

On November 27, 2023, The Spring-Ford Area School District Board Meeting was called to order at 7:35 p.m. in the cafeteria of the Spring-Ford High School with the following in attendance:

- Region I: Karen Weingarten and Dr. Margaret D. Wright
- Region II: Clinton L. Jackson, David R. Shafer, and Colleen
- Region III: Zasowski Abby Deardorff, Erica Hermans, and Dr. Jennifer Motzer
- Presiding Officer: Erica Hermans
- Superintendent: Robert W. Rizzo
- Assistant Superintendents: Dr. Kelly M. Murray and Dr. Tina L. Giambattista
- Chief Financial Officer: Jim Fink
- Solicitor: Mark Fitzgerald, Esq.
- Student Reps.: Arhan Kaul and Stella Stein

**CALL TO ORDER**

Mrs. Hermans called the meeting to order at 7:35 p.m.  
Mrs. Bickert noted that Mrs. Deardorff, Mrs. Hermans, Mr. Jackson, Dr. Motzer, Mr. Shafer, Mrs. Weingarten, Dr. Wright and Mrs. Zasowski are present.

**PLEDGE OF ALLEGIANCE**

**ANNOUNCEMENTS**

An Executive Session was held on November 8, 2023 and prior to tonight's meeting at 6:30 p.m. for Personnel.

**I. PUBLIC TO BE HEARD ON AGENDA ITEMS ONLY**

- John Yonchuck, Limerick - outgoing motions, school supplies wish lists
- Ava Young, Schwenksville and Mary Grace Folk, Royersford - Girls Flag Football
- Alexandra Sullivan, Pottstown - Girls Flag football
- Steve Fry, Royersford - Standardized test results, National conference, Superintendent to Assistant Superintendent Goals
- Mr. Fink shared a preliminary budget presentation for the 2024-25 school year. This presentation will be posted on the website.

**II. PRESENTATIONS**

- Mr. Miscavage recognized the championship winners, congratulations to all.
- Mrs. Hermans and Mr. Rizzo recognized the outgoing Board members and showed a short video of their accomplishments.
- Mr. Jackson and Mrs. Zasowski were both recognized by PSBA for their 8 years of service on the Board.
- Mrs. Gardy shared the 2022-23 Data in a presentation that will be posted on the school district website.

**A. Mr. Daniel Miscavage, Athletic Director, to commend the following fall student-athletes and teams:**

- **Boys' Golf Team** (PAC Championship)
- **Girls' Tennis Team** (PAC Championship)
- **Mia Matriccino/Evelyn Mejia** (PAC Girls Tennis Doubles Champion)

- B. Mrs. Erica Hermans**, School Board President, and **Mr. Robert Rizzo**, Superintendent, to recognize exiting School Board Members **Dr. Jennifer Motzer, David Shafer, and Colleen Zasowski**.
- C. Mrs. Erica Hermans**, School Board President, and **Mr. Robert Rizzo**, Superintendent, to recognize former School Board Member **Wendy Earle**.
- D. Mrs. Erica Hermans**, Board President, to present **Mrs. Colleen Zasowski** and **Mr. Clinton Jackson** 8 Year Honor Roll Certificate of Appreciation.
- E. Mrs. Catie Gardy**, Director of Curriculum, Instruction, and Educational Technology, to share a 2022-2023 Data Presentation.
- F. Mr. James D. Fink, CPA**, Chief Financial Officer, to present the 2024-2025 Proposed Preliminary Budget for the Spring-Ford Area School District.

### III. BOARD AND COMMITTEE REPORTS

#### **Student Rep. Report**

**Arhan Kaul/Stella Stein**

Senior Kaul spoke about past events, including The boys and Girls Tennis winning the PAC Championships, Limerick to Limerick, report cards have been released, and Election Day on November 7th.

Junior Stein spoke about upcoming events which include SAT's, Winter sports has begun and the winter concerts.

#### **Extracurricular Activities**

**David Shafer**

**1<sup>st</sup> Tue. 6:30 p.m.**

Mr. Shafer highlighted the committee meeting which included the fall play was the most attended. Three new clubs were added, one was the future teachers of Spring Ford. There was an action item for the girls flag football.

#### **Policy**

**Wendy Earle**

**2<sup>nd</sup> Mon. 6:30 p.m**

Did not meet

#### **Curriculum/Technology**

**Dr. Margaret Wright**

**2<sup>nd</sup> Mon. 7:30 p.m.**

Dr. Motzer noted that a lot of the items discussed are on the agenda for approval. Summer programs were highlighted as well as the structure literacy grant covering a number of items on for approval. The full minutes will be posted on the district website once approved. Mrs. Zasowski asked about the programs being funded from the grant and how that will be funded in the future. Mrs. Gardy said they aren't an ongoing renewal.

#### **Finance**

**Clinton L. Jackson**

**2<sup>nd</sup> Tue. 6:30 p.m.**

Mr. Jackson provided an update on the finances, the budget timeline, busing software contract and leases on the agenda for approval.

#### **Property**

**Clinton L. Jackson**

**2<sup>nd</sup> Tue. 7:30 p.m.**

Mr. Jackson stated the committee had ongoing discussion on the GESA project, updates provided on the Lighting and HVAC projects, the monthly evacuations and alic drills were completed to name a few of the items discussed.

#### **Personnel**

**Colleen Zasowski**

**As needed**

Mrs. Zasowski noted there was a personnel meeting on November 10th.

**MCIU****Dr. Margaret Wright****4<sup>th</sup> Wed. 7:00 p.m.**

Dr. Wright attended the PSBA delegate assembly as the MCIU representative. One item was that PSBA is asking for alternate ways to advertise instead of limiting it to newspapers. Also a number of Charter school topics were discussed such as residency and kindergarten.

**WMCTC****Earle/Weingarten/Zasowski****1<sup>st</sup> Mon. 7:00 p.m.**

Mrs. Zasowski students are engaged, the facilities are clean and well run. Donations of lighting and a local company is going to work with the facilities manager to help get Peco rebates. Dec 6th is the open house. Mr. Rizzo is now the Superintendent of record. Mr. Craig Robinson is the new principal. Applications are open.

**Legislative Committee****Abby Deardorff****3<sup>rd</sup> Wed. 7:30 p.m.**

Mrs. Deardorff, the big piece is budget planning that hasn't been distributed to the schools. Significant tax credits available.

**PSBA Liaison****Abby Deardorff**

Mrs. Deardorff spoke of the delegate assembly. A lot of information about the required school board training.

**American Legion****David Shafer**

Mr. Shafer reported that they met on October 26th and discussed capital investments.

**Superintendent's Report****Robert Rizzo**

Spring Ford was highlighted on Good Morning America. These funds will be discussed in the finance Committee. Mr. Rizzo congratulated the retirees and noted their years of service.

**Solicitor's Report****Mark Fitzgerald**

Significant case regarding the sunshine act and the changing the agenda. The commonwealth said that agendas can't be changed within 24 hours prior to the meeting. It was also noted that there is a concern about a delay in certifications of elections in Montgomery county. Mr. Fitzgerald also wanted to note that the Library agenda item should be noted that it should state pending final legal review in the minutes.

**IV. MINUTES**

Mrs. Deardorff made a motion to approve Minutes A-B, seconded by Mrs. Weingarten. Motion carries 8-0.

- A.** Administration recommends approval of the October 16, 2023 Work Session minutes. **(Attachment A1)**
- B.** Administration recommends approval of the October 23, 2023 Board Meeting minutes. **(Attachment A2)**

**V. PERSONNEL**

Mrs. Deardorff made a motion to approve Personnel A-J, seconded by Dr. Wright. Motion carries 8-0.

**A. Resignations**

1. **Krista L. Beitler:** Instructional Assistant, 5th/6th Grade Center. Effective: November 13, 2023.
2. **Rachel E. Gwinn:** Special Education Teacher, 5th/6th Grade Center. Effective: January 2, 2024.
3. **Allie M. Moffett:** Health/Physical Education Teacher, 9th Grade Center. Effective: November 17, 2023.
4. **Karen L. Russo:** Elementary Teacher, Brooke Elementary, for the purpose of retirement. Effective: July 2, 2024.

5. **Barry L. Ziegler:** Maintenance Foreman, District-Wide, for the purpose of retirement. Effective: April 8, 2024.

#### **B. Leave of Absence**

1. **Jamie S. Veen;** Special Education Teacher, Senior High, for an unpaid leave of absence per Board Policy. Effective: October 27, 2023 to return no later than January 4, 2024.

#### **C. Professional Employee**

1. **Dana K. Boettinger:** Speech and Language Therapist, Royersford Elementary School and Limerick Elementary School, replacing Katherine Macel who resigned. Compensation has been set at M+30, Step 13, \$99,500.00, prorated with benefits per the Professional Agreement. Effective: no later than January 29, 2024.

#### **D. Temporary Professional Employee**

1. **Kylie K. Sexton:** Elementary Strings Teacher, District-Wide Elementary, replacing Sunny Hwang who resigned. Compensation has been set at M, Step 1, \$52,750.00, prorated with benefits per the Professional Agreement. Effective: November 27, 2023.

#### **E. Change of Status**

1. **Niloofar Abolfath:** Support Technician to System Technician, 7th Grade Center, replacing Arthur P. Boyle who resigned. Compensation has been set at \$53,000.00, prorated with benefits per the Administrative Support Benefit Summary. Effective: November 27, 2023.

#### **F. Tenure**

The individuals listed below have completed three (3) years of satisfactory service as temporary professional employees and are, therefore, entitled to tenure status:

1. **Ana Karina Clark**
2. **Mary E. Jones**
3. **Angela E. Rowe**
4. **Ciara L. Skala**

#### **G. Support Staff**

1. **Cassidy M. Mosley:** Instructional Assistant, Upper Providence Elementary School, replacing Sherri K. Molishus who had a change of status. Compensation has been set at \$20.00 per hour with benefits per the Instructional Assistants Benefit Summary. Effective: November 21, 2023.
2. **Teresa Nicholas:** Instructional Assistant, Royersford Elementary School, replacing Megan E. McCullough who resigned. Compensation has been set at \$20.00 per hour with benefits per the Instructional Assistants Benefit Summary. Effective: December 4, 2023.
3. **Laurie L. White:** Instructional Assistant, 5th/6th Grade Center, replacing Brianna C. Noris who resigned. Compensation has been set at \$20.00 per hour with benefits per the Instructional Assistants Benefit Summary. Effective: November 30, 2023.
4. **Karly P. Sloan:** Instructional Assistant, Oaks Elementary School, replacing Lisa M. Collins who had a change of status. Compensation has been set at \$20.00 per hour with benefits per the Instructional Assistants Benefit Summary. Effective: November 27, 2023.

- #### **H. Administration recommends approval of the following professional staff member(s) for online tutoring for the 2023-2024 to be paid from ARP ESSER/7% Set Aside.**

1. **Noah C. Clinard**
2. **Jasmine Ewing**



3. **Mike and Roberta Straka**, to conduct “*Dinosaur Dig, Rocks and Minerals, and Mystery Box Game Show*” educational assemblies at Spring City Elementary at a cost not to exceed \$550.00 and will be funded from the Spring City Elementary Budget.
  4. **The Camphill School** to provide educational tuition for the 2023-2024 school year at cost not to exceed \$71,000.00 and will be funded from the Special Education Budget.
  5. **Fairwold Academy** to provide related services and 1:1 services for the 2023-2024 school year for a cost not to exceed \$36,178.00 and will be funded from the Special Education Budget.
  6. **Pennsylvania School for the Deaf** to provide related services and 1:1 services for the 2023-2024 school year for a cost not to exceed \$58,776.40 and will be funded from the Special Education Budget.
  7. **Melmark School** to provide educational and related services for the 2023-2024 School Year for a total not to exceed \$104,958.00 and will be funded from the Special Education Budget.
  8. **Dr. Laura Roy** to present on the PA Department of Education Culturally Relevant and Sustaining Education Competencies (CR-SE) to teachers as required by the amendment to PA Code Chapter 49 of Title 22. The cost is not to exceed \$1,500.00. Funding will be paid from the Assistant Superintendent Budget.
  9. **Perkiomen Watershed Conservancy** to conduct “*Winter Secrets*” assembly at Spring City Elementary at a cost not to exceed \$457.50 and will be funded from the Spring City Elementary Budget.
  10. **EI US, LLC d/b/a Learn Well Services** to provide virtual teaching services for the 2023-2024 school year for a cost not to exceed \$22,440.00 and will be funded from the Special Education Budget.
  11. **QBS Safety Care** to provide Safety Care Train the Trainer Training for SFASD. The total cost is not to exceed \$12,300.00 and will be funded from the Special Education Budget.
- E.** Administration recommends approval of an addendum with The Vanguard School to provide 1:1 services for ESY 2023 at a total cost not to exceed \$2,800.00 and will be funded from the Special Education Budget.
- F.** Administration recommends approval of an independent contract with Procure Therapy to provide Paraprofessional, Certified Nursing Assistant and Speech/Language for the 2023-2024 school year at a cost not to exceed \$185,360.00 and will be funded from the Special Education Budget. This contract will replace a previously approved contract from another vendor unable to fill these positions.
- G.** Administration recommends approval of an addendum to Austill's Rehabilitation Services, Inc for ESY 2023 BCBA services in an amount not to exceed \$8,370.00 and will be funded from the Special Education Budget. This contract will replace a previously approved contract from another vendor unable to fill these positions.
- H.** Administration recommends approval of an independent contract with US Medical Staffing to provide LPN services for the 2023-2024 school year at a total cost not to exceed \$81,600.00 and will be funded from the Special Education Budget. This contract will replace a previously approved contract from another vendor unable to fill these positions.

- I. The Board of School Directors authorizes the administration to execute an amendment to the lease agreement with Spring City American Legion Baseball extending the Ram Stadium lease to January 15, 2036. All other lease terms and conditions remain unaltered. (**Attachment A4**)
- J. The Board of School Directors authorizes Fox Rothschild LLP to enter into an agreement for the property located at 546 Enterprise Drive in Limerick Township and further identified as tax parcel No. 37-00-00659-83-4 setting (i) the assessment of the property at \$1,782,000 for tax year 2023 (School District tax year 2023-24), and (ii) the assessment of the property at \$1,597,500 for tax year 2024 (School District tax year 2024-25) and for each subsequent tax year until a change in the property's assessment pursuant to applicable law.
- K. The Board of School Directors authorizes Fox Rothschild LLP to enter into an agreement for the property located at 1201 S. Collegeville Road in Upper Providence Township and further identified as tax parcel No. 61-00-00226-20-8 setting (i) the assessment of the property at \$11,175,000 for tax year 2022 (School District tax year 2022-23), (ii) the assessment of the property at \$5,643,000 for tax year 2023 (School District tax year 2023-24), and (iii) the assessment of the property at \$5,058,750 for tax year 2024 (School District tax year 2024-25) and for each subsequent tax year until a change in the property's assessment pursuant to applicable law.
- L. Administration recommends approval of a contract with Tyler Technologies, Inc. for implementation services and subscription of the Traversa SaaS transportation routing software. The cost for year 1 is \$35,000.00 for implementation, training, and subscription fees. Subsequent subscription fees are not to exceed \$14,000.00 per year. Funding will be from the Transportation operating budget pending approval by the solicitor's office.
- M. Administration recommends approval of an agreement memorializing the property lease with the Royersford Public Library. The lease is a cost pass-through agreement as a partner serving our local community and students. This is subject to final review of the legal language that was provided a few weeks prior to this meeting.
- N. Administration recommends the approval of additional funds for Capstone Academy for 2023-2024 school year, related services at a cost not to exceed \$11,040.00 and will be funded from the Special Education Budget.
- O. Administration recommends reapproval of an independent contract with Personal Health Care to provide Nursing Services for the 2023-2024 school year. Previously board approved funds in the amount not to exceed \$202,500.00 were only indicated for ESY 2023 services.
- P. Administration recommends approval of transportation mileage reimbursement agreement 2023-09 in an amount not to exceed \$4,500.00 and will be funded from the Special Education Budget.
- Q. Administration recommends approval of transportation mileage reimbursement agreement 2023-10 in an amount not to exceed \$15,076.00 and will be funded from the Special Education Budget.
- R. Administration recommends approval for educational services from Lakeside Educational Network for one special education student. The total contract cost shall not exceed \$54,842.80. The contract will be paid from the Special Education Budget.
- S. Administration recommends approval of the final reconciliation to the **Montgomery County Intermediate Unit** 2021-2022 and 2022-2023 Shared Services Plans in an amount not to exceed \$143,243.48 to cover increased expenditures for services and will be funded from the Special Education Budget.

- T. Administration recommends approval of a confidential settlement agreement 2023-11 in an amount not to exceed \$55,298.75. Funding will be paid from the Special Education Budget.

## VII. PROPERTY

Mrs. Deardorff made a motion to approve Property A, seconded by Dr. Wright.

Motion carries 8-0.

- A. Administration recommends approval for the Phase 3 Camera upgrade project and the purchase of (32) 55" Display Monitors, 32 Licenses, 32 Extended Warranty(s) COSTARS Vendor #003-E22-627. Total cost will not exceed \$33,671.00. Funding will come from the Capital Reserve and then repaid from the School Safety Operating Budget.

## VIII. PROGRAMMING AND CURRICULUM

Mrs. Deardorff made a motion to approve Programming and Curriculum A-M, seconded by Dr. Wright.

Motion carries 9-0.

- A. Administration recommends approval of a new course for the 2024-2025 school year. Board approval is requested so that administration may begin the process of planning for curriculum development, budgeting, and inclusion of the course in the student's course guide.  
**(Attachment A5)**
- B. Administration recommends the approval of *Typing Pal*. This is a product renewal and is a budgeted item. The cost will not exceed \$600.00 and will be paid from the Curriculum Budget.
- C. Administration recommends the approval of Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) 4th edition reading intervention program (2020, Collaborative Classroom) to be used for K-8 intervention. This purchase includes teacher instructional materials, student resources, and professional development. The total cost will not exceed \$40,000.00 and will be paid from the Structured Literacy Grant for supporting reading achievement in schools in Senate District 44.
- D. Administration recommends the approval of *Assessing Reading Multiple Measures, 2nd edition* (2018, Consortium on Reaching Excellence in Education, Inc.) to be used in grades K-4 for reading intervention. This purchase includes 50 textbooks. The total cost will not exceed \$2,800.00 and will be paid from the Structured Literacy Grant for supporting reading achievement in schools in Senate District 44.
- E. Administration recommends the approval of *Equipped for Reading Success* (2016, Casey & Kirsch Publishers) to be used in grades K-4 for reading intervention. This purchase includes 50 textbooks. The total cost will not exceed \$2,400.00 and will be paid from the Structured Literacy Grant for supporting reading achievement in schools in Senate District 44.
- F. Administration recommends the approval of *Heggerty Phonemic Awareness Primary Extensions* (2022, Heggerty) to be used in grades 3-4 for reading intervention. This purchase includes 14 teacher manuals. The cost is not to exceed \$800.00 and will be paid from the Structured Literacy Grant for supporting reading achievement in schools in Senate District 44.
- G. Administration recommends the approval of *Quick Phonics Screener - 3rd Edition* (2017, Read Naturally) to be used in grades K-4 for reading intervention. This purchase includes 50 textbooks. The total cost will not exceed \$5,500.00 and will be paid from the Structured Literacy Grant for supporting reading achievement in schools in Senate District 44.
- H. Administration recommends the approval of the licensing agreement between Spring-Ford Area School District and Montgomery County Intermediate Unit for Wilson Reading System 3-day overview training. This agreement establishes training for up to 30 teachers for a 3-day training course designed to support learning in structured literacy and reading interventions. The total cost will not exceed \$7,850.00 and will be paid from the Structured Literacy Grant for supporting reading achievement in schools in Senate District 44.

