



## District Family Handbook 2023 - 2024

*This document is available in English, Spanish, Bengali, Urdu, Punjabi and Vietnamese.*

[Este documento está disponible en español.](#)

[এই নথিটি বাংলায় পাওয়া যায়।](#)  
[Ē'i nathiti bānlāya pā'ōyā yāya.](#)

[یہ دستاویز اردو میں دستیاب ہے۔](#)

[ਇਹ ਦਸਤਾਵੇਜ਼ ਪੰਜਾਬੀ ਵਿੱਚ ਉਪਲਬਧ ਹੈ।](#)  
[Iha dasatāvēza pajābī vica upalabadha hai.](#)

[Tài liệu này có sẵn bằng tiếng Việt.](#)

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## **UPPER DARBY SCHOOL DISTRICT ADMINISTRATION OFFICES**

Upper Darby School District  
Administration Offices  
8201 Lansdowne Avenue  
Upper Darby, PA 19082  
610 789 7200 (main)

### **MISSION STATEMENT**

It is the mission of the Upper Darby School District to provide a comprehensive educational program that develops all learners into critical thinkers, with effective communication skills, empowering them to adapt to an ever-changing world. Our students will demonstrate integrity and confidence while cultivating a learner's mindset in pursuit of personal excellence and service to others.

### **VISION STATEMENT**

It is the vision of the Upper Darby School District to build unity by providing opportunities for all learners in their pursuit of excellence.

### **SHARED VALUES**

- All individuals are capable of learning.
- Individuals learn in different ways and at different rates.
- Individuals have the right to be treated with respect and dignity.
- Students are unique individuals with varied talents and skills.
- Successful learning experiences build self-esteem.
- Learning is most effective in a caring environment where high standards of social interaction are maintained.
- Education should encourage individuals to acquire knowledge and attitudes necessary to live in a changing global society.

- Critical thinking, problem-solving and decision-making are essential life skills.
- Updates in technology necessitate continuous personal and organizational adjustment.
- Professional development of all staff is vital to meet the changing global society.
- Society benefits when individual rights are balanced with the needs of the group as a whole.
- Quality public education directly benefits the entire community.
- Lifelong learning is the responsibility of the entire community, the school, the family, and most importantly, the individual.

### **BOARD OF SCHOOL DIRECTORS**

Edward Brown, President  
 Donald Fields, Vice President  
 Rachel Mitchell  
 Neil Desnoyers  
 Desiree' Murphy Morrissey

Dr. Meredith Hegg  
 Damien Christopher Warsavage  
 Debra Williams  
 David Neill  
 A. Kyle Berman, *Solicitor*

Board of School Directors Email: [udsdschoolboard@upperdarbysd.org](mailto:udsdschoolboard@upperdarbysd.org)

*The School Board of Directors meets the 2<sup>nd</sup> Tuesday of each month at 7:30 p.m. for Regular Meetings and 4<sup>th</sup> Tuesday of each month at 6:00 p.m. for Education and Pupil Services and Finance and Operations Committee Meetings. December and June meetings are held the 1st and 3rd Tuesdays of the month. Dates for all Board Meetings can be found on the District Website by clicking [HERE](#).*

## **DISTRICT ADMINISTRATION**

### **Officers**

Dr. Daniel P. McGarry, *Superintendent of Schools*

Dr. John Council, *Assistant Superintendent of Personnel and Equity*

Edward Marshaleck, *Assistant Superintendent of Student Services*

Craig Rogers, *Chief Financial Officer*

### **Superintendent's Cabinet**

Dr. Daniel P. McGarry, *Superintendent of Schools*

Dr. John Council, *Assistant Superintendent of Personnel and Equity*

Edward Marshaleck, *Assistant Superintendent of Student Services*

Craig Rogers, *Chief Financial Officer*

Aaronda Q. Beauford, *Director of Communications*

Wendy Elgart, *Director of Federal Programs, Food Services, Deputy Title IX Coordinator*

Daniel Kitchen, *Director of Technology*

Tracey Hinkson, *Administrative Assistant to Superintendent*

Dr. Christine Kelley, *Director of Curriculum*

Tim Lambert, *Manager of Student Data*

Marvin Lee, *Director of Operations*

Dr. Gregory Manfre, *Director of Elementary Education*

Mark Manley, *Director of Public Safety*

Kelley Simone, *Director of Secondary Education*

Dr. Brian Ursone, *Director of Pupil Services*



## **Central Administration**

### **Business Office**

Craig J. Rogers	<i>Chief Financial Officer</i>
Marvin Lee	<i>Director of Operations</i>
Robert Root	<i>Assistant Director of Operations</i>
Joseph McGilvery	<i>Purchasing Supervisor</i>
Nina Tyre	<i>Supervisor of Payroll and Benefits</i>
Robert Yemola	<i>Controller of Finance</i>

### **Communications and Media Services**

Aaronda Q. Beauford	<i>Director of Communications</i>
Jason Taylor	<i>Manager of Media Services</i>

### **Curriculum and Instruction**

Dr. Christine Kelley	<i>Director of Curriculum</i>
Joanna DeMarco	<i>Curriculum Supervisor of Multi-Tiered System of Support (MTSS) and English Language Learners</i>
Catherine Kania	<i>Curriculum Supervisor – Secondary Humanities, Library, and World Languages</i>
Kristen O'Neill	<i>Curriculum Supervisor – Elementary Language Arts, Reading, Social Studies and Library</i>
Elisabeth Riches	<i>Curriculum Supervisor – Science, Health &amp; Physical Education, Family &amp; Consumer Sciences</i>
Robert Schwartz	<i>Curriculum Supervisor – Business, Math, Tech Ed</i>
Christopher Lashley	<i>Curriculum Supervisor - Art, Music, &amp; Theatre</i>

Daniel Hyland

*Supervisor of Elementary Instructional  
Technology*

Matthew Downing

*Supervisor of Secondary Instructional Technology*

### **Facilities**

Timothy Leaf

*Manager of Facilities*

Craig Harnitchek

*Director of Capital Projects*

Christopher Rossiter

*Assistant Manager of Facilities*

### **Personnel**

Dr. John Council

*Assistant Superintendent of Personnel and Equity*

Kimisha Simpson

*Supervisor of Human Resources*

Wendy Elgart

*Director of Federal Programs, Food Services, and  
Deputy Title IX Coordinator*

### **Public Safety**

Mark Manley

*Director of Public Safety*

### **Student Data**

Timothy Lambert

*Manager of Data and Information*

### **Student Services**

Edward Marshaleck

*Assistant Superintendent of Student Services*

Dr. Greg Manfre

*Director of Elementary Education*

Kelley Simone

*Director of Secondary Education*

Dr. Brian Ursone

*Director of Pupil Services*

James Finch

*Supervisor of K-12 Guidance*

Edward Monaghan

*Supervisor of Central Registration*

**Special Education**

Edward Marshaleck

*Assistant Superintendent of Student Services*

Thomas Fitti

*Special Education Supervisor-Elementary  
Schools*

Melissa Hardas

*Special Education Supervisor-Middle Schools*

Jennifer Jones

*Special Education Supervisor-Services and Gifted*

Megan McCoach

*Special Education Supervisor-Elementary  
Schools*

James Nielsen

*Special Education Supervisor-High School*

**Technology**

Daniel Kitchen

Director of Technology

Charles Laut

Supervisor of Technology Services

Jason Cola

Network Supervisor

**Transportation**

John-Paul Loggia

*Supervisor of Transportation*

Emily Duncan

*Assistant Supervisor of Transportation*

## **SCHOOLS AND SCHOOL ADMINISTRATION**

### **The Kindergarten Center**

3200 State Road  
Drexel Hill, PA 19026  
610-284-7992

AnnaMarie Dilossi, Principal  
James Galligan, Assistant Principal

### **Aronimink Elementary School**

4611 Bond Avenue  
Drexel Hill, PA 19026  
610-853-4510

Joshua Rehak, Principal  
Andrea Simpson, Assistant Principal

### **Beverly Hills Middle School**

1400 Garrett Road  
Upper Darby, PA 19082  
610-626-9317

Wayne Remmey, Principal  
Morgan Fuller, Assistant Principal  
David Robinson, Assistant Principal  
Aaron Smith, Assistant Principal  
Macie Basom, Assistant Principal

### **Bywood Elementary School**

330 Avon Road  
Upper Darby, PA 19082  
610-352-6842

Kristin Meehan, Principal  
Janet Newby, Assistant Principal

### **Charles Kelly Elementary School**

3400 Dennison Avenue  
Drexel Hill, PA 19026  
610-638-1070

Dina Williams, Principal  
Cynthia Milord, Assistant Principal

### **Drexel Hill Middle School**

3001 State Road  
Drexel Hill, PA 19026  
610-853-4580

Jill Palladino, Principal  
Gretchen Cammiso, Assistant Principal  
Jennifer Rosen, Assistant Principal  
Peter Schiller, Assistant Principal  
Ronald Cole, Assistant Principal

### **Garrettford Elementary School**

3830 Garrett Road  
Drexel Hill, PA 19026  
610-626-9168

Allen Brydges, Principal  
Gilkeria Mantzaridis, Assistant Principal

[Highland Park Elementary School](#)

8301 West Chester Pike  
Upper Darby, PA 19082  
610-853-4530

Joanne Devito, Principal  
Terrance Williams, Assistant Principal

[Hillcrest Elementary School](#)

2601 Bond Avenue  
Drexel Hill, PA 19026  
610-853-4520

Susan Campbell, Principal  
Alyse Gonzalez, Assistant Principal

[Primos Elementary School](#)

861 Bunting Lane  
Primos, PA 19018  
610-622-6755

William Rogers, Principal  
Matthew Casertano, Assistant Principal

[Stonehurst Hills Elementary School](#)

7051 Ruskin Lane  
Upper Darby, PA 19082  
610-626-9111

Desmond Chisholm, Principal  
Ernest Patrick, Assistant Principal

[Westbrook Park Elementary School](#)

199 Westbrook Drive  
Clifton Heights, PA 19018  
610-626-9363

Marc Comfort, Principal  
Jennifer Menaker, Assistant Principal

[Upper Darby High School](#)

601 N. Lansdowne Avenue  
Drexel Hill, PA 19026  
610-622-7000

Dr. Matthew Alloway, Principal  
Russell Benditt, Athletic Director  
Danielle Brino, Assistant Principal  
Kathleen Flanagan, Assistant Principal  
Jason Kushak, Assistant Principal  
Lisa Mitchell, Assistant Principal  
William Moore, Assistant Principal  
Joseph Niagara, Assistant Principal  
Joshua Peterkin, Assistant Principal  
Stephanie Sitek, Assistant Principal

## **SCHOOL HOURS**

### **School Hours (Regular)**

#### ***Kindergarten***

Kindergarten Center	8:40 AM - 11:30 AM/12:40 PM - 3:30 PM
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Kindergarten at Westbrook Park, Primos, Hillcrest	8:50 AM - 11:30 AM/12:35 PM - 3:15 PM Kindergarten pupils attend one session only.
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#### ***All Elementary Schools***

8:50 AM - 3:15 PM

#### ***Secondary Schools***

Beverly Hills Middle School	8:00 AM – 2:40 PM
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Drexel Hill Middle School	8:30 AM – 3:10 PM
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Upper Darby High School	7:30 AM – 2:41 PM
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### **School Hours (Early Dismissal)**

#### ***Kindergarten***

Kindergarten Center	8:40 AM - 10:10 AM/11:10 PM - 12:40 PM
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Kindergarten at Westbrook Park, Primos, Hillcrest	8:50 AM-10:20 AM/11:00 PM-12:30 PM *Kindergarten pupils attend one session only.
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#### ***All Elementary Schools***

8:50 AM - 12:30 PM

### ***Secondary Schools***

Beverly Hills Middle School	8:00 AM – 1:00 PM
Drexel Hill Middle School	8:30 AM – 1:30 PM
Upper Darby High School	7:30 AM – 1:00 PM

### **School Hours (2-hour Delay Opening)**

#### ***Kindergarten***

Kindergarten Center	10:30 AM - 12:15 PM/1:45 PM - 3:30 PM
Kindergarten at Westbrook Park, Primos, Hillcrest)	10:50 AM - 12:35 PM/1:30 PM - 3:15 PM *Kindergarten pupils attend one session only.*

#### ***All Elementary Schools***

10:50 AM - 3:15 PM

### ***Secondary Schools***

Beverly Hills Middle School	10:00 AM – 2:40 PM
Drexel Hill Middle School	10:30 AM – 3:10 PM
Upper Darby High School	9:30 AM – 2:41 PM

\*Morning Extended Day Care is canceled on any morning of a delayed opening.\*

### **Before and Aftercare Programs**

Kindergarten Center	7:30 AM - 8:40 AM & 3:15 PM - 6:00 PM AM Program: 8:40 AM - 12:40 PM PM Program: 11:30 AM - 3:15 PM
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Aronimink Elementary School	7:30 AM - 8:40 AM & 3:15 PM - 6:00 PM
Bywood Elementary School	7:30 AM - 8:40 AM & 3:15 PM - 6:00 PM
Garrettford Elementary School	7:30 AM - 8:40 AM & 3:15 PM - 6:00 PM
Highland Park Elementary School	7:30 AM - 8:40 AM & 3:15 PM - 6:00 PM
Hillcrest Elementary School	7:30 AM - 8:40 AM & 3:15 PM - 6:00 PM
Westbrook Park Elementary School	7:30 AM - 8:40 AM & 3:15 PM - 6:00 PM

\*Note: Before and Afterschool programs are provided by the Community YMCA of the Eastern Delaware County.

### **School Hours (High School Testing)**

Please refer to the district website for arrival and dismissal times for the high school during Keystone Exams and PSAT Testing.



## **EMERGENCY SCHOOL CLOSING**

The Upper Darby School District will continue to strategically optimize and leverage email, social media and mobile alerting technology to accelerate emergency notification to school staff, parents/guardians and school community stakeholders. Select communications tools are used to:

- notify parents/guardians of a emergency/serious incident or school schedule change
- provide updates
- to provide information about any procedures related to the School Emergency Response Plan

In the case of an emergency, the following communications tools are activated:



Communications Tool	HOW TO JOIN
<p style="text-align: center;"><b><u>PARENTLINK</u></b></p> <p>Emergency/serious incident and school schedule change messages are sent to parents and community registrants. ParentLink is a robocall and email system that is used to send out mass emails and voice messages (as needed) to all parents/guardians using contact information from the Home Access Center (HAC).</p>	<p>Parent contact information for ParentLink messages is accessed from the Home Access Center. Parents/Guardians are responsible for keeping contact information (email and phone number) up-to-date in the Home Access Center. Click <a href="#">HERE</a> to learn how to update your contact information in HAC. Click <a href="#">HERE</a> to update your contact information in HAC.</p> <p>Community Members can sign-up to receive ParentLinks <a href="#">HERE</a>.</p>
<p style="text-align: center;"><b><u>Social Media</u></b></p> <p>Emergency/serious incident and school schedule change messages are shared across the District's official social media (Instagram, Facebook, and Twitter).</p>	<p>Parents are encouraged to <b><i>Like, Follow</i></b> and <b><i>Subscribe</i></b> to of the District's official social media platforms and to turn on any notifications when possible.</p> <p style="text-align: center;"><b>Instagram</b> - <a href="#">@udsdoofficial</a></p> <p style="text-align: center;"><b>Facebook</b> - <a href="#">@UpperDarbySchoolDistrictOfficial</a></p> <p style="text-align: center;"><b>Twitter</b> - <a href="#">@upperdarbysd</a></p>
<p style="text-align: center;"><b><u>CrisisGo App</u></b></p> <p>Emergency/serious incident and school schedule change messages are shared through the District's official CrisisGo app.</p>	<p style="text-align: center;"> <b>CRISISGO IS THE FASTEST WAY TO RECEIVE EMERGENCY ALERTS AND MESSAGING</b> </p> <p>The CrisisGo mobile app allows UDSD parents to connect with safety message groups from our school district and individual school buildings. UDSD parents can download the CrisisGo app on their mobile device and create a FREE account. Parents will then need to subscribe to the DISTRICT NEWS group and the school(s) of their choice via the appropriate ID number.</p> <p style="text-align: center;"><a href="#">CLICK TO SUBSCRIBE TODAY</a></p>

Review the [UDSD Emergency Communications Plan](#) for more information.

Act 64 of 2016 allows for public school entities to develop a Flexible Instructional Day (FID) to meet the 180 day requirement. A FID day may be used to support a public school in the event of an emergency which would prevent the delivery of instruction in a customary manner. Instruction during an FID day may be online, offline, or a combination of both. Notification will be provided when an FID will be utilized.

### **EQUAL OPPORTUNITY EMPLOYMENT STATEMENT**

#### **Anti-Discrimination**

The Upper Darby School District is an equal opportunity education institution and will not discriminate on the basis of race, color, national origin, sex, disability or limited English proficiency in its activities, programs or employment practices as required by Title VI, Title IX, and Section 504. All concerns regarding discrimination should be directed to:

Upper Darby School District  
Administration Building  
Dr. John Council, Assistant Superintendent for Personnel and Equity  
8201 Lansdowne Avenue  
Upper Darby, PA 19082

### **ANNUAL NOTIFICATION OF SCHOOL BOARD POLICIES**

The School District is required to annually notify students and parents/guardians about the Board Policies listed below. The information provided in this handbook includes the name of the policy as well as a brief description of the policy. All School District policies, including the policies below, can be found on [BoardDocs](#). BoardDocs can be accessed through the district website. In addition to Board Policies, Administrative Regulations are also listed on BoardDocs, if applicable. They can be found attached to the bottom of each policy in BoardDocs. Administrative Regulations detail how the District

Administration carries out Board Policy. Many forms and other important information can be found in the Administrative Regulations.

## **000. BOARD POLICY/PROCEDURE/ADMINISTRATIVE REGULATIONS**

The policies and procedures adopted by the Board establish the general parameters within which the daily operations of the school district are to be governed. Administrative regulations for carrying out and implementing Board policies are developed and implemented by the administration, under the direction of the Superintendent. As applicable, all members of the school community are expected to comply with both Board policy and administrative regulations, subject to stated limitations and exceptions.

However, failure of the Board or the administration to comply with policy or procedure shall not invalidate any lawful action taken.

*The policy in its entirety can be found on the district website along with administrative regulations, if applicable.*

## **006. MEETINGS**

Notice of all public Board meetings, including committee meetings and work sessions, shall be given by publication of the date, place, and time of such meetings in the newspaper(s) of general circulation designated by the Board and posting of such notice at the administrative offices of the Board. *The policy in its entirety can be found on the district website along with administrative regulations, if applicable.*

## **101. MISSION STATEMENT/VISION/SHARED VALUES**

The Upper Darby School District is committed to providing a comprehensive and challenging educational program which encourages all learners in a safe environment to respect themselves and others, value education, and contribute to our diverse community and society as confident, independent thinkers.

*The policy in its entirety can be found on the district website along with administrative regulations, if applicable.*

## **103. DISCRIMINATION/TITLE IX SEXUAL HARASSMENT AFFECTING STUDENTS**

The Board declares it to be the policy of this district to provide an equal opportunity for all students to achieve their maximum potential through the programs offered in the schools

without discrimination on the basis of race, color, age, creed, religion, sex, sexual orientation, ancestry, national origin, marital status, pregnancy or handicap/disability.

The district strives to maintain a safe, positive learning environment for all students that is free from discrimination. Discrimination is inconsistent with the educational and programmatic goals of the district and is prohibited on school grounds, at school-sponsored activities and on any conveyance providing transportation to or from a school entity or school-sponsored activity.

The district shall provide to all students, without discrimination, course offerings, counseling, assistance, services, employment, athletics and extracurricular activities. The district shall make reasonable accommodations for identified physical and mental impairments that constitute handicaps and disabilities, consistent with the requirements of federal and state laws and regulations.

The Board encourages students and third parties who believe they or others have been subject to discrimination to promptly report such incidents to designated employees, even if some elements of the related incident took place or originated away from school grounds, school activities or school conveyances.

