

BETHLEHEM AREA SCHOOL DISTRICT
Bethlehem, Pennsylvania

MISSION STATEMENT

The Bethlehem Area School District, in partnership with the home and community, is committed to providing a safe and supportive environment in which each student will attain the knowledge, skills, and attitudes necessary to become a productive citizen and lifelong learner in our technologically demanding and culturally diverse society.

A G E N D A
REGULAR MEETING – June 22, 2009

1. Roll Call
2. Pledge of Allegiance
3. Silent Meditation
4. Student Recognition
5. Courtesy of the Floor to Visitors (30 minutes allowed)
6. Reports of Student Representatives
7. Approval of Minutes
June 1, 2009 – Public Meeting
8. Approval of Committee Minutes
June 15, 2009 – Board Curriculum Committee Meeting
June 15, 2009 – Board Human Resources Committee Meeting
9. Financial Report/Payment of Bills
10. President's Communication/Special Meetings
11. Superintendent's Report/Federal Program Update
12. Unfinished Business
13. Recommendations of the Administration
14. Recommendation of the Board
15. Reports of Committees
16. New and Miscellaneous Business
17. Courtesy of the Floor to Visitors (30 minutes allowed)
18. Adjournment

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° Information Item Only

1. *Final Adoption of the 2009-2010 Bethlehem Area School District Budget*

RECOMMENDATION:

That the following Resolution to adopt the 2009-2010 Bethlehem Area School District Budget be approved as presented.

BETHLEHEM AREA SCHOOL DISTRICT
Bethlehem, Pennsylvania

RESOLUTION-RE: 2009-2010 BETHLEHEM AREA SCHOOL DISTRICT
BUDGET

WHEREAS, a careful consideration of the estimated budget requirements of the Bethlehem Area School District for the fiscal year of 2009-2010 shows that a total of \$195,402,663 will be necessary to operate the public schools on an efficient basis.

NOW, THEREFORE, BE IT RESOLVED THAT:

The General Fund Budget for the 2009-2010 fiscal year of the Bethlehem Area School District in the amount of \$195,402,663 is based on the following

- (a) A 41.60 mill (or \$4.160 per \$100 of assessed valuation) tax on Northampton and Lehigh Counties taxable real estate in the school district.
- (b) A \$5 Resident Per Capita Tax, taxable on 18 year olds and over, based on Section 679 of the School Code of 1949.
- (c) The following taxes under Act 511 are:
 - (1) 1% Eamed Income Tax shared equally with the coterminous municipalities.
 - (2) 1% Realty Transfer Tax shared equally with the coterminous municipalities.
 - (3) \$5 Resident Per Capita Tax, taxable on 18 year olds and older.
 - (4) \$5 Local Services Tax.
 - (5) Business Privilege Tax at the rate of one and one-half mills on gross receipts.
 - (6) Mercantile License Tax at the rate of one mill on wholesale vendors or dealers and one and one-half mills on retail vendors or dealers.

2. *Tuition Waiver Students*

INFORMATION:

The Bethlehem Area School District Board Policy Number 202, Eligibility of Nonresident Students, allows students to be educated in the Bethlehem Area School District as tuition waiver students: Tuition Waivers for Former Resident Students and Tuition Waivers for Future Resident Students.

Tuition Waivers for Former Resident Students are comprised of two types of students. Seniors who move out of the Bethlehem Area School District before completing their senior year may request to remain in the Bethlehem Area School District to graduate with their class. Students in grades K through 11 who move out of the Bethlehem Area School District after the end of the third marking period, but prior to the end of the school year, may remain as tuition waiver students for the remainder of the current school year only.

The Bethlehem Area School District also provides Tuition Waivers for Future Resident Students. Those are students whose families are in the process of purchasing or building a home within the Bethlehem Area School District and will not be in residence prior to the start of the current school year but will be in residence within the first quarter of the school term. They may begin their education in the Bethlehem Area School District as tuition waiver students.

RECOMMENDATION:

That the Board of School Directors approves the list of students as tuition waiver students for the 2008-2009 school year.

3. *AP Course and Textbook Recommendations for High School Social Studies*

INFORMATION:

In order to demonstrate alignment with the Pennsylvania State Standards in Social Studies, Bethlehem Area School District middle and high school teachers have worked over the past 18 months to develop an appropriate scope and sequence and to begin work on curriculum that will reflect essential requirements from those standards. In October 2007, information on an updated sequence was presented to the Board of School Directors. Included within this realignment is the AP World History course, which will be offered at both high schools in the 2010-2011 school year.

Based on a high degree of student interest to enroll in AP World History during the 2009-2010 school year, administrators and teachers from Freedom High School are seeking approval to offer the course during the upcoming school year. Additionally, with our district's focus on building our AP offerings, the Freedom team also anticipates offering AP Psychology as a social studies elective beginning in the 2009-2010 school year.

Costs for teacher training have been built in to the Project 720 budget. Additional textbook costs that would come from the Instructional Materials budget are as follows:

AP WORLD HISTORY

AP Edition: The World's History (Pearson/Prentice-Hall)
Class set of 30 \$2,759.10 (\$91.97 per book)

AP PSYCHOLOGY

AP Edition: Psychology with Discovering Psychology
by Zimbardo (Pearson/Prentice-Hall)
Class set of 30 \$2,519.10 (\$83.97 per book)

3. *AP Course and Textbook Recommendations for High School Social Studies*

RECOMMENDATION:

That the Board of School Directors approves:

- a. Offering AP World History at Freedom High School beginning in the 2009-2010 school year.
- b. Offering AP Psychology at Freedom High School beginning in the 2009-2010 school year.
- c. The cost of one class set of the AP World History textbooks for a total cost of \$2,729.10.
- d. The cost of one class set of the AP Psychology textbooks for a total cost of \$2,519.10.

4. *Community Service Agencies*

INFORMATION:

A very important component of the Bethlehem Area School District's Community Service Program is the involvement of agencies and organizations to serve as hosts for students participating in the program. These organizations must not discriminate against any race, religion, or sex, and must provide assurances that the approved experience is free from religious doctrinal motivation. In addition, each agency must commit to provide our students with opportunities to benefit others.

As part of the Community Service Program, the Board of School Directors must approve each community service sponsor prior to students participating with the agency.

RECOMMENDATION:

That the attached community service sponsors be approved to participate in the Bethlehem Area School District's Community Service Program and be included in the Community Service Directory of Participating Organizations and Agencies.

Name of Agency/Organization: Notre Dame Parish

Address: 1861 Catasauqua Road, Bethlehem, PA 18018

Phone number: 610-866-4371

Contact Person: Pat Rasmuson

Email address: p-rasmuson@hotmail.com

Web Site address: www.chuchofndbeth.org

Number of students requested: Unlimited ***Minimum age:*** 12

Description of service opportunities: Parish Picnic – Set up, clean up, food tables, and assist with games. Tricky Tray – Coordination of events and help with baskets. Clean Teams – Help clean and maintain church, church hall and grounds. Green Team – Help rake leaves, water plants and weed gardens.

Minimum Time of Service Per Shift or Session: 1 hour

Hours agency is open to community service students: During events or by appointment.

Dress requirements: Casual, but neat. No short shorts, no midriffs showing.

Supervision provided by: Msgr. Buddick and approved adult volunteers.

Training and/or orientation: Provided

Additional information or comments:

This agency carries liability insurance covering students on site. (Yes)
This agency participates in court ordered community service activities. (No)
This agency requires Act 34 (criminal history) clearance for employees. (Yes)
This agency conducts events/activities where alcohol is served. (Yes)
(Parental Waiver is needed if alcohol is served)

Name of Agency/Organization: Our Lady of Perpetual Help Church

Address: 3219 Santee Road, Bethlehem, PA 18020

Phone number: 610-867-8409

Contact Person: Carol Salabsky

Email address: olphrep@rcn.com

Web Site address:

Number of students requested: Unlimited ***Minimum age:*** High school age

Description of service opportunities: Education program aide – Helping with crafts and games. Teacher aide – one-on-one tutoring, and assisting with managing classroom activities. Help at annual carnival and special breakfasts.

Minimum Time of Service Per Shift or Session: 3_ hours per day. Monday – Friday.

Hours agency is open to community service students: Any time students need service time.

Dress requirements: None.

Supervision provided by: Carol Salabsky

Training and/or orientation: Certain activities require training.

Additional information or comments: No religious instruction by volunteers.

This agency carries liability insurance covering students on site. (Yes)

This agency participates in court ordered community service activities. (No)

This agency requires Act 34 (criminal history) clearance for employees. (Yes)

This agency conducts events/activities where alcohol is served. (No)

(Parental Waiver is needed if alcohol is served)

5. *Approval of High School Cheerleading Proposal*

INFORMATION:

Administrative guidelines were developed in consultation with the high school athletic directors and high school cheerleading squads for the 2009-2010 school year. The guidelines were reviewed with the board at the Board Curriculum Committee Meeting on June 15, 2009.

RECOMMENDATION:

That the Board of School Directors approves the attached guidelines for the high school cheerleading programs at both Freedom and Liberty High Schools.



PROPOSAL FOR CHEERLEADING PROGRAM

The following is the recommendation to the Bethlehem Area School District (BASD) with respect to the cheerleading programs at Freedom High School and Liberty High School.

In an effort to promote more school spirit and to provide more students with the opportunity to participate in the sport of cheerleading, while at the same time limiting the costs associated with the sport of cheerleading for the BASD, it is recommended that the BASD approve the implementation of both spirit squads and competition squads at both high schools within the District. It should be noted that, a competition squad is not mandatory at either high school but, should a high school elect to implement a competition squad, it will be subject to the policies outlined herein.

I. SPIRIT SQUADS

Each respective high school in the BASD shall have the option of having three Spirit Squads, Freshman, JV, and Varsity or two Spirit Squads, JV, and Varsity.

Freshman Spirit Squads will be comprised solely of students in 9th grade. JV Spirit Squads will be open to students in the 9th, 10th, and 11th grades and Varsity Spirit Squads will be open to students in the 9th, 10th, 11th, and 12th grades. Freshman and JV Spirit Squads will be responsible to cheer at all home Freshman and JV football games, Freshman and JV soccer games, Varsity Football games (third quarter), Freshman and JV basketball games, Freshman and JV wrestling matches; and pep rallies. The Freshman and JV Spirit Squads will also be responsible to assist the Varsity Spirit Squads with decorating the school and stadium for athletic events. The Varsity Spirit Squads will be responsible to cheer at all Varsity football games, Varsity home soccer games, Varsity basketball games, Varsity home wrestling matches, and pep rallies. The BASD will provide transportation for the Varsity Spirit Squads to all away football and basketball athletic events. The Varsity Spirit Squads will also be responsible to decorate the school, locker rooms, senior players' houses and the stadium for athletic events. The costs associated with decorating supplies (*i.e., paper, paint, brushes, decorations, tape, balloons*) will be the responsibility of the Freedom Cheerleading Booster Club and the Liberty Cheerleading Booster Club.

The BASD agrees to fund any uniform and equipment costs associated with the Freshman, JV, and Varsity Spirit Squads as allotted for in the athletic budget for the corresponding year.

II. COMPETITION

Each respective high school in the BASD shall have the option of having a Varsity Competition Squad. The Varsity Competition Squad will be open to cheerleaders in 9th -12th grade. Preference will be given to those girls who excel in tumbling, jumps, motion technique, dance, and stunting. It should be noted that cheerleaders may tryout and be selected to cheer on both the spirit team (Freshman, JV or Varsity) and the Varsity Competition Squad.

The Freedom Cheerleading Booster Club and the Liberty Cheerleading Booster Club agree to fund, through fundraising and sponsorships, a major portion of the competition expenses, which includes transportation costs. The BASD agrees to fund the registration fees and transportation costs associated with attending the District XI Athletic Directors' Cheerleading Competition held annually.

III. EXPENSES FOR CHEERLEADING PROGRAM TO BASD

Under the proposal for the cheerleading programs within the BASD, the BASD would be responsible for coaches' salaries, one head coach and two assistant coaches, transportation costs to away football and basketball contests, uniform and equipment costs as budgeted for annually, registration fees and transportation costs to the District XI Cheerleading Competition. All additional expenses, including those associated with competition, shall be the sole responsible of each respective school's cheerleading booster club.

6. *Student Discipline - #952856, #0950376, #0963508, #0974353, #0970820, and #0957670 – Adjudications*

INFORMATION:

The Board of School Directors of the Bethlehem Area School District has received and reviewed the following information regarding misconduct by six students in violation of District Policy 233.

RECOMMENDATION:

That the Board of School Directors adopts the proposed adjudications relating to Student Numbers: 0952856, 0950376, 0963508, 0974353, 0970820, and 0957670.

7. *Student Discipline - #0951179, #0949114, and #0970145– Waivers*

INFORMATION:

The Board of School Directors of the Bethlehem Area School District has received and reviewed the following Waivers of Expulsion Hearing and Stipulation regarding misconduct by three students in violation of District Policy 233.

RECOMMENDATION:

That the Board of School of School Directors adopts the waivers relating to Student Numbers: 0951179, 0949114, and 0970145.

8. *Federal/State Program Budgets*

INFORMATION:

The 2008-2009 Budget included \$13,329,427 in both revenues and expenditures for federal and state programs. Budget modifications are necessary to properly reflect the current status of funding from various federal and state organizations in the 2008-2009 Budget. The provisions of the Public School Code of 1949, Title 24, Article VI, Section 609 allow for these budget modifications required on a program basis to reflect revisions approved by the various federal and state organizations. These changes will adjust the total federal and state programs' revenues and expenditures from \$13,329,427 to \$13,497,055.

RECOMMENDATION:

That the administration be authorized to revise the federal and state program budgets as indicated on the attached schedule.

2008-2009 FEDERAL/STATE PROGRAM BUDGETS

<u>Program Name</u>	<u>Approved Budget</u>	<u>Amended Budget</u>	<u>Increase/ (Decrease)</u>
I.D.E.I.A.	1,778,259	1,786,348	8,089
AYP SCHOOL IMPROVEMENT	0	36,000	36,000
BASIC SKILLS and VOCATIONAL PREPARATION (L.V. WIB)	0	90,036	90,036
PIC CareerLinking - LHS & FHS	0	33,503	33,503
TOTAL ADJUSTMENTS			<u>167,628</u>
APPROVED FEDERAL/STATE BUDGET REVENUES/EXPENDITURES			13,329,427
AMENDED FEDERAL/STATE BUDGET REVENUES/EXPENDITURES			13,497,055

9. *Conference/Staff Trip Attendance***RECOMMENDATION:**

That the following conferences for staff be approved:

June 24-26, 2009 17th Annual Pennsylvania Permanency Conference Lancaster, Pennsylvania	\$1,181.66 State/Time Limited Family Reunification (TLFR)
July 15-17, 2009 Reading Apprenticeship Leadership Training Schnecksville, Pennsylvania	4,984.32 State/AYP School Improvement Grant
July 27-29, 2009 Creative Learning Communities for Improved Student Achievement Gettysburg, Pennsylvania	777.76 \$277.76-Federal/Title 1 \$500.00-General
July 27-30, 2009 AP Summer Institute – Calculus AB Malvern, Pennsylvania	1,026.26 State/Project 720
July 28-29, 2009 Parents as Teachers Born to Learn Training Mars, Pennsylvania	789.60 Federal/Marvine Family Center

10. *Field Trip Attendance***RECOMMENDATION:**

That the following overnight student trips for students and staff be approved:

August 4-7, 2009
(6 Career Academy Students)
National Urban Service Learning Institute
Philadelphia, Pennsylvania
\$3,661.60
\$1,838.60-Grant/Learn and Serve
\$1,823.00-Grant/IGESL

August 4-7, 2009
(4 Freedom High School Students)
National Urban Service Learning Institute
Philadelphia, Pennsylvania
3,268.27
\$1,799.51-Grant/Learn and Serve
\$1,468.76-Grant/IGESL

March 10-14, 2010
(100 Freedom High School Students)
Music Trip to Disney World
Orlando, Florida
0.00

All expenses paid by the Band/Orchestra Parent Organization

11. *Approval of Settlement*

INFORMATION:

The attached settlement agreement has been accepted by employee XXX-XX-8381. Whereas, certain differences have arisen between the District and the employee, the parties have reached an understanding in order to settle the dispute.

RECOMMENDATION:

That the Board of School Directors accepts the attached settlement agreement.

