

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

September 2020

Dear Students and Parents,

We welcome you to Beaumont Elementary School during our virtual and hybrid program this school year 2020-2021. Please review the following guidelines, protocols, district policies and regulations, and elementary code of conduct included in this document.

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

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

Sincerely,



Stephanie Demming, Ed.D.

Principal

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T/E STRATEGIC PLANNING

MISSION STATEMENT

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

OUR ELEMENTARY PROGRAM

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

GOALS OF THE T/E ELEMENTARY SCHOOLS

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

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

PHILOSOPHY OF EDUCATION

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

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

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

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

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

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

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

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

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

learners, promote independent thinking, build positive self-concept, and provide a stimulating learning environment for each student.

GENERAL INFORMATION

HOURS

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

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

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

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

2020-2021 HYBRID PROGRAM SCHEDULE

Mondays and Tuesdays ~ Students with last names A-K

Wednesdays ~ All Virtual

Thursdays and Fridays ~ Students with last names L-Z

2020-2021 HYBRID PROGRAM INFORMATION

Student Arrival

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

- 8:30 a.m. – *Early Drop Off* at main entrance - students report directly to classrooms
- 8:40 a.m. – Student arrival begins – staggered schedule
- 9:10 a.m. – All entrances closed, except for main entrance

Carpool arrival schedule by alpha band:

- 8:40 – Monday and Tuesday = A-D OR Thursday and Friday = L-O
- 8:50 – Monday and Tuesday = E-G OR Thursday and Friday = P-S
- 9:00 – Monday and Tuesday = H-K OR Thursday and Friday = T-Z

Upon arrival in classrooms, students will place their belongings in their personalized box next to their desks and will wash their hands before returning to their desks.

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

Early Drop-off

Due to the 2019 change in the elementary school start time of 9:10 a.m., the T/E School District has offered an early student drop-off option. This option was designed to support elementary parents who are facing a **significant hardship** because of conflicts with work schedules. Unless your family is experiencing a significant hardship that impacts your morning schedule, parents should prepare to accommodate the 8:40-9:00 a.m. staggered drop-off time.

Because we will need to staff the classrooms, it is expected that families will commit to using this program on a consistent basis. When they arrive, students will report directly to their classrooms where adult supervision will be provided until class begins at 9:10. To sign up, please call the office.

Parents who have registered their child for Early Drop-Off due to a hardship may bring their child to school between **8:30 a.m. – 8:40 a.m.**

Classrooms

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

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

Student Materials and Supplies

This year, there will be no sharing individual supplies. Please make sure all students have all necessary supplies. Please reach out to Mrs. Root if you need help purchasing supplies. Grade-level supply lists are on the Beaumont website.

Students will have a personalized box next to their desk to be used as their 'cubby' (for backpacks, coats, hats & gloves, umbrella, books, supplies, etc.)

Student Lunches

Students may bring bagged lunches or order a bagged lunch from the cafeteria. Cafeteria lunches will be delivered to the classrooms. Students will eat lunch in their classrooms. **No nuts or peanuts are permitted in the classrooms.** If students bring nuts/peanuts, they will be assigned to eat lunch in the cafeteria or another room.

Recess

Recess will be held by individual class, at regularly scheduled times for each grade level. Recess areas on the school grounds will be designated for each individual class. Students are not able to share equipment or use the playground equipment. Teachers and staff monitoring recess, with help from the PE teachers, will prepare and teach students a variety of activities that can keep them engaged but socially distanced; indoor recess will occur during inclement weather.

Dismissal

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

EMERGENCY DELAYED OPENINGS AND CLOSINGS

TE All-Call

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

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

Announcements about Delayed Openings or Closings

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

Early Dismissal Due to Emergency/Weather

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

Delayed Opening for Grades 1-4

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

Modified Kindergarten

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

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

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

DISMISSAL

School is dismissed at 3:45 pm. If you are picking children up after school, please be sure that a note has been sent to the teacher and that children know that you will be waiting for them in the carpool circle.

Please do not come into the building if you are picking up your child at dismissal time. All children who are being picked up will be excused to the carpool circle at dismissal time. Please adhere to the traffic signs on school grounds.

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

BUS TRANSPORTATION

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

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

CAR TRANSPORTATION

Arrival

School starts at 9:10 am and students should be in class by that time. Students arriving to class after 9:10 am are late. Morning drop-off in the carpool circle should begin at 8:55 AM. **(In 2020-2021, we will begin carpool earlier.)** This circle is located at the side of the building. Students may enter through the back door and go directly to the lobby or to their classroom. This is also the area from which AM kindergarten students are dismissed and PM kindergarten students are dropped off. The doors will be locked until 8:55 and then locked again at 9:10. If you arrive after 9:10, please bring your child to the main lobby door. All student drop-offs should occur in the carpool circle when your car is near the

school's double door entrance. Please do not drop off students in the bus lane, at stop signs, or at other curb-side areas. Appropriate supervision is scheduled at the school's carpool entrance. Please continue to move your car up as the carpool line progresses and leave no large gaps between cars. While in the carpool line, we have appropriate staff scheduled to greet your child and guide them into the building. This system keeps the carpool line moving more quickly. We request that you do not get out of your car. While in the carpool line, please do not get out of your car to walk your child to the door. This causes other cars to wait and backs-up the line. If you need to enter the building, please park in a parking space. Once your child has exited your car safely, please move along quickly so that other cars may move along quickly as well.