The Board directs that verbal and written complaints of discrimination shall be investigated promptly, and appropriate corrective or preventative action be taken when allegations are substantiated. The Board directs that any complaint of discrimination brought pursuant to this policy shall also be reviewed for conduct which may not be proven discriminatory under this policy but merits review and possible action under other Board policies.

Confidentiality of all parties, witnesses, the allegations, the filing of a complaint and the investigation shall be handled in accordance with this policy and the district's legal and investigative obligations.

No reprisals nor retaliation shall occur as a result of good faith charges of discrimination.

*The policy in its entirety can be found on the district website along with administrative regulations, if applicable.*

### **103.1 NONDISCRIMINATION – QUALIFIED STUDENTS WITH DISABILITIES**

The Board declares it to be the policy of this district to ensure that all district programs and practices are free from discrimination against all qualified students with disabilities. The

Board recognizes its responsibility to provide academic and nonacademic services and programs equally to students with and without disabilities.

The district shall provide to each qualified student with a disability enrolled in the district, without cost to the student or parent/guardian, a free and appropriate public education (FAPE). This includes provision of education and related aids, services, or accommodations which are needed to afford each qualified student with a disability equal opportunity to participate in and obtain the benefits from educational programs and extracurricular activities without discrimination, to the same extent as each student without a disability, consistent with federal and state laws and regulations.

The Board encourages students and parents/guardians who believe they have been subjected to discrimination or harassment to promptly report such incidents to designated employees.

The Board directs that complaints of discrimination or harassment shall be investigated promptly, and corrective action be taken for substantiated allegations. Confidentiality of all parties shall be maintained, consistent with the district's legal and investigative obligations.

The district shall not intimidate, threaten, coerce, discriminate or retaliate against any individual for the purpose of interfering with any right or privilege secured by this policy. *The policy in its entirety can be found on the district website along with administrative regulations, if applicable.*

#### **104. DISCRIMINATION/TITLE IX SEXUAL HARASSMENT AFFECTING STAFF**

The Board declares it to be the policy of this district to provide to all persons equal access to all categories of employment in this district, regardless of race, color, age, creed, religion, sex, sexual orientation, ancestry, national origin, marital status, genetic information, pregnancy, handicap/disability or genetic information. The district shall make reasonable accommodations for identified physical and mental impairments that constitute disabilities, consistent with the requirements of federal and state laws and regulations.

The Board encourages employees and third parties who believe they or others have been subject to discrimination to promptly report such incidents to designated employees.

The Board directs that verbal and written complaints of discrimination shall be investigated promptly, and appropriate corrective action be taken when allegations are substantiated. The Board directs that any complaint of discrimination brought pursuant to this policy shall

also be reviewed for conduct which may not be proven discriminatory under this policy but merits review and possible action under other Board policies.

Confidentiality of all parties, witnesses, the allegations, the filing of a complaint, and the investigation shall be handled in accordance with this policy and the district's legal and investigative obligations.

The Board prohibits retaliation against any person for making a report of discrimination or participating in a related investigation or hearing, or opposing practices the person reasonably believes to be discriminatory. A complaint of retaliation shall be handled in the same manner as a complaint of discrimination.

*The policy in its entirety can be found on the district website along with administrative regulations, if applicable.*

### **105.1 REVIEW OF INSTRUCTIONAL MATERIALS BY PARENTS/GUARDIANS AND STUDENTS**

The Board adopts this policy to ensure that parents/guardians have an opportunity to review instructional materials and have access to information about the curriculum, including academic standards to be achieved, instructional materials and assessment techniques.

*The policy in its entirety can be found on the district website along with administrative regulations, if applicable.*

### **113. SPECIAL EDUCATION**

The district is committed to assisting students identified with disabilities to obtain the maximum educational benefit and to be educated with their regular education peers to the greatest extent possible.

The Board directs that all students with disabilities shall be identified, evaluated, and provided with appropriate educational programs and services, in accordance with federal and state laws and regulations. The district shall ensure that it complies with its duty under Child Find to ensure that students who are thought to be eligible are appropriately evaluated and identified as needing special education and related services and offered educational services and programs in accordance with applicable federal and state laws and regulations. Additionally, the district is committed to ensuring that students with

disabilities are not discriminated against pursuant to federal and state laws and regulations and to assure that said students are offered an appropriate 504 Plan should said students not require special education and related services but only accommodations consistent with applicable laws and regulations.

The Board, through recommendations of the Superintendent or designee, shall determine the facilities, programs, services and staff that shall be provided by the district for the instruction of students with disabilities, based upon the identified needs of the district's special education population and as may be required by federal and state laws and regulations.

*The policy in its entirety can be found on the district website along with administrative regulations, if applicable.*

#### **114. GIFTED EDUCATION**

In accordance with the Board's philosophy to develop the special abilities of each student, the district shall provide gifted education services and programs designed to meet the individual educational needs of identified students.

*The policy in its entirety can be found on the district website along with administrative regulations, if applicable.*

#### **115. CAREER AND TECHNICAL EDUCATION**

The Board shall provide a program of career and technical education in order to:

1. Prepare students for employment as skilled workers or technicians in recognized, new and emerging occupations.
2. Prepare students for enrollment in postsecondary education programs.
3. Assist students in choosing career pathways.

The Board shall ensure that all students and parents/guardians are informed of the student's rights to participate in career and technical education programs and courses and that students with disabilities enrolled in such programs are entitled to services under state and federal laws and regulations.

All students participating in career and technical programs sponsored or supervised by the Board shall be considered regularly enrolled in district schools and shall be subject to Board policies and district administrative regulations and rules.

The Board shall support a program of career and technical education which may include:

1. District students attending Delaware County Area Vocational Technical School for participation in a cooperative program of career development.
2. A cooperative education program to offer students experience in private employment.

Students and parents/guardians shall be informed that admission to career and technical education programs is accessible to regularly enrolled district students, in accordance with established criteria for attendance.

*The policy in its entirety can be found on the district website along with administrative regulations, if applicable.*

## **121. FIELD TRIPS**

The Board recognizes that field trips, when used for teaching and learning integral to the curriculum, are an educationally sound and important component of the instructional program of the schools. Properly planned and executed field trips can:

1. Supplement and enrich classroom learning by providing educational experiences in an environment outside the schools.
2. Arouse new interests among students.
3. Help students relate academic learning to the reality of the world outside of school.
4. Introduce community resources, such as natural, cultural, industrial, commercial, governmental, and educational.
5. Afford students the opportunity to study real things and real processes in their actual environment.

*The policy in its entirety can be found on the district website along with administrative regulations, if applicable.*



*Additional Information:*

*Pennsylvania Department of Education - Instructional Time and Act 80 Exceptions - <https://www.education.pa.gov/Policy-Funding/BECs/Purdons/Pages/InstTimeAct80Exceptions.aspx>*

## **122. EXTRACURRICULAR ACTIVITIES**

It shall be the policy of the Board to encourage the development of a reasonable program of extracurricular activities in order that students may have opportunities to develop leadership and initiative, and to pursue personal interests which are consistent with the educational policies and programs of the school district.

*The policy in its entirety can be found on the district website along with administrative regulations, if applicable.*

## **123. INTERSCHOLASTIC ATHLETICS**

The Board recognizes the value of a program of interscholastic athletics as an integral part of the total school experience for all district students and as a conduit for community involvement.

*The policy in its entirety can be found on the district website along with administrative regulations, if applicable.*

### **123.1. CONCUSSION MANAGEMENT**

The Board recognizes the importance of ensuring the safety of students participating in the district's athletic programs. This policy has been developed to provide guidance for prevention, detection and treatment of concussions sustained by students while participating in an athletic activity. *The policy in its entirety can be found on the district website along with administrative regulations, if applicable.*

### **123.2 SUDDEN CARDIAC ARREST**

The Board recognizes the importance of ensuring the safety of students participating in the district's athletic programs. This policy has been developed to provide guidance for prevention and recognition of sudden cardiac arrest in student athletes.

*The policy in its entirety can be found on the district website along with administrative regulations, if applicable.*

## **127. ASSESSMENT SYSTEM**

The Board recognizes its responsibility to develop and implement an assessment plan that will determine the degree to which students are achieving academic standards and provide information for improving the educational program.

The Board shall approve an assessment system for use in district schools to assess individual attainment of state and local academic standards, and to identify those students not attaining academic standards and provide assistance. The Board shall approve an assessment system at least once every six (6) years, which shall be implemented no later than one (1) year after the approval date.

The Board reserves the right to review district assessment measures and to approve those that serve a legitimate purpose without infringing upon the personal rights of the students or parents/guardians.

The Board directs the Superintendent or designee to grant requests by parents/guardians to determine whether the state assessments conflict with the parents'/guardians' religious beliefs. Parent/Guardian requests shall be submitted at least two (2) weeks prior to the administration of state assessments. The district shall ensure the security of the assessment documents.

If, upon inspection of a state assessment, a parent/guardian finds the assessment to be in conflict with their religious beliefs, the parent/guardian shall have the right to have their child excused from that state assessment, upon written request to the Superintendent stating that the assessment is in conflict with their religious beliefs.

*The policy in its entirety can be found on the district website along with administrative regulations, if applicable.*

## **137. HOME EDUCATION PROGRAMS**

Home education programs for students of compulsory school age residing in the school district shall be conducted in accordance with state law and regulations.

Prior to the commencement of the home education program, and annually thereafter on or before August 1, the parent/guardian or other person having legal custody of the child or children shall file a notarized affidavit with the Superintendent, which contains certification that the supervisor of the home education program and all adults living in the home and persons having legal custody of a child or children in the home education program have not been convicted of criminal offenses enumerated in School Code, in accordance with law. The affidavit shall include all information required by law.

The instructional program for home education students shall include such courses as required by law.

At the request of the supervisor, the district shall lend to the home education program copies of the school's planned courses, textbooks and curriculum materials appropriate to the student's age and grade level.

For each student participating in a home education program, the supervisor shall:  
Maintain a portfolio of records and materials, in accordance with applicable law.

Provide an annual written evaluation of the student's educational progress, in accordance with the provisions of applicable law.

The following minimum courses in grades 9 through 12 are established as a requirement for graduation in a home education program: four (4) years of English; three (3) years of mathematics; three (3) years of science; three (3) years of social studies; and two (2) years of arts and humanities.

Students who complete all of the graduation requirements of the home education program shall receive a high school diploma issued by the supervisor or an approved diploma-granting organization.

A home education program meets compulsory attendance requirements for a student with a disability only when the program addresses the specific needs of the student and is approved by a teacher with a valid Pennsylvania certificate to teach special education, a licensed clinical psychologist or a certified school psychologist. Written notice of such approval must be submitted with the required affidavit.

The supervisor may request that the school district or intermediate unit of residence provide services that address the specific needs of a student with a disability.

When the provision of services is agreed to by both the supervisor and the school district or intermediate unit, all services shall be provided in public schools or in a private school licensed to provide such programs and services.

A home education evaluator shall certify that an appropriate education is occurring in the home education program. The supervisor shall submit the certification to the Superintendent or designee by June 30 of each year. If the supervisor fails to submit the certification, the Superintendent shall send a letter to the supervisor notifying the supervisor that they have ten (10) days to submit the certification.

If the Superintendent has a reasonable belief at any time during the school year that appropriate education may not be occurring in the home education program, the Superintendent or designee may submit a letter to the supervisor requiring an evaluation to be conducted and that an evaluator's certification stating that an appropriate education is occurring shall be submitted to the district by the supervisor within thirty (30) days. The letter shall include the basis for the Superintendent's or designee's reasonable belief.

If the Superintendent has a reasonable belief that the home education program is out of compliance, the Superintendent or designee shall submit a letter to the supervisor requiring a certification to be submitted within thirty (30) days indicating the program is in compliance. The letter shall include the basis for the Superintendent's reasonable belief. As required by law, all letters shall be sent by certified mail, return receipt requested, and the time for submission of the requested documentation begins upon receipt of the letter.

*The policy in its entirety can be found on the district website along with administrative regulations, if applicable.*

### **137.1 EXTRACURRICULAR PARTICIPATION BY HOME EDUCATION STUDENTS**

The Board shall approve participation in the district's extracurricular activities and interscholastic athletic programs by a student enrolled in a home education program who meets all the conditions stated in Board policy.

The Board shall not provide individual transportation for students enrolled in home education programs who participate in the district's extracurricular activities or interscholastic athletic programs. When the district provides transportation to and from an away competition, game, event or exhibition and requires district students to use district transportation, home education students shall be required to use the transportation provided by the district.

*The policy in its entirety can be found on the district website along with administrative regulations, if applicable.*

### **138. LANGUAGE INSTRUCTION EDUCATIONAL PROGRAM FOR ENGLISH LEARNERS**

In accordance with the Board's philosophy to provide quality educational programs to all district students, and to increase the English language proficiency of students who are English Learners (EL), the district shall provide an effective Language Instruction Educational Program (LIEP) that meets the needs of English Learners. The goal of the LIEP shall be to demonstrate success in increasing English language proficiency and student academic achievement so that EL students can attain the academic standards adopted by the Board and achieve academic success. EL students shall be identified, assessed and provided appropriate instruction in accordance with the LIEP, and shall be provided an equitable opportunity to achieve their maximum potential in educational programs and extracurricular activities, consistent with federal and state laws and regulations.

The Board shall approve a LIEP to provide English Language Development instruction (ELD) to EL students as part of the approved curriculum, in order to develop the English language proficiency of EL students. The district shall provide EL students with both planned ELD instruction and modifications in content instruction and assessments for all curricular areas, based on the provisions of the LIEP. The LIEP shall be thoughtfully and deliberately planned and evaluated in accordance with state and federal laws and regulations, and shall meet the needs of the district's EL students. The LIEP shall be based on effective research-based theory, implemented with sufficient resources and appropriately trained staff, and shall meet the following requirements:

1. Aligned to state academic content standards for the appropriate grade levels of EL students.
2. Include ELD instruction delivered by properly certified English as a Second Language (ESL) teachers, and other certified content area teachers working in conjunction with ESL certified teachers.
3. Incorporate the use of state assessments and ELD criteria.
4. Provide equitable access to content for EL students at all proficiency levels.
5. Provide equitable access to enrollment in courses or academic programs for which EL students are otherwise eligible.

The Board directs the LIEP to be evaluated for effectiveness based on student outcomes at least annually, and the results documented in accordance with state and federal laws and regulations, and state guidelines.

The district's LIEP and evaluation results of the LIEP shall be made available to district staff working with EL students and parents/guardians of EL students.

The Board may address EL students and programs in the district's comprehensive planning process.

The Board may contract with Delaware County Intermediate Unit #25 for ELD services and programs.

The Board shall ensure that eligible EL students who are enrolled in nonpublic schools are identified, assessed, evaluated, provided with equitable LIEP services and programs and monitored in accordance with applicable laws and regulations. The district shall coordinate with nonpublic schools in the provision and monitoring of services and programs for eligible EL students.

*The policy in its entirety can be found on the district website along with administrative regulations, if applicable.*

## **142. MIGRANT STUDENTS**

The Board establishes a program to address the needs and provide appropriate services to migrant students attending district schools.

The term migrant student means a child who is, or whose parent or spouse is, a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceding thirty-six (36) months, in order to obtain, or accompany such parent or spouse, in order to obtain, temporary or seasonal employment in agricultural or fishing work has moved from one school district to another or as further defined in applicable federal and/or state law.

*The policy in its entirety can be found on the district website along with administrative regulations, if applicable.*

### **143. STANDARDS FOR PERSISTENTLY DANGEROUS SCHOOLS**

The Pennsylvania Department of Education, as required by the Unsafe School Choice Option provision of the No Child Left Behind Act (Section 9532), hereby adopts the following standards for identifying persistently dangerous schools.

#### **Student Opportunity To Transfer**

1. Except as provided below, a student who attends a persistently dangerous school must be offered the opportunity to transfer to a safe public school within the LEA, including a charter school.
2. A student who attends a persistently dangerous school may apply to transfer at any time while the school maintains that designation.

*The policy in its entirety can be found on the district website along with administrative regulations, if applicable.*

### **146. STUDENT SERVICES**

The Board directs that every six (6) years, the district shall develop a written plan for implementing a comprehensive and integrated K-12 program of student services, based on the needs of students. The plan shall be made available for public inspection and comment in the district's administrative offices and the nearest public library for a minimum of twenty-eight (28) days prior to approval by the Board.

*The policy in its entirety can be found on the district website along with administrative regulations, if applicable.*

### **146. TITLE I – COMPARABILITY OF SERVICES**

The equivalent distribution of district resources is one means the district shall use to ensure all students receive a quality education. This policy demonstrates the district's commitment to ensure that no discrimination occurs in the distribution of resources funded by state and local sources, regardless of the receipt of federal funds.

The Board directs that each district school receiving Title I funds must use state and local funds to provide services that, taken as a whole, are at least comparable to services in those schools in the district that do not receive Title I funds.

If all schools in the district receive Title I funds, the Board directs that state and local funds shall be used to provide services that, taken as a whole, are substantially comparable in each school.

The Board acknowledges that comparability may be measured on a grade- span by grade-span basis or a school-by-school basis.

*The policy in its entirety can be found on the district website along with administrative regulations, if applicable.*

## **200. ENROLLMENT OF STUDENTS**

The Board shall enroll school age students eligible to attend district schools, in accordance with applicable laws and regulations, Board policy and administrative regulations.

School age shall be defined as the period from the earliest admission age for the district's kindergarten program until graduation from high school or the end of the school term in which a student reaches the age of twenty-one (21) years, whichever occurs first.

District of residence shall be defined as the school district in which a student's parents/guardians reside.

*The policy in its entirety can be found on the district website along with administrative regulations, if applicable.*

## **201. ADMISSION OF STUDENTS**

The Board shall establish age requirements for the admission to first grade and to kindergarten students that are consistent with state law and regulations.

Compulsory school age refers to the period of a child's life from the time the child enters school as a beginner which may be no later than at the age of eight (8) years, until the age of seventeen (17) or graduation from a high school, whichever occurs first.

Beginners are students entering the lowest grade of the primary school above the kindergarten level. Beginners shall be admitted to the school during the first two (2) weeks of the annual school term and thereafter at the district's discretion. A child who is eight (8) years of age shall be admitted to school at any time during the school year.



The Board is not required to admit as a beginner any child whose age is less than the district's established admission age for beginners.

Beginning students in kindergarten must be five (5) years old on or before August 31 of the year they register to enroll in school.

Beginning students in the first grade must be six (6) years old on or before August 31 of the year they register to enroll in school.

Students transferring from another school district must present all requisite proofs of age, proof of residency, and immunizations, as well as transfers and school records from the district from which the transferring student came, and such other data as will assist the building principal or registrar in making a proper placement of the transferring student as well as any additional matters as set forth in the Basic Education Circular, Enrollment of Students, dated January 22, 2009 and as amended from time to time.[12]

The Superintendent or designee shall require that the parent/guardian of each student who registers for entrance to school shall submit proof of age, residency, and required immunizations.

*The policy in its entirety can be found on the district website along with administrative regulations, if applicable.*

## **202. ELIGIBILITY OF NONRESIDENT STUDENTS**

The Board shall operate district schools for the benefit of students residing in this district who are eligible for attendance.

The Board shall only permit the admission of nonresident students in accordance with Board policy.

The Board shall require that appropriate legal documentation showing dependency or guardianship or a Support Affidavit of Residency be filed with the Office of Central Registration before an eligible nonresident student may be accepted as a student in district schools. The Board may require a resident to submit additional, reasonable information to substantiate a sworn statement, in accordance with guidelines issued by the Department of Education.

The Board reserves the right to verify claims of residency, dependency and guardianship and to remove from school attendance a nonresident student whose claim is invalid.

If information contained in the Support Affidavit of Residency is found to be false, the student shall be removed from school after notice is given of an opportunity to appeal the student's removal, in accordance with Board policy.

The Board shall not be responsible for transportation to or from school for any nonresident student residing outside school district boundaries unless otherwise required by law.