12. *Resignations*

RECOMMENDATION:

Instructional

1. NAME: **DeAngelo, Michael**
ASSIGNMENT: Nitschmann, Social Studies Teacher
REASON: Personal
EFFECTIVE: June 10, 2009
2. NAME: **Dieter, Karen**
ASSIGNMENT: Donegan, Grade 3 Teacher
REASON: Employee request for (.5) reduction
EFFECTIVE: August 24, 2009
3. NAME: **Frisch, Elizabeth**
ASSIGNMENT: East Hills/Nitschmann, Guidance Counselor
REASON: Personal
EFFECTIVE: May 27, 2009
4. NAME: **Johnson, Jule**
ASSIGNMENT: Nitschmann, Special Education Teacher
REASON: Retirement
EFFECTIVE: June 10, 2009
5. NAME: **Martin, Laura**
ASSIGNMENT: East Hills, Mathematics Teacher
REASON: Employee request for (.2) reduction
EFFECTIVE: August 24, 2009
6. NAME: **Reybitz, Kim**
ASSIGNMENT: East Hills, Reading Teacher
REASON: Employee request for (.5) reduction
EFFECTIVE: August 24, 2009
7. NAME: **Sames, Michelle**
ASSIGNMENT: Fountain Hill, Grade 3 Teacher
REASON: Employee request for (.5) reduction
EFFECTIVE: August 24, 2009

12. Resignations**RECOMMENDATION:*****Noninstructional***

1. NAME: **Bartos, Janet**
 ASSIGNMENT: Liberty, General Kitchen Help
 REASON: Retirement
 EFFECTIVE: June 6, 2009

2. NAME: **Feist, Rose Marie**
 ASSIGNMENT: Liberty, General Kitchen Help
 REASON: Retirement
 EFFECTIVE: May 14, 2009

3. NAME: **Henshaw, Victoria**
 ASSIGNMENT: Marvine Family Center, Family Development
 Specialist
 REASON: Personal
 EFFECTIVE: July 7, 2009

4. NAME: **Hicks, Mary**
 ASSIGNMENT: Child Care, Assistant Center Supervisor
 REASON: Retirement
 EFFECTIVE: April 20, 2009

5. NAME: **Merwine, Rodney**
 ASSIGNMENT: Maintenance, M-1
 REASON: Personal
 EFFECTIVE: November 8, 2007

12. *Resignations*

RECOMMENDATION:

Miscellaneous

- | | | |
|----|-------------|--------------------------|
| 1. | NAME: | Sanders, Lawrence |
| | ASSIGNMENT: | Bus Driver |
| | REASON: | Retirement |
| | EFFECTIVE: | May 21, 2009 |

13. *Leaves of Absence***RECOMMENDATION:*****Instructional***

1. NAME: **Brader, Alyson**
 ADDRESS: Center Valley
 ASSIGNMENT: Liberty, Business Teacher
 REASON: Family Medical Leave of Absence
 EFFECTIVE: August 24, 2009, until the end of the day on
 November 17, 2009

2. NAME: **Carr, Jane**
 ADDRESS: Bangor
 ASSIGNMENT: Broughal, Technology Teacher
 REASON: Family Medical Leave of Absence
 EFFECTIVE: May 15, 2009, until the end of the day on
 May 22, 2009

3. NAME: **Craven, Lisa**
 ADDRESS: Bethlehem
 ASSIGNMENT: Fountain Hill, Grade 4 Teacher
 REASON: Childrearing Leave of Absence, continuing
 EFFECTIVE: August 24, 2009, until the end of the 2009-2010
 school year

4. NAME: **McHenry, Kimberly**
 ADDRESS: Breinigsville
 ASSIGNMENT: Liberty, Health and Physical Education Teacher
 REASON: Family Medical/Childrearing Leave of Absence
 EFFECTIVE: Family Medical Leave of Absence to begin
 August 24, 2009, until the end of the day on
 November 17, 2009
 Childrearing Leave of Absence to begin
 November 18, 2009, until the end of the 2009-2010
 school year

13. *Leaves of Absence*

RECOMMENDATION:

Instructional (continued)

- | | | |
|----|-------------|---|
| 5. | NAME: | Sabetti, Michelle |
| | ADDRESS: | Bethlehem |
| | ASSIGNMENT: | Lincoln, Grade 3 Teacher |
| | REASON: | Family Medical/Childrearing Leave of Absence |
| | EFFECTIVE: | Family Medical Leave of Absence to begin
August 24, 2009, until the end of the day on
November 17, 2009
Childrearing Leave of Absence to begin
November 18, 2009, until the end of the 2009-2010
school year |
| | | |
| 6. | NAME: | Sobrinski, Kristin |
| | ADDRESS: | Bethlehem |
| | ASSIGNMENT: | Freedom, Social Studies Teacher |
| | REASON: | Childrearing Leave of Absence, continuing |
| | EFFECTIVE: | August 24, 2009, until the end of the 2009-2010
school year |

14. *Nominations for Appointment***RECOMMENDATION:*****Administrative***

1. NAME: **Hilton, Jennifer**
 ADDRESS: Bethlehem
 COLLEGE, DEGREE: Lehigh University, B.A., M.Ed.
 Pennsylvania State University, Principal Certification
 ASSIGNMENT: Assistant Principal, Northeast Middle School
 SALARY: \$81,632 (Category 4, Step 2)
 EFFECTIVE: July 1, 2009

2. NAME: **Hirner, Tracy**
 ADDRESS: Danielsville
 COLLEGE, DEGREE: Kutztown University, B.S., M.Ed.
 Wilkes University, Principal Certification
 ASSIGNMENT: Assistant Principal, East Hills Middle School
 SALARY: \$80,354, prorated (Category 4, Step 1)
 EFFECTIVE: July 8, 2009

14. *Nominations for Appointment***RECOMMENDATION:*****Administrative (continued)***

- | | | |
|----|------------------|---|
| 3. | NAME: | Horvath, David |
| | ADDRESS: | Bethlehem |
| | COLLEGE, DEGREE: | Moravian College, B.A.
Wilkes University, M.Ed., Principal Certification |
| | ASSIGNMENT: | Principal, East Hills Middle School |
| | SALARY: | \$93,258, prorated (Category 2, Step 6) |
| | EFFECTIVE: | July 8, 2009 |
| 4. | NAME: | Rusnak, Leigh Kuenne |
| | ADDRESS: | Easton |
| | COLLEGE, DEGREE: | Lehigh University, B.A., M.Ed., Principal Certification |
| | ASSIGNMENT: | Principal, Freemansburg Elementary School |
| | SALARY: | \$91,252 (Category 3, Step 6) |
| | EFFECTIVE: | July 1, 2009 |

14. *Nominations for Appointment***RECOMMENDATION:*****Miscellaneous***

1. **Coach (2009-2010 School Year)**
Liberty High School
Girls Basketball
Head Coach **Senneca, Samuel** Continuing \$7,338.00

2. **Lehigh Valley Workforce Investment Board (Summer PIC Program)**
Lead Teacher
Hrycyszyn, Marlice
SALARY: \$33.14 per hour

Teachers

Haddigan, Erin	Longyore, Jane
Hillegass, Heather	Marek, Deborah
Landis, Barbara	

Alternate Teacher

John, Kelly
SALARY: \$32.04 per hour

Teacher Assistants

Korpics, Denise	Rumble, Beverly
Labukas, Rosemarie	Savitski, Kelly
Meyers, Karen	

SALARY: \$15.22 per hour

Alternate Teacher Assistant

John, Kelly
SALARY: \$7.15 per hour

3. **Summer ASPIRE Helpers**
District-wide
Mugavero, Laura
Rivera, Patsy
Scala, Francesca
Waters, Jenny
SALARY: \$7.15 per hour

- | | | |
|----|---|---|
| 4. | Summer Band
<i>Freedom High School</i>
Director (100 hours)
<i>Liberty High School</i>
Director (100 hours)
Assistant Director (50 hours) | Moran, Michael

MacGill, Gregory
Long, Kevin |
| | <i>Middle Schools</i>
Broughal Middle School (50 hours)
East Hills Middle School (50 hours)
Nitschmann Middle School (50 hours)
Northeast Middle School (50 hours)
SALARY: \$32.04 per hour | Gross, Maryann
Dehner, Chelsea
Zettlemoyer, Daniel
Rupnik, Brian |
| 5. | Summer School – District Middle School
<i>Monitor</i>
Morgan, Pierre
SALARY: \$12.78 per hour | |
| 6. | Summer School – Elementary School
<i>Clearview Elementary School</i>
<i>Teachers</i>
Flad, Stephen
Newton, Lakeisha
SALARY: \$32.04 per hour | |
| 7. | Summer School – English as a Second Language
<i>Teachers</i>
Blazusiak, Louise
Danilovicz, Judith
SALARY: \$32.04 per hour | Schachter, Carole
Zito, Annette |

14. *Nominations for Appointment*

RECOMMENDATION:

Miscellaneous (continued)

8. **Summer School – Middle School**
Teachers
Nitschmann Middle School
Wohlbach, Herman

Northeast Middle School
Shive, Linda
SALARY: \$32.04 per hour
9. **Summer SPARK PreK Counts Program**
Substitute Teachers
Rodriguez, Maureen
Yarrington, Joyce
SALARY: \$90.00 per day

Teacher Assistants
Fernandez, Yaraivette
Rosario, Betzaida
Villeda, Johany
SALARY: \$15.22 per hour

14. *Nominations for Appointment*

RECOMMENDATION:

Substitutes

Noninstructional

Looker, Beverly
Bethlehem

Tawfik, Amaal
Freemansburg

15. Reassignments**RECOMMENDATION:*****Noninstructional***

1. NAME: **Rich, Lynn**
 ASSIGNMENT: Regional Academic Standards Academy, Teacher Assistant

 FROM: \$14.22 per hour
 TO: \$14.72 per hour
 REASON: Contractual salary adjustment for teaching certificate
 EFFECTIVE: March 7, 2009

2. NAME: **Schmidt, Sherri**
 FROM: SPARK II, General Kitchen Help, 1 hour daily
 TO: East Hills, General Kitchen Help, 3.5 hours daily
 SALARY: \$11.18 per hour
 REASON: Successful Candidate
 EFFECTIVE: August 25, 2009

3. NAME: **Velez, Brenda**
 FROM: Northeast, General Kitchen Help, 3.5 hours daily
 TO: Broughal, General Kitchen Help, 4.5 hours daily
 SALARY: \$12.18 per hour
 REASON: Successful Candidate
 EFFECTIVE: August 25, 2009

16. *Salary Correction*

RECOMMENDATION:

Administrative

1. NAME: **Smith, Eric**
 ASSIGNMENT: Principal, Spring Garden Elementary School
 (Appointment, May 18, 2009)
 SALARY: \$93,939 (Category 3, Step 8)
 EFFECTIVE: August 2, 2009

17. *Memorandum of Understanding Between the Board of School Directors of the Bethlehem Area School District and Clerical/Secretarial Employees Represented by Teamsters Local 773*

RECOMMENDATION:

That the Board of School Directors approves the attached Memorandum of Understanding between the Bethlehem Area School District and the Clerical/Secretarial Employees Represented by Teamsters Local 773.

**MEMORANDUM OF UNDERSTANDING
BETWEEN
BETHLEHEM AREA SCHOOL DISTRICT
AND
CLERICAL/SECRETARIAL EMPLOYEES
REPRESENTED BY TEAMSTERS LOCAL 773**

The Bethlehem Area School District strives to conserve energy by reducing heat in school facilities. Since the reduced temperature is not conducive to sedentary work, the district will be closed on December 28, 29, and 30, 2009, when the clerks/secretaries are usually scheduled to work (a total of 19 1/2 hours). The parties agree to the following:

1. The clerks/secretaries will not report to work during the days listed above; however, can opt to receive their normal pay for that period. The following options to make up the 19 1/2 hours are available:

OPTION 1:

- a. The 12-month clerks/secretaries will make up hours of work from July through January or take vacation days. No more than five (5) make-up hours can be scheduled per week. The make-up hours are to be scheduled by the supervisor/principal in consultation with their clerks/secretaries.
- b. The 10-month clerks/secretaries will make up the hours of work from July through January. The make-up hours are to be scheduled by the supervisor/principal in consultation with their clerks/secretaries. Note: Prior to August 15, 2009, hours to be made up will be in half-day or full-day increments. After August 15, 2009, no more than five (5) make-up hours can be scheduled per week. During the week of August 10, 2009, no more than 40 hours of actual work may be performed.

OPTION 2:

Accrued vacation days may be taken instead of making up the hours of work.

OPTION 3:

A combination of Option 1 and Option 2.

2. The overtime section of the Collective Bargaining Agreement that requires time and one-half pay for time over a 7 1/2 hour day, or time and one-half pay over a 37 1/2 hour work week will not apply to the make-up hours.
3. Clerks/secretaries who do not report make-up hours shall receive a reduction in their pay the last payday in February equal to the number of hours not made up.

This Memorandum of Understanding affects only the dates and circumstances noted above and are not to be construed to mean that either party will approve future circumstances of the same or similar nature.

FOR THE DISTRICT:

FOR THE UNION:

Rev. 5/28/09

Date

Date

**18. *Revisions to Board Policy Number 219 – Student Complaint Policy –
Second Reading***

INFORMATION:

The board recognizes that students have the right to request redress of complaints. In addition, the board believes that the inculcation of respect for established procedures is an important part of the educational process. Accordingly, individual and group complaints shall be recognized and appropriate appeal procedures shall be provided. The board and its employees will recognize the complaints of students, provided that such complaints are submitted according to the guidelines established by Board policy.

The first reading of the revisions to Board Policy Number 219 – Student Complaint Policy were reviewed with the Board of School Directors at the June 15, 2009, Board Human Resources Committee Meeting.

RECOMMENDATION:

That the Board of School Directors approves the attached revisions made to Board Policy Number 219 – Student Complaint Policy.

SECTION: PUPILS

TITLE: STUDENT COMPLAINT
PROCESS

ADOPTED: November 15, 2004

BETHLEHEM AREA SCHOOL DISTRICT

1st Reading: June 15, 2009

Board Human Resources Committee Meeting

2nd Reading: June 22, 2009

Regular Board Meeting

	219. STUDENT COMPLAINT PROCESS
1. Purpose	The Board recognizes that students have the right to request redress of complaints. In addition, the Board believes that the inculcation of respect for established procedures is an important part of the educational process. Accordingly, individual and group complaints shall be recognized, and appropriate appeal procedures shall be provided.
2. Definition	For purposes of this policy, a student complaint shall be one that arises from actions that directly affect the student's participation in an approved educational program.
3. Authority	The Board and its employees will recognize the complaints of students, provided that such complaints are submitted according to the guidelines established by Board policy.
4. Guidelines	First Level - The student should first make the complaint known to the staff member most closely involved or, if none is identifiable, a guidance counselor; and both shall attempt to resolve the issue informally and directly. Second Level - if the matter cannot be resolved satisfactorily at the first level, the complainant with the building principal or the employee's immediate supervisor shall discuss it. The student shall be afforded the opportunity to be heard personally and may have the assistance of his/her parent(s)/guardian(s). For complaints that must move beyond the first step, the student shall prepare a written statement of his/her complaint which shall set forth: 1. Specific nature of the complaint and a brief statement of relevant facts. 2. Manner and extent to which the student believes s/he has been adversely affected. 3. Relief sought by the student. 4. Reasons why the student feels entitled to the relief sought.

	Third Level - If a satisfactory solution is not achieved by discussion with the building principal or immediate supervisor, a conference shall be scheduled with the Superintendent or designee. The principal or supervisor will provide to the Superintendent or designee a report that includes the specific nature of the complaint, and a brief statement of relevant facts, how the complainant has been affected adversely, the action requested, and the reasons why such action should be taken. Fourth Level - Should the matter not be resolved by the Superintendent or designee or is beyond his/her authority and requires Board action, the student may appeal to the Board of School Directors. The Board, after reviewing all material relative to the case, shall provide the complainant with its written decision and may grant a hearing before the Board or a committee of the Board. References: School Code – 24 P.S. Sec. 510
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19. *Revisions to Board Policy Number 815 – Computer, Network, and Internet Usage Policy – Second Reading*

INFORMATION:

The Bethlehem Area School District supports the use of the Internet and other technologies in the district's instructional program in order to facilitate learning and teaching through interpersonal communications, access to information, research, and collaboration. The use of the Bethlehem Area School District technologies shall be consistent with and enhance the curriculum adopted by the school district and consider the varied instructional needs, learning styles, abilities, and developmental levels of students.

The first reading of the revisions to Board Policy Number 815 – Computer Usage Policy were reviewed with the Board of School Directors at the June 15, 2009, Board Human Resources Committee Meeting.

RECOMMENDATION:

That the Board of School Directors approves the attached revisions made to Board Policy Number 815 – Computer Usage Policy.

REVISED: June 27, 2005
May 29, 2009

Page 1 of 8

3. Delegation of Responsibility	Messages that are created, sent or received using the BASD e-mail system are the property of the BASD. The BASD reserves the right to access and disclose the contents of all messages created, sent or received using the e-mail system. Subject to local laws and regulations, the BASD may monitor any aspects of its computerized resources, including, but not limited to, monitoring sites visited by users on the Internet, monitoring chat groups and newsgroups, reviewing material downloaded or uploaded to the Internet by a BASD user, reviewing e-mail sent and received by BASD users and monitoring file server space utilization by district users. Personnel Responsibilities BASD personnel are expected to be familiar with the school district's policies and rules concerning student computer and Internet use and to enforce them. It is the responsibility of BASD personnel to directly supervise students and monitor computers in the use of the Internet and other BASD technologies. All BASD personnel who utilize school technology for instructional purposes with students have a professional responsibility to help students develop the skills necessary to identify information sources appropriate to their age and developmental levels and to evaluate the information needed to meet their educational goals. Students are not permitted to utilize computers for non-academic purposes and students are not permitted to use the Internet without direct adult supervision. When, in the course of their duties, personnel become aware of student violations, they are expected to stop the activity immediately and inform their building principal or immediate supervisor.
4. Guidelines	ACCEPTABLE USE Network System security is protected through the use of district-provided passwords, which shall not be changed by users. Failure to adequately protect passwords could result in unauthorized access to personal or district files. To protect the integrity of the system, the following guidelines shall be followed: 1. Staff and students shall not reveal their passwords to another individual. 2. Users are not to use a computer that has been logged in under another user's name. 3. Users are required to log off of the network when finished. 4. Users must not attempt to obtain or modify files, passwords and data belonging to other users.

5. Users may not use the network in a way that disrupts the work of other users.
6. Users must comply with BASD network storage limitations.
7. Users are not permitted to store inappropriate materials on the network.
8. Users are required to protect and secure electronic information and data from inadvertent disclosure to unauthorized parties. If any user becomes aware a release of school district information, data, or records, the release must be reported to the Superintendent of Schools or designee immediately.
9. Students may not install or use unauthorized games, applications, files or other electronic media.
10. Vendors who require access to systems for maintenance and updates are required to abide by this policy. Vendors are required to obtain authorization from the BASD Director of Information Technologies before access is granted to systems.

Internet Access

In making decisions regarding student access to the Internet, BASD considers its own educational mission, goals and objectives. Electronic information research skills are now fundamental to the preparation of future citizens and employees. BASD expects that faculty will blend educationally purposeful use of the Internet throughout the curriculum and provide guidance and instruction to students in its proper usage. Students and staff are expected to act in a responsible, ethical and legal manner in accordance with district policy and federal and state law. In addition, all users are required to abide by the terms of our Internet Service Provider's (ISP) Acceptable Use Policy. The contract with our ISP requires compliance with their policy.

Specifically, the following uses of BASD technology resources are prohibited:

1. Using the network for commercial or for profit purposes.
2. Using the network for product advertisement or political lobbying.
3. Unauthorized or illegal downloading, installation, distribution, reproduction or use of copyrighted materials from the Internet.
4. Accessing, uploading, downloading or distributing pornographic, obscene, or sexually explicit material.

	5. Participating in online discussions, blogs and chat room discussions that are not related to the educational mission of the district. 6. Using the network to conduct illegal activities, including but not limited to gambling, cyberbullying, promoting illegal drug use, making terroristic threats or harassment. 7. Using the network in violation of any local, state or federal statute. 8. Loading, downloading or using unauthorized games, programs, files or other electronic media, such as music files. 9. Violating the privacy and security of electronic information. 10. Bypassing or attempting to bypass internet filtering software using anonymizers or proxy servers that mask the content the user is accessing or attempting to access. 11. Disabling or circumventing system security (e.g., virus protection, anti-spam software). 12. Students may not use their own personal computers or other devices to connect to the district's network or internet services. 13. Unauthorized disclosure of students' personal information in e-mail, blogs, instant messages, chat rooms or other Internet communication devices. This includes, but is not limited to full names, addresses, phone numbers, school and activities. E-Mail BASD expects all users of the district's electronic mail system to follow these policies: 1. Correspond with the understanding that district e-mail is not guaranteed to be private. 2. Do not use district e-mail to send chain letters, jokes, advertisements, items to buy or sell, and other items not related to school business. 3. Users are expected to be polite and professional in the e-mail messages they create and send. E-mail messages should never be abusive to others. 4. Users are expected to use appropriate language. Inappropriate language, swearing and vulgar comments are prohibited.
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5. E-mail should be used primarily for academic, job-related correspondences, but incidental personal use is permitted.
6. Group e-mail lists are to be used only for communications directly relating to district professional responsibilities.
7. Never impersonate another user, send mail anonymously, or use a pseudonym.
8. Do not open e-mail messages or attachments of unknown origin.
9. All users should check e-mail frequently and remove messages from the server as soon as possible.
10. E-mail messages sent to the district-wide mailing lists must be district-related in content and approved by the Superintendent.
11. When e-mail is used to discuss student issues, the student's name is not to be used. Instead, the first and last initials of the student are to be used. Caution should be used when sending attachments that contain student names.