ABSENCES **Please be aware of additional safety and wellness guidelines for the 2020-2021 school year.**

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

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

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

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

TARDINESS

Students arriving after 9:10 am are considered tardy. (PM kindergarten students are tardy after 12:50 pm.) When students arrive late, they must report to the lobby desk to receive a tardy pass that admits them to class. Parents are required to send a written note to explain the tardiness. Tardiness is considered excused due to illness or a doctor's appointment.

LOST AND FOUND

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

A CHILD'S PLACE

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

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

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

Kindergarten Enrichment:

AM Session 9:10 am to 12:05 am

PM Session 12:50 am to 3:45 pm

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

HEALTH SERVICES

HEALTH SCREENINGS AND VACCINATIONS

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

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

The law provides for medical or religious exemptions.

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

Written verification of the following immunizations is required:

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

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

3 doses of polio

2 doses of measles (given after 1st birthday)

2 doses of mumps (given after 1st birthday)

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

3 doses of hepatitis B

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

Please contact the school nurse for addition details regarding immunizations or visit our website at www.tesd.net.

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

Children suspected of having a communicable disease are excluded from school and may not attend until their condition is no longer contagious. To protect the health of each student, their classmates, and the school staff, all children should remain home for at least 24 hours after they have had any illness

accompanied by vomiting, diarrhea, or fever. Children excluded because of the following infectious diseases may not return to school until the child is under treatment or has recovered:

PA Department of Health Communicable Disease

Exclusion Regulations

Chickenpox - Six days from the last crop of vesicles.

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

Diphtheria - Two weeks from the onset or until negative culture

Fifth Disease - No Exclusion

Impetigo - Until judged not contagious by the nurse or physician

Measles - 4 days from the onset of rash

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

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

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

Pinworms - Until first dose of treatment is given

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

Ringworm - Until judged not contagious by the nurse/physician

Rubella - 4 days from onset of rash

Scabies - Until judged not contagious by the nurse/physician

Tonsillitis - 24 hours from start of appropriate therapy

Trachoma - 24 hours from start of appropriate therapy

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

First Aid is given in school for pupils who are injured or who become ill while attending school. The school doctor recommends standard orders for first aid. Parents are expected to give information to the

school to cover emergency situations and to make transportation available when needed. The school is not responsible for treating injuries that happen at home.

CAFETERIA **The majority of students will eat in their classrooms for the 2020-2021 school year. The classrooms are nut free. Students who bring nuts/peanuts for lunch or snack will eat in an alternate location.**

FOOD GUIDELINES

Our School Cafeteria operates under the National School Lunch and Breakfast Programs. Menus are published and posted on the school website

www.tesd.net/

BREAKFAST

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

LUNCH

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

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

PERSONAL IDENTIFICATION NUMBERS

Each student has a Personal Identification Number (PIN) for the cafeteria.

Parents may send in a check in any amount payable to the Beaumont Elementary Cafeteria for each

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

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

CELEBRATIONS

Classroom Parties

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

Student Birthday

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

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

HOME/SCHOOL COMMUNICATION

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

BEAUMONT ELEMENTARY WEBSITE

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

E-MAIL GUIDELINES FOR PARENTS

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

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

- Please do not send vital timely messages by this medium. Use the telephone to be sure your message is received and clearly understood. For example, do not use e-mail to inform a teacher that your child is not to go home on the bus.
- Please do not share confidential information in an e-mail message.
- E-mail is not the best way to fully discuss the details of a student's academic progress or behavior. These topics are best addressed through a phone conversation or by scheduling a conference.
- Please keep all contacts professional. Do not forward jokes, amusing or special stories, chain letters, or commercial solicitations.

NEWSLETTER

The Beaumont Blast is published weekly by the HSA. It is sent to all families via e-mail and is also available on the Beaumont HSA website <http://www.beaumonthsa.org/beaumont-blasts.html>. This newsletter contains information about upcoming events, community programs, and HSA-sponsored events. Please inform the school office if you cannot retrieve the newsletter electronically and require a "hard paper copy" of it.

VISITORS/VOLUNTEERS (During the 2020-2021 school year in accordance with state and local guidelines, visitors to the school are strictly limited.)

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

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

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

- Confidentiality: Information you see or hear can affect the lives and future of individual students. Volunteers must respect the privacy of this information and maintain the same in strict confidence.
- Attendance: School personnel depend upon and plan for the assistance of volunteers when scheduled. Volunteers are encouraged to notify the staff with whom they work as far in advance as possible if they are unable to help during their scheduled time.
- Cell Phones: When volunteering, please silence your cell phones to prevent distractions.
- All volunteers should check with the teacher before interacting with the students. Please refrain from taking pictures to ensure the privacy of our students and to not disrupt the instruction of the students.

