

MEMORANDUM

March 21, 2011

TO: BOARD OF SCHOOL DIRECTORS

FROM: STACY M. GOBER, BOARD SECRETARY

SUBJECT: REGULAR MONTHLY MEETING – March 21, 2011

The Regular Meeting of the Board of School Directors of the Bethlehem Area School District for March will be held on *Monday, March 21, 2011, at 7:00 p.m. in the Auditorium of East Hills Middle School, 2005 Chester Road, Bethlehem, PA 18017*. The agenda is attached.

SMG:bac
Attachments
pc: Dr. Roy

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 – March 21, 2011

1. Roll Call
2. Pledge of Allegiance
3. Silent Meditation
4. Student Recognition
5. PFM Presentation – Mr. Shearer
6. Courtesy of the Floor to Visitors (30 minutes allowed)
7. Reports of Student Representatives
8. Approval of Minutes
December 13, 2010 – Regular Board Meeting
January 10, 2011 – Budget Workshop
January 31, 2011 – Regular Board Meeting
9. Approval of Committee Minutes
February 14, 2011 – Board Curriculum Committee Meeting
March 7, 2011 – Board Facilities Committee Meeting
March 14, 2011 – Board Human Resources Committee Meeting
10. Financial Report/Payment of Bills
Budgetary Transfers – Item 28 – Page 30
Monthly Bills – Item 29 – Page 31
Budget Information (Information Only) – Item 30 – Page 32
11. President's Communication/Special Meetings
12. Superintendent's Report/Federal Program Update
13. Unfinished Business
14. Recommendations of the Administration
15. Reports of Committees
16. New and Miscellaneous Business
17. Courtesy of the Floor to Visitors (30 minutes allowed)
18. Open Forum
19. Adjournment

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1. *Amend the Pennsylvania Department of Education Self-Certifications – Various Summer Projects*

INFORMATION:

The District has performed summer projects in order to keep the buildings in working order. The 2011 summer projects/capital improvement projects totaling \$590,000 were reviewed at the November 8, 2010, and January 10, 2011, Board Facilities Committee Meetings. The following projects were approved by the Board at the January 31, 2011, Regular Board Meeting with the cost of the projects coming from the remaining bond funds:

	Estimated Project Cost
Freedom High School Fire Alarm Panel	\$ 75,000
Asa Packer Emergency Generator Replacement	135,000
Freedom High School Catch Basin Repairs	60,000
SPARK Building Siding and Roof Repair	185,000
Spring Garden Gym Roof Replacement	95,000
Nitschmann Middle School Retube Boilers and Inspections	40,000

Recent discussions on the future use of the SPARK Building and the boiler conditions at Nitschmann Middle School have caused the project list to be further reviewed at the March 7, 2011, Board Facilities Committee Meeting. As a result, the following projects were reviewed by the Board Facilities Committee at the March 7, 2011, Facilities Committee Meeting:

	Estimated Project Cost
Freedom High School Catch Basin Repairs	\$ 60,000
Nitschmann Middle School Boiler Repairs	552,000
Alternate Bid for Freedom High Faculty Parking Lot Overlay	150,000

The attached Self-Certification Applications for Non-Reimbursable Construction Projects need to be submitted to the Pennsylvania Department of Education for approval prior to commencement of the 2011 summer projects, and the previously submitted applications must be redacted.

RECOMMENDATION:

That the Board of School Directors authorizes the administration and D'Huy Engineering, Inc. to prepare and solicit bids for the various projects listed above and submit the attached Self-Certification Applications for Non-Reimbursable Construction Projects to the Pennsylvania Department of Education for approval, and redact the previously submitted Self-Certification Applications.

NON-REIMBURSABLE WORK SUBJECT TO ADVERTISING AND BIDDING REQUIREMENTS

☒	Project Costs for Non-Emergencies >\$10,000	☐	Purchase <u>or</u> Lease/Purchase of Modular/Relocatable Classroom
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INSTRUCTIONS:

1. Prepare specifications/drawings as needed.
2. Complete one application for each set of bid documents.
3. Provide completed address mailing label for the board secretary
4. Submit only the application form. Do not submit any other documentation such as the advertisement, plans, specifications or a completed specifications checklist
5. Send the completed application to the Department of Education, Division of School Facilities
333 Market Street, Harrisburg, PA 17126-0333. Any questions regarding the completion of
this form should be directed to the Division at (717) 787-5480

SELF-CERTIFICATION APPLICATION FOR NON-REIMBURSABLE CONSTRUCTION PROJECT

DISTRICT/AVTS: BETHLEHEM AREA SCHOOL DISTRICT COUNTY: LEHIGH
BUILDING/SITE NAME(S): NITSCHMANN MIDDLE SCHOOL

(Include all building(s) and/or site(s) on which work will be completed.)

The person to be contacted if there are any questions about this application is:

M. ARIF FAZIL, P.E.

610-865-3000

Contact person's name and position

Telephone Number (including extension)

WORK DESCRIPTION

Check the appropriate boxes that apply to this project:

TOTAL ESTIMATED COST:

\$ 552,000

☐ Asbestos Abatement/Removal

X	Boiler Repair/Replacement
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☐ Flooring Repair/Replacement

☐ Paving/Resurfacing

	Roof Repair/Replacement
--	-------------------------

☐ Remove/Replace/Upgrade Storage Tank(s)☐ Install Fiber Optic Lines/Network Cabling/Data Cabling☐ Lease/Purchase or Purchase of Relocatable/Modular Classroom(s)

☐ School Building/District Administration Office Addition or New Construction. Perform the following calculations to determine if Act 34 of 1973 applies to this project. See the instructions for additional information.

$$\frac{\text{sq. ft.}}{\text{Architectural Area of the Addition or New Building}} \div \frac{\text{sq. ft.}}{\text{Architectural Area of the Existing Structure}} \times 100 = \frac{\%}{\text{Act 34 Percent (round to 2 decimal places)}}$$
☐ Other:

Check the construction codes and/or guidelines selected for this project:

BOCA _____ DEP _____ EPA _____ L&I _____ NEC _____ OSHA _____ PADOT _____ PA UCC _____ X _____ IBC _____

OTHER:

BOARD CERTIFICATION

The Board hereby applies to the Department of Education for approval of the plans and specifications for the work described above. The Board certifies that, to the best of its knowledge and belief, construction bid documents comply, or will comply, with applicable laws, regulations and policies, and the project will not pose a hazard to the health and safety of users. Specifications include all applicable statements set forth in the current PDE document entitled "Required Clauses for Specifications." Construction contracts will not be entered into prior to PDE approval. If the Board proceeds with this project, the lowest responsible bidder(s) will be selected. The Board also certifies that the above-described work will proceed whether or not additional on-site work that is subject to Act 34 of 1973 goes forward.

BOARD ACTION DATE: _____ VOTING: AYE NAY ABSTENTIONS ABSENT

Signature, Board Secretary

STACY GOBER

Board Secretary's Name, Printed or Typed

Date _____

BETHLEHEM AREA SCHOOL DISTRICT	1516 Sycamore St., Bethlehem PA 18017
District/AVTS Address	

PDE USE ONLY

Based on the Board's representation to the Department that (1) the requisite laws, regulations and standards have been met; and (2) this project will not present a danger to the health or safety of the users, the plans and specifications for the project are approved as meeting the requirements of the school laws of Pennsylvania and the policies and regulations of the State Board of Education.

PDE USE ONLY

PDE #

Approved by the PA Department of Education

Date _____

NON-REIMBURSABLE WORK SUBJECT TO ADVERTISING AND BIDDING REQUIREMENTS☒Project Costs for
Non-Emergencies >\$10,000☐Purchase or Lease/Purchase of
Modular/Relocatable Classroom**INSTRUCTIONS:**

1. Prepare specifications/drawings as needed.
2. Complete one application for each set of bid documents.
3. Provide completed address mailing label for the board secretary
4. Submit only the application form. Do not submit any other documentation such as the advertisement, plans, specifications or a completed specifications checklist
5. Send the completed application to the Department of Education, Division of School Facilities
333 Market Street, Harrisburg, PA 17126-0333. Any questions regarding the completion of this form should be directed to the Division at (717) 787-5480

SELF-CERTIFICATION APPLICATION FOR NON-REIMBURSABLE CONSTRUCTION PROJECTDISTRICT/AVTS: BETHLEHEM AREA SCHOOL DISTRICTCOUNTY: NORTHAMPTONBUILDING/SITE NAME(S): FREEDOM HIGH SCHOOL

(Include all building(s) and/or site(s) on which work will be completed.)

The person to be contacted if there are any questions about this application is:

M. ARIF FAZIL, P.E.

Contact person's name and position

610-865-3000

Telephone Number (including extension)

WORK DESCRIPTION

Check the appropriate boxes that apply to this project:

☐ Asbestos Abatement/Removal☐ Boiler Repair/Replacement☐ Flooring Repair/Replacement☒ Paving/Resurfacing☐ Roof Repair/Replacement☐ Remove/Replace/Upgrade Storage Tank(s)☐ Install Fiber Optic Lines/Network Cabling/Data Cabling☐ Lease/Purchase or Purchase of Relocatable/Modular Classroom(s)☐ School Building/District Administration Office Addition or New Construction. Perform the following calculations to determine if Act 34 of 1973 applies to this project. See the instructions for additional information.

$$\frac{\text{sq. ft.} \div \text{sq. ft.} \times 100}{\text{Architectural Area of the Addition or New Building} \quad \text{Architectural Area of the of the Existing Structure} \quad \text{Act 34 Percent}} = \frac{\%}{\text{(round to 2 decimal places)}}$$

TOTAL ESTIMATED COST:\$ 210,000☒ Other: Catch Basin Repairs and Faculty Parking Lot Overlay

Check the construction codes and/or guidelines selected for this project:

BOCA _____ DEP _____ EPA _____ L&I _____ NEC _____ OSHA _____ PADOT _____ PA UCC ☒ IBC _____
OTHER: _____**BOARD CERTIFICATION**

The Board hereby applies to the Department of Education for approval of the plans and specifications for the work described above. The Board certifies that, to the best of its knowledge and belief, construction bid documents comply, or will comply, with applicable laws, regulations and policies, and the project will not pose a hazard to the health and safety of users. Specifications include all applicable statements set forth in the current PDE document entitled "Required Clauses for Specifications." Construction contracts will not be entered into prior to PDE approval. If the Board proceeds with this project, the lowest responsible bidder(s) will be selected. The Board also certifies that the above-described work will proceed whether or not additional on-site work that is subject to Act 34 of 1973 goes forward.

BOARD ACTION DATE: _____ VOTING: AYE _____ NAY _____ ABSTENTIONS _____ ABSENT _____

Signature, Board Secretary

STACY GOBER

Board Secretary's Name, Printed or Typed

Date

BETHLEHEM AREA SCHOOL DISTRICT 1516 Sycamore St., Bethlehem PA 18017

District/AVTS Address

PDE USE ONLY

Based on the Board's representation to the Department that (1) the requisite laws, regulations and standards have been met; and (2) this project will not present a danger to the health or safety of the users, the plans and specifications for the project are approved as meeting the requirements of the school laws of Pennsylvania and the policies and regulations of the State Board of Education.

PDE # _____

Approved by the PA Department of Education _____

Date _____

PDE USE ONLY

2. *Memorandums of Understanding with Local Police Departments*

INFORMATION:

The Pennsylvania Emergency Management Services Code mandates that every school district, in cooperation with the local Emergency Management Agency, shall develop and implement emergency preparedness plans. The Bethlehem Area School District's plan, as well as the Northampton and Monroe County Emergency Preparedness Committee endorse the development of Memorandums of Understanding with all local police departments. The purpose of the agreement is to establish procedures to be followed when any incident occurs on school property, at any school sponsored activity, or on any public conveyance providing transportation to or from a school or school related activity. It is further the purpose of the Memorandum to foster a relationship of cooperation, mutual support, and sharing of the information and resources between parties as they work together to maintain the physical security and safety of the schools in our district.

The Memorandums of Understanding for Bethlehem City Police Department, Bethlehem Township Police Department, Colonial Regional Police Department, Fountain Hill Police Department, and Freemansburg Police Department, were reviewed with the Board at the March 7, 2011, Board Facilities Committee Meeting.

RECOMMENDATION:

That the Board of School Directors approves the Memorandums of Understanding between the Bethlehem Area School District and the Bethlehem City Police Department, Bethlehem Township Police Department, Colonial Regional Police Department, Fountain Hill Police Department, and Freemansburg Police Department.

**MEMORANDUM OF UNDERSTANDING
BY AND BETWEEN**

Bethlehem City Police Department
(Law Enforcement Authority/ Emergency Responder)

And

Bethlehem Area School District
(School Entity)

March 21, 2011
(Date)

I. Joint Statement of Concern

A. Parties

The following Law Enforcement Authority or Authorities/Emergency Responder enter into and agree to adhere to the policies and procedures contained in the Memorandum of Understanding:

Bethlehem City Police Department

The following School Entity or Entities enter into and agree to adhere to the policies and procedures contained in this Memorandum of Understanding:

Bethlehem Area School District

- B.** The purpose of this Memorandum is to establish procedures to be followed when any incident occurs on school property, at any school sponsored activity, or on any public conveyance providing transportation to or from a school or school sponsored activity.

C. It is further the purpose of this Memorandum to foster a relationship of cooperation, mutual support, and the sharing of information and resources between the parties hereto as they work together to maintain the physical security and safety of schools in the district.

D. School Priorities

1. Create safe learning environments which support each student's well-being and opportunities to reach their full potential while balancing and protecting the rights of all students within their authority.
2. Establish and maintain cooperative relationships with law enforcement/emergency responders.
3. Foster partnerships with law enforcement authorities/emergency responders for the education and guidance of students to create a school climate and knowledge base conducive to learning and personal growth.

E. Legal Authority

1. The parties to this Memorandum enter into this agreement in accordance with the provisions of the act of March 10, 1949 (P.L. 30, No. 14), as amended, 24 P.S. § 13-1301-A, et. Seq., requiring that by June 30, 1999, all school entities shall develop and implement a single memorandum of understanding in cooperation with each local law enforcement entity with jurisdiction over the school entity and the Pennsylvania State Police.
2. In so recognizing this legal authority, the parties acknowledge their respective duties pursuant to this Act and hereby agree to support and cooperate with one another in carrying out their joint and several responsibilities thereunder.

II. Media Relations

A. Release of Information

1. The release of information concerning incidents reportable to law enforcement authorities/emergency responders pursuant to the term of this Memorandum of Understanding shall be coordinated between law enforcement authorities and school entities.
2. The parties shall release as much information as is allowable by law with due deliberation given to the investigative considerations and the need to limit disruptions to school functions and protect the privacy of the students and staff involved.

III. General Provisions

- A. This Memorandum is not intended to and does not create any contractual rights or obligations with respect to the signatory agencies or any other persons or entities.
- B. This Memorandum may be amended, expanded, or modified at any time upon the written consent of the parties; but in any event must be reviewed and re-executed within two years of the date of its original execution and every two years thereafter.
- C. All parties to this Memorandum will communicate fully and openly with each other in order to resolve any problems that may arise in the fulfillment of the terms of this Memorandum.

AND NOW, this ____ day of _____, _____, the parties hereby acknowledge the foregoing as the terms and conditions of their understanding.

Superintendent/Administrative Director



Chief Law Enforcement Authority/Responder

School Entity

City of Bethlehem Police Dept.

Law Enforcement Authority/Responder

Bethlehem Area School District School Board President

**MEMORANDUM OF UNDERSTANDING
BY AND BETWEEN**

Bethlehem Township Police Department
(Law Enforcement Authority/ Emergency Responder)

and

Bethlehem Area School District
(School Entity)

March 21, 2011
(Date)

I. Joint Statement of Concern

A. Parties

The following Law Enforcement Authority or Authorities/Emergency Responder enter into and agree to adhere to the policies and procedures contained in the Memorandum of Understanding:

Bethlehem Township Police Department

The following School Entity or Entities enter into and agree to adhere to the policies and procedures contained in this Memorandum of Understanding:

Bethlehem Area School District

- B.** The purpose of this Memorandum is to establish procedures to be followed when any incident occurs on school property, at any school sponsored activity, or on any public conveyance providing transportation to or from a school or school sponsored activity.

C. It is further the purpose of this Memorandum to foster a relationship of cooperation, mutual support, and the sharing of information and resources between the parties hereto as they work together to maintain the physical security and safety of schools in the district.

D. School Priorities

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2. Establish and maintain cooperative relationships with law enforcement/emergency responders.
3. Foster partnerships with law enforcement authorities/emergency responders for the education and guidance of students to create a school climate and knowledge base conducive to learning and personal growth.

E. Legal Authority

1. The parties to this Memorandum enter into this agreement in accordance with the provisions of the act of March 10, 1949 (P.L. 30, No. 14), as amended, 24 P.S. § 13-1301-A, et. Seq., requiring that by June 30, 1999, all school entities shall develop and implement a single memorandum of understanding in cooperation with each local law enforcement entity with jurisdiction over the school entity and the Pennsylvania State Police.
2. In so recognizing this legal authority, the parties acknowledge their respective duties pursuant to this Act and hereby agree to support and cooperate with one another in carrying out their joint and several responsibilities thereunder.