Tuition rates shall be determined annually in accordance with law. Tuition shall be charged monthly, in advance of attendance.

*The policy in its entirety can be found on the district website along with administrative regulations, if applicable.*

### **203. IMMUNIZATIONS AND COMMUNICABLE DISEASES**

In order to safeguard the school community from the spread of certain communicable diseases, the Board requires that established policy and administrative regulations be followed by students, parents/guardians and district staff.

All students shall be immunized against certain diseases in accordance with state law and regulations, unless specifically exempt for religious or medical reasons.

A certificate of immunization shall be maintained as part of the health record for each student, as required by the Pennsylvania Department of Health.

A student shall be exempt from immunization requirements whose parent/guardian objects in writing to such immunization on religious grounds or whose physician certifies that the student's physical condition contraindicates immunization.

A student who has not been immunized in accordance with state regulations shall not be admitted to or permitted to attend district schools, unless exempted for medical or religious reasons or provisionally admitted by the Superintendent or designee after beginning a multiple dose vaccine series and submitting proof of immunization or a medical certificate on or before the fifth school day of attendance.

Homeless students who have not been immunized or are unable to provide immunization records due to being homeless shall be admitted in accordance with the provisions of applicable law and regulations.

Foster care students and students transferring into a school within the Commonwealth shall be admitted in accordance with law and regulations, and shall have thirty (30) days to provide proof of immunization, a medical certificate detailing the plan to complete a multiple dose vaccine series or to satisfy the requirements for an exemption.

Monitoring of immunization requirements shall be the responsibility of the Superintendent or designee and the head nurse.

The Superintendent or designee shall:

1. Ensure that parents/guardians are informed prior to a student's admission to school, or a grade requiring additional immunizations, of the requirements for immunization, the requisite proof of immunization, exemption available for religious or medical reasons, and means by which such exemptions may be claimed.
2. Designate school personnel to review student medical certificates in accordance with law and regulations to ensure compliance with full immunization requirements.
3. Annually review state standards for immunization and direct accordingly the responsible district personnel.
4. Investigate and recommend to the Board district-sponsored programs of immunization that may be warranted to safeguard the health of the school community. Such program shall be subject to Board approval and may be conducted in cooperation with local health agencies.

The Superintendent or designee shall report immunization data electronically to the Department of Health by December 31 of each year. If the district is unable to complete the report electronically, the Superintendent or designee shall report the immunization data on the required form to the Department of Health by December 15.

The Board authorizes that students who have been diagnosed by a physician or are suspected of having a disease by the school nurse shall be excluded from school for the period indicated by regulations of the Department of Health for certain specified diseases and infectious conditions.

The school nurse shall report the presence of suspected communicable diseases to the appropriate local health authority, as required by the Department of Health.

The Superintendent or designee shall direct that health guidelines and universal precautions designed to minimize the transmission of communicable diseases be implemented in district schools.

Instruction regarding prevention of communicable and life threatening diseases shall be provided by the schools in the educational program for all levels, in accordance with state regulations.

Parents/Guardians shall be informed of and be provided opportunities during school hours to review all curriculum materials used in instruction relative to communicable and life-threatening diseases.

A comprehensive health record shall be maintained for each student enrolled in the district. The record shall include the results of required tests, measurements, screenings, regular and special examinations, and medical questionnaires.

All health records shall be confidential, and their contents shall be divulged only when necessary for the health of the student or to a physician at the written request of the parent/guardian.

*The policy in its entirety can be found on the district website along with administrative regulations, if applicable.*

## **204. ATTENDANCE**

The Board recognizes that attendance is an important factor in educational success, and supports a comprehensive approach to identify and address attendance issues.[1]

The Board requires the attendance of all students during the days and hours that school is in session, except that temporary student absences may be excused by authorized district staff in accordance with applicable laws and regulations, Board policy and administrative regulations.

Compulsory school age shall mean the period of a student's life from the time the student's person in parental relation elects to have the student enter school, which shall be no later than six (6) years of age, until the student reaches eighteen (18) years of age. The term does not include a student who holds a certificate of graduation from a regularly accredited, licensed, registered or approved high school.

*The policy in its entirety can be found on the district website along with administrative regulations, if applicable.*

## **206. ASSIGNMENT WITHIN DISTRICT**

The Board directs that the assignment of students to classes and schools within this district shall be consistent with the educational needs and abilities of students and the best use of district resources.

The Board shall determine periodically the school attendance areas of the district, and the students within each area are expected to attend the designated school. In assigning students to schools within this district, no discrimination shall occur.

The Superintendent periodically shall review existing attendance areas and recommend to the Board changes that may be justified by considerations of safe student transportation and travel, convenience of access to schools, financial and administrative efficiency, or appropriateness of the instructional program.

The building principal shall assign students in the school to appropriate grades, classes or groups, based on consideration of the needs and abilities of the student, as well as the educational program and administration of the school.

*The policy in its entirety can be found on the district website along with administrative regulations, if applicable.*

## **209. HEALTH EXAMINATIONS/SCREENINGS**

In compliance with the School Code, the Board shall require that district students submit to health and dental examinations in order to protect the school community from the spread of communicable disease, to ensure that the student's participation in health, safety and physical education courses meets his/her individual needs, and to ensure that the learning potential of each student is not lessened by a remediable physical disability.

Proof of a private health examination and/or dental examination shall be provided upon a student's original entry, in sixth grade, and in eleventh grade. The district shall accept reports of privately conducted physical and dental examinations completed within one (1) year prior to a student's entry into the grade where an exam is required.

Each student shall receive a comprehensive health examination conducted by the school physician upon original entry, in sixth grade, and in eleventh grade.

If a student does not provide proof of a private health examination upon original entry, in sixth grade, and in eleventh grade, the school physician will conduct the exam.

If a student does not provide proof of a comprehensive dental examination upon original entry, in third grade, and in seventh grade, the school dentist will conduct the exam.

The school nurse or medical technician shall administer to each student vision tests, hearing tests, tuberculosis tests, other tests deemed advisable, and height and weight measurements, at intervals established by the district. Height and weight measurements shall be used to calculate the student's weight-for-height ratio.

A student who presents a statement signed by the parent/guardian that a medical examination is contrary to his/her religious beliefs shall be examined only when the Secretary of Health determines that the student presents a substantial menace to the health of others.

Where it appears to school health officials or teachers that a student deviates from normal growth and development, or where school examinations reveal conditions requiring health or dental care, the parent/guardian shall be informed; and a recommendation shall be made that the parent/guardian consult a private physician or dentist.

Parents/Guardians of students who are to receive physical and dental examinations or screenings shall be notified. The notice shall include the date and location of the examination or screening and notice that the parent/guardian may attend or may have the examination or screening conducted privately at the parent's/guardian's expense. Such statement may also include notification that the student may be exempted from such examination or screening if it is contrary to the parent's/guardian's religious beliefs.

### Health Records

The district shall maintain for each student a comprehensive health record which includes a record of immunizations and the result of tests, measurements, regularly scheduled examinations and special examinations. All health records shall be confidential and shall be disclosed only when necessary for the health of the student or when requested by the parent/guardian, in accordance with law and Board policy.

Designated district staff shall request from the transferring school the health records of students transferring into district schools. Staff shall respond to such requests for the health records of students transferring from district schools to other schools.

The district may destroy student health records only after the student has not been enrolled in district schools for at least two (2) years.

The Superintendent or designee shall instruct all staff members to continually observe students for conditions that indicate health problems or disability and to promptly report such conditions to the school nurse.

The Superintendent or designee shall ensure that notice is provided to all parents/guardians regarding the existence of and eligibility for the Children's Health Insurance Program (CHIP).

*The policy in its entirety can be found on the district website along with administrative regulations, if applicable.*

### **209.1 FOOD ALLERGY MANAGEMENT**

The Board is committed to providing a safe and healthy environment for students with severe or life-threatening food allergies and shall establish policy to address food allergy management in district schools in order to:

1. Reduce and/or eliminate the likelihood of severe or potentially life-threatening allergic reactions.
2. Ensure a rapid and effective response in the case of a severe or potentially life-threatening allergic reaction.
3. Protect the rights of students by providing them, through necessary accommodations when required, the opportunity to participate fully in all school programs and activities, including classroom parties and field trips.

*The policy in its entirety can be found on the district website along with administrative regulations, if applicable.*

### **209.2 DIABETES MANAGEMENT**

The Board recognizes that an effective program of diabetes management in school is crucial to:

1. The immediate safety of students with diabetes.
2. The long-term health of students with diabetes.
3. Ensure that students with diabetes are ready to learn and participate fully in school activities.

4. Minimize the possibility that diabetes-related emergencies will disrupt classroom activities.

The Board adopts this policy in accordance with applicable state and federal laws and regulations, and Board policies and administrative regulations, regarding the provision of student health services.

**Diabetes Medical Management Plan (DMMP)** means a document describing the medical orders or diabetes regimen developed and signed by the student's health care practitioner and parent/guardian.

**Individualized Education Program (IEP)** means the written educational statement for each student with a disability that is developed, reviewed and revised in accordance with federal and state laws and regulations. A **student with a disability** is a school-aged child within the jurisdiction of the district who has been evaluated and found to have one or more disabilities as defined by law, and who requires, because of such disabilities, special education and related services.

**Section 504 Service Agreement (Service Agreement)** means an individualized plan for a qualified student with a disability which sets forth the specific related aids, services, or accommodations needed by the student, which shall be implemented in school, in transit to and from school, and in all programs and procedures, so that the student has equal access to the benefits of the school's educational programs, nonacademic services, and extracurricular activities. A **qualified student with a disability** means a student who has a physical or mental disability which substantially limits or prohibits participation in or access to an aspect of the district's educational programs, nonacademic services or extracurricular activities.

**Trained Diabetes Personnel** means non licensed school employees who have successfully completed the required training.

Before a student can receive diabetes-related care and treatment in a school setting, the student's parent/guardian shall provide written authorization for such care and instructions from the student's health care practitioner. The written authorization may be submitted as part of a student's DMMP.

Diabetes-related care shall be provided in a manner consistent with Board policy, district procedures and individualized student plans such as an IEP, Service Agreement or DMMP.



In order to maintain a student's health and safety, each student's individualized plan shall address what information will be provided to school staff and other adults who have responsibility for the student in the school setting.

Student health records shall be confidential and maintained in accordance with state and federal laws and regulations.

The school nurse, in consultation with the Superintendent or designee, may identify at least one (1) school employee, who is not the school nurse and who does not need to be a licensed health care practitioner, in each school building attended by a student with diabetes to perform diabetes care and treatment for students. The identified school employee has the right to decline this role.

An identified school employee who has accepted this role shall complete the training developed by the state or training offered by a licensed health care practitioner with expertise in the care and treatment of diabetes, that includes at a minimum:

1. An overview of all types of diabetes.
2. Means of monitoring blood glucose.
3. The symptoms and treatment for blood glucose levels outside of target ranges, as well as symptoms and treatment for hypoglycemia, hyperglycemia and other potential emergencies.
4. Techniques on administering glucagon and insulin.

The identified school employee shall complete such training on an annual basis.

Upon successful completion of the required training, individual trained diabetes personnel may be designated in a student's Service Agreement or IEP to administer diabetes medications, use monitoring equipment and provide other diabetes care.

If the diabetes-related care provided to a particular student by trained diabetes personnel will include administration of diabetes medication via injection or infusion, the Board shall require the following:

1. The parent/guardian and the student's health care practitioner must provide written authorization for such administration; and
2. The trained diabetes personnel must receive annual training for such administration from a licensed health care practitioner with expertise in the care and treatment of diabetes.

*The policy in its entirety can be found on the district website along with administrative regulations, if applicable.*

## **210. USE OF MEDICATIONS**

The Board shall not be responsible for the diagnosis and treatment of student illness. Parents/Guardians are encouraged to administer medication before or after school hours. The administration of prescribed medication to a student during school hours in accordance with the direction of a parent/guardian and licensed prescriber will be permitted only when failure to take such medicine would jeopardize the health of the student and/or the student would not be able to attend school if the medicine were not available during school hours.

The Board directs all district employees to comply with the Pennsylvania Department of Health's Guidelines for Pennsylvania Schools for the Administration of Medications and Emergency Care.

Before any medication may be administered to or by any student during school hours, the Board shall require the written request of the parent/guardian, giving permission for such administration.

Narcotic medications shall not be administered at school.

*The policy in its entirety can be found on the district website along with administrative regulations, if applicable.*

### **210.1 POSSESSION/USE OF ASTHMA INHALERS/EPINEPHRINE AUTO-INJECTORS**

The Board shall authorize the district to stock epinephrine auto-injectors in the name of the school district for emergency administration by trained employees to a student believed to be experiencing an anaphylactic reaction. Anaphylaxis - a sudden, severe allergic reaction that involves various areas of the body simultaneously. In extreme cases, anaphylaxis can cause death. Asthma inhaler shall mean a prescribed device used for self-administration of short-acting, metered doses of prescribed medication to treat an acute asthma attack.

Epinephrine auto-injector shall mean a prescribed disposable drug delivery system designed for the administration of epinephrine to provide rapid first aid for students suffering the effects of anaphylaxis.

Self-administration shall mean a student's use of medication in accordance with a prescription or written instructions from a licensed physician, certified registered nurse practitioner or physician assistant.

The Superintendent or designee, in conjunction with the school nurse(s), shall develop procedures for student possession and self-administration of asthma inhalers or epinephrine auto-injectors and emergency response, and for the acquisition, stocking and administration of stock epinephrine auto-injectors, and training of school employees responsible for the storage and use of epinephrine auto-injectors. The Superintendent or designee shall annually distribute to students, parents/guardians, and staff this policy along with the Code of Student Conduct by publishing such in handbooks and newsletters, on the district's website, and through posted notices and other efficient methods.

The school physician shall be the prescribing and supervising medical professional for the district's stocking and use of epinephrine auto-injectors. The Superintendent or designee shall obtain a standing order from the school physician for administration of stock epinephrine auto-injectors.

The school nurse shall be responsible for building-level storage of and administration of stock epinephrine auto-injectors.

The district shall annually notify parents/guardians of their right to opt-out of the provisions of this policy related to the administration of a stock epinephrine auto-injector. To opt-out, a parent/guardian shall sign and return the district's exemption form to the school nurse annually. The signed opt- out forms shall be maintained by the school nurse, and the school nurse shall provide trained school employees with the names of students whose parents/guardians have returned a signed opt-out form.

*The policy in its entirety can be found on the district website along with administrative regulations, if applicable.*

## **211. STUDENT ACCIDENT INSURANCE**

The Board recognizes the need for insurance coverage for unforeseen accidents that may occur to students in the course of attendance at school or participation in the athletic and extracurricular programs of the schools.

The Superintendent or designee shall be responsible to:

1. Prepare specifications and secure suitable coverage from qualified insurance carriers for recommendation and Board approval.
2. Notify all students and parents/guardians of students who may be eligible for insurance purchase.

*The policy in its entirety can be found on the district website along with administrative regulations, if applicable.*

## **212. REPORTING STUDENT PROGRESS**

The Board recognizes that communication between school and home is a vital ingredient in the growth and education of each student. The Board acknowledges the school's responsibility to keep parents/guardians informed of student welfare and academic progress.

The Board directs that the district's instructional program shall include a system of measuring all students' academic progress.

The Board directs the Superintendent to establish a system of reporting student progress that includes academic progress reports, grade reports, and parent/guardian conferences with teachers.

The Superintendent or designee shall develop administrative regulations for reporting student progress to parents/guardians.

All appropriate staff members, as part of their professional responsibility, shall comply with the systems established for measuring and reporting student progress.

Various methods of reporting, appropriate to grade level and curriculum content shall be utilized.

Both student and parent/guardian shall receive ample warning of a pending grade of failure, or one that would adversely affect the student's academic status.

Scheduling of parent-teacher conferences shall occur at times that ensure the greatest degree of participation by parents/guardians.

Grade Reports shall be issued at intervals of not less than nine (9) weeks. Review and evaluation of methods of reporting student progress to parents/guardians shall be conducted on a periodic basis.

*The policy in its entirety can be found on the district website along with administrative regulations, if applicable.*

## **214. CLASS RANK**

The Board acknowledges the necessity for a system of computing grade point averages and class rank for secondary school students to inform students, parents/guardians and others of their relative academic placement among their peers.

The Board authorizes a system of class rank, by quality point accumulation, for students in grades 9-12. Each grade level will rank students according to their quality point average.

*The policy in its entirety can be found on the district website along with administrative regulations, if applicable.*

## **216. STUDENT RECORDS**

The educational interests of students require the collection, retention, and use of data and information about individuals and groups of students while ensuring the individual's right to privacy. The school district will maintain educational records for students for legitimate educational purposes.

The Board recognizes its responsibility for collection, retention, disclosure and protection of student records. The Board also recognizes the legal requirement to maintain the confidentiality of student records and prohibits the unauthorized access, reproduction, and/or disclosure of student education records and personally identifiable information from such records.

*The policy in its entirety can be found on the district website along with administrative regulations, if applicable.*

## **217. GRADUATION REQUIREMENTS**

The Board establishes graduation requirements and acknowledges each student's successful completion of the instructional program by awarding diplomas and certificates at graduation ceremonies.

The Board shall adopt the graduation requirements students must achieve in accordance with state regulations.

The Board requires graduation requirements to be published and distributed to students and parents/guardians, and made available in each school building or on the district's website. All changes to graduation requirements shall be published and distributed to students and parents/guardians, and made available in each school building or on the district's website immediately following approval by the Board.

The Board shall permit a student with a disability, whose Individualized Education Program (IEP) prescribes continued educational services, to participate in commencement ceremonies with his/her graduating class and receive a certificate of attendance, provided that the student has attended four (4) years of high school.

The Board shall issue a high school diploma to each student with a disability who completes the graduation requirements established by the Board or the goals established in the student's IEP, as determined by the student's IEP team.

A student may qualify for graduation by attending a district school part-time.

The fourth year of high school shall not be required for graduation if a student has completed all requirements for graduation.

Upon proper application, the Board reserves the right to award a diploma posthumously to any students who meet the stated requirements.

The Superintendent or designee shall establish administrative regulations for the minimum number of credits required for each candidate for graduation, as required by the Board.

*The policy in its entirety can be found on the district website along with administrative regulations, if applicable.*

*Additional Information - A maximum of 28-course credits in years 9th to 12th will be permitted beginning with the class of 2026.*

## **218. STUDENT DISCIPLINE**

The Board finds that student conduct is closely related to learning. An effective educational program requires a safe and orderly school environment.

The Board shall establish fair, reasonable and nondiscriminatory rules and regulations regarding the conduct of all students in the school district during the time they are under the supervision of the school or at any time while on school property, while present at school- sponsored activities, and while traveling to or from school and school-sponsored activities. The Board shall adopt a Code of Student Character to govern student discipline, and students shall not be subject to disciplinary action because of race, sex, color, religion, sexual orientation, national origin or handicap/disability. The Code of Student Character shall be amended by the Board from time to time as necessary. Each student must adhere to Board policies and the Code of Student Character governing student discipline.

The Board prohibits the use of corporal punishment by district staff to discipline students for violations of Board policies and district rules and regulations.

Suspensions and expulsions shall be carried out in accordance with Board policy.

In the case of a student with a disability, including a student for whom an evaluation is pending, the district shall take all steps required to comply with state and federal laws and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies.

*The policy in its entirety can be found on the district website along with administrative regulations, if applicable.*

### **218.1. WEAPONS**

The Board recognizes the importance of a safe school environment relative to the educational process. Possession of weapons in the school setting is a threat to the safety of students and staff and is prohibited by law.

*The policy in its entirety can be found on the district website along with administrative regulations, if applicable.*

## **220. STUDENT EXPRESSION/DISTRIBUTION AND POSTING OF MATERIALS**

The right of public school students to freedom of speech is guaranteed by the Constitution of the United States and the constitution of the Commonwealth. The Board respects the right of students to express themselves in word or symbol and to distribute and post materials in areas designated for posting as a part of that expression. The Board also recognizes that exercise of that right must be limited by the district's responsibility to maintain an orderly school environment and to protect the rights of all members of the school community.