Hardware and Software

In order to maintain adherence to copyright law and to increase security and reliability of systems, users are expected to utilize hardware and software in a manner that enables its ongoing usage. To this end, BASD staff and students are responsible for informing the technical support staff immediately if, at any time, the hardware and/or software does not work properly. All BASD staff and students must respect all computer equipment peripherals. No attempt should be made to store any inappropriate materials on any BASD technology equipment. Users are, under no circumstances, to attempt to repair or reconfigure district-owned technology equipment in any way.

Printing

All the items in this policy apply to printers and the jobs that users send to the printers, including but not limited to, copyright, excessive use, personal use, inappropriate material and monitoring. Users can also refer to the Guidelines in Policy 814 for specifics on copyright and photocopying.

Home Use

The policy applies to both in school and at-home use for staff and students.

To ensure that students and staff use these educational resources responsibly while at home, it is imperative that the following provisions are understood:

P.L. 94-553 Sec. 107 Pol. 814	1. No one other than the district employee or student uses his/her district laptop or equipment. 2. District policy for behavior and communication apply when using the Internet, according to the stipulations of this policy. 3. Users should have no expectation of privacy while utilizing their district-assigned computer at home. 4. In-home technology support should not be expected from BASD Technology Staff; it is the user's responsibility to report any problems with equipment immediately to the building Support Technologist. 5. Any and all costs incurred by the BASD for repairs caused by negligent use may be the financial responsibility of the user who caused the problem. Under no circumstances should the user attempt to take district-owned technology to a service provider nor should the user attempt to repair technology equipment himself/herself. Additionally, families should be aware that some material accessible via the Internet might contain items that are illegal, defamatory, inaccurate, or potentially offensive to some people. Also, it is possible to purchase certain goods and services via the Internet, which could result in unwanted financial obligations for which a student's parent/guardian would be liable. Copyright The illegal use of copyrighted software by students and staff is prohibited. Any data uploaded to or downloaded from the network shall be subject to the guidelines put forth in the Digital Millennium Copyright Act (HR2281) and the Technology, Education and Copyright Harmonization (TEACH) Act. (See <i>Technology and Learning Guidelines for Administrators</i> chart for more information about what is permissible under Copyright law. See 815 Attachment.) WEB SITE GUIDELINES Unless otherwise approved, all BASD-sponsored and maintained web sites (which includes all school, teacher or classroom web pages for educational purposes) must be hosted from district-owned and operated computer server(s) on school property and must adhere to procedures and guidelines outlined in this policy. Rationale
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	School web sites are public documents welcoming the outside world to the school and linking students and staff to outside sources of information. Guidelines are required in the construction of school web pages to ensure that information on the pages is appropriate for any Internet user to access and free from advertising or information items which may not be appropriate for students. The content of school web sites must be consistent with the educational mission, goals, strategic plan and objectives of the BASD and School Board policies. All district-sponsored and maintained web sites are property of BASD. Disclaimer of Liability The BASD Technology Department does not warrant or guarantee access or data integrity of student-or teacher- developed web content. Any and all web content created for class projects or course work should be backed up frequently using local resources. The BASD Technology Department reserves the right to immediately stop access to or from any site which may be in violation of this policy or otherwise poses a risk to the district’s network, personnel or other technology resources. CONSEQUENCES FOR INAPPROPRIATE USE Violations of this policy may result in the loss of access, additional disciplinary action consistent with existing practice and policy, and/or appropriate referral to the authorities. The BASD will cooperate to the extent required with authorities in all investigations. Anyone witnessing a violation of this policy must report the violation to their immediate supervisor. Any user who violates provisions of this policy that cause damage to the network, computer equipment, electronic communications systems, or software will be held responsible for those damages. The user will also be responsible for incidental or unintended damage resulting from willful or deliberate violations of this policy. The school district will cooperate with the school district’s ISP rules, local, state and federal officials to the extent legally required in investigations concerning illegal activities conducted through the school district’s technology systems.
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20. *Revisions to Board Policy Number 815.2 – Web Postings Policy – Second Reading*

INFORMATION:

The purpose of this policy is to promote the appropriate use of publishing or posting student and faculty work on school websites and on the Internet while protecting the privacy of students and their families.

The first reading of the revisions to Board Policy Number 815.2 – Web Postings Policy were reviewed with the Board of School Directors at the June 15, 2009, Board Human Resources Committee Meeting.

RECOMMENDATION:

That the Board of School Directors approves the attached revisions made to Board Policy Number 815.2 – Web Postings Policy.

SECTION: OPERATIONS

TITLE: WEB POSTING

ADOPTED: November 15, 2004

BETHLEHEM AREA SCHOOL DISTRICT

1st Reading: June 15, 2009

Board Human Resources Committee Meeting

2nd Reading: June 22, 2009

Regular Board Meeting

	815.2. WEB POSTING
1. Purpose P.L. 106-554 Sec. 1732	The purpose of this policy is to promote the appropriate use of publishing or posting student and faculty work on school websites and on the Internet while protecting the privacy of students and their families. This policy is intended to provide teachers with rules and guidelines ~~to~~ that balance the protection of privacy with the recognition of student achievement. The policy also provides a means for parents/guardians to request additional privacy safeguards for their children. Web pages in violation of this policy will be removed if they are not brought into compliance. Repeated or intentional violations will result in disciplinary action. This policy applies to all publicly-available or searchable documents posted to school and Internet websites. It also applies to print documents that may be published on the web where they would become available and searchable over the Internet.
2. Guidelines	<u>Web Publishing Purposes</u> Faculty are encouraged to post their own and student work on school websites and to foster student website projects in order to: 1. Provide teachers and students with the skills to become information providers for an information age. 2. Provide opportunities to learn and practice 21st century skills in research and communications. 3. Communicate and collaborate with parents/guardians and the community. 4. Provide students with engaging learning materials. 5. Showcase student work, particularly as related to academic standards.

	<u>Posting Rules</u> 1. Student contact information shall not be placed on publicly accessible documents, particularly on the Internet. Contact information includes home address, phone number, and e-mail address. Caution should be used in linking younger students to specific classrooms. 2. Parents/Guardians will be given an opportunity at the beginning of each school year to request that their child's full name and/or photograph not be published on the web. <u>Posting Guidelines and Exceptions</u> 1. Posted student work is to be identified with only the student's first name or the first name with last initial. 2. Photographs with individually-recognizable students are not normally to be posted with student full names or other personally-identifying information. 3. E-mail replies to school web pages are normally to be addressed to a teacher or class account rather than to an individual student e-mail account. No web page content should allow people accessing the page to contact any student directly. 4. Caution is to be exercised in the naming of computer files of student work posted to school-related or classroom websites. ~~A file name bearing the student's name may be viewable over the Internet.~~ The file name and the file's contents should not reveal any personally-identifying information about students. 5. Full names or photos are not generally to be posted with advance schedule information (e.g., field trip plans). 6. In general, greater privacy consideration is to be exercised in the posting of younger children's work, and greater recognition consideration is to be exercised for older students' work. 7. Student achievement and public performance may be acknowledged using students' full names and personally-identifying photos. This applies to academic achievement (honor roll), awards, musical or athletic performances, and similar areas of recognition. 8. ~~High school work posted as part of an Internet portfolio or resume may contain students' full names, personally identifying photos, and e-mail addresses according to the guidance of the teacher and/or counselor.~~
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8. Copyright laws must be followed in the development of school and classroom web sites. The author of a school or classroom web site will not post

Web Content Developed by Students

As part of class/course projects, students may be developing and publishing content on web pages. Publishing web pages is similar to publishing a newspaper with text and pictures. The following policies apply:

1. Student web pages (web pages profiling a student) are prohibited. No web page shall contain a student's phone number, address, e-mail address, club/team membership, opinions, or other personal profile information.
2. Students who create content for blogs, wikis and podcasts must comply with this policy, follow the direction and supervision of their instructor, and be used for educational purposes.
3. Blogs, wikis, and other communication forums must be registered with a BASD faculty member/administrator who will be responsible for all content posted to the site.
4. The Children's Internet Protection Act (CIPA) requires that schools adopt measures to prevent unauthorized disclosure, use, and dissemination of personal information regarding minors when using school district technology resources. Students are not authorized to share or post personal photos and other personal information on public web sites or school district web sites when using district technology equipment or personal electronic devices on school property or during any school-sponsored activities.

Acceptable Linking

1. ~~Student work published on other websites as part of district activities shall abide by this policy.~~ **Information that personally identifying identifies students** information may not be **submitted** collected online ~~to~~ by other organizations as part of any school-related activity. For example, students taking a survey on an endangered animals website may not include their full names, addresses, or e-mail addresses in their responses. Young students' work submitted to contests may not include full name. Contest entries by students must abide by this policy.
2. Other sites may be linked from district pages if the links are for school-related purposes such as links to educational websites, community organizations, software sources, or other sites approved by the **Superintendent or designee** ~~principal~~. Links to companies (e.g., advertising), professional sports, shopping, and other non-educational sites are normally to be prohibited. Exceptions may be granted by the **Superintendent or designee** ~~principal~~.
3. Links to off-site servers that provide non-educational services such as hit counters are normally prohibited because of the additional network traffic and delays they create, and because of the privacy concern of data being transferred from our visitors to the off-site service. Exceptions may be granted by the Director of Information Technologies.

21. *Apple Lease Restructuring*

INFORMATION:

The Bethlehem Area School District administration worked with Apple Computer Corporation to develop two options for a restructuring of the existing lease. Under the current lease agreement, Bethlehem Area School District is committed to pay \$974,573 in the 2009-2010 school year and \$488,110 in the 2010-2011 school year for computer equipment that was purchased in the 2007-2008 school year. The restructuring plans will allow the current lease payments to be converted into a new four-year lease and eliminate the lease payments that are due for the 2009-2010 and the 2010-2011 school years.

Restructuring Option 1: Adopt a lease payment plan of \$669,314.55 annually for four years. This option enables Bethlehem Area School District to purchase 1,250 new Plastic Macbook laptop computers for teachers to replace aging equipment.

Restructuring Option 2: The administration and Apple have negotiated a lease payment plan of \$737,187.72 annually for four years. This option enables Bethlehem Area School District to purchase 1,250 new Aluminum Macbook Pro laptop computers for teachers to replace aging equipment. This product is the latest technology just introduced on Monday, June 8, 2009, by Apple Computer.

RECOMMENDATION:

That the Board of School Directors approves Restructuring Option 2 as listed above so that a timely lease may be executed for a more durable and more current laptop.

22. *2009 Homestead and Farmstead Exclusion Resolution*

INFORMATION:

Under the provisions of Act 50 of 1998, Homestead Property Exclusion Program Act, and Act 1 of 2006, Taxpayer Relief Act, the attached Resolution necessitates the approval by the Board of School Directors to authorize the homestead and farmstead exclusion real estate tax assessment reductions for the school year beginning July 1, 2009. The Resolution addresses multiple items, and those items include: Aggregate Amount Available for Homestead and Farmstead Real Estate Tax, Homestead/Farmstead Numbers, Real Estate Tax Reduction Calculation, Homestead/Farmstead Exclusion Authorization – July 1 Tax Bills, and Homestead/Farmstead Exclusion Authorization – Interim Real Estate Tax Bills.

This information was reviewed with the board at the Board Finance Committee Meeting on June 8, 2009.

RECOMMENDATION:

That the Board of School Directors approves the attached Resolution that addresses the homestead and farmstead exclusion real estate tax assessment reductions for the school year beginning July 1, 2009.

RECOMMENDATIONS OF THE ADMINISTRATION – June 22, 2009

2009 Homestead and Farmstead Exclusion Resolution

RECOMMENDATION:

RESOLVED, by the Board of School Directors of Bethlehem Area School District, that homestead and farmstead exclusion real estate tax assessment reductions are authorized for the school year beginning July 1, 2009, under the provisions of the Homestead Property Exclusion Program Act (part of Act 50 of 1998) and the Taxpayer Relief Act (Act 1 of 2006), as follows:

1. **Aggregate amount available for homestead and farmstead real estate tax reduction.** The following amounts are available for homestead and farmstead real estate tax reduction for the school year beginning July 1, 2009:

a. **Gambling tax funds.** The Pennsylvania Department of Education (PDE) has notified the School District that PDE will pay to the School District during the school year pursuant to Act 1, 53 P.S. § 6926.505(b), as a property tax reduction allocation funded by gambling tax funds, the amount of \$4,698,786.65.

b. **Philadelphia tax credit reimbursement funds.** PDE has notified the School District that PDE will pay to the School District during the school year pursuant to Act 1, 53 P.S. § 6926.324(3), as reimbursement for Philadelphia tax credits claimed against the School District earned income tax by School District resident taxpayers, the amount of \$34,546.24.

c. **Aggregate amount available.** Adding these amounts, the aggregate amount available during the school year for real estate tax reduction is \$4,733,332.89.

2. **Homestead/farmstead numbers.** Pursuant to Act 50, 54 Pa. C.S. § 8584(i), and Act 1, 53 P.S. § 6926.341(g)(3), the County has provided the School District with a certified report listing approved homesteads and approved farmsteads as follows:

a. **Homestead property number.** The number of approved homesteads within the school district is 21,072 in Northampton County,

and 5,561 in Lehigh County. Total number of approved homesteads within the school district is 26,633

b. **Farmstead property number.** The number of approved farmsteads within the school district is 8 in Northampton County, and zero in Lehigh County. Total number of approved homesteads within the school district is 7 .

c. **Homestead/farmstead combined number.** Adding these numbers, the aggregate number of approved homesteads and approved farmsteads is 26,640.

3. **Real estate tax reduction calculation.** The school board has decided that the homestead exclusion amount and the farmstead exclusion amount shall be equal. Dividing the paragraph 1(c) aggregate amount available during the school year for real estate tax reduction of \$4,733,332.89 by the paragraph 2(c) aggregate number of approved homesteads and approved farmsteads of 26,640, the maximum real estate tax reduction amount applicable to each approved homestead and to each approved farmstead is \$177.

4. **Homestead/farmstead exclusion authorization – July 1 tax bills.** The tax notice issued to the owner of each approved homestead within the School District shall reflect a homestead exclusion real estate assessed value reduction equal to the lesser of: (a) the County-established assessed value of the homestead, or (b) the paragraph 4 maximum real estate assessed value reduction of \$4,208. The tax notice issued to the owner of each approved farmstead within the School District shall reflect an additional farmstead exclusion real estate assessed value reduction equal to the lesser of: (a) the County-established assessed value of the farmstead, or (b) the paragraph 4 maximum real estate assessed value reduction of \$4,208. For purposes of this Resolution, “approved homestead” and “approved farmstead” shall mean homesteads and farmsteads listed in the report referred to in paragraph 2 above and received by the School District from the County Assessment Office on or before May 1 pursuant to Act 1, 53 P.S. § 6926.341(g)(3), based on homestead/farmstead applications filed with the County Assessment Office on or before March 1. This paragraph 5 will apply to tax notices issued based on the initial tax duplicate used in issuing initial real estate tax notices for the school year, which will be issued on or promptly after July 1, and will not apply to interim real estate tax bills.

6. Homestead/farmstead exclusion authorization – interim real estate tax bills. No homestead or farmstead exclusion will apply to any interim tax bill except an interim tax bill applicable to a property that includes an approved homestead or approved farmstead listed in the report received by the School District from the County Assessment Office on or before May 1, but not included in the tax assessment reflected in the July 1 tax bill for the property. In most cases, the assessment of approved homesteads and approved farmsteads will be reflected in July 1 tax bills. However, in any case when there is an approved homestead or an approved farmstead that is not included in the assessment reflected in the July 1 tax bill, and when an interim real estate tax notice is issued later based on an interim assessment including the approved homestead or approved farmstead, the interim tax notice shall reflect a homestead or farmstead exclusion real estate assessed value reduction calculated under paragraph 5, except that the paragraph 4 maximum real estate assessed value reduction will be prorated in the same manner as the real estate tax is pro rated. Assuming the interim tax notice reflects taxation as of July 1, as will occur in most such cases, the full amount of the paragraph 4 maximum real estate assessed value reduction will apply. In the extraordinary case where the new interim tax assessment is effective after July 1, the paragraph 4 maximum real estate assessed value reduction will be pro rated in the same manner as the real estate tax reflected in the interim tax bill is pro rated.

23. *Appointment of Tax Collectors*

INFORMATION:

Annually, school district tax collectors are appointed for the ensuing school year. Tax collectors are required to be bonded before assuming those duties.

RECOMMENDATION:

That those positions and organizations in Exhibit A be appointed tax collectors for the 2009-2010 school year.

EXHIBIT A

TAX COLLECTORS

2009-2010

School Real Estate Tax

Municipality

Tax Collector

City of Bethlehem
Bethlehem Township
Fountain Hill Borough
Freemansburg Borough
Hanover Township

City of Bethlehem Treasurer
City of Bethlehem Treasurer
City of Bethlehem Treasurer
City of Bethlehem Treasurer
City of Bethlehem Treasurer

Delinquent School Real Estate Tax

Municipality

Tax Collector

City of Bethlehem
Bethlehem Township
Fountain Hill Borough
Freemansburg Borough
Hanover Township

County Tax Claim Bureau
County Tax Claim Bureau
County Tax Claim Bureau
County Tax Claim Bureau
County Tax Claim Bureau

School Per Capita Tax (PSC 679 and Act 511)

Municipality

Tax Collector

City of Bethlehem
Bethlehem Township
Fountain Hill Borough
Freemansburg Borough
Hanover Township

Berkheimer Associates
Berkheimer Associates
Berkheimer Associates
Berkheimer Associates
Berkheimer Associates

Delinquent School Per Capita Tax

Municipality

Tax Collector

City of Bethlehem
Bethlehem Township
Fountain Hill Borough
Freemansburg Borough
Hanover Township

Berkheimer Associates
Berkheimer Associates
Berkheimer Associates
Berkheimer Associates
Berkheimer Associates

EXHIBIT A

Earned Income

Municipality

City of Bethlehem
Bethlehem Township
Fountain Hill Borough
Freemansburg Borough
Hanover Township

Tax Collector

City of Bethlehem Treasurer
Bethlehem Township-Berkheimer Associates
Fountain Hill Borough-Berkheimer Associates
City of Bethlehem Treasurer
Berkheimer Associates

Local Services Tax

Municipality

City of Bethlehem
Bethlehem Township
Fountain Hill Borough
Freemansburg Borough
Hanover Township

Tax Collector

City of Bethlehem Treasurer
Bethlehem Township-Berkheimer Associates
Fountain Hill Borough-Berkheimer Associates
Freemansburg Borough-Berkheimer Associates
Berkheimer Associates

Business Privilege Mercantile Tax

Municipality

City of Bethlehem
Bethlehem Township
Fountain Hill Borough
Freemansburg Borough
Hanover Township

Tax Collector

City of Bethlehem Treasurer
Berkheimer Associates
Berkheimer Associates
Berkheimer Associates
Berkheimer Associates

Realty Transfer Tax

Municipality

City of Bethlehem
Bethlehem Township
Fountain Hill Borough
Freemansburg Borough
Hanover Township

Tax Collector

Lehigh/Northampton County
Northampton County
Lehigh County
Northampton County
Northampton County

24. *Bethlehem Area Vocational-Technical School – Schedule of Payments for the 2009-2010 School Year*

INFORMATION:

The Bethlehem Area Vocational-Technical School biweekly payment schedule for the 2009-2010 school year will be:

July 6, 2009	\$283,702
July 20, 2009	141,850
August 3, 2009	283,702
August 17, 2009	141,850
September 1, 2009	283,702
September 14, 2009	141,850
September 28, 2009	141,850
October 13, 2009	283,702
October 26, 2009	141,850
November 9, 2009	283,702
November 23, 2009	141,850
December 7, 2009	283,702
December 21, 2009	141,850
January 4, 2010	283,702
January 19, 2010	141,850
February 1, 2010	283,702
February 16, 2010	141,850
March 1, 2010	283,702
March 15, 2010	141,850
March 29, 2010	141,850
April 12, 2010	283,702
April 26, 2010	141,850
May 10, 2010	283,702
May 25, 2010	141,850
June 7, 2010	283,702
June 21, 2010	141,874

RECOMMENDATION:

That the Bethlehem Area School District agrees to pay the Bethlehem Area Vocational-Technical School biweekly payments, totaling \$5,390,348 for operating costs for the 2009-2010 school year.