II. Media Relations

A. Release of Information

1. The release of information concerning incidents reportable to law enforcement authorities/emergency responders pursuant to the term of this Memorandum of Understanding shall be coordinated between law enforcement authorities and school entities.
2. The parties shall release as much information as is allowable by law with due deliberation given to the investigative considerations and the need to limit disruptions to school functions and protect the privacy of the students and staff involved.

III. General Provisions

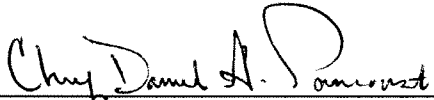
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- C. All parties to this Memorandum will communicate fully and openly with each other in order to resolve any problems that may arise in the fulfillment of the terms of this Memorandum.

AND NOW, this _____ day of _____, _____, the parties hereby acknowledge the foregoing as the terms and conditions of their understanding.

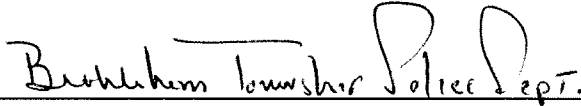
Superintendent/Administrative Director

School Entity

Bethlehem Area School District School Board President



Chief Law Enforcement Authority/Responder



Law Enforcement Authority/Responder

**MEMORANDUM OF UNDERSTANDING
BY AND BETWEEN**

Colonial Regional Police Department
(Law Enforcement Authority/ Emergency Responder)

and

Bethlehem Area School District
(School Entity)

March 21, 2011
(Date)

I. Joint Statement of Concern

A. Parties

The following Law Enforcement Authority or Authorities/Emergency Responder enter into and agree to adhere to the policies and procedures contained in the Memorandum of Understanding:

Colonial Regional Police Department

The following School Entity or Entities enter into and agree to adhere to the policies and procedures contained in this Memorandum of Understanding:

Bethlehem Area School District

- B. The purpose of this Memorandum is to establish procedures to be followed when any incident occurs on school property, at any school sponsored activity, or on any public conveyance providing transportation to or from a school or school sponsored activity.

C. It is further the purpose of this Memorandum to foster a relationship of cooperation, mutual support, and the sharing of information and resources between the parties hereto as they work together to maintain the physical security and safety of schools in the district.

D. School Priorities

1. Create safe learning environments which support each student's well-being and opportunities to reach their full potential while balancing and protecting the rights of all students within their authority.
2. Establish and maintain cooperative relationships with law enforcement/emergency responders.
3. Foster partnerships with law enforcement authorities/emergency responders for the education and guidance of students to create a school climate and knowledge base conducive to learning and personal growth.

E. Legal Authority

1. The parties to this Memorandum enter into this agreement in accordance with the provisions of the act of March 10, 1949 (P.L. 30, No. 14), as amended, 24 P.S. § 13-1301-A, et. Seq., requiring that by June 30, 1999, all school entities shall develop and implement a single memorandum of understanding in cooperation with each local law enforcement entity with jurisdiction over the school entity and the Pennsylvania State Police.
2. In so recognizing this legal authority, the parties acknowledge their respective duties pursuant to this Act and hereby agree to support and cooperate with one another in carrying out their joint and several responsibilities thereunder.

II. Media Relations

A. Release of Information

1. The release of information concerning incidents reportable to law enforcement authorities/emergency responders pursuant to the term of this Memorandum of Understanding shall be coordinated between law enforcement authorities and school entities.
2. The parties shall release as much information as is allowable by law with due deliberation given to the investigative considerations and the need to limit disruptions to school functions and protect the privacy of the students and staff involved.

III. General Provisions

- A. This Memorandum is not intended to and does not create any contractual rights or obligations with respect to the signatory agencies or any other persons or entities.
- B. This Memorandum may be amended, expanded, or modified at any time upon the written consent of the parties; but in any event must be reviewed and re-executed within two years of the date of its original execution and every two years thereafter.
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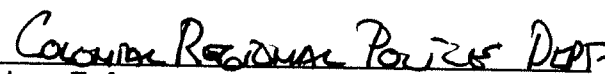
AND NOW, this _____ day of _____, _____, the parties hereby acknowledge the foregoing as the terms and conditions of their understanding.

Superintendent/Administrative Director



Chief Law Enforcement Authority/Responder

School Entity



Law Enforcement Authority/Responder

Bethlehem Area School District School Board President

**MEMORANDUM OF UNDERSTANDING
BY AND BETWEEN**

Fountain Hill Police Department
(Law Enforcement Authority/ Emergency Responder)

And

Bethlehem Area School District
(School Entity)

March 21, 2011
(Date)

I. Joint Statement of Concern

A. Parties

The following Law Enforcement Authority or Authorities/Emergency Responder enter into and agree to adhere to the policies and procedures contained in the Memorandum of Understanding:

Fountain Hill Police Department

The following School Entity or Entities enter into and agree to adhere to the policies and procedures contained in this Memorandum of Understanding:

Bethlehem Area School District

- B.** The purpose of this Memorandum is to establish procedures to be followed when any incident occurs on school property, at any school sponsored activity, or on any public conveyance providing transportation to or from a school or school sponsored activity.

C. It is further the purpose of this Memorandum to foster a relationship of cooperation, mutual support, and the sharing of information and resources between the parties hereto as they work together to maintain the physical security and safety of schools in the district.

D. School Priorities

1. Create safe learning environments which support each student's well-being and opportunities to reach their full potential while balancing and protecting the rights of all students within their authority.
2. Establish and maintain cooperative relationships with law enforcement/emergency responders.
3. Foster partnerships with law enforcement authorities/emergency responders for the education and guidance of students to create a school climate and knowledge base conducive to learning and personal growth.

E. Legal Authority

1. The parties to this Memorandum enter into this agreement in accordance with the provisions of the act of March 10, 1949 (P.L. 30, No. 14), as amended, 24 P.S. § 13-1301-A, et. Seq., requiring that by June 30, 1999, all school entities shall develop and implement a single memorandum of understanding in cooperation with each local law enforcement entity with jurisdiction over the school entity and the Pennsylvania State Police.
2. In so recognizing this legal authority, the parties acknowledge their respective duties pursuant to this Act and hereby agree to support and cooperate with one another in carrying out their joint and several responsibilities thereunder.

II. Media Relations

A. Release of Information

1. The release of information concerning incidents reportable to law enforcement authorities/emergency responders pursuant to the term of this Memorandum of Understanding shall be coordinated between law enforcement authorities and school entities.
2. The parties shall release as much information as is allowable by law with due deliberation given to the investigative considerations and the need to limit disruptions to school functions and protect the privacy of the students and staff involved.

III. General Provisions

- A. This Memorandum is not intended to and does not create any contractual rights or obligations with respect to the signatory agencies or any other persons or entities.
- B. This Memorandum may be amended, expanded, or modified at any time upon the written consent of the parties; but in any event must be reviewed and re-executed within two years of the date of its original execution and every two years thereafter.
- C. All parties to this Memorandum will communicate fully and openly with each other in order to resolve any problems that may arise in the fulfillment of the terms of this Memorandum.

AND NOW, this ____ day of _____, _____, the parties hereby acknowledge the foregoing as the terms and conditions of their understanding.

Superintendent/Administrative Director

A/C Sha Outh

Chief Law Enforcement Authority/Responder

School Entity

Fountain Hill Police Department

Law Enforcement Authority/Responder

Bethlehem Area School District School Board President

MEMORANDUM OF UNDERSTANDING

Bethlehem Area School District and the Freemansburg Police Department

This Memorandum of Understanding between the Bethlehem School District ("School District") and the Freemansburg Police Department ("Police") enter into this Memorandum in accordance with the provisions of the act of March 10, 1949 (P.L. 30, No. 4), as amended, 24 P.S. 13-1301-A, *et seq*, known as the Safe Schools Act to the extent required thereby.

I. Joint Statement of Concern:

THE PURPOSE OF THIS MEMORANDUM IS TO ESTABLISH PROCEDURES TO BE FOLLOWED WHEN ANY INCIDENT INVOLVING AN ACT OF VIOLENCE OR POSSESSION OF A WEAPON ("CRIMINAL ACTIVITY") OCCURS ON SCHOOL PROPERTY, AS DEFINED IN THE PENNSYLVANIA SAFE SCHOOLS ACT.

II. Incidents Requiring Police Notification and Response

A. District Obligations:

1. No School District employee will ask the Police to enter into any discussion with the student suspect relating to the disposition of the Criminal Activity as it applies to consequences relating to violations of school policies/procedures.
2. Surrender to the Police all contraband or physical evidence, pursuant to an investigation, found on or in school property, school vehicles and at school sponsored activities.
3. Turn situations that require police involvement and threaten the safety of the school community over to the Police. Once the Police have taken charge of the situation, school personnel will continue to provide support and assistance during the crisis.
4. Work collaboratively with the Police in Criminal Activity prevention, reporting, investigation, serving warrants, identification of suspects and, where appropriate, apprehension and prosecution of those individuals. This should involve as little disruption of the school environment and violation of the student's privacy as possible. The School District will defer to the expertise of the Police on such matters except as is necessary to protect an interest of the School District as it relates to the Public School Code of 1949, 24 P.S. §§ 1-101, *et seq*.
5. Request that police officers: inform the school administration of their presence whenever they arrive at school; carry out their duties while on School District property with as little disruption of the school environment as possible; and abide by School District policy regarding access to students during the school day.
6. Complete reports as required under the Public School Code of 1949, 24 P.S. § 13-1303-A.
7. Provide or arrange for emergency and medical treatment, as necessary.
8. Meet the police officer(s) arriving on school property as a result of a report.

B. Police obligations:

1. Inform the school building administration of their presence whenever they arrive in a school.
2. Carry out their duties while on School District property with as little disruption of the school environment as possible.
3. Abide by School District Policy regarding access to students (see taking custody) during the school day unless a particular situation requires immediate action.
4. Consult with the School District on issues related to prevention, reporting of Criminal Activity, safety, and other school-law enforcement issues.

MEMORANDUM OF UNDERSTANDING

Bethlehem Area School District and the Freemansburg Police Department

C. Responses to Incidents:

1. The School District shall immediately report to the Police all Criminal Activity committed on school property once the School District becomes aware of said Criminal Activity.
2. Schools will also comply with reporting as required by the School District's Policies and Procedural Guidelines which include, but are not limited to: Students and Police Policy, Weapons Policy, Substance Abuse Policy; threats of homicide or other violent acts as required in the District's Critical Incident Guidelines, Child/Student Abuse Policy, Gang Policy, and discipline violations required to be reported to the Police in the District's Code of Conduct Disciplinary Guidelines, and the Safe Schools Act, 24 PS § 13-1301-A *et seq.*
3. Upon notification of the Criminal Activity to the Police, the School District shall provide as much of the following information as is available at the time of notification. In no event shall the gathering of information unnecessarily delay notification:

A. Whether the Criminal Activity is in progress or has concluded;

- i. Nature of the Criminal Activity;
- ii. Exact location of the Criminal Activity;
- iii. Number of persons involved in the Criminal Activity;
- iv. Weapons, if any, involved;
- v. Whether the weapons, if any, have been secured and if so, the custodian of the weapons;
- vi. Injuries involved;
- vii. Whether EMS was notified;
- viii. Identity of the School District contact person;
- ix. All other such information known to the School District which can be deemed relevant to the incident under investigation;
- x. Names and ages of individuals involved; and
- xi. Identity of any witnesses.

4. Initial response by Police

a. Incidents of Criminal Activity in progress;

- i. Meet with School District contact person, if necessary, to locate incident of Criminal Activity
- ii. Stabilize incident of Criminal Activity
- iii. Provide or arrange for emergency medical treatment as necessary
- iv. Control the scene of the incident of Criminal Activity
 - a. secure any physical evidence at the scene
 - b. identify involved persons and witnesses
- v. Conduct investigation
- vi. Exchange information
- vii. Confer with school officials to determine the extent of Police involvement required by situation.

b. Incidents of Criminal Activity not in progress:

- i. Meet with School District contact person
- ii. Recover any physical evidence and provide a written receipt for the same to the appropriate school administrator
- iii. Conduct investigation
- iv. Exchange information
- v. Confer with school officials to determine the extent of Police involvement required by situation.

c. Incidents of Criminal Activity involving delayed reporting;

- i. Incidents of Criminal Activity which are reported after the conclusion of the school day or event during which the incident took place
- ii. If initially reported to the School District, handle as if reporting was not delayed
- iii. If initially reported to the Police, investigation will be conducted as any other investigation.

MEMORANDUM OF UNDERSTANDING

Bethlehem Area School District and the Freemansburg Police Department

School District will be made aware of the incident and information will be shared as if the reporting was not delayed, unless the police determine the investigation requires otherwise.

5. Scope of School District's Involvement:

a. Victims and Witnesses:

- i. As soon as possible, the School District shall notify the parent or guardian of a victim or witness when Police interview that victim or witness on School District property unless otherwise notified by the police. Police shall follow department policies and procedures when interviewing a victim or witness to ensure the protection of the victim or witness's legal and constitutional rights.
- ii. In the event a victim or witness is interviewed by Police on school property, a school administrator, or designee, shall have the right to be present during the interview, unless proper police procedure dictates otherwise.

b. Suspects:

- i. Depending upon the individual circumstances of the incident of Criminal Activity, a student suspect may or may not be competent to waive his/her rights to consult with an interested adult and/or attorney prior to speaking with Police.
- ii. The School District shall cooperate with Police to secure the permission and presence of at least one parent or guardian of a student suspect before the student is interviewed by Police.
- iii. In the event an interested adult cannot be contacted, the School District shall defer to the policies, procedures and direction of the investigating Police who shall act in a manner consistent with the protection of the student suspect's legal and constitutional rights.
- iv. The legal conduct of interviews, interrogations, searches, seizures of property and arrests are within the purview of the Police. The School District shall defer to the expertise of the Police on matters of criminal and juvenile law procedure, except as is necessary to protect a legal and clearly defined interest of the School District.

c. Conflicts of Interest:

- i. The parties to the Memorandum recognized that in the event that a School District employee, contractor or other person acting on behalf of the District is the subject of an investigation, a conflict of interest may exist. In such circumstances, the individual that is the subject of the investigation will not be present during the interviews of students as co-suspects, witnesses or victims by police. The School District Superintendent will be informed of the investigation and neither the Superintendent nor his or her designee will be present when the Police interviews students as co-suspects, witnesses or victims of a School District employee, contractor, or other person acting on behalf of the School District.
- ii. Neither the individual who is the subject of the investigation, nor his/her subordinates(s) and/or direct supervisor(s) shall be informed of the contents of the statements made by student co-suspects, victims or witnesses, except at the discretion of the Police or as otherwise required by law. A building administrator or other similar school employee who is not involved in the conflict, shall have the right to be present during the interview of a student as a co-suspect victim or witness. In light of the potential for a conflict, however, the decision to have the building administrator or other similar school employee present during the interview shall be a cooperative decision between the School District and Police.

III. Police Taking Custody of Students

- A. The School District will cooperate with Police who arrive to take custody of a student. Students may be taken into custody at the discretion of the Police.
- B. The School District recognizes that the Police have the authority to take a student into custody for the Lehigh County Office of Children and Youth.
- C. The Police shall take all appropriate steps to protect the legal and constitutional rights of those students being taken into custody.

MEMORANDUM OF UNDERSTANDING

Bethlehem Area School District and the Freemansburg Police Department

IV. Exchange of Information

- A. The Police will provide information to the School District within the limits imposed by law, including but not limited to, the Criminal History Information Act, 18 Pa.C.S., Chapter 91 and the Public School Code of 1949, 24 P.S. § 13-1303-A, and pursuant to Police policies and procedures.
- B. The School District will provide information to the Police within the limits imposed by law, including but not limited to, the Federal Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. § 1232g and its implementing regulations at 34 C.F.R. § 99.1 *et seq.*, 22 Pa Code §§ 12.31 – 12.33 and the Public School Code of 1949, 24 P.S. § 13-1303-A and § 13-1317.2, and pursuant to the School District policy and procedures.

V. Media Contact

- A. Media contact involving incidents of mutual concern should be coordinated between the School District and the Police when practical. The parties will release as much information as required by law with due consideration to the investigative needs and the need to limit disruption of the School District function and the Police function.
- B. The release of information concerning Criminal Activity shall be coordinated between the School District and the Police.

VI. Assistance of School District:

A. Notification of Parent or Guardian:

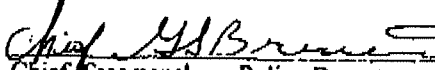
1. In the event that a Parent or Guardian is a co-suspect or in the event of a situation in which immediate notification of the incident of criminal activity may result in the destruction of or tampering with evidence or witnesses, the School District, in cooperation with the Police, may decide to delay notification of parents or guardians as reasonably requested by the Police.
2. School Districts shall document attempts made to reach the parents or guardians of all victims, witnesses and suspects of incidents of Criminal Activity reportable to Police pursuant to the terms of this Memorandum.
3. Except in cases in which the suspect student is injured and requires medical attention, the decision to notify a suspect's parents or guardians shall be a cooperative decision between School District officials and the Police.