- I. Administration recommends the approval of the licensing agreement between Spring-Ford Area School District and Montgomery County Intermediate Unit for Wilson Reading System Level 1 training. This agreement establishes training for up to 20 teachers for a one-year training course designed to support learning in structured literacy and reading interventions. The total cost will not exceed \$50,500.00 and will be paid from the Structured Literacy Grant for supporting reading achievement in schools in Senate District 44.
- J. Administration recommends the approval of *Wilson Reading System Introductory Set (Steps 1-6), 4th Edition* (2018, Wilson Language Training Corporation). This purchase includes up to 30 reading system kits to be used for K-12 reading intervention. The total cost will not exceed \$11,200.00 and will be paid from the Structured Literacy Grant for supporting reading achievement in schools in Senate District 44.
- K. Administration recommends the approval of the licensing agreement between Spring-Ford Area School District and AIM Institute for Learning and Research for Pathways to Proficient Reading. This agreement establishes training for up to 30 teachers a yearlong training course designed to support learning in structured literacy and reading interventions. The total cost will not exceed \$18,750.00 and will be paid from the Structured Literacy Grant for supporting reading achievement in schools in Senate District 44.
- L. Administration recommends the approval of the cohort Reading Specialist program with Chester County Intermediate Unit for up to 10 teachers. This cohort training will provide teachers with 21 credits for eligibility for a Reading Specialist certification. The total costs will not exceed \$100,000.00 with all graduate credit tuition and textbook expenses being paid for from the Structured Literacy Grant for supporting reading achievement in schools in Senate District 44.
- M. Administration recommends approval for a three-year independent contract with IXL Learning not to exceed \$15,746.00 and will be funded from the Special Education Budget.

## IX. CONFERENCES AND WORKSHOPS

Mrs. Deardorff made a motion to approve Conferences and Workshops A-E, seconded by Mrs. Zasowski. Motion carries 8-0.

- A. **Lyndi Paladino**, School Psychologist, to attend "*National Association for School Psychologists (NASP) Annual Conference*" February 14-16, 2024 in New Orleans, LA. The total cost of the workshop is not to exceed \$1,320.00 (registration and hotel). Substitute coverage is not needed.
- B. **Brianna Angelucci and Jennifer Rinehimer**, Curriculum Supervisors, to attend "*PDE Data Summit*" March 11-13, 2024 in Hershey, PA. The total cost of the conference is \$1,055.00 (registration and travel).
- C. **Yvonne O'Dea and Emily McGranahan**, Music Teachers, to attend "*PA Music Educators State Conference*" April 17-20, 2024 in Erie, PA. The total cost of the conference is \$2,055.00 (registration, hotel, travel, and meals). Substitute coverage is needed for 3 days for both teachers.
- D. **Dwayne Ludwig and Craig Ruoss**, Grounds/Maintenance, to attend "*Penn State Extension Turf and Ornamentals School*" January 29, 2024 in Grantville, PA. The total cost of the conference is \$480.00. (registration and transportation). Substitute coverage is not needed.
- E. **Edward Koneski**, Grounds Foreman, to attend "*2024 Eastern PA Golf, Lawn, Landscape and Sports Turf Conference*" February 8, 2024 in East Earl, PA February 8, 2024. The total cost of the conference is \$180.00 (registration and transportation). Substitute coverage is not needed.

**X. OTHER BUSINESS**

Mr. Shafer made a motion to approve Other Business B-D, seconded by Mrs. Weingarten. Motion carries 8-0.

**A. The following policies are submitted for First Read:**

1. **Policy #142** - Migrant Students (**Attachment A6**)
2. **Policy #202** - Eligibility of Nonresident Students (**Attachment A7**)
3. **Policy #243** - Academic Integrity (**Attachment A8**)

**B. The following policies are submitted for Approval:**

1. **Policy #127** - Assessment of Educational Program (**Attachment A9**)
2. **Policy #137** - Home Education Programs (**Attachment A10**)
3. **Policy #146** - Student Services (**Attachment A11**)
4. **Policy #217** - Graduation Requirements (**Attachment A12**)
5. **Policy #226** - Searches (**Attachment A13**)
6. **Policy #236.1** - Threat Assessment (**Attachment A14**)
7. **Policy #250** - Student Recruitment (**Attachment A15**)
8. **Policy #251** - Students Experiencing Homelessness, Foster Care and Other Educational Instability (**Attachment A16**)
9. **Policy #800.1** - Electronic Signatures/Records (**Attachment A17**)

**C.** Administration recommends approval of the overnight trip of one hundred (100) students, three (3) staff and four (4) adult/chaperones to participate in orchestra and choir clinics at **George Washington University** and perform at the **Museum of the Marine Corps in Washington, DC** from Friday, April 5, 2024, through Sunday, April 7, 2024. Students will miss one (1) day of school and will be responsible for any missed work. The total cost for each student and chaperone is \$660.00 and includes registration, hotel, meals, and transportation. This trip is replacing the previously approved Nashville, TN trip that was approved in June 2023.

**D.** Administration acknowledges the acceptance of funds provided by NFL Eagles Flag Football in the amount of \$3,000.00, as well as uniforms and equipment. This donation will cover the start-up costs for a new Spring-Ford Area High School Girls' Flag Football club to start in the Spring 2024.

**XI. INFORMATIONAL**

**A.** The Board has reviewed and supports the superintendent and assistant superintendent goals for the 2023-2024 school year. (**Attachment A18**)

**XII. BOARD COMMENT**

Mrs. Deardorff clarified that she is confident with Mr. Fink.

Mrs. Weingarten thanked Mr. Reese from the SC American Legion.

Mrs. Weingarten shared the Ram that was purchased for the District Office.

Mr. Jackson recognized the outgoing Board Members.

Mrs. Hermans presented Mrs. Zasowski, a banner used at homecoming this year.

**XIII. PUBLIC TO BE HEARD**

Mr. Reese, Upper Providence Township - Outgoing Board Members, SC American Legion and acknowledged all the work that goes into assemblies

Kelly Volpe, Upper Providence - Structure Literacy Grant Program

John Yonchuk, Limerick - Outgoing Board Members

Jean Lare, Royersford and Heidi Ciano, Limerick - SNAP and after prom committee

**XIV. ADJOURNMENT**

The Board unanimously adjourned the meeting at 10:18 p.m. with a motion from Mr. Jackson, seconded by Mrs. Deardorff.

Respectfully submitted,

Laurie J. Bickert  
Board Secretary

On October 16, 2023, The Spring-Ford Area School District Work Session was called to order at 7:30 p.m. in the cafeteria of the Spring-Ford High School with the following in attendance:

- Region I: Karen Weingarten and Dr. Margaret D. Wright
- Region II: Clinton L. Jackson, David R. Shafer, and Colleen Zasowski
- Region III: Abby Deardorff, Erica Herman, and Dr. Jennifer Motzer
- Presiding Officer: Erica Hermans
- Superintendent: Robert W. Rizzo-Absent
- Assistant Superintendents: Dr. Kelly M. Murray and Dr. Tina L. Giambattista-Absent
- Chief Financial Officer: Jim Fink
- Solicitor: Mark Fitzgerald, Esq.
- Student Reps.: Arhan Kaul and Stella Stein
- Absent: Wendy Earle

**CALL TO ORDER**

Mrs. Hermans called the meeting to order at 7:30 p.m.  
 Mrs. Bickert noted that Mrs. Deardorff, Mrs. Hermans, Mr. Jackson, Dr. Mottzer, Mr. Shafer, Mrs. Weingarten, Dr. Wright, and Mrs. Zasowski are in person. Mrs. Earle is absent.

**PLEDGE OF ALLEGIANCE**

**ANNOUNCEMENTS**

Mrs. Hermans announced that there will be a presentation towards the end of the meeting.

**I. PUBLIC TO BE HEARD ON AGENDA ITEMS ONLY**

Kathy Morris - Spring City Renovations

**II. PRESENTATIONS**

**A. Mr. Gavin Lawler, 12th Grade House Principal, to recognize National Merit Scholarship Awards students as well as a student excelling in the College Board Assessments.**

- The following 21 students were named Commended Students in the 2024 National Merit Scholarship Program: **Miguel Paolo T. Alvarez, Emma F. Lorch, Mayank Das, Alexis Y. Luo, Gayatri S. Gumaste, Sean R. Mcguigan, Arhan Kaul, Brooke S. McPike, Naman Khandelwal, Siena L. Miller, Sumit T. Laha, Taylor Mungin, Dorian J. Lee, Nanditha L. Paila, Ishaan D. Patel, Rebecca L. Riley, Harjas Singh, Aryan Srivastava, John P. Stanick, Zoey K. Tran, and Matthew W. Yeager**
- The following 11 students were named Semifinalists in the 2024 National Merit Scholarship Program: **Saranya Anantapantula, Patrick Baganski, Hayden Collier, Neng Jiang, Samuel McVey, Mayank Sengupta, Pragma Seth, Sai Shettar, Tarneet Singh, Vaishnavi Vatsal, and Jocelyn Wright**
- **Noah Ott**, Spring-Ford Senior, earned a perfect score on a college-level Advanced Placement® (AP®) Exam.

**B. Spring-Ford Area High School administration to recognize the following Spring-Ford Area High School Advanced Placement® (AP®) Teachers for their work advancing the AP Program. Thanks**

to their dedication, Spring-Ford Area High School was named to the 2023 AP School Honor Roll, receiving Bronze recognition.

- **Erin McAnallen, Jaclyn Ritter, Julie Korchowsky, Kelly Artzerounian, Walter Burgess, Jeramie Iannelli, Brent Kissel, Rebecca Barnett, Jennifer Farischon, Lisa Pupo, Margaret Giannetto, Michael Miedlar, Doug Landis, Kristen Rouyer, Nicholas Tier, Laura DiBattista, John Brennan, Seth Jones, Amanda Christofas, Michael Palmer, Susan Miscavage, Veronica Arriaga- Orts, Hollie Burghardt, Corrine Rudloff, Chadwick Strickler, Karen Gallagher, and Bradley Seltzer, Andrew Walls, Stacey Bogus, Marissa Sussman and Margaret Lusignea** (College and Career Advisors), and **Tacy Valenteen** (Future Planning Center Secretary)

### III. BOARD AND COMMITTEE REPORTS

#### **Student Rep. Report**

**Arhan Kaul/Stella Stein**

Arhan spoke about past events which included homecoming parade, dances and the homecoming game. Stella reported future events such as Halloween events, spirit days and picture retake day.

#### **Community Relations**

**Colleen Zasowski**

**1<sup>st</sup> Tue. 6:30 p.m.**

Mrs. Zasowski reported with a Niche update, ELD family, the sign gardens were also discussed. The communications department has been very busy and events from spring to current were noted.

#### **Extracurricular Activities**

**David Shafer**

**1<sup>st</sup> Tue. 6:30 p.m.**

No Meeting

#### **Policy**

**Wendy Earle**

**2<sup>nd</sup> Mon. 6:30 p.m.**

Dr. Murray gave a brief update of the policies reviewed, that went to the solicitor for review and brought to this agenda for first read.

#### **Curriculum/Technology**

**Dr. Margaret Wright**

**2<sup>nd</sup> Mon. 7:30 p.m.**

Dr. Wright noted that Technology gave an update on the Technology staffing. Curriculum talked about the assessment calendar which is on the agenda for approval and the upcoming literacy night. Mr. Jackson asked about the additional funding for the system administrator consultant and there was Board discussion around the position.

#### **Finance**

**Clinton L. Jackson**

**2<sup>nd</sup> Tue. 6:30 p.m.**

Mr. Jackson reported that there was a report on the monthly financial reports, there was discussion about the extension on the American Legion contract, and discussion around the Athletic vehicles. The Board was also reminded that we are about 6 weeks out to budget discussions.

#### **Property**

**Clinton L. Jackson**

**2<sup>nd</sup> Tue. 7:30 p.m.**

Discussion on a generator that needs to be replaced and is on the agenda. There was updates on school safety. New business included vehicle purchasing and how it impacts the district. Several security items are on the agenda for approval.

#### **MCIU**

**Dr. Margaret Wright**

**4<sup>th</sup> Wed. 7:00 p.m.**

Dr. Wright said there was an HR presentation. There will be an MCIU Education Foundation is holding a Monte Carlo night toas a fundraiser.

#### **Asst. Superintendent's Report** **Dr. Kelly Murray/Dr. Tina Giambattista**

Dr. Murray congratulated the students from earlier this evening and she spoke about the Professional Development from today. Some upcoming events were also noted.

#### **Solicitor's Report**

**Mark Fitzgerald**

Mr. Fitzgerald noted the Resolution under Finance I & J and stated copies will be given to the Board and added to the Board Meeting agenda for next week.

**IV. MINUTES**

Minutes A-B, no questions or comments.

- A.** Administration recommends approval of the September 18, 2023 Work Session minutes. **(Attachment A1)**
- B.** Administration recommends approval of the September 26, 2023 Board Meeting minutes. **(Attachment A2)**

**V. PERSONNEL**

Personnel A-H, no questions or comments.

**A. Resignations**

1. **Tara Bologa**; Health/Physical Education Teacher, 7th Grade Center for the purpose of retirement. Effective: January 23, 2024.
2. **Danielle A. DeFrancesco**; Library Club/Reading Olympics, Senior High School. Effective: October 6, 2023.
3. **Celeste M. Foresta**; Secretary, Oaks Elementary School for the purpose of retirement. Effective: January 2, 2024.
4. **Sunny Hwang**; Elementary Strings Teacher, District-Wide Elementary. Effective: November 21, 2023.
5. **Brianna C. Noris**; Instructional Assistant, 5th/6th Grade Center. Effective: October 3, 2023.

**B. Leave of Absence**

1. **Lauren M. Rose**; Elementary Teacher, Limerick Elementary School, for a leave of absence per the Professional Agreement. Effective: November 14, 2023 through January 23, 2024.

**C. Professional Employee**

1. **Ashley Nastasi**; School Psychologist, 5th/6th Grade Center. Rehire. Compensation has been set at M+30, Step 10, \$82,666.00, prorated, with benefits per the Professional Agreement. Effective: October 30, 2023.

**D. Change of Status**

1. **Victoria L. Kaizar**; Instructional Assistant to Special Education Teacher, 5th/6th Grade Center replacing Wayne F. Downs who resigned. Compensation has been set at M, Step 1, \$52,750.00, prorated, with benefits per the Professional Agreement. Effective: October 9, 2023.
2. **Erin B. Lenker**; Instructional Assistant to Registered Behavior Technician, Royersford Elementary School. Compensation has been set at \$23.00 per hour, with benefits per the Instructional Assistants' Benefit Summary. Effective: October 4, 2023.

**E. Tenure**

The individuals listed below have completed three (3) years of satisfactory service as temporary professional employees and are, therefore, entitled to tenure status:

1. **Hope K. Davis**

**F. Support Staff**

1. **Sherri Ayers**; Instructional Assistant, Brooke Elementary School, replacing Amanda M. Weckerly who had a change of assignment. Compensation has been set at \$20.00 per

**(Attachment A1)**

hour with benefits per the Instructional Assistants Benefit Summary. Effective: November 1, 2023.

2. **Courtney Sheffer**; Secretary, 5th/6th Grade Center, replacing Margaret C. Finnegan who had a change of assignment. Compensation has been set at \$16.52 per hour with benefits per the Secretary Benefit Summary. Effective: October 9, 2023.
3. **Sara Snyder**; Instructional Assistant, 5th/6th Grade Center, replacing Kira T. Popky who had a change of status. Compensation has been set at \$20.00 per hour with benefits per the Instructional Assistants Benefit Summary. Effective: October 16, 2023.

**G.** Administration recommends approval of the following professional staff member(s) for before and after school tutoring for the 2023-2024 to be paid from ARP ESSER/7% Set Aside.

- |  |   |
|--|---|
| <ol style="list-style-type: none"> <li>1. <b>Amanda L. Burr</b></li> <li>2. <b>Christopher D. Cameron</b></li> <li>3. <b>Maura F. Groff</b></li> <li>4. <b>Rachelle Hafer</b></li> </ol> | <ol style="list-style-type: none"> <li>5. <b>Briana L. Hayes</b></li> <li>6. <b>Jennifer D. McGlade</b></li> <li>7. <b>Christine N. Wike</b></li> </ol> |
|--|---|

**H.** Administration recommends approval of the attached extra-curricular contracts for the 2023-2024 school year. **(Attachment A3)**

**VI. FINANCE**

Finance A-J, Mrs. Deardoreff noted that she may not be able to attend the voting meeting. Mrs. Zasowski asked about the transportation piece and noted that it was pulled.

**A.** Administration recommends approval for the next month's payroll, taxes, all benefits, transportation contracts, IU contracts, Vo-Tech payments, debt service payments, utility bills, maintenance agreements, copier leases, equipment maintenance, Federal grants, insurance and discounted invoices.

**B.** Payments:

1. General Fund Checks  

Check No.217106 - 217332	\$ 546,317.25
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2. General Fund, Food Service, Capital Reserve & Projects ACHs  

ACH No. 232400500 - 232400807	\$14,923,549.01
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3. Wires  

Wire No. 202300054 - 202300071	\$ 9,263,606.78
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4. Procurement Payments  

Transaction No.220000462 - 220000487	\$ 73,355.00
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**C.** The following monthly Board reports are submitted for your approval:

1. Skyward Reports
  - Check Report
  - ACH Report
  - Wires Report
  - Procurement Report

**D.** Administration recommends approval of the following **independent contracts**.

1. **N Creative, Inc.** to provide an educational assembly at Royersford Elementary at a cost not to exceed \$1,045.00 and will be funded from the Royersford Elementary Budget.