25. *Bid Award – Bids Opened March 25, 2009 – Paper Supplies*

INFORMATION:

Bids were received and publicly opened at 2 p.m. Wednesday, March 25, 2009, for:

Paper Supplies

The bids have been tabulated and reviewed by the appropriate administrative and supervisory personnel. The recommendation of the awards is based upon the lowest responsible bidders meeting specifications. (Vendor Award Analysis is attached.)

All low bid items have been awarded except those which have not met specifications.

RECOMMENDATION:

That the administration be authorized to award a contract to the lowest responsible bidders who have met specifications. These awards are tabulated on the attached Vendor Award Analysis.

Funds will be expended from the 2009-2010 General Fund Budget.

BETHLEHEM AREA SCHOOL DISTRICT
Bethlehem, Pennsylvania

June 22, 2009

VENDOR AWARD ANALYSIS
PAPER SUPPLIES

<u>VENDOR</u>	<u>AMOUNT</u>
Kurtz Brothers	\$ 10,176.54
Paper Mart	9,342.71
Phillips Supply Company	972.63
Pyramid School Products	8,920.69
RIS Paper Company	1,469.52
School Specialty	330.59
Xerox	3,755.65
xpedx	<u>18,306.05</u>
 TOTAL AMOUNT AWARDED	 \$ <u>53,274.38</u>

22 specifications mailed
11 bids received

26. *Bid Award – Bids Opened April 15, 2009 – Instructional Supplies*

INFORMATION:

Bids were received and publicly opened at 2 p.m. Wednesday, April 15, 2009, for:

Industrial Arts Supplies
Kindergarten Supplies
Lumber – Industrial Arts/Maintenance
Musical Supplies
Physical Education Supplies
Science Supplies

The bids have been tabulated and reviewed by the appropriate administrative and supervisory personnel. The recommendation of the awards is based upon the lowest responsible bidders meeting specifications. (Vendor Award Analyses are attached.)

All low bid items have been awarded except those which have not met specifications.

RECOMMENDATION:

That the administration be authorized to award a contract to the lowest responsible bidders who have met specifications. These awards are tabulated on the attached Vendor Award Analyses.

Funds will be expended from the 2009-2010 General Fund Budget.

BETHLEHEM AREA SCHOOL DISTRICT
Bethlehem, Pennsylvania

June 22, 2009

VENDOR AWARD ANALYSIS
INDUSTRIAL ARTS SUPPLIES

<u>VENDOR</u>	<u>AMOUNT</u>
Brodhead Garrett	\$ 1,589.82
Cantelmi Hardware	2,461.66
Metco Supply Inc.	800.54
Midwest Technology Products	1,303.60
Modern School Supply	550.15
OAM Supply Company	616.33
Paxton-Patterson	264.66
Retco Alloy Company	817.63
Satco Supply	<u>748.22</u>
 TOTAL AMOUNT AWARDED	 \$ <u>9,152.61</u>

14 specifications mailed
10 bids received

BETHLEHEM AREA SCHOOL DISTRICT
Bethlehem, Pennsylvania

June 22, 2009

VENDOR AWARD ANALYSIS
KINDERGARTEN SUPPLIES

<u>VENDOR</u>	<u>AMOUNT</u>
Childcraft Education	\$ 628.63
Constructive Playthings	362.60
Kaplans School Supply	376.48
Kurtz Brothers	529.39
NASCO	542.32
S & S Worldwide	<u>545.16</u>
 TOTAL AMOUNT AWARDED	 \$ <u>2,984.58</u>

15 specifications mailed
9 bids received

BETHLEHEM AREA SCHOOL DISTRICT
Bethlehem, Pennsylvania

June 22, 2009

VENDOR AWARD ANALYSIS
LUMBER - INDUSTRIAL ARTS/MAINTENANCE

<u>VENDOR</u>	<u>AMOUNT</u>
Dries Building/Lumber	\$ 871.36
Forest County Wood Products	5,068.79
Mann & Parker Lumber Company	<u>3,714.60</u>
 TOTAL AMOUNT AWARDED	 \$ <u>9,654.75</u>

7 specifications mailed
5 bids received

BETHLEHEM AREA SCHOOL DISTRICT
Bethlehem, Pennsylvania

June 22, 2009

VENDOR AWARD ANALYSIS
MUSICAL SUPPLIES

<u>VENDOR</u>	<u>AMOUNT</u>
Gamble Music	\$ 287.11
Interstate Music	2,097.12
Music Is Elementary	188.35
Nazareth Music	162.00
Rhythm Band	999.55
Southwest Strings	1,666.41
Twin Rivers Music	455.00
Washington Music Center	<u>2,370.38</u>
 TOTAL AMOUNT AWARDED	 \$ <u><u>8,225.92</u></u>

19 specifications mailed
12 bids received

BETHLEHEM AREA SCHOOL DISTRICT
Bethlehem, Pennsylvania

June 22, 2009

VENDOR AWARD ANALYSIS
PHYSICAL EDUCATION SUPPLIES

<u>VENDOR</u>	<u>AMOUNT</u>
Bethlehem Sporting Goods	\$ 520.12
Cannon Sports	1,629.20
Flaghouse	606.16
Gopher Sport	228.64
Passons Sporting Goods	3,666.28
Pyramid School Products	788.40
S & S Worldwide	<u>1,154.62</u>
 TOTAL AMOUNT AWARDED	 \$ <u>8,593.42</u>

14 specifications mailed
8 bids received

BETHLEHEM AREA SCHOOL DISTRICT
Bethlehem, Pennsylvania

June 22, 2009

VENDOR AWARD ANALYSIS
SCIENCE SUPPLIES

<u>VENDOR</u>	<u>AMOUNT</u>
Benz Micro Optic Center	\$ 182.43
Bio Corporation	4,163.92
Carolina Biological Supply	4,513.67
Connecticut Valley Biological Supply	3,579.00
ETA Cuisenaire	728.00
Fisher Scientific	986.92
Frey Scientific	1,004.95
NASCO	2,430.50
Para Scientific	1,022.27
Sargent-Welch	1,947.39
Science Kit	<u>1,674.11</u>
 TOTAL AMOUNT AWARDED	 \$ <u><u>22,233.96</u></u>

18 specifications mailed
14 bids received

27. *Bid Award – Bids Opened April 22, 2009 – Custodial Supplies*

INFORMATION:

Bids were received and publicly opened at 2 p.m. Wednesday, April 22, 2009, for:

Custodial Supplies

The bids have been tabulated and reviewed by the appropriate administrative and supervisory personnel. The recommendation of the awards is based upon the lowest responsible bidders meeting specifications. (Vendor Award Analysis is attached.)

All low bid items have been awarded except those which have not met specifications.

RECOMMENDATION:

That the administration be authorized to award a contract to the lowest responsible bidders who have met specifications. These awards are tabulated on the attached Vendor Award Analysis.

Funds will be expended from the 2009-2010 General Fund Budget.

BETHLEHEM AREA SCHOOL DISTRICT
Bethlehem, Pennsylvania

June 22, 2009

VENDOR AWARD ANALYSIS
CUSTODIAL SUPPLIES

<u>VENDOR</u>	<u>AMOUNT</u>
Certified Chemical	\$ 29,965.80
M.J. Earl, Inc.	324.00
Joseph Gartland, Inc.	850.00
INDCO, Inc.	841.28
Pennsylvania Paper and Supply Company	1,491.80
Penn Valley Chemical	73,459.30
Pyramid School Products	1,076.68
Philip Rosenau Company	1,315.56
Unipak Corporation	<u>1,333.80</u>
 TOTAL AMOUNT AWARDED	 <u>\$110,658.22</u>

40 specifications mailed
25 bids received

28. *Bid Award – Bids Opened April 22, 2009 – Maintenance Supplies*

INFORMATION:

Bids were received and publicly opened at 2 p.m. Wednesday, April 22, 2009, for:

Electrical Supplies
Heating Supplies
Welding Supplies
Plumbing Supplies

The bids have been tabulated and reviewed by the appropriate administrative and supervisory personnel. The recommendation of the awards is based upon the lowest responsible bidders meeting specifications. (Vendor Award Analyses are attached.)

All low bid items have been awarded except those which have not met specifications.

RECOMMENDATION:

That the administration be authorized to award a contract to the lowest responsible bidders who have met specifications. These awards are tabulated on the attached Vendor Award Analyses.

Funds will be expended from the 2009-2010 General Fund Budget.

BETHLEHEM AREA SCHOOL DISTRICT
Bethlehem, Pennsylvania

June 22, 2009

VENDOR AWARD ANALYSIS
ELECTRICAL SUPPLIES

<u>VENDOR</u>	<u>AMOUNT</u>
Cantelmi Hardware	\$ 444.52
Cooper Electric Supply	2,777.84
Queen City Electrical Supply	4,040.89
Stokes Electrical	<u>1,289.15</u>
 TOTAL AMOUNT AWARDED	 \$ <u>8,552.40</u>

10 specifications mailed
7 bids received

BETHLEHEM AREA SCHOOL DISTRICT
Bethlehem, Pennsylvania

June 22, 2009

VENDOR AWARD ANALYSIS
HEATING SUPPLIES

<u>VENDOR</u>	<u>AMOUNT</u>
APR Supply	\$ 482.16
Associated Controls	3,440.87
Bonfitto Inc.	2,334.63
Capp Inc.	2,218.08
Johnstone Supply	<u>4,254.44</u>
 TOTAL AMOUNT AWARDED	 \$ <u><u>12,730.18</u></u>

14 specifications mailed
7 bids received

BETHLEHEM AREA SCHOOL DISTRICT
Bethlehem, Pennsylvania

June 22, 2009

VENDOR AWARD ANALYSIS
WELDING SUPPLIES

<u>VENDOR</u>	<u>AMOUNT</u>
Metco Supply Inc.	\$ <u>1,656.15</u>
TOTAL AMOUNT AWARDED	\$ <u>1,656.15</u>

2 specifications mailed
1 bid received

BETHLEHEM AREA SCHOOL DISTRICT
Bethlehem, Pennsylvania

June 22, 2009

VENDOR AWARD ANALYSIS
PLUMBING SUPPLIES

<u>VENDOR</u>	<u>AMOUNT</u>
APR Supply	\$ 271.20
Best Plumbing Specialty	2,830.17
Cantelmi Hardware	<u>263.64</u>
 TOTAL AMOUNT AWARDED	 \$ <u>3,365.01</u>

9 specifications mailed
4 bids received

29. *Bid Award – Bids Opened April 22, 2009 – Lamps and Bulbs*

INFORMATION:

Bids were received and publicly opened at 2 p.m. Wednesday, April 22, 2009, for:

Lamps and Bulbs

The bids have been tabulated and reviewed by the appropriate administrative and supervisory personnel. The recommendation of the awards is based upon the lowest responsible bidders meeting specifications. (Vendor Award Analysis is attached.)

All low bid items have been awarded except those which have not met specifications. Lamps and bulbs are purchased on an as-needed basis throughout the year.

RECOMMENDATION:

That the administration be authorized to award the 2009-2010 lamps and bulbs purchases to the multiple vendors listed on the attached Vendor Award Analysis based on low bid and compliance specifications.

Funds will be expended from the 2009-2010 General Fund Budget.

BETHLEHEM AREA SCHOOL DISTRICT
Bethlehem, Pennsylvania

June 22, 2009

VENDOR AWARD ANALYSIS
LAMPS AND BULBS

VENDOR

Cooper Electric Supply
Queen City Electric
Stokes Electrical

A detailed compilation of bids by item is available for review in the Business Office.

8 specifications mailed
3 bids received

30. *Bid Award – Bids Opened May 13, 2009 – Medical Supplies*

INFORMATION:

Bids were received and publicly opened at 2 p.m. Wednesday, May 13, 2009, for:

Medical Supplies

The bids have been tabulated and reviewed by the appropriate administrative and supervisory personnel. The recommendation of the awards is based upon the lowest responsible bidders meeting specifications. (Vendor Award Analysis is attached.)

All low bid items have been awarded except those which have not met specifications.

RECOMMENDATION:

That the administration be authorized to award a contract to the lowest responsible bidders who have met specifications. These awards are tabulated on the attached Vendor Award Analysis.

Funds will be expended from the 2009-2010 General Fund Budget.

BETHLEHEM AREA SCHOOL DISTRICT
Bethlehem, Pennsylvania

June 22, 2009

VENDOR AWARD ANALYSIS
MEDICAL SUPPLIES

<u>VENDOR</u>	<u>AMOUNT</u>
Collins Sports Medicine	170.87
Interboro Packaging	155.00
Kentron Health Care	737.45
Medco Supply	668.64
Park Surgical	150.00
School Health	545.48
Supreme Medical	234.97
United Health Supply	<u>4,261.90</u>
 TOTAL AMOUNT AWARDED	 \$ <u><u>6,924.31</u></u>

17 specifications mailed
9 bids received

31. *Bid Award – Bids Opened May 27, 2009 – Sports Supplies – Winter/Spring*

INFORMATION:

Bids were received and publicly opened at noon Wednesday, May 27, 2009, for:

Sports Supplies – Winter/Spring

The bids have been tabulated and reviewed by the appropriate administrative and supervisory personnel. The recommendation of the awards is based upon the lowest responsible bidders meeting specifications. (Vendor Award Analysis is attached.)

All low bid items have been awarded except those which have not met specifications.

RECOMMENDATION:

That the administration be authorized to award a contract to the lowest responsible bidders who have met specifications. These awards are tabulated on the attached Vendor Award Analysis.

Funds will be expended from the 2009-2010 General Fund Budget.

BETHLEHEM AREA SCHOOL DISTRICT
Bethlehem, Pennsylvania

June 22, 2009

VENDOR AWARD ANALYSIS
SPORTS SUPPLIES – WINTER/SPRING

<u>VENDOR</u>	<u>AMOUNT</u>
Aluminum Athletic	\$ 360.00
Bethlehem Sporting Goods	15,560.81
Cannon Sports	1,338.68
Coplay Sporting Goods	2,986.15
D & J Sports	602.00
M-F Athletic	2,184.00
Metuchen Center	2,027.72
Neff Motivation	903.75
Passons Sporting Goods	1,627.41
Pyramid School Products	1,793.81
Southshore Outdoor	1,264.70
Swim City	5,080.92
Triple Crown Sports	<u>2,062.40</u>
 TOTAL AMOUNT AWARDED	 \$ <u>37,792.35</u>

33 specifications mailed
22 bids received

32. *Bid Award – Bids Opened June 2, 2009 – Vehicle Parts*

INFORMATION:

Bids were received and publicly opened at 2 p.m. Tuesday, June 2, 2009, for:

Vehicle Parts

The bids have been tabulated and reviewed by the appropriate administrative and supervisory personnel. The recommendation of the awards is based upon the lowest responsible bidders meeting specifications. (Vendor Award Analysis is attached.)

All low bid items have been awarded except those which have not met specifications. Parts are purchased on an as-needed basis throughout the year.

RECOMMENDATION:

That the administration be authorized to award the 2009-2010 vehicle parts purchases to the vendors listed on the attached Vendor Award Analysis based on low bid and compliance specifications.

Funds will be expended from the 2009-2010 General Fund Budget.

BETHLEHEM AREA SCHOOL DISTRICT
Bethlehem, Pennsylvania

June 22, 2009

VENDOR AWARD ANALYSIS
VEHICLE PARTS

VENDOR

Fred Beans Parts
Bus Parts Warehouse
Carquest
Cicioni Radiator Inc.
Craft Oil
Del-Val International Trucks
East Penn Manufacturing
Five Star International
Lowe & Moyer Garage Inc.
OAM Supply Company
Penn Detroit Diesel
Warehouse Battery Outlet

A detailed compilation of bids by item is available for review in the Business Office.

21 specifications mailed
12 bids received

33. *Bid Award – Bids Opened June 3, 2009 – Tires and Service*

INFORMATION:

Bids were received and publicly opened at noon Wednesday, June 3, 2009, for:

Tires and Service

The bids have been tabulated and reviewed by the appropriate administrative and supervisory personnel. The recommendation of the award is based upon the lowest responsible bidder meeting specifications. (The Tabulation of Bids is attached.)

RECOMMENDATION:

That the administration be authorized to award one-year contracts to the lowest responsible bidder meeting specifications as indicated on the attached Tabulation of Bids subject to proper execution of contract documents and performance bond as required in the bid specifications.