VII. General Provisions

- A. This memorandum is not intended to and does not create any contractual rights or obligations with respect to the signatory agencies or any other parties.
- B. This memorandum may be amended, expanded or modified any time upon the written consent of the parties. However, in any event, this Memorandum must be reviewed and re-executed in accordance with legal requirements.
- C. In the event of changes in state or federal law which necessitate changes to this memorandum, the School District and the Police shall collaborate to promptly change this memorandum to ensure compliance by the School District and the Police with state and federal requirements.
- D. The School District and the Police will actively work to resolve any differences in interpretation of this memorandum or in fulfilling the terms thereof.
- E. No later than April 15th of each year, the Police Chief, or his designee, shall meet with the School District Superintendent and Principals to discuss school safety issues and to make such modifications to this Memorandum of Understanding as may be appropriate. The parties hereby acknowledge the foregoing as the terms and conditions of their understanding.

BASD School Board President _____

Superintendent, Bethlehem Area School District Date


Chief, Freemansburg Police Department

Date

3. *Elementary School Open Enrollment Policy*

INFORMATION:

Since 1975, the Board of School Directors has annually approved the Open Enrollment Policy at the elementary school level. During the current school year, 195 elementary students were initially assigned throughout the district under open enrollment.

In general, parents, students, administrators, and teachers associated with this program are highly satisfied with its implementation. The administration believes that this unique board policy provides meaningful alternatives for parents and their children.

The final decision for approval is based upon assessing the impact of additional students on available space at the receiving school, as well as the effect of the loss of students at the sending school.

This information was reviewed with the Board at the March 14, 2011, Board Human Resources Committee Meeting.

RECOMMENDATION:

That the Board of School Directors approves the authorization to continue open enrollment at the elementary level for the 2011-2012 school year as per the attached policy.

BETHLEHEM AREA SCHOOL DISTRICT'S ELEMENTARY SCHOOL OPEN ENROLLMENT POLICY

Parents may request to send their child to an elementary school other than the one that serves their regular attendance area. Requests for open enrollment must be made using a "Petition for Open Enrollment" form, available at their home school. Petitions must be submitted to the Child Accounting Department, 1516 Sycamore Street, Bethlehem, Pennsylvania 18017. Requests will not be accepted earlier than **May 2** or later than **July 1**. Parents moving into the district after July 1 but prior to the end of the first quarter may request open enrollment for their child at the time of registration.

Consideration for open enrollment requests will be determined by the following criteria:

- Space availability in a particular school and grade after resident students are assigned
- Exceptions may be made for fifth grade students who are in good standing and who were accepted for open enrollment in the prior school year.
- Students who have successfully been enrolled in a building under open enrollment in previous years
- Siblings of students who are currently enrolled in the open enrollment school will be given priority consideration. There is no guarantee that all children from one family will be accepted for open enrollment based on the criteria above.
- Requests for open enrollment assignments out of a building will not cause that building's student enrollment to fall below a limit established by the Board of School Directors.
- Parents who elect to apply for open enrollment agree that their child will comply with all of the following conditions:
 - The student will not exceed six tardies.
 - The student will not exceed 10 cumulative days of absence.
 - The student will not have two or more academic failures in one marking period.
 - The student will have no Code of Conduct infractions resulting in suspension.
 - The student will not be picked up late at student dismissal more than three times.Failure to comply with these conditions of open enrollment may result in the child being returned to his/her resident school and will result in the child being denied the open enrollment privilege for the following year.
- **If approved for open enrollment, the open enrollment school will assume that the parents accept the assignment unless the parents notify the open enrollment school otherwise.**

Once a student has been accepted into a building under the open enrollment option, that student will not be permitted to transfer to another building within the district at any time during that school year.

Parents must assume full responsibility for transporting their child.

Parents should seriously consider open enrollment requests to elementary schools where students matriculate into their resident middle school since there is no open enrollment at the secondary level.

Open enrollment is approved for one year only. Parents must reapply each year. Acceptance into a school under open enrollment does not guarantee that a student's entire elementary school career will be spent at that school.

Open enrollment procedures will be reviewed each year.

4. *Annual Measurable Achievement Objective (AMAO) Improvement Plan*

INFORMATION:

The District received the Assurance of Quality and Accountability document that certifies that the Annual Measurable Achievement Objective (AMAO) Improvement Plan (ESOL Improvement Plan) has been duly reviewed by a Quality Review Team convened by the Superintendent of Schools and formally approved by the District's Board of School Directors, per guidelines required by the Pennsylvania Department of Education.

This information was reviewed with the Board at the March 14, 2011, Board Curriculum Committee Meeting.

RECOMMENDATION:

That the Board of School Directors approves the Assurance of Quality and Accountability declaration and, therefore, recommends that the Secretary of Education and PDE grant formal approval of the AMAO Improvement Plan (ESOL Improvement Plan) for the 2010-2011 school year.



Inspiring productive, fulfilled, life-long learners

Assurance of Quality and Accountability

We (the undersigned) hereby certify that the AMAO Improvement Plan for _____ (district name/consortium) has been duly reviewed by a *Quality Review Team* convened by the Superintendent of Schools and formally approved by the district's/consortium's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby assure the Secretary of Education that the revised school improvement plan:

- Addresses all the required components prescribed by PDE;
- Reflects sound educational practices;
- Has local leadership at all levels to ensure successful implementation;
- Has a high probability of improving student performance and educational practices.

With this *Assurance of Quality and Accountability* declaration, we, therefore, recommend that the Secretary of Education and PDE grant formal approval of the AMAO Improvement Plan for _____ (district/consortium name) for _____ school-year.

District Superintendent or
Charter School CEO or
Consortium Executive Director of Intermediate Unit

Board President



pennsylvania
DEPARTMENT OF EDUCATION

Department of Education
333 Market Street
Harrisburg, PA 17126-0333

AMAO Plan

2011-2012

Entity Information

District Name: Bethlehem Area SD
Contact Name: Doris Correll
Phone: 610 865-7880
Email: dcorrell@beth.k12.pa.us
Address: Center for Language Assessment
Address2: 1170 Fernwood Street
City: Bethlehem
Zipcode: 18018
Based on 2006-2007 ✓
Based on 2007-2008: ✓
Based on 2008-2009:

District Id:

120481002

School Improvement Team Members

Name	Role/Position
Doris Correll	Coordinator of English Acquisition / ESOL
Mary Sharp Ross	Bilingual School Psychologist & ESOL
Dr. Jack Silva	Assistant Superintendent of Curriculum
Susan Lucrezi	Secondary ESOL Specialist & District Evaluator
Mariangeli Vasquez	Language Guide
Carole Schachter	Elementary Literacy Coach & District Evaluator
Iris Madera	Parent
Jill Moran	Principal
Lisa Lynch	Principal
Linda Lopez	Support Staff
Samuella Donnelly	High School ESOL Department Chair
Ed Docalovicz	Principal
Lydia Haddad	Reading Specialist

AMAO Summarize Results

	Annual Measurable Achievement Objective	Year	Target	Did you meet the target?
AMAO 1	Annual increases in the number or percentage of children making progress towards learning English	2006-2007	VARIES by COHORT	Yes
		2007-2008	49%	No
		2008-2009	51%	Yes
AMAO 2	Annual increases in the number or percentage of children attaining English proficiency	2006-2007	VARIES by COHORT	No
		2007-2008	14%	Yes

<u>AMAO</u> <u>3</u>	Adequate yearly progress (AYP) for ELL students	2008-2009	16%	Yes
		2006-2007	AYP Targets	No
		2007-2008	AYP Targets	Yes
		2008-2009	AYP Targets	Yes

Locally Relevant Data

Data Source	Data Statement
WIDA: ACCESS for ELLs - Comparison of scaled scores for listening, speaking, reading and writing over a 4 year span (3 year span for 10th grade and 2 year span for 11th grade).	Based on high and low English proficiency scores from 2007 to 2010, ELLs increased their domain scores in grades K-12 in the following domains: Listening – K, 1, 2, 3, 4, 5, 6, 7, 9 & 11 increased; grades 8 and 10 decreased. Speaking – K, 2, 3, 4, 5, 6, 9, 10 & 11 increased; grades 1, 7, and 8 decreased. Reading - K, 1, 2, 3, 4, 5, 6, 7 & 8 increased; grades 9, 10 and 11 decreased. Writing - K, 1, 2, 3, 4, 5, 6, 7, 8, 9 & 10 increased; grade 11 decreased. Although the majority of ELLs are making progress, further review of the data indicates that reading scores show a decline at the high school level. Eleventh grade decreased in both reading and writing.
PSSA Reading Assessment - PVASS Data indicates that ELLs are making at least a year's worth of progress. .	Disaggregated Data from PSSA indicates Grade 4 - ELLs made more than one year's progress in all four PSSA proficiency groups. Grade 5 - ELLs made minimal gains in Below Basic, Basic, and Proficient levels. Grade 6 - ELLs remained constant except the Advanced group did show a year's worth of progress. Grade 7 - ELLs in the Proficient group made one year's gain, while all other ELLs made more than one year's gain. Grade 8 - All ELLs made more than one year's gain in all four PSSA proficiency levels.
Final Grades from Secondary ELLs 2009-2010	Analysis of secondary ELLs final grades in 2009-2010 revealed: On average, 3.8% of middle school ELLs received failing grades (4.1% @ Broughal, 3.9% @ East Hills, 3.2% @ Northeast) 66% of the failures were in core content area courses (inclusive of Health and Physical Education). On average, 14.2% of the high school ELLs received failing grades (14.41% @ Freedom, 14.1% @ Liberty). 60% of the failures were in core content area courses (inclusive of Health and Physical Education). 30.27% failed Health/Fitness at Liberty as compared to 4.62% @ Freedom. 21.6% of ELLs failed ESOL courses (21.54% at Freedom, 21.64% @ Liberty).
BASD Stage and Change of Level Forms based on WIDA "Can Do Descriptors"	Based on Change of Level Forms completed by ESOL specialists in collaboration with content area teachers, ELLs are making progress in acquiring English. Twice a year WIDA CAN DO Descriptors are utilized to progress monitor ELLs' growth. Data from the CLA Event pages indicate

	most Preproduction and Beginner ELLs progress to higher proficiency levels within two years. Intermediate and Advanced ELLs take an additional two to four years to progress to the next levels. Data indicates a plateauing in proficiency at levels 3 and 4 (this is not uncommon for ELLs at these levels). Further examination and teacher input identified the lack of academic language as a probable cause for the plateau in the acquisition of skills needed to progress in content classes.
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Guiding Questions

QRC	Program Inquiry	Yes/No	Supporting Evidence
1	Is there evidence that English Language Learners have access to challenging, on-standard curriculum and rigorous assignments?	Yes	Student schedules, Expanding use of SAS ELL Overlay, Instruction aligned to BASD curriculum, which is provided to all ELLs and Special Education English Language Learners (SpELLs). SpELLs instructed as per IEP and English proficiency levels.
2	Is there evidence that professional development has been provided on the PA English Language Proficiency Standards and the WIDA "Can Do" Descriptors that outline appropriate expectations for students as they move through the language acquisition process?	Yes	Teachers with ELLs use the grade level WIDA's CAN DO Descriptors to monitor progress twice a year for ELLs as documented on the BASD Stage Forms. Agendas & sign-in sheets for faculty meetings Professional Learning Community (PLC) agendas In-service sessions
3	Is there evidence that teachers understand language proficiency levels and use appropriate strategies for differing levels?	Yes	ESOL Level Stage based on grade level CAN DO Description Teachers are an integral part of monitoring progress and collaboratively complete stages with WIDA's CAN DO Descriptors. Resources provided for Differentiated Instruction Supporting documentation of inservice, workshops, ongoing training & PLCs at the high school Continued SAS training on ELL Overlay & PA ELPS
4	Is there evidence that teachers use students' language proficiency levels to effectively work with students to achieve desired outcomes?	Yes	Documentation in CLA ESOL student folders verify the use of adaptations and differentiation. Additional training is needed to ensure all teachers use Differentiated Instruction (DI) Content and language

			objectives are evidenced in lesson plans. Choice of assignments & adapted rubrics/assessments are utilized.
5	Is there evidence that school staff uses ACCESS for ELLs data for student placement and adjusting instructional practice?	Yes	Teachers use results of the WIDA: ACCESS for ELLs to complete the twice-a-year Stage Forms for instruction and placement purposes. WIDA results are also a part of the data analysis for the AMAO Getting Results and for making decisions. Data Review meetings of middle and high school course request sheets are scheduled regularly.
6	Is there evidence that instruction for all students is culturally responsive?	No	No, not ALL instructional practices and materials are culturally and linguistically appropriate. (e.g., Phonics for Reading, Break the Code, DIBELS, & packets of worksheets).
7	Is there evidence that core ESL instruction is daily and of sufficient time and intensity?	Yes	ESOL Specialists' schedules indicate daily instruction occurs. Majority of core ESOL instruction is daily. At times, instructional schedules are manipulated to address other mandates such as statewide testing and weekly progress monitoring.
8	Is there evidence that ELLs are passing core content classes?	Yes	Report cards, IEP progress reports, ESOL Stage Forms, Performance PLUS & e-School are accessible with all ELLs' grades and assessments. Failures in Health and Physical Education are being addressed PVAAS data indicate ELLs are making a year's worth of progress or more per academic year.
9	Is there evidence of collaboration and planning time for ESL and content teachers?	Yes	Teacher schedules & in-services provide evidence. AM weekly planning sessions are scheduled at elementary schools. Team-planning times are used to plan for ELLs at middle schools. High school department meetings and PLC's are scheduled, but need to address ELL needs more explicitly.
10	Is there evidence that the ESL Program is represented at the leadership level in the central office?	Yes	Representation is evidenced by the Administrative Organizational Chart / Responsibility Chart. Coordinator of English Acquisition attends all Administration & Supervisor Meetings and meets regularly with principals and special Ed. Supervisors and

11	Is there evidence that ELLs are represented throughout your standards-aligned system?	Yes	other administrators. Student schedules indicate ELLs are represented throughout SAS. ELLs participate in District-wide assessments Testing protocols (4Sight, On-Demands, RTii) address ELL needs. Curricular framework templates address ELL needs. BASD will continue to implement the use of SAS and ELLs will have access.
12	Is there evidence that acquiring English is monitored regularly, using PA Formative ELP Standards?	Yes	Evidence of English acquisition is monitored throughout the year with the completion of the ESOL Stage Forms and/or Change of Level Forms based on the CAN DO Descriptors. The PA ELPs and results of WIDA: ACCESS for ELLs are also used to determine levels of proficiency on an ongoing basis.

Parental Involvement

FAMILY/PARENT NOTIFICATION:

Describe the processes used for notifying parents* of the entity's AMAO status. §3302(b)(c) Title III NCLB Requirements

All parents of identified English Language Learners were sent a letter from the Coordinator of the English Acquisition Program, signed by the District's Superintendent to inform the parents that Annual Measurable Achievement Objectives were not met in 2007-2008, and were met in 2008-2009. Letters were sent home in multiple languages based on the parents' language of preference. The AMAO Parent Notification Letters were sent in April of 2009 and June of 2010. TRANSACT materials were extremely helpful.

PARENTAL AND COMMUNITY OUTREACH

Describe how the entity will promote parental and community involvement in programs for ELL students. §3116(b)(4) §3302(e) Title III NCLB Requirements

Parents are invited to all Open Houses in the Fall by the ESOL Staff. Some schools have special ESOL nights for parents to visit and ask questions. Interpreters are available upon request. TRANSACT forms are used to ensure comprehension of the meeting dates. The ESOL staff at the Center for Language Assessment (the hub of the ESOL program) is available to all ESOL parents. Parents are encouraged to seek support not only with academics, but also with social services and general concerns. The staffs at the school-based Family Centers also are resources for the ESOL parents. The LA CAMPANA newsletter is published twice a year and mailed home and posted on the ESOL website. Parent/Teacher conferences are conducted twice a year and interpreters are provided upon request. BASD Family Centers work closely with the ESOL staff to provide additional services serving as liaisons to foster strong school and community partnerships. The BASD ESOL website provides links for ELL parents, stu

Annual Targets for AMAO's

This page contains the targets for each AMAO. These targets were informed by research conducted within the WIDA Consortium and then developed by the Pennsylvania Department of Education with the participation of a committee of stakeholders drawn from across the Commonwealth. These targets were approved by the United States Department of Education in June of 2009.

	School Year	Growth Targets		School Year	Growth Targets
<u>AMA0 1</u>	2006-2007	* Varies by COHORT	<u>AMA0 2</u>	2006-2007	* Varies by COHORT
Percent of ELLs making a gain of $\geq$ 0.6 ACCESS for ELLs composite level for an individual student.	2007 - 2008	49%	Grades 1-12 – Percent of ELLs with an ACCESS for ELLs composite score $\geq$ 4.5. Scores for both Tier B or Tier C forms of assessment.	2007 - 2008	14%
	2008 - 2009	51%		2008 - 2009	16%
	2009 - 2010	53%	Kindergarten – ACCESS for ELLs composite score $\geq$ 4.5. (Accountability Level, not Instructional	2009 - 2010	18%
	2010 - 2011	55%		2010 - 2011	20%

2011 - 2012	57%
2012 - 2013	59%
2013 - 2014	61%
2014 - 2015	64%
2015 - 2016 Final Target	67%

Level). See exception for 2007-2008 administration within AMAO status report document for 2007-2008.

