to and from the school of origin, if you request this
- Receive educational services comparable to those provided to other students, according to your needs as a student

If you believe you may be eligible or know someone who could be eligible, contact Dr. Oscar Torres, Director of Equity and Public Programs at 610-240-1909 or [torreso@tesd.net](mailto:torreso@tesd.net) to find out what services and supports may be available. Additional information can also be found in Board Policy and Regulation 5455 (Homeless Students), which is available on the District's website at <https://www.tesd.net/page/50>.