Tires and Service

McCarthy Tire Service
7661 Bath Pike
Bath, Pennsylvania 18014

Service Tire Truck Centers
2255 Avenue A
Bethlehem, Pennsylvania 18017

BETHLEHEM AREA SCHOOL DISTRICT
Bethlehem, Pennsylvania

Bid Opening: June 3, 2009

June 22, 2009

**TABULATION OF BIDS
FOR
TIRES AND SERVICE**

<u>Item No.</u>	<u>Size</u>	<u>Description</u>	McCarthy Tire Service	Service Tire Truck Centers
Retread Tires				
1	9.00R x 20	Retread - Bandag BDR - AS Michelin Drive Master	\$ 105.00 No Bid	No Bid \$ 89.50
2	11R x 22.5	Retread - Bandag BDR - AS Michelin Drive Master	116.33 No Bid	No Bid 94.00
3	225/75/R16	Bandag BDR Michelin XDE - M/S	64.00 No Bid	No Bid 64.00
4		Disposal of unretreadable casings Medium Truck* Passenger Car	8.00 4.00	8.00 3.50
New Front Tires and Tubes				
1	9.00R x 20	Goodyear G149	200.00	219.35
2	9.00R x 20	Hankook AH Steering Tires	No Bid	No Bid
3	11R x 22.5	Michelin XZE2 Steering Tires	No Bid	255.00
4	11R x 22.5	Continental HSR Steering Tires	237.00	No Bid
5	11R x 22.5	Bridgestone R260F Steering Tires	238.00	No Bid
6	11R x 22.5	Goodyear G661 HSA	245.00	254.00
7	9.00 x 20	Radial Tubes	15.40	15.60
8	LT225/75R16	Firestone Transforce HT	80.15	87.70
9	LT225/75R16.5	Firestone Transforce AT	89.60	92.83
10	LT9.50R16.5	Firestone Transforce HT	95.50	102.81
11	225/70R19.5	Bridgestone R250F Steering Tires	159.00	No Bid
12	225/70R19.5	Cooper RM160 Steering Tires	No Bid	149.95

**TABULATION OF BIDS
FOR
TIRES AND SERVICE**

		McCarthy Tire Service	Service Tire Truck Centers
Service			
1	Service calls, 8 a.m. to 5 p.m. weekdays, per hour	\$ 49.90	\$ 49.90
2	Service calls before 8 a.m. and after 5 p.m., weekends and holidays, per hour	59.90	59.90
3	Spin Wheel Balance - 20" and greater, per wheel	17.90	17.90
4	Spin Wheel Balance - less than 20", per wheel	8.45	8.40

BID AWARD

5 specifications mailed
2 bids received
* coin toss

34. *Designation of Depositories*

INFORMATION:

Annually, school districts are required to designate depositories for school funds.

RECOMMENDATION:

- a. That the school district designate the depositories for all accounts as indicated in Exhibit A for the 2009-2010 school year.
- b. That school district funds be insured and/or collateralized and invested in accordance with the School Laws of Pennsylvania and the Bethlehem Area School District's Board Policy.
- c. That school district facsimile signatures be filed with the Pennsylvania Department of Community Affairs.

<u>Institution</u>	<u>Depository Accounts</u>
Bank of America	<u>Account Title</u> Freedom High School Athletic Liberty High School Athletic James Buchanan Student Activity Calypso Student Activity Clearview Student Activity Donegan Student Activity Farmersville Student Activity Fountain Hill Student Activity Freemansburg Student Activity Governor Wolf Student Activity Hanover Student Activity Lincoln Student Activity Marvine Student Activity Miller Heights Student Activity Spring Garden Student Activity Thomas Jefferson Student Activity William Penn Student Activity Broughal Student Activity East Hills Student Activity Northeast Student Activity Liberty Student Activity Early Childhood Cash Management Employee Benefit Fund
Keystone/Nazareth Bank & Trust	Nitschmann Student Activity
Wachovia Bank	Freedom Student Activity Workers Compensation Trust Fund Cash Management Tax Collection Dining Services Child Care Services
PSDLAF/PSDMAX/PNC Bank	Checking Payroll Certificates of Deposit 2009B Construction Fund Liberty Student Activity Freedom Student Activity
JP Morgan Chase Bank	2003, 2007, 2007A Interest Rate Swap Account
Wells Fargo MN/Trust	2003 Interest Rate Swap Account
U.S. Bank	2003 Interest Rate Swap Account
Wachovia Bank	2005, 2007, 2007A, 2007SBA Construction Fund
M&T Bank	2005, 2007, 2007A, 2007SBA Interest Rate Swap Account
	2009A, 2009AA General Obligation Bonds
Citi Bank/Morgan Stanley	2005 and 2007 Interest Rate Swap Account
	2005 Commitment Fee
	2007 Commitment Fee
	2007A Commitment Fee

<u>Institution</u>	<u>Investments</u> <u>Account Title</u>
Bank of America	Money Market Account
Wachovia Bank	Money Market Account
P.S.D.L.A.F.	Liquid Asset Fund
P.S.D.M.A.X.	Liquid Asset Fund/Term Restrictions
P.S.D.L.A.F.	Fixed Investments
P.S.D.L.A.F.	Investment Pools
P.L.G.I.T.	Liquid Asset Fund
P.L.G.I.T. PLUS	Liquid Asset Fund/Term Restrictions
P.L.G.I.T.	PLGIT TERM - Fixed Investments
P.L.G.I.T. ARM	Investment Pools
Invest Commonwealth of Pa State Treasurer	Investment Program for Local Governments
Sovereign Bank	Money Market
TD Bank	Money Market
Bethlehem Teachers Federal Credit Union	Scholarship Fund
Keystone/Nazareth Bank & Trust	Scholarship Fund
Embassy Bank	Certificates of Deposit
First Star Bethlehem	Certificates of Deposit
Lafayette Ambassador	Certificates of Deposit
Susquehanna Bank	Certificates of Deposit
Team Capital	Certificates of Deposit
People First Credit Union	Certificates of Deposit

35. *Northampton Community College – Schedule of Payments for Operating Expenditures for the 2009-2010 School Year*

INFORMATION:

The Bethlehem Area Board of School Directors approved the Northampton Community College 2009-2010 budget on January 22, 2009, with the school district financial commitment of \$2,038,668.

RECOMMENDATION:

That the Bethlehem Area School District agrees to pay the Northampton Community College eleven monthly payments of \$165,554.16 and one monthly payment of \$165,554.24 for operating costs and one payment of \$52,018.00 for capital outlay costs for the 2009-2010 school year.

36. *Quotations for the \$5,800-\$15,200 Cost Category***INFORMATION:**

Quotations were solicited for:

Printing of School District Calendar

The lowest responsible quotation was Chernay Printing, 7483 South Main Street, P.O. Box 199, Coopersburg PA 18036, at a cost not to exceed \$9,352.95.

The following vendors also were contacted:

ABC Printing	No Quote
Colonial Intermediate Unit 20	No Quote
Tiger Printing Group	\$9,716.00

Cabinet Code:	AN
Account Number:	10.2820.550.000.7145.00002
Budgeted:	\$9,400.00 (2009-2010 Budget)
Expended:	\$0.00
Available:	\$47.05

37. *Renewal of Property/Liability and Vehicle Insurance Coverage***INFORMATION:**

The Bethlehem Area School District's property/liability and vehicle insurance coverage have a renewable annual premium with an effective date of July 1. Proposals requested from major insurers of schools in Pennsylvania are summarized as follows:

<u>INSURER</u>	<u>COVERAGE</u>	<u>ANNUAL PREMIUM</u>
Stocker Hoffman & Schantz Insurance Quote	Package & System	\$ No
	Worker's Compensation	
	• Alternative Risk LOC needed	278,053
	• Retro Policy(75%)	572,976
Myers, Benner Corporation Peerless Insurance Company	Package & Systems Breakdown (\$5,000 deductible) Commercial Auto (\$500 Comprehensive \$1,000 Collision Deductible)	417,058
	School Board Legal Liability (\$10,000 deductible) Employment Related Practices (\$15,000 deductible) Breach of Fiduciary Duty (\$25,000 deductible)	51,837
	Worker's Compensation	603,969

**37. *Renewal of Property/Liability and Vehicle Insurance Coverage
(Continued)***

RECOMMENDATION:

That the proposal from Myers Benner Corporation for insurance coverage on buildings, property, crime, liability, vehicle, and energy services be accepted at the annual premium of \$417,058. .

That the proposal from Stocker Hoffman & Schantz Company for retrospective rating Worker's Compensation Insurance be accepted at the annual premium of \$572,976, which represents the required 75% payment of the calculated premium.

That the proposal from Myers Benner Corporation for School Board Legal Liability Insurance be accepted at the annual premium of \$51,837. .

38. *School-Related Organizations***INFORMATION:**

For the purpose of liability insurance coverage, the following list of school-related organizations is provided:

<u>SCHOOL</u>	<u>ORGANIZATION</u>
Asa Packer Elementary School	PTA
Broughal Middle School	PAC
Calypso Elementary School	PTC
Clearview Elementary School	PTO
Community School: United Way of the Greater Lehigh Valley	
Donegan Elementary School	PTO
East Hills Middle School	PA
Farmersville Elementary School	PTA
Fountain Hill Elementary School	PTA
Freedom High School	PTO
Freemansburg Elementary School	PTO
Governor Wolf Elementary School	PTA
Hanover Elementary School	PTA
James Buchanan Elementary School	PTA
Liberty High School	PAC
Liberty High School	Swim and Diving Association
Lincoln Elementary School	PTO
Marvine Elementary School	PTO
Miller Heights Elementary School	PTO
Nitschmann Middle School	NPG
Northeast Middle School	NEPTA
Regional Academic Standards Academy	PTO
SPARK Pre-kindergarten Program	PC
Spring Garden Elementary School	PTA
Thomas Jefferson Elementary School	PTO
William Penn Elementary School	PTA/PTO

39. *Tax Collection Commission Voting Delegates***INFORMATION:**

Act 32 § 505(b) requires the governing bodies of school districts, townships, boroughs, and cities that impose an earned income tax to appoint one voting delegate and one or more alternate delegates to be their Tax Collection Committee (TCC) representatives. The purpose of this resolution is to appoint the required delegates. The appointed individuals have consented to appointment.

RECOMMENDATION:

RESOLVED, by the governing body of the Bethlehem Area School District, that the following individuals are appointed as TCC delegates for the Bethlehem Area School District

1. Primary voting delegate: Eugene McKeon
2. Alternate voting delegate: Irene Follweiler

If the primary voting delegate cannot be present for a TCC meeting, the alternate voting delegate shall be the representative at the TCC meeting.

3. These appointments are effective immediately and shall continue until successors are appointed. Delegates shall be appointed each year in November or December, or as soon thereafter as possible. All delegates shall serve at the pleasure of this governing body and may be removed at any time.

40. *Treasurer's Report*

RECOMMENDATION:

That the Board of School Directors approves the Treasurer's Report dated May 31, 2009.

BETHLEHEM AREA SCHOOL DISTRICT
Bethlehem, Pennsylvania

REPORT OF THE TREASURER
May 1 through May 31, 2009

BEGINNING CASH AND INVESTMENT BALANCE

Wachovia Bank - Cash Management	4,151,578.95
Bank of America - General Account	1,000,426.46
Pennsylvania School District Liquid Asset Fund	2,100,208.13
Wachovia - Worker's Comp Trust Fund	642,186.04
Pennsylvania Local Government Investment Trust	77,799.05
Pennsylvania State Treasurer Invest Program	40,886.86
Wachovia Money Market	54,767.51
Bank of America Money Market	44,631.38
TD Bank Money Market	1,129.98
Sovereign Bank Money Market	29,014.51
PSDLAF - Term Investments	13,000,000.00
KNBT Bank - Scholarship Fund	45,971.98
KNBT Bank - Scholarship Fund	112,000.00
M&T Investment Group - 2007A Bond Fund	6,298,485.17

TOTAL CASH AND INVESTMENT BALANCE \$ 27,599,086.02

MONTHLY RECEIPTS

Local Sources	4,564,771.03
State Sources	480,437.69
Federal Sources	449,720.56
Other Financing Sources	11,100,000.00

\$ 16,594,929.28

MONTHLY DISBURSEMENTS

Monthly Bills Paid	5,513,681.58
Payroll	7,968,321.65
Debt Service	728,410.28

\$ 14,210,413.51

TOTAL FUNDS AVAILABLE

\$ 29,983,601.79

ENDING CASH AND INVESTMENT BALANCE

		<u>Interest Rate</u>
Wachovia Bank - Cash Management	1,988,800.28	0.750%
Bank of America - General Account	551,226.05	0.350%
Pennsylvania School District Liquid Asset Fund	1,235.09	varies .432 to .804%
Wachovia - Worker's Comp Trust Fund	641,246.16	0.022%
Pennsylvania Local Government Investment Trust	77,828.82	0.680%
Pennsylvania State Treasurer Invest Program	1,152.81	0.514%
Wachovia Money Market	54,771.86	0.100%
Bank of America Money Market	1,636.07	0.220%
TD Bank Money Market	1,130.35	0.385%
Sovereign Bank Money Market	1,019.12	0.330%
PSDLAF - Term Investments	20,822,339.94	see attachment
KNBT Bank - Scholarship Fund	45,971.98	3.750%
KNBT Bank - Scholarship Fund	112,000.00	4.300%
M&T Investment Group - 2007A Bond Fund	5,683,243.26	3.350%

TOTAL CASH AND INVESTMENT BALANCE \$ 29,983,601.79

Interest Received for May; to be posted in June \$ 54,794.47

Respectfully Submitted,

Anne M. Morton
Treasurer

**Bethlehem Area School District
Capital Reserve Fund
For the Period of May 1, 2009 thru May 31, 2009**

Fund Balance at April 30, 2009		\$	1,298,488.38
2008-2009 Revenue Received-Interest Income		\$	-
2008-2009 Expenditures			
Financial Management System	\$	58,311.79	
(software, hardware, support services)			
Advertising			
Roof Repairs			
Professional Services	\$	32,395.96	
		\$	<u>90,707.75</u>
Fund Balance at May 31, 2009		\$	1,207,780.63

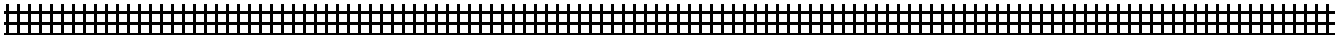
The following projects have been approved by the board but have not been completed:

Financial Management System	\$	156,337.00	
Pro. Svs. Roof Repairs	\$	12,507.84	
Pro. Svs. Alarm System	\$	2,964.00	
Freedom Emergency Power	\$	15,165.00	
Asa Packer Roof Repaif	\$	262,300.00	
Farmersville Roof Repair	\$	340,130.00	
Freemansburg Roof Repair	\$	92,450.00	
Asa Packer Fire Alarm System	\$	58,385.00	
		\$	940,238.84
Estimated Unencumbered Fund Balance		\$	267,541.79

Bethlehem Area School District
2007A Bond Fund
For the Period of May 1, 2009 thru May 31, 2009

Beginning Balance-April 30, 2009	\$ 6,298,485.17
Change in Market Value	\$ (15,241.91)
Reimbursement to the General Fund	\$ 600,000.00
Ending Balance-May 31, 2009	<u>\$ 5,683,243.26</u>

Note : There has been \$222,419.07 in expenses paid through June 18th. This will be reimbursed to the General Fund and will be reflected on a future report. The available balance is \$5,462,634.70.



Bethlehem Area School District
2009B Bond Fund
For the Period of May 1, 2009 thru May 31, 2009

Opening Deposit (with PSDLAF)	\$ 10,822,000.00
Change in Market Value	\$ 339.94
Reimbursement to the General Fund	
Ending Balance-May 31, 2009	<u>\$ 10,822,339.94</u>

41. *Monthly Bills*

RECOMMENDATION:

That the bills, which have been reviewed as to correctness by the appropriate Business Office staff and verified by the treasurer, be approved for payment. A copy of the bill list is available in the Business Office of the Education Center, 1516 Sycamore Street, Bethlehem, Pennsylvania, for review.

42. *Budget Information*

INFORMATION:

Presented for information is the statement of the Condition of the Budget by major accounts.

2008-2009 REVENUES

Description	A	B	C	D	E	F	G
	2008-2009					2007-2008	
	Budget	Realized 31-May-09	Unrealized \$ (B-A = C)	Unrealized % (C/ A = D)	Projected June 30, 2009	Realized June, 2008	Realized May, 2008
CURRENT REAL ESTATE	101,612,861	99,793,538	(1,819,323)	-1.79%	99,793,538	97,165,864	98,415,454
INTERIM REAL ESTATE	1,300,000	1,077,453	(222,547)	-17.12%	1,150,000	1,566,283	577,917
PUBLIC UTILITY REALTY	172,000	153,055	(18,945)	-11.01%	153,055	162,642	162,642
PAYMENTS IN LIEU OF TAX	121,000	145,266	24,266	20.05%	145,266	120,798	120,798
UNDISTRIBUTED TAXES		(36,114)	(36,114)	-	0	0	194,346
PER CAPITA TAX SECT 679	240,000	239,070	(930)	-0.39%	245,000	242,396	236,824
PER CAPITA TAX ACT 511	240,000	239,070	(930)	-0.39%	245,000	242,396	236,824
LOCAL SERVICES TAX	485,000	241,206	(243,794)	-50.27%	250,000	136,722	108,387
EARNED INCOME TAX	11,200,000	10,167,239	(1,032,761)	-9.22%	10,984,500	10,400,810	9,368,814
REAL ESTATE TRANSFER TAX	2,800,000	1,794,991	(1,005,009)	-35.89%	1,725,000	2,508,341	2,024,361
MERCANTILE TAX	2,200,000	3,081,114	881,114	40.05%	1,886,000	2,414,521	1,972,605
DEL. REAL ESTATE	2,800,000	3,234,360	434,360	15.51%	3,700,000	3,393,910	2,597,911
DEL. PER CAPITA SECT 679	70,000	49,781	(20,219)	-28.88%	49,781	58,890	56,582
DEL. LOCAL SERVICES TAX		0	-	-			
DEL. MERCANTILE TAX	380,000	666,818	286,818	75.48%	625,000	323,786	313,006
TOTAL LOCAL TAX SOURCES	\$ 123,620,861	\$ 120,846,846	\$ (2,774,015)	-2.24%	\$ 120,952,140	\$ 118,737,357	\$ 116,386,469
INTEREST ON INVESTMENTS	2,400,000	668,549	(1,731,451)	-72.14%	732,000	1,685,398	1,446,907
DRIVER ED LAB FEES	13,250	13,800	550	4.15%	14,500	12,500	10,950
RENTALS	10,000	31,907	21,907	219.07%	25,000	10,148	8,698
CONTRIBUTIONS		8,233	8,233		7,291		
TUITION FROM PATRONS	320,000	313,315	(6,685)	-2.09%	375,000	377,893	336,780
SRVCS. / OTH LOC GOV UNITS	15,000	2,000	(13,000)	-86.67%	2,000	22,020	22,020
MISCELLANEOUS REVENUE	100,000	27,475	(72,525)	-72.52%	35,000	185,312	48,613
REFUNDS FROM PRIOR YEAR EXP		3,956			3,956	12,913	12,913
TOTAL OTHER LOCAL SOURCES	\$ 2,858,250	\$ 1,069,234	\$ (1,792,972)	-62.73%	\$ 1,194,747	\$ 2,306,185	\$ 1,886,882
TOTAL LOCAL SOURCES	\$ 126,479,111	\$ 121,916,081	\$ (4,566,986)	-3.61%	\$ 122,146,887	\$ 121,043,542	\$ 118,273,351
BASIC INSTRUCTIONAL SUBSIDY	22,955,949	17,316,835	(5,639,114)	-24.56%	22,944,489	21,980,025	20,916,785
CHARTER SCHOOLS	1,268,300	1,116,580	(151,720)	-11.96%	1,472,000	1,286,786	1,286,786
TUITION : ORPHANS/CHILDREN	315,000		(315,000)	-100.00%	350,000	349,693	164
HOMEBOUND INSTRUCTION			-				-
VOCATIONAL EDUCATION	200,000	85,253	(114,747)	-57.37%	113,000	182,650	182,650
DRIVER EDUCATION	10,745	9,765	(980)	-9.12%	9,765	10,605	10,605
MIGRATORY CHILDREN	2,200		(2,200)	-100.00%	3,500	3,520	-
SPECIAL EDUCATION	6,570,240	4,925,775	(1,644,465)	-25.03%	6,555,283	6,453,560	6,453,560
TRANSPORTATION	2,088,000	1,590,570	(497,430)	-23.82%	1,869,280	2,180,482	1,433,103
RENTALS AND SINKING FUND	1,550,000	179,546	(1,370,454)	-88.42%	900,000	1,307,669	601,524