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

*** Notice Regarding Volunteer Clearance Requirements**

New amendments to the Child Protective Services Law (CPSL) enacted on July 1, 2015, state that school volunteers with regular and repeated contact with students and who are responsible for the care, supervision, guidance or control of children will need background clearances. As of July 1, 2016, clearances must be received and processed by the School District prior to volunteering for activities requiring clearances. There is a wide variety of volunteer opportunities, some of which require clearances and some of which may not. You can view the summary of opportunities on the District website at www.tesd.net/volunteers. Teachers and principals will work together to determine whether clearances are required as volunteers are called upon for each specific event.

For that reason, we recommend and encourage all parents get the clearances. The three clearances required are the (1) PA Criminal Background Check, (2) PA Child Abuse Clearance, and (3) FBI (federal criminal background check). Directions for completing these forms can be found at www.tesd.net/volunteers. There is no cost for the two PA clearances and the cost of the FBI check is \$27. If you have lived in PA for the entirety of the previous ten years, you may submit an affidavit form in lieu of the FBI check. The affidavit form, which must be signed and witnessed, is also available on the District website. All clearance forms should be sent to the TESD Human Resources Office, 940 West Valley Road, Suite 1700, Wayne, PA 19087. They may also be emailed to volunteerclearances@tesd.net. Renewal of clearances will be required every five (5) years.

DROPPING OFF MATERIALS FOR STUDENTS

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

INSTRUCTIONAL PROGRAM

TEAMS

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

CORE CLASS

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

RECESS

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

CURRICULUM

Language Arts

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

Language Arts Learning Competencies:

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

Language Arts - Kindergarten

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

Language Arts – Grades 1-4

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

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

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

Writing

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

Listening/Speaking

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

Spelling

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

Handwriting

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

Study Skills

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

Mathematics

The T/E mathematics curriculum is based on a set of clearly defined learning objectives. Major concepts include: numbers and numerals, measurement, rational numbers, geometry, decimals, graphing, number theory, algebraic concepts, and probability. These concepts are developed through a balanced use of manipulative materials, various text-based instruction, and technology. Students are flexibly grouped in first grade and then more formally grouped beginning in second grade. This approach to teaching and learning accommodates the needs of students and provides students with appropriate challenge. Some factors that may be considered when grouping students by achievement include teacher recommendation from the previous year, district-developed placement tests, standardized testing data, on-going classroom assessment, and teacher monitoring. *Math in Focus, Singapore Math* is

used across the district to provide a consistent foundation for each child to develop strong mathematical skills. This series incorporates a balanced approach between skills and conceptual understanding. It has children move through the developmental stages from using concrete materials, moves to the pictorial stage and finally progresses to the abstract.

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

Science

Science is best learned when students are engaged in practicing Science.

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

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

The units of study are as follows:

- | | |
|---------------------|---|
| Kindergarten | Senses/Properties, Weather, Insects, Seeds/Plants,
Energy, Agriculture |
| Grade 1 | Comparing and Measuring, Weather, Rain Forests or Oceans,
Organisms, Magnetism, Solar System, Sustainability |
| Grade 2 | Life Cycle of Butterflies, Balancing and Weighing, Changes,
Soil, Sound, Solar System, Sustainability |
| Grade 3 | Chemical Tests, Rocks and Minerals, Plant Growth and
Development, Land and Water |
| Grade 4 | Ecosystems or Animal Studies, Food Chemistry, Electric Circuits,
Motion and Design |

Social Studies

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

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

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

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

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

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

Health

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

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

Drugs and Alcohol

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

Family Life

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

Care of the Body

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

Art

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

Music**Classroom Music**

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

Instrumental Music

When students reach the third grade, they have the opportunity to study a string instrument. At the fourth-grade level, they may begin instruction on suitable band or orchestra instruments. Group

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

Performance Groups

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

Physical Education

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

Kindergarten and Grade 1

- Locomotive skills
- Eye hand coordination
- Ball handling skills
- Stunts
- Game-type activities
- Movement and posture education

Grades 2, 3, and 4

- Physical fitness, testing
- Start of formal exercise

- Stunts, tumbling, apparatus
- Rhythmics and dance
- Game program
- Sports program
- Individual/dual activities
- Citizenship/sportsmanship

Library

The library is a warm, friendly, and inviting place where we encourage children to become lifelong readers. Books may be checked out and taken home to enjoy. We do send home reminder notices on a regular basis if books are late. Children of all grade levels come to the library to enjoy rich literature and to receive direct instruction in the workings of the library and its many technological resources.

Research has demonstrated that students who are exposed to a print-rich environment, engage in voluntary reading, and read at home tend to develop the habit of reading. We encourage families to take advantage of the resources of our library and share the joys of reading together. We strongly encourage all parents to spend time reading with their child each day.