2. **Michael McLeod (GrowNow Therapy Services Inc.)** to present Executive Function presentation to all district teachers with a cost not to exceed \$3,750.00. Funding will be paid from the Assistant Superintendent of Student Services Budget.
  3. **Chester County Intermediate Unit (CCIU)** to provide 2023-2024 school year Services at a cost not to exceed \$1,368,497.38 and will be funded from the Special Education Budget.
  4. **Maxim Healthcare Services** to provide nursing services for the 2023-2024 school year at a cost not to exceed \$112,500.00 and will be paid from the Special Education Budget.
- E.** Provisional of educational services from Lakeside Educational Network to provide 2023-2024 school year services through the Lakeside Mobile Support Program at a cost not to exceed \$2,524.00 and will be paid from the Special Education Budget.
- F.** Administration recommends approval of confidential settlement agreement 2023-08 at a cost not to exceed \$25,000.00 and will be paid from the Special Education Budget.
- G.** Administration recommends the purchase of 6 replacement Cushman vehicles. The vehicles are used primarily by the district's athletic and training staff to support and provide care to our students primarily during extracurricular activities. The cost shall not exceed \$95,000.00 and will be initially funded by the Capital Reserve, then replenished by the Athletics operating budget over 7 years.
- H.** Administration recommends the approval of the contract with Be a Part of the Conversation. The contract is for a parent-community presentation "Mock Teen Bedroom and Parenting On Your Feet". The cost will not exceed \$3,000.00 and will be paid for by the Pottstown Health and Wellness Grant.
- I.** Administration recommends approval of **Resolution 2023-05** authorizing the issuance of General Obligation Bonds or Notes in the amount of up to fourteen million dollars (\$14,000,000) for purposes of the planning, designing, constructing, and equipping of renovations to the Spring City Elementary School; providing for the date, maximum interest, maximum maturity dates and place of payment in respect to the Bonds or Notes; setting forth the parameters for acceptance of a proposal and authorizing acceptance of a proposal for the purchase of the Bonds or placement of the Notes; and authorizing and directing the preparation, certification and filing of the proceedings with the Department of Community and Economic Development. (Attachment will be included with the Board Meeting Agenda)
- J.** Administration recommends approval to accept a Bond Purchase Agreement offered by **Stifel Public Finance, Inc.** in conjunction with **Resolution 2023-06** for the purchase of the Bonds or placement of the Notes, and authorizes other necessary action as stipulated. (Attachment will be included with the Board Meeting Agenda)

## VII. PROPERTY

Property A-E, no questions or comments.

- A.** Administration recommends approval for the Phase 3 Camera upgrade project at the McNelly Stadium, Oaks Elementary School, Evans Elementary School and Limerick Elementary School with Integrated Security Systems through COSTARS . The total cost shall not exceed \$369,590.80 and funding will come from the Capital Reserve and then repaid from the School Safety Operating Budget.
- B.** Administration recommends approval for change order additional monitors and decoders at the 10<sup>th</sup> grades office, 11<sup>th</sup> grade office, and 5-6<sup>th</sup> grades office through a COSTARS Vendor Contract. Integrated Security Systems will provide labor and materials. The total change order costs shall not exceed \$5,934.05. Funding will come from the Capital Reserve and then repaid from the School Safety Operating Budget.

- C. Administration recommends approval for a change order to move the command center to a larger office area with separate temperature controls at the High School through a COSTARS Vendor Contract. Total change order costs shall not exceed \$2,156.00. Funding will come from the Capital Reserve and then repaid from the School Safety Operating Budget.
- D. Administration recommends approval for the turnkey replacement of the emergency generator system at the High School with Eastern Generator Sales and Service Inc. through COSTARS. Funding will be paid through the Capital Reserve and shall not exceed \$130,000.00.
- E. Administration recommends approval for the purchase of (1) heavy duty pickup truck at a not to exceed cost of \$50,000.00 and (1) grounds utility vehicle at a not to exceed cost of \$25,000.00 through COSTARS participating dealerships as per the vehicle replacement plan. Funding will come from the Capital Reserve.

#### VIII. PROGRAMMING AND CURRICULUM

Programming and Curriculum A-G, Dr. Wright asked about A, and using these services for multiple years and asked for feedback. Arhan, Student Representative, spoke about the program and finds the program impactful and a great program. Dr. Wight asked for more information on this program, how many years, teacher and student feedback. Mrs. Zasowski asked if there has been other vendors looked at to enhance the program. Mr. Jackson spoke about E and doesn't see the benefit.

- A. Administration recommends the approval of **Thom Stecher and Associates** for fall and spring Unity Day at the High School. The cost will not exceed \$4,000.00 and will be paid for from the Pottstown Health and Wellness Grant.
- B. Administration recommends the approval of *Building Readers Newsletter and the Helping Children Learn Newsletter*. These are resources used as part of the Title I requirements for Parent and Family Engagement. The total cost will not exceed \$1,500.00 and will be paid from Title I funds.
- C. Administration recommends the approval of *Temas, 2nd edition* (2020, Vista Higher Learning) to be used in AP Spanish. This purchase includes 45 digital student texts (4 years). The cost is not to exceed \$5,800.00 and is a budgeted item that will be paid from Curriculum reserve.
- D. Administration recommends the approval of the Spring-Ford Area School District assessment calendar. **(Attachment A4)**
- E. Administration recommends approval of **CDW** to provide Technology Professional Services at a cost not to exceed \$50,000.00 and will be paid from the Technology Operating Budget.
- F. Administration recommends the approval of the Structured Literacy Grant for supporting reading achievement in schools in Senate District 44 in the amount of \$246,300.00.
- G. Administration recommends the approval of the Sub-grant Agreement for Implementation and Reimbursement of Structured Literacy Grant between Spring-Ford Area School District and Chester County Intermediate Unit for 2023-2024 school year.

#### IX. CONFERENCES AND WORKSHOPS

Conferences and Workshops A-D, no questions or comments.

- A. **Elizabeth A. Leiss**, Director of Human Resources and **Sydney E. Wiesner**, Assistant Director of Human Resources, to attend "*Pennsylvania Association of School Personnel Administrators (PASPA) Annual Conference*" February 28 - March 1, 2024 in Altoona, PA. The total cost of the workshop is not to exceed \$1,815.00 (registration, transportation, and hotel). Substitute coverage is not needed.

- B. Jeffrey Moyer**, Health & Physical Education Teacher, to attend “2023 Shape PA State Conference” October 27, 2023 in Manheim, PA. The total cost of the conference is \$495.00. (registration, transportation, hotel, and meals). Substitute coverage is needed.
- C. Mary Davidheiser**, Controller and **Karen Henry**, Coordinator of Transportation, to attend “69th PASBO Annual Conference” March 5-8, 2024 in Hershey, PA. The total cost of the conference is \$2,285.00. (registration, hotel, transportation, meals) Substitute coverage is not needed.
- D. Laura McNeil Murphy** and **Trisha Smith**, Certified Nurses, to attend “School Nurses: Best Practice for Proactive Behavioral Health Services” virtually January 10, 2024. The total cost of the conference is \$615.00 (registration). Substitute coverage is needed for 1 staff member.

## X. OTHER BUSINESS

Other Business A-B, no questions or comments.

### A. The following policies are submitted for **First Read**:

1. **Policy #127** - Assessment of Educational Program (**Attachment A5**)
2. **Policy #137** - Home Education Programs (**Attachment A6**)
3. **Policy #146** - Student Services (**Attachment A7**)
4. **Policy #217** - Graduation Requirements (**Attachment A8**)
5. **Policy #226** - Searches (**Attachment A9**)
6. **Policy #236.1** - Threat Assessment (**Attachment A10**)
7. **Policy #250** - Student Recruitment (**Attachment A11**)
8. **Policy #251** - Students Experiencing Homelessness, Foster Care and Other Educational Instability (**Attachment A12**)
9. **Policy #800.1** - Electronic Signatures/Records (**Attachment A13**)

### B. Administration recommends approval of the following High School sports team for overnight travel during the 2023-2024 school year.

High School Boys Lacrosse to play 2 PIAA scrimmages at KSA (Kaylee Scholarship Association) at Cabana Bay, FL March 20-24, 2024. Registration, lodging, airfare, and meals will be paid by the Spring-Ford Booster Club Boys Lacrosse Team account. The total cost to the district is 3 days of substitute coverage for 2 staff members and airport transportation.

## XI. PRESENTATION

Mr. Murray shared a presentation on the proposed Bond for the Spring City renovation. Mrs. Hermans noted that she will have to abstain because of a conflict of interest with her employer.

### A. **Mr. Edward Murray**, Managing Director at Stifel Public Finance to present and discuss the proposed bond offering to finance the Spring City renovation/addition project.

## XII. BOARD COMMENT

Dr. Wright, asked the Board to look into vegetarian and foods from other cultures to be more inclusive. Stella, Student Representative, thinks this would be great and feels there would be more buzz and would purchase more lunches and it would be more inclusive.

Mrs. Deardorff spoke about the Lease on the Golf Course Lease.

## XIII. PUBLIC TO BE HEARD

**Dave Laky**, Limerick - Spring City expansion project

**Diana Kirsch**, Royersford - Camera upgrades

**Toni Patrick**, Oaks - Consultant action item, lunches, PAYS survey

**Theresa Westwood**, Royersford - Congratulations to the students in the presentation, Spring City expansion project, possible tax increase, and board behavior.

Mrs. Hermans noted that the cameras were discussed at property, school lunches are healthy and follow FDA and the Board isn't proposing a 5.3% increase.

**XIV. ADJOURNMENT**

The Board unanimously adjourned the meeting at 9:18 p.m. with a motion from Mrs. Deardorff and seconded by Mr. Jackson.

Respectfully submitted,

Laurie J. Bickert  
Board Secretary

On October 23, 2023, The Spring-Ford Area School District Board Meeting was called to order at 7:35 p.m. in the cafeteria of the Spring-Ford High School with the following in attendance:

- Region I: Karen Weingarten and Dr. Margaret D. Wright
- Region II: Clinton L. Jackson, David R. Shafer, and Colleen Zasowski
- Region III: Abby Deardorff, Erica Herman, and Dr. Jennifer Motzer
- Presiding Officer: Erica Hermans
- Superintendent: Robert W. Rizzo
- Assistant Superintendents: Dr. Kelly M. Murray and Dr. Tina L. Giambattista
- Chief Financial Officer: James Fink
- Solicitor: Mark Fitzgerald, Esq.
- Student Reps.: Arhan Kaul and Stella Stein
- Absent: Wendy Earle

**CALL TO ORDER**

**PLEDGE OF ALLEGIANCE**

**ANNOUNCEMENTS**

The Board will hold an Executive Session prior to the meeting at 6:30 p.m. to discuss Personnel. Thanks to Dr. Giambattista and Dr. Murray for sitting in while Mr. Rizzo was out.

**I. PUBLIC TO BE HEARD ON AGENDA ITEMS ONLY**

None

**II. PRESENTATION**

PAES Lab is set up at the high school for students to be asset in different job skills and interests. There are also computer based assessments and it'll tell them which jobs in the community and it'll help building employability skills. In house they work on a variety of skills. Dr. Wright and Mrs. Hermans spoke about the importance of this work.

- A. Aimee Oblak**, Supervisor of Special Education, **Gina High**, Transition Coordinator, and **Michael Siuchta**, Special Education Teacher, to present on Spring-Ford Area School District's Secondary Transition Programming & Services.

**III. BOARD AND COMMITTEE REPORTS**

**WMCTC**

**Earle/Weingarten/Zasowski 1<sup>st</sup> Mon. 7:00 p.m.**

Mrs. Zasowski, discussed were student achievements, new hires and an audit is taking place this week. Mr. Robinson is the new principal and has started this week. Mr. Rizzo will be the Superintendent of record as Mr. Roach completed his term. They spoke about the capital fund that they have begun building.

**Legislative Committee**

**Abby Deardorff**

**3<sup>rd</sup> Wed. 7:30 p.m.**

Mrs. Deardorff, the committee has not met yet as the MCIU is still working on a new time to meet. House bill 27 which provides flexibility for staffing, classroom monitoring and substitute teaching has become stuck and is awaiting the Senate's next steps.

**PSBA Liaison**

**Abby Deardorff**

Mrs. Deardorff reminded the Board that the voting closes this week. Required school board training was also discussed.

**American Legion**

**David Shafer**

Mr. Shafer stated there was talk about the baseball season and extending their lease on the fields. Mrs. Zasowski asked where the lease was. Mr. Jackson said at the last Finance meeting there was a disconnect and they have submitted a formal request. Mr. Fitzgerald said he hasn't received any request but his understanding is the time frame is the only change.

**Superintendent's Report**

**Robert Rizzo**

Mr. Rizzo reported that Dr. Giambattista was at the psba Leadership Conference, YMCA community swimming collaboration is under way and the Resource fair and family fund day is Saturday. There are 2 retirees on the agenda, Mr. Rizzo noted their years of services and wished them well.

**Solicitor's Report**

**Mark Fitzgerald**

Resolution 2023-05 on the agenda and there will be an additional resolution for reimbursement.

**IV. MINUTES**

Motion to approve Minutes A-B by Mrs. Deardorff, seconded by Mrs. Weingarten.

Motion carries 8-0.

**A.** Administration recommends approval of the September 18, 2023 Work Session minutes. **(Attachment A1)**

**B.** Administration recommends approval of the September 26, 2023 Board Meeting minutes. **(Attachment A2)**

**V. PERSONNEL**

Motion to approve Personnel A-I by Mrs. Deardorff, seconded by Mrs. Weingarten.

Motion carries 8-0.

**A. Resignations**

1. **Tara Bologna**; Health/Physical Education Teacher, 7th Grade Center for the purpose of retirement. Effective: January 23, 2024.
2. **Danielle A. DeFrancesco**; Library Club/Reading Olympics, Senior High School. Effective: October 6, 2023.
3. **Celeste M. Foresta**; Secretary, Oaks Elementary School for the purpose of retirement. Effective: January 2, 2024.
4. **Sunny Hwang**; Elementary Strings Teacher, District-Wide Elementary. Effective: November 21, 2023.
5. **Brianna C. Noris**; Instructional Assistant, 5th/6th Grade Center. Effective: October 3, 2023.

**New Resignations**

6. **Carly R. Zaremski**; Special Education Teacher, 7th Grade Center. Effective: December 15, 2023.

**B. Leave of Absence**

1. **Lauren M. Rose**; Elementary Teacher, Limerick Elementary School, for a leave of absence per the Professional Agreement. Effective: November 14, 2023 through January 23, 2024.

**New Leave of Absence**

2. **Katelyn A. Gryscavage**; Elementary Teacher, Brooke Elementary School, for an extension of leave of absence per the Professional Agreement. Effective: January 24, 2024 through June 6, 2024.

**C. Professional Employee**

1. **Ashley Nastasi**; School Psychologist, 5th/6th Grade Center. Rehire. Compensation has been set at M+30, Step 10, \$82,666.00, prorated, with benefits per the Professional Agreement. Effective: October 30, 2023.

**D. Change of Status**

1. **Victoria L. Kaizar**; Instructional Assistant to Special Education Teacher, 5th/6th Grade Center replacing Wayne F. Downs who resigned. Compensation has been set at M, Step 1, \$52,750.00, prorated, with benefits per the Professional Agreement. Effective: October 9, 2023.
2. **Erin B. Lenker**; Instructional Assistant to Registered Behavior Technician, Royersford Elementary School. Compensation has been set at \$23.00 per hour, with benefits per the Instructional Assistants' Benefit Summary. Effective: October 4, 2023.

**New Change of Status**

3. **Lisa M. Collins**; Instructional Assistant to Registered Behavior Technician, Limerick Elementary School. Compensation has been set at \$27.09 per hour, with benefits per the Instructional Assistants' Benefit Summary. Effective: October 17, 2023.

**E. Tenure**

The individuals listed below have completed three (3) years of satisfactory service as temporary professional employees and are, therefore, entitled to tenure status:

1. **Hope K. Davis**

**F. Support Staff**

1. **Sherri Ayers**; Instructional Assistant, Brooke Elementary School, replacing Amanda M. Weckerly who had a change of assignment. Compensation has been set at \$20.00 per hour with benefits per the Instructional Assistants Benefit Summary. Effective: November 1, 2023.
2. **Courtney Sheffer**; Secretary, 5th/6th Grade Center, replacing Margaret C. Finnegan who had a change of assignment. Compensation has been set at \$16.52 per hour with benefits per the Secretary Benefit Summary. Effective: October 9, 2023.
3. **Sara Snyder**; Instructional Assistant, 5th/6th Grade Center, replacing Kira T. Popky who had a change of status. Compensation has been set at \$20.00 per hour with benefits per the Instructional Assistants Benefit Summary. Effective: October 16, 2023.

- G. Administration recommends approval of the following professional staff member(s) for online tutoring for the 2023-2024 to be paid from ARP ESSER/7% Set Aside. **\*Designates new addition since last week**

- |                                  |                               |
|----------------------------------|-------------------------------|
| 1. <b>Amanda L. Burr</b>         | 5. <b>Briana L. Hayes</b>     |
| 2. <b>Christopher D. Cameron</b> | 6. <b>Jennifer D. McGlade</b> |
| 3. <b>Maura F. Groff</b>         | 7. <b>*Mary K.B. Whalen</b>   |
| 4. <b>Rachelle Hafer</b>         | 8. <b>Christine N. Wike</b>   |

**(Attachment A2)**

**New Personnel**

H. Administration recommends approval of the following professional staff member(s) for before and after school tutoring for the 2023-2024 to be paid from ARP ESSER/7% Set Aside.

**1. Stephanie M. Cooper**

I. Administration recommends approval of the attached extra-curricular contracts for the 2023-2024 school year. **\*Designates new addition since last week (Attachment A3)**

**VI. FINANCE**

Motion to approve Finance A-F, and H by Mrs. Deardorff, seconded by Mr. Jackson.  
Motion carries 8-0.

Motion to approve Finance G by Mrs. Deardorff, seconded by Mrs. Weingarten.  
The Board discussed phasing these in, auctioning the old off and coming up with a plan for maintenance and replacement in the future to avoid replacing all of them at once.  
Motion carries 7-1 (Dr. Wright was the dissenting vote).

Motion to approve Finance I and J by Mrs. Deardorff, seconded by Mrs. Weingarten.  
Mrs. Hermans is going to abstain because of a conflict with her employer.  
There was Board discussion about the amount and it was noted that there was significant discussion on these items at Committee.  
Motion carries 6-1-1 (Mr. Shafer was the dissenting vote, Mrs. Hermans abstained).

Motion to approve Finance K by Mrs. Deardorff, seconded by Mrs. Weingarten.  
Mr. Fitzgerald clarified this for the Board as this is for refunding to the general fund on expenses.  
Motion carries 7-1 (Mr. Shafer was the dissenting vote).