HEALTH SERVICES	394,420	372,677	(21,743)	-5.51%	372,677	390,767	390,767
PROPERTY TAX RED. ALLOCATION	4,720,061	4,720,061	(0)	0.00%	4,720,061		
SOCIAL SECURITY	3,237,479	3,197,821	(39,658)	-1.22%	3,400,000	3,744,087	2,719,755
PSERS - PENSION CONTRIBUTION	2,107,793	1,981,707	(126,086)	-5.98%	3,187,000	3,172,473	2,236,856
IMPACT AID	50,000	56,877	6,877	13.75%	55,628	62,930	51,788
TOTAL STATE & FEDERAL SOURCES	\$ 45,470,187	\$ 35,553,467	\$ (9,916,720)	-21.81%	\$ 45,952,683	\$ 41,125,247	\$ 36,284,342
PROCEEDS FROM EXTENDED TERM FINANCING						1,707,344	
INTERFUND TRANSFERS	250,000	125,000	(125,000)	-50.00%	250,000	2,800,000	2,850,000
SALE OF FIXED ASSETS	7,000	10,470	3,470	49.57%	15,000	13,642	13,642
INDIRECT COSTS			-		0	66,750	
TOTAL OTHER SOURCES	\$ 257,000	\$ 135,470	\$ (121,530)	-47.29%	\$ 265,000	\$ 4,587,736	\$ 2,863,642
TOTAL REVENUE	\$ 172,206,298	\$ 157,605,018	\$ (14,605,236)	-8.48%	\$ 168,364,570	\$ 166,756,525	\$ 157,421,335
UNRESERVED FUND BALANCE			-		(\$4,937,460)		
TOTAL FUND APPROPRIATED BALANCE	\$ -	\$ -	\$ -		\$ (4,937,460)	\$ -	\$ -
TOTAL DISTRICT REVENUE	\$ 172,206,298	\$ 157,605,018	\$ (14,605,236)	-8.48%	\$ 173,302,030	\$ 166,756,525	\$ 157,421,335

June 30, 2008 Fund Balance

(\$3,169,965)

Projected June 30, 2009 Fund Balance

(\$8,107,425)

2008-2009 EXPENDITURES BY PROGRAM

Includes Year-To-Date May Information

PROGRAM	PROGRAM CODE	Responsible Office	2008-2009						2007-2008	2007-2008
			A	B	C	D	E	F	G	H
			2008-2009 APPROVED BUDGET	2008-2009 AMENDED BUDGET	2008-2009 PROJECTED EXPENDITURES JUNE 30, 2009	2008-2009 UNEXPENDED BUDGET \$ (B - C = D)	2008-2009 UNEXPENDED BUDGET % (D / B = E)	2008-2009 EXPENDED BUDGET INCLUDING ENCUMBRANCES as of May 31, 2009	2007-2008 EXPENDED BUDGET INCLUDING ENCUMBRANCES as of May, 2008	2007-2008 EXPENDED BUDGET FINAL ACTUAL EXPENDITURES as of June, 2008
BUILDING ALLOCATION	100	PRIN	1,428,603	1,428,603	1,258,055	170,548	11.94%	1,181,919	1,315,183	1,417,189
BOARD	AA	SUPT	347,150	347,150	569,540	(222,390)	-64.06%	477,675	230,504	274,834
CABINET	AB	SUPT	1,174,552	1,025,282	1,069,862	(44,580)	-4.35%	956,120	1,134,633	1,226,818
BUDGETARY RESERVE	AC	SUPT	100,000	100,000	-	100,000	100.00%	0	0	0
SUPT OFFICE-EQUIPMENT REPLACEMENT RESERVE	AD	SUPT	7,000	7,000	-	7,000	100.00%	0	53	2,256
SUPERINTENDENT'S OFFICE	AE	SUPT	178,300	178,300	75,841	102,459	57.46%	63,532	129,679	154,803
BUILDING STAFF	AF	SUPT	6,201,461	6,238,461	6,389,367	(150,906)	-2.42%	5,602,766	5,721,233	6,240,994
PUBLIC RELATIONS	AN	SUPT	21,143	21,143	21,433	(290)	-1.37%	21,433	104,044	124,907
STAFFING-TEACHERS	CA	HR	58,379,392	58,351,041	57,710,079	640,962	1.10%	42,297,470	44,369,233	57,420,979
CHILD ACCOUNTING DEPARTMENT	CD	HR	242,013	242,013	222,225	19,788	8.18%	200,394	205,202	227,557
STAFFING-TEACHER ASSISTANTS	CE	HR	2,481,187	2,481,187	2,698,048	(216,861)	-8.74%	2,342,575	2,360,299	2,532,971
STAFFING-SUBSTITUTES	CG	HR	1,273,000	1,273,000	1,243,689	29,311	2.30%	1,122,119	1,172,932	1,299,660
HUMAN RESOURCES DEPARTMENT	CK	HR	399,575	399,575	343,000	56,575	14.16%	314,960	354,347	331,381
STUDENT ACTIVITIES	D1	C&I	244,236	244,236	389,809	(145,573)	-59.60%	280,908	275,276	283,999
CREDIT ACQUISITION PROGRAM	D2	C&I	27,785	27,785	59,548	(31,763)	-114.32%	56,844	52,445	54,940
CURRICULUM ENRICHMENT ACTIVITIES	D3	C&I	130,000	130,000	80,876	49,124	37.79%	70,901	169,014	191,261
CAREER ACADEMY/RASA/ALTERNATIVE EDUCATION	D4	C&I	512,761	541,112	680,119	(139,007)	-25.69%	529,453	751,530	953,738
TESTING - K-12	D5	C&I	30,000	30,000	-	30,000	100.00%	0	14,190	14,196
ACADEMIC INTERVENTIONS	DA	C&I	100,000	100,000	110,000	(10,000)	-10.00%	101,934	111,010	137,457
MUSICAL INSTRUMENT REPAIR	DD	C&I	37,000	37,000	34,000	3,000	8.11%	30,828	31,380	34,016
DEPARTMENT OF INSTRUCTION	DE	C&I	286,600	286,600	194,600	92,000	32.10%	150,280	207,630	303,431
READING RECOVERY/PROJECT READ	DF	C&I	28,212	28,212	19,000	9,212	32.65%	18,753	25,128	26,526
INSTRUCTIONAL MTLs RESERVE	DG	C&I	500,000	500,000	409,474	90,526	18.11%	409,474	732,455	683,771
EQUIPMENT REPAIR	DM	C&I	13,000	13,000	13,000	0	0.00%	12,666	19,917	11,116
PLANETARIUM	DO	C&I	2,444	2,444	-	2,444	100.00%	0	2,575	2,578
SUMMER SCHOOL - SECONDARY	DQ	C&I	50,000	50,000	56,604	(6,604)	-13.21%	56,604	143,051	143,062
DRIVER EDUCATION	DS	C&I	90,125	90,125	80,000	10,125	11.23%	40,290	62,018	98,483
ASST SUPERINTENDENT FOR CURR & INSTRUCT	DT	C&I	630,006	593,006	327,000	266,006	44.86%	283,778	548,275	598,443
INTERSCHOLASTIC ATHLETICS	DU	C&I	1,532,629	1,532,629	1,395,000	137,629	8.98%	1,371,583	1,395,318	1,418,521
INTRAMURALS	DV	C&I	74,000	74,000	44,826	29,174	39.42%	38,570	75,567	87,824
ATTENDANCE SERVICES	E4	STD SVCS	86,160	86,160	80,833	5,327	6.18%	71,584	91,923	99,655
MINORITY AFFAIRS/GOV. PROGRAMS/GRANTS	EB	STD SVCS	29,939	29,939	25,000	4,939	16.50%	23,273	23,935	26,131
SPARK - EARLY CHILDHOOD/SUMMER	EC	STD SVCS	629,992	629,992	594,750	35,242	5.59%	505,795	559,055	648,246
SCHOOL RESOURCE OFFICERS	EF	STD SVCS	281,000	281,000	281,000	0	0.00%	218,624	328,053	311,097
HOMEBOUND INSTRUCT/REGULAR ED.	EG	STD SVCS	155,000	155,000	162,500	(7,500)	-4.84%	137,034	178,637	211,633

HEALTH SERVICES - MEDICAL	EH	STD SVCS	51,822	51,822	42,000	9,822	18.95%	29,859	20,057	39,261
HEALTH SERVICES - DENTAL	EJ	STD SVCS	10,364	10,364	3,500	6,864	66.23%	1,848	4,909	8,781
STUDENT SERVICES	EK	STD SVCS	2,500	151,770	159,000	(7,230)	-4.76%	139,715	5,409	11,835
GUIDANCE (SUMMER)	ET	STD SVCS	35,000	35,000	42,425	(7,425)	-21.21%	33,229	27,774	35,461
ENGLISH ACQUISITION	EY	STD SVCS	260,963	260,963	253,110	7,853	3.01%	218,176	221,953	257,651
BUSINESS DEPT-ACCOUNTS PAYABLE	GA	F&A	1,006,527	1,006,527	970,000	36,527	3.63%	905,323	1,015,757	934,866
BUSINESS DEPT-ACCOUNTS RECEIVABLE	GB	F&A	1,024,077	1,024,077	792,000	232,077	22.66%	602,774	590,327	1,658,911
DEBT SERVICE	GC	F&A	19,298,602	19,298,602	22,400,000	(3,101,398)	-16.07%	20,266,812	16,172,074	17,755,157
EMPLOYEE BENEFITS	GD	F&A	29,826,642	29,826,642	30,500,000	(673,358)	-2.26%	23,704,560	26,973,436	31,450,643
INSURANCE	GE	F&A	643,658	643,658	520,000	123,658	19.21%	468,727	566,044	613,658
INTERSYSTEM PAYMENTS	GF	F&A	20,746,441	20,746,441	20,776,050	(29,609)	-0.14%	19,028,147	17,195,989	18,775,592
PHOTOCOPIERS	GP	F&A	607,692	607,692	594,750	12,942	2.13%	528,838	550,238	618,810
SPECIAL EDUCATION	LF	SPEC ED	545,959	545,959	612,000	(66,041)	-12.10%	547,725	660,168	737,837
HOMEBOUND INSTRUCTION / SPECIAL ED.	LG	SPEC ED	30,000	30,000	52,000	(22,000)	-73.33%	38,261	27,119	36,862
MAINTENANCE / CUSTODIAL DEPARTMENT	NA	B&G	11,002,051	11,002,051	9,400,000	1,602,051	14.56%	8,344,599	8,589,047	9,677,581
MAINTENANCE DEPT - SUPPLIES	NE	B&G	459,600	459,600	492,804	(33,204)	-7.22%	452,513	442,369	481,757
MAINTENANCE DEPT - CONTRACTED SERVICES	NF	B&G	966,500	966,500	911,547	54,953	5.69%	828,963	1,019,027	1,120,546
TRANSPORTATION DEPARTMENT	NT	B&G	4,521,504	4,521,504	4,400,000	121,504	2.69%	3,853,279	4,057,859	4,482,223
TECHNICAL SERVICES	TK	TECH	650,186	650,186	950,000	(299,814)	-46.11%	871,903	768,358	772,720
INFO & COMMUNICATIONS TECHNOLOGY DEPT.	TL	TECH	2,078,389	2,078,389	1,940,000	138,389	6.66%	1,863,750	1,818,380	3,577,237
DATA PROCESSING DEPARTMENT	TN	TECH	733,556	733,556	845,000	(111,444)	-15.19%	726,694	723,326	840,709
TOTALS			\$172,206,298	\$172,206,298	173,295,264	(\$1,088,966)	-0.63%	\$142,445,837	\$144,345,344	\$171,482,567

43. *Approval of Act 48 Professional Development Plan for 2009-2012*

INFORMATION:

The Act 48 Committee has developed an updated Act 48 Professional Development Plan to be submitted to the Pennsylvania Department of Education. The previous plan covered the 2006-2009 school years. The current plan covers the academic years 2009-2012. According to the May 2007 Act 48 Approved Provider Guidelines from PDE, districts' Act 48 Committees must review the plans annually, particularly in the areas of student data, professional education activities, and feedback from those activities. The plan for 2009-2012 provides a structure from which the Bethlehem Area School District's Act 48 Committee will work over the next three years.

RECOMMENDATION:

That the Board of School Directors approves the Act 48 Professional Education Plan for 2009-2012, as developed by the Bethlehem Area School District's Act 48 Committee.

Act 48

Professional

Education Plan

For 2009-2012

Bethlehem Area School District
1516 Sycamore Street
Bethlehem, Pennsylvania 18017

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ACT 48 INTRODUCTION

The Bethlehem Area School District is committed to increasing student learning. As such, it is imperative educators maintain and further develop their instructional skills, expand their knowledge base, and actively participate in professional development activities.

Professional development activities will focus on addressing the requirements described in Act 48 of 1999 for all certified educational professionals and the specific needs identified by the Act 48 committee of the Bethlehem Area School District.

The development of the district's staff development plan is consistent with the *Act 48, Professional Education Plan Guidelines* published by the Pennsylvania Department of Education. As stipulated within the guidelines, the following criteria must be met within the professional development plan.

- A. Professional development decisions are based on student needs and evaluated using student data.
Approved professional development:
 - A1. Uses disaggregated student data to determine educators' learning priorities
 - A2. Is evaluated to show its impact on teaching practice and student learning
- B. Professional development activities have content that will increase student learning. Approved professional development for classroom teachers, school counselors and education specialists:
 - B1. Enhances the educator's content knowledge in the area of the educator's certification or assignment
 - B2. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students
 - B3. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use the data in instructional decision-making
 - B4. Empowers educators to work effectively with parents and community partners. For school and district administrators, and other educators seeking leadership roles:
 - B5. Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards
 - B6. Provides leaders with the ability to access and use appropriate data to inform decision making
 - B7. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning
 - B8. Instructs the leader in managing resources for effective results
- C. Professional development is provided through a process that is most likely to result in sustained school improvement. Approved professional development:
 - C1. Is set out in a plan that is updated annually by the Act 48 Committee after the committee evaluates the prior year's student data, professional educational activities, and the feedback/evaluation of those activities
 - C2. Is based on knowledge of adult learning styles
 - C3. Is tailored to each stage of an educator's career, differentiating between needs of novice and experienced professionals

D. District Goals

D1. Curriculum & Instruction: Improve student achievement through high school restructuring and strengthening middle level and elementary programs.

- Project 720
- Reducing achievement gap
- Rigor, relevance, relationships across all content areas
- Using data sources
- Focusing on diversity and understanding differences
- Alignment of all curriculum to standards, anchors, and eligible content
- CFF Classrooms

D2. Teaching & Learning: Raise the level of effective teaching through a Professional Development Plan that focuses on identifying and using best practices.

- Using literacy strategies
- Enhancing AP offerings
- Developing PLCs
- Exhibiting tolerance and understanding of diversity

D3: Building Capable Leaders: Create a cohort of instructional leaders where the principal and assistant principal are regarded as the academic leaders within their buildings.

- Developing leadership for inclusion
- Using data-driven decision-making
- Supporting leadership for Differentiated Instruction
- Developing administrative teams to create and lead PLCs

D4: Artful Use of Infrastructure: Improve the district's financial situation while implementing a complete and comprehensive strategic plan.

- Monitoring the district budget
- Building the district's strategic plan
- Evaluating the Capital Improvement Plan

D5: School Safety: Create a safe environment in all schools to address not only facility security and student decorum, but also an environment of tolerance and understanding amongst all stakeholders.

- Improving consistent use of Code of Conduct
- Providing diversity training in "No Place for Hate"
- Holding an annual review of facility security

E. Act 48 Goals

E1. Diversity - To provide a comprehensive multicultural training program for all professional staff.

E2. Poverty - To provide a comprehensive training program for all professional staff on the impact that poverty has on student achievement.

E3. Wellness - To provide a comprehensive training program for all professional staff on the positive impact of wellness on student achievement.

E4. Inclusion - To provide a comprehensive training program for all professional staff on strategies for inclusive practices.

Educational Needs

To determine proficiency in mathematics and reading for the each school year, 2009-2012 Bethlehem Area School District (BASD) students in grades 3 through 8 and 11 are administered the Pennsylvania System of School Assessment (PSSA), as well as 4Sight tests, and other local assessments. The data from these assessments are reported in terms of performance levels and are presented in both aggregated and disaggregated formats in compliance with federal regulations. The PSSA, as determined by the Pennsylvania Department of Education, also provides the BASD the following:

- An understanding of the school's achievement of the academic standards in reading, writing, mathematics, and science to students, parents, educators, and the community, at large.
- A measure of the degree to which school programs enable students to attain the academic standards.
- Results to use within our strategic plan.
- Aggregated results for all students.
- Disaggregated results for certain student categories.

Additionally, the Pennsylvania Value-Added Assessment System (PVAAS) provides two types of information, value-added (or growth) data on cohorts of students and student level projection data. The value-added, or growth, analyzes available data from previous years (looking back) to help schools evaluate how much cohorts of students have gained in a school year by answering questions such as: Did a group or subgroup of students make a year's worth of growth for a year's worth of schooling?

The projection data uses the data already analyzed to help schools project to the future by answering questions such as: What is the percent likelihood of a student being proficient on a future PSSA? Projection data can be used for intervention planning and resource reallocation.

As in previous years, PVAAS is available for reading and math in grades 4-8 (the current year's 5th-9th graders). As of 2008, PVAAS reports also became available for reading, math, science and writing in grade 11, as well as for science in grades 4 and 8 and for writing in grades 5 and 8.

While the BASD has used PVAAS information in writing the district and the school-level improvement plans, PDE will also now be able to use the PVAAS information for determining AYP.

Following the 2007-2008 PSSA testing in Reading and Mathematics, The Bethlehem Area School District was deemed as "Making Progress in Corrective Action II". The following are highlights of the Bethlehem Area School District's PSSA results from 2007-2008:

- Overall, most of the schools at all levels of the district exceeded the established targets (56%) for mathematics. In reading, most schools, with the exception of four elementary schools, also exceeded state target

proficiency levels (63%). Note that these targets will increase to 72% in reading in 2011 and to 81% in reading in 2012. In mathematics, the increases will be to 67% in 2011 and 78% in 2012.