SUPPORT PROGRAMS

BRIDGE

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

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

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

READING SUPPORT

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

ELD (ENGLISH LANGUAGE DEVELOPMENT)

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

COUNSELING

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

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

MATH SUPPORT

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

SCHOOL INTERVENTION TEAM and Multi-Tiered Intervention

The purpose of the School Intervention Team (SIT) is to monitor the progress of our students. Students who are experiencing social or academic problems may be recommended for a Multi-tiered intervention process/plan. The SIT team consists of the principal, psychologist, counselor, math support teacher, reading specialist, classroom teacher, and other staff members. The team works together to monitor student progress and suggest and implement strategies to assist students in the classroom setting. As a

MIT plan begins, a member of the team notifies parents, collects data, observes the child, and provides interventions targeted for the child. There will be periodic review of the student's response to intervention and ongoing communication with parents.

The goals of MIT are:

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

LEARNING SUPPORT

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

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

SPEECH AND LANGUAGE SUPPORT

Identification of children who may have articulation, voice, fluency, and/or language problems occurs through referrals by parents, classroom teachers, other school professional staff, the family doctor, or the child. Any parent with a question, concern, or whose child has had previous speech therapy is encouraged to contact the Speech and Language teacher or the counselor. Support services are provided once a child is determined to need specially designed instruction. The plan for this support is developed in the child's IEP. Speech support services may be provided in the classroom, in small groups, or individually both formally and informally.

CHALLENGE

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

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

RECESS

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

If you do not want your child to go outside for an extended period of time, a doctor's excuse may be requested.

STUDENT ACTIVITIES

CHORUS

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

INSTRUMENTAL MUSIC

Third and fourth grade students may elect to receive instruction on the violin, viola, or cello. Fourth grade students may elect to receive instruction on string, woodwind, brass, and percussion instruments. The orchestra and band rehearse before school. Students have the opportunity to perform in a concert during the school year.

SCHOOL STORE

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

CLUBS AND AFTER SCHOOL ACTIVITIES

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

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

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

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

CODE OF CONDUCT

PHILOSOPHY/MISSION

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

PRO-SOCIAL SKILLS OVERVIEW

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

1. STOP AND THINK

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

2. GOOD CHOICE OR BAD CHOICE

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

3. CHOICE OR STEPS

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

4. JUST DO IT!

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

5. HOW DID I DO?

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

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

BEHAVIOR GUIDELINES

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

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

For School Year 2020-21 (Guidelines for Masks and Recording of Virtual Instruction)

Guidelines for Face Masks:

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

Guidelines for Recording:

Students are prohibited from recording or livestreaming virtual instruction unless expressly permitted in writing. Repeated and/or willful failure to adhere to this directive will lead to discipline.

Hallways

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

Cafeteria (Limited cafeteria use during the 2020-2021 school year.)

1. Students should enter and exit quietly.
2. Students should remain seated unless following routines of trash disposal, snack, or bathroom use.
3. Students shall demonstrate appropriate table manners.
4. Nothing should ever be thrown in the cafeteria.
5. Running is not permitted at any time.
6. Students should respect others' space.
7. When finished eating, students should leave the area clean.

8. Students should not lend or borrow money from each other.
9. Students should not share food and should respect those students with allergies.
10. Students must be silent for announcements and follow directions of the cafeteria monitor.

PLAYGROUND (Limited or no playground equipment permitted during the 2020-2021 school year. Recess will be on the field, blacktop, or turf area.)

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

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

Indoor Recess

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

BUS

1. The same conduct that is expected in the classroom should be observed on the bus.

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

SCHOOL CLIMATE

PATHS PROGRAM

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

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

OLWEUS BULLYING PREVENTION PROGRAM

It is the policy of the District to provide a safe and positive learning environment free from bullying behaviors. Bullying occurs when a student or a group of students **intentionally** and **repeatedly** uses hurtful or intimidating words, actions, or other behaviors against another student. A detailed description of bullying behaviors is posted in each classroom for student access. If a student thinks that someone is bullying him/her during the school day, on school property, on a school bus, or at a school-sponsored

activity, the student should tell an adult at school immediately so the school can begin the process of investigating the issue. Following the investigation, school officials may apply a range of consequences as listed above under Disciplinary Offenses.

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

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

This program provides a structured approach to the prevention of bullying.

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

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

There are four essential rules that we teach:

We will:

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

DEVELOPMENTAL GUIDANCE PROGRAM

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

I-Care Rules:

1. We listen to each other.

2. Hands are for helping, not hurting.
3. We use I-Care language.
4. We care about each other's feelings.
5. We are responsible for what we say and do.

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.

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 person, including a student, who has concerns about or is uncomfortable with a relationship or interaction between a District Adult and a student, shall immediately notify the Superintendent, principal, or other administrator. 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)

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.

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 or threatening behavior;
2. The use of, distribution of, or possession of, any substance subject to Policy 5405 (Student Substance Abuse) or 5411 (Tobacco, Smoking Products and Electronic Smoking Products). 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 or other retaliatory conduct directed at school staff members, their property, or their families.

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

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

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

HAZING/BULLYING/HARASSMENT/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.

Harassment means verbal, written, electronic, graphic, or physical conduct relating to an

individual's race, color, national origin/ethnicity, gender, age, disability, sexual

orientation, gender identity, gender expression or religion when such conduct:

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

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

Sexual harassment is a specific form of 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.

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.