2011 - 2012	22%
2012 - 2013	24%
2013 - 2014	26%
2014 - 2015	28%
2015 - 2016 Final Target	30%

	School Year	Reading	Math
<u>AMAO 3</u> PSSA** Performance – The method for calculating AMAO 3 is consistent with that used under Title I for AYP.	2008 - 2010	63%	56%
	2011	72%	67%
	2012	81%	78%
	2013	91%	89%
	2014	100%	100%
PSSA* Participation	2008 and beyond	95%	95%

*** 2006 - 2007 Cohort Targets information**

****Performance of ELLs (or ELLs plus former ELLs, exited and in monitoring). Performance and participation rates include PSSA, PSSA-M, and PASA.**

Action Sequence 1

Select target: AMAO 1 ✓ AMAO 2 ✓ AMAO 3				
STEP 1: What is the problem?		STEP 2: What will you do?		
Area of concern	Underlying Root Cause	Research Based Strategies/Best Practices**:		
Development of Cognitive Academic Language	Fragmentation and inconsistency in the delivery of vocabulary instruction across curriculum.	Continue to provide opportunities to learn and implement key instructional strategies and establish routines as outlined by Marzano, Archer, Kinsella, Beck & McKeown.		
STEP 3: How will you get there?				
Step Number	What Needs to Be Done: List the steps needed to implement this research based strategy/best practice	Who is responsible?	When will it be done?	What resources are needed?
1	1. Continue the implementation of the Vocabulary Toolkit at in-services and workshops.	Doris Correll, Coordinator of English Acquisition Carole Schachter, District Evaluator of PHLOTES/ Literacy Coach, ESOL Staff & Specialists Coordinators of Literacy, Kathy Bast & Joanne LoFaso	2007 – June, 2008 2008 – June, 2009 2009 – June, 2010 2010 – June, 2011	Compiled resources for interactive instruction: Archer, Marzano, Kinsella, Beck & McKeown MacMillan ELL program
2	2. Implement the use of student Vocabulary Notebooks aligned to the content being taught as per models provided by Anita Archer and Kate Kinsella. Elementary to use Vocabulary template posted under Downloads on the ESOL	Doris Correll, Coordinator of English Acquisition Carole Schachter, District Evaluator / Literacy Coach ESOL Staff & Specialists Classroom	2007 – June, 2008 2008 – June, 2009 2009 – June, 2010 2010 – June, 2011	Kinsella's Vocabulary Notebook template Elementary- Picture vocabulary template Core MacMillan program

	website http://www.beth.k12.pa.us/esol/teacherlinks.html	and content area teachers		
3	3. Implement a daily and systematic routine to introduce, teach, use, and review Tier 3 academic vocabulary. Utilize ELL ancillary materials, including the SAS website in all content areas.	Principals, Reading Specialists, ESOL Specialists, Content area teachers	2007 - June, 2008 2008 - June, 2009 2009 - June, 2010 2010 - June, 2011	Averil Coxhead's Academic Wordlist PSSA targeted vocabulary SAS/ELLs identification Read 180/ System 44 Reading Apprenticeship
STEP 4: How will you know you are doing what you planned?			Step 5: What will you look for to determine if it is working?	
Indicators of Implementation			Indicators of Effectiveness	
Observations: Are students and teachers using strategies to accelerate the acquisition of academic English vocabulary to succeed in content area classes? Planned and routine use of student vocabulary notebooks with Tier 3 targeted vocabulary is evident. In-services and workshops will be evaluated.			•Teacher and student observations •Student Vocabulary Notebooks and their effectiveness •Peer evaluations of in-services and workshops •Increased scores on vocabulary and comprehension assessments •Successful acquisition of words and the use of new vocabulary •Increased scores on the state assessments (WIDA, PSSA, 4Sight)	
** <u>National Clearinghouse for English Language Acquisition</u>				

Action Sequence 2

Select target: AMAO 1 ✓ AMAO 2 ✓ AMAO 3 ✓				
STEP 1: What is the problem?			STEP 2: What will you do?	
Area of concern	Underlying Root Cause		Research Based Strategies/Best Practices**:	
Co-Teaching Techniques and Effective Collaborative Planning using the SAS ELL Overlay will be continued. 1. Our goal is to maximize instructional time and improve the effectiveness in the acquisition of English and content area in an inclusive setting. 2. Weekly collaborative planning needs to occur regularly to define roles and responsibilities as language and content objectives are aligned to the SAS ELL Overlay and Pa ELPs.	Roles and responsibilities are inconsistent with the implementation of co-teaching techniques and collaborative planning. 1. Teacher schedules need to be created for collaborative team planning to occur. Usage of the SAS ELL Overlay is pivotal for setting language and content objectives. 2. Teachers need to fully understand content in mainstream classes as per the Pa ELPs and Common Core Standards in order to accelerate acquisition of English.		Utilizing the the SAS ELL Overlay and 1. based on research of Friend and Cooke, ESOL teachers and their co-teaching partners will continue to receive extensive training on the best practices for collaborative planning and co-teaching. 2. Provide Dr. Rettig's scheduling tools to principals for assistance in scheduling.	
STEP 3: How will you get there?				
Edit Step	What Needs to Be Done: List the steps needed to implement this research based strategy/best practice	Who is responsible?	When will it be done?	What resources are needed?
1	. Interactive workshops with opportunities for teachers to share successful models of inclusive practices are being provided. The goal is to maximize instructional time and effectiveness in the acquiring English and content area schema.	ESOL Specialists Coordinator of ESOL Literacy Coach Reading Specialists IU20	2007 – June 2008 2008 – June 2009 2009 – June 2010 2010 – June 2011	Title III Professional Development funded materials District In-services

2	Frequent visitations by the ESOL Coordinator, principals, and literacy coach to support the successful implementation of co-teaching models are conducted throughout the year. Teachscape training will be provided in 2010-2011	ESOL Specialists Coordinator of ESOL Literacy Coach Reading Specialists IU20 Coordinator of ESOL Principals Literacy Coach	September 2007 - May 2008 September 2008 - May 2009 September 2009 - May 2010 September 2010 - May 2011	BASD's Teaching Professional Assessment Protocol (TPAP) Teachscape Checklist
3	Dr. Rettig will provide in-services for administrators. An expert in scheduling, Dr Rettig will build schedules to optimize the instructional and intervention periods while minimizing fragmentation of delivery of services.	Administrators ESOL specialists Coordinator of ESOL	2009-2010 2010-2011 - 11/09, 1/13, 1/21 On-going meetings with principals and other administrators	Dr. Rettig, scheduling templates and funds for presentations Ongoing meetings
4	An orientation to the ESOL program will be provided for the and pre-service teachers and BASD inductees. Training will include the use of the SAS ELL Overlay and PaELPS.	Coordinator of ESOL Literacy Coach	December 2009 & February 2010 December 2010 & February 2011	Interactive activities using the SAS ESL Overlay and BASD ESOL website
STEP 4: How will you know you are doing what you planned?			Step 5: What will you look for to determine if it is working?	
Indicators of Implementation			Indicators of Effectiveness	
Learning walks and observations will provide evidence that ESOL instructional time is maximized and instruction is not fragmented. Lesson plan documentation showing implementation of the routine use of ESOL strategies and techniques will ensure explicit teaching is commensurate to ELLs' proficiency levels.			•Observations and walk-throughs of co-teaching models •Lesson plan books, literacy framework planning, student work and test results	
** <u>National Clearinghouse for English Language Acquisition</u>				

Action Sequence 3

Select target: AMAO 1 ✓ AMAO 2 ✓ AMAO 3 ✓				
STEP 1: What is the problem?			STEP 2: What will you do?	
Area of concern	Underlying Root Cause	Research Based Strategies/Best Practices**:		
ELL Literacy Framework - Differentiated literacy instruction for ELLs is critical and must be delivered consistently. The relationship between vocabulary knowledge and reading comprehension is pivotal to reading success.	Need for consistency in ELA core instruction and improved use of differentiation and scaffolded strategies in literacy instruction with ELLs.	Based on the research of Kinsella, Beck, McKeown, and Kucan, Walqui, and Fountas & Pinnell, a variety of interactive activities and effective strategies are provided to teachers. Workshops, presentations, and training will continued to be provided to staff.		
STEP 3: How will you get there?				
Edit Step	What Needs to Be Done: List the steps needed to implement this research based strategy/best practice	Who is responsible?	When will it be done?	What resources are needed?
1	Language and word study strategies need to be systematical implemented and targeted specific to the ELL's needs. A multimodal variety of oral and written techniques must be implemented to develop ELLs' productive language in addition to receptive language.	Doris Correll, Coordinator of English Acquisition Carole Schachter, District Evaluator/Literacy Coach ESOL Staff & Specialists	2007 – June, 2008 2008 – June, 2009 2009 – June, 2010 2010 – June, 2011	Kinsella's Vocabulary Notebook templates for secondary ELLs. Picture vocabulary templates for elementary ELLs Core MacMillan / EDGE programs Treasure Chest for ELLs
2	Teachers must prioritize and target the volume of vocabulary words introduced across all content areas based on proficiency levels of ELLs as a component of the	Doris Correll, Coordinator of English Acquisition Carole Schachter, District Evaluator of PHLOTES/	2007 – June, 2008 2008 – June, 2009 2009 – June, 2010 2010 – June,	Kinsella's Vocabulary Notebook templates for secondary ELLs. Picture vocabulary templates for elementary ELLs Core MacMillan / EDGE programs Treasure Chest

	literacy framework. Target tier one, two and three words across content areas to introduce, teach and review words in an interactive manner to foster the communicative and content skills needed for the acquisition of English.	Literacy Coach, ESOL Staff & Specialists Coordinators of Literacy, Kathy Bast & Joanne LoFaso	2011	for ELLs
3	Ensure consistency in the literacy teaching based on ELLs' proficiency and reading levels. Develop the Cognitive Academic Language Proficiency (CALP) to increase reading comprehension, which is the emphasis of effective literacy instruction.	Principals, Reading Specialists, ESOL Specialists, Content area teachers	2007 - June, 2008 2008 - June, 2009 2009 - June, 2010 2010 - June, 2011	Averil Coxhead's Academic Wordlist PSSA targeted vocabulary SAS/ELLs identification Read 180/ System 44 Reading Apprenticeship

STEP 4: How will you know you are doing what you planned?		Step 5: What will you look for to determine if it is working?	
Indicators of Implementation		Indicators of Effectiveness	
Learning walks and observations will provide evidence that ESOL instructional time is maximized and instruction is not fragmented. Lesson plan documentation will show implementation of the routine use of ESOL strategies and techniques to ensure explicit teaching is commensurate to ELLs' proficiency levels.		•Observations and walk-throughs of co-teaching models •Lesson plan books, literacy framework planning, student work and test results	

**** National Clearinghouse for English Language Acquisition**

Professional Development

List the Professional Development needed to implement the planned Action Sequences.

Date/Time When?	Topic/Forum/Purpose	Facilitator/Provider By Whom?	What changes in practice do you expect to see as a result of the Professional Development?
March 28 and 30, 2011	Developing Academic Language across all content areas	Carole Schachter, District Evaluator/ Literacy Coach	Routine use of interactive activities to explicitly teach academic and promote vocabulary acquisition. Use of academic word list, root words, affixes, and polysemous words to augment English vocabulary.
April 15, 2011	Documentation of ELLs acquiring vocabulary Anecdotal Records when working in small groups	Carole Schachter, Literacy Coach	More documentation of student's acquisition of vocabulary. Charting known words and newly learned words.
May 13, 2011	Visual representations of vocabulary and use of picture vocabulary templates	Carole Schachter, District Evaluator/ Literacy Coach	Create electronic visual representations of newly introduced vocabulary to be linked to the BASD /ESOL website.
October 25, 2010	Literacy Framework – Co-planning and collaboration – Strategies for Reading Comprehension within Literacy Framework Lesson planning using Model Performance Indicators (MPI)	Doris Correll, Coordinator of ESOL	Use of Reciprocal Teaching Strategy in teaching reading Develop Model Performance Indicators (MPI) when planning lessons in a literacy framework.
October 25, 2010	PSSA vocabulary phrases most commonly used from released PSSA tasks	Susan Lucrezi, ESOL District Evaluator and Specialist	Use the list of commonly used PSSA terminology and phrases to prepare ELLs for state assessment.
December 20, 2010	Vocabulary Notebooks and Journals	Doris Correll, Coordinator of ESOL	Share ESOL Vocabulary notebooks/journals, continue compiling Tier one (basic words), tier two (cross-curricular words) and/or tier three (content) vocabulary words as defined by McKeown and Beck.

December 20, 2010	Demonstration of the IPEVO cameras	Doris Correll, Coordinator of ESOL	Make vocabulary content come to life with only one computer Instructional strategies embedded in using visuals
January 24, 2011	WIDA: ACCESS for ELLs and AMAOs Annual Measurable Achievement Objectives	Doris Correll, Coordinator of ESOL	Utilize ACCESS for ELLs to guide instruction Importance of WIDA - AMAO Targets for 2011 Program Type Classifications - Accommodations
March 14, 2011 March 16, 2011	Ongoing SAS /ESL Overlay training on SAS training and SAS with the ELL Overlay linked to PaELPS	Principals Coordinator of ESOL	Teachers will utilize the SAS site and the ESL Overlay Navigation of SAS website to access and use the PaELPs.
March 18, 2011	Elements of a Literacy Framework: Guided Reading Prompts	Carole Schachter, District Evaluator / Reading Literacy Coach	Use reading prompts to facilitate fluent and accurate reading
Summer offerings June 9 and 10	Three targeted areas of need: Literacy Frameworks Making Vocabulary Visual with Technology Effective Co-teaching Instruction	TBA	ESOL workshops will be developed based on needs as evidenced by observations, walk-throughs, teacher feedback and funding.
January 25, 2011	Learning Disabilities in English Language Learners	Mary Sharp Ross, Bilingual School Psychologist	"Learning Disabilities in English Language Learners" - Review of cases that make it difficult to determine whether the issue is second language acquisition or learning disability.
December 9, 2010 December 15, 2010	ESOL Teachers as Facilitators of School Adjustment in ELLs.	Mary Sharp Ross, Bilingual School Psychologist	ESOL teachers will be familiarized with the research literature regarding mental health risks for ELL's, and will explore the role that ESOL teachers play in facilitating positive coping skills to facilitate positive school adjustment. Interventions to encourage social-emotional and academic success will be explored."

5. *Middle School Math Scope and Sequence Adjustment*

INFORMATION:

A plan to improve middle school math performance was developed by the administration. The plan was reviewed with the Board at the March 14, 2011, Board Curriculum Committee Meeting.

RECOMMENDATION:

That the Board of School Directors approves the Middle School Math Scope and Sequence Adjustment starting in the 2011-2012 school year.

Middle School Math Scope and Sequence Adjustment A Plan to Improve Middle School Math Performance
--

PRESENT

Super Accelerated (two years accelerated) Path

6	Orleans-Hanna	7	8
Course 2		Algebra I*	Geometry

Accelerated (one year accelerated) Path

6	Orleans-Hanna	7	8
Course 1		Course 3	Algebra I*

B-Track (not accelerated/on grade level) Path

6	7	8	9-11
Course 1	Course 2	Pre-Algebra	9-Algebra I 10-Geometry 11-Algebra 2-SAT

STARTING NEXT YEAR

Goals:

- Reduce unneeded duplication of math concepts in Grades 5, 6, 7
- Keep our highest-flying super accelerated students flying high.
- Continue using the Orleans-Hanna Algebra Readiness Test to assist in placement decisions for accelerated math paths
- Better align our courses sequences to promote success on the PSSA and Keystone requirements. Unfortunately, our more accomplished 7th and 8th grade math students must take both the PSSA and Keystone Exams while in middle school. Having “two masters” is particularly challenging for one-year accelerated students taking Algebra I in Grade 8
- The 8th Grade PSSA Test contains concepts other than Algebra I concepts—so one-year accelerated students currently have to learn Algebra I AND that additional PSSA content all in one year! They are struggling as they race through Algebra I (Unfortunately, the current accelerated 7th graders will need to *continue* taking Algebra I all in one year as 8th graders in 2011-2012 so that they can stay

on the accelerated path). Remedy—begin spreading Algebra I over two years for one-year accelerated students to allow for more time, conceptual understanding and retention.

- The Algebra I course should be the same at the middle level (for younger, more advanced students) and the high school (for older students of less ability). All students need to take the same Keystone Exam and meet the same standards at the end of the course.
- Students in non-accelerated math path (B-Track) should successfully complete Algebra II prior to taking the SAT Test in Grade 11.