A. Administration recommends approval for the next month's payroll, taxes, all benefits, transportation contracts, IU contracts, Vo-Tech payments, debt service payments, utility bills, maintenance agreements, copier leases, equipment maintenance, Federal grants, insurance and discounted invoices.

**B. Payments:**

1. <u>General Fund Checks</u>		
Check No.217106 - 217332		\$ 546,317.25
2. <u>General Fund, Food Service, Capital Reserve &amp; Projects ACHs</u>		
ACH No. 232400500 - 232400807		\$14,923,549.01
3. <u>Wires</u>		
Wire No. 202300054 - 202300071		\$ 9,263,606.78
4. <u>Procurement Payments</u>		
Transaction No.220000462 - 220000487		\$ 73,355.00

C. The following monthly Board reports are submitted for your approval:

1. Skyward Reports
  - Check Report
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  - Procurement Report

**D. Administration recommends approval of the following independent contracts.**

1. **N Creative, Inc.** to provide an educational assembly at Royersford Elementary at a cost not to exceed \$1,045.00 and will be funded from the Royersford Elementary Budget.
  2. **Michael McLeod (GrowNow Therapy Services Inc.)** to present Executive Function presentation to all district teachers with a cost not to exceed \$3,750.00. Funding will be paid from the Assistant Superintendent of Student Services Budget.
  3. **Chester County Intermediate Unit (CCIU)** to provide 2023-2024 school year Services at a cost not to exceed \$1,368,497.38 and will be funded from the Special Education Budget.
  4. **Maxim Healthcare Services** to provide nursing services for the 2023-2024 school year at a cost not to exceed \$112,500.00 and will be paid from the Special Education Budget.
- E.** Provisional of educational services from Lakeside Educational Network to provide 2023-2024 school year services through the Lakeside Mobile Support Program at a cost not to exceed \$2,524.00 and will be paid from the Special Education Budget.
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- G.** Administration recommends the purchase of 6 replacement Cushman vehicles. The vehicles are used primarily by the district's athletic and training staff to support and provide care to our students primarily during extracurricular activities. The cost shall not exceed \$95,000.00 and will be initially funded by the Capital Reserve, then replenished by the Athletics operating budget over 7 years.
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- I.** Administration recommends approval of **Resolution 2023-05** authorizing the issuance of General Obligation Bonds or Notes in the amount of up to fourteen million dollars (\$14,000,000) for purposes of the planning, designing, constructing, and equipping of renovations to the Spring City Elementary School; providing for the date, maximum interest, maximum maturity dates and place of payment in respect to the Bonds or Notes; setting forth the parameters for acceptance of a proposal and authorizing acceptance of a proposal for the purchase of the Bonds or placement of the Notes; and authorizing and directing the preparation, certification and filing of the proceedings with the Department of Community and Economic Development. **(Attachment A14)**
- J.** Administration recommends approval to accept a Bond Purchase Agreement offered by **Stifel Public Finance, Inc.** in conjunction with **Resolution 2023-05** for the purchase of the Bonds or placement of the Notes, and authorizes other necessary action as stipulated. **(Attachment A14)**

**New Finance**

- K.** Administration recommends approval of **Resolution 2023-06 (Attachment A15)** declaring the official intent of the Board of School Directors of the School District to reimburse the School District from the proceeds of debt for capital expenditures and costs of issuance temporarily funded from revenues or other sources for various capital projects, including but not limited to, (1) the planning, designing, constructing, equipping, furnishing, and financing of renovations to Spring City Elementary School and (2) the planning, designing, constructing, equipping, furnishing and financing of capital improvements to other school facilities within the School District.

**VII. PROPERTY**

Motion to approve Property A-E by Mrs. Zasowski, seconded by Mr. Shafer.  
Motion carries 8-0.

**(Attachment A2)**

- A. Administration recommends approval for the Phase 3 Camera upgrade project at the McNelly Stadium, Oaks Elementary School, Evans Elementary School and Limerick Elementary School with Integrated Security Systems through COSTARS . The total cost shall not exceed \$369,590.80 and funding will come from the Capital Reserve and then repaid from the School Safety Operating Budget.
- B. Administration recommends approval for change order additional monitors and decoders at the 10<sup>th</sup> grades office, 11<sup>th</sup> grade office, and 5-6<sup>th</sup> grades office through a COSTARS Vendor Contract. Integrated Security Systems will provide labor and materials. The total change order costs shall not exceed \$5,934.05. Funding will come from the Capital Reserve and then repaid from the School Safety Operating Budget.
- C. Administration recommends approval for a change order to move the command center to a larger office area with separate temperature controls at the High School through a COSTARS Vendor Contract. Total change order costs shall not exceed \$2,156.00. Funding will come from the Capital Reserve and then repaid from the School Safety Operating Budget.
- D. Administration recommends approval for the turnkey replacement of the emergency generator system at the High School with Eastern Generator Sales and Service Inc. through COSTARS. Funding will be paid through the Capital Reserve and shall not exceed \$130,000.00.
- E. Administration recommends approval for the purchase of (1) heavy duty pickup truck at a not to exceed cost of \$50,000.00 and (1) grounds utility vehicle at a not to exceed cost of \$25,000.00 through COSTARS participating dealerships as per the vehicle replacement plan. Funding will come from the Capital Reserve.

#### VIII. PROGRAMMING AND CURRICULUM

Motion to approve Programming and Curriculum A-D and F-G by Mrs. Deardorff, seconded by Mr. Shafer. Motion carries 8-0.

Motion to approve Programming and Curriculum E by Mrs. Deardorff, seconded by Mrs. Weingarten. There was a Board discussion on the status of filling this position with input from Mrs. Leis.. Motion carries 5-3. (Mrs. Zasowski, Mr. Shafer, and Mr. Jackson were the dissenting votes).

- A. Administration recommends the approval of **Thom Stecher and Associates** for fall and spring Unity Day at the High School. The cost will not exceed \$4,000.00 and will be paid for from the Pottstown Health and Wellness Grant.
- B. Administration recommends the approval of *Building Readers Newsletter and the Helping Children Learn Newsletter*. These are resources used as part of the Title I requirements for Parent and Family Engagement. The total cost will not exceed \$1,500.00 and will be paid from Title I funds.
- C. Administration recommends the approval of *Temas, 2nd edition* (2020, Vista Higher Learning) to be used in AP Spanish. This purchase includes 45 digital student texts (4 years). The cost is not to exceed \$5,800.00 and is a budgeted item that will be paid from Curriculum reserve.
- D. Administration recommends the approval of the Spring-Ford Area School District assessment calendar. **(Attachment A4)**
- E. Administration recommends approval of **CDW** to provide Technology Professional Services at a cost not to exceed \$50,000.00 and will be paid from the Technology Operating Budget.
- F. Administration recommends the approval of the Structured Literacy Grant for supporting reading achievement in schools in Senate District 44 in the amount of \$246,300.00.

- G. Administration recommends the approval of the Sub-grant Agreement for Implementation and Reimbursement of Structured Literacy Grant between Spring-Ford Area School District and Chester County Intermediate Unit for 2023-2024 school year.

## IX. CONFERENCES AND WORKSHOPS

Motion to approve Conferences and Workshops A-E by Mrs. Deardorff, seconded by Mrs. Weingarten. Motion carries 8-0.

- A. **Elizabeth A. Leiss**, Director of Human Resources and **Sydney E. Wiesner**, Assistant Director of Human Resources, to attend "*Pennsylvania Association of School Personnel Administrators (PASPA) Annual Conference*" February 28 - March 1, 2024 in Altoona, PA. The total cost of the workshop is not to exceed \$1,815.00 (registration, transportation, and hotel). Substitute coverage is not needed.
- B. **Jeffrey Moyer**, Health & Physical Education Teacher, to attend "*2023 Shape PA State Conference*" October 27, 2023 in Manheim, PA. The total cost of the conference is \$495.00. (registration, transportation, hotel, and meals). Substitute coverage is needed.
- C. **Mary Davidheiser**, Controller and **Karen Henry**, Coordinator of Transportation, to attend "*69th PASBO Annual Conference*" March 5-8, 2024 in Hershey, PA. The total cost of the conference is \$2,285.00. (registration, hotel, transportation, meals) Substitute coverage is not needed.
- D. **Laura McNeil Murphy** and **Trisha Smith**, Certified Nurses, to attend "*School Nurses: Best Practice for Proactive Behavioral Health Services*" virtually January 10, 2024. The total cost of the conference is \$615.00 (registration). Substitute coverage is needed for 1 staff member.

### New Conferences and Workshops

- E. The **SFASD Art Department**, to attend the Brandywine Museum of Art, November 20, 2023 in Chadds Ford, PA. The total cost of the conference is \$234.00 (registration). Substitute coverage is not needed.

## X. OTHER BUSINESS

Motion to approve Other Business B by Mrs. Deardorff, seconded by Mrs. Weingarten. Motion carries 8-0.

- A. The following policies are submitted for **First Read**:

1. **Policy #127** - Assessment of Educational Program (**Attachment A5**)
2. **Policy #137** - Home Education Programs (**Attachment A6**)
3. **Policy #146** - Student Services (**Attachment A7**)
4. **Policy #217** - Graduation Requirements (**Attachment A8**)
5. **Policy #226** - Searches (**Attachment A9**)
6. **Policy #236.1** - Threat Assessment (**Attachment A10**)
7. **Policy #250** - Student Recruitment (**Attachment A11**)
8. **Policy #251** - Students Experiencing Homelessness, Foster Care and Other Educational Instability (**Attachment A12**)
9. **Policy #800.1** - Electronic Signatures/Records (**Attachment A13**)

- B. Administration recommends approval of the following High School sports team for overnight travel during the 2023-2024 school year.  
High School Boys Lacrosse to play 2 PIAA games at KSA (Kaylee Scholarship Association) at Cabana Bay, FL March 20-24, 2024. Registration, lodging, airfare, and meals will be paid by the Spring-Ford Booster Club Boys Lacrosse Team account. The total cost to the district is 3 days of substitute coverage for 2 staff members and airport transportation.

**XI. BOARD COMMENT**

Mrs. Weingarten reminded the community of Spring-Ford Theatre productions next week.

Mr. Jackson, Mrs. Hermans and Mrs. Zasowski thanked retiree Mr. Hunter, Director of Planning, Operations, and Facilities, for being a great asset to the district.

**XII. PUBLIC TO BE HEARD**

None

**XIII. ADJOURNMENT**

The Board unanimously adjourned the meeting at 8:39 p.m. with a motion from Mrs. Deardorff, seconded by Mrs. Weingarten.

Respectfully submitted,

Laurie J. Bickert  
Board Secretary

	<b>Contract Title</b>	<b>Season</b>	<b>Last</b>	<b>First</b>	<b>Stipend</b>
1	Asst. Colorguard Coach - Fall - Grades 7 & 8- prorated- correction	Fall	Allen	Julie	\$662.40
2	Asst. Indoor Color Guard Instructor - 7 & 8	Winter	Allen	Julie	\$1,104.00
3	Volunteer Assistant Track Coach -Boys' & Girls'- HS	Winter	Anelli	Elaine M.	Volunteer
4	Indoor Percussion Asst. Director - HS (1/2 Contract)	Winter	Baggerly	Benjamin D.	\$1,107.50
5	HS Club #17 - Library Club/Reading Olympics- HS	Year	Bowen	Melanie F.	\$402.00
6	HS Club #29- Take Action Club	Year	Burgess	Walter J.	\$402.00
7	Volunteer Assistant Track Coach -Boys' & Girls'- HS	Winter	Callan	Bryn	Volunteer
8	Asst. Track Coach-Girls' & Boys'-Winter-HS	Winter	Clinard	Noah C.	\$5,189.00
9	Robotics Club - Spring City Elementary	Winter	Clinard	Ivy R.	\$402.00
10	Robotics Club - Spring City Elementary	Spring	Clinard	Ivy R.	\$402.00
11	5/6 Club #14- Board Games	Winter	Frost, III	John S.	\$402.00
12	Asst. Swimming Coach-HS	Winter	Gebhard	Kathleen D.	\$5,189.00
13	Ski Board Club-HS	Winter	Gruhn	Lisa H.	\$678.00
14	Basketball Coach-Boys' (8th Grade)	Winter	Harrison, Jr.	Richard L.	\$4,231.80
15	Basketball Coach-Boys' (7th Grade)	Winter	Heffernan	Michael B.	\$4,231.80
16	Robotics Club - Brooke Elementary	Fall	Laurie	Zachary A.	\$402.00
17	Robotics Club - Brooke Elementary	Winter	Laurie	Zachary A.	\$402.00
18	Co-Ed Fitness Intramural # 17 - Grade 7 - Kickball	Spring	Livengood	Katherine G.	\$402.00
19	Indoor Percussion Asst. Director - HS (1/2 Contract)	Winter	Lukens	Alyssa R.	\$1,107.50
20	Lacrosse Coach-Girls'-HS	Spring	Macnamara	Kelly	\$5,322.00
21	Ski Board Club-HS	Winter	Macnamara	Kelly	\$678.00
22	Indoor Winter Color Guard Coach-HS	Winter	Marone	Danielle M.	\$4,246.42
23	Co-Ed Fitness Intramural # 18 - Grade 7- Basketball	Winter	Quigley	Melissa M.	\$402.00
24	Co-Ed Fitness Intramural # 20 - Grade 7 - Soccer	Spring	Quigley	Melissa M.	\$402.00
25	Extended School Year Coordinator	Year	Rhodenbaugh, Jr.	Gary W.	\$9,000.00
26	Volunteer Assistant Wrestling Coach -HS	Winter	Smith	Daniel C.	Volunteer
27	Robotics Club - Spring City Elementary	Winter	Themens	Kimberly A.	\$402.00
28	Robotics Club - Spring City Elementary	Spring	Themens	Kimberly A.	\$402.00

**(Attachment A3)**

29	Asst. Director Spring Musicale - HS	Spring	Vitelli	Jane	\$2,000.00
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**SECOND AMENDMENT TO LICENSE AGREEMENT**

**THIS SECOND AMENDMENT** made this \_\_\_\_\_ day of \_\_\_\_\_, 2023, by and between SPRING-FORD AREA SCHOOL DISTRICT (“Licensor”) and SPRING CITY AMERICAN LEGION BASEBALL COMMITTEE, 25-27 Main Street, Spring City, Pennsylvania 19475 (“Licensee”)

**WHEREAS**, Licensor and Licensee executed a License Agreement dated the 22<sup>nd</sup> day of September 1997; and

**WHEREAS**, Licensor and Licensee executed an Amendment to License Agreement dated the 22<sup>nd</sup> day of January 2001; and

**WHEREAS**, Licensor and Licensee based on the extension of the license have agreed to modify the License Agreement.

**NOW, THEREFORE**, in consideration of the mutual covenants set forth herein and intending to be legally bound hereby, the parties hereto agree as follows:

1. The License Agreement and the Amendment to the License Agreement shall be extended an additional ten (10) years until January 15, 2036 with joint reviews by the Licensor and the Licensee in 2028 and 2032.

2. In all other respects, the License Agreement of September 22, 1997, and the Amended to License Agreement of January 22, 2021, are hereby ratified and reconfirmed and this Agreement shall be binding on the heirs, successors and assigns.

IN WITNESS WHEREOF, the parties hereto intending to be legal bound have caused this Agreement to be executed the day and year first above written.

Attest:

SPRING-FORD AREA SCHOOL DISTRICT

\_\_\_\_\_  
Board Secretary

\_\_\_\_\_  
Board President

Witness:

SPRING CITY AMERICAN LEGION BASEBALL  
COMMITTEE

\_\_\_\_\_

By: \_\_\_\_\_

## AMENDMENT TO LICENSE AGREEMENT

THIS AMENDMENT made this 22 day of January, 2001, by and between **SPRING-FORD AREA SCHOOL DISTRICT** ("Licensor") and **SPRING CITY AMERICAN LEGION BASEBALL COMMITTEE**, 25-27 Main Street, Spring City, Pennsylvania, 19475 ("Licensee").

WHEREAS, Licensor and Licensee executed a License Agreement dated the 22<sup>nd</sup> day of September 1997; and

WHEREAS, Licensor and Licensee based on the extension of the license have agreed to modify the License Agreement.

NOW, THEREFORE, in consideration of the mutual covenants set forth herein and intending to be legally bound hereby, the parties hereto agree as follows:

1. The License Agreement shall be extended 20-years until January 15, 2026 with joint reviews by the Leasor and Lessee in 2011 and 2021.
2. In addition to the requirements of Paragraph 7, the Licensee agrees to annually submit a use of school facilities application along with the attendant documents as last amended including, but not limited to, a hold harmless agreement.
3. Paragraph 8 shall be deleted and the insurance requirements as a condition precedent for Licensee to use the facilities shall be those required as Policy 707 of the School District as last amended regarding use of facilities. The certificate of insurance shall be submitted with the Use of Facilities Application and the Licensee shall provide insurance in accordance with said policies, as last amended. The certificate shall list the Spring-Ford Area School District as an addition insured and shall

provide for no less than thirty (30) days notice of cancellation or adverse change of said policy.

4. In all other respects, the License Agreement of September 22, 1997, is hereby ratified and reconfirmed and this Agreement shall be binding on the heirs, successors, and assigns.

IN WITNESS WHEREOF, the parties hereto intending to be legally bound have caused this Agreement to be executed the day and year first above written.

Attest:

**SPRING-FORD AREA SCHOOL DISTRICT**

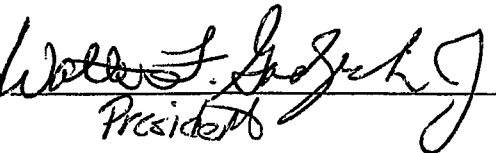
  
\_\_\_\_\_  
Board Secretary

By   
\_\_\_\_\_  
Board President

Witness:

**SPRING CITY AMERICAN LEGION  
BASEBALL COMMITTEE**

  
\_\_\_\_\_

By   
\_\_\_\_\_  
President

**LICENSE AGREEMENT**

THIS LICENSE AGREEMENT, made this 22nd day of September, 1997, by and between SPRING-FORD AREA SCHOOL DISTRICT ("Licensor") and SPRING CITY AMERICAN LEGION BASEBALL COMMITTEE, 25-27 Main Street, Spring City, Pennsylvania, 19475 ("Licensee").

WHEREAS, Licensor owns, occupies and operates certain property which Licensee wishes to enter upon and use for the purposes hereinafter described; and

WHEREAS, Licensor is willing to permit Licensee to enter upon and use for the said purpose that certain property as hereinafter described on the terms and conditions hereinafter set forth; and

WHEREAS, this License Agreement shall continue from January 15, 1997 for a term of four (4) years until January 15, 2001.