This policy addresses student expression in general and distribution and posting of materials that are not part of district-sponsored activities.

Materials sought to be distributed or posted as part of the curricular or extracurricular programs of the district shall be regulated as part of the school district's educational program.

*The policy in its entirety can be found on the district website along with administrative regulations, if applicable.*

## **221. DRESS CODE FOR STUDENTS**

The Board recognizes that each student's mode of dress and grooming is a manifestation of personal style and individual preference.

The Board has the authority to impose limitations on students' dress in school. The Board will not interfere with the right of students and their parents/guardians to make decisions regarding their appearance, except when their choices disrupt the educational program of the schools or constitute a health or safety hazard.

The Board may require students to wear standard dress or uniforms, which may be required district-wide or by individual schools.

Students may be required to wear certain types of clothing while participating in physical education classes, technical education, extracurricular activities, or other situations where special attire may be required to ensure the health or safety of the student.



The Board directs district staff to support students experiencing educational instability by waiving penalties related to a delay in compliance with Board policy or school rules related to dress and grooming.

The building principal or designee shall be responsible to monitor student dress and grooming, and to enforce Board policy and school rules governing student dress and grooming.

The Superintendent or designee shall ensure that all rules implementing this policy impose only the minimum necessary restrictions on the exercise of the student's taste and individuality.

Staff members shall be instructed to demonstrate, by example, positive attitudes and compliance with Board policy and school rules related to dress and grooming.

All students shall be subject to this dress code. Students must report to school on a daily basis attired in compliance with the provisions of this policy.

### Attire

Acceptable dress must be appropriately sized and must conform to the following requirements:

We strongly encourage students to exhibit their school pride by wearing school colors and apparel.

Students are not permitted to wear apparel that belittles another, suggests sexual activity, or refers to violence, weapons, alcohol, drugs, tobacco, discrimination, gangs, or any illegal activity. Objectionable language or graphics are also not permitted on apparel or belongings.

All shirts and dresses must have sleeves and cover the entire torso, and shoulders. Tank tops, midriffs, tube tops, low cut shirts, strapless, spaghetti straps, see through shirts, halters, or bare back shirts are not permitted.

Dresses, skirts, and shorts must reach mid-thigh. We use the “fingertip” rule, which means when standing straight, fingertips are in line with the hem.

Pants must be worn above the hip bone. No undergarments are to be seen at any time. Tights worn as pants are not permitted.

See through clothing, undergarments worn as outer garments, and sleepwear are not permitted.

Clothing that are torn or ripped are not permitted.

Students are not permitted to wear any spiked collars, spiked bracelets, or wallet chains.

Shoes must cover the entire foot and have soles. Steel toe boots are not permitted.

Hats, hoods, bandannas, and sunglasses are not to be worn in the building.

Administration will make final decisions about the appropriateness and acceptability of specific items of clothing.

Violations of the dress code will result in disciplinary consequences.

*The policy in its entirety can be found on the district website along with administrative regulations, if applicable.*

## **222. TOBACCO USE (STUDENTS)**

The Board recognizes that tobacco use by students presents a health and safety hazard that can have serious consequences for both users and nonusers and the safety and environment of the schools.

For purposes of this policy, tobacco includes a lighted or unlighted cigarette, cigar and pipe; other lighted smoking product; and smokeless tobacco in any form.

The Board prohibits possession, use or sale of tobacco by students at any time in a school building and on any property, buses, vans and vehicles that are owned, leased or controlled by the school district.

The Board prohibits possession, use or sale of tobacco by students at school-sponsored activities that are held off school property.

In the case of a student with a disability, including a student for whom an evaluation is pending, the district shall take all steps required to comply with state and federal laws and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies.

*The policy in its entirety can be found on the district website along with administrative regulations, if applicable.*

## **224. CARE OF SCHOOL PROPERTY**

The Board believes that the schools should help students learn to respect property and develop feelings of pride in community institutions.

The Board charges each student in the district's schools with responsibility for the proper care of the school property, school supplies and equipment entrusted to the student's use.

It is the policy of the Board that students who willfully cause damage to school property shall be subject to disciplinary measures. Students and others who damage or deface school property may be prosecuted and punished under law. Parents/Guardians shall be held accountable for the actions of their child.

The Board may report to appropriate juvenile authorities any student whose damage of school property is serious or chronic in nature. In no case shall referral to juvenile authorities be made without prior notification to the student's parent/guardian.

*The policy in its entirety can be found on the district website along with administrative regulations, if applicable.*

## **226. SEARCHES**

The Board acknowledges the need to respect the rights of students to be free from unreasonable searches and seizures while fulfilling the district's interest in protecting and preserving the health, safety and welfare of the school population, enforcing rules of conduct, and maintaining an appropriate atmosphere conducive to learning.

School officials have the authority to lawfully search students or their belongings, including lockers, automobiles, electronic devices, purses, backpacks, clothing, and other possessions, without a warrant, when in school, on school grounds or when otherwise under school supervision, if there is a reasonable suspicion that the place or thing to be searched contains prohibited contraband, material that would pose a threat to the health, safety and welfare of the school population, or evidence that there has been a violation of the law, Board policy, or school rules. The scope and extent of searches must be

reasonable in relation to the nature of the suspected evidence, contraband or dangerous material and to the grounds for suspecting that it may be found in the place or thing being searched.

*The policy in its entirety can be found on the district website along with administrative regulations, if applicable.*

## **227. CONTROLLED SUBSTANCES/PARAPHERNALIA**

The Upper Darby School District acknowledges the need to recognize the problem substance use on a District-wide basis as it presents barriers to a student's school success and the need to take appropriate measures to prevent the problem of substance use.

The Board recognizes that the abuse of controlled substances is a serious problem with legal, physical and social implications for the whole school community. As an educational institution, the schools shall strive to prevent abuse of controlled substances.

For purposes of this policy, controlled substances shall include all:

1. Controlled substances prohibited by federal and state law.
2. Look-alike drugs.
3. Alcoholic beverages
4. Anabolic steroids.
5. Drug paraphernalia.
6. Any volatile solvents or inhalants, such as but not limited to glue and aerosol products.
7. Substances that when ingested cause a physiological effect that is similar to the effect of a controlled substance as defined by state or federal law.
8. Prescription or nonprescription (over-the-counter) medications, except those for which permission for use in school has been granted pursuant to Board policy.

For purposes of this policy, under the influence shall include any consumption or ingestion of controlled substances by a student.

For purposes of this policy, look-alike drugs shall include any pill, capsule, tablet, powder, plant matter or other item or substance that is designed or intended to resemble a controlled substance prohibited by this policy, or is used in a manner likely to induce others to believe the material is a controlled substance.

The Board prohibits students from using, possessing, distributing, and being under the influence of any controlled substances during school hours, at any time while on school property, at any school-sponsored activity, and during the time spent traveling to and from school and to and from school-sponsored activities.

The Board may require participation in drug counseling, rehabilitation, testing or other programs as a condition of reinstatement into the school's educational, extracurricular or athletic programs resulting from violations of this policy.

In the case of a student with a disability, including a student for whom an evaluation is pending, the district shall take all steps required to comply with state and federal laws and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies.

*The policy in its entirety can be found on the district website along with administrative regulations, if applicable.*

## **229. STUDENT FUNDRAISING**

The Board acknowledges that solicitation of funds from students must be limited because compulsory attendance laws make the student a captive donor and such solicitation may disrupt the educational program of the schools.

For purposes of this policy, **student fundraising** shall include solicitation and collection of money by students in exchange for goods or services.

The Board prohibits the collection of money by a student for personal benefit in school buildings, on school property or at any school-sponsored activity.

District students are not obligated to conduct door-to-door sales for fundraising activities.

Collection of money by approved school organizations and collections by students on behalf of school organizations outside the schools may be approved only by the Superintendent.

The Superintendent or designee shall develop rules and administrative regulations to implement this policy which:

1. Limit the number of fundraisers in a year for any group.

2. Describe permitted methods of solicitation that do not place undue pressure on students or patrons.
3. Limit the kind and amount of advertising for solicitation.

The building principal shall distribute this policy and relevant procedures to each student organization granted permission to solicit funds.

Funds solicited shall be controlled by Policy 618.

*The policy in its entirety can be found on the district website along with administrative regulations, if applicable.*

### **233. SUSPENSION AND EXPULSION**

The Board recognizes that exclusion from the educational program of the schools, whether by suspension or expulsion, is the most severe sanction that can be imposed on a student and one that cannot be imposed without due process. The Board shall define and publish the types of offenses that would lead to exclusion from school. Exclusions affecting students with disabilities shall be governed by applicable state and federal law and regulations.

The Board may, after a proper hearing, suspend or expel a student for such time as it deems necessary, or may permanently expel a student.

*The policy in its entirety can be found on the district website along with administrative regulations, if applicable.*

### **235. STUDENT RIGHTS AND RESPONSIBILITIES**

This policy sets forth guidelines by which student rights and responsibilities are determined, consistent with law and regulations.

The Board has the authority and responsibility to establish reasonable rules and regulations for the conduct and deportment of district students. At the same time, no student shall be deprived of equal treatment and equal access to the educational program, due process, a presumption of innocence, and free expression and association, in accordance with Board policy and school rules.

Surveys conducted by outside agencies, organizations and individuals shall be approved by the Board, based on the Superintendent's recommendation, prior to administration to students.

*The policy in its entirety can be found on the district website along with administrative regulations, if applicable.*

### **235.1 STUDENT SURVEYS**

This policy sets forth guidelines regarding the conduct of surveys and collection and use of information for marketing purposes, consistent with law and regulations and for the purpose of Chapter 4 under the Pennsylvania Code.

*The policy in its entirety can be found on the district website along with administrative regulations, if applicable.*

### **236.1 THREAT ASSESSMENT**

The Board is committed to protecting the health, safety and welfare of its students and the school community and providing the resources and support to address identified student needs. The Board adopts this policy to address student behavior that may indicate a threat to the safety of the student, other students, school employees, school facilities, the community and others.[1]

The Board directs the Superintendent or designee, in consultation with the School Safety and Security Coordinator, to establish a threat assessment team and develop procedures for assessing and intervening with students whose behavior may indicate a threat to the safety of the student, other students, school employees, school facilities, the community and others.[1]

**Behavioral service providers** – includes, but is not limited to, a state, county or local behavioral health service provider, crisis intervention center or psychiatric hospital. The term includes a private service provider which contracts with a state, county or local government to act as a behavioral health agency.[2]

**Bias** – the attitudes or beliefs we have about a person or group that affects our understanding, actions and decisions in a conscious or subconscious manner.

**Individualized Management Plan** – a plan developed for a student who is referred to the threat assessment team that documents the concerns that brought a student to the team’s attention, as well as the resources and supports a student might need based on the information gathered during the assessment.

**Threat assessment** – a fact-based process for the assessment of and intervention with students whose behaviors may indicate a threat to the safety of the student, other students, school employees, school facilities, the community or others.

The Superintendent or designee, in consultation with the School Safety and Security Coordinator, shall appoint individuals to a district threat assessment team and/or individuals to a threat assessment team at each school building in the district.[1]

The Superintendent or designee shall designate a member of the team as team leader for the threat assessment team.[1]

The threat assessment team shall include the School Safety and Security Coordinator and individuals with expertise in school health; counseling, school psychology or social work; special education and school administration.[1]

The Superintendent or designee shall develop and implement administrative regulations to support the threat assessment process.

### Training

The Superintendent or designee shall ensure that threat assessment team members are provided individual and/or group training on:[1]

1. Responsibilities of threat assessment team members.
2. Process of identifying, reporting, assessing, responding to and intervening with threats.
3. Identifying and avoiding racial, cultural or disability bias.[3]
4. Confidentiality requirements under state and federal laws and regulations, and Board policies.[4][5][6][7][8]
5. Youth suicide awareness, prevention and response.[9]
6. Trauma-informed approach.[10]
7. Safe2Say Something procedures.[5]
8. PDE best practices on threat assessments, interventions, and supports related to mental health.
9. Other mental health training required by state law.



Threat assessment team training shall be credited toward professional education requirements and school safety and security training requirements for staff, in accordance with applicable law and Board policy.[1][5][11][12][13][14]

#### Information for Students, Parents/Guardians and Staff

The district shall notify students, staff and parents/guardians about the existence and purpose of the threat assessment team through posting information on the district website, publishing in handbooks and through other appropriate methods.[1]

The threat assessment team shall make available age-appropriate informational materials to students regarding recognition of threatening or at-risk behavior that may present a threat to the student, other students, school employees, school facilities, the community or others and how to report concerns, including through the Safe2Say Something program and other district reporting hotlines or methods. Informational materials shall be available for review by parents/guardians.[1][9][3][15][16][17]

The threat assessment team shall make available informational materials for school employees regarding recognition of threatening or at-risk behavior that may present a threat to the student, other students, school employees, school facilities, the community or others and how to report concerns, including through the Safe2Say Something program and other district reporting hotlines or methods. Information for school employees shall include a list of the staff members who have been appointed to the threat assessment team.[1][9][3][15][17]

#### Reporting and Identification

The threat assessment team shall document, assess and respond to reports received regarding students whose behavior may indicate a threat to the safety of the student, other students, school employees, school facilities, the community or others.[1]

The threat assessment team shall assist in assessing and responding to reports that are received through the Safe2Say Something Program identifying students who may be a threat to themselves or others.[1][5]

The threat assessment team shall assist in assessing and responding to reports of students exhibiting self-harm or suicide risk factors or warning signs, as identified in accordance with applicable law and Board policy.[1][9]

When the threat assessment team has made a preliminary determination that a student's reported behavior may indicate a threat to the safety of the student, other students, school

employees, school facilities, the community or others, the team shall immediately take the following steps:[1]

1. Notify the Superintendent or designee and School Safety and Security Coordinator of the reported threat.
2. Notify the building principal of the school the student attends of the reported threat, who shall notify the student's parent/guardian of the reported threat.

When a reported student's behavior indicates that there may be an imminent threat to the safety of the student or others, or an emergency situation, a threat assessment team member shall take immediate action, which may include promptly reporting to the appropriate law enforcement agency and school administration.[1][18][5][19]

Where a threat assessment team member has reasonable cause to suspect that a reported situation indicates that a student may be a victim of child abuse, the member shall make a report of suspected child abuse in accordance with law and Board policy.[1][20][21]

### Inquiry and Assessment

In investigating, assessing and responding to threat reports, the threat assessment team shall make a determination if the report should be addressed under one or more specific Board policies or administrative regulations, based on the subject matter of the report and the requirements of law, regulations and Board policy, including, but not limited to, reports involving:

1. Discrimination/Title IX Sexual Harassment.[3][15]
2. Bullying/Cyberbullying.[17]
3. Suicide Awareness, Prevention and Response.[9]
4. Hazing.[22]
5. Dating Violence.

Members of the threat assessment team shall engage in an assessment of the reported student behavior that may indicate a threat, in accordance with training and established procedures. This process may include, but is not limited to:

1. Interviewing the student, other students, staff, parents/guardians or others regarding the subject(s) of the reported threat.
2. Reviewing existing academic, health and disciplinary records and assignments, as appropriate, regarding the subject(s) of the report.

3. Conducting searches of lockers, storage spaces, and other possessions on school property as applicable, in accordance with applicable law, regulations and Board policy.[23]
4. Examining outside resources such as social media sites, in coordination with law enforcement, or contacting law enforcement, juvenile probation, or community agencies to request additional information about the subject(s) of the report, in accordance with law, regulations and Board policies.
5. Where appropriate, convening the appropriate team to assess and/or address the situation that is the subject of the report, such as the Individualized Education Program (IEP) team, Section 504 Team, Behavior Support team, Student Assistance Program team, or others.[4][24][25][26][27][28]

The threat assessment team shall establish and implement procedures, in accordance with the district's Memorandum of Understanding, to address situations where the investigation of a reported threat shall be transferred to the appropriate law enforcement agency.[18][19]

The threat assessment team may request that the county agency or juvenile probation department consult and cooperate with the team in assessing the student who is the subject of a preliminary determination regarding a threat.[1]

When assessment of a student's behavior determines that it is not a threat to the student, other students, school employees, school facilities, the community or others, the threat assessment team shall document the assessment and may refer the student to other appropriate resources such as a child study team (which in Upper Darby is called the Student Support team (SST)), the Student Assistance Program team, an IEP or Section 504 Team or other district supports and services.

### Response and Intervention

The threat assessment team shall develop an Individualized Management Plan for each student identified and assessed as posing a threat to the student, other students, school employees, school facilities, the community or others. The plan should document the team's evaluation of the threat and recommendations for disposition of the threat, including the information gathered during the assessment and recommendations for response and intervention.

Following notification to the student's parent/guardian, the threat assessment team may refer the student to an appropriate program or take action to address the reported situation in accordance with applicable Board policy, which may include, but is not limited to:[1]

1. A referral to the Student Assistance Program.[4]

2. A referral to the appropriate law enforcement agency.[18][5][19]
3. An appropriate evaluation to determine whether the student is a qualified student with a disability in need of a Section 504 Service Agreement or in need of special education services through an Individualized Education Program (IEP), in accordance with applicable law and Board policy.[24][25][28]
4. A referral to the student's IEP Team to review and address the student's IEP and/or Positive Behavior Support Plan. This could include, but is not limited to, a manifestation determination or functional behavioral assessment in accordance with applicable law, regulations and Board policy.[25][26][27][28]
5. A referral to the student's Section 504 Team to review and address the student's Section 504 Service Agreement and/or Positive Behavior Support Plan.[24]
6. With prior parental consent, a referral to a behavioral service provider, health care provider or county agency.[29]
7. Addressing behavior in accordance with applicable discipline policies and the Code of Student Character.[30][31][32][33]
8. Ongoing monitoring of the student by the threat assessment team, a Student Support team, Student Assistance Program team or other appropriate school personnel.
9. Taking steps to address the safety of any potential targets identified by the reported threat.[5][34]

#### *Safe Schools Incident Reporting –*

For Safe Schools reporting purposes, the term **incident** means an instance involving an act of violence; the possession of a weapon; the possession, use, or sale of a controlled substance or drug paraphernalia as defined in the Pennsylvania Controlled Substance, Drug, Device and Cosmetic Act; the possession, use, or sale of alcohol or tobacco; or conduct that constitutes an offense listed under the Safe Schools Act.[19][35][36][37]

When a reported threat also meets the definition of an incident under the Safe Schools Act, in accordance with reporting requirements, the Superintendent or designee shall immediately report required incidents, if not previously reported by district staff, and may report discretionary incidents committed by students on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity to the local police department that has jurisdiction over the school's property, in accordance with state law and regulations, the procedures set forth in the Memorandum of Understanding with local law enforcement and Board policies.[19][30][35][36][38][39][40]

The Superintendent or designee shall notify the parent/guardian, if not previously notified by district staff, of any student directly involved in an incident on school property, at any

school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity, who is a victim or suspect, immediately, as soon as practicable. The Superintendent or designee will inform the parent/guardian whether or not the local police department that has jurisdiction over the school property has been or may be notified of the incident. The Superintendent or designee will document attempts made to reach the parent/guardian.[19][36][41]

### *Students With Disabilities –*

When reporting an incident committed by a student with a disability or referring a student with a disability to a law enforcement agency, the district shall provide the information required by state and federal laws and regulations and shall ensure that copies of the special education and disciplinary records of the student are transmitted for consideration by these authorities. The district shall ensure compliance with the Family Educational Rights and Privacy Act when transmitting copies of the student's special education and disciplinary records.[6][8][42][43][44][45]

### Monitoring and Management

If a student has an Individualized Management Plan, the threat assessment team shall monitor the Individualized Management Plan and coordinate with the designated team or resource to provide support and follow-up assessment as necessary. Follow-up assessments, referrals, re-entry plans and other supports shall be documented as part of the student's Individualized Management Plan.