Revised Paths:

Super Accelerated (two years accelerated) *Path*—no change

6	Orleans-Hanna	7	8
Course 2		Algebra I*	Geometry

Accelerated (one year accelerated)

6	Orleans-Hanna	7	8
Course 2		Algebra IA	Algebra 1B*

B-Track (not accelerated/on grade level)

6	7	8	9-11
Course 1	Pre-Algebra	Algebra 1A	9-Algebra 1B* 10-Geometry 11-Algebra 2-SAT

*Algebra I Keystone Exam taken at end of course

A Research Brief on Accelerating Math Coursework in Middle School

Accelerating Creates More Academic Opportunities

A Department of Education publication (1997) argues that it is necessary for students to enroll in accelerated math courses in middle school. Students, parents, school districts, and school boards all have valid reasons for accelerating (or super-accelerating) math curriculum at the middle school level. For one, algebra is the foundation for all advanced mathematics coursework, and prerequisite to many advanced science courses as well. Taking algebra and geometry early, the authors argue, provides the opportunity for students to take advanced coursework in other subjects as they progress through high school.

Accelerating May Not Lead to Higher Achievement in Math

Researchers at the Brown Center on Education of the Brookings Institute (2008) conducted a large-scale national study on the performance of middle school students in advanced mathematics courses. They found several reasons for concern over the push to accelerate students in math. After analyzing data on 160,000 eighth graders, they found no correlation between accelerated coursework and math achievement. On the contrary, the national trend for pushing middle school students into Algebra, Advanced Algebra and Geometry has resulted in a surge in the number of students on the accelerated path, but a decline in the achievement of those students. In a state-to-state comparison, many of the states with highest math achievement are those with the fewest numbers of students enrolled in accelerated math courses in middle school.

There are many reasons students and their parents want to pursue Algebra and sometimes Geometry courses in middle school even though those courses have traditionally been taught in high school. With competition for college entrance becoming ever stiffer, completion of high-level mathematics courses seem necessary for high school and college success. While there is truth to these assertions, there is also evidence to suggest that super-accelerating students in their math studies may not prepare them for success on the SAT and higher level math courses. Furthermore, “there is a risk that students who enter Algebra I too early may experience frustration or failure, may get ‘turned off’ by the challenges of higher mathematics courses, or may find themselves forced to enroll in courses that are more advanced than their interests require” (Dulaney, 1996). One school district in North Carolina conducted a study on the effects of enrolling 7th and 8th grade students in Algebra. They found that 40% of students who took Algebra in middle school were either required to repeat the course in high school or moved out of the accelerated math sequence.

Pushing for Accelerating May Exacerbate Students’ Superficial Understanding

“International studies of mathematics curricula show that compared to other countries, the U.S. covers many more math topics, but teaches them in much less depth. Moreover, the typical American curriculum tends to repeat topics year after year, resulting in the “mile wide, inch deep” curriculum that leads our students to trail behind those in countries like Japan and Germany (Haycock, 2008). If we take into consideration that the highest performing students world-wide cover far fewer topics in a school year, and couple that with the anecdotal reports from our teachers that there is insufficient time to cover all of the material, let alone the idea of delving into the concepts deeply, it seems appropriate to restructure the middle school math sequence, as needed, in order to better prepare them for their high school, college, and career futures.

Research suggests that encouraging students to super-accelerate in mathematics by attempting to condense and cover more topics, results in instruction that focuses on lower level thinking, where the U.S. Department of Education found that 87% of math lessons in eighth grade were found to be “low content” (Haycock, 2008). The same research found that where curriculum is deeper rather than broader, 57% of lessons are focused on “high content” emphasizing higher level thinking and deeper understanding of the concepts covered. Research results based on vast sets of data suggest that students need to reach deep levels of mathematical understanding in order to be competitive with their peers nationally and internationally, and that focusing acceleration on deeper rather than broader instruction yields highest student outcomes.

Accelerating May Leave Gaps in Students’ Mastery of Grade Level Standards

An evaluation of the vertical articulation of mathematics topics in the Standards Aligned System confirms another issue that arises when we super-accelerate students in middle school. The Pennsylvania Department of Education mandates the standards that each student is to master at each grade level. The mathematics strand is identified as Grades K-8, Grade 11, Algebra I, Algebra II, and Geometry. There are many concepts in the 6th, 7th, and 8th grade standards that are not covered in Algebra I or II. In fact, Algebra and Functions are only 1 of 11 subject areas outlined in PDE’s math standards. While some concepts in each of the subject areas are taught in the Algebra courses, the sequence is written to fully develop student mastery in all of the 11 subject areas before delving into complex Algebraic concepts. By super-accelerating students in middle school, we take the risk of not fully preparing students for deep understanding of the mathematical concepts needed for high success in advanced math courses.

An added concern in revising the middle school mathematics course sequence is the adoption of the Common Core Standards, which will replace our state standards in 2013. Although there are many parallels between the two curricula, the new framework identifies 10 Mathematical Practices that students are to master with each of the concepts in the standards. These 10 practices reflect a shift in focus away from the “racing to cover content” perspective, to one that develops mathematical thinkers, capable of applying, synthesizing, and evaluating mathematical concepts

More Modest Acceleration of Algebra Will Still Prepare Students for College

In regards to parental concern that students will not meet college entrance requirements and/or recommendations, the Pennsylvania State University requires three units of mathematics (four are recommended), selected from any combination of algebra, geometry, and trigonometry. Even students applying to business, science, and engineering majors can complete and exceed the required prerequisite coursework if they complete Algebra I in eighth or ninth grade.

Dulaney, C. (1996). *Should Students Take Algebra I in Middle School?* Raleigh, NC: Wake County Public School System.

Haycock, K. (2008). *Add it up: Mathematics Education in the U.S. Does Not Compute*. National Institute for School Leadership.

Loveless, T. (2008). *Policy Implications of the National Mathematics Advisory Panel Final Report*. Washington D.C.: Brookings.

Middle School: Getting on the Road to Challenging Mathematics and Science Courses. (1997).

Retrieved February 22, 2011, from <http://www2.ed.gov/pubs/math/part4.html>.

6. *Community Service Agency*

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.

This information was reviewed with the Board at the March 14, 2011, Board Curriculum Committee Meeting.

RECOMMENDATION:

That the attached community service sponsor 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: Lehigh Valley Academy Regional Charter School

Address: 1560 Valley Center Parkway, Suite 200, Bethlehem, PA 18017

Phone number: 610-866-9660

Contact Person: Holly Parkinson

Email address: j.link@lvacademy.org

Web Site address: www.lvacademy.org

Number of students requested: Varies

Minimum age: 13

Description of service opportunities: Assisting with ongoing projects, school activities and events; providing assistance to staff in the classroom and library.

Minimum Time of Service Per Shift or Session: Varies

Hours agency is open to community service students: Varies

Dress requirements: Casual

Supervision provided by: Approved adult on site

Training and/or orientation: No

Additional information or comments:

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

This agency participates in court ordered community service activities. (N)

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

This agency conducts events/activities where alcohol is served. (N)

(Parental Waiver is needed if alcohol is served)

7. *Student Discipline – #0968728 and #1009913 – Adjudications*

INFORMATION:

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

RECOMMENDATION:

That the Board of School Directors adopts the proposed adjudication relating to Student Numbers 0968728 and 1009913.

8. *Student Discipline – #0950164 – Waiver*

INFORMATION:

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

RECOMMENDATION:

That the Board of School of School Directors adopts the waiver relating to Student Number 0950164.

9. *Fresh Fruit and Vegetable Program Grant*

INFORMATION:

The Fresh Fruit and Vegetable Program is an USDA program that provides funding to schools to make free, fresh fruits and vegetables available to students throughout the school day. The goal of this program is to create a healthier school environment by providing healthier food choices. This can be accomplished by expanding the variety of fruits and vegetables offered, increasing children's fruit and vegetable consumption and ultimately impacting their present and future health.

This item was reviewed with the Board at the March 14, 2011, Board Curriculum Committee Meeting.

RECOMMENDATION:

That the administration be authorized to submit an application to the Fresh Fruit and Vegetable Program for the 2011-2012 school year on behalf of Donegan, Fountain Hill, Freemansburg, James Buchanan, Lincoln, Marvine, Thomas Jefferson, and William Penn Elementary Schools and SPARK Pre-Kindergarten.

10. *Conference/Staff Trip Attendance*

RECOMMENDATION:

That the following Conference/Staff Trip be approved:

1. April 6-10, 2011
Reconnecting Parents: The Missing Links in Education Reform
Hunt Valley, Maryland
\$1,301.98
Federal/Title I

11. *Field Trip Attendance***RECOMMENDATION:**

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

1. March 9-12, 2011
(3 Liberty High School Students)
State Wrestling Championships
Hershey, Pennsylvania
\$2,196.88
LHS Athletics
2. March 17-18, 2011
(7 Freedom High School Students and 1 Liberty High School Student)
Swimming States Championship
Lewisburg, Pennsylvania
1,722.00
FHS/LHS Athletics
3. May 13-14, 2011
(125 Northeast Middle School Students)
Northeast Middle School Spring Music Trip
Hershey, Pennsylvania
0.00
All expenses paid by the Band Parent Organization.

12. Resignations**RECOMMENDATION:*****A. Instructional***

	NAME	ASSIGNMENT	REASON	EFFECTIVE
1.	Coxe, Patty	Governor Wolf Grade 2 Teacher	Retirement	June 11, 2011
2.	Durie, Elizabeth	Freedom Art Teacher	Retirement	June 11, 2011
3.	LaRose, Nancy	Marvine Reading Specialist	Retirement	June 11, 2011
4.	Leposa, Jane	Calypso/Marvine Vocal Music Teacher	Retirement	June 11, 2011
5.	McIntyre, Thomas	Fountain Hill Reading Specialist	Retirement	June 11, 2011
6.	Senneca, Samuel	Liberty Athletic Director	Retirement	June 11, 2011
7.	Sieling, Carol	East Hills Grade 6 Teacher	Retirement	June 11, 2011
8.	Smith, Michelle	Freedom Mathematics Teacher	Personal	February 12, 2011
9.	Solomon, Angela	Freedom French/German Teacher	Retirement	June 11, 2011
10.	Swoyer, Jill	James Buchanan/ Miller Heights Vocal Music Teacher	Retirement	June 11, 2011
11.	Weikert, Megan	Clearview/Hanover Vocal Music Teacher	Retirement	June 11, 2011

B. Noninstructional

	NAME	ASSIGNMENT	REASON	EFFECTIVE
1.	Amador, Lucy	Broughal General Kitchen Help	Personal	February 26, 2011
2.	Hrichak, Paula	Liberty 0-3 Secretary/Clerk, 12 months	Retirement	July 13, 2011

12. Resignations**RECOMMENDATION:*****B. Noninstructional (continued)***

	NAME	ASSIGNMENT	REASON	EFFECTIVE
3.	Nickens, Tomacene	Thomas Jefferson/ William Penn ASPIRE Coordinator	Retirement	July 1, 2011
4.	Paulhus, Tracy	Transportation Bus Driver	Personal	December 24, 2011
5.	Quijano, Diana	Child Care Assistant Center Supervisor	Personal	February 22, 2011
6.	Stralo, Tina	Spring Garden General Kitchen Help	Personal	February 28, 2011

C. Miscellaneous

	NAME	ASSIGNMENT	REASON	EFFECTIVE
1.	Buffi, Joseph	Liberty Assistant Boys Volleyball Coach	Personal	February 28, 2011

13. Leaves of Absence***A. Instructional***

	NAME	ASSIGNMENT	REASON	EFFECTIVE
1.	Buchanan, Karen	Northeast English Teacher	Childrearing Leave of Absence, continuing	March 31, 2011, until the end of the day on April 14, 2011
2.	Flores, Rebecca	Farmersville Grade 2 Teacher	Family Medical Leave of Absence	April 13, 2011, until the end of the 2010-2011 school year
3.	Huie, John	Northeast Music Teacher	Family Medical Leave of Absence	March 7, 2011, until the end of the day on March 16, 2011
4.	Lyons, Matthew	Broughal Grade 6 Teacher	Family Medical Leave of Absence	April 4, 2011, until the end of the 2010-2011 school year

13. *Leaves of Absence***RECOMMENDATION:*****A. Instructional (continued)***

	NAME	ASSIGNMENT	REASON	EFFECTIVE
5.	McDermott, Rachel	Freemansburg Reading Teacher	Family Medical/ Childrearing Leave of Absence	Family Medical Leave of Absence to begin on April 15, 2011, until the end of the day on September 26, 2011 Childrearing Leave of Absence to begin on September 27, 2011, until the end of the 2011-2012 school year
6.	White, Kimberly	Miller Heights Grade 2 Teacher	Family Medical Leave of Absence	March 22, 2011, until the end of the day on May 11, 2011
7.	Ziegler, Jenna	James Buchanan Grade 5 Teacher	Family Medical Leave of Absence	April 4, 2011, until the end of the 2010-2011 school year

B. Noninstructional

	NAME	ASSIGNMENT	REASON	EFFECTIVE
1.	Bayo, Miriam	Child Care Aide	Family Medical Leave of Absence	March 1, 2011, intermittently, until the end of the day on March 1, 2012
2.	Cordova, Yaitiza	Child Care Assistant Center Supervisor	General Leave of Absence	March 21, 2011, until the end of the day on April 8, 2011
3.	Donham, Paula	Broughal Health Assistant	General Leave of Absence	February 23, 2011, returning on or before April 15, 2011
4.	Haggerty, Linda	SPARK General Kitchen Help	General Leave of Absence	February 9, 2011, returning on or before March 31, 2011

14. *Nominations***RECOMMENDATION:*****A. Noninstructional***

	NAME	ASSIGNMENT/STATUS	SALARY	EFFECTIVE
1.	Carraghan, Glenn	Transportation Part-time Bus Driver	\$16.18 per hour	To be determined upon completion of training/testing
2.	Mease, Sue Ann	Transportation Part-time Bus Driver	\$16.18 per hour	To be determined upon completion of training/testing
3.	Melvin, Darlene	Transportation Part-time Bus Driver	\$16.18 per hour	To be determined upon completion of training/testing
4.	Millien, Armstrong	Transportation Part-time Bus Driver	\$16.18 per hour	To be determined upon completion of training/testing
5.	Rader, Scott, Jr.	Transportation Part-time Bus Driver	\$16.18 per hour	To be determined upon completion of training/testing
6.	Sule, Michael	Liberty C-1 Custodian	\$14.64 per hour	March 22, 2011
7.	Toth, John	Transportation Part-time Bus Driver	\$16.18 per hour	To be determined upon completion of training/testing

B. Miscellaneous

	NAME	ASSIGNMENT	SALARY
1.	Litsch, Erik	Coach – Assistant Soccer East Hills	\$1,529.00 (continuing rate)
2.	Maiorello, Melissa	Coach – Assistant Boys Volleyball Liberty	\$2,814.00 (continuing rate)
3.	Jordan, Diane	Extracurricular Activity Advisor Freedom, (.5) Yearbook	\$748.25 (Step 3)
4.	Osipower, Andrew	Extracurricular Activity Advisor Freedom, (.5) Yearbook	\$634.50 (Step 1)
5.	Miller, Kerry	LA/MP Substitute Teacher	\$32.87 per hour

14. *Nominations***RECOMMENDATION:*****B. Miscellaneous (continued)***

	NAME	ASSIGNMENT	SALARY
6.	Searfass, Jeffrey	Permanent Day-to-day Substitute East Hills	\$100.00 per day

C. Substitutes

INSTRUCTIONAL	NONINSTRUCTIONAL
Abgarian, Molly	Barr, Matthew
Clagett, Jill	
Coxe, Patty	
Giaquinto, Lori	
Leposa, Jane	
Schlegel, Michael	
Senneca, Samuel	
Skinner, Nina	

15. Reassignments**RECOMMENDATION:*****A. Instructional***

	NAME	FROM/TO	SALARY	EFFECTIVE
1.	Davis, Kayla	Assignment: Nitschmann, (.6) English Teacher From: Professional Employee To: Temporary Professional Employee	\$25,025, Bachelor's, Step 2	August 24, 2009

B. Noninstructional

	NAME	FROM/TO	SALARY	EFFECTIVE
1.	Hymans, Jerome	From: Broughal/SPARK Supplemental Custodian To: Liberty C-1 Custodian	\$14.64 per hour	March 22, 2011

C. Miscellaneous

	NAME	FROM/TO	SALARY	EFFECTIVE
1.	Michael, Erin	From: Liberty (.5) Assistant Girls Soccer Coach To: Liberty 1.0 Assistant Girls Soccer Coach	\$3,977 (continuing rate)	2010-2011 school year
2.	Sarkosy, Kalman, Jr.	From: Liberty (.5) Assistant Girls Soccer Coach To: Liberty 1.0 Assistant Girls Soccer Coach	\$3,977 (continuing rate)	2010-2011 school year

16. *Separation Agreement and General Release*

INFORMATION:

A Separation Agreement and General Release was reviewed with the Board of School Directors regarding Employee Number 104473.

RECOMMENDATION:

That the Board of School Directors approves the Separation Agreement and General Release for Employee Number 104473.

17. *New Board Policy 817 – Energy Management – Third Reading*

INFORMATION:

As part of the energy optimization plan that the Bethlehem Area School District has, the district has implemented an Energy Plan in order to conserve energy and manage the district's energy needs. The Administration and Board recognizes the importance of energy savings and the need for a district wide Energy Management/Energy Conservation policy.