NOW, THEREFORE, in consideration of the mutual covenants set forth herein and intending to be legally bound hereby, the parties hereto agree as follows:

1. Licensor shall permit Licensee, its officers, employees, agents and servants, to enter upon and use that certain property herein described, during the time period herein defined, for the purposes of erecting lighting, advertising signs on the high school baseball field scoreboard, and advertising signs on the interior of the outfield fence along with additional bleachers, concession areas and other enhancements. Any construction prior to commencing

shall be pre-approved by the School Board after showing by Licensee that they have the financial strength and appropriate contractors to complete any proposed work. The Licensor will not unreasonably withhold permission but will review any proposal based on the above standards along with requiring the quality and workmanship to be in accordance with general school district standards.

a. The property of Licensor upon which Licensee may enter is described as follows: high school baseball field north of Lewis Road adjacent to new Spring-Ford High School (1996-1997) construction.

b. The period of such entry is limited to: such reasonable time necessary to complete the construction of the enhancements and proposed work prior to any individual baseball season the field is used either by the Licensor or other groups. Any signage will only be placed on the fence or on the scoreboard during the Licensee's playing season.

2. Licensee hereby recognizes and acknowledges that any zoning approvals or permits will be the responsibility of the Licensee. Any violation of any permits or other municipal ordinances will be the responsibility of the Licensee and the Licensee agrees the indemnification in paragraph 7 herein below shall include indemnification to Licensor for any such violations. The Licensor shall have the right to request evidence of any approvals prior to use or construction.

3. The license may be revoked, modified or limited in whole

or in part by Licensor at any time Licensee fails, neglects or refuses to perform any of the duties and/or obligations of the Licensee to be performed per this license and the aforementioned opinion and order of the Upper Providence Township Zoning Hearing Board.

4. The Licensee shall, at all times, exercise said license in such manner as to avoid interference with or disruption of Licensor's operations. Furthermore, Licensee hereby recognizes and acknowledges that the said license is subordinate to Licensor's obligations, as owner or user of the property herein, to students, faculty and staff, the general public and the like. Therefore, Licensee, its officers, employees, agents and servants, shall comply fully and promptly with Licensor's regulations, directions and instructions.

5. Licensee shall be responsible for maintaining the lights and other improvements in a safe, workmanlike manner, and for any and all costs associated with said maintenance.

6. Licensee hereby recognizes and acknowledges that the exercise of the said license may involve risk to the Licensee, its officers, employees, agents and servants of personal injury or damage to property.

7. Licensee shall indemnify and hold harmless Licensor, its officers, employees, agents, servants, successors and assigns, regardless of any negligence on their part, from and against any and all loss, damage, claims, demands, actions or causes of action,

suits at law or in equity, judgments, liability or expenses, including attorneys' fees for damages for personal injury, including death, to any person whatsoever, and for damage to property of any person whatsoever, including loss or destruction thereof, arising out of any accident or occurrence, however caused, in or as a result of the exercise by Licensee of the license granted herein.

8. Licensee shall obtain, as a condition precedent to the exercise of any part of the said license, the following public liability insurance coverage in such form and issued by such insurance company as shall be satisfactory to Licensor: bodily injury, including death, and personal injury, in an amount not less than \$300,000 per person and in an amount not less than \$1,000,000 for all persons arising out of each occurrence; damage to or loss or destruction of property, including loss of use thereof in an amount not less than \$300,000 for each occurrence and not less than \$1,000,000 in the aggregate. Furthermore, each and every such policy shall be endorsed to show Licensor as an additional named insured, and shall provide for no less than ten days notice of any cancellation or adverse change to such policy.

9. A Certificate of Insurance and applicable endorsements evidencing such insurance shall be furnished to Licensor no less than ten days prior to the commencement of the construction set forth in Subsection 1(b) hereof or use of the facilities. Failure to obtain insurance coverage as provided in Section 8 hereof or

failure to furnish a Certificate of Insurance as provided in this Section 9 shall render this Agreement null and void; provided, however, that no act or omission of Licensor in relation to the provisions of the said Sections 8 or 9 shall in any way limit, modify or effect the obligations of Licensee under any provision of this Agreement.

10. This License Agreement shall continue until January 15, 2001 assuming there is no breach and shall continue from year to year thereafter unless either party notifies the other of termination by December 15th of the calendar year prior to the end of each term.

11. If notice is given by December 15, 2000 or by December 15th of any successive year, Licensor may, within 120 days of the notice of termination, require Licensee to remove the improvements, at Licensee's expense. If Licensor does not require removal of light towers and signs, Licensee may, at their cost within 120 days of the termination notice, remove light towers and signs. If Licensee is not required to, nor chooses to remove the light towers and signs, within the 120 days of the notice of termination, said light towers and signs become the property of Licensor.

12. Licensee shall pay for the electrical service fees in connection with the operation of the light towers, or any of the other improvements with the volume of said electrical service to be monitored on a separate meter. If at any time Licensor shall use the light towers, Licensor will pay for the costs associated

with said use separately.

13. Licensee shall also reimburse Licensor for any and all costs or expenses incurred by Licensor as a consequence of the exercise by Licensee of the license granted herein except for normal wear or tear. Such costs or expenses may include, without limitation, actual costs of materials, supplies, labor and overhead and the actual cost of restoring the property to the condition existing immediately prior to Licensee's exercise of the license. Licensor shall provide Licensee with an itemized accounting of all such costs and expenses no later than ninety (90) days following the expiration of the of the 120th day following Licensor's notification to Licensee of the termination of the license. Licensee shall remit payment in full by certified check or money order no less than ten days from the date of such itemized accounting.

14. Licensor may, in its sole discretion, and with our without notice, postpone or cancel the exercise by Licensee of the license granted herein for causes beyond Licensor's control. Such causes shall include, without limitation, the laws, regulations, acts demands or interpositions of any federal, state or local government agency, acts of God, strikes, fire, flood, whether, war acts of picketing, rebellion, insurrection or terrorism or any other cause beyond Licensor's control whether similar or dissimilar to the foregoing. In the event of any postponement or cancellation pursuant to this Section 14, Licensor shall have no liability for

loss or damage of any kind incurred or claimed by Licensee.

15. This License Agreement may not be amended except by agreement in writing duly signed by authorized officers of the parties hereto.

16. If any section of this Agreement or any part of any section herein shall be held unlawful, invalid or unenforceable, that part shall be deemed deleted and without prejudice to the lawfulness, validity and enforceability of the remaining sections and parts thereof.

17. This Agreement shall be governed by and construed in accordance with the laws of the Commonwealth of Pennsylvania.

IN WITNESS WHEREOF, the parties hereto, intending to be legally bound hereby, have caused this Agreement to be executed the day and year first above written.

**LICENSOR:**

SPRING-FORD AREA SCHOOL DISTRICT

ATTEST:

James J. Gussai

By:

Diana S. Williams

**LICENSEE:**

SPRING CITY AMERICAN LEGION BASEBALL

ATTEST: \_\_\_\_\_

By:

Walter F. Godek

## **New Course for Spring-Ford Senior High School 2024-25**

### **Fundamentals of Behavioral Science (Honors)**

Fundamentals of Behavioral Science explores behavior from a biological perspective. It investigates the scientific study of the link between the brain, nervous system, and behavior.

The course includes, but is not limited to, the following topics: research methods, neuroscience, consciousness, sensation and perception, motivation and emotion, cognitive psychology, positive psychology, forensic psychology, and psychological disorders/treatment of disorders. Some units will include laboratory experiments to further examine the biological components of behavior. Basic knowledge of psychology, biology, and chemistry is beneficial, but not required.

This course is designed to be extremely interactive. Therefore, students will need to be willing to participate and speak in front of the class at times. It is a good fit for highly motivated students who want to learn more about psychology in a structured environment that is not as demanding as AP Psychology but is more detailed than the psychology/sociology elective course that already exists.

This course would be available during senior year for students who took AP Psychology in their junior year. The course could be an option for students who remain interested in the field of psychology and behavioral science at an honors level.

### **Anticipated Costs:**

Initial Curriculum Development (36 Hours)	\$2000
Initial Materials (Lab Materials)	\$400
Textbook (or instructional resource)	\$2000

Book	Policy Manual
Section	100 Programs
Title	Migrant Students
Code	142
Status	Draft
Adopted	August 25, 2003
Last Revised	

### **Authority**

The Board establishes a program to address the needs and provide appropriate services to migrant students attending district schools.[\[1\]\[4\]\[24 P.S. 1326\]\[24 P.S. 1327\]](#)

### **Guidelines**

The district program for migrant students shall include procedures to:

1. Identify migrant students and assess their educational and related health and social needs.
2. Ensure migrant students have the appropriate educational opportunities to meet the same academic standards required of all students.
3. Provide a full range of services to migrant students including applicable Title I programs, special education, gifted education, career and technical education, language programs, counseling programs and elective classes.[3]
4. Provide persons in parental relations an opportunity for meaningful participation in the program.
5. Provide advocacy and outreach programs for migrant students and their families.
6. Provide professional development for district staff.

The district shall provide materials to persons in parental relations regarding their role in improving the academic achievement of their child.

### **Delegation of Responsibility**

The Superintendent or designee shall develop procedures to notify and involve parents in the development, implementation and evaluation of the district's program for migrant students.

Legal

1. 20 U.S.C. 6391 et seq
3. Pol. 105
4. 34 CFR 200.81-200.88

Book	Policy Manual
Section	200 Pupils
Title	Eligibility of Nonresident Students
Code	202
Status	Draft
Adopted	March 25, 1991
Last Revised	September 26, 2023

### **Purpose**

The Board shall operate district schools for the benefit of students residing in this district who are eligible for attendance.[\[1\]](#)[\[2\]](#)[\[3\]](#)

### **Authority**

The Board may permit the admission of nonresident students in accordance with terms of this policy.[\[4\]](#)[\[5\]](#)[\[6\]](#)

The Board shall require that appropriate legal documentation showing dependency or guardianship or sworn statement of residential and financial support be filed with the Superintendent of Schools before an eligible nonresident student may be accepted as a student in the district schools. The Board may require a resident to submit additional reasonable information to substantiate a sworn statement, in accordance with guidelines issued by the Department of Education. The Board shall require legal documentation for continuation of enrollment to be submitted annually.[\[7\]](#)[\[8\]](#)

The Board reserves the right to verify claims of residency, dependency and guardianship and to remove from school attendance a nonresident student whose claim is invalid. The Board shall address children who are homeless in accordance with the McKinney-Vento Homeless Education Assistance Improvements Act of 2001. Children or youth, and their families, who are living in a shelter, transitional housing, motel, vehicle, campground, on the street, or doubled up with relatives or friends due to a lack of housing are considered to be homeless.[\[7\]](#)

If information contained in the sworn statement of residential support is found to be false, the student shall be removed from school after notice is given of an opportunity to appeal the student's removal, in accordance with Board policy, and tuition shall be charged for the period of attendance in the district.[\[7\]](#)

The Board shall not be responsible for transportation to or from school for any student residing outside school district boundaries or elementary school attendance boundary.

Tuition rates shall be determined in accordance with law. Tuition shall be charged monthly, in advance of attendance.[\[5\]](#)[\[9\]](#)[\[10\]](#)

It is the policy of the district not to accept nonresident tuition students except as required by law and in accordance with this policy.

### **Guidelines**

### Nonresident Children Placed In The District

Any child placed in the home of a district resident by a court or government agency shall be admitted to the schools and shall receive the same benefits and be subject to the same duties as resident children. [\[11\]](#)

### Inmates Of Institutions

A child who is an inmate of an institution for the care or training of children located within this district is not a legal resident of the district by such placement; but they shall be admitted to district schools, and a charge shall be made for tuition in accordance with law. [\[12\]](#)[\[13\]](#)[\[15\]](#)[\[17\]](#)[\[18\]](#)[\[19\]](#)[\[9\]](#)[\[20\]](#)

### Students Experiencing Educational Instability

The district shall immediately admit students experiencing homelessness, foster care and other forms of educational instability, even if the required documents are unavailable, in accordance with Board policy, law and regulation. [\[21\]](#)[\[22\]](#)

### Future Residents

Upon written application to the Superintendent, the children of families who expect to become residents of this school district and who have signed a contract to buy, build, or lease a residence in the district shall be admitted to Spring-Ford Area School District at or after the beginning of the semester during which they expect to become residents. No tuition will be charged unless the persons in parental relations fail to submit proof of residence in the district within ninety (90) school days after the date of initial entry. Tuition charges for those who fail to qualify as residents shall commence at the end of the ninety (90) day grace period and will continue until such time as residence within the school district is established. Tuition charges shall be as provided under Section 2561 of the Public School Code. Tuition for the remainder of the school year must be paid in full between the 91st and 101st school day or the student will be disenrolled. [\[5\]](#)[\[9\]](#)

### Former Residents

Any senior student moving from the district during the school year shall be allowed to complete that academic year only after proof of residency within the district has been established on the first day of the student school calendar and a written application has been made to the Superintendent. Students in other grades who move from the district after March 15 shall be entitled to complete that academic year only tuition free. [\[5\]](#)

### Foreign Exchange Students

Please refer to Policy 239 (Foreign Exchange Students). [\[23\]](#)

### Other Nonresident Students

Nonresident students may be admitted to the district without payment of tuition in accordance with Section 1302 of the Pennsylvania Code and with appropriate affidavits and evidence provided in accordance with the district's administrative requirements showing legal dependency, guardianship, residential and financial support of the student or legal and primary physical custody in accordance with governing law.[7][8]

The student must live full-time and not just for the school year with district residents who assumed legal dependency or guardianship or residential support of the student.

### **Delegation of Responsibility**

The Superintendent or designee shall develop procedures for the enrollment of nonresident children which:

1. Admit such students only on proper application and submission of required documentation by the person in parental relation on the sole discretion of the Board, unless required otherwise by law.
2. Prior to accepting a student for enrollment, the administration will require proof of residency. The Board reserves the right to verify the residency of any enrolled student at any time.
3. Do not exclude any eligible student on the basis of race, creed, color, gender, sexual orientation, national origin, ancestry, or handicap/disability.[16]

### **Regulations**

1. All categories of nonresident students shall be considered for entry or continued attendance only after a written application has been submitted to the office of the Superintendent. Tuition students shall not be accepted without prior approval by the Board.
2. The Superintendent is authorized to approve the attendance of future residents who qualify for tuition-free attendance. The Superintendent is also responsible for referring for approval of the Board all cases in which a future resident fails to establish residency in accordance with Board policy.
3. The principal of each school building shall be responsible for ascertaining the residency status of students who seek enrollment in the district's schools, providing direction to nonresidents concerning the provision of district policy, and giving prompt written notice to the Superintendent or designee of any change in student residency status addressed by this policy.

### **Legal**

1. 24 P.S. 501
2. 24 P.S. 502
3. 24 P.S. 503
4. 24 P.S. 1301
5. 24 P.S. 1316

6. Pol. 200
7. 24 P.S. 1302
8. 22 PA Code 11.19
9. 24 P.S. 2561
10. Pol. 607
11. 24 P.S. 1305
12. 24 P.S. 1306
13. 24 P.S. 1307
15. 22 PA Code 11.18
16. Pol. 248.1
17. 24 P.S. 1308
18. 24 P.S. 1309
19. 24 P.S. 1310
20. 24 P.S. 2562
21. 24 P.S. 1331.1
22. Pol. 251
23. Pol. 239

Book	Policy Manual
Section	200 Pupils
Title	Academic Integrity
Code	243
Status	Draft
Adopted	November 22, 2004
Last Revised	

### **Purpose**

The District is committed to teaching students the concept of academic integrity in support of intellectual, creative, and ethical development. Furthermore, the District recognizes the importance of specific standards of conduct in academic affairs to creating and sustaining a climate of academic integrity in support of our educational mission.

### **Authority**

The Board recognizes that the concept of academic integrity is developmental and authorizes the administration to guide the development of:

- Instructional materials to teach students about academic integrity.
- Procedures to be followed when academic dishonesty is suspected and articulated consequences for the elementary, middle and high school levels.

### **Definitions**

**Academic Integrity** is teaching and learning in an environment characterized by five fundamental values: honesty, trust, fairness, respect, and responsibility (The Center for Academic Integrity, 1999; affiliated with the Kenan Ethics Program, Duke University).

**Academic Dishonesty** is the attempt to give or obtain assistance in a formal academic exercise without due acknowledgement.

Examples of academic dishonesty may include but not be limited to a student:

- Copying or allowing another to copy a test, homework or assignment.
- Receiving assistance on any assignment that was meant to be completed independently.
- Allowing a project partner to do all of the work and claiming credit.
- Giving or receiving information on a test, quiz or examination before, during or after it is administered.
- Using fabricated or forged information, images, documents or signatures.
- Multiple submissions of all or a substantive part of an assignment without prior permission.
- Using generative AI software or presenting the results from an AI platform as one's own

**Artificial Intelligence** (AI) is the ability of computer program, software, or platform to do tasks that are usually done by humans because they require human intelligence and discernment. Examples include, but are not limited to ChatGPT, OpenAI, Grammarly, Google Bard AI, Bing AI Chat, etc.[\[1\]](#)

**Plagiarism**, the theft of intellectual property and a form of cheating, is the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one's own original work. **Intentional plagiarism is when one knowingly submits someone else's words or ideas as if they were their own.** **Unintentional plagiarism is when one omits documentation, uses imprecise documentation, or paraphrases or summarizes someone's ideas in one's own words without acknowledging the source.**

Examples of plagiarism may include but are not limited to:

- Direct copying of another person's work (homework, reports, take-home exams, tests, research papers, music, art, etc.)
- Allowing false assumptions of authorship by failure to document sources or documenting inaccurately
- Missing or incomplete documentation or citation of a direct quote or paraphrase as assigned
- Failing to document the use of charts, graphs, diagrams or statistics not created or compiled on your own
- Students are not permitted to submit in whole or in part an assignment written for another course.
- Submitting work (homework, reports, take-home exams, tests, research papers, music, art, etc.) created with the use of AI.

### **Delegation of Responsibility**

The Board authorizes the Superintendent or designee, to develop administrative regulations to be followed by all members of the educational community, for responding to and addressing academic dishonesty. Specifically, given the advent of AI tools, the Board further authorizes the Superintendent or designee to establish administrative regulations for the gradual and purposeful introduction of AI tools into the educational environment.

### **Guidelines**

The District will implement appropriate procedures to assure that all district faculty and students are aware of the Academic Integrity policy. Teachers will review the definition of plagiarism and expected ethical behavior with their students. Procedures that accompany this policy emphasize the roles of teaching and learning in helping students to develop a strong sense of academic integrity and avoiding academic misconduct. The Superintendent or designee will develop procedures that outline the process of consequences for academic dishonesty. The procedures shall be communicated through the District's Code of Conduct.