Transient threat is a broad category including all threats that do not reflect a genuine intent to harm others.

Substantive threat means behaviors or statements that represent a serious risk of harm to others.

Behaviors targeting others means bullying, hazing, harassment, and threatening behaviors 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, harassment, and threatening behavior. Any form of bullying, hazing, harassment, or threatening behavior 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, harassment, or threatening behavior.

Students who believe they or others have been subjected to bullying, hazing, harassment, or threatening behavior are encouraged to promptly report such incidents to a building administrator, teacher and/or school counselor.

Students, administrators, coaches, activity sponsors, volunteers, District employees, representatives, agents, and contractors shall be alert to incidents of bullying, hazing, harassment and threatening behavior and shall promptly report such conduct to their supervisor or the building principal.

Complaints of bullying, hazing, harassment and threatening behavior shall be promptly investigated, and appropriate discipline shall be administered to any individual who violates the District's prohibitions against bullying, hazing, harassment, and threatening behavior, 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 unlawful harassment shall be handled in coordination with the appropriate Title IX coordinator. Complaints of bullying, hazing, harassment, and threatening behavior may also be referred to the appropriate law enforcement agency for investigation, as required by law or as determined by the Superintendent or designee.

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

HARASSMENT OF STUDENTS BY NON-STUDENTS (P5420 and R5420)

The District's policy is to maintain a positive learning environment and to prohibit any form of unlawful harassment. "Unlawful harassment" means verbal, written, graphic or physical conduct relating to an individual's race, color, national origin/ethnicity, gender, age, disability, sexual orientation, gender identity, gender expression, or religion. The term unlawful harassment includes but is not limited to slurs, jokes, bullying, hazing or other verbal, graphic or physical conduct relating to an individual's race, color, national origin/ethnicity, gender, age, disability, sexual orientation, gender identity, gender expression, or religion. Sexual harassment includes 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. It shall be a violation of the District's policy for any student or staff member to harass any student or staff member. The administration shall report the circumstances of the unlawful harassment to law enforcement officials and the district attorney's office as required by law. Complaints of harassment by a student against another student shall be handled in the same manner as other student disciplinary investigations.

Any student or parent who alleges sexual harassment by any staff member or student may complain directly to a teacher, a guidance counselor, or a building administrator. Students who believe that they have been subjected to harassment by an employee or any other adult member of the school community have the right and are encouraged to file a complaint in accordance with the formal and informal complaint procedures in R5420. The allegations will be investigated promptly and thoroughly. If any student or staff member is found, after appropriate investigation, to have engaged in sexual harassment, he or she shall be subject to disciplinary action. Detailed procedures for resolving complaints involving sexual harassment will be distributed on a periodic basis to students and staff and will be posted in prominent locations in each school building.

NONDISCRIMINATION OF STUDENTS IN SCHOOL AND CLASSROOM PRACTICES (P6141 and R 6141)

It is the policy of the District to provide an equal opportunity for all students to achieve their maximum potential through the programs offered in the school regardless of race, color, age, creed, religion, gender, sexual orientation, gender identity, gender expression, ancestry, national origin or handicap/disability. The District shall provide to all students, without discrimination, course offerings, counseling assistance, employment, athletics, and extracurricular activities. The District shall make reasonable accommodations for identified physical and mental impairments that constitute disabilities, consistent with the requirements of federal and state laws and regulations.

Students who believe they have been subjected to discrimination and students who become aware of discrimination against a student or students are encouraged to promptly report such alleged incidents to a counselor or administrator. The District takes complaints of discrimination very seriously. Such complaints shall be investigated expeditiously, and appropriate corrective action will be taken when allegations are substantiated. To the extent permitted by the District's legal and investigative obligations, confidentiality of all parties affected by the investigation will be maintained. There shall be no reprisals or retaliation as a result of good faith charges of discrimination.

POSSESSION OF WEAPONS IN THE SCHOOLS (P5410)

Possession of a weapon or weapons on District property (as defined in this policy) or at school-sponsored activities is specifically prohibited. In addition, with very limited exceptions, Pennsylvania law *requires* public schools to report to

police, and expel, for a minimum of one year, any student found in possession of any knife, cutting instrument, cutting tool, firearm, shotgun, rifle and any other tool, instrument or implement capable of inflicting bodily injury on District property.

SEARCHES (P5412 and R5412)

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

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

Title IX/Sexual Harassment Resource Section

Please see information on this link from the TESD website <https://www.tesd.net/domain/1894>

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.

VIDEO MONITORING IN SCHOOLS AND ON SCHOOL BUSES (P8070 and R8070)

In order to provide a safe environment for students, school personnel, and contracted personnel, schools may be equipped with audio and video monitoring devices in public areas such as hallways and classrooms, and school buses may be equipped with video recording devices that provide video surveillance of passengers. Students and,

when applicable, school bus passengers will be notified as to the presence and possible activation of any video recording devices.

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.

STUDENT PUBLICATIONS (P5332 and R5332)

Student publications published, funded or otherwise formally sponsored by the District represent the students, the staff and the District to the community at large and, as such, shall be created and published under the auspices of the District. Student publications shall not be printed or distributed should they contain printed or graphic representation that would cause a substantial disruption or interference with school activities.