This policy was developed by D'Huy Engineering, Inc. with input from the Administration and Board and the policy establishes the district's direction and guidelines for energy management and energy conservation for all of the district's stakeholders.

The first reading of Board Policy 817 occurred at the February 14, 2011, Board Human Resources Committee Meeting. The second reading occurred at the March 14, 2011, Board Human Resources Committee Meeting.

RECOMMENDATION:

That the Board of School Directors approves the new Board Policy Number 817 – Energy Management which is attached.

BETHLEHEM AREA SCHOOL DISTRICT

SECTION: OPERATIONS

TITLE: ENERGY MANAGEMENT/
ENERGY CONSERVATION

First Reading – February 14, 2011

Second Reading – March 14, 2011

Third Reading – March 21, 2011

ADOPTED:

REVISED:

1. Purpose	817 ENERGY MANAGEMENT/ENERGY CONSERVATION The Board recognizes the need to conserve energy and energy related natural resources; therefore, the Board supports the monitoring of energy consumption and its expense, the implementation of approved energy conservation measures, the education of students in energy conservation as well as the limitations of our natural resource supplies, and the training of employees in energy conservation. As part of its fiscal responsibility and in consideration of the continuing cost of energy, the Board strongly endorses a program of energy management designed to minimize energy consumption in the school district while continuously researching new technologies to reduce energy costs. These guidelines supersede all previous instructions. It is crucial that these energy guidelines be observed in the operation of heating, ventilation and cooling (HVAC) equipment, all building systems and general energy usage.
2. Authority	The implementation of this policy and its administrative regulations is the joint responsibility of school directors, administrators, professionals, support personnel and students. Its success depends upon cooperation between and among these stakeholders.
3. Delegation of Responsibility	The director of facilities and operations, with support from the school district engineer, will be responsible for overseeing district-wide energy management and conservation measures. The principal/administrator of each building will be responsible for total energy usage of his/her building. The teacher will be responsible for implementing the guidelines during the time that he/she is present in the classroom. The director of facilities and operations, with the assistant supervisor (HVAC), will be responsible for the run times of the HVAC equipment and other building systems. The school district engineer will make available the data reflecting energy consumption to the district administration and School Board twice a year. The director of facilities and operations, with support from the school district engineer, will provide assistance for each building's energy conservation efforts. The director of facilities and operations shall chair a district energy committee which shall report to the Board through the superintendent regarding the energy

	management/energy conservation policy and provide recommendations relative to energy management/energy conservation. The energy committee shall meet approximately four times a year. The energy committee shall be comprised of; director of facilities and operations, district engineer, assistant supervisor (HVAC), ~~high school principals, one middle school principal, two elementary school principals~~, one board member, chief academic officer, school administrators and other personnel designated by the superintendent.																
4. Energy Management Guidelines	The district will maintain accurate records of energy consumption and cost of energy. The director of facilities and operations will be accountable for energy management district wide. The principal will be accountable for energy management in his/her building with energy audits being conducted and conservation program outlines being updated. Judicious use of the various energy systems of each building will be the joint responsibility of the principal and head custodian to ensure that an efficient energy facility is maintained on a daily basis. To ensure the overall success of the energy management program, the following specific areas of emphasis will be adopted: 1. <u>All district personnel</u> will be expected to contribute to energy efficiency in our district. 2. All unnecessary lighting in unoccupied areas will be turned off. All lights will be turned off when students and teachers leave rooms or the school. 3. The established temperature set points are as follows. The inability of mechanical systems to meet this requirement will be addressed as a high priority issue. a. Heating Season – Occupied: <table border="0"> <tr><td>i. Classrooms</td><td>67°F</td></tr> <tr><td>ii. Offices</td><td>67°F</td></tr> <tr><td>iii. Hall & Stairs</td><td>65°F</td></tr> <tr><td>iv. Auditoriums</td><td>67°F</td></tr> <tr><td>v. Gymnasiums</td><td>67°F</td></tr> <tr><td>vi. Swimming Pool</td><td>82°F</td></tr> </table> b. Heating Season – Unoccupied: <table border="0"> <tr><td>i. All Spaces</td><td>less than 62°F</td></tr> </table> c. Occupied air conditioned spaces during the cooling season: <table border="0"> <tr><td>i. All Spaces</td><td>75°F</td></tr> </table>	i. Classrooms	67°F	ii. Offices	67°F	iii. Hall & Stairs	65°F	iv. Auditoriums	67°F	v. Gymnasiums	67°F	vi. Swimming Pool	82°F	i. All Spaces	less than 62°F	i. All Spaces	75°F
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	d. Unoccupied air conditioned spaces during the cooling season: i. All mechanical cooling equipment shall be turned off or to an unoccupied mode when the space it serves is unoccupied for more than one hour. 4. Energy management in his/her building is part of the principal's responsibility.
5. Energy Conservation Guidelines	<u>Goals for District Energy Program</u> 1. Conserve energy so that the instructional program and support services can be effectively delivered while conserving energy dollars. 2. Eliminate energy waste in our buildings while ensuring a comfortable and safe learning environment for all students and staff. 3. Educate every student and employee to contribute to energy efficiency in our district. Every person will be expected to be an "energy saver" and to contribute towards creating a culture of energy conservation and sustainability. <u>Procedures for General Energy Usage</u> 1. In order to maintain an environment that is conducive to the educational process, the building temperature should be as identified in the energy management guidelines. 2. Areas that are not occupied (even if left for a short period of time) will have lighting turned off. After the school day, custodians will use half lighting in the hallways where possible. Custodians will turn on lighting only in areas where they are working or for scheduled facility use. 3. Lights in all gymnasiums, cafeterias and auditoriums will be off unless the area is being utilized. 4. All outside lights should be turned off during daylight hours. 5. The exhaust fans in the rest rooms will be turned off during periods of time when buildings are unoccupied. 6. The office staff will turn off copy machines, laminating equipment, and other office machines each night. The energy saver mode shall be used for all fax machines or copiers with integrated fax machines. 7. Teachers will ensure that all classroom Computer hard drive (CPU) units, PC monitors, local printer, and speakers are turned off during the period of time the buildings are not occupied by students. Computer hard drive (CPU) units will be left on when designated by the Technology Department to install software upgrades, virus protection, upgrades, and

	conduct preventative maintenance to the hard drive (defragmentation). These units should be programmed for the energy saver mode using the power management feature. 8. Personal electrical appliances such as refrigerators, microwaves, coffeemakers, toaster ovens, and/or hot plates are not permitted in buildings without specific approval from the director of facilities and operations. Exceptions should only be given for ENERGY STAR[®] compliant appliances. 9. The maintenance department will be responsible for scheduling the building to an unoccupied mode at the closing of each school day and when the facilities are not in use. 10. The building administrator will ensure that the custodial staff checks for end-of-the-day shutdowns on Monday through Friday. <u>Procedures for Operating Heating Equipment</u> 1. Individual classroom and office doors will be closed when the heating equipment is in operation. 2. In the buildings with automatic temperature controls, the start time for the heating equipment should be set as late as possible while allowing time to heat the building to guideline temperature by the beginning of class. 3. In buildings with automatic temperature controls, the temperature will be allowed to decrease to the unoccupied set point at the close of the school day or scheduled facility use. 4. Domestic hot water systems will be set between 120° F or 140° F for cafeteria service (with dishwasher booster). Ensure all domestic hot water circulating pumps are off during unoccupied times. 5. Extreme weather may require the maintenance department to adjust set points to reduce the potential for damage to building systems. <u>Procedures for Operating Air Conditioning Equipment</u> 1. When the temperature is such that cooling is needed at the beginning of the school day, the start time for air conditioning equipment will be set as late as possible while still allowing time to cool the building to guideline temperature settings. 2. Refrain from turning excess lights on unless needed. Remember that lights not only consume electricity, but also give off heat. This places an additional load on the air conditioning equipment and thereby increases the use of electricity necessary to cool the room. 3. Close individual classroom and office doors when the air conditioning equipment is in operation.
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	4. In situations when the air conditioning is running in unoccupied areas (i.e. floor wax will not dry due to high humidity, indoor air problems, etc.) outside make up air dampers will be placed in the fully closed position. These situations must have prior approval of the director of facilities and operations. 5. Under no circumstances will air conditioning be utilized in classrooms during summer months unless the classrooms are occupied by students. 6. Ensure that air conditioning systems operated from automatic temperature controls have outside air dampers closed during unoccupied times. <u>Procedures for Water Conservation</u> 1. Ensure that all plumbing (leaks, faucets, flush valves, etc.) and/or areas where water is entering the building (i.e. roof leaks, basement water intrusions) or humidity sources (condensation on pipes, sweating walls) are reported and repaired immediately. 2. When any water consuming fixture or area utilizing water consuming fixtures (I.E. Kitchens, toilet rooms, custodial closets) is replaced, refurbished or renovated, water vining or low-flow fixtures will be used.
	<u>Procedures for Miscellaneous Equipment</u> 1. When any appliances are replaced, ENERGY STAR® or other energy efficient fixtures shall be used. 2. Reduce, eliminate or at a minimum install energy reducing controls on any vending machines. 3. Install separate water meters in compliance with sewer authority guidelines on cooling towers, pool fill lines, irrigation lines and any other systems that utilize water independently of the sewer systems. Verify the consumption and offset sewer costs with the sewer authority.
	<u>Procedures for Energy Efficient Equipment Replacement or Upgrade</u> 1. School district engineer shall review, in conjunction with the annual Capital Improvement Plan, and update any energy savings opportunities that can be considered for the various building systems. Any identified energy savings opportunities shall be reviewed by the energy committee and presented to the board for approval. 2. Any equipment or systems being replaced or retrofitted shall incorporate energy efficiency saving features or controls where feasible; e.g., lights with occupancy sensors, high efficiency motors, high efficiency boilers, automatic faucets and flush valves, etc.

	<u>Procedures for Energy Procurement</u> The director of facilities and operations, with support from the school district engineer shall review energy procurement strategies, contracts and options annually with the business manager. The business office shall issue requests for proposals, negotiate contracts or issue bids for all energy purchases whenever opportunities exist to reduce costs for the purchase of energy.
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18. *Schedule of Meetings for the Board of School Directors*

INFORMATION:

The administration has developed the schedule of meetings for the Board of School Directors for July 2011 through June 2012. This schedule was reviewed with the Board at the Board Human Resources Committee Meeting on March 14, 2011.

These meeting dates are subject to change based on prior notice to the public and are in compliance with the Sunshine Law (Act 84 of 1986).

RECOMMENDATION:

That the Board of School Directors approves the attached schedule of meetings for July 2011 through June 2012.

**BETHLEHEM AREA SCHOOL DISTRICT
BOARD OF SCHOOL DIRECTORS
SCHEDULE OF MEETINGS**

JULY 2011 THROUGH JUNE 2012

July 2011

Monday, July 11	6:00 p.m.	Board Curriculum Committee Meeting Board Facilities Committee Meeting (Dining Room, Education Center)
Monday, July 18	6:00 p.m.	Board Finance Committee Meeting Board Human Resources Committee Meeting (Dining Room, Education Center)
Monday, July 25	7:00 p.m.	Regular Board Meeting (Auditorium, East Hills Middle School)

August 2011

Monday, August 1	6:00 p.m.	Board Curriculum Committee Meeting Board Facilities Committee Meeting (Dining Room, Education Center)
Monday, August 8	6:00 p.m.	Board Finance Committee Meeting Board Human Resources Committee Meeting (Dining Room, Education Center)
Monday, August 15	7:00 p.m.	Regular Board Meeting (Auditorium, East Hills Middle School)

September 2011

Monday, September 12	6:00 p.m.	Board Curriculum Committee Meeting Board Facilities Committee Meeting (Dining Room, Education Center)
Monday, September 19	6:00 p.m.	Board Finance Committee Meeting Board Human Resources Committee Meeting (Dining Room, Education Center)
Monday, September 26	7:00 p.m.	Regular Board Meeting (Auditorium, East Hills Middle School)

October 2011

Monday, October 3	6:00 p.m.	Board Curriculum Committee Meeting Board Facilities Committee Meeting (Dining Room, Education Center)
Monday, October 10	6:00 p.m.	Board Finance Committee Meeting Board Human Resources Committee Meeting (Dining Room, Education Center)
Monday, October 17	7:00 p.m.	Regular Board Meeting (Auditorium, East Hills Middle School)

**BETHLEHEM AREA SCHOOL DISTRICT
BOARD OF SCHOOL DIRECTORS
SCHEDULE OF MEETINGS**

JULY 2011 THROUGH JUNE 2012
(Continued)

November 2011

Monday, November 7	6:00 p.m.	Board Curriculum Committee Meeting Board Facilities Committee Meeting <i>(Auditorium, East Hills Middle School due to Election Day setup at Education Center)</i>
Monday, November 14	6:00 p.m.	Board Finance Committee Meeting Board Human Resources Committee Meeting <i>(Dining Room, Education Center)</i>
Monday, November 21	7:00 p.m.	Regular Board Meeting <i>(Auditorium, East Hills Middle School)</i>

December 2011

Monday, December 5	6:00 p.m.	Reorganization Meeting Combined Board Committee Meetings <i>(Dining Room, Education Center)</i>
Monday, December 12	7:00 p.m.	Regular Board Meeting <i>(Auditorium, East Hills Middle School)</i>

January 2012

Monday, January 9	6:00 p.m.	Board Curriculum Committee Meeting Board Facilities Committee Meeting <i>(Dining Room, Education Center)</i>
Tuesday , January 17	6:00 p.m.	Board Finance Committee Meeting Board Human Resources Committee Meeting <i>(Dining Room, Education Center)</i>
Monday, January 23	7:00 p.m.	Regular Board Meeting <i>(Auditorium, East Hills Middle School)</i>

February 2012

Monday, February 6	6:00 p.m.	Board Curriculum Committee Meeting Board Facilities Committee Meeting <i>(Dining Room, Education Center)</i>
Monday, February 13	6:00 p.m.	Board Finance Committee Meeting Board Human Resources Committee Meeting <i>(Dining Room, Education Center)</i>
Monday, February 27	7:00 p.m.	Regular Board Meeting <i>(Auditorium, East Hills Middle School)</i>

**BETHLEHEM AREA SCHOOL DISTRICT
BOARD OF SCHOOL DIRECTORS
SCHEDULE OF MEETINGS**

JULY 2011 THROUGH JUNE 2012
(Continued)

March 2012

Monday, March 5	6:00 p.m.	Board Curriculum Committee Meeting
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		Board Facilities Committee Meeting (Dining Room, Education Center)
Monday, March 12	6:00 p.m.	Board Finance Committee Meeting Board Human Resources Committee Meeting (Dining Room, Education Center)
Monday, March 19	7:00 p.m.	Regular Board Meeting (Auditorium, East Hills Middle School)
April 2012		
Monday, April 2	6:00 p.m.	Board Curriculum Committee Meeting Board Facilities Committee Meeting (Dining Room, Education Center)
Monday, April 16	6:00 p.m.	Board Finance Committee Meeting Board Human Resources Committee Meeting (Dining Room, Education Center)
Monday, April 23	7:00 p.m.	Regular Board Meeting (Auditorium, East Hills Middle School)
May 2012		
Monday, May 7	6:00 p.m.	Board Curriculum Committee Meeting Board Facilities Committee Meeting (Dining Room, Education Center)
Monday, May 14	6:00 p.m.	Board Finance Committee Meeting Board Human Resources Committee Meeting (Dining Room, Education Center)
Monday, May 21	7:00 p.m.	Regular Board Meeting (Auditorium, East Hills Middle School)
June 2012		
Monday, June 11	6:00 p.m.	Board Curriculum Committee Meeting Board Facilities Committee Meeting (Dining Room, Education Center)
Monday, June 18	6:00 p.m.	Board Finance Committee Meeting Board Human Resources Committee Meeting (Dining Room, Education Center)
Monday, June 25	7:00 p.m.	Regular Board Meeting (Auditorium, East Hills Middle School)

19. *Adopt the Resolution for the Issuance of the General Obligation Note, Series 2011*

INFORMATION:

Representatives from Public Financial Management (PFM) met with the Board of School Directors at the Board Finance Committee Meeting on March 7, 2011, to recommend a process to replace the expiring 2009 Note. Rhoads and Sinon LLP, the district's bond counsel and Public Financial Management (PFM) also met with the Bethlehem Area School District Authority this evening to approve the issuance of the General Obligation Note, Series of 2011 in the maximum principal amount of \$42,000,000.

RECOMMENDATION:

That the Board of School Directors adopts the Resolution as presented by bond counsel authorizing and securing the issuance of the General Obligation Note, Series of 2011 of the School District in the maximum principal amount of \$42,000,000 and other actions related to the refunding of the General Obligation Note, Series of 2009 of this School District and the related School Revenue Bonds, Series of 2009 of the Bethlehem Area School District Authority.

20. *Adopt the Resolution for the Transfer of the JPMorgan Fixed Payer Swap of 2009 School Revenue Bonds to the 2011 School Revenue Bonds*

INFORMATION:

Representatives from Public Financial Management (PFM) met with the Board of School Directors at the Board Finance Committee Meeting on March 7, 2011, to recommend a process to replace the expiring 2009 Note. Rhoads and Sinon LLP, the district's bond counsel and Public Financial Management (PFM) also met with the Bethlehem Area School District Authority this evening to approve the issuance of the General Obligation Note, Series of 2011 in the maximum principal amount of \$42,000,000.