Generally speaking, students are prohibited from using any and all AI tools (i.e. ChatGPT or DALL-E) or essay writing services (e.g. Chegg or Course Hero) to guide,

brainstorm, draft, or create student work until such time as administrative regulations can be developed outlining appropriate use. Any use of AI tools or essay writing services will be considered plagiarism and shall receive consequences in alignment with this policy.

A student may be suspected of plagiarism whenever their writing closely resembles another piece of writing familiar to the reader or when ideas and sentence structure differ markedly from other materials written by the student.

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In order to help students avoid plagiarism, the following action shall be instituted:

- The district shall teach developmentally appropriate lessons in research skills at all grade levels as reflected in research component of the K-12 language arts curriculum.

The district establishes the following consequences for intentional plagiarism:

- Plagiarism which involves using phrases or lines of text without proper citation. This level of plagiarism will result in ten percent (10%) reduction of the grade (Grades 7-12).
- Plagiarism which involves using two or more paragraphs of someone else's ideas or words without proper attribution or repeatedly paraphrasing without crediting the source. Significant portions of the paper are not the student's own work. Students in Grades 7-8 will receive a maximum grade of "60" for the assignment. Students in Grades 9-12 will receive "0" for the assignment.
- Plagiarism (Grades 9-12) occurs if most of the work has been copied from another source. This includes turning in a paper written by someone else. The consequences include a grade of "0" for the assignment and shall result in a notation on the student's permanent record.

Resources

1. [Britannica](#)

Book	Policy Manual
Section	100 Programs
Title	Assessment of Educational Program
Code	127
Status	Draft
Adopted	March 25, 1991
Last Revised	February 4, 2004

### **Purpose**

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

### **Authority**

The Board shall approve an assessment system for use in district schools to assess individual attainment of state and local academic standards, and to identify those students not attaining academic standards and provide assistance. The Board shall approve an assessment system at least once every six (6) years, which shall be implemented no later than one (1) year after the approval date.[\[1\]\[2\]\[6\]\[7\]](#)

The Board reserves the right to review district assessment measures and to approve those that serve a legitimate purpose without infringing upon the personal rights of the students or persons in parental relations.[\[1\]\[3\]](#)

The Board directs the Superintendent or designee to grant requests by persons in parental relations to review the state assessments to determine whether the state assessments conflict with the persons' in parental relations religious beliefs. Persons in parental relations requests shall be submitted at least two (2) weeks prior to the administration of state assessments. The district shall ensure the security of the assessment documents.[\[4\]](#)

If, upon inspection of a state assessment, a person in parental relation finds the assessment to be in conflict with their religious beliefs, the person in parental relation shall have the right to have their child excused from that state assessment, upon receipt of a written request to the Superintendent stating the objection.[\[4\]](#)

### **Delegation of Responsibility**

The Superintendent or designee shall recommend various methods of assessment and evaluation based on their professional judgment, generally accepted professional practice, staff input and state regulations.[\[1\]\[2\]\[6\]](#)

The Superintendent or designee shall provide summary information to the public regarding student achievement, including assessment results, in accordance with federal and state law and regulations.[\[1\]](#)

The Superintendent or designee shall provide information regarding the achievement of academic standards to the PA Department of Education when requested; such information shall not include student names, identification numbers or individually identifiable information.[\[1\]](#)

The Superintendent or designee shall recommend improvements in the curriculum and instructional practices based upon student assessment results.[\[1\]](#)

### **Guidelines**

Persons in parental relations shall receive information regarding their child's state assessment scores and may obtain an explanation of assessment results from qualified school personnel.[\[5\]](#)[\[8\]](#)[\[9\]](#)

The district shall provide assistance to students not attaining academic standards at the proficient level. The district shall inform students and persons in parental relations about how to access such assistance.[\[1\]](#)[\[3\]](#)

Students with disabilities and students participating in ESL/Multilingual Education programs shall participate in assessments, with appropriate accommodations when necessary.[\[2\]](#)[\[8\]](#)[\[10\]](#)[\[11\]](#)

#### Legal

1. 22 PA Code 4.52
2. 22 PA Code 4.51
3. 22 PA Code 12.41
4. 22 PA Code 4.4
5. 20 U.S.C. 6311
6. 22 PA Code 4.12
7. Pol. 102
8. Pol. 138
9. Pol. 212
10. Pol. 103.1
11. Pol. 113

Book	Policy Manual
Section	100 Programs
Title	Home Education Programs
Code	137
Status	Draft
Adopted	April 23, 2012
Last Revised	May 22, 2023

### **Authority**

Home education programs for students of compulsory school age residing in the school district shall be conducted in accordance with state law and regulations.[\[1\]](#)[\[2\]](#)[\[3\]](#)

### **Definitions**

**Appropriate education** - a program consisting of instruction in the required subjects for the time required by law and in which the student demonstrates sustained progress in the overall program.[\[2\]](#)

**Hearing examiner** - shall not be an officer, employee or agent of the Department of Education or of the school district or intermediate unit of residence of the child in the home education program.

**Home education program** - a program conducted in compliance with law by the person in parental relation or person having legal custody of a child. A home education program shall not be considered a nonpublic school under the provisions of law.

**Supervisor** - the person in parental relation who is responsible for providing instruction, provided that such person has a high school diploma or its equivalent.

### **Delegation of Responsibility**

The Superintendent or designee shall develop and distribute administrative regulations for registering home education programs and maintaining appropriate records in accordance with law.[\[2\]](#)

### **Guidelines**

#### Notarized Affidavitxx

Prior to the commencement of the home education program, and annually thereafter on or before August 1, the person in parental relation or other person having legal custody of the child or children shall either file a notarized affidavit with the Superintendent, which contains certification that the supervisor of the home education program and all adults living in the home and persons having legal custody of a child or children in the home education program have not been convicted of criminal offenses enumerated in School Code or an unsworn declaration, in accordance with law. The affidavit shall include all information required by law.[\[2\]](#)

#### Instructional Program

The instructional program for home education students shall include such courses as required by law.[\[2\]](#)[\[4\]](#)[\[5\]](#)

#### Loan of Instructional Materials

At the request of the supervisor, the district shall lend to the home education program copies of the school's planned courses, textbooks and curriculum materials appropriate to the student's age and grade level.[\[2\]](#)

#### Student Portfolio and Evaluations

For each student participating in a home education program, the supervisor shall:[\[2\]](#)

1. Maintain a portfolio of records and materials, in accordance with applicable law.
2. Provide an annual written evaluation of the student's educational progress, in accordance with the provisions of applicable law.

#### Graduation Requirements

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

#### Diplomas

Students who complete all of the graduation requirements of the home education program shall receive a high school diploma issued by the supervisor or an approved diploma-granting organization.[\[2\]](#)

#### Students With Disabilities

A home education program meets compulsory attendance requirements for a student with a disability only when the program addresses the specific needs of the student and is approved by a teacher with a valid Pennsylvania certificate to teach special education, a licensed clinical psychologist or a certified school psychologist. Written notice of such approval must be submitted with the required affidavit.[\[1\]](#)

The supervisor may request that the school district or intermediate unit of residence provide services that address the specific needs of a student with a disability.[\[1\]](#)

When the provision of services is agreed to by both the supervisor and the school district or intermediate unit, all services shall be provided in public schools or in a private school licensed to provide such programs and services.[\[1\]](#)

#### Appropriate Education/Compliance

A home education evaluator shall certify that an appropriate education is occurring in the home education program. The supervisor shall submit the certification to the Superintendent by June 30 of each year. If the supervisor fails to submit the certification, the Superintendent shall send a letter to the supervisor notifying the supervisor that they have ten (10) days to submit the certification.[\[2\]](#)

If the Superintendent has a reasonable belief at any time during the school year that appropriate education may not be occurring in the home education program, the Superintendent may submit a letter to the supervisor requiring an evaluation to be conducted and that an evaluator's certification stating that an appropriate education is occurring shall be submitted to the district by the supervisor within thirty (30) days. The letter shall include the basis for the Superintendent's reasonable belief.[\[2\]](#)

If the Superintendent has a reasonable belief that the home education program is out of compliance, the Superintendent shall submit a letter to the supervisor requiring a certification to be submitted within thirty (30) days indicating the program is in compliance. The letter shall include the basis for the Superintendent's reasonable belief.[\[2\]](#)

As required by law, all letters shall be sent by certified mail, return receipt requested, and the time for submission of the requested documentation begins upon receipt of the letter.[\[2\]](#)

### Hearings

If the supervisor fails to submit a certification as required, the Board shall provide a hearing by a qualified and impartial hearing examiner within thirty (30) days.[\[2\]](#)

If the hearing examiner finds that an appropriate education is not taking place in the home education program, the home education program will be determined out of compliance; and the student will be enrolled promptly in a public school, a nonpublic school or a licensed private academic school.[\[2\]](#)

If a home education program has been determined to be out of compliance, the supervisor or spouse of the supervisor of the home education program is prohibited by law from supervising a home education program for that child or children for a period of twelve (12) months from the date of such determination.[\[2\]](#)

### Appeal

The supervisor or Superintendent may appeal the decision of the hearing examiner to the Secretary of Education, Commonwealth Court or Court of Common Pleas. The home education program may continue during the appeals process.[\[2\]](#)

### Transfers

If a home education program is relocating to another Pennsylvania school district, the supervisor must request from the Superintendent a letter of transfer for the home education program. The request must be made by registered mail thirty (30) days prior to relocation.[\[2\]](#)

The Superintendent shall issue the letter of transfer within thirty (30) days after receipt of the supervisor's registered mail request.[\[2\]](#)

The supervisor shall file the letter of transfer with the Superintendent of the new district of residence.[\[2\]](#)

If a home education program is out of compliance, the Superintendent shall inform the home education supervisor and Superintendent of the new district of residence of this status and the reason for denial of the transfer letter.[\[2\]](#)

If a home education program is in hearing procedures, the Superintendent shall inform the home education supervisor, hearing examiner and Superintendent of the new district of residence of this status and the reason for denial of the transfer letter.[\[2\]](#)

If the Superintendent is informed of pending proceedings related to a home education program relocating from a previous district to this district, the Superintendent shall continue the home education program until the appeal process in the previous district is finalized.[\[2\]](#)

Legal

1. 24 P.S. 1327
  2. 24 P.S. 1327.1
  3. 22 PA Code 11.31a
  4. Pol. 137.2
  5. Pol. 137.3
- 22 PA Code 11.33  
24 P.S. 111  
Pol. 137.1  
Pol. 203  
Pol. 209

Book	Policy Manual
Section	100 Programs
Title	Student Services
Code	146
Status	Draft
Adopted	
Last Revised	

### **Authority**

The Board directs that every six (6) years, the district shall develop a written plan for implementing a comprehensive and integrated K-12 program of student services, based on the needs of students. The plan shall be made available for public inspection and comment in the district's administrative offices and the district's website for a minimum of twenty-eight (28) days prior to approval by the Board.[\[1\]](#)[\[2\]](#)[\[3\]](#)

The student services plan shall include policies and procedures for emergency care and administration of medication and treatment under The Controlled Substance, Drug, Device and Cosmetic Act (35 P.S. § § 780-101—780-144) and guidelines issued by the Department of Health. The Board directs that the Student Services Plan be reviewed and revised as necessary.[\[2\]](#)

### **Guidelines**

Services offered by community agencies in district schools shall be coordinated by and be under the general direction of the school district.[\[2\]](#)

The following categories of services shall be provided by the district and included in the Student Services Plan:[\[2\]](#)

1. Developmental services that address students' needs throughout their district enrollment, which include: guidance counseling, psychological services, health services, home and school visitor services, and social work services that support students in addressing academic, behavioral, health, personal and social development issues.[\[4\]](#)[\[5\]](#)[\[6\]](#)[\[7\]](#)[\[8\]](#)
2. Diagnostic, intervention and referral services for students experiencing problems attaining educational achievement appropriate to their learning potential.
3. Consultation and coordination services for students who are experiencing chronic problems that require multiple services by teams or specialists.

The district shall plan and provide for a Student Assistance Program (SAP) in accordance with applicable law and regulations.[\[9\]](#)[\[10\]](#)[\[11\]](#)

The district's student services shall:[\[2\]](#)

1. Be an integral part of the instructional program at all levels of the school system.

2. Provide information to students and parents/guardians about the educational opportunities of the school's instructional program and how to access those opportunities.
3. Provide career information and assessments to inform students and parents/guardians about work and career options available to individual students.[4][12]
4. Provide basic health services required by law for students and provide information to parents/guardians about the health needs of their children.[6][7][8][13]

### **Delegation of Responsibility**

The Superintendent or designee shall be responsible to develop, implement and monitor a Student Services Plan that complies with state regulations and is available to all students.

The Superintendent or designee shall ensure that all persons delivering student services are specifically licensed or certified as required by law or regulations.[\[2\]](#)

#### Legal

1. 22 PA Code 4.13
2. 22 PA Code 12.41
3. Pol. 100
4. Pol. 112
5. Pol. 113
6. Pol. 209
7. Pol. 210
8. Pol. 210.1
9. 24 P.S. 1547
10. 22 PA Code 12.42
11. Pol. 236
12. Pol. 115
13. Pol. 227
- Pol. 209.1
- Pol. 235.1
- Pol. 808

Book	Policy Manual
Section	200 Pupils
Title	Graduation Requirements
Code	217
Status	Draft
Adopted	March 25, 1991
Last Revised	January 28, 2019

### **Purpose**

The Board will acknowledge each student's successful completion of the instructional program appropriate to the student's interests and needs by awarding a diploma at graduation ceremonies.

### **Authority**

The Board shall adopt the graduation requirements students must achieve in accordance with state law and regulations, which shall include course completion and grades, and proficiency on district and state assessments.[\[1\]](#)[\[2\]](#)[\[3\]](#)

The Board requires graduation requirements to be published and distributed to students and parents/guardians, and made available in each school building **and posted** on the district's **publicly accessible** website. All changes to graduation requirements shall be published and distributed to students and parents/guardians, and made available in each school building **and posted** on the district's **publicly accessible** website immediately following approval by the Board.[\[22 PA Code 4.24\]](#)[\[24 P.S. 510.2\]](#)

The Board shall award a regular high school diploma to every student enrolled in this district who meets the requirements of graduation established by the Pennsylvania Department of Education, as well as those established by the Spring-Ford Area School District Board of Directors.[\[1\]](#)[\[4\]](#)[\[5\]](#)[\[6\]](#)[\[7\]](#)[\[8\]](#)

The Board shall permit a student with a disability, whose Individualized Education Program (IEP) prescribes continued educational services, to participate in commencement ceremonies with their graduating class and receive a certificate of attendance, provided that the student has attended four (4) years of high school. The Board shall issue a high school diploma to each student with a disability who completes the graduation requirements established by the Board or the goals established in the student's IEP, as determined by the student's IEP team.[\[24 PS 121\]](#)[\[1\]](#)[\[9\]](#)[\[10\]](#)[\[11\]](#)[\[12\]](#)[\[13\]](#)[\[14\]](#)

A requirement for graduation shall be the completion of work and studies representing the instructional program assigned to grades 9 through 12. Credits toward graduation can only be earned when a student is in grade 9 through 12. High School courses taken by students in grades below 9th grade shall not count toward graduation requirements.[\[5\]](#)[\[6\]](#)[\[10\]](#)

The Board requires that each candidate for graduation shall have earned at least twenty-two (22) credits and demonstrate proficiency on district and state assessments to receive a diploma and be involved in the commencement ceremony.

### **Definitions**

**Student Experiencing Educational Instability** means a student who has experienced one (1) or more changes in school enrollment during a single school year due to any of the following:[Pol. 251]

1. Homelessness.
2. An adjudication of:
  - a. Dependency relating to child protective services and juvenile matters;
  - b. Delinquency, if disclosed by the student's parent/guardian; or
  - c. As part of court-ordered services under a voluntary placement or custody agreement.

A student experiencing foster care may also qualify as a student experiencing educational instability as defined above, if such circumstances apply.[\[25\]](#)[\[Pol. 251\]](#)

### **Delegation of Responsibility**

The Superintendent or designee shall be responsible for planning and executing graduation ceremonies that appropriately recognize this important achievement.

The Superintendent or designee shall be responsible for ensuring the following:

1. Publication and distribution of graduation requirements to students and parents/guardians.[\[22 PA Code 4.24\]](#)[\[24 P.S. 510.2\]](#)
2. Counseling of students regarding expectations of graduation requirements.[\[ 22 PA Code 4.24\]](#)[\[22 PA Code 4.51\]](#)[\[22 PA Code 4.52\]](#)[\[Pol. 102\]](#)[\[Pol. 127\]](#)[\[10\]](#)[\[16\]](#)
3. Assessment of individual student attainment of academic standards to ensure the student's progress toward achievement of graduation requirements.[\[ 22 PA Code 4.24\]](#) [\[22 PA Code 4.51\]](#)[\[22 PA Code 4.52\]](#)[\[Pol. 102\]](#)[\[Pol. 127\]](#) [\[Pol. 212\]](#)[\[22 PA Code 4.12\]](#)
4. Accurate recording and reporting of each student's progress and accumulation of graduation requirements.[\[Pol. 212\]](#)
5. Provision of assistance to those students having difficulty attaining the academic standards.[\[24 P.S. 121\]](#)[\[ 22 PA Code 4.24\]](#)

6. Development of a list of individuals who qualify for the award of a diploma.

**The Superintendent or designee shall annually, no later than December 1, report to the PA Department of Education (PDE) graduation information and data, as required by law. [\[24 P.S. 121\]](#)**

### **Guidelines**

Accurate recording of each student's achievement of academic standards shall be maintained, as required by law and state regulations.[\[8\]](#)[\[15\]](#)

Students shall be informed of graduation requirements and the amount of credits they are required to complete.

Periodic warnings shall be issued to students in danger of not fulfilling graduation requirements. Written notification shall be sent to persons in parental relations of students in danger of not fulfilling graduation requirements at the end of the student's junior year and at the conclusion of the second and third marking periods of the student's senior year.[\[16\]](#)

A student who has completed the requirements for graduation shall not be denied a diploma as a disciplinary measure, but the student may be denied participation in the graduation ceremony when personal conduct so warrants.

The fourth year of high school shall not be required if the student has been accepted by an accredited institution of higher learning and has completed all requirements for graduation.[\[17\]](#)[\[18\]](#)

Students Experiencing Educational Instability -

The district shall provide supports to ensure that students experiencing educational instability graduate in a timely manner, in accordance with law and Board policy. A graduation plan shall be developed to facilitate this process for students in grades nine (9) through twelve (12) who are experiencing educational instability.[\[12\]](#)[\[13\]](#)[\[Pol. 251\]](#)

*Part-Time Students -*

A student may qualify for graduation by attending a district school part-time when lawfully employed part-time or when officially enrolled part-time in a postsecondary institution.[\[20\]](#)[\[21\]](#)

*Full-Time Postsecondary Students -*

The fourth year of high school shall not be required for graduation if a student has completed all requirements for graduation and attends a postsecondary institution as a full-time student.[\[21\]](#)[\[22\]](#)

### Early Graduation

Students requesting early graduation must submit a written request executed by their person in parental relation to do so through their high school counselor, who shall confer with the student and person in parental relation prior to recommending the request for approval by the high school principal, Superintendent and Board.