The threat assessment team, in coordination with other appropriate teams and supports, shall determine when the student's Individualized Management Plan is no longer needed for disposition of the threat(s), and may transfer appropriate information in accordance with applicable law, regulations and Board policy.[4][9][6][8][24][25]

### Records Access and Confidentiality

In order to carry out their duties and facilitate the timely assessment of and intervention with students whose behavior may indicate a threat, the threat assessment team shall have access to the following student information to the extent permitted under applicable law and regulations:[1]

1. Student health records.[46][47]
2. Prior school disciplinary records.[6][8][48]
3. Records related to adjudication under applicable law and regulations.[48][49][50][51][52][53]

4. Records of prior behavioral or mental health or psychological evaluations or screenings maintained by the district.
5. Other records or information that may be relevant to evaluating a threat or determining treatment or referral options for a student that are maintained by the district.

The threat assessment team shall use all information or records obtained in fulfilling the team's duty in accordance with law to evaluate a threat or to recommend disposition of a threat. Team members shall not redisclose any record or information obtained or otherwise use any record of a student beyond the purpose for which the disclosure was made to the team, in accordance with law.[1]

The threat assessment team shall maintain confidentiality and handle all student records in accordance with applicable law, regulations, Board policy, the Student Records Plan and the district's legal and investigative obligations.[4][9][6][7][8][17][42][44][48][54]

Threat assessment members whose other assignments and roles require confidentiality of specific student communications, in accordance with law, shall ensure that all confidential communications and information are addressed in accordance with applicable law, regulations, Board policy and administrative regulations.[7][55][56][57][58]

### Annual Board Report

The threat assessment team shall provide the required information to the Superintendent, in consultation with the School Safety and Security Coordinator, to annually develop and present to the Board, at an executive session, a report outlining the district's approach to threat assessment, which shall include:[1]

1. Verification that the district's threat assessment team and process complies with applicable law and regulations.
2. The number of threat assessment teams assigned in the district, and their composition.
3. The total number of threats assessed that year.
4. A summary of interactions with outside law enforcement agencies, juvenile probation and behavioral service providers.
5. An assessment of the district's threat assessment team(s) operation.
6. Recommendations for improvement of the district's threat assessment processes.
7. Any additional information required by the Superintendent or designee.

The annual threat assessment report shall be presented as part of the annual report to the Board by the School Safety and Security Coordinator on district safety and security practices.[1][18]

The threat assessment team's information addressing verification of compliance with law and regulations, the number of threat assessment teams assigned in the district and their composition, the total number of threats assessed that year, and any additional information required by the Superintendent or designee shall be included in the School Safety and Security Coordinator's annual report on district safety and security practices that is submitted to the state's School Safety and Security Committee.[1][18][59]

### **237. ELECTRONIC COMMUNICATION DEVICES**

The Board of School Directors has determined the importance of defining proper use of electronic communication devices during the school day.

**Electronic communication devices** - Communication devices with voice, data, text, and/or navigation capabilities that are able to access the Internet, transmit telephone calls, text messages, email messages, instant messages, video communications (such as iChat and Skype), perform word processing and other computer and online applications (apps), and provide location information. The devices are capable of electronically communicating, sending, receiving, storing, recording, reproducing, and/or displaying information and data.

Examples of electronic communication devices include smartphones (iPhone, Blackberry, etc.), cellular phones, mobile phones (with recording and/or camera/video and other capabilities and configurations); traditional telephones; pagers; global positions system (GPS) instruments; computers; portable game units; graphic calculators; MP3, music and medical players; PDAs; digital cameras; tablet and laptop computers; and other similar devices. Electronic communication devices may also be referred to as electronic devices in other publications and district policies.

Electronic communication devices could also be devices that are not capable of transmitting telephone communications (such as iPads, radios), do not have Internet access, are lasers, and/or are radar communication devices.

**Personal electronic communication devices** - electronic communication devices that are owned by the student.



**School day** - The commencement of the educational curriculum to the conclusion of the last regularly scheduled school period.

**Instructional time** - Time during which students are under supervision of a District employee, including but not limited to: classroom instruction in Social Studies, Science, Language Arts, Math, Unified Arts, Local and State Assessments, assemblies, and homeroom.

The Upper Darby School District reserves the right to define the educational value and place restrictions or prohibitions on the possession or use of any electronic device currently available, or that may become available in the future, whether or not addressed in this policy.

The possession of electronic communication devices, including personal electronic communication devices, by district students when in compliance with this policy, other district policies, regulations rules, and procedures, ISP terms, and local, state, and federal laws is permitted.

The use of electronic communication devices, including personal electronic communication devices, by district students during the instructional time is prohibited.

The use of electronic communication devices, including personal electronic communication devices, by district students during times other than instructional time, when in compliance with this policy, other district policies, regulations rules, and procedures, ISP terms, and local, state, and federal laws is permitted.

The district shall not be liable for the theft, loss, damage, misuse, or unauthorized use of any personal electronic communication devices brought to school by a student.

Students are personally and solely responsible for the security of personal electronic communications devices brought to school, school events, or onto district property. The district is not responsible for restricting, monitoring, or controlling the personal electronic communications of students; however, it reserves the right to do so.

If personal electronic communication devices are loaned to or borrowed from and/or misused by non-owners, the owners of the personal electronic communication devices may be jointly responsible with the non-owner for the misuse and/or violation of district policy, regulations, rules or procedures.



*The policy in its entirety can be found on the district website along with administrative regulations, if applicable.*

## **246. SCHOOL WELLNESS**

Upper Darby School District recognizes that student wellness and proper nutrition are related to students' physical well-being, growth, development, and readiness to learn. The Board is committed to providing a school environment that promotes not limited to, but including the following: student wellness, proper nutrition, nutrition education and promotion, regular physical activity, and social and emotional well being as part of the total learning experience. In a healthy school environment, students will learn about and participate in positive dietary and lifestyle practices that can improve student achievement.

The Board adopts this Policy based on the recommendations of the appointed Wellness Committee and in accordance with federal and state laws and regulations.

To ensure the health and well-being of all students, the Board establishes that the district shall provide to students:

1. A comprehensive nutrition program consistent with federal and state requirements.
2. Access at reasonable cost to foods and beverages that meet established nutritional guidelines.
3. Physical education courses and opportunities for developmentally appropriate physical activity during the school day.
4. Curriculum and programs that are designed to educate students about proper nutrition and lifelong physical activity, in accordance with State Board of Education curriculum regulations and academic standards.

*The policy in its entirety can be found on the district website along with administrative regulations, if applicable.*

## **247. HAZING**

The purpose of this policy is to maintain a safe, positive environment for students and staff that is free from hazing. Hazing activities of any type are inconsistent with the educational goals of the district and are prohibited at all times.

For purposes of this policy hazing is defined as any activity that recklessly or intentionally endangers the mental health, physical health or safety of a student or causes willful

destruction or removal of public or private property for the purpose of initiation or membership in or affiliation with any organization recognized by the Board.

Endanger the physical health shall include but not be limited to any brutality of a physical nature, such as whipping; beating; branding; forced calisthenics; exposure to the elements; forced consumption of any food, alcoholic beverage, drug, or controlled substance; or other forced physical activity that could adversely affect the physical health or safety of the individual.

Endanger the mental health shall include any activity that would subject an individual to extreme mental stress, such as prolonged sleep deprivation, forced prolonged exclusion from social contact, forced conduct which could result in extreme embarrassment, or any other forced activity which could adversely affect the mental health or dignity of the individual.

Any hazing activity, whether by an individual or a group, shall be presumed to be a forced activity, even if a student willingly participates.

The Board does not condone any form of initiation or harassment, known as hazing, as part of any school-sponsored student activity. No student, coach, sponsor, volunteer or district employee shall plan, direct, encourage, assist or engage in any hazing activity.

The Board directs that no administrator, coach, sponsor, volunteer or district employee shall permit, condone or tolerate any form of hazing. The district will investigate all complaints of hazing and will administer appropriate discipline to any individual who violates this policy.

The Board encourages students who have been subjected to hazing to promptly report such incidents to the building principal.

District administrators shall promptly investigate all complaints of hazing and administer appropriate discipline to any individual who violates this policy.

*The policy in its entirety can be found on the district website along with administrative regulations, if applicable.*

## **249. BULLYING/CYBERBULLYING**

The Board is committed to providing a safe, positive learning environment for district students. The Board recognizes that bullying creates an atmosphere of fear and intimidation, detracts from the safe environment necessary for student learning, and may lead to more serious violence.

Therefore, the Board prohibits bullying by district students.

**Bullying** means an intentional electronic, written, verbal or physical act or series of acts directed at another student or students, which occurs in a school setting and/or outside a school setting, that is severe, persistent or pervasive and has the effect of doing any of the following:

1. Substantial interference with a student's education.
2. Creation of a threatening environment.
3. Substantial disruption of the orderly operation of the school. Bullying, as defined in this policy, includes cyberbullying.

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

The Board prohibits all forms of bullying by district students.

The Board encourages students who have been bullied to promptly report such incidents to the building principal or designee.

The Board directs that complaints of bullying shall be investigated promptly, and corrective action shall be taken when allegations are verified.

Confidentiality of all parties shall be maintained, consistent with the district's legal and investigative obligations. No reprisals or retaliation shall occur as a result of good faith reports of bullying.

*The policy in its entirety can be found on the district website along with administrative regulations, if applicable.*

## **250. STUDENT RECRUITMENT**

In accordance with law, the Board shall permit disclosure of required student information about secondary students to representatives of postsecondary institutions and to representatives of the armed forces of the United States.

Equitable access to secondary students shall be granted to postsecondary education representatives, military recruiters and prospective employers. Postsecondary institutions and military recruiters shall have access to secondary students' names, addresses and telephone numbers, unless the student or parent/guardian requests that such information not be released without prior written parental consent.

The district shall notify parents/guardians of the right of the secondary student or parent/guardian to request that student information not be released to representatives of postsecondary institutions and/or military recruiters without prior written parental consent.

The district shall provide a list of graduating seniors, which shall be available to military recruiters by the first day of the academic year of graduation.

*The policy in its entirety can be found on the district website along with administrative regulations, if applicable.*

## **251. STUDENTS EXPERIENCING HOMELESSNESS, FOSTER CARE AND OTHER EDUCATIONAL INSTABILITY**

The Board recognizes the challenges encountered by students experiencing homelessness, foster care and other educational instability. The Board is committed to facilitating the immediate enrollment; eliminating barriers to the attendance, education and graduation; and providing additional supports in compliance with federal and state laws, regulations and Board policy, for such students.

The Board directs the district to collaborate with school staff, other school districts, local agencies and other entities in supporting the needs of students experiencing educational instability.

The Board shall ensure that students experiencing educational instability have equal access to the same educational programs, activities and services provided to other district students.

The Board authorizes the Superintendent to waive specific requirements in Board policies, procedures and administrative regulations to the extent that they create barriers for the enrollment and attendance of students experiencing educational instability. Such waivers include, but are not limited to, requirements regarding:

- Dress code.
- Transportation.
- School-sponsored or extracurricular activities for which students meet placement and qualification requirements, including, but not limited to, clubs, athletics, performing arts, class trips, social events, career and technical education, internships and specialized classes.
- Fees related to school-sponsored or extracurricular activity participation fees, and other fees including, but not limited to, school identification (badges, cards, etc.), uniforms, materials, lost or damaged items, athletic physical exams, parking or driving, food services, library, locker or padlock rental or replacement, summer school or credit recovery, technology and graduation regalia.
- Graduation.
- Registration deadlines.

It is the policy of the Board that no student shall be discriminated against, segregated or stigmatized based on their status as a student experiencing educational instability.

*The policy in its entirety can be found on the district website along with administrative regulations, if applicable.*

### **304. EMPLOYMENT OF DISTRICT STAFF**

The Board places substantial responsibility for the effective management and operation of district schools and the quality of the educational program with its administrative, professional and support employees.

The Board shall, by a majority vote of all members, approve the employment; set the compensation; and establish the term of employment for each administrative, professional and support employee employed by the district.

#### **Title I Requirements**

All elementary, middle and secondary teachers employed by the district who teach core academic subjects shall be appropriately state certified, as defined by federal law and state regulations.

The principal of a school providing Title I programs to students shall annually attest that professional staff teaching in such programs are appropriately state certified and paraprofessionals providing instructional support in such programs meet required qualification, in accordance with federal law and state regulations. The written certifications shall be maintained in the district office and the school office and shall be available to the public, upon request.

*The policy in its entirety can be found on the district website along with administrative regulations, if applicable.*

### **312. PERFORMANCE ASSESSMENT OF SUPERINTENDENT/ASSISTANT SUPERINTENDENT**

The Board shall conduct a formal written performance assessment of the Superintendent and Assistant Superintendent annually as required by law. A timeframe for the assessment shall be included in the employment contract. The employment contract shall include objective performance standards mutually agreed to in writing by the Board and the Superintendent and by the Board and the Assistant Superintendent. The objective performance standards may be based upon any or all of the following:

1. Achievement of annual measurable objectives established by the district.
2. Achievement on Pennsylvania System of School Assessment (PSSA) tests.
3. Achievement on Keystone Exams.
4. Student growth as measured by the Pennsylvania Value-Added Assessment System.
5. Attrition rates or graduation rates.
6. Financial management standards.
7. Standards of operational excellence.
8. Any additional criteria deemed relevant and mutually agreed to by the Board and Superintendent or Assistant Superintendent.

The mutually agreed upon performance standards shall be posted on the district website.

Upon completion of the annual performance assessment, the date of the assessment and whether or not the Superintendent and Assistant Superintendent have met the agreed upon objective performance standards shall be posted on the district website.

*The policy in its entirety can be found on the district website along with administrative regulations, if applicable.*

### **323. TOBACCO AND VAPING PRODUCTS**

The Board recognizes that tobacco use during school hours and on school property presents a health and safety hazard that can have serious consequences for the user and the nonuser and the safety of the schools.

For purposes of this policy, tobacco includes a lighted or unlighted cigarette, cigar, pipe or other smoking product or material and smokeless tobacco in any form.

The Board prohibits tobacco use by administrative, professional and support employees in a school building and on any property, buses, vans and vehicles that are owned, leased or controlled by the school district.

*The policy in its entirety can be found on the district website along with administrative regulations, if applicable.*

### **324. PERSONNEL FILES**

Orderly operation of the school district requires maintaining a file for the retention of all records relative to an individual's duties and responsibilities as an administrative, professional or support employee of the district.

The Board requires that sufficient records be maintained to ensure an employee's qualifications for the job held; compliance with federal and state requirements and local benefit programs; conformance with Board policies, administrative regulations, rules and procedures; and evidence of completed evaluations.

#### **Title I Schools**

In accordance with law, the district shall release to parents/guardians, upon request, information regarding the professional qualifications and academic degrees of any teacher providing instruction to their child at a school receiving Title I funds. The district shall annually notify parents/guardians at the beginning of the school year about their right to request such information.

The district shall notify parents/guardians of students attending Title I schools when their child has been assigned to or taught for four (4) or more consecutive weeks by a teacher who is not highly qualified, as defined by federal law.

In accordance with law, the district shall release to parents/guardians, upon request, the qualifications of any paraprofessionals who provide instructional support to their child at a school receiving Title I funds. The district shall annually notify parents/guardians at the beginning of the school year about their right to request such information.

*The policy in its entirety can be found on the district website along with administrative regulations, if applicable.*

### **352. ELECTRONIC COMMUNICATIONS WITH STUDENTS**

The Board recognizes the prevalence of the use of electronic communications. The purpose of this policy is to ensure that electronic communications between an employee and a student is done for appropriate educational purposes with the knowledge of the parent/guardian of the student and consistent with the public and professional standards for communication with students.

All electronic communications conducted by an employee with a student shall relate directly to education or extra-curricular programs or activities of the district. Authorized methods of electronic communications are the following:

1. District-provided email;
2. District-sponsored website (including school and department webpages);
3. Telephones (not including texting, unless otherwise permitted by this policy or its regulations); and
4. Other electronic communication methods that are authorized by the administration in support of educational or extra-curricular programs or activities, including but not limited to social networking websites.

*The policy in its entirety can be found on the district website along with administrative regulations, if applicable.*

### **604. BUDGET ADOPTION**

It is the philosophy of the Board that the annual budget represents the position of the Board, and all reasonable means shall be employed to present and explain the preliminary



and final budgets to district residents. Board members and district administrators shall be knowledgeable about, and understand the need for, proposed expenditures.

*The policy in its entirety can be found on the district website along with administrative regulations, if applicable.*

#### **619. DISTRICT AUDIT**

The Board recognizes the importance of the public's right to have access to the public records of the district, including public financial records. The public has the right under law to inspect and procure copies of the annual audit conducted by the district's accountants and the audit conducted by the Auditor General's office.

*The policy in its entirety can be found on the district website along with administrative regulations, if applicable.*

#### **621. LOCAL TAXPAYER BILL OF RIGHTS**

As a local taxing authority, the Board recognizes the school district's responsibility to comply with the requirements of applicable law.

Eligible taxes shall be defined as all non-real estate taxes, including per capita; occupation, occupation assessment and occupation privilege; income and net profits; business gross receipts; privilege; amusements or admissions; and any other tax authorized by the Local Tax Enabling Law.

The Board shall adopt a Local Taxpayer Bill of Rights, if eligible taxes are enacted, that includes the following components in simple and nontechnical terms:

1. Taxpayer rights and the district's obligation during an audit or administrative review of the taxpayer's books or records
2. Administrative and judicial procedures for a taxpayer to appeal or seek review of any adverse tax decision.
3. Procedures for filing and processing refund claims and taxpayer complaints.
4. Enforcement procedures.

The Board shall ensure that taxpayers are notified about the district's Local Taxpayer Bill of Rights any time they are contacted regarding assessment, audit, determination, review and collection of any tax other than property taxes.

*The policy in its entirety can be found on the district website along with administrative regulations, if applicable.*

#### **705. FACILITIES AND WORKPLACE SAFETY**

The Board recognizes that district facilities must be maintained and operated in a condition that is safe for students, staff and visitors.

The Board directs that a district-wide safety program shall be maintained to ensure a safe and secure environment for all students, staff and visitors as well as to protect district buildings, equipment and property. The safety program shall provide instruction for students and staff in safety and accident prevention; protective devices where they are required for safety; and suitable and safe equipment necessary for the conduct of the educational program and operation of the schools.

*The policy in its entirety can be found on the district website along with administrative regulations, if applicable.*

#### **707. USE OF SCHOOL FACILITIES**

School facilities of this district should be made available for community purposes, provided that such use does not interfere with the educational activities and programs of the Upper Darby School District.

The Board of School Directors of any school district may permit the use of its school buildings and grounds for special recreational or other purposes under such rules and regulations as the Board may adopt.

The Board may withdraw, at any time, its permission for the use of facilities and reserves the right to alter or make such additional rules and regulations from time to time as may be in the public interest.

The buildings and facilities of the school district shall be available for functions that are public, civic, and nonprofit in nature and that are for the general cultural, educational, recreational or civic good of the community, state or nation.

The use of school buildings and facilities shall be limited to those groups and organizations whose membership is composed of a majority of Upper Darby School District area residents.

The use of school building facilities shall not be approved for groups or persons in business for private gain. Groups that are using the school district facilities for fundraising must submit a nonprofit certificate before the application can be processed.

Permission shall not be granted for the use of school facilities for carnivals and similar events.

Home and School Associations and sanctioned school groups are permitted to have typical school fairs, but may not have carnival rides or rides provided by carnival vendors.

*The policy in its entirety can be found on the district website along with administrative regulations.*

## **716. INTEGRATED PEST MANAGEMENT**

The district shall utilize integrated pest management procedures to manage structural and landscape pests and the toxic chemicals used for their control in order to alleviate pest problems with the least possible hazard to people, property and the environment.

The district shall integrate IPM education into the curriculum in accordance with relevant academic standards.

**Integrated Pest Management (IPM)** is the coordinated use of pest and environmental information to design and implement pest control methods that are economically, environmentally and socially sound. IPM promotes prevention over remediation and advocates integration of at least two (2) or more strategies to achieve long-term solutions.