RECOMMENDATION:

That the Board of School Directors adopts the Resolution as presented by bond counsel which authorizes the transfer of the JPMorgan fixed payer swap from the 2009 School Revenue Bonds of the Bethlehem Area School District Authority to the 2011 School Revenue Bonds to be issued by the Authority to Wells Fargo and to be secured with the General Obligation Note, Series of 2011 of the School District.

21. *Agreement with Lehigh University for Use of Stabler Arena for Graduation*

INFORMATION:

Annually, the District needs to approve a standard agreement for the use of Stabler Arena for high school graduation services scheduled for June 6 and 7, 2011. The estimated rental fee for June 2011 is \$8,058 for Liberty High School and \$7,600 for Freedom High School plus any actual expenses.

This information was reviewed with the Board at the March 14, 2011, Board Curriculum Committee Meeting.

RECOMMENDATION:

That the Board of School Directors approves the Agreement with Lehigh University for the rental of Stabler Arena for 2010-2011 graduation ceremonies at a rate of \$8,058 for Liberty High School and \$7,600 for Freedom High School.

Account Code: 10-2390442-350-DE (LHS)

Account Balance: \$8,058.00 (Pending Board Approval of Budgetary Transfers)

Account Code: 10-2390442-353-DE (FHS)

Account Balance: \$8,125.00 (Pending Board Approval of Budgetary Transfers)

22. *Northampton County to Sell Repository Property***INFORMATION:**

Properties offered for sale at Judicial Sale by the County of Northampton, Department of Fiscal Affairs, which are not sold are held in the County Repository. Pursuant to Sec. 627 of the PA Real Estate Tax Law, the tax claim bureau may accept an offer of any price for a property held in repository. The Bureau received the following bids for the parcels outlined below and requests written consent for the sale from BASD as the taxing district in which the property is located.

This information was reviewed with the Board at the March 7, 2011, Board Finance Committee Meeting.

RECOMMENDATION:

That the Board of School Directors authorizes Northampton County Department of Fiscal Affairs, Tax Claim Bureau, to sell the following parcels from their repository in accordance with Sec. 627 of the Pennsylvania Real Estate Tax Law.

1. N7-NW-1C-19-1, 204 Brown St, City of Bethlehem, at a bid price of \$25.00
 - a. Property held in County Repository since 1966
2. Q7-NW-1B-1-2, W/O Ravena, City of Bethlehem, at a bid price of \$1,001.00
 - a. Property held in County Repository since 2009

23. *Polling Place for the May 17, 2011, General Primary Election and the November 8, 2011, General Election – Broughal Middle School*

INFORMATION:

Following discussion an approval of the District buildings to be used for polling places in 2011 were approved by the Board at the January 31, 2011, Regular Board Meeting. These buildings were: Asa Packer, East Hills, Education Center, Farmersville, Governor Wolf, Hanover, Marvine, Miller Heights, Northeast, and Spring Garden.

The District received an additional request from Northampton County to add Broughal Middle School to the list now that the construction was complete. On March 2, 2011, election officials toured the building and met with Broughal administration whom all agreed that the site is acceptable to be used and restored to the approved site list.

This information was reviewed with the Board at the March 7, 2011, Board Finance Committee Meeting.

RECOMMENDATION:

That the Board of School Directors approves the addition of Broughal Middle School to be used as a polling place for the May 17, 2011, General Primary Election, and the November 8, 2011, General Election.

24. *Real Estate Installment Payment Schedule for 2011-2012***INFORMATION:**

Act 1 of 2006 required school districts to implement a procedure for the payment of taxes by installments through the adoption of a resolution. The installment plan allows payments to be elected at the face amount of the bill with no discounts, but a penalty of 10 percent is added to any installment which becomes delinquent on the date it is past due.

RECOMMENDATION:

- a. That real estate taxes which are paid in full will be due and payable according to the following schedule:

<u>DUE DATE</u>	<u>PAYMENT TYPE</u>
Wednesday, August 31, 2011	Discount (2 percent)
Monday, October 31, 2011	Base Amount Due
Payments received after October 31, 2011	10 percent penalty will be added

A real estate tax installment plan for the payment of 2011-2012 school taxes be divided into four equal payments with due dates as specified herein. In order to qualify for the installment payment option, the taxpayer must be an approved homestead or farmstead property owner. Payment of the first installment by a taxpayer before it becomes delinquent shall conclusively evidence an intention to pay school real property taxes in installments. If selected, installments shall be calculated upon the face amount of the taxes due. No discounts will be allowed on installment payments. When a taxpayer fails to evidence an intention to pay school real property taxes in installments by remitting payment by the first installment due date, the school real property taxes shall become due and payable, and be collected as provided in the current Local Tax Collection law, subject to the discounts and penalties provided by that Act. If the installment payment option is selected and the taxpayer becomes delinquent on any payment, a penalty of ten percent will be added to each delinquent installment. Additionally, any payment delinquent by more than 10 days on more than two installment payments shall deem the taxpayer ineligible for the installment payment option in the following school fiscal year. Installment payments may not commence after the first installment due date:

INSTALLMENT DUE DATES

First	Monday, August 8, 2011
Second	Monday, September 19, 2011
Third	Monday, October 31, 2011
Fourth	Monday, December 12, 2011

- b. That per capita taxes are due and payable in full, according to the following schedule:

<u>DUE DATE</u>	<u>PAYMENT TYPE</u>
Wednesday, August 31, 2011	Discount (2 percent)
Monday, October 31, 2011	Base Amount Due
Payments received after October 31, 2011	10 percent penalty will be added

25. *Farmland Lease – Corner of Freemansburg Avenue and Farmersville Road*

INFORMATION:

As done in the past, Mr. Dale Koehler and Mrs. Gloria Koehler have requested to renew the Rental of Land for Farming Lease, (14.5 Acres), located at the corner of Freemansburg Avenue and Farmersville Road, Bethlehem Township, Bethlehem, for the current season beginning March 21, 2011, through December 31, 2011. They are currently paying a rental fee of \$1,000 for the farming season but have agreed to increase the rent for the upcoming season to \$1,500.

This request was reviewed with the Board at the March 7, 2011, Board Finance Committee Meeting.

RECOMMENDATION:

That the Board of School Directors authorizes the administration to execute the lease for rental of the Freemansburg land to Mr. Dale Koehler and Mrs. Gloria Koehler for the 2011 season beginning March 21, 2011, through December 31, 2011, at a rental payment of \$1,500.

26. *Service Contract with Intermediate Unit Number 21 for the 2010-2011 School Year - Title I Non Public Services*

INFORMATION:

The administration has historically contracted with Intermediate Units to provide Title I services for non public Bethlehem Area School District students attending other schools. The cost of this program for students attending Life Academy in Allentown is not to exceed \$3,505 for the 2010-2011 school year.

RECOMMENDATION:

That the Board of School Directors approves the service contract with Intermediate Unit 21 to provide Title I services for non public Bethlehem Area School District students attending Life Academy, Allentown, for the 2010-2011 school year at a cost not to exceed \$3,505.

Account Code: Title I
Account Balance: \$2,687,349.19

27. *Service Contract with Colonial Intermediate Unit 20 for the 2010-2011 School Year – Special Education Services*

INFORMATION:

Colonial Intermediate Unit (CIU) 20 provided a Special Education Contract to the district for verification on December 21, 2010. The contract was approved by the CIU 20 Board on January 26, 2011. Upon review, errors were noted in the report. They were communicated to the CIU 20 and adjustments are being reviewed. Given the most cost effective/cost benefit for the Bethlehem Area School District based upon justified IEP related programs and services, the baseline contract is \$2,494,742.91. CIU 20 will be sending two mid-year estimates, as well as the district's final costs. The first mid-year estimates will be received in March 2011, the second mid-year estimates will be mailed May 2011, and the final costs will be mailed by July 31, 2011.

RECOMMENDATION:

That the Board of School Directors approves the 2010-2011 Special Education Services Contract from Colonial Intermediate Unit 20.

Account Code: 10-1231322-GF-Prof Services IU
Account Balance: \$4,345,487.30

28. *Budgetary Transfers – 2011-2012*

RECOMMENDATION:

That the administration be authorized to make budgetary transfers in the 2011-2012 General Fund Budget as set forth in the attachment.

Bethlehem Area School District
2010-11 Budget Transfers

March, 2011

<u>FROM ACCOUNT</u>	<u>DESCRIPTION</u>	<u>TO ACCOUNT</u>	<u>DESCRIPTION</u>	<u>AMOUNT</u>		<u>REASON</u>
10-1100121-000-020-000-D4	Teacher Reg Salary-MPLA	10-2850111-000-025-000-EB	Adm Salary-State/Fed Offc	\$31,770	1	Supv Minority Affairs & Gov'tl Prgms
10-2600432-000-000-611-NE	Repair/Maint Equip	10-2600330-000-000-643-NF	Other Prof Services	\$203,375	3	Cover Solar & Energy Mgmt Cost
10-2600182-000-000-000-NA	Custodial Substitute	10-2600340-000-000-649-NF	Purch Tech Services	\$34,000	3	Air Quality Testing
10-2600621-000-000-000-NA	Natural Gas	10-2600762-000-000-000-NF	Cap Equip Replacement	\$75,000	3	Water Heaters/Lighting Retrofit
10-3210442-000-350-000-DE	Student Activity/Rental-Equip	10-2390442-000-350-000-DE	Other Admin Svcs- Rental Equip	\$8,058		Correct Acct Function for Graduation Lease
10-3210442-000-353-000-DE	Student Activity/Rental-Equip	10-2390442-000-353-000-DE	Other Admin Svcs- Rental Equip	\$7,600		Correct Acct Function for Graduation Lease
10-2390617-000-350-000-DE	Graduation Supplies	10-2390442-000-353-000-DE	Other Admin Svcs- Rental Equip	\$525		Install & Removal Graduation Drapes
10-2840610-000-069-000-TN	General Supplies - Data Proc.	10-2840810-000-000-000-TN	Dues & Fees-Data Processing	\$200		SNUG Membership Dues
10-2840610-000-069-000-TN	General Supplies - Data Proc.	10-2836324-000-069-000-TN	Non-Cap End User Equip-Data P	\$1,297		Desktop Computer
10-1100610-000-112-000-12	General Supplies	10-2271122-000-112-000-12	Instructional Staff Development	\$200		2 Substitutes
10-1100610-000-112-000-12	General Supplies	10-2250610-000-112-000-12	General Supplies - Library	\$17		Stamper
10-1100610-000-112-000-12	General Supplies	10-2250640-000-112-000-12	Books/ Periodicals - Library	\$573		Library Books
10-1350610-000-240-000-40	Vocational Ed-Industrial Arts	10-1100123-000-240-000-40	Teacher Overtime Salary	\$66		Teacher Overtime
10-2220761-000-240-000-40	Non-Cap Equip Repl-Tech Support	10-1100432-000-240-162-40	Repair/Maint Equip	\$800		Band Instrument Repair
10-3210810-000-240-000-40	Dues & Fees Student Activ	10-1100582-000-240-000-40	Travel-Student Trips	\$350		Band Field Trips
10-2240610-000-240-000-40	General Supplies-Computer Suppo	10-2260758-000-240-000-40	Origl Equip/Relatd Hardw/Sftwr	\$2,193		Security ID Badges
10-2240761-000-240-535-40	Non-Cap Equip Repl-Computer Sp	10-2600432-000-240-642-40	Repair /Maint Equip-Opr/Maint S	\$801		Bleachers
10-1340610-000-240-000-40	General Supplies-Vo Ed-Home Ec	10-2250640-000-240-000-40	Books/Periodicals-Library Service	\$337		Library Books
10-2380530-000-240-000-40	Communications-Principl Offc	10-2380761-000-240-000-40	Non-Cap Equip Repl-Principl Offc	\$300		Hand held radios
10-1100610-000-109-000-09	General Supplies	10-1100757-000-109-000-09	Non-Cap New End-User Equip	\$4,500		SMART Board, Stand & 2 projectors
10-2200580-000-353-000-53	Travel-Suprt Srv Inst	10-3210582-000-353-000-53	Travel-Field Trips-Student Activitie	\$116		Math Competition
10-1100111-000-300-320-D2	Admin Reg Salary	10-1450123-000-300-320-D2	Teacher Salary Night School	\$6,798		Night School Teacher Salary
10-1100111-000-300-320-D2	Teacher Reg Salary	10-1450123-000-300-320-D2	Teacher Salary Night School	\$41,200		Night School Teacher Salary
10-1100123-000-300-320-D2	Salary-Tchr-Evening School	10-2660188-000-300-320-D2	Hall Monitor Evening Schl	\$1,265		Chg code per PDE Acctg Manual

Bethlehem Area School District
2010-11 Budget Transfers

March, 2011

10-2260329-000-300-000-DE	C&I Other Prof Ed Svcs	10-1243323-000-241-000-D3	Gifted Othr Ed Svcs NIMS	\$850	VHS AP Tuition
10-2120330-000-000-000-D5	Guidance Prof Svcs	10-2120640-000-000-000-D3	Books/Guidance	\$840	College Board Report
10-1100582-000-300-346-D3	Travel-Student Trips	10-3210894-000-300-346-D3	Student Fee Instr Related Events	\$60	Math Contest Fee
10-1420188-000-300-000-DQ	Summer Schl Hall Monitors	10-2660188-000-200-361-DQ	Hall Monitor Summer Schl	\$368	reclass security costs
10-1420188-000-300-000-DQ	Summer Schl Hall Monitors	10-2660188-000-300-361-DQ	Hall Monitor Summer Schl	\$1,088	reclass security costs
10-2271610-000-000-376-DT	Staff Dev Supplies	10-2260581-000-025-000-DT	C&I Travel Conference	\$39	Auto Rental
10-3210617-000-353-000-DE	Graduation Supplies	10-2390617-000-353-000-DE	Graduation Supplies	\$6,875	Reclass to correct Function
10-3210617-000-350-000-DE	Graduation Supplies	10-2390617-000-350-000-DE	Graduation Supplies	\$6,942	Reclass to correct Function

29. *Monthly Bills*

INFORMATION:

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.

30. *Budget Information*

INFORMATION:

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

2010-2011 REVENUES

Description	A	B	C	D	F	G
	2010-2011				2009-2010	
	Budget	Realized February, 2011	Unrealized \$ (B-A = C)	Unrealized % (C/ A = D)	Realized February, 2010	Realized June, 2010
CURRENT REAL ESTATE	113,780,198	116,538,875	2,758,677	2.42%	100,472,868	105,221,193
INTERIM REAL ESTATE	1,199,999	975,825	(224,174)	-18.68%	338,923	2,770,002
PUBLIC UTILITY REALTY	153,000	178,848	25,848	16.89%	166,715	166,715
PAYMENTS IN LIEU OF TAX	145,000	172,787	27,787	19.16%	130,379	130,379
UNDISTRIBUTED TAXES		48,251	48,251	-	5,163,286	0
PER CAPITA TAX SECT 679	240,000	226,598	(13,402)	-5.58%	225,367	234,558
PER CAPITA TAX ACT 511	240,000	226,598	(13,402)	-5.58%	225,367	234,558
LOCAL SERVICES TAX	330,000	167,922	(162,078)	-49.11%	201,716	290,067
EARNED INCOME TAX	11,600,000	5,929,646	(5,670,354)	-48.88%	6,987,645	11,320,449
REAL ESTATE TRANSFER TAX	2,000,000	877,563	(1,122,437)	-56.12%	1,094,750	1,493,020
MERCANTILE TAX	2,300,000	1,418,117	(881,883)	-38.34%	205,118	2,607,406
DEL. REAL ESTATE	3,100,000	2,442,748	(657,252)	-21.20%	2,982,751	3,632,646
DEL. PER CAPITA SECT 679	60,000	37,283	(22,717)	-37.86%	65,366	87,569
DEL. LOCAL SERVICES TAX			-	-		
DEL. MERCANTILE TAX	350,000	543,441	193,441	55.27%	298,386	366,517
TOTAL LOCAL TAX SOURCES	\$ 135,498,197	\$ 129,784,502	\$ (5,713,695)	-4.22%	\$ 118,558,640	\$ 128,555,079
INTEREST ON INVESTMENTS	750,000	25,220	(724,780)	-96.64%	160,907	192,651
SALES NON-REIMBURSABLE PROGRAM		429				
STUDENT FEES/ SPECIAL EVENTS	-	6,389	6,389		50	243,366
STATE REV OTHER PA PUBLIC SCHOOLS						12,211
STATE REV OTHER INTERMEDIARY	182,051	120,860	(61,191)	-33.61%	120,915	140,006
FEDERAL REV OTHER PA PUBLIC SCHOOLS		200			146,635	500
FEDERAL IDEA	1,876,243	201,350	(1,674,893)	-89.27%	576,053	1,910,287
FED ARRA IDEA REV REC AS PASS THROUGH						1,474,130
FEDERAL REV OTHER INTERMEDIARY	259,919	198,180	(61,739)	-23.75%	255,529	320,268
RENTALS	50,000	36,566	(13,434)	-26.87%	39,863	80,728
CONTRIBUTIONS		108,737	108,737		98,323	201,468
TUITION FROM PATRONS	500,000	296,601	(203,399)	-40.68%	131,751	379,668
SRVCS. / OTH LOC GOV UNITS			-			
COMMUNITY SERVICE ACTIVITY						31,340
MISCELLANEOUS REVENUE	35,000	11,942	(23,058)	-65.88%	16,499	137,492
REFUNDS FROM PRIOR YEAR EXP		548,930	548,930		23,712	211,933
TOTAL OTHER LOCAL SOURCES	\$ 3,653,213	\$ 1,555,405	\$ (2,647,367)	-72.47%	\$ 1,570,236	\$ 5,336,047
TOTAL LOCAL SOURCES	\$ 139,151,410	\$ 131,339,907	\$ (8,361,062)	-6.01%	\$ 120,128,876	\$ 133,891,126