Students desiring to graduate early must:

1. Request permission for early graduation by June 1st of their sophomore year (10th grade),
2. Have attended Spring-Ford Area School District for one (1) complete school year, and
3. Have a cumulative GPA of ninety-five percent (95%) or higher.

By June 1st of their sophomore year, the student will submit a plan detailing the manner in which all graduation requirements (twenty-two (22) credits and proficiency on district and state assessments) will be satisfied. By June 30th, the Superintendent or designee will respond to the student and person(s) in parental relation(s) regarding approval/denial of the submitted plan.

### Offsite and/or Online Courses (Excluding Spring-Ford Cyber Learning Programming)

Each course taken offsite and/or online needs to be separately approved using the Course Advancement Approval Process to ensure that the course meets the expectation of the Spring-Ford Area School District and graduation requirements. Courses taken offsite and/or online are not calculated toward GPA and/or honor roll but will be counted towards graduation credit.

### Early College Admissions – Seniors Only

Students requesting participation in an early college admissions program must submit a written request executed by their person in parental relation to their child's high school guidance counselor, who shall confer with the student and person in parental relation prior to recommending the request for approval by the high school principal, Superintendent and Board. Application for early college admission must be submitted by June 1st of their junior year.

Students who request permission for early admissions application must have completed the 11th grade and have a cumulative GPA of ninety percent (90%) or higher, and have been in attendance in the Spring-Ford Area School District for one (1) complete school year.

The student must maintain a C average in their freshman year of college work and must be considered a full-time student before the school district will approve a request for a Spring-Ford diploma. Credits presented for the diploma must include all courses mandated by the State Board of Education regulations which have not been completed prior to college entrance.

It shall be the obligation of the student to maintain communication with the home school before leaving for college in September and between semesters to finalize details of graduation and for information concerning student activities.

### Dual Enrollment

Students currently enrolled in the eleventh (11th) or twelfth (12th) grade may enroll in Dual (credit) Enrollment course options subject to the restrictions noted in the established guidelines. To remain eligible for continued enrollment, students must maintain a 70% average; and must conform to the State Board of Education curriculum regulations for dual high school and college enrollment. All dual enrollment students will be subject to the following guidelines:

1. Part-Time Dual Enrollment:
  - a. Dual credit classes may count only toward elective graduation requirements.
  - b. Any dual credit student carrying over seven (7.0) credits will not have their second semester dual credit course calculated in their GPA.
  - c. All students must register for dual enrollment courses through their Spring-Ford Senior High School counselor.
  - d. Dual enrollment placement tests determine math course selection, however if a similar course has previously been completed and credit awarded, a student will not receive additional Spring-Ford credit.
  - e. Juniors and seniors who take dual credit classes are eligible for open campus. Open campus allows students to arrive late or leave early on the days/semester the dual credit class does not meet.
  - f. If previously scheduled, students are not permitted to drop a spring semester dual credit class.
  - g. Senior Final Exam Exemption does not apply for these college classes.
  - h. On a case-by-case basis and with pre-approval by the student's house principal, college courses may be substituted for graduation requirements imposed by the school district.
2. Full-Time Dual Enrollment:
  - a. All students must register for dual enrollment courses through their Spring-Ford Senior High School counselor.
  - b. Any junior enrolling as a full-time dual enrollment student must take at least three (3) credit courses in their first semester and four (4) 3-credit courses each semester following and be on track to meet the Spring-Ford

graduation requirements.

- c. Any senior enrolling as a full-time dual enrollment student is required to take three (3) 3-credit courses both semesters and must remain on track to meet Spring-Ford graduation requirements. Note that English, math, science, and social studies are required and must align with Spring-Ford Senior High School course offerings (approved via the student's counselor).
- d. Participation in PIAA requires students to be enrolled in four (4) courses per semester and passing each course with at least a seventy percent (70%) average.
- e. All full-time dual enrollment students must have scored proficient or advanced on all required Keystone end-of-course exams.
- f. All dual enrollment courses must be approved by the student's guidance counselor one semester in advance.
- g. Any course taken to replace a Spring-Ford required course must be approved prior to the last day of the previous school year, i.e. English Comp 101, American National Government 124, Health and PE.
- h. All dual enrollment health courses will equal .40 Spring-Ford Senior High School credit.
- i. All dual enrollment Physical Education courses will equal .40 Spring-Ford Senior High School credit.
- j. All dual enrollment (3 or more) credit courses will receive one (1) Spring-Ford High School credit.
- k. Full-time dual enrollment students are recommended to meet with their counselor once a semester.
- l. Students may not take winter session (condensed) courses for Spring-Ford Senior High School credit.
- m. Any dual credit student carrying over seven (7.0) credits will not have their second semester dual credit course calculated in their GPA.
- n. Dual enrollment placement tests determine math course selection, however if a similar course has previously been completed and credit awarded, a student will not receive additional Spring-Ford credit.
- o. Students are responsible for checking that all prerequisite requirements have been met before registering for a course.
- p. Senior Final Exam Exemption does not apply for these college classes.

- q. Students participating in full-time dual enrollment are not eligible to be considered for commencement speaker.

The Superintendent or designee shall annually, no later than December 1, report to the PA Department of Education (PDE) graduation information and data, as required by law. [19]

### Diplomas for Eligible Veterans

#### *Veterans of World War II -*

In order to recognize and honor veterans who left high school prior to graduation to serve in World War II, the Board shall grant a diploma to a veteran who completes the required application and meets the following requirements: [\[4\]](#)

1. Was honorably discharged from the Armed Forces of the United States of America.
2. Served in the United States military between September 16, 1940 and December 31, 1946.
3. Attended high school between 1937 and 1946 and would have been a member of a graduation class during the years 1941 through 1950 but did not graduate due to entry into military service.

#### *Veterans of Korean War -*

In order to recognize and honor veterans who left high school prior to graduation to serve in Korean War, the Board shall grant a diploma to a veteran who completes the required application and meets the following requirements: [\[4\]](#)

1. Was honorably discharged from the Armed Forces of the United States of America.
2. Served in the United States military between June 27, 1950 and January 31, 1955.
3. Attended high school between 1947 and 1955 and would have been a member of a graduation class during the years 1951 through 1957 but did not graduate from high school due to entry into military service.

#### *Veterans of Vietnam War -*

In order to recognize and honor veterans who left high school prior to graduation to serve in Korean War, the Board shall grant a diploma to a veteran who completes the required application and meets the following requirements: [\[4\]](#)

1. Was honorably discharged from the Armed Forces of the United States of America.

2. Served in the United States military between February 28, 1961 and May 7, 1975.
3. Attended high school between 1958 and 1975 and would have been a member of a graduation class during the years 1961 through 1975 but did not graduate from high school due to entry into military service.

Upon proper application, the Board may award a diploma posthumously to a veteran who meets the stated requirements.

The Superintendent shall submit to the Board for its approval the names of veterans eligible for a high school diploma.

#### Legal

1. 22 PA Code 4.24
2. 22 PA Code 4.51
3. 22 PA Code 4.52
4. 24 P.S. 1611
5. 24 P.S. 1613
6. Pol. 102
7. Pol. 127
8. Pol. 213
9. 22 PA Code 11.27
10. 22 PA Code 4.12
11. 24 P.S. 1614
12. 34 CFR 300.102
13. 34 CFR 300.305
14. Pol. 113
15. Pol. 216
16. Pol. 212
17. 22 PA Code 11.4
18. 22 PA Code 11.8
19. 24 P.S. 121
- 22 PA Code 11.5
25. 45 CFR 1355.20
- 34 CFR Part 300
- Pol. 214
- Pol. 233

Book	Policy Manual
Section	200 Pupils
Title	Searches
Code	226
Status	Draft
Adopted	March 25, 1991
Last Revised	

### **Purpose**

The Board acknowledges that while students are constitutionally protected against unreasonable searches and seizures, the need to maintain a safe and healthy school environment may involve searches of persons, possessions, lockers and vehicles. Searches may involve the use of drug dogs.

The Board acknowledges the need for safe in-school storage of books, clothing, school materials and other personal property and may provide lockers for such storage purposes only.

### **Definition**

For purposes of this policy, **contraband** includes drugs, electronic cigarettes, vapes, tobacco, alcohol, weapons or other materials possessed by a student in violation of federal or state law or school policy.

### **Authority**

School officials may conduct a reasonable search of a particular student and their personal effects, locker, or automobile when there is reasonable suspicion that the student is in possession of contraband or that contraband will be found in the student's personal effects, locker, or automobile.

The scope of the search must be reasonably related to the objectives of the search and not excessively intrusive in light of the student's age and sex and the nature of contraband the student is suspected of possessing.

It shall be the policy of the Board that all such lockers are and shall remain the property of the school district. As such, students do not have an expectation of privacy in their lockers.[\[1\]](#)

No student may use a locker or automobile as a depository for a substance or object which is prohibited by law or district regulations, or which constitutes a threat to the health, safety or welfare of the occupants of the school building or the school grounds.

Students, persons in parental relations, and staff shall be notified at least annually, or more often if deemed appropriate by the administration, concerning the contents of this policy.

A violation of this policy shall result in disciplinary proceedings which may include suspension, expulsion, and/or arrest.

## **Guidelines**

### Random/Blanket Searches

School officials may conduct blanket or random searches of students without suspicion of any particular student where school officials determine in good faith that a substantial problem is threatening the welfare or safety of students and that blanket or random searches may help solve or eliminate the problem. Before such a search is conducted, the school will take the following steps:

1. The Superintendent and principal will jointly approve the search in the interest of solving a substantial problem threatening the welfare or safety of students.
2. The Superintendent and principal will decide the method and scope of the search. The search method must be uniform and preclude the use of discretion by school officials as to which students are searched. For example, a metal detector test or emptying of all pockets and bags as part of a blanket weapons search of all students entering a building would be uniform and without discretion of officials. Likewise, a dog-sniff drug search could be required for all students entering a building. Random searches may be used to search less than all students provided the method of selection is truly random and without discretion of officials. For example, searching every fifth student in line before entering a building. The scope of the search must be no more intrusive than necessary to satisfy the school's interest justifying the search. For example, a blanket pat-down search for drugs or weapons would probably be excessively intrusive absent a severe problem to establish a compelling justification.

The Superintendent and principal are authorized to conduct a one-time search or a program under which a series of searches are conducted over a specified period of time, provided that the search program will only continue as long as deemed necessary in light of the identified problem.

Advance written notice of the search or search program will be mailed to persons in parental relations and distributed to students, except where the Superintendent and principal determine an emergency search without advance notice is necessary to eliminate an immediate threat to the welfare or safety of other individuals in the school—for example, a bomb threat or specific information about a dangerous weapon on school property.

### Searches of Students

Except as provided below, only principals and assistant principals may conduct the search of a particular student. The search must be conducted in the presence of at least one (1) other administrator or teacher, except in emergency situations in which the principal or assistant principal has reasonable suspicion that a student may have contraband that poses an immediate threat to the welfare and safety of other individuals in the school.

If a principal or assistant principal has reasonable suspicion that a particular individual is in possession of contraband, the administrator may use a hand-held metal detector to conduct a specific, non-randomized search of the individual and their personal effects.

A pat-down search of a student's person may only be conducted by a principal or assistant principal of the same sex, except: (1) in emergency situations in which the principal or assistant principal has reasonable suspicion that a student may have contraband on their person that poses an immediate threat to the welfare and safety of other individuals in the school; and (2) when the student's sex is different from both the principal and assistant principal, in which case the pat-down search must be conducted by another school official of the same sex.

### Searches of Lockers

The Board authorizes its employees to inspect a student's locker when such employee has reasonable grounds to believe that the locker is being used as a depository for a substance or object which is prohibited by law or district regulations, or which constitutes a threat to the health, safety or welfare of the occupants of the school building or the building itself. Such materials may be used as evidence against the student(s) in disciplinary proceedings.[\[2\]](#)

The student(s) shall be notified and given the opportunity to be present. However, where school authorities have reasonable grounds to believe that the locker contains materials which pose a threat to the health, welfare and safety of students in the school, a student's locker may be searched without prior warning.[\[2\]](#)

Prior to a locker search, the student **may** shall be notified, and given an opportunity to be present, and permitted to call a person in parental relation or another representative.

The principal or assistant principal shall be present whenever a student locker is inspected.

The principal/assistant principal shall be responsible for the safekeeping and proper disposal of any substance, object or material found to be improperly stored in a student's locker.

The principal/assistant principal shall be responsible for promptly recording in writing each locker inspection and the record shall include the reason(s) for the search, persons present, objects found and the disposition.

Whenever the search of a student's locker is prompted by a reasonable suspicion that the contents of a student's locker create a threat to the health, welfare and safety of students in the school, the principal/assistant principal may open the locker without warning as soon as it is necessary to do so to discharge properly their duty to protect the persons and property in the school.

The principal/assistant principal shall open a student's locker for inspection on the request of a law enforcement officer only upon presentation of a duly authorized search warrant.[3]

### Searches of Automobiles

School authorities may search any automobile driven onto school district property by a student and may seize any illegal materials if reasonable ~~suspicion~~ grounds for conducting the search ~~exist~~ exist. Seized materials may be used as evidence against the student(s) in disciplinary proceedings.

Prior to a search of an automobile, the student(s) shall be notified and given an opportunity to be present. However, where school authorities have a reasonable suspicion that the automobile contains materials which pose a threat to the health, welfare and safety of students in the school, the automobile may be searched without prior warning.

### Reasonable Suspicion/Testing

If based on the student's behavior, medical symptoms, vital signs or other observable factors, the building principal has reasonable suspicion that the student is under the influence of a controlled substance, beverage containers or similar substance delivery devices may be tested for the presence of controlled substances.

### Use of Drug Dogs

School authorities may use, at their discretion, specially trained drug-sniffing dogs to conduct a generalized search of school district premises. Drug-sniffing dogs may be used at the direction of the Superintendent and consistent with school district policy.

School authorities will conduct the canine searches on the outside of the school-owned locker, and only search inside the locker if the canine alerts to a particular locker.

School authorities will conduct the canine searches on the outside of automobiles, and only search inside the automobile if the canine alerts to a particular automobile.

### Basic Procedures

1. The Superintendent or building principal may request a canine search of lockers, storage areas and/or vehicles.
2. Dogs will only be used when under the control of the police trainer or designee.
3. Prior to a search, the student shall be notified, and given an opportunity to be present and permitted to call a person in parental relation or another representative. However, where school authorities have reasonable grounds to believe that the locker contains materials which pose a threat to the health, welfare and safety of students in the school, a student's locker may be searched without prior warning.

4. Persons in parental relations of a student will be notified immediately upon determination that a student is in possession of a substance or object which is prohibited by law or district regulations.
5. Disciplinary proceedings including suspension, expulsion and/or arrest of the student may follow.

#### Disciplinary Consequences

Students who refuse to consent to a search request shall be considered in violation of this policy, insubordinate, and in defiance of authority. Refusal to cooperate with school officials shall constitute further grounds for exclusion from school. When the suspected item would constitute contraband of any kind or potential evidence of a crime (e.g., controlled substances, weapons or look-alike weapons, and stolen property), refusal to consent to search may also result in immediate referral to local police.

#### **Delegation of Responsibility**

The Superintendent shall develop procedures to implement this policy.

#### Legal

1. 24 P.S. 510
2. 22 PA Code 12.14
3. Pol. 225

Book	Policy Manual
Section	200 Pupils
Title	Threat Assessment
Code	236.1
Status	Draft (PSBA 8/22)
Adopted	NEW
Last Revised	NEW

### **Purpose**

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

### **Authority**

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

### **Definitions**

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

**Bias** – the attitudes or beliefs we have about a person or group that affects our understanding, actions and decisions in a conscious or subconscious manner.[\[3\]](#)

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

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

### **Delegation of Responsibility**

The CSSEP, in consultation with the superintendent or designee, shall appoint [\[1\]](#)

**[Note: districts should only select one of the appropriate options if the designated team is made up of required personnel under 24 P.S. 1302-E]**

{X} individuals to a district threat assessment team.

The CSSEP or designee shall designate a member of the team as team leader for the threat assessment team.<sup>[1]</sup>

The threat assessment team shall include the CSSEP and individuals with expertise in school health; counseling, school psychology or social work; special education and school administration.<sup>[1]</sup>

The CSSEP or designee may assign additional staff members or designated community resources to the threat assessment team for assessment and response support.

## **Guidelines**

### Training

The CSSEP shall ensure that threat assessment team members are provided individual and/or group training **annually** on:<sup>[1]</sup>

1. Responsibilities of threat assessment team members.
2. Process of identifying, reporting, assessing, responding to and intervening with threats.
3. Confidentiality requirements under state and federal laws and regulations, and Board policies.<sup>[4][6][9][10][11]</sup>

Threat assessment team training shall be credited toward professional education requirements and school safety and security training requirements for staff, in accordance with applicable law and Board policy.<sup>[1][6][13][14][15][16]</sup>

### Information for Students, Persons in Parental Relations, and Staff

The district shall **annually** notify students, staff and persons in parental relations about the existence and purpose of the threat assessment team through posting information on the district website, publishing in handbooks and through other appropriate methods.<sup>[1]</sup>

The threat assessment team shall make available age-appropriate informational materials to students regarding recognition of threatening or at-risk behavior that may present a threat to the student, other students, school employees, school facilities, the community or others and how to report concerns, including through the Safe2Say Something program and other district reporting hotlines or methods. Informational materials shall be available for review by persons in parental relations.<sup>[1][7][8][17][18][19]</sup>

The threat assessment team shall make available informational materials for school employees regarding recognition of threatening or at-risk behavior that may present a threat to the student, other students, school employees, school facilities, the community or others and how to report concerns, including through the Safe2Say

Something program and other district reporting hotlines or methods. Information for school employees shall include a list of the staff members who have been appointed to the threat assessment team.[\[1\]](#)[\[7\]](#)[\[8\]](#)[\[17\]](#)[\[19\]](#)

The district shall annually provide mandatory training for school staff on identification or recognition of student behavior that may indicate a threat to the safety of the student, other students, school employees, other individuals, school facilities or the community, in accordance with law, Board policy and the standards specified by the state's School Safety and Security Committee.[\[6\]](#)[\[15\]](#)

### Reporting and Identification

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

The threat assessment team shall assist in assessing and responding to reports that are received through the Safe2Say Something Program identifying students who may be a threat to themselves or others.[\[1\]](#)[\[6\]](#)

The threat assessment team shall assist in assessing and responding to reports of students exhibiting self-harm or suicide risk factors or warning signs, as identified in accordance with applicable law and Board policy.[\[1\]](#)[\[7\]](#)

When the threat assessment team has made a preliminary determination that a student's reported behavior may indicate a threat to the safety of the student, other students, school employees, school facilities, the community or others, the team shall immediately take the following steps:[\[1\]](#)

1. Notify the Superintendent or designee and the CSSEP of the reported threat.
2. Notify the building principal of the school the student attends of the reported threat, who shall notify the student's person in parental relation of the reported threat.