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

The Board establishes that the district shall use pesticides only after consideration of the full range of alternatives, based on analysis of environmental effects, safety, effectiveness and costs.

The Board shall adopt an Integrated Pest Management Plan for district buildings and grounds that complies with policies and regulations promulgated by the Department of Agriculture.

The Superintendent or designee shall be responsible to annually notify parents/guardians of the procedures for requesting notification of planned and emergency applications of pesticides in school buildings and on school grounds.

Appropriate personnel involved in making decisions relative to pest management shall participate in update training.

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

An integrated pest management decision shall consist of the following five

(5) steps:

1. Identify pest species.
2. Estimate pest populations and compare to established action thresholds.
3. Select the appropriate management tactics based on current on-site information.
4. Assess effectiveness of pest management. 5. Keep appropriate records.

When pesticide applications are scheduled in school buildings and on school grounds, the district shall provide notification in accordance with law, including:

1. Posting a pest control sign in an appropriate area.
2. Providing the pest control information sheet to all individuals working in the school building.
3. Providing required notice to all parents/guardians of students or to a list of parents/guardians who have requested notification of individual applications of pesticides.

Where pests pose an immediate threat to the health and safety of students or employees, the district may authorize an emergency pesticide application and shall notify by telephone any parent/guardian who has requested such notification.

The district shall maintain detailed records of all chemical pest control treatments for at least three (3) years. Information regarding pest management activities shall be available to the public at the district's administrative office.

*The policy in its entirety can be found on the district website along with administrative regulations, if applicable.*

#### **718. SERVICE ANIMALS IN SCHOOLS**

The Board adopts this policy to ensure that individuals with disabilities are permitted to participate in and benefit from district programs, activities and services, and to ensure that the district does not discriminate on the basis of disability.

**Service animal** means any dog individually trained to do work or perform tasks for the benefit of an individual with a disability.

The work or tasks performed by a **service animal** shall be directly related to the individual's disability. Examples of work or tasks include, but are not limited to, assisting individuals who are blind or have low vision with navigation and other tasks, alerting individuals who are deaf or hard of hearing to the presence of people or sounds, providing nonviolent protection or rescue work, pulling a wheelchair, assisting an individual during a seizure, alerting individuals to the presence of allergens, retrieving items such as medicine or the telephone, providing physical support and assistance with balance and stability to individuals with mobility disabilities, and helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors.

The provision of emotional support, well-being, comfort, or companionship does not constitute work or tasks for the purpose of this definition.

The Board shall permit individuals with disabilities to use service animals in district buildings; on district property; and on vehicles that are owned, leased or controlled by the school district, in accordance with this policy and applicable state and federal laws and regulations.

*The policy in its entirety can be found on the district website along with administrative regulations, if applicable.*

#### **804. SCHOOL DAY**

The normal school day for the instruction of district students shall be in accordance with law, regulations and Board policy.

The Board shall establish the times for the daily sessions of district schools.

*The policy in its entirety can be found on the district website along with administrative regulations, if applicable.*

#### **805. EMERGENCY PREPAREDNESS**

The Board recognizes its responsibility to safeguard the health and welfare of district students and employees. Therefore, the Board shall provide the facilities, equipment and training necessary to minimize the effects of all hazards and emergencies, including but not limited to natural disasters, hazardous chemicals, fires, weapons, bomb threats, terrorism, communicable diseases and pandemics. Advance planning and comprehensive implementation are key components in ensuring the protection of the school community.

The district, in cooperation with the county Emergency Management Agency and the Pennsylvania Emergency Management Agency (PEMA), shall develop and implement a comprehensive disaster response and emergency preparedness plan, consistent with the guidelines developed by the Pennsylvania Emergency Management Agency and other applicable state requirements.

The Board shall also utilize the resources of and comply with the requirements of the Pennsylvania Department of Health and the Pennsylvania Department of Education. The Board and Superintendent or designee shall ensure that emergency and evacuation drills are conducted at intervals required by state law.

*The policy in its entirety can be found on the district website along with administrative regulations, if applicable.*

#### **806. CHILD ABUSE**

The Board requires district employees, independent contractors and volunteers to comply with identification and reporting requirements for suspected child abuse, as well as the training requirement for recognition and reporting of child abuse in order to comply with the Child Protective Services Law and the School Code.

*The policy in its entirety can be found on the district website along with administrative regulations, if applicable.*

## **808. FOOD SERVICES**

The Board recognizes that students require adequate, nourishing food and beverages in order to grow, learn and maintain good health. The Board directs that students shall be provided with adequate space and time to eat meals during the school day.

The food service program shall be operated in compliance with all applicable state and federal laws and regulations, as well as federal guidelines established by the Child Nutrition Division of the United States Department of Agriculture (USDA).

The district shall ensure that, in the operation of the food service program, no student, staff member, or other individual shall be discriminated against on the basis of race, color, national origin, age, sex, or disability.

The District operates under the Community Eligibility Provision. This means that breakfast and lunch meals are provided to all students for free. No application or additional paperwork is needed.

Nonprogram food shall be priced to generate sufficient revenues to cover the cost of such items. A **nonprogram food** shall be defined as a food or beverage, other than a reimbursable meal or snack, that is sold at the school and is purchased using funds from the child nutrition account. **Nonprogram foods** include but are not limited to adult meals and a-la-carte items. All revenue from the sale of nonprogram food shall accrue to the child nutrition program account.

*The policy in its entirety can be found on the district website along with administrative regulations, if applicable.*

## **810 TRANSPORTATION**

Transportation for students eligible to attend district schools shall be provided in accordance with law and Board policy.

If a student eligible to attend district schools requires transportation by the district to a nonpublic school, the student is required to register with the district's Central Registration Office to help the school district deliver services more efficiently.

Any students eligible to attend district schools, whether attending district schools or other schools or receiving transportation services from the district, must notify the Central

Registration Office within five (5) days of change in their circumstances. Change in circumstances is defined to mean moving from one place of residence to another, changing eligible schools, the issuance of a Court Order or other circumstances resulting in a student having more than one (1) residence.

Transportation of students eligible to attend district schools will be provided only to and from school bus stops and along regular bus routes established by the administration based on the residence of each student and the location of the assigned school. The distances set forth below shall be measured from the closest property line of school to the closest property line of a pupil's residence:

1. Kindergarten through Grade 5: Students who live one (1) mile or more from their assigned school building .
2. Grade 6 through Grade 8: Students who live one and one-half (1.5) miles or more from the assigned school building.
3. Grade 9 through Grade 12: Students who live two (2) miles or more from the assigned school building.
4. Specified Medical Necessity: Students who have a specified medical necessity may be transported within the otherwise specific distance limits. A request by the parent(s) or legal guardian(s) must be accompanied by a written diagnosis and opinion from a physician licensed to practice in the Commonwealth of Pennsylvania, and qualified to render the same.

The Board shall purchase, equip, and maintain vehicles and contract for school bus services and/or purchase fares for transportation of students to and from school at regularly scheduled hours and for field trips and extracurricular activities.

The Board may provide public fares for the fulfillment of the transportation obligation.

The Board shall provide transportation for students living within the prescribed limits when walking conditions to the school are found to be hazardous by the Department of Transportation.

The Board shall transport handicapped students without regard to distance or hazardous walking conditions.

The Board shall transport students eligible to attend district schools who are enrolled in nonpublic schools within ten (10) miles of the Upper Darby School District boundaries as prescribed by law.



Transportation shall not be provided to students eligible to attend district schools to or from babysitters, care providers, relatives other than the parent(s)/guardian(s) at each student's place of domicile or similar situations.

Parent(s)/Guardian(s) shall not be permitted to be transported by school bus except when acting as an approved chaperone.

The Board prohibits any diesel-powered motor vehicle weighing 10,001 pounds or more to idle for more than five (5) minutes in any continuous sixty-minute period while parked, loading or unloading, except as allowed by law.

The Board shall ensure that permanent signs, notifying drivers of the idling restrictions, are maintained on district property at locations where diesel- powered motor vehicles weighing 10,001 pounds or more load or unload.

Signs shall also be posted at locations that provide fifteen (15) or more parking spaces for such diesel-powered motor vehicles.

Drivers shall be required to carry out procedures and practices that limit school bus idling. These practices relate to drop-off, start-up and downtime periods. Drivers are required to adhere to district idling procedures and practices, which are based on bus manufacturer specifications and clean air initiatives.

The district shall offer support to drivers to facilitate implementation of this policy, for example, access to school buildings in cold weather.

Drivers shall be monitored and violations will be reported to the Supervisor of Transportation and will be subject to progressive discipline.

All service delivery vehicles shall turn off the engine while making deliveries.

District buses may be used from time to time for community events with prior approval of the Superintendent.

*The policy in its entirety can be found on the district website along with administrative regulations, if applicable.*

## **810.2 TRANSPORTATION - VIDEO/AUDIO RECORDING**

The use of video and audio recording equipment supports efforts to maintain discipline and to ensure the safety and security of all students, staff, contractors and others being transported on district-owned, operated, or contracted school buses or school vehicles.

**School bus** means a motor vehicle that is designed to carry eleven (11) passengers or more, including the driver, and is used for the transportation of pre primary, primary or secondary school students to or from public, private or parochial schools or events related to such schools or school-related activities.

**School vehicle** means a motor vehicle, except a motorcycle, designed for carrying no more than ten (10) passengers, including the driver, and used for the transportation of pre primary, primary or secondary school students while registered by or under contract to the school district. The term includes vehicles having chartered, group and party rights under the Pennsylvania Public Utility Commission and used for the transportation of school children.

The Board authorizes the use of video and audio recording on school buses and school vehicles for disciplinary and security purposes.

The Board prohibits the use of audio recording on any school bus or school vehicle that is not being used for a school-related purpose.

*The policy in its entirety can be found on the district website along with administrative regulations, if applicable.*

## **815. ACCEPTABLE USE OF INTERNET, COMPUTERS AND NETWORK RESOURCES**

The Board supports use of the computers, Internet and other network resources in the district's instructional and operational programs in order to facilitate learning, teaching and daily operations through interpersonal communications and access to information, research and collaboration.

The district provides students, staff and other authorized individuals with access to the district's computers, electronic communication systems and network, which includes Internet access, whether wired or wireless, or by any other means. This access has a limited education purpose for students and is to facilitate employees' work productivity.

*The policy in its entirety can be found on the district website along with administrative regulations, if applicable.*

#### **819. SUICIDE AWARENESS, PREVENTION AND RESPONSE**

The Board is committed to protecting the health, safety and welfare of its students and school community. This policy supports the provision of a comprehensive district program designed to promote behavioral health and prevent suicide.

The Board directs the district to provide education on youth suicide awareness and prevention; to establish methods of prevention, intervention, and response to suicide attempt or suicide death; and to promote access to suicide awareness and prevention resources.

The district shall notify employees, students and parents/guardians of this policy and shall post the policy on the district's website.

The district shall utilize a multifaceted approach to suicide prevention which integrates school and community-based supports.

*The policy in its entirety can be found on the district website along with administrative regulations, if applicable.*

#### **904. PUBLIC ATTENDANCE AT SCHOOL EVENTS**

The Board welcomes the public at activities and events sponsored by the school district, but the Board also acknowledges its duty to maintain order and preserve school facilities during such events.

The Board has the authority to prohibit at a school event the attendance of any individual whose conduct may constitute a disruption. The Board prohibits gambling and the possession and use of controlled substances, alcoholic beverages and weapons on school premises.

*The policy in its entirety can be found on the district website along with administrative regulations, if applicable.*

## **906. PUBLIC COMPLAINTS**

The Board welcomes inquiries, suggestions, and constructive criticism from parents/guardians, district residents or community groups regarding the district's programs, personnel, operations and facilities. The Board adopts this policy to establish procedures for seeking appropriate resolution to complaints.

The Board encourages parents/guardians, district residents or community groups who have general complaints about Board policy and district procedures, district programs, personnel, operations and facilities to follow the general complaint procedure established in this policy.

The Board directs parents/guardians other individuals and organizations alleging violations of law in the district's administration of federally-funded programs to submit complaints in accordance with the separate federal program complaint procedure established in this policy.

The Board shall ensure that this policy is posted on the district's publicly accessible website in accordance with law.

*The policy in its entirety can be found on the district website along with administrative regulations, if applicable.*

## **916. VOLUNTEERS**

The Board values the unique contributions made by parent/guardian and community volunteers to the educational and extracurricular programs of the school district. Accordingly, the Board encourages the use of parent/guardian and community volunteers, subject to certain requirements and procedures as set forth below.

The Board may adopt and enforce reasonable rules and regulations governing volunteers and their participation in the activities of the district. The Board directs that all volunteers 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.

All volunteers shall be expected to maintain professional, moral and ethical relationships with district students that are conducive to an effective, safe learning environment.

The following words and phrases, when used in this policy, shall have the meaning given to them in this section:

**Direct volunteer contact** - the care, supervision, guidance or control of children and routine interaction with children.

**Person responsible for the child's welfare** - a person who provides permanent or temporary care, supervision, mental health diagnosis or treatment, training or control of a child in lieu of parental care, supervision and control.

**Routine interaction** - regular and repeated contact that is integral to a person's volunteer responsibilities.

**Visitor** - a parent/guardian, adult resident, educator, official or other individual who is not a school employee or independent contractor, and who visits a school or attends or participates in an event or activity at a school, but whose role is less substantial than would be sufficient to meet the definition of volunteer for purposes of this policy.

**Volunteer** – an adult, whose role is more than that of a visitor, who voluntarily offers a service to the district without receiving compensation from the district. A volunteer is not a school employee.

The two (2) classifications of volunteers are:

1. **Position Volunteer** - an adult applying for or holding an unpaid position with a school or a program, activity or service, as a person responsible for the child's welfare or having direct volunteer contact with children. Examples include, but are not limited to, field trip chaperones, tutors, coaches, activity advisor, recess or library aides, etc.
2. **Guest Volunteer** - an adult who voluntarily provides a service to the district, without compensation, who: (1) works directly under the supervision and direction of a school administrator, a teacher or other member of the school staff; and (2) does not have direct volunteer contact. Examples include, but are not limited to, volunteering to assist in classroom celebrations, school assemblies, or school concerts; reading to students; collecting tickets at sporting events; working concession stands; participating in "Career Day," etc.

*The policy in its entirety can be found on the district website along with administrative regulations, if applicable.*

## **918. TITLE I PARENT AND FAMILY ENGAGEMENT**

The Board recognizes that meaningful parent and family engagement contributes to the achievement of state academic standards by students participating in Title I programs.

The Board views the education of students as a cooperative effort among the school, parents and family members, and community.

**Parent and Family (Family Member)** - these terms are used interchangeably and shall include caregivers, a legal guardian or other person standing in loco parentis such as a grandparent or stepparent with whom the child lives, a person who is legally responsible for the child's welfare, or a legally appointed Education Decision Maker of a child participating in a Title I program.

The Board directs the district and each of its schools with a Title I program to:

1. Conduct outreach to all parents and family members.
2. Include parents and family members in development of the district's overall Title I Plan and process for school review and improvement.
3. Include parents and family members in the development of the Title I Parent and Family Engagement Policy. Following adoption of the policy by the Board, the policy shall be:
  - a. Distributed in writing to parents and family members.
  - b. Incorporated into the district's Title I Plan.
  - c. Posted to the district's publicly accessible website.
  - d. Evaluated annually with parent and family involvement.
4. Provide opportunities and conduct meaningful collaborations with parents and family members in the planning and implementation of Title I programs, activities and procedures.

The district and each of its schools with a Title I program shall provide communications, information and school reports to parents and family members who are migrants or who have limited English proficiency, a disability, limited literacy, or racial and ethnic minority backgrounds, in a language they can understand.

*The policy in its entirety can be found on the district website along with administrative regulations, if applicable.*

## **ANNUAL NOTIFICATIONS**

### **NOTIFICATION OF RIGHTS UNDER FERPA FOR ELEMENTARY AND SECONDARY SCHOOLS**

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day the Upper Darby School District receives a request for access.
2. Parents or eligible students should submit to the school principal written request that identifies the records they wish to inspect. The records can be accessed by completing 216-AR-1. Authorization for Disclosure of Information. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
3. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.
4. Parents or eligible students who wish to ask the Upper Darby School District to amend a record should write to the school principal and clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
5. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.
6. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from

education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

7. Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.
8. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Upper Darby School District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:
9. Family Policy Compliance Office, U.S. Department of Education 400 Maryland Avenue, SW Washington, DC 20202.
10. FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student
  - To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§99.31(a)(1))
  - To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))
  - To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency in the parent or eligible student's State (SEA). Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal



- or

State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35)

- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to §99.38. (§99.31(a)(5))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10))
- Information the school has designated as "directory information" under §99.37. (§99.31(a)(11))

## **FAMILY EDUCATIONAL RIGHTS AN PRIVACY ACT (FERPA) NOTICE FOR DIRECTORY INFORMATION**

The *Family Educational Rights and Privacy Act* (FERPA), a Federal law, requires that Upper Darby School District, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, Upper Darby School District may disclose appropriately designated "directory information" without written consent, unless you have advised the District to the contrary in

accordance with District procedures. The primary purpose of directory information is to allow the Upper Darby School District to include this type of information from your child's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the *Elementary and Secondary Education Act of 1965* (ESEA) to provide military recruiters, upon request, with the following information – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent. <sup>1</sup>

If you do not want Upper Darby School District to disclose directory information from your child's education records without your prior written consent, you must notify the District in writing by September 15, annually. Upper Darby School District has designated the following information as directory information:

**-Student's name**

**-Address**

**-Telephone listing**

**-Electronic mail address**

**-Photograph**

**-Date and place of birth**

**-Major field of study**

**-Dates of attendance**

**-Grade level**

- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Degrees, honors, and awards received
- The most recent educational agency or institution attended

### **CHILDREN'S ONLINE PRIVACY PROTECTION ACT (COPPA)**

In order for the Upper Darby School District (UDSD) to provide your student with the most effective web-based tools and applications for learning, we need to abide by federal regulations to make you aware of the following: UDSD utilizes several computer software applications and web-based services, operated not by UDSD, but by third parties. These include but are not limited to: Google, Naviance, Study Island, HMH ed, SVAAS, IXL, MAP, Schoology, HMH Read 180, Pebble Go, Type to Learn, Gale Resources and similar educational programs. In order for our students to use these programs and services, certain personal directory information, generally the student's name, username or user ID, must be provided to the web site operator for login purposes. Under federal law, these websites must provide parental notification and obtain parental consent before collecting personal information from children under the age of 13.

The law permits schools such as the UDSD to consent to the collection of directory information on behalf of all of its students, thereby eliminating the need for individual parental consent given directly to the web site operator. By allowing your student to use the Upper Darby School District's internet, computers or other electronic devices, or network resources, or allowing your student to use their own personal electronic device (e.g. smartphone, cell phone, laptop, tablet, etc.) for school purposes or other purposes, you are consenting to allow UDSD to provide personal directory information for your child consisting of student name, username, or user ID to the following web-operators including but not limited to: Google, Naviance, Study Island, Schoology, HMH ed, SVAAS, IXL, MAP, Schoology, HMH Read 180, Pebble Go, Type to Learn, Gale Resources, and to the operators of any additional web-based educational programs and services which the UDSD may add during the upcoming academic year.

### **ACCEPTABLE USE OF INTERNET, COMPUTERS, AND NETWORK RESOURCES**

By allowing your student to use the Upper Darby School District's internet, computers or other electronic devices, or network resources, or allowing your student to use their own

personal electronic device (e.g. smartphone, cell phone, laptop, tablet, etc.) for school purposes or other purposes, you acknowledge the following:

- It is the parent/guardian's duty to review with their child [Policy 815 Acceptable Use Of Internet, Computers, And Network Resources Policy](#). Policy 815 can be found at any time on the District's website ([www.upperdarbysd.org](http://www.upperdarbysd.org)).
- The parent/guardian acknowledges that access is designed for educational purposes and that the district has taken precautions to filter access to inappropriate material by minors; however, the parent/guardian further acknowledges that it is impossible for the district to restrict access to all controversial and inappropriate materials.
- The parent/guardian holds harmless the district, its Board members, employees and agents for any harm caused by materials obtained via the district's Internet, computers or network resources, including through the use of your student's personal electronic device.
- The parent/guardian accepts full responsibility for supervision if and when their child's use is not on school property.
- The parent/guardian hereby requests that his/her child be allowed access to the district's Internet, computers and network resources.