- The most notable area in which we need to see improvement in our elementary schools is with our economically disadvantaged students in reading. In 2008, five of our elementary schools did not make AYP with this group. At the middle school level, all four schools made AYP across sub-groups in reading; however, Broughal Middle School did not make AYP in mathematics with its Latino/Hispanic and its economically disadvantaged students. It should be noted that many of these students cross both sub-groups. East Hills Middle School did not make AYP in mathematics with its IEP sub-group. Regarding our high schools, Freedom missed AYP status in 2008 based upon the IEP sub-group in both reading and mathematics. Liberty did not make AYP in any of its sub-groups. As of 2008, both high schools had Corrective Action II designations.

In summary, the BASD has vacillated in the gains made within certain sub-groups since the inception of the PSSA. Consequently, we continue to work toward identifying and implementing successful strategies to improve the performance of subgroups. This is done most obviously throughout the collection and analysis of data, which administrators and teachers in each school collect and maintain. Additionally, we continue to provide academic intervention programs for students who are not meeting standards; examine and track district attendance to assess their impact on meeting state attendance targets; and educate the community about the impact of the No Child Left Behind legislation.

An examination of the 2007-2008 PSSA data has identified the following educational needs:

All Grade Levels

1. Continue ongoing analysis of PSSA data and other assessment results to translate areas of weakness into improved classroom practice.
2. Continue to use data to improve practices in curriculum and instruction.
3. Improve assessment results for all groups.
4. Train staff to identify needs of identified subgroups.
5. Continue to train staff on differentiated instruction in all disciplines, and ensure the implementation of its success.
6. Continue to align curriculum to meet the state standards, anchors, and eligible content.
7. Continue to review and revise all standards-based rubrics.
8. Upgrade technology skills of staff in all subject areas to enhance technology integration in the classroom.
9. Continue ongoing staff development for all new and existing programs.
10. Continue to support inclusive practices for special education and ESOL students at all levels.
11. Provide opportunities for teachers to grow in their application of inclusive practices, differentiating instruction, using data, teaching literacy in all

- contents, dealing with student behavior, using technology effectively, and working with parents and community.
12. Improve delivery of curriculum, specifically when working with students whose learning needs to be enriched or enhanced.
 13. Work with the Workforce Investment Board (WIB) to define plans and programs around Career Pathways and Career Awareness.

Elementary School Level

1. Continue to train staff to identify and implement successful strategies to improve the performance of subgroups at all 16 elementary schools and the Regional Academic Standards Academy (RASA) students.
2. Train teachers in emergent reading and in guided reading strategies.
3. Maintain gains from Writers' Workshop training, and continue to train teachers new to the district.
4. Assist staff in implementing flexible grouping techniques to meet the needs of all students.
5. Assist teachers in teaching reading in all content areas.

Middle School Level

1. Continue emphasis on reading in all content areas.
2. Continue to provide staff development training on standards-based mathematics instruction and assessment.
3. Continue to train staff to identify and implement successful strategies to improve the performance of subgroups at all four middle schools.

High School Level

1. Continue to train staff across disciplines in Reading Apprenticeship.
2. Continue to train staff across disciplines on new writing strategies.
3. Continue emphasis on reading in content areas.
4. Continue to train staff to identify and implement successful strategies to improve the performance of subgroups at both high schools, and the Career Academy.
5. Monitor the BASD graduation proficiency requirements, established in 2009.
6. Continue to develop Dual Enrollment opportunities.
7. Continue to create Small Learning Communities for students through the development of teams, and through the expansion of thematic programs.
8. Continue to develop collaborative opportunities for teachers through the growth of Professional Learning Communities.
9. Continue to integrate Project 720 initiatives into action plans.
10. Continue to implement Classrooms for the Future.

**Bethlehem Area School District
Flex In-service Program
2009/2010 – 2011/2012**

Goal

It is the goal of the Bethlehem Area School District's Act 48 Committee to promote a variety of professional staff development opportunities for the teachers of the Bethlehem Area School District.

Overview of the Flex In-Service Program

Of the seven in-service days scheduled during the 2009/2010-2010/2011 school years, two days will be dedicated to the Flex In-Service Program. In-service days dedicated to the Flex In-Service Program for 2011-2012 will be determined through the terms and conditions as set forth in a new Collective Bargaining Agreement.

The Flex In-Service Program will provide all teachers the opportunity to substitute six or twelve hours of District approved in-service sessions for one or two regularly scheduled staff in-service days.

For the 2009/2010 – 2010/2011 school years, two days will be dedicated as flex in-service days. All six hours or twelve hours must be completed by May 1 of each school year to qualify for the Flex In-service Program.

Basic Provisions of the Flex In-service Program

For the purpose of clarification, in addition to District approved in-services, IU 20 and IU 21 flex in-services, which are held outside the contractual day, are also considered District approved in-services.

All sessions applied to the Flex In-service Program will be held outside of the contractual day, i.e., before or after school, weekends, or during the summer. The beginning date to acquire flex credit in a new school year shall begin on the day after the final contractual day of the school year.

To participate in the Flex In-service Program, full-time teachers are required to complete the entire six hours of District approved in-services for one flex day credit, and twelve hours of District approved in-services for two flex days of credit. Partial completion of the six hours and/or partial completion of twelve hours will not qualify for the flex in-service day(s) credit. Part-time teachers will need to complete the percent of the flex-in-service hours equal to their part-time teaching assignment. For example, a half-time teacher will need to complete three hours to qualify for one flex day of credit and six hours to qualify for two flex days of credit.

A District approved in-service will be in increments of 1 hour, 1.5 hours, 2 hours, 2.5 hours, 3 hours, and continue in this manner up to twelve hours. Completion of the entire in-service is required to receive flex in-service credit. For the purpose of clarification, attendance at only a portion of any stand alone, posted in-service, will not qualify for flex in-service credit. Any exception to this procedure must be granted through the appeals process. (See "Appeals" on page 8.)

Some District approved in-services may be held over several sessions, e.g., Reading Apprenticeship or CPR/AED training. In this instance, full completion of all sessions is required to receive flex credit. District approved in-services that require full attendance at all of the sessions must be posted as such on CPE Tracker. Any exception to this procedure must be granted through the appeals process.

All District approved in-services which are attended throughout the summer beginning after the final contractual day of that school year will apply to the next school year.

Flex hours cannot be carried over from year to year.

All District approved in-services will be posted regularly on CPETracker.

Teachers may replace one dedicated in-service day under the following conditions: Completion of six hours of District approved in-services in increments of 1 hour, 1.5 hours, 2 hours, 2.5 hours, and to continue in this manner up to six hours.

Teachers may replace two dedicated in-service days under the following conditions: Completion of twelve hours of District approved in-services in increments of 1 hour, 1.5 hours, 2 hours, 2.5 hours, and to continue in this manner up to twelve hours.

Teachers who present a District approved flex in-service will receive two hours of preparation credit for a new in-service, and one hour of preparation credit for a previously delivered in-service.

Teachers who serve as presenters may also replace the dedicated in-service days through presentations and preparation totaling six hours for one flex day, or twelve hours for two flex days, and/or a combination of presentations, preparation, and attendance at district approved in-services totaling six hours for one flex day, or twelve hours for two flex days.

All District approved in-service hours will count for Act 48 credit.

Procedures and Guidelines

A professional employee or administrator must use the “Add CPETracker Event Request” form to post an on-line registration module on CPETracker.

All District approved in-services will be posted on CPETracker. Professional staff development opportunities will be updated regularly.

If an in-service does not appear as a District approved in-service on CPETracker, or as an IU 20 / IU 21 flex program (must be outside the contractual day to count as District approved) then that session may not be applied to the Flex In-service Program.

On CPETracker, each posted, District approved in-service will contain the following information:

- A. Title and description of the in-service session
- B. Provider
- C. Date, time and location of the session
- D. The duration of the session, i.e., two, four or six hours
- E. The name of the presenter(s)
- F. The qualifying audience, e.g., elementary ELA, special education teachers, Donegan Elementary School teachers, etc.
- G. Maximum number of qualifying teachers who may attend the session before it is closed
- H. Closure date for workshop/seminar registration
- I. Registration Status

Any teacher who is a part of the qualifying audience and wishes to attend a posted District approved in-service must register for that session on CPETracker.

Teachers will receive confirmation of their successful registration through CPETracker.

The presenter(s) of the workshop or seminar will receive a listing of all teachers registered for that session.

Teachers must record their session attendance by initialing a sign-in sheet.

Teachers will receive a notification of their completed session attendance, as well as their credited flex time, through CPETracker.

The presenter(s) will maintain a copy of the attendance record for each in-service they present, and will also forward a copy of that attendance record to the Assistant Superintendent for Curriculum and Instruction.

All attendance records relevant to the Flex In-service Program will be maintained by the Office of the Assistant Superintendent for Curriculum and Instruction.

All hours must be credited for the designated Flex In-service Program days must be completed by May 1 of each school year.

Appeals

Appeals regarding the accuracy of records and / or registration denials for qualification requirements may be made to the Superintendent of Schools in writing. In the event a teacher challenges a denial to attend a workshop/seminar, or the accuracy of the attendance record, the co-chairpersons of the Act 48 Professional Educational Committee and the Superintendent will render a decision regarding the matter. This appeal process must be completed within 21 calendar days.

PROFESSIONAL DEVELOPMENT OPTIONS AND PROVIDERS

The Bethlehem Area School District acknowledges and encourages all professional staff to engage in a wide array of professional development opportunities. The following options for professional development are available to the district's professional staff and provide a variety of avenues through which appropriate professional education can be obtained. Each approved option will relate to areas of assignment and certification and address approved goals.

Academic Studies

1. Credits of collegiate study related to an area of assignment or certification at an approved institution of higher education
2. Credits of continuing professional education courses related to an area of assignment or certification conducted by providers approved by PDE
3. Hours of other continuing professional education programs, activities or learning experiences related to an area of assignment or certification conducted by providers approved by PDE
4. Collaboration with an institution of higher education in a research project that focuses on effective teaching practices for student achievement
5. Participation in a partnership with higher education for the purpose of improving teaching effectiveness and raising student achievement
6. Preparation (first time only) to teach a course as an adjunct faculty member for a state approved teacher preparation institution
7. Completion of qualified (state approved) or district approved in-service programs in subject area, technology, or an area that directly enhances teaching practices, classroom management skill, research abilities, knowledge, etc.
8. Preparation (two hours for the first time, one hour for each successive time) to conduct presentations on teaching and learning for in-service credit
9. Completion of training activities related to effective teaching and learning practices conducted by PDE and PDE approved providers including web-based tutorials, distance learning instruction and workshops

Curriculum Development Activities

1. Develop new district curricula
2. Participate in planned course development
3. Serve on an instructional materials selection committee
4. Participate on a grant writing committee
5. Conduct action research pertaining to curriculum and/or instructional practices to enhance student achievement
6. Write, or participate in writing, an educational textbook
7. Develop and/or conduct workshops related to anchors and/or eligible content, technology, and effective teaching strategies
8. Participate in regional and/or state sponsored development projects for teachers and administrators such as the Governor's Institutes, and/or PaTTAN sponsored workshops
9. Develop and/or conduct presentations at regional, state or national level conferences, symposia, workshops and other education related forums on teaching and learning
10. Complete other curriculum development activities approved by the Board of School Directors and/or PDE

Professional Practices

1. Serve as a mentor for a new teacher
2. Serve as a support teacher for a student teacher
3. Serve as a support teacher for an early field experience student
4. Participate in an educational internship
5. Complete the portfolio and site assessment requirements for National Board Certification
6. Attend professional conferences, seminars and/or meetings
7. Participate actively in local, regional, state or national research projects that focus on effective teaching practices
8. Observe other professional employees in the classroom setting
9. Train and provide continuing professional education, and staff development activities that include, but are not limited to:
 - Developing rubrics
 - Diversity training
 - Performance Tracker, IEPPlus, and eSchool training
 - Assessment training (PSSA, DRA, standardized tests, formative assessments, Rubrics, and student information system)
 - Screening and referral procedures for students
 - Inclusion
 - Confidentiality of records
 - Special education federal and state regulations
 - IEP development
 - Crisis intervention
 - Effective teaching methodologies
 - Technology training
 - Read 180
 - RTI
 - Co-teaching
 - Differentiating Instruction
10. Other professional practices approved by the Board of School Directors and/or by PDE

The following providers have been approved by the district to offer professional Development activities to professional members of the district staff consistent with District goals and certification of employees:

1. Pennsylvania Department of Education (PDE)
2. PDE approved providers
3. Intermediate units in the Commonwealth of Pennsylvania
4. All PDE approved colleges and universities with their courses, workshops, clinics and conferences
5. Professional conferences and workshops provided or sponsored by national, state and local professional organizations and associations

Examples of such organizations and associations include but are not limited to:

- American Association of School Administrators (ASSA) and affiliates
 - American Association of School Personnel Administrators (AASPA) and affiliates
 - American Library Association (ALA) and affiliates
 - American Psychological Association (APA) and affiliates
 - Association for Supervision and Curriculum Development (ASCD) and affiliates
 - Council for Exceptional Children (CEC) and affiliates
 - International Reading Association (IRA) and affiliates
 - Music Educators National Conference (MENC) and affiliates
 - National Art Educational Association (NAEA) and affiliates
 - National Assessment of Educational Progress (NAEP) and affiliates
 - National Association for Sport and Physical Education (NASPE) and affiliates
 - National Association of Elementary School Principals (NAESP) and affiliates
 - National Association of Secondary School Principals (NASSP) and affiliates
 - National Education Association (NEA) and affiliates
 - National Council of Teachers of English (NCTE) and affiliates
 - National Council of Teachers of Mathematics (NCTM) and affiliates
 - National Council of Teachers of Social Studies (NCTSS) and affiliates
 - National Middle School Association (NMSA) and affiliates
 - National School Boards Association (NSBA) and affiliates
 - National Science Teachers Association (NSTA) and affiliates
 - National Staff Development Council (NSDC) and affiliates
 - School Counselor Professional Organizations (SCPO) and affiliates
 - Teachers of English to Speakers of Other Languages, Inc. (TESOL) and affiliates
6. Pennsylvania approved LEA's (i.e., school districts, vocational/technical schools, PA I.U.'s, approved private schools)
 7. Consultant, or other appropriate informational resources contracted by the Bethlehem Area School District, including public or private agencies, based on the District's approval process.
 8. Local businesses, organizations, and agencies (i.e., Lehigh Business Education Partnership, Lehigh Valley Zoo, etc.) subject to the District's approval process.

The District's Act 48 Committee is responsible for coordinating professional development opportunities and will approve additional providers that are consistent with the approved plan and goals.

ACTION PLANS

Specific actions plans are developed annually to address identified instructional needs, professional growth initiatives and the No Child Left Behind Act. Goals focus on established areas of most need: mathematics, English/Language Arts, special education, technology instructional inclusion, and English language learners. Plans are developed through data reviews, and generally revolve around curriculum initiatives that remain to be completed and activities designed to improve the performance of identified subgroups.

Act 48 Continuing Professional Education Activities

Year	Program	Needs Statement	Purpose	Audience	Type
2009-2010 2010-2011 2011-2012 On-going	English/Language Arts	Many of our new teachers have not been trained in Writing Workshop. The workshop is the cornerstone for ELA instruction.	To train teachers new to the district in Writing Workshop.	All ELA teachers new to the district	Pedagogy/ Content
2009-2010 2010-2011 2011-2012 On-going	English/Language Arts	Many of our veteran teachers have changed assignments since they have been trained in Writing Workshop. Others may have missed the initial training. The workshop is the cornerstone for ELA instruction.	To refresh continuing teachers in Writing Workshop.	Self-selected continuing service teachers	Pedagogy/ Content
2009-2010 2010-2011 2011-2012 On-going	English/Language Arts	District-wide scoring teams provide both feedback to classroom teachers and help establish a common understanding of what it means to meet standard.	To score district-wide on-demand writing assessments.	Selected teachers	Other skills
2009-2010 2010-2011 2011-2012 On-going	English/Language Arts	Correctly using guided reading to teach students at their instructional levels has been lacking. To teach students effectively, teachers need refresher training in guided reading.	To provide teachers with the knowledge and strategies to use guided reading effectively.	Teachers with a demonstrated need and self-selected teachers (through flex)	Pedagogy/ Content

Year	Program	Needs Statement	Purpose	Audience	Type
2009-2010 2010-2011 2011-2012 On-going	English/Language Arts	In transitioning to small group remediation in grade one, teachers need support in selecting which strategies and materials best support struggling students in this instructional setting.	To provide teachers with the knowledge and strategies to select instructional materials and strategies to meet the needs of struggling readers in a small group setting.	Selected teachers	Pedagogy/ Content
2009-2010 2010-2011 2011-2012 On-going	English/Language Arts	Grammar instruction has been lacking both in the K-12 and the collegiate level. To teacher our students effectively, teachers need refresher training in grammar.	To provide teachers with the knowledge and strategies to teach grammar effectively.	Self-selected teachers (flex)	Pedagogy/ Content
2009-2010 2010-2011 2011-2012 On-going	English/Language Arts	Differentiating instruction is a key technique in reaching students of all ability levels within the individual classroom.	To develop strategies and methods for differentiating instruction in ELA classes.	Selected teachers	Pedagogy/ Content
2009-2010 2010-2011 2011-2012 On-going	English/Language Arts	Differentiating instruction is a key technique in reaching students of all ability levels within the individual classroom.	To train teachers in differentiating instruction in ELA classes.	Self-selected teachers (flex)	Pedagogy/ Content

Year	Program	Needs Statement	Purpose	Audience	Type
2009-2010 2010-2011 2011-2012 On-going	English/Language Arts	The majority of high school teachers have little to no training in incorporating literacy strategies in their content areas. Students knowing how to comprehend content area texts is essential to their success in high school and beyond.	To continue to train high school literacy coaches in how to work with high school teachers so that they can understand and use literacy strategies in their content areas, to the benefit of their students.	High school literacy coaches	Pedagogy
2009-2010 2010-2011 2011-2012 On-going	English/Language Arts	The majority of secondary teachers have little to no training in incorporating literacy strategies into their content areas. Students knowing how to comprehend content areas texts is essential to their success in middle and high school and beyond.	To train additional teachers to be Reading Apprenticeship Trainers of Teacher.	Selected teachers	Pedagogy/ Content
2009-2010 2010-2011 2011-2012 On-going	English/Language Arts	The majority of secondary teachers have little to no training in incorporating literacy strategies into their content areas. Students knowing how to comprehend content areas texts is essential to their success in middle and high school and beyond.	To train teachers new to the district in Reading Apprenticeship.	All teachers new to the district	Pedagogy/ Content