When a reported student's behavior indicates that there may be an imminent threat to the safety of the student or others, or an emergency situation, a threat assessment team member shall take immediate action, which may include promptly reporting to the appropriate law enforcement agency and school administration.[\[1\]](#)[\[5\]](#)[\[6\]](#)[\[20\]](#)

Where a threat assessment team member has reasonable cause to suspect that a reported situation indicates that a student may be a victim of child abuse, the member shall make a report of suspected child abuse in accordance with law and Board policy.[\[1\]](#)[\[21\]](#)[\[22\]](#)

### Inquiry and Assessment

In investigating, assessing and responding to threat reports, the threat assessment team shall make a determination if the report should be addressed under one or more specific Board policies or administrative regulations, based on the subject matter of the

report and the requirements of law, regulations and Board policy, including, but not limited to, reports involving:

1. Discrimination/Title IX Sexual Harassment.[8][17]
2. Bullying/Cyberbullying.[19]
3. Suicide Awareness, Prevention and Response.[7]
4. Hazing.[23]
5. Dating Violence.[24]

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

1. Interviewing the student, other students, staff, persons in parental relations or others regarding the subject(s) of the reported threat.
2. Reviewing existing academic, health and disciplinary records and assignments, as appropriate, regarding the subject(s) of the report.
3. Conducting searches of lockers, storage spaces, and other possessions on school property as applicable, in accordance with applicable law, regulations and Board policy.[25]
4. Examining outside resources such as social media sites, in coordination with law enforcement, or contacting law enforcement, juvenile probation, or community agencies to request additional information about the subject(s) of the report, in accordance with law, regulations and Board policies.
5. Where appropriate, convening the appropriate team to assess and/or address the situation that is the subject of the report, such as the Individualized Education Program (IEP) team, Section 504 Team, Behavior Support team, Student Assistance Program team, or others.[4][26][27][28][29][30]

The threat assessment team shall establish and implement procedures, in accordance with the district's Memorandum of Understanding, to address situations where the investigation of a reported threat shall be transferred to the appropriate law enforcement agency.[5][20]

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

When assessment of a student's behavior determines that it is not a threat to the student, other students, school employees, school facilities, the community or others, the threat assessment team shall document the assessment and may refer the student

to other appropriate resources such as a child study team, the Student Assistance Program team, an IEP or Section 504 Team or other district supports and services.

### Response and Intervention

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

Following notification to the student's person in parental relation, the threat assessment team may refer the student to an appropriate program or take action to address the reported situation in accordance with applicable Board policy, which may include, but is not limited to:[\[1\]](#)

1. A referral to the Student Assistance Program.[\[4\]](#)
2. A referral to the appropriate law enforcement agency.[\[5\]](#)[\[6\]](#)[\[20\]](#)
3. An appropriate evaluation to determine whether the student is a qualified student with a disability in need of a Section 504 Service Agreement or in need of special education services through an Individualized Education Program (IEP), in accordance with applicable law and Board policy.[\[26\]](#)[\[27\]](#)[\[30\]](#)
4. A referral to the student's IEP Team to review and address the student's IEP and/or Positive Behavior Support Plan. This could include, but is not limited to, a manifestation determination or functional behavioral assessment in accordance with applicable law, regulations and Board policy.[\[27\]](#)[\[28\]](#)[\[29\]](#)[\[30\]](#)
5. A referral to the student's Section 504 Team to review and address the student's Section 504 Service Agreement and/or Positive Behavior Support Plan.[\[26\]](#)
6. With prior consent from a person in parental relation, a referral to a behavioral service provider, health care provider or county agency.[\[31\]](#)
7. Addressing behavior in accordance with applicable discipline policies and the Code of Student Conduct.[\[32\]](#)[\[33\]](#)[\[34\]](#)[\[35\]](#)
8. Ongoing monitoring of the student by the threat assessment team, a child study team, Student Assistance Program team or other appropriate school personnel.
9. Taking steps to address the safety of any potential targets identified by the reported threat.[\[6\]](#)[\[36\]](#)

*Safe Schools Incident Reporting –*

For Safe Schools reporting purposes, the term **incident** means an instance involving an act of violence; the possession of a weapon; the possession, use or sale of a controlled substance or drug paraphernalia as defined in the Pennsylvania Controlled Substance, Drug, Device and Cosmetic Act; the possession, use or sale of alcohol or tobacco; or conduct that constitutes an offense listed under the Safe Schools Act.[20][37][38][39]

When a reported threat also meets the definition of an incident under the Safe Schools Act, in accordance with reporting requirements, the Superintendent or designee shall immediately report required incidents, if not previously reported by district staff, and may report discretionary incidents committed by students on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity to the local police department that has jurisdiction over the school's property, in accordance with state law and regulations, the procedures set forth in the Memorandum of Understanding with local law enforcement and Board policies.[20][32][37][38][40][41][42]

The Superintendent or designee shall notify the person in parental relation, if not previously notified by district staff, of any student directly involved in an incident on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity, who is a victim or suspect, immediately, as soon as practicable. The Superintendent or designee will inform the person in parental relation whether or not the local police department that has jurisdiction over the school property has been or may be notified of the incident. The Superintendent or designee will document attempts made to reach the person in parental relation.[20][38][43]

#### *Students With Disabilities –*

When reporting an incident committed by a student with a disability or referring a student with a disability to a law enforcement agency, the district shall provide the information required by state and federal laws and regulations and shall ensure that copies of the special education and disciplinary records of the student are transmitted for consideration by these authorities. The district shall ensure compliance with the Family Educational Rights and Privacy Act when transmitting copies of the student's special education and disciplinary records.[9][11][44][45][46][47]

#### Monitoring and Management

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

The threat assessment team, in coordination with other appropriate teams and supports, shall determine when the student's Individualized Management Plan is no longer needed for disposition of the threat(s), and may transfer appropriate information in accordance with applicable law, regulations and Board policy.[4][7][9][11][26][27]

#### Records Access and Confidentiality

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

1. Student health records.[\[48\]](#)[\[49\]](#)
2. Prior school disciplinary records.[\[9\]](#)[\[11\]](#)[\[50\]](#)
3. Records related to adjudication under applicable law and regulations.[\[50\]](#)[\[51\]](#)[\[52\]](#)[\[53\]](#)[\[54\]](#)[\[55\]](#)
4. Records of prior behavioral or mental health or psychological evaluations or screenings maintained by the district.
5. Other records or information that may be relevant to evaluating a threat or determining treatment or referral options for a student that are maintained by the district.

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

The threat assessment team shall maintain confidentiality and handle all student records in accordance with applicable law, regulations, Board policy, the Student Records Plan and the district's legal and investigative obligations.[\[4\]](#)[\[7\]](#)[\[9\]](#)[\[10\]](#)[\[11\]](#)[\[19\]](#)[\[44\]](#)[\[46\]](#)[\[50\]](#)[\[56\]](#)

Threat assessment members whose other assignments and roles require confidentiality of specific student communications, in accordance with law, shall ensure that all confidential communications and information are addressed in accordance with applicable law, regulations, Board policy and administrative regulations.[\[10\]](#)[\[57\]](#)[\[58\]](#)[\[59\]](#)[\[60\]](#)

#### Annual Board Report

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

1. Verification that the district's threat assessment team and process complies with applicable law and regulations.
2. The number of threat assessment teams assigned in the district, and their composition.

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

The annual threat assessment report shall be presented as part of the annual report to the Board by the School Safety and Security Coordinator on district safety and security practices.[\[1\]](#)[\[5\]](#)

The threat assessment team's information addressing verification of compliance with law and regulations, the number of threat assessment teams assigned in the district and their composition, the total number of threats assessed that year, and **additional** information required by the Superintendent or designee shall be included in the CSSEP's annual report on district safety and security practices that is submitted to the state's School Safety and Security Committee.[\[1\]](#)[\[5\]](#)[\[61\]](#)

#### Legal

1. 24 P.S. 1302-E
2. 24 P.S. 1301-E
3. Pol. 832
4. Pol. 236
5. Pol. 805.2
6. Pol. 805
7. Pol. 819
8. Pol. 103
9. Pol. 113.4
10. Pol. 207
11. Pol. 216
12. Pol. 146.1
13. 24 P.S. 1205.2
14. 24 P.S. 1205.5
15. 24 P.S. 1310-B
16. Pol. 333
17. Pol. 104
18. Pol. 105.1
19. Pol. 249
20. Pol. 805.1
21. 23 Pa. C.S.A. 6311
22. Pol. 806
23. Pol. 247
24. Pol. 252
25. Pol. 226
26. Pol. 103.1

27. Pol. 113
  28. Pol. 113.1
  29. Pol. 113.2
  30. Pol. 113.3
  31. Pol. 146
  32. Pol. 218
  33. Pol. 218.1
  34. Pol. 218.2
  35. Pol. 233
  36. Pol. 709
  37. 24 P.S. 1303-A
  38. 22 PA Code 10.2
  39. 35 P.S. 780-102
  40. 24 P.S. 1302.1-A
  41. 22 PA Code 10.21
  42. 22 PA Code 10.22
  43. 22 PA Code 10.25
  44. 20 U.S.C. 1232g
  45. 20 U.S.C. 1415
  46. 34 CFR Part 99
  47. 34 CFR Part 300
  48. 24 P.S. 1409
  49. Pol. 209
  50. Pol. 216.1
  51. 24 P.S. 1304-A
  52. 24 P.S. 1305-A
  53. 24 P.S. 1307-A
  54. 42 Pa. C.S.A. 6341
  55. Pol. 218.3
  56. 24 P.S. 1304-D
  57. 22 PA Code 12.12
  58. 42 Pa. C.S.A. 5945
  59. 42 Pa. C.S.A. 8337
  60. 42 CFR Part 2
  61. 24 P.S. 1309-B
  - 20 U.S.C. 1400 et seq
  - 35 P.S. 7601 et seq
  - Pol. 203.1
- PA Commission on Crime and Delinquency, School Safety and Security Committee  
Model K-12 Threat Assessment Procedures and Guidelines

Book	Policy Manual
Section	200 Pupils
Title	Student Recruitment
Code	250
Status	Draft
Adopted	August 25, 2003
Last Revised	

### **Authority**

In accordance with law, the Board shall permit disclosure of required student information about secondary students to representatives of postsecondary institutions and to representatives of the Armed Forces of the United States.[\[1\]\[2\]\[4\]](#)

Equitable access to secondary students shall be granted to postsecondary education representatives, military recruiters, and prospective employers.

### **Guidelines**

Postsecondary institutions and military recruiters shall have access to, upon request, secondary students' names, addresses, and telephone numbers, unless the person in parental relation (or a student who has reached 18 years of age) requests that such information not be released without prior written consent of a person in parental relation (or student, for a student who has reached 18 years of age).[\[2\]\[4\]](#)

The District shall annually notify persons in parental relations and students who have reached 18 years of age of the right to request that student information not be released to representatives of postsecondary institutions and/or military recruiters without prior written consent of the person in parental relation.[\[2\]\[3\]\[4\]](#)

The District shall provide a list, upon request, of graduating seniors, which shall be available to military recruiters by the first day of the academic year of graduation.[\[3\]](#)

### **Military Personnel**

Military recruiters and all other members of the active and retired Armed Forces, including the National Guard and Reserves, shall be permitted to wear their official military uniforms while on District property.[\[5\]](#)

### **Delegation of Responsibility**

The building principal shall determine under what conditions and when access to secondary students will be provided to representatives of postsecondary institutions, military recruiters, and prospective employers.

The building principal reserves the right to deny access to students when such access will materially and substantially interfere with the proper and orderly operation of the school.

The Superintendent or designee shall notify persons in parental relations about this Policy and the notice shall include:[\[3\]](#)

1. Notice that the school routinely discloses names, addresses, and telephone numbers of students to recruiters, subject to a person's in parental relation or secondary student's\* request not to disclose such information without prior written consent.
2. Explanation of the right of the person in parental relation or secondary student\* to request that information not be disclosed without prior written consent.
3. Procedures for how the person in parental relation or secondary student\* can opt out of the public, nonconsensual disclosure of such information, and the method and timeline for doing so.

*\*applies to secondary students who have reached 18 years of age*

#### Legal

1. 51 P.S. 20221 et seq
  2. 20 U.S.C. 7908
  3. 51 P.S. 20222
  4. 10 U.S.C. 503
  5. 24 P.S. 2402 (Military Uniform)
- 22 PA Code 403.1

Book	Policy Manual
Section	200 Pupils
Title	Students Experiencing Homelessness, Foster Care and Other Educational Instability
Code	251
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Adopted	February 4, 2004
Last Revised	

### **Purpose**

The Board recognizes the challenges encountered by students experiencing homelessness, foster care and other educational instability. The Board is committed to facilitating the immediate enrollment; eliminating barriers to the attendance, education and graduation; and providing additional supports in compliance with federal and state laws, regulations and Board policy, for such students.[\[1\]\[2\]\[3\]\[4\]\[5\]\[6\]\[7\]\[8\]](#)

### **Authority**

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

The Board shall ensure that students experiencing educational instability have equal access to the same educational programs, activities and services provided to other district students.[\[1\]\[2\]\[3\]\[4\]\[5\]\[6\]\[7\]](#)

The Board authorizes the Superintendent to waive specific requirements in Board policies, procedures and administrative regulations to the extent that they create barriers for the enrollment and attendance of students experiencing educational instability. Such waivers include, but are not limited to, requirements regarding:[\[1\]\[2\]\[3\]\[4\]\[5\]\[6\]\[7\]](#)

1. Dress code.[\[9\]](#)
2. Transportation.[\[10\]](#)
3. School-sponsored or extracurricular activities for which students meet placement and qualification requirements, including, but not limited to, clubs, athletics, performing arts, class trips, social events, career and technical education, internships and specialized classes.[\[11\]\[12\]\[13\]\[14\]\[15\]\[16\]\[17\]](#)
4. Fees related to school-sponsored or extracurricular activity participation fees, and other fees including, but not limited to, school identification (badges, cards, etc.), uniforms, materials, lost or damaged items, athletic physical exams, parking or driving, food services, library, locker or padlock rental or replacement, summer school or credit recovery, technology and graduation regalia.[\[9\]\[13\]\[14\]\[15\]\[18\]\[19\]\[20\]\[21\]\[22\]](#)

5. Graduation.[19]
6. Registration deadlines.

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

### **Definitions**

**Student Experiencing Educational Instability** means a student who has experienced one (1) or more changes in school enrollment during a single school year due to any of the following:[4]

1. Homelessness.[1][3][7]
2. An adjudication of:[23][24]
  - a. Dependency relating to child protective services and juvenile matters;
  - b. Delinquency, if disclosed by the student's parent/guardian; or
  - c. As part of court-ordered services under a voluntary placement or custody agreement.

A student experiencing foster care may also qualify as a student experiencing educational instability as defined above, if such circumstances apply.[25]

**Enroll or Enrollment** means attending classes and participating fully in school activities.[26]

**Additional costs** means the difference between what the district spends to transport a resident student to the student's assigned school and the cost to transport a child in foster care to the child's school of origin.

**Foster care** means twenty-four (24) hour substitute care for children placed away from their update and for whom the child welfare agency has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, child care institutions and pre-adoptive homes. A child is in foster care in accordance with this definition regardless of whether the foster care facility is licensed and payments are made by the state, tribal or local agency for the care of the child, whether adoption subsidy payments are being made prior to the finalization of an adoption or whether there is federal matching of any payments that are made.[25]

**Homeless children and youths** means individuals who lack a fixed, regular and adequate nighttime residence, and includes:[26]

1. Children and youths who are:

- a. Sharing the housing of other persons due to loss of housing, economic hardship or a similar reason;
  - b. Living in motels, hotels, trailer parks or camping grounds due to lack of alternative adequate accommodations;
  - c. Living in emergency, transitional or domestic violence shelters; or
  - d. Abandoned in hospitals;
2. Children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
  3. Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations or similar settings;
  4. Migratory children who qualify as homeless because they are living in circumstances described above; and
  5. School-aged parents living in houses for school-aged parents if they have no other available living accommodations.

**School of origin** is the school in which the student experiencing educational instability was last enrolled.

- The school of origin for a *homeless child or youth* - the last school in which the homeless child or youth was enrolled when permanently housed or the school in which the homeless child or youth was last enrolled, including preschool. [\[27\]](#)
- The school of origin for a *child in foster care* - the school in which a child is enrolled at the time of placement in foster care. If a child's foster care placement changes, the school of origin is the school the child is attending immediately prior to each change in placement. [\[8\]](#)
- When the homeless child or youth, or child in foster care, completes the final grade level served by the school of origin, the school of origin shall become the designated receiving school at the next grade level for all feeder schools.

**Unaccompanied youth** means a homeless child or youth not in the physical custody of a person in parental relation. This includes youth who have run away from home; been abandoned or forced out of home by a person in parental relation other caretaker; or separated from a person in parental relation for any other reason. [\[26\]](#)

### **Delegation of Responsibility**

The Board designates the Home and School Visitor to serve as the district's point of contact for students experiencing educational instability. [\[4\]](#)[\[5\]](#)[\[27\]](#)

The name and contact information of the district's point of contact shall be included in the student's education records and provided to the student's education decision maker.[\[4\]](#)

The district's point of contact shall ensure outreach and coordination with the following, as appropriate to each individual student's needs:[\[4\]](#)[\[5\]](#)[\[27\]](#)

1. Local children and youth agency to:
  - a. Establish formal mechanisms to ensure that the district is promptly notified when a child enters foster care or changes foster care placements;
  - b. Develop a protocol on how to make best interest determinations; and
  - c. Develop and coordinate transportation procedures.
2. Other local service agencies and entities that provide services to students experiencing educational instability.
3. Other school districts on issues of prompt identification, transfer of records, transportation and other inter-district activities.
4. District staff responsible for the provision of services under Section 504 of the Rehabilitation Act and the Individuals with Disabilities Education Act.[\[11\]](#)[\[28\]](#)
5. State and local housing agencies responsible for comprehensive housing affordability strategies.

The district's point of contact, in consultation with the school