2010-2011 REVENUES

Description	A	B	C	D	F	G
	2010-2011				2009-2010	
	Budget	Realized February, 2011	Unrealized \$ (B-A = C)	Unrealized % (C/ A = D)	Realized February, 2010	Realized June, 2010
BASIC INSTRUCTIONAL SUBSIDY	27,716,600	14,918,567	(12,798,033)	-46.17%	13,643,388	22,953,439
CHARTER SCHOOLS	1,873,209	1,035,124	(838,085)	-44.74%	1,081,600	1,710,538
TUITION : ORPHANS/CHILDREN	400,000		(400,000)	-100.00%		381,605
SCHOOL IMPROVEMENT GRANTS			-			9,892
VOCATIONAL EDUCATION	115,000	40,757	(74,243)	-64.56%	52,173	70,055
ALTERNATIVE EDUCATION					150,722	-
DRIVER EDUCATION	10,605		(10,605)	-100.00%		11,025
MIGRATORY CHILDREN	2,500		(2,500)	-100.00%		1,484
SPECIAL EDUCATION	6,538,057	3,950,908	(2,587,149)	-39.57%	3,923,126	6,632,724
ADDITIONAL EDUCATIONAL PROGRAMS		49,115				
EDUCATIONAL ASSISTANCE PRGM (TUTORING)	872,809	578,532	(294,278)		722,756	872,809
PA PRE-K-COUNTS	627,000	353,210	(273,790)	-43.67%	459,800	627,000
REVENUE NOT IN 7200 (SPECIFIC ED PRGMS)			-		9,800	-
TRANSPORTATION	2,370,421	1,232,723	(1,137,698)	-48.00%	1,259,901	2,355,898
RENTALS AND SINKING FUND	2,148,732	2,665,952	517,220	24.07%		2,665,952
HEALTH SERVICES	375,000		(375,000)	-100.00%		364,439
PROPERTY TAX RED. ALLOCATION	4,740,869	4,740,869	0	0.00%	4,733,333	4,733,333
PA ACCOUNTABILITY	1,806,167	1,693,715	(112,452)	-6.23%	1,806,167	1,806,167
DUAL ENROLLMENT GRANTS	23,922	37,329	13,407	56.04%	(3,809)	49,290
PROJECT 720		18,093	18,093			31,016
DCED GRANTS OTHER STATE REV NOT IN 7001	154,234	151,699	(2,535)	-1.64%	142,347	163,598
SOCIAL SECURITY	3,632,579	2,344,944	(1,287,635)	-35.45%	1,715,465	3,294,386
PSERS - PENSION CONTRIBUTION	3,797,190	1,140,166	(2,657,024)	-69.97%	1,744,885	2,195,275
IMPACT AID	50,000	18,511	(31,489)	-62.98%	38,713	45,165
OTHER FEDERAL PRGM/GRANTS	100,000	119,804	19,804	19.80%	49,490	154,450
NCLB TITLE I	3,302,605	1,918,136	(1,384,469)	-41.92%	2,363,292	3,267,675
NCLB TITLE II	904,394	561,974	(342,420)	-37.86%	447,011	776,189
NCLB TITLE III	296,807	109,403	(187,404)	-63.14%	284,786	295,357
NCLB TITLE IV	749,023	467,489	(281,534)	-37.59%	478,621	680,770
CHILD CARE & DEVELOPMENT BLOCK GRANTS	170,290	143,373	(26,917)	-15.81%	99,231	172,965
OTHER FEDERAL GRANTS	19,000	19,000	(0)	0.00%	11,111	33,526
ARRA IDEA SEC 619	1,509,830		(1,509,830)	-100.00%		
ARRA-TITLE I PARTS A & D	540,000	450,580	(89,420)	-16.56%	810,260	1,518,457
ARRA-TITLE I SCHOOL IMPROVEMENT		49,259				
ARRA-STATE FISCAL STABILIZATION	3,089,051	1,374,893	(1,714,158)	-55.49%		3,089,051
ACCESS	42525	21,350	(21,175)		44,105	-
MED ASSIST REIMB FOR ADMIN CLAIMING PRGM		27,254				94,457
MED ASSIST REIMB						2,515,610
TOTAL STATE & FEDERAL SOURCES	\$ 67,978,419	\$ 40,232,729	\$ (27,871,318)	-41.00%	\$ 36,068,273	\$ 63,573,596

2010-2011 REVENUES

Description	A	B	C	D	F	G
	2010-2011				2009-2010	
	Budget	Realized February, 2011	Unrealized \$ (B-A = C)	Unrealized % (C/ A = D)	Realized February, 2010	Realized June, 2010
SPECIAL REV FUND TRANSFERS						91,344
INTERFUND TRANSFERS	25,000		(25,000)	-100.00%		
SALE OF FIXED ASSETS	92,000	21,750	(70,250)	-76.36%	107,097	107,947
INTRAFUND TRANSFERS						
INSURANCE RECOVERY			-		7,944	9,489
TOTAL OTHER SOURCES	\$ 117,000	\$ 21,750	\$ (95,250)	-81.41%	\$ 115,041	\$ 208,780
TOTAL REVENUE	\$ 207,246,829	\$ 171,594,386.43	\$ (36,327,630)	-17.53%	\$ 156,312,190	\$ 197,673,501
UNRESERVED FUND BALANCE			-			
TOTAL FUND APPROPRIATED BALANCE	\$ -	\$ -	\$ -		\$ -	\$ -
TOTAL DISTRICT REVENUE	\$ 207,246,829	\$ 171,594,386	\$ (36,327,630)	-17.53%	\$ 156,312,190	\$ 197,673,501

2010-2011 EXPENDITURES BY PROGRAM

Includes Year-To-Date February, 2011 Information

<u>PROGRAM</u>	<u>PGM CODE</u>	Responsible Office	<u>2010-2011</u>					<u>2009-2010</u>	
			<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>G</u>	<u>H</u>
			2010-2011 APPROVED BUDGET	2010-2011 AMENDED BUDGET	2010-2011 EXPENDED BUDGET INCLUDING ENCUMBRANCES as of February 2011	2010-2011 REMAINING BUDGET \$ (B - C = D)	2010-2011 REMAINING BUDGET % (D / B = E)	2009-2010 EXPENDED BUDGET INCLUDING ENCUMBRANCES as of February 2010	2009-2010 EXPENDED BUDGET FINAL EXPENDITURES as of June, 2010
BUILDING ALLOCATION	100	PRIN	1,339,515	1,374,515	908,711	465,804	33.89%	1,011,348	1,203,651
BOARD	AA	SUPT	499,750	499,750	423,841 0	75,909	15.19%	254,318	525,668
CABINET	AB	SUPT	1,014,000	1,014,000	762,939	251,061	24.76%	712,236	1,046,550
BUDGETARY RESERVE	AC	SUPT	2,588,000	2,588,000	0	2,588,000	100.00%	0	0
SUPT OFFICE-EQUIP REPL RSV	AD	SUPT	2,000	2,000	0	2,000	100.00%	0	0
SUPERINTENDENT'S OFFICE	AE	SUPT	114,200	114,200	49,218	64,982	56.90%	21,375	60,487
BUILDING STAFF	AF	SUPT	5,888,266	5,888,266	3,816,784	2,071,482	35.18%	4,068,353	6,303,662
PUBLIC RELATIONS	AN	SUPT	30,000	30,000	18,589	11,411	38.04%	21,839	22,899
STAFFING-TEACHERS	CA	HR	61,462,969	61,462,969	29,873,282	31,589,687	51.40%	29,904,924	58,443,109
CHILD ACCOUNTING DEPARTMENT	CD	HR	245,534	245,534	163,578	81,956	33.38%	173,000	257,761
STAFFING-TEACHER ASSISTANTS	CE	HR	2,788,648	2,788,648	1,366,881	1,421,767	50.98%	1,399,221	2,399,006
STAFFING-SUBSTITUTES	CG	HR	1,275,000	1,275,000	664,377	610,623	47.89%	619,039	1,056,395
HUMAN RESOURCES DEPARTMENT	CK	HR	282,983	282,983	197,884	85,099	30.07%	165,546	243,430
STUDENT ACTIVITIES	D1	C&I	150,143	150,143	33,586	116,557	77.63%	34,591	150,861
CREDIT ACQUISITION PROGRAM	D2	C&I	54,033	54,033	16,911	37,122	68.70%	19,435	39,279
CURRICULUM ENRICHMENT	D3	C&I	18,000	18,000	12,574	5,426	30.14%	29,035	72,002
ALTERNATIVE EDUCATION	D4	C&I	170,948	170,948	0	170,948	100.00%	0	0
TESTING - K-12	D5	C&I	30,000	30,000	276	29,724	99.08%	250	250
ACADEMIC INTERVENTIONS	DA	C&I	100,000	100,000	26,976	73,024	73.02%	7,336	9,839

2010-2011 EXPENDITURES BY PROGRAM

Includes Year-To-Date February, 2011 Information

PROGRAM	PGM CODE	Responsible Office	2010-2011					2009-2010	
			A	B	C	D	E	G	H
			2010-2011 APPROVED BUDGET	2010-2011 AMENDED BUDGET	2010-2011 EXPENDED BUDGET INCLUDING ENCUMBRANCES as of February 2011	2010-2011 REMAINING BUDGET \$ (B - C = D)	2010-2011 REMAINING BUDGET % (D / B = E)	2009-2010 EXPENDED BUDGET INCLUDING ENCUMBRANCES as of February 2010	2009-2010 EXPENDED BUDGET FINAL EXPENDITURES as of June, 2010
MUSICAL INSTRUMENT REPAIR	DD	C&I	37,000	2,000	1,500	500	25.00%	70	1,820
DEPARTMENT OF INSTRUCTION	DE	C&I	211,500	211,500	12,047	199,453	94.30%	60,748	79,469
READING RECOVERY	DF	C&I	24,000	24,000	21,657	2,343	9.76%	17,829	31,252
INSTR MTLS RESERVE	DG	C&I	500,000	500,000	5,047	494,953	98.99%	316,128	339,462
EQUIPMENT REPAIR	DM	C&I	13,000	13,000	9,201	3,799	29.23%	10,132	11,464
PLANETARIUM	DO	C&I	5,444	5,444	0	5,444	100.00%	0	3,730
SUMMER SCHOOL - SCNDY	DQ	C&I	75,000	75,000	51,092	23,908	31.88%	62,266	130,679
DRIVER EDUCATION	DS	C&I	0	0	0	0	0.00%	0	10,000
ASST SUPT FOR CURR & INSTR	DT	C&I	293,561	293,561	108,951	184,610	62.89%	188,759	260,158
INTERSCHOLASTIC ATHLETICS	DU	C&I	1,410,529	1,410,529	0	1,410,529	100.00%	0	1,376,288
INTRAMURALS	DV	C&I	18,477	18,477	12,585	5,892	31.89%	12,065	22,730
ATTENDANCE SERVICES	E4	STD SVCS	69,621	69,621	41,365	28,256	40.59%	44,529	70,254
MIN AFFAIRS/GOV PRGMS GRANTS	EB	STD SVCS	30,506	30,506	36,844	(6,338)	-20.78%	16,392	26,074
SPARK - EARLY CHILDHOOD/SUMMER	EC	STD SVCS	0	0	0	0	0.00%	18,460	13,359
SCHOOL RESOURCE OFFICERS	EF	STD SVCS	180,000	180,000	28,626	151,374	84.10%	67,113	305,953
HOMEBOUND/REGULAR ED.	EG	STD SVCS	155,000	155,000	84,901	70,099	45.23%	81,228	179,848
HEALTH SERVICES - MEDICAL	EH	STD SVCS	52,100	52,100	21,188	30,912	59.33%	8,257	19,900
HEALTH SERVICES - DENTAL	EJ	STD SVCS	10,450	10,450	1,460	8,990	86.03%	2,336	8,928
STUDENT SERVICES	EK	STD SVCS	163,611	163,611	108,572	55,039	33.64%	118,023	173,061
GUIDANCE (SUMMER)	ET	STD SVCS	40,000	40,000	33,257	6,743	16.86%	31,981	38,843

2010-2011 EXPENDITURES BY PROGRAM

Includes Year-To-Date February, 2011 Information

PROGRAM	PGM CODE	Responsible Office	2010-2011					2009-2010	
			A	B	C	D	E	G	H
			2010-2011 APPROVED BUDGET	2010-2011 AMENDED BUDGET	2010-2011 EXPENDED BUDGET INCLUDING ENCUMBRANCES as of February 2011	2010-2011 REMAINING BUDGET \$ (B - C = D)	2010-2011 REMAINING BUDGET % (D / B = E)	2009-2010 EXPENDED BUDGET INCLUDING ENCUMBRANCES as of February 2010	2009-2010 EXPENDED BUDGET FINAL EXPENDITURES as of June, 2010
ENGLISH ACQUISITION	EY	STD SVCS	240,119	240,119	135,486	104,633	43.58%	124,822	228,838
BUSINESS -ACCTS PAYABLE	GA	F&A	877,116	877,116	514,690	362,426	41.32%	474,733	795,204
BUSINESS -ACCTS RECEIVABLE	GB	F&A	1,058,144	1,058,144	528,593	529,551	50.05%	631,910	991,904
DEBT SERVICE	GC	F&A	23,103,426	23,103,426	16,079,886	7,023,540	30.40%	11,028,943	20,349,438
EMPLOYEE BENEFITS	GD	F&A	33,324,356	33,367,568	6,618,854	26,748,714	80.16%	6,369,179	30,148,916
INSURANCE	GE	F&A	514,500	514,500	615,182	(100,682) 2	-19.57%	563,891	564,161
INTERSYSTEM PAYMENTS	GF	F&A	25,957,221	25,957,221	15,816,289	10,140,932	39.07%	13,542,797	21,748,060
PHOTOCOPIERS	GP	F&A	787,268	787,268	446,010	341,258	43.35%	200,495	752,044
SPECIAL EDUCATION	LF	SPEC ED	436,362	436,362	368,587	67,775	15.53%	355,178	819,528
HOMEBOUND INSTR / SPECIAL ED	LG	SPEC ED	50,000	50,000	26,934	23,066	46.13%	17,844	20,158
MAINT / CUSTODIAL DEPT	NA	B&G	11,107,832	11,107,832	5,834,968	5,272,864	47.47%	5,662,775	9,949,275
MAINT DEPT - SUPPLIES	NE	B&G	803,375	803,375	553,793	249,582	31.07%	369,525	90,949
MAINT DEPT - CONTRACTED SVCS	NF	B&G	780,913	780,913	983,908	(202,995) 3	-25.99%	737,180	939,049
TRANSPORTATION	NT	B&G	5,449,265	5,449,265	2,901,617	2,547,648	46.75%	2,210,139	4,193,410
TECHNICAL SERVICES	TK	TECH	1,022,025	1,022,025	681,946	340,079	33.27%	917,519	961,451
INFO & COMMUNICATIONS	TL	TECH	1,575,130	1,575,130	1,238,397	336,733	21.38%	1,244,169	1,564,301
DATA PROCESSING	TN	TECH	912,824	912,824	668,780	244,044	26.74%	600,785	817,250
LOCAL, STATE & FEDERAL GRANTS	00	S & F	17,903,165	17,859,953	7,768,213	10,091,740	56.50%	7,561,340	17,742,117
TOTALS			\$207,246,829	\$207,246,829	\$100,696,835	\$106,549,994	51.41%	\$92,111,383	\$187,614,180

1 & 3 see Budget Transfer Report

2. Duplicate payment which was refunded March 11, 2011 correcting the balance available to \$21,089

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

Quotations were solicited for:

Two (2) DVE-120-30KW A.O. Smith 120 gallon 480V/3PH electric water heaters for Asa Packer Elementary School. The following vendors were contacted:

Grove Supply, Inc. 401 N. 14 th Street Allentown, PA 18102	\$ 8,890
Bath Supply Company, Inc.	9,500
Eastern Penn Supply	9,942

The lowest responsible quotation was Grove Supply, Inc. at a cost not to exceed **\$8,890.**

Cabinet Code: NF (Maintenance Department Contracted Services)
Account Code: 10-2600762-NF-Maintenance Capital Equipment
Replacement
Account Balance: \$66,100.00