For more information regarding COPPA and Acceptable Use of Internet, Computers, And Network Resources, please see the following page on the district's website under the Technology Department - <https://www.upperdarbysd.org/coppa>.

### **ASBESTOS HAZARD EMERGENCY RESPONSE ACT (AHERA) NOTIFICATION**

In the past, asbestos was used extensively in building materials because of its insulating, sound absorbing, and fire retarding capabilities. Virtually any building constructed before the late 1970s contained some asbestos. Intact and undisturbed asbestos materials generally do not pose a health risk.

Asbestos materials, however, can become hazardous when, due to damage or deterioration over time, they release fibers. If the fibers are inhaled, they can lead to health problems, such as cancer and asbestosis.

In 1986, Congress passed the Asbestos Hazard Emergency Response Act (AHERA) which requires schools to be inspected to identify any asbestos containing building materials. Suspected asbestos-containing building materials were located, sampled (or assumed) and rated according to condition and potential hazard. Every three years, Upper

Darby School District has conducted a reinspection to determine whether the condition of the known or assumed asbestos containing building materials (ACBM) has changed and to make recommendations on managing or removing the ACBM. At the last reinspection conducted on all materials listed in the Management Plan as asbestos containing (or assumed to be asbestos- containing) were inspected and generally found to be in good condition.

ACM that was damaged and in need of repair/removal was identified and will be addressed by the district.

The law further requires an asbestos management plan to be in place by July 1989. Upper Darby School District developed a plan, as required, which has been continually updated. The plan has several ongoing requirements: publish a notification on management plan availability and the status of asbestos activities; educate and train its employees about asbestos and how to deal with it; notify short-term or temporary workers on the locations of the asbestos containing building materials; post warning labels in routine maintenance areas where asbestos was previously identified or assumed; follow set plans and procedures designed to minimize the disturbance of asbestos containing building materials; and survey the condition of these materials every six months to assure that they remain in good condition.

During the past year, asbestos containing building materials have been removed, encapsulated, or enclosed in the following buildings: Aronimink Elementary School, Charles Kelly Elementary School, Bywood Elementary School, Garrettford Elementary School, Highland Park Elementary School, Hillcrest Elementary School, Primos Elementary School, Stonehurst Hills Elementary School, Westbrook Park Elementary School, the Kindergarten Center, Beverly Hills Middle School, Drexel Hill Middle School, Upper Darby High School, and the Administration Building.

It is the intention of Upper Darby School District to comply with all federal and state regulations controlling asbestos and to take whatever steps are necessary to ensure students and employees a healthy and safe environment in which to learn and work. You are welcome to review a copy of the asbestos management plan in school district administrative office or administrative office of the school during regular business hours. All inquiries regarding the asbestos plan and asbestos-related issues should be directed to the Upper Darby School District Maintenance Manager, Timothy Leaf at (610) 352-7111.

Annual notifications can be found on our website at <https://www.upperdarbysd.org/Page/7725>.

## **INTEGRATED PEST MANAGEMENT (IPM) NOTIFICATION LETTER TO PARENTS**

The Upper Darby School District uses an Integrated Pest Management (IPM) for managing insects, rodents, and weeds. Our goal is to protect every student from pesticide exposure by using an IPM approach to pest management. Our IPM program focuses on making the school buildings and grounds an unfavorable habitat for these pests by removing food and water sources and eliminating their hiding and breeding places. We accomplish this through routine cleaning and maintenance. We routinely monitor the school buildings and grounds to detect any pests that are present. The pest monitoring team consists of our building maintenance, support, and teaching staff and includes our students. Pest sightings are reported to our IPM Coordinator who evaluates the pest problem and determines the appropriate pest management techniques to address the problem. The techniques can include increased sanitation, modifying storage practices, sealing entry points, physically removing the pest, etc.

From time to time, it may be necessary to use chemicals to manage a pest problem. Chemicals will be used only when necessary and will not be routinely applied. When chemicals are used, the school will try to use the least toxic products when possible. Applications will be made only when unauthorized persons do not have access to the area(s) being treated. Notices will be posted in these areas seventy-two (72) hours prior to application and for two (2) days following the application.

If a chemical application must be made to control an emergency pest problem, notice will be provided by telephone to any parent/guardian who has requested such notification in writing. Exemptions to this notification include disinfectants and antimicrobial products; self-contained baits placed in areas not accessible to students; gel-type baits placed in cracks, crevices or voids; and swimming pool maintenance chemicals.

If you have any questions, please contact Tim Leaf, IPM Coordinator, at (610) 352-7111 or [tleaf@upperdarbysd.org](mailto:tleaf@upperdarbysd.org).

## **EMERGENCY ADMINISTRATION OF EPINEPHRINE**

In accordance with the Pennsylvania Public School Code provisions on "School Access to Emergency Epinephrine" and Board Policy 210 and 210.1, the Upper Darby School District maintains a stock supply of epinephrine auto-injectors in each school building (stock epinephrine auto-injectors). An auto-injector prefilled with epinephrine is the drug of

choice used for the emergency treatment of severe allergic reactions (anaphylaxis) to insect stings or bites, foods, drugs, and other allergens. If your child has been diagnosed with an allergy or health condition that requires use of epinephrine, it is still your responsibility to provide your child's prescribed medication to the school nurse.

The law and Board Policy 210 and 210.1 give trained school employees the authority to administer epinephrine to any student whom they believe in good faith is experiencing anaphylaxis. In the event that a student who does not have epinephrine is experiencing an anaphylactic reaction, a trained school employee may use the stock epinephrine auto-injector in accordance with the standing order issued by the school physician or provide the student with a stock epinephrine auto-injector for self-administration.

By law, the Upper Darby School District is required to notify parents/guardians of their ability to exempt their children from emergency administration of stock epinephrine auto-injectors. If you wish to opt your child out of being provided stock epinephrine auto-injectors in the event of an emergency, please contact your child's school nurse to obtain the appropriate form.

## **OTHER IMPORTANT NOTIFICATIONS**

### **BUS TRANSPORTATION**

The school bus service is offered to eligible students per the School District Policy 810.

School bus stops will be at locations established by the administration in accordance with Board Policy and the Public School Code of 1949, as amended. Transportation will be provided only to and from the established bus stop for the residence of qualified students and will not be provided to babysitters, day care providers, relatives, etc. Students who ride the bus are expected to:

- Follow the bus driver's directions at all times
- Remain seated and facing forward
- Speak in a quiet and kind way
- Refrain from extending or throwing anything outside the bus
- Refrain from bringing anything on the bus other than school-related items
- Refrain from creating any damage to the bus
- Refrain from eating or drinking on the bus

### Bus Boarding Pass

- All riders will use their student ID as they get on the bus. A student that is not eligible or not on the bus routes is not allowed on the bus.

### GPS App

- Parents may download GPS based app to track buses for their children at no cost. Parent app download instruction can be found [here](#)

### Communication

- All parents are highly encouraged to maintain correct phone number and e-mail address in the student information system as Transportation Services uses the phone numbers and e-mail addresses to communicate with parents.
- Initial bus information, updates or any other information will be communicated through information robocalls and/or e-mails. There will be no USPS letters sent to parents.

### Student Bus Conduct

Any student violating Student Conduct on Buses (Administrative Regulation 810-AR-3) will receive a warning, a temporary suspension or an indefinite suspension in the following manner per Bus Conduct Incident Report (Administrative Regulation 810-AR-4).

1st Offense	Warning
2nd Offense	3 Day Suspension
3rd Offense	5 Day Suspension
4th Offense	10 Day Suspension
5th Offense	Indefinite Suspension

Note: Depending on the severity of the violation, a higher level of disciplinary action may be recommended. A further review and/or a safety plan may be required if the incident involves a Special Education student.

Some of the Student Conduct on the Buses (Administrative Regulation 810-AR-3) include but is not limited to the following:



- Obey and cooperation with the driver
- Respect private property while waiting for the bus at the designated bus stop
- Be courteous to fellow student and the driver
- Remain seated while the bus is in motion
- Be responsible for any damage to the bus
- No eating, drinking, smoking, or use profanity

Questions and comments regarding transportation issues may be directed to the Transportation Department at 610-352-7112 or [transdept@upperdarbysd.org](mailto:transdept@upperdarbysd.org).

### **CAFETERIA/ARAMARK FOOD SERVICES**

Breakfast and Lunch are available daily in all schools at no cost to students. Meals are offered to all students who choose, and no application is needed. Free meals will begin on the first day of school. Breakfast and lunch menus for elementary, middle, and high school are available on the district website.

### **National School Breakfast and Lunch Program**

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulation and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, religious creed, disability, age, political belief, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: [http://www.ascr.usda.gov/complaint\\_filing\\_cust.html](http://www.ascr.usda.gov/complaint_filing_cust.html), and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

Mail: U.S. Department of Agriculture  
Office of the Assistant Secretary for Civil Rights 1400 Independence Avenue,  
SW  
Washington, D.C. 202509410  
Fax: (202) 690-7442; or  
Email: [program.intake@usda.gov](mailto:program.intake@usda.gov)

This institution is an equal opportunity provider.

## **ELEMENTARY CODE OF CHARACTER**

The Upper Darby Elementary School Code of Character embodies the basic principles of responsibility, respect, and safe student behavior. We provide a restorative approach to student concerning behaviors, and the importance of stakeholder relationships are integral to this approach. Building on our commitment to equity and Positive Behavioral Interventions and Supports (PBIS), Upper Darby School District continues to work to embed restorative practices and trauma-informed care as part of our schools' culture and climate across all settings.

Upper Darby School District believes that behaviors develop over time and that school responses to behaviors of concern should be developmentally appropriate, considering each child's needs. A continuum of instructional strategies and suggested responses to behavior support teaching and learning, foster positive behaviors, and reflect a restorative philosophy. A restorative approach to discipline affords opportunities for students to learn from their mistakes, correct wrongdoings that result from their behavior, and restore relationships that are disrupted by their actions.

We believe relationships are essential to student academic success and social, emotional, and behavioral development. In all practices, our responses to student behaviors will support the ongoing development of the child, the school community, and the relationship between both.

Please click [HERE](#) to view the Elementary School Code of Character.

## **MIDDLE SCHOOL CODE OF CHARACTER**

The Upper Darby School District Middle School Code of Character embodies the basic principles of responsibility, respect, and safe student behavior. We provide a restorative

approach to concerning behaviors, and the importance of stakeholder relationships are integral to this approach. Building on our commitment to equity and Positive Behavioral Interventions and Supports (PBIS), the Upper Darby School District continues to work to embed Restorative Practices and trauma-informed care as part of our schools' culture and climate across all settings.

Upper Darby School District believes that behaviors develop over time and that school responses to behaviors of concern should be developmentally appropriate, considering each child's needs. A continuum of instructional strategies, and suggested responses to behavior, support teaching and learning, foster positive behaviors, and reflect a restorative philosophy. A Restorative approach to discipline affords opportunities for students to learn from their mistakes, correct wrongdoings that result from their behavior, and restore relationships that are disrupted by their actions.

We believe relationships are essential to student academic success and social, emotional, and behavioral development. In all practices, our responses to student behaviors will support the ongoing development of the child, the school community, and the relationship between both.

The Middle School Code of Conduct is not intended to be inclusive of all acts of misconduct. Repeated instances of any misbehavior listed increase the intervention at the discretion of the administrator involved.

Please click [HERE](#) to view the Middle School Code of Character.

## **HIGH SCHOOL CODE OF CHARACTER**

The Upper Darby High School Code of Character embodies the basic principles of responsibility, respect, and safe student behavior. We provide a restorative approach to students' concerning behaviors, and the importance of stakeholder relationships is integral to this approach. Building on our commitment to equity and Positive Behavioral Interventions and Supports (PBIS), Upper Darby School District continues to work to embed restorative practices and trauma-informed care as part of our school's culture and climate across all settings.

Upper Darby School District believes that behaviors develop over time and that school responses to behaviors of concern should be developmentally appropriate, considering each child's needs. A continuum of instructional strategies and suggested behavioral

responses support teaching and learning, foster positive behaviors, and reflect a restorative philosophy. A restorative approach to discipline affords opportunities for students to learn from their mistakes, correct wrongdoings that result from their behavior, and restore relationships that are disrupted by their actions.

We believe relationships are essential to student academic success and social, emotional, and behavioral development. In all practices, our responses to student behaviors will support the ongoing development of the child, the school community, and the relationship between both.

Please click [HERE](#) to view the High School Code of Character.

### **UNLAWFUL HARASSMENT**

The board strives to provide a safe, positive learning climate for students in the schools. Therefore, it shall be the policy of the district to maintain an educational environment in which harassment in any form is not tolerated. The Board prohibits all forms of unlawful harassment of students by all district students and staff members, contracted individuals, vendors and volunteers in the schools. The Board encourages students who have been harassed to promptly report such incidents to the designated employees.

The Board directs that complaints of harassment shall be investigated promptly, and corrective action be taken when allegations are substantiated. Confidentiality of all parties shall be maintained, consistent with the district's legal and investigative obligations. Neither reprisals nor retaliation shall occur as a result of good faith charges or harassment.

### **CREATIVE WORK, INTERNET/WEBSITE, SOCIAL MEDIA, TELEVISION, PUBLICATIONS, MOBILE APP, AND BULLETIN BOARDS NOTICE**

One of the goals of our educational program is for our students to become competent and effective writers. Educational research shows that one way to help students reach this goal is to provide them with student models of good writing. These models help students by giving them examples that they can study and emulate. The District may share your child's writing with his/her peers for instructional purposes. Additionally, we would like to share appropriate pieces with the teaching staff for use in professional development. Student work, including but not limited to writing, art, and other projects, may be submitted to District-wide and/or outside contests.

We use bulletin boards, banners, publications and newsletters, television, the Internet, the district website, press releases and announcements, the mobile app, the District's public access television cable channel and social media as tools to keep parents informed and to allow the community to see the wonderful programs, activities, and education Upper Darby School District has to offer. We would like to recognize student achievement and highlight District programs and activities in the District's publications, on the District's public access television cable channel, on the District's website, on the District's mobile app, and through the District's social media platforms. Students' pictures and/or work, including identifying information, may be posted on the UDSD website, UDSD social media platforms and UDSD cable channel, or may be used in any of the District's publications or platforms. We may also like to share appropriate work and pictures with local print publications and television networks.

Any objection to the use of your child's photo or work for the above-described reasons must be submitted in writing annually to your school's principal.

### **CURRICULUM RELATED FIELD TRIP NOTICE**

Several grade levels participate in field trips during the school year that are aligned to curriculum standards. Classroom teachers will send home information about these trips. Individual classroom field trips are the responsibility of each teacher, and will be scheduled by the teacher. You will receive individual permission slips for these trips.

### **DISTRICT CALENDAR**

The 2023-2024 [academic calendar](#) and a [summary-of-events](#) calendar can be found on the district website and mobile app.

### **DISTRICT COMMUNICATION**

The District uses a variety of communication tools to inform families of emergency school closings, news and events in our schools and community, and other important district information.

### ParentLink - Voice and Email Messages

We will communicate emergency messages to staff and families by way of this voicemail system. Accurate phone numbers are critical for this system to work properly. Changes in phone numbers (home, mobile, and business) can be updated through the Home Access Center (HAC). We will communicate school and district information by way of this the email and phone number(s) in Home Access Center (HAC).

Parents can make changes to email addresses and phone numbers (home, mobile and business) through the Home Access Center (HAC). All parents have received log in credentials for HAC via the email address on record. Parents needing login credentials or having difficulty accessing the HAC, should contact his/her child's school office or send an email to [parentportal@upperdarbysd.org](mailto:parentportal@upperdarbysd.org). Up-to-date information is essential, especially in handling emergency situations.

### Public Access Channel

We will communicate general school and district information to staff and families by way of the District's public access channel. The channel can be accessed on Channel 11 (Comcast), Channel 51 (RCN), and Channel 20 (Verizon FIOS).

### Website

The school district provides general school and district information to families and district stakeholders by way of the District's website. The school district is committed to ensuring that the website is accessible to persons with disabilities. The website address is [www.upperdarbysd.org](http://www.upperdarbysd.org).

### Social Media

The school district provides information about the district and district partner programs, services, resources and activities to families and district stakeholders through its official social media platforms: [Facebook](#), [Instagram](#) (@UDSDOfficial) and [Twitter](#) (@UpperDarbySD).

### Video

General school and district videos can be found on the district's official YouTube channel (<https://www.youtube.com/c/UpperDarbySchoolDistrict>).

### Mobile App

We will communicate general school and district information to staff and families by way of the District's mobile app ([Upper Darby SD](#)).

### *Electronic Wednesday Folders*

We will communicate general school and district information to families by way of the electronic Wednesday Folders in the elementary, middle, and high schools. Weekly communication will be sent via email. The policy and administrative regulation for distributing materials through Wednesday Folders and other District communication sources (# 913-1) can be found on Board Docs.

## **HEALTH NOTICE**

As part of our District health curriculum, your child will be studying a number of different units including the units listed below:

- Personal Hygiene/Disease Prevention (Germs, Health Maintenance, Aids, Health Habits, Etc.)
- Refusal Skills

The District is aware of the sensitive nature concerning the body's defenses and information concerning AIDS. Questions and discussion about the sexual transmission of the HIV virus that causes AIDS, including questions presented by the students themselves, and other related information, will be referred to the home and parent.

If you have specific questions regarding the AIDS unit or the health curriculum, please contact the principal's office.

## **HOMEBOUND PUPILS**

Qualified teachers are provided to give instruction to children who are unable to attend school because of an extended illness. Contact the school principal if you need information.

## **HOMEWORK GUIDELINES**

There are two main purposes for homework:

1. To practice or apply what has been learned in class.
2. To learn and work independently.

Parents can help by providing a quiet study area, providing a daily, uninterrupted amount of time for homework to be completed, and helping with, but not doing, the homework.

Upper Darby School District has standardized Homework Guidelines for elementary and middle school:

### **Kindergarten**

Assignments will be made on an occasional basis according to classroom activities and student needs.

### **Grades 1 & 2**

Each student will be assigned homework four (4) nights per week for no more than a total of thirty (30) minutes on each of the four (4) nights.

Language and/or Spelling	3 nights	10 minutes
Mathematics	3 nights	10 minutes
Reading	4 nights	10 minutes

### **Grade 3**

Each student will be assigned homework four (4) nights per week for no more than a total of forty-five (45) minutes on each of the four (4) nights.

Language and/or Spelling	4 nights	15 minutes
Mathematics	4 nights	15 minutes
Reading	4 nights	15 minutes



## Grades 4 & 5

Each student will be assigned homework four (4) nights per week for no more than a total of sixty (60) minutes on each of the four (4) nights.

Language and/or Spelling	4 nights	20 minutes
Mathematics	4 nights	20 minutes
Reading	4 nights	20 minutes

## Middle School

Homework is usually assigned four (4) nights a week. Homework in middle school grades can range from one (1) to two (2) hours daily.