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.

DRESS AND APPEARANCE (P5415 and R5415)

Students have the right to determine their dress and appearance as long as it conforms to norms of decency as set forth below and does not substantially and directly endanger physical health or safety, damage property or substantially disrupt activities.

Students may be required to wear certain types of clothing while participating in physical education classes or in activities such as music performances and athletics. A student may not be disciplined or excluded from regular instruction because of his or her appearance if style, fashion, or taste is the sole criterion for such action.

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

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

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

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

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

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

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

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

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

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

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.

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 Districts' chemical pest control treatments for the past three (3) years are available to the public at the Districts' 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.

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, SMOKING PRODUCTS, AND ELECTRONIC SMOKING PRODUCTS – POSSESSION AND USE (P5411 and R5411)

The possession and/or use of tobacco by students is prohibited within all of the buildings owned by the District, on school grounds, in school vehicles and/or while participating in school-sponsored activities on or off school premises. Use of tobacco shall mean all uses of tobacco, including possession of lighted or unlighted cigars, cigarettes, pipes or other smoking products or material, smokeless tobacco in any form, and electronic smoking products. "Electronic smoking products" mean electronic products designed to deliver nicotine, flavor and/or other potentially harmful chemicals. Students who violate this Policy and Administrative Regulation will be subject to school-based discipline.

STUDENT SUBSTANCE ABUSE (P5405 and R5405)

Detected evidence of use of, distribution of, possession of, or being under the influence of prohibited items within any of the buildings owned by the District, on school grounds, in school vehicles and/or while participating in school-sponsored activities on or off District premises shall cause the student or students to be placed on immediate suspension and delivered into the custody of their parents or legal guardian. Aiding or abetting any of the above shall be treated in the same manner. The proper law enforcement authorities will be notified of such action. Expulsion proceedings may be initiated as warranted.

It is generally agreed that the most meaningful approaches to substance abuse involve a cooperative effort on the part of students, parents, the school, and community social agencies. Furthermore, the best contribution schools can make is to provide a positive, meaningful learning environment and an educational program of value for each student. Students attend school so that they may develop to their fullest potential. In order to create and maintain an academic environment, the school, with the support of the students and parents, must strive to eliminate substance abuse. The following regulations define practices intended to meet this goal.

I. STUDENT ASSISTANCE PROGRAM (SAP)

The District, recognizing the need to manage and treat the problem of substance abuse on a District-wide basis and to take appropriate measures to prevent the problem of such abuse, 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, to refer those students for appropriate help.

The Student Assistance Program is not a treatment program. It seeks to improve identification of students who exhibit "at risk" behavior, such as suicidal intent, depression, and substance abuse. It also provides for intervention by alerting parents or guardians to behavioral changes or related school problems and by making referrals to outside agencies or school support services.

II. STUDENTS SEEKING HELP

Any student who is self-referred or who is voluntarily referred by anyone else and who seeks help with a drug, alcohol, or substance abuse problem, and who is not under the immediate influence or in possession of a substance governed by Policy 5405 is not subject to the disciplinary provisions outlined in Administrative Regulation R5405. In such instances, an intervention plan will be developed and implemented at the principal's direction in conjunction with the Student Assistance Team.

- School personnel to whom a student reports and from whom he or she seeks help should consult with the student and make an appropriate referral to the Student Assistance Team, counselor, or administrator.
- The Student Assistance Team will make an appropriate assessment and referral for psychological, medical, or other types of help as indicated. If assessment or treatment appears necessary, the consent of the parent or legal guardian of the student shall not be necessary to refer the student for treatment, although the District will notify the parent or legal guardian of any such referral.
- Follow-up will be conducted by a member of the Student Assistance Team and the agency to which the student was referred.
- In accord with the Pennsylvania Drug and Alcohol Abuse Control Act, a student in the District who suffers from the effects of substance abuse may consent to counseling or medical care related to its diagnosis and treatment.

III. VIOLATION OF POLICY 5405

Policy 5405 is violated when any student, employee, visitor, guest or any other person manufactures, uses, abuses, possesses, is under the influence of, distributes or attempts to distribute substances subject to Policy 5405 or paraphernalia associated with substances subject to Policy 5405 on school premises, or at any school-sponsored

activity anywhere, or while traveling to and from school or school-related activities, or who conspires, aids, or abets the use, abuse, active possession, constructive possession, or distribution of substances subject to Policy 5405.

A. "Under the influence" means noticeable impairment of ability to ambulate, converse, comprehend or perform motoric tasks as a result of consumption of substance subject to policy 5405.

B. Simulated ("look alike") medication is prohibited and its possession is a violation of this regulation. This would include sale, distribution, or possession of substances which look like controlled pills, alcohol, marijuana, or other substances which alter behavior or judgment.

C. The principal or designee is authorized to prevent any person from entering District premises, who possesses or attempts to distribute, or is under the influence of substances subject to Policy 5405.