Year	Program	Needs Statement	Purpose	Audience	Type
2009-2010 2010-2011 2011-2012 On-going	English/Language Arts	The majority of secondary teachers have little to no training in incorporating literacy strategies into their content areas. Students knowing how to comprehend content areas texts is essential to their success in middle and high school and beyond.	To train district teachers in Reading Apprenticeship.	Selected teachers	Pedagogy/ Content
2009-2010 2010-2011 2011-2012 On-going	English/Language Arts	Some of our veteran teachers have changed assignments since they have been trained in Read 180 and/or System 44. Others may have missed the initial training. Read 180 and System 44 are essential reading programs to close the reading gap experienced by struggling readers.	To refresh teachers in Read 180 and/or System 44.	Selected teachers	Pedagogy/ Content

Act 48 Continuing Professional Education Activities

Year	Program	Needs Statement	Purpose	Audience	Type
2009-2010 2010-2011 2011-2012	ESOL	As the ESOL population increases, so will the need to differentiate instruction for these linguistically diverse students.	To train teachers how to modify and scaffold instruction to facilitate English acquisition and ensure academic success.	All teachers	Flex Credits, In-services Summer workshop offerings
2009-2010 2010-2011 2011-2012	ESOL	A specific literacy framework for English Language Learners (ELLs) based on students' English proficiency levels needs to be developed, implemented and periodically revised to meet students' needs.	To provide opportunities for ESOL teachers to develop literacy frameworks that align to the PA English Language Proficiency (ELP) Standards and the English Language Arts curriculum.	ESOL specialists	Flex Credits, In-services Summer workshop offerings
2009-2010 2010-2011 2011-2012	ESOL	During the process of English acquisition some ELLs may struggle with reading. Training in effective ESOL strategies needs to be provided.	To train teachers how to develop interactive lessons using proven strategies and effective techniques for ELLs.	ESOL Specialists and ELA teachers	Flex Credits, In-services Summer workshop offerings
2009-2010 2010-2011 2011-2012	ESOL	While acquiring English, ELLs may struggle in the content areas creating a need to implement the Sheltered Instruction Observation Protocol (SIOP) methodology.	To train teachers as trainers in the elements of SIOP, and CALLA, the Cognitive Academic Language Learning Approach.	ESOL Specialists and content area teachers teaching ELLs	Flex Credits, In-services Summer workshop offerings

Act 48 Continuing Professional Education Activities

Year	Program	Needs Statement	Purpose	Audience	Type
2009-2010 2010-2011 2011-2012	ESOL	Teachers struggle to find ways to effectively address the specific language needs of ELLs in an inclusive setting. Demonstrations of how to teach without relying on multiple worksheets are needed.	To train teachers how to implement a co-teaching model that fosters the use of Multiple Intelligence Theory, more effectively allowing ELLs to tap into their diverse learning styles.	ESOL Specialists, ELA teachers and interested content area teachers	Summer training, flex credits and/or In-services
2009-2010 2010-2011 2011-2012	ESOL	Technology is an essential resource for ELLs. Teachers need to infuse the use of technology in ESOL lessons as they teach reading and writing skills.	To provide training in computer programs, which facilitate the acquisition of English and literacy skills (READ 180, System 44, podcasts, etc.)).	ESOL Specialists	Summer training, flex credits and/or In-services
2009-2010 2010-2011 2011-2012	ESOL	Teachers need model lessons for ELL newcomers in the areas of Science and Social Studies.	To parallel the BASD curriculum for Science and Social Studies and develop model lessons to show appropriate accommodations and modifications.	All teachers with ELL newcomers	Summer training, flex credits and/or In-services
2009-2010 2010-2011 2011-2012	ESOL	To help bridge the gap between school and homes there is a need to learn how diverse cultures affect the educational process.	To provide training highlighting cultural differences and provide tips for increased sensitivity.	All Teachers	Summer training, flex credits and/or In-services

Act 48 Continuing Professional Education Activities

Year	Program	Needs Statement	Purpose	Audience	Type
2009-2010 2010-2011 2011-2012	ESOL	In order to improve communication with parents and students BASD personnel may choose to learn basic Spanish skills.	To teach interested BASD personnel basic Spanish communication skills.	All interested school district personnel	Summer training, flex credits, In-services IU 20 course
2009-2010 2010-2011 2011-2012	ESOL	As new curriculum is developed, there is a need to align the approved curriculum to the ESOL scope and sequence.	To parallel curriculum for ELLs to address the various English proficiency levels at all grade levels.	Instructional personnel working with ELLs	Summer training, flex credits and/or In-services
2009-2010 2010-2011 2011-2012	ESOL	Due to new 2009 PA requirements for ELLs, all district personnel need to understand the legal issues pertaining to ESOL programming.	To provide on-going training highlighting state and federal mandates and new initiatives related to ESOL programming. • Annual Measurable Achievement Objectives (AMAO) • PA English Language Proficiency Standards (ELP) • Compliance to New Basic Education Circular (BEC)	All school district personnel	Summer training, flex credits and/or In-services

Act 48 Continuing Professional Education Activities

2009 – 2010 2010 – 2011 2011 – 2012	ESOL	The WIDA: ACCESS for ELLs assessments provide student data, which need to be used to drive ESOL instruction. The interpretation of this data needs to be made comprehensible for ease of use by teachers.	To learn to interpret data from the WIDA: ACCESS for ELLs test to pre-plan instructional strategies and deliver strong effective lessons.	ESOL Specialists	Summer training, flex credits and/or In-services
2009 – 2010 2010 – 2011 2011 - 2012	ESOL	With the new BASD proficiency stages for ELLs, developed in 2008, there needs to be a deeper understanding of the PA “Can Do Descriptors” and ELP Standards.	To define ELL characteristics at various levels, plan lessons commensurate to linguistic levels and serve as advocates by modeling appropriate instructional techniques	ESOL Specialists and personnel working with ELLs	Summer training, flex credits and/or In-services

Act 48 Continuing Professional Education Activities

Year	Program	Needs Statement	Purpose	Audience	Type
2008-2010	Mathematics	Gr. 6 math teachers have not previously taught pre algebra	To provide information, activities, and training CONTINUE	Gr. 6 math teachers who are teaching the accelerated pre algebra course	Content & Pedagogy
2009-2011	Mathematics	Gr. 7 math teachers have not previously taught algebra I	To provide information, activities, and training	Gr. 7 math teachers who are teaching the accelerated algebra I course in 7 th grade	Content & Pedagogy
2010-2012	Mathematics	Gr. 8 math teachers have not previously taught geometry	To provide information, activities, and training	Gr. 8 math teachers who are teaching the accelerated geometry course in 8 th grade	Content & Pedagogy
2009-2012	Mathematics	Math teachers at transition grades need to understand expectations for students at both levels	To hold articulation meetings with teachers to dialog	Math teachers in grades 5 and 6; math teachers in grades 8 and high school	Content & Pedagogy
2009-2012	Mathematics	Teachers may not have sufficient background in flexible grouping	To provide information, strategies, and activities to assist teachers with flexible grouping	Teachers K-5	Pedagogy

2009-2012	Mathematics	Planned courses in math for grades K-8 need to be updated	To revise planned courses in K-8	Teachers K-5 and math teachers 6-8	Content & Pedagogy
2009-2010	Mathematics	MathGAP course needs to be revised for graduation requirement	To revise planned course	High school math teachers	Content & Pedagogy
2009-2012	Mathematics	Scope and sequence documents need to be revised	To revise scope and sequence documents	Teachers of math K-12	Content

Act 48 Continuing Professional Education Activities

Year	Program	Needs Statement	Purpose	Audience	Type
Summer 2009 – School Year 2010-2011	Science	The current high school curriculum needs to be examined to reflect the content required by Pennsylvania Science, Technology, Environment, and Ecology Standards	To adjust curriculum to align with Pennsylvania Science, Technology, Environment, and Ecology Standards	Selected high school teachers	Content
2009-2011	Science	Many of our elementary teachers are unfamiliar with the science content they will be expected to teach in the FOSS program	To learn key content for each of the FOSS kits as they are adopted	Elementary Teachers	Pedagogy, Content
2009-2011	Science	Differentiating instruction is a key technique in reaching students of all ability levels within the individual classroom.	To develop strategies and methods for differentiating instruction in Science classes and train teachers in differentiating instruction in Science classes	Selected Teachers	Pedagogy/ Content.
2009-2010	Science	The current middle school curriculum needs to be routinely examined to reflect the content required by Pennsylvania Science, Technology, Environment, and Ecology Standards	To adjust curriculum to align with Pennsylvania Science, Technology, Environment, and Ecology Standards	Selected middle school teachers	Content

2009-2012	Science	Technology, Environment, and Ecology Standards Science teachers must learn to balance inquiry and science process skills with content area teaching, a critical section of the science PSSA	To expand inquiry and process skill instruction at all levels	Selected Teachers	Pedagogy/ Content
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Act 48 Continuing Professional Education Activities

Year	Program	Needs Statement	Purpose	Audience	Type
2009-2010 2010-2011 2011-2012	Special Education	Teachers are required to write legally defensible IEP's that are measurable and observable.	To be in compliance with laws pertaining to IDEIA.	Special Education Teachers K-12	On-going training
2009-2010 2010-2011 2011-2012	Special Education	Districts must provide a continuum of services and programs. The district will reinforce levels of services in all buildings.	To be in compliance with PDE and the Bureau of Special Education.	Special Education Teachers K-12	On-going training
2009-2010 2010-2011 2011-2012	Special Education	The district uses a web-based IEPPlus software program. All teachers are provided on-going training for application and consistency at all levels.	To create a smooth transition and provide consistency in K-12 IEP writing.	Special Education Teachers K-12	Extensive training from the technology department
2009-2010 2010-2011 2011-2012	Special Education	Teachers are required to incorporate relevant modules in ELA/Math. Training will occur at all levels to incorporate the modules.	To improve teacher proficiency in teaching standards working in conjunction with the ELA/Math coordinators.	Special Education Teachers K-12	Content

2009-2010 2010-2011 2011-2012	Gifted and Talented	Teachers are required to identify thought-to-be gifted learners. Appropriate criteria for gifted and talented students needs to be identified.	To include a more diverse population to be included in program.	Gifted Support Teachers, School Psychologists	Ongoing Research Training
2009-2010 2010-2011 2011-2012	Special Education	Co-teaching and inclusive practices are incorporated at all levels for LRE purposes. Inclusion of special education teachers in regular education trainings and workshops pertaining to their curricular area is necessary.	To assist with teacher proficiency in modifying and adapting the general education curriculum to meet all students' needs.	Special Education Teachers K-12	Pedagogy/ Content
2009-2010 2010-2011 2011-2012	Special Education	Special education students must show appropriate growth in their academic courses as identified in their IEP's. The district will provide training on progress monitoring to quantify student growth and increase teacher accountability.	To meet the requirements of Compliance Monitoring/IDEIA	Special Education Teachers K-12	Pedagogy/ Content
2009-2010 2010-2011	Special Education	Teachers are in need of training for positive	To improve classroom management.	Special Education Teachers K-12	Pedagogy/ Content

2011-2012		behavioral supports and Functional Behavioral Assessments as necessary for IEP's.	To train new teachers to evaluate students utilizing the PASA.	Special Education Teachers K-12	Specific training via PDE
2009-2010 2010-2011 2011-2012	Special Education	The district is required to identify special education students who meet the criteria for the state alternate assessment. The district will provide training on administering to students the PASA (alternate assessment to the PSSA).			
2009-2010 2010-2011 2011-2012	Special Education	The district is required to incorporate an LRE Improvement Plan, district-wide. The district will provide training on inclusive practices to address LRE (Least Restrictive Environment) to increase special education population into regular education classrooms with supplementary aides	To address the GASKIN Lawsuit, BASD will put forth a three-year plan to be implemented district wide	All Teachers	On-going Training

2009-2010 2010-2011 2011-2012	Special Education	and services. The district is able to defray special education costs through medical access for those students who qualify. The district will increase reimbursements through the ACCESS School-Based Medicaid Program.	Through health-related services via the IEP process, BASD will generate monies to be spent within the special education department.	Special education teachers, speech/language therapists, school psychologists, home-school visitors, CIU #20 related staff, nurses, transportation, family centers	On-going Training
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Act 48 Continuing Professional Education Activities

Year	Program	Needs Statement	Purpose	Audience/Links	Type
2009-2010 2010-2011 2011-2012	Technology	K-12 curriculum for the PA Academic Technology Standards is not yet in place.	To help teachers implement the K-12 instructional technology benchmarks across the curriculum.	K-12 teachers	Content
2009-2010 2010-2011 2011-2012	Technology	Some staff are not trained in the ubiquitous use of technology as an instructional tool.	To improve and differentiate classroom instruction in order to help students develop 21st century skills.	K-12 teachers	Pedagogy
2009-2010 2010-2011 2011-2012	Technology	Technology as an assessment tool has not been utilized to its greatest potential.	To increase authentic assessment opportunities for students.	K-12 teachers	Assessment
2009-2010 2010-2011 2011-2012	Technology	Technology to analyze and interpret data has not been utilized to its greatest potential.	To provide teachers the tools and ability to effectively use data to alter instruction to meet the needs of all students.	K-12 teachers	Ongoing research training

2009-2010 2010-2011 2011-2012	Technology	New types of communication tools are available for educators and teachers need to be able to utilize them effectively.	To provide teachers with the means and the knowledge to communicate efficiently with each other, with parents, and with others in the community.	K-12 teachers	Communication
2009-2010 2010-2011 2011-2012	Technology	Ongoing training in the use of technology for record keeping is needed for teachers at all levels.	To provide teachers with the tools and the knowledge to efficiently manage student data.	K-12 teachers	Improving professional practice
2009-2010 2010-2011 2011-2012	Technology	Teachers are in need of resources for collaboration and research.	To provide a network of resources to enable teachers to enhance their professional skills.	K-12 teachers	Pedagogy
2009-2010 2010-2011 2011-2012	Technology	Teachers may lack background in using technology resources needed to enhance student creativity, productivity, and innovation.	To provide students with successful learning experiences using technology.	K-12 teachers	Pedagogy
2009-2010 2010-2011	Technology	Part of the teacher's role is to be a role model and teach students to be responsible, ethical users	To help teachers to be aware of the resources needed to understand societal issues and responsibilities in an	K-12 teachers	Pedagogy

2011-2012		of technology.	evolving digital culture.		
2009-2010 2010-2011 2011-2012	Technology	Teachers need to be able to address the diverse needs of all learners and use learner-centered strategies using available technology tools.	To provide teachers with strategies for differentiating instruction using technology.	K-12 teachers	Pedagogy
2009-2010 2010-2011 2011-2012	Technology	As teachers work more with technology, many may wish to set and attain individualized goals for their own technology professional development, and as part of a differentiated evaluation plan.	To assist teachers in taking ownership in enhancing their technology skills and professional practice.	K-12 teachers	Improving professional practice

PLAN EVALUATION PROCESS AND REVISIONS

The Bethlehem Area School District Professional Development Committee will meet annually to review the Act 48 Professional Education Plan. The committee will review both summative and formative evaluation data that includes but is not limited to:

- Individual Workshop Evaluations
- Observation and Supervision
 - Provides the opportunity to assess implementation of initiatives in the classroom and for staff to provide additional input regarding their experiences.
 - Provides the opportunity for teachers to develop self-directed plans for professional growth.
- Group Surveys
 - Surveys are conducted for professional employees in specific areas, including, but not limited to in-service and Flex needs/opportunities.
- Student Performance Data from the PSSA and other testing measures
- Building level Action Plans to determine unmet needs

It will be the responsibility of the assistant superintendent to arrange for the review of the professional education plan on an annual basis. The committee will review evaluation data that includes: goals, activities, delivery system, competency attainment, individual workshop evaluations, observation and supervision plan, and objective assessments when appropriate.

If adjustments to the plan are recommended by the committee, they will be submitted to the Board of School Directors for review and approval prior to submission to the Department of Education.

COMMITTEE COMPOSITION AND SELECTION PROCESS

The Act 48 Professional Development Plan for 2009-2012 was largely based upon the Bethlehem Area School District's Strategic Plan, which was approved in Fall 2008. The district's strategic planning process involved input from members of the community, including representatives from local businesses, parents, teachers, students, administrators, and board members. The following members of the Bethlehem Area School District Act 48 Committee brought together the essential components from the BASD Strategic Plan in order to develop the Act 48 Professional Education Plan, and reviewed its contents:

Richard Agretto, Director of Special Education
Frank Arbushites, Acting Director of Information Technologies
Kathleen Bast, Coordinator of English/Language Arts, K-12
Doris Correll, Coordinator of English Acquisition
Rosalie Davis, Elementary Teacher
Cindy Evans, Workforce Investment Board
Jodi Evans, High School Teacher/Middle School Math Coach
Barbara Fowler, Elementary Teacher
Michele Fragnito, Elementary Principal
Jennifer Hilton, Interim Coordinator of English/Language Arts, K-12
Claire Hogan, Supervisor of Elementary Special Education
Carol Jacoby, Elementary Principal
Mary Katona, Assistant Superintendent for Curriculum & Instruction
Jill Moran, Elementary Principal
Vivian Robledo-Shorey, High School Principal
Leigh Ann Rusnak, Middle School Assistant Principal
Patrice Schwartzman, Elementary Teacher
Eric Smith, Supervisor of Science, K-12
Mary Catherine Tachovsky, Elementary Principal
Julie Victory, Supervisor of Mathematics, K-12
Jolene Vitalos, Elementary Teacher
Jennifer Volpato, Middle School Teacher
Craig Zieger, Middle School Teacher, BEA President

The teacher members were selected by the Bethlehem Education Association and the administrative members were approved by the Instructional Meet and Discuss Group. The member representing business volunteered for the committee as part of strategic planning.

PROFESSIONAL EDUCATION PLAN SIGNATURE FORM

Date Submitted to PDE: _____

School Entity: Bethlehem Area School District

Address: 1516 Sycamore Street
Bethlehem, Pennsylvania 18017

Chief School Administrator: Joseph A. Lewis, Ed.D.
Superintendent of Schools

Contact Person: Mrs. Mary Katona
Assistant Superintendent for Curriculum & Instruction

Telephone: (610) 861-0500, extension 60054

We affirm that this professional education plan has been developed in accordance with the laws, regulations, and guidelines regarding professional education plans and that the plan was recommended by the Professional Development Committee and approved by the Board of School Directors.

Loretta M. Leeson, President, Board of School Directors

Date

Joseph A. Lewis, Superintendent of Schools

Date

Stanley Majewski, Board Secretary

Date

Mary M. Katona, Co-chairperson, Professional
Development Committee

Date

Craig Zieger, Co-chairperson, Professional
Development Committee

Date

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1. *Nominations for Appointment*

RECOMMENDATION:

Administrative

- | | | |
|----|-------------|---|
| 1. | NAME: | Persing Ed.D., Thomas E. |
| | ADDRESS: | Pennsburg |
| | ASSIGNMENT: | Consultant (effective July 6, 2009, through September 25, 2009) |
| | | Substitute Superintendent (effective September 26, 2009) |
| | | Acting Superintendent (effective January 3, 2010) |
| | SALARY: | \$800 per diem |