## **IN-SCHOOL CELEBRATIONS**

The District's Wellness Committee has discussed ways in which parents/guardians can have a positive effect on our children's nutrition and eating habits while they are in school. While the District appreciates the wish to recognize children's birthdays and other celebrations by bringing in treats to share with the class, the following guidelines have been established:

1. Treats should only be brought in when requested for scheduled parties. Permitted foods for parties may vary from classroom to classroom based upon student health issues.
2. Scheduled parties will be announced through newsletters or letters sent home.
3. Treats will be served after the lunch period or at the end of the day, when possible.
4. Parents are encouraged to ask teachers to consider hosting a fun activity that does not involve food, such as reading a special book to students or playing a special game with students in celebration of a child's birthday. Teachers must be contacted in advance of bringing in any food or non-food items for a birthday celebration. For those who wish to send in a treat in recognition of a child's birthday, please consider the following:
  - Donating a book to the class library in the name of a child
  - Donating a piece of sports equipment for outdoor recess
  - Donating a class game or craft for indoor recess
  - Cut up fruit and vegetables with low-fat dressing or yogurt dip

- Non-food treats such as pencils, erasers, notebooks, or small toys for each student
- Healthy food alternatives as found at: <http://school-bites.com/healthy-classroom-parties>

## **PARENT CONCERNS**

For the most part, the school experience runs smoothly. However, there may be a time when a concern or issue arises that creates a disruption to the normal educational cycle. When a problem surfaces in the classroom, following proper and appropriate procedures will enhance the potential of reaching a resolution. Parents are encouraged to review the steps below and follow them to address any conflict that may arise.

**Step One**—The first step in dealing with a classroom issue should be to discuss the matter with the classroom teacher. Our teachers are responsible professionals who are interested in the education of your child. While

REGULAR communication can help to prevent problems from arising, most issues can be and should be resolved at the classroom level. The teachers are there for your child. They appreciate and welcome a continual communication flow.

**Step Two**—There may be an instance where a classroom issue does not get resolved at Step One. In this case, parents are free to contact the building principal (or assistant) for an appointment. Based on the assumption that all parties want what's best for the child, this conference can be thought of as a team effort to resolve the issue. More often than not, the perspective of the administrator coupled with input from the parent and the teacher will yield an amicable and satisfactory resolution. It is important that the parent always thinks of the school and home as **WE** not **US** against **THEM**. Negative thinking places roadblocks in the way of progress and generates an inability to solve anything. Remember, we are all in education together!

**Step Three**—On rare occasions, a concern or issue may not be resolved at Step Two. In that case, you are encouraged to speak with the Assistant Superintendent for Curriculum and Instruction. This person is the educational leader for the district and serves to supervise all those that contribute to that program. Depending upon the issue, you may first be directed to District Directors of Special Education, Curriculum or Pupil Services to assist you in dealing with the matter. Then, if the issue remains unresolved, the Assistant Superintendent may speak with you. Keep in mind that this is a serious step. In calling, you are stating that you have been unable to resolve the issue thus far. Also, keep in mind that while your side of the story will be heard, so will the principal's side. The Assistant

Superintendent for Curriculum and Instruction sits as an **objective party** who will analyze the issue and offer suggestions to both parties for resolution.

This is the final step in the resolution process. While parents may attempt to involve the Superintendent and/or School Board, they delegate the authority for daily operations to the Assistant Superintendent who, in turn, delegates that authority to Directors, Building Principals and Assistant Principals.

It is inappropriate to appear at a School Board meeting and discuss the details of a misunderstanding. While the Board has an interest in every child and will listen, so will the public. Student and personnel matters are regarded as confidential and will not be discussed at a general public meeting. When this does occur, the matter is actually directed back to the Assistant Superintendent for Curriculum and Instruction or to the appropriate district administrator. Therefore, it is most advisable that you settle any dispute within the three steps mentioned above.

The resolution of any matter regarding a student is taken very seriously. Having only three steps indicates to you to settle it **within** that process. Remember, as you work through any student problem, it is important that you look at **what is right** - not who is right. Objective fact-finding and analysis is far superior to subjective, emotional reaction.

## **PARENT-TEACHER CONFERENCES**

### **Kindergarten**

Conferences for kindergarten students will be held on November 20-22, 2023. There will be no school for Kindergarten students on November 20-22, so that parent-teacher conferences can be held.

### **Elementary**

Conferences for grades 1 through 5 will be held the afternoon and evening of November 20 and the afternoon of November 21. There will be a 12:30 PM dismissal on conference days and bagged lunches will be served on those days.

### **Middle**

Conferences for grades 6 through 8 at both middle schools will be held the afternoon of November 20 and the afternoon and evening of November 21. There will be an early dismissal on conference days and bagged lunches will be served on those days.

There will be an 11:40AM dismissal for Beverly Hills Middle School and a 12:15 PM dismissal for Drexel Hill Middle School. Bagged lunches will be served on these days.

### High School

A Fall Open House for grades 9-12 at the high school will be held on September 25th beginning at 4:30 PM.

Conferences are an excellent opportunity to exchange information in order to support your child. Additional conferences can take place at any time during the school year. If you would like to discuss any of your child's school experiences, simply contact his or her teacher to schedule an appointment. The success of a parent-teacher conference depends upon preparation by both parties. The teacher will prepare information that will be helpful to you. Decide in advance what questions you would like to ask, pinpoint specific issues, ask your child if there is anything he/she would like you to discuss with his/her teacher, and do not hesitate to share pertinent information pertaining to home that you feel may impact your child's learning. Teachers value the interest and opinion of parents.

### **PROGRESS REPORTING**

District staff will contact parents/guardians any time they determine contact is necessary, by telephone, email, individual conferences and/or written progress reports.

Progress reports for high school students and Interim Reports for middle school students will be sent to parents/guardians at least once during each marking period. Reports will inform parents/guardians of specific difficulties, need for improvement, suggested resources, improvements made, and outstanding achievements. If a student is failing, the teacher is required to notify the parents/guardians in a progress report/interim report. Teachers will submit to the principal a copy of all progress reports/interim reports sent to parents/guardians. Report cards for middle and high school students will be available to parents/guardians at the end of each marking period through Home Access Center.

Progress Reports for elementary students will be available at the end of each trimester through Home Access Center. Progress Reports will inform parents/guardians of progress in meeting the end of year grade level standards. At the elementary level, individual parent-teacher conferences will be held once a year.

At the middle school and high school levels, teachers will arrange individual parent-teacher conferences, as necessary, as part of communication with parents/guardians. The individual conferences are to be utilized for interpreting the report card grades to parents/guardians; discussing the student's academic, social and emotional progress; and addressing any existing issues of concern.

Conference schedules are available in this District Handbook and on the District website. Parents/Guardians will be notified no later than the end of the third quarter if there is any possibility that a student may not be promoted to the next grade.

#### Kindergarten/Elementary Progress Report Dates

<b>End of Trimester</b>	<b>Available in HAC</b>
11/27/2023	12/13/2023
03/01/2024	03/13/2024
<b>Final Report</b>	<b>Available in HAC</b>
	June 12, 2024

#### Middle School Progress Report Card Dates

##### **Progress Report Grades**

09/27/2023	10/18/2023	
11/29/2023	12/20/2023	01/10/2024
02/14/2024	03/06/2024	03/27/2024
05/01/2024	05/29/2024	

<b>End of the Marking Period</b>	<b>Available in HAC</b>
11/03/2023	11/17/2023
01/19/2024	02/02/2024
04/05/2024	04/19/2024
06/07/2024	06/12/2024

## **Final Report Distributed**

June 12, 2024

### High School Progress Report Card

<b>Progress Report Dates</b>	<b>End of the Marking Period</b>	<b>Available in HAC</b>
09/20/2023		
10/11/2023		
11/01/2023	11/03/2023	11/17/2023
11/22/2023		
12/13/2023		
01/10/2024	01/19/2024	02/02/2024
02/07/2024		
02/28/2024	04/05/2024	04/19/2024
03/20/2024		
04/24/2024		
05/15/2024		
06/05/2024	06/07/2024	06/12/2024

## **Final Report Available in HAC**

June 12, 2024

## **PUBLIC SAFETY**

Recognizing the ever increasing need for security in today's schools, the Upper Darby School District has embraced its responsibility to both school and community by instituting a variety of proactive security measures.

These initiatives have been designed to provide a safe and secure environment wherein students and staff can effectively pursue the educational goals of the District. The Department of Public Safety for the Upper Darby School District works collaboratively on a daily basis with school administration, community stakeholders, and emergency responders to ensure the safety and security of our students.

The Department of Public Safety is made up of uniformed safety officers and non-uniformed staff members. We are in operation 24 hours a day, 365 days a year.

The Upper Darby School District utilizes the Raptor-V-Soft Visitor Management System. When visitors check into one of our schools, they will be asked to present a valid state-issued I.D. for entering into the system.

This will usually be a driver's license. The system has the ability to provide alerts on people who may jeopardize the safety of our campus. Visitors will then be given a visitor's badge. The badge will be worn on the outermost garment, in plain view, so school staff can identify visitors who properly checked into school. Parent and visitor cooperation is expected.

Deliveries from outside locations such as Uber Eats or GrubHub are not permitted. If a student receives a delivery, it will remain in the main office until dismissal. This includes food that is intended to be a student's lunch.

Keeping our schools safe is a constant endeavor, which requires vigilance, professionalism, and a positive attitude towards our school community. A safe school is everyone's responsibility, and we must work together to make our district a safe and positive learning experience for all our children.

## **SPECIAL NEEDS AND SERVICES**

Upper Darby School District strives to meet the needs of all students providing a free appropriate public education. If you believe your child may have special needs and require additional services either through Special Education, Gifted Support, or accommodations through a 504 Service Agreement, please contact your school principal. Please click here for more information: <https://www.upperdarbysd.org/Page/6834>.

## **VIDEO SURVEILLANCE NOTICE**

The School Board has authorized the use of video surveillance cameras on district property, in school buildings, and on transportation vehicles. Video surveillance will be used to monitor student behavior in order to promote and maintain a safe and secure environment for all students, staff and visitors. Students, parents/guardians, staff and the public are hereby notified that the content of the surveillance system may be used in a student disciplinary proceeding. Surveillance content will be routinely erased on a periodic basis, or will be retained, if necessary, for use in a student disciplinary proceeding or other matter, as determined necessary by the district administration.

### **VOLUNTARY STUDENT ACCIDENT INSURANCE**

Voluntary Student Accident Insurance can be purchased at any time by parents/guardians for their students. Voluntary Student Accident Insurance provides coverage for students for unexpected events that may not be covered by district insurance. Information regarding Voluntary Student Accident Insurance, including the types of coverage options, description of benefits, policy exclusions and enrollment forms can be found on the district website.

### **VOLUNTEERS IN SCHOOLS**

Upper Darby School District values parent and community volunteers as partners in the educational process. In an effort to keep our children safe and be compliant with state If any of the above boxes are marked “yes” the volunteer must complete and submit the following clearances:

1. Original Criminal History Report from the Pennsylvania State Police
2. Original Child Abuse History Clearance from the Pennsylvania Department of Welfare
3. Original Federal Criminal History Report

Links and instructions to obtain all required clearances can be found on the District website (<https://www.upperdarbysd.org/Page/2637>). All required criminal history reports and child abuse clearances shall be provided in the form and manner proscribed by law and must not be dated more than (1) year prior to the date of the approval of the appropriate administration official designated in this policy. Once obtained, volunteers shall only be required to resubmit criminal history reports and clearances every three (3) years, unless the volunteer has a break in service due to an un-enrollment in the District. A return to service after a break in service due to un-enrollment shall require the submission of new



reports/clearances even if three (3) years have not elapsed. All volunteers shall be required to complete a Raptor scan (or other such building level security program as it may exist) annually. All volunteers shall be required to report to the building principal within seventy-two (72) hours any arrest or conviction of an offense listed in Section 111(e) or (f.1) that occurs after submission of the required clearances or Raptor scan (or other such building level security program as it may exist). The PDE Form 6004 (Arrest or Conviction Report) shall be used to report these arrests or convictions to the building principal. The building principal shall immediately advise the Assistant Superintendent for Personnel and Equity of receipt of such a form. If a volunteer does not fit the criteria of the requirement to submit clearances as described above, the volunteer is required to complete a Raptor scan each time they enter the building (or other such building level security program as it may exist).

Those interested in serving as volunteers in our schools should contact their building principals and complete and submit the 916 AR-1 Non-Staff Volunteer Application found on the District website:

[https://go.boarddocs.com/pa/udar/Board.nsf/files/C2KHNT49549D/\\$file/916-AR-1-NonStaffVolunteerApplication-R-Final-3-4-2020.pdf](https://go.boarddocs.com/pa/udar/Board.nsf/files/C2KHNT49549D/$file/916-AR-1-NonStaffVolunteerApplication-R-Final-3-4-2020.pdf)).

## **ELEMENTARY AND SECONDARY EDUCATION ACT (ESEA) - TITLE I**

Title I of the Elementary and Secondary Education Act (ESEA) of 1965 is the largest federally funded education program for both elementary and secondary schools. These funds, which are administered by the state, are targeted to high poverty schools and districts, and are used to help school districts meet the educational needs of its children. In addition, a portion of the Title I grant supports educational services for nonpublic students who reside in a district's geographic area.

Upper Darby School District's Title I funds are used to finance supplemental educational services, in reading/language arts and math, to students in the seven district schools with the highest percentage of free and reduced lunch: Beverly Hills, Bywood, Charles Kelly, Primos, Highland Park, Stonehurst Hills, and The Kindergarten Center. Reading Specialists, classroom teachers, ELL teachers and MTSS Specialists work with students in the regular classroom to ensure that they meet state academic standards. All instruction is aligned to district curriculum and local and state standards, and is based on scientific research.

Title funding also assists the district in meeting the needs of its professional and paraprofessional staff members. Title funds finance a portion of the professional

development, technology, instructional materials, supplies, and educational opportunities provided to its staff members.

Upper Darby's Title I program also has a strong parent involvement component. Workshops and resources are provided throughout the year to help parents take an active role in helping their children achieve high academic standards. Parents are included in decision-making and on advisory committees to assist in the educational planning for their children. Parents are notified of their school's academic progress, and any related consequences. In addition, parents may request information regarding the professional qualifications of their child's teacher(s) and of paraprofessionals who provide instructional services to their children.

### **SCHOOL PASS - NEW SECONDARY ATTENDANCE TOOL**

We are pleased to announce that our district is taking a significant step forward in enhancing school safety and streamlining attendance management with the implementation of SchoolPass, a comprehensive management system. Designed to provide real-time arrival and attendance information, SchoolPass will revolutionize the way we monitor student entry into our three secondary schools.

Beginning this academic year, students will be required to utilize their identification cards to gain access to the school building. This innovative system will not only ensure secure entry but will also facilitate efficient attendance tracking in classrooms throughout the day. By utilizing SchoolPass, we aim to promote a safer environment for our students and staff while reducing administrative burdens.

To ensure a smooth transition and familiarize our students with the program, building-level lessons will be conducted to educate them on SchoolPass functionality and the school's expectations regarding its usage. These lessons will equip our students with the necessary knowledge and skills to seamlessly integrate SchoolPass into their daily routines.

We understand the importance of providing comprehensive information to our stakeholders, and as such, our secondary school principals will be disseminating more detailed instructions and guidelines regarding SchoolPass during the back-to-school period. These resources will address specific queries and provide further clarity on the implementation process.

With the introduction of SchoolPass, we are confident that our district will experience a significant improvement in attendance management and heightened security measures. By embracing this forward-thinking solution, we reaffirm our commitment to creating a

nurturing educational environment while leveraging technology to enhance the overall educational experience for our students.

### **McKINNEY-VENTO HOMELESS ASSISTANCE ACT**

In compliance with the federal McKinney-Vento Homeless Assistance Act, as reauthorized in 2015 by the Every Student Succeeds Act (ESSA), the Upper Darby School District is attempting to identify all children within the district that may be experiencing homelessness, including unaccompanied homeless youth.

The term homeless children and youth is defined as individuals who lack a fixed, regular and adequate nighttime residence. This includes individuals:

- Sharing the housing of other persons due to loss of housing, economic hardship or a similar reason;
- Living in a motel, hotel, trailer park or campground due to lack of alternative adequate accommodations;
- Living in emergency or transitional shelters;
- Living in cars, parks, public spaces, abandoned buildings, bus or train stations or similar settings;
- Living in substandard housing (no running water or working utilities, infestations, etc.).

Upper Darby School District (UDSD) attempts to identify homeless students during the initial enrollment process and on an ongoing basis. If a student or family has indicated they are homeless, or if a staff member has reasonable suspicion that a student or family is homeless, they are required to alert the District's Homeless Liaison, Dr. Brian Ursone ([bursone@upperdarbysd.org](mailto:bursone@upperdarbysd.org)). All procedures in place are designed to ensure this identification does not create or exacerbate educational barriers.

Students shall not be discriminated against, segregated nor stigmatized based on their status as homeless. To the extent feasible, and in accordance with the student's best interest, a homeless student shall continue to be enrolled in their school of origin while they remain homeless or until the end of the academic year in which they obtain permanent housing. Parents/Guardians of a homeless student may request enrollment in the school in the attendance area where the student is actually living and enroll the student according to district policy. If a student is unaccompanied by a parent/guardian, the Upper Darby School District will follow district policies in determining where the student will be enrolled.

The selected school shall immediately enroll the student and begin instruction, even if the student is unable to produce records normally required for enrollment pursuant to UDSD policies. However, UDSD may require a parent/guardian to submit contact information. The homeless liaison may contact the previous school for oral confirmation of immunizations, and the school shall request records from the previous district. Homeless families are not required to prove residency regarding school enrollment.

UDSD may contact the district of origin for oral confirmation that the student has been immunized, but must not be a barrier to enrollment. Oral confirmation between professionals is a sufficient basis to verify immunization with written confirmation to follow within thirty (30) days. The instructional program should begin as soon as possible after the enrollment process is initiated and should not be delayed until the procedure is completed. The Homeless Liaison will assist the parent/guardian in obtaining necessary immunizations, or immunization and medical records.

Homeless students shall be provided services comparable to those offered to other UDSD students including but not limited to: programs for students with limited English proficiency; and educational services for which students meet eligibility criteria, such as programs for disadvantaged students, and students with disabilities. Homeless families will also have access to all parent involvement activities and initiatives. All students enrolled in the UDSD automatically qualify for free breakfast and lunch.

UDSD has staff members who will work with local community agencies to coordinate services in the student's community. The staff includes: (liaison, social worker, counselor etc) as well as those involved in the Student Assistance Program. Additionally, UDSD has certified nurses on staff that work to ensure necessary referrals take place to appropriate health care, dental services, and other medical services.

UDSD will ensure the student has transportation to school related events, such as, but not limited to field trips, where appropriate and in accordance with district policy.

Placement/Dispute/Complaints: If UDSD is unable to determine the student's grade level due to missing or incomplete records, the school shall administer tests or utilize appropriate means to determine the student's placement.

If a dispute arises over school selection or enrollment, the student shall be immediately enrolled in the school in which enrollment is sought, pending resolution of the dispute. The parent/guardian/student will be provided with a written explanation of the school's decision on the dispute, including the right to appeal. The parent/guardian/student will be referred to the Homeless Liaison who will carry out the state's grievance procedure as expeditiously as possible

after receiving notice of the dispute. In the case of an unaccompanied student, the Homeless Liaison shall ensure that the student is immediately enrolled in school pending resolution of the dispute.

If disputes or complaints on noncompliance arise regarding the education of homeless students, the following steps may be taken:

- The person filing the complaint shall first contact the school's Homeless Liaison to present their concerns to the people closest to the situation and most likely to be able to resolve it quickly.
- If Step 1 is not successful or is not possible under the circumstances, contact should be made with the Homeless Project Education Liaison, or the Pennsylvania Department of Education (PDE) will accept complaints directly through the Education for Homeless Children and Youth Program.
- Individual cases may be referred to PDE's Office of Chief Counsel and the Office of the Deputy Secretary for Elementary and Secondary Education, as needed, by the State Homeless Coordinator.

PDE will deliver a response within fifteen (15) business days of the receipt of the complaint. The complaint may arrive in the form of a copy of the school/district letter or on the Dispute Letter Form if given directly to a Liaison of the Homeless Initiative.

Children who are experiencing homelessness may qualify for assistance, with school supplies/materials, and/or tutoring so that they can remain in their school throughout the duration of their home instability.

If you believe your child(ren) may qualify for this service, please contact the- Homeless Liaison at 610-789-7200, ext. 3216.

If your living situation changes during the school year, and you and your children become homeless, please be sure to contact the school. We will work with you so that your child(ren)'s education is disrupted as little as possible.