D. Students who are on field trips or are participating in school-sponsored activities at or away from school are subject to Policy 5405 and these regulations. Any students covered by the rules in the *Coaches Handbook* or by agreements governing participation in non-athletic extracurricular activities shall also be subject to these regulations. Students who violate these regulations may be returned home, if warranted, before completion of the activity, and the appropriate authorities shall be notified as indicated elsewhere in Administrative Regulation R5405.

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.

PROCEDURES FOR ENFORCING SCHOOL ATTENDANCE (P5113 and R5113)

Students of compulsory school age are required to attend school. Regular, timely attendance will ensure every student has the opportunity to achieve. Many of the rules and procedures governing tardiness, absences and truancy

are mandated by Pennsylvania law and school code. The District's Board Policy and Administrative Regulation governing student attendance are available on the District's website at <https://www.tesd.net/cms/lib/PA01001259/Centricity/Domain/14/P5113.pdf> and <https://www.tesd.net/cms/lib/PA01001259/Centricity/Domain/14/R5113.pdf>, respectively. It is important that students and their parents/guardians review these documents and familiarize themselves with the District's procedures.

INTERNET AND COMPUTER NETWORK SAFETY AND USE (P6190 AND R6190)

Individual student access will be offered to all students only after students have submitted the completed Network Acceptable Use Agreement. Individual users of the District computer networks are responsible for their behavior and communications over these networks. In compliance with the Children's Internet Protection Act, the District will educate minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and response.

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

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

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

1. Use of the network to facilitate illegal activity.
2. Use of the network for commercial or for-profit purposes.
3. Use of the network for fundraising purposes, except for links approved by the principal to websites of school-related organizations/clubs.

4. Use of the network for non-school related work on more than an incidental basis.
5. Use of the network for product advertisement or political lobbying.
6. Use of the network to transmit hate mail/speech, discriminatory remarks and objectionable, offensive, or inflammatory communication.
7. Unauthorized or illegal installation, distribution, reproduction, or use of copyrighted materials.
8. Use of the network to access obscene or pornographic material.
9. Use of inappropriate language or profanity on the network.
10. Use of the network to intentionally obtain or modify files, passwords, and data belonging to other users.
11. Use of the network to disrupt the work of other users.
12. Impersonation of another user.
13. Sharing District password with, or allowing password to be used by, anyone else.
14. Loading or use of unauthorized games, programs, files, or other electronic media.
15. Destruction, modification, or abuse of network hardware and software.
16. Quoting personal communications in a public forum without the original author's prior consent.

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

RESTRICTIONS ON USE OF ELECTRONIC DEVICES (P5414 and R5414)

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

1. Students may not use electronic devices to conduct any activities which violate state and/or federal law, Board Policy, District Administrative Regulations, or school rules.

2. Students may not use electronic devices in any manner which interferes with, or is disruptive to, educational or extracurricular activities or events.
3. Students may not use electronic devices or have them readily accessible when they are in restrooms, locker rooms and in other areas where individuals would have a similar expectation of privacy.

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

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

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

TREDYFFRIN/EASTTOWN SCHOOL DISTRICT

ELEMENTARY SCHOOL STUDENT ACCEPTABLE USE AGREEMENT

The T/E educational network and resources are used for educational purposes that construct knowledge, advance critical thinking, and encourage communicating and collaborating in a connected world. Access to this network is a privilege, not a right and requires safe and responsible use. The network and its resources should be used for school-related work as directed by your teacher. School computer files are not private, and your teacher or principal may see them at any time.

While using the Tredyffrin/Easttown Network,

I will respect the privacy and safety of others and myself. I must:

1. Use only teacher approved network folders and locations.
2. Keep passwords private and secure.
3. Not pretend to be another person or share private information about others or myself online.
4. Have teacher permission to take and share photos, audio, or video of others or myself.

I will respect our T/E educational community. I must:

1. Communicate, search, and work in ways that are polite, safe, and appropriate.
2. Report inappropriate or hurtful materials to a teacher or principal.
3. Access, create, save, and share only appropriate educational materials or games with teacher approval.

I will respect and protect the intellectual property of others. I must:

1. Follow copyright laws by citing sources and giving credit when using information including but not limited to images and video.
2. Create my own product and not copy another's work.

I will respect and protect network and technology resources. I must:

1. Not intentionally damage or destroy equipment that belongs to the school or others.
2. Not intentionally enter, change, or move files, apps, or folders that have not been created by me unless directed by the teacher.
3. Obtain teacher permission for printing.

I have read or have had read to me the T/E School District Elementary School Student Network Acceptable Use Agreement. I agree to follow these guidelines. I understand that if I do not follow these guidelines, I may not be allowed to use the school's computers and network. I will have a consequence for making a bad choice.

Student Name: _____

Date: _____ Grade: _____ Room Number: _____

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.

BEAUMONT ELEMENTARY SCHOOL

FACULTY & STAFF TELEPHONE NUMBERS

GENERAL NUMBERS

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

BEAUMONT DIRECT LINES

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

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

PRIMARY DIVISION

Kindergarten

Rm. 3	Ms. Jackie Carlin	610-240-2057
Rm. 5	Mrs. Cheryl Massino	610-240-2604

First Grade

Rm. 4	Miss Tracy Simmington	610-240-2016
Rm. 6	Mrs. Elizabeth Morrell	610-240-2369
Rm 7	Mrs. Samantha Blouch	610-240-2569
Rm. 8	Mrs. Jodi Cardarelli	610-240-2528
Rm. 9	Mrs. Marcia Kowalski	610-240-2393

Second Grade

Rm. 10	Miss Kaitlyn Mancuso	610-240-2553
Rm. 11	Mrs. Shannon Quinn	610-240-2671
Rm. 12	Mrs. Laura Buchanan	610-240-2653

Rm. 13	Mrs. Beth Joers	610-240-2319
Rm. 14	Mr. Dominic Parrotta	610-240-2156

UPPER DIVISION

Third Grade

Rm. 15	Mrs. Misty Pennewill	610-240-2011
Rm. 16	Mrs. Shari Capriola	610-240-2145
Rm. 17	Mrs. Melissa Johnson	610-240-2270
Rm. 18	Miss Ashley Fisher	610-240-2167
Rm. 30	Mrs. Shawnette Brown	610-240-2143

Fourth Grade

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

SPECIAL AREAS

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

SUPPORT AREAS

Challenge	Mrs. Maryelyn Berg	610-240-2546
ESL	Mrs. Kerry Bryan	610-240-2119
Guidance	Mrs. Judith Root	610-240-1407

Math Support	Mrs. Trish Plunkett	610-240-2142
Learning Support	Mrs. Josephine Goodman	610-240-2477
	Mrs. Kristen Duffy	610-240-2281
	Miss Katie Shaefer	610-240-2186
	Miss Lauryn Weber	610-240-2046
Nurses	Mrs. Diane Carlin	610-240-1404
	Mrs. Diane Hoey	610-240-1404
Psychologist	Mrs. Amy Posey	610-240-1408
Reading Specialist	Mrs. Haley Rodgers	610-240-1406
Speech Therapist	Mrs. Allison Ostroff	610-240-1402
	Niki Gesualdi	
Bridge/Reading	Ms. Sarah Domenick	
	Mrs. Laurie Whiteman	
	Mrs. Ruth Jung	
Computer Room	Mrs. Joanne Reuschel	
Cafeteria	Mrs. Theresa Messantonio, Mgr.	610-240-1409

T/E SCHOOL DISTRICT

BOARD OF SCHOOL DIRECTORS

Mrs. Michele Burger, President

Mr. Art McDonnell, Secretary

Dr. Roberta Hotinski, Vice President

Mr. Scott Dorsey

Mr. Kyle Boyer

Mr. Todd Kantorczyk

Mrs. Mary Garrett Itin

Mrs. Tina Whitlow

Mrs. Sue Tiede

Mrs. Stacy Stone

Dr. Richard Gusick, Superintendent

Tredyffrin/Easttown School District Administration Offices

West Valley Business Center

940 West Valley Road, Suite 1700

Wayne, PA 19087

(610) 240-1900

board@tesd.net

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

T/E SCHOOL DISTRICT

ADMINISTRATION

610-240-1900

Dr. Richard Gusick (610) 240-1901

Superintendent of Schools,

Dr. Wendy Towle (610) 240-1903

Director of Curriculum, Instruction, Staff Development and Planning,
Instructional Program; Professional Development; Staffing Requirements

Shannon Downing, Curriculum Supervisor, (610) 240-1907

Mathematics, Music, Science, Staff Development

Horace Rooney, Curriculum Supervisor, (610) 240-1923

Language Arts, Kindergarten, Media Specialists, Staff Development

Dr. Oscar Torres, Director of State and Federal Programs/Curriculum Supervisor, (610) 240-1090

Mark Cataldi (610) 240-1905

Director of Assessment and Accountability

Dr. Michael Szymendera (610) 240-1922

Director of Instructional Technology

Dr. Chris Groppe (610) 240-1920

Director of Individualized Student Services, Pandemic Team Coordinator

Special Education, Standardized Testing

Katie Parker Special Education Supervisor, (610) 240-1919

Nicole Roy, Acting Director of Special Education/Special Education Supervisor, (610) 240-1959

Lisa Snyder, Special Education Supervisor, (610) 240-1958

Arthur J. McDonnell (610) 240-1801

Business Manager/School Board Secretary,

Finances, Maintenance, Transportation, Operations,

Questions for the School Board, Requests for Public Records

Elizabeth Butch, Controller/Treasurer, (610) 240-1933

Finances, Tax Collections

Jeanne Pocalyko (610) 240-1926

Director of Personnel, Employment, Labor Relations, Negotiations

Chris Connolly (610) 240-1910

Communications Specialist, School District Communications, Web Site, District Calendar

Jeanne Braun

Community and Volunteer Services Coordinator, (610) 240-1913

Volunteer Opportunities, Parent Groups,

Conestoga High School Senior Internship Program

Food and Nutrition Services

Mr. Dave Preston 610-240-1955

Transportation Department

Mrs. Karen Henry 610-240-1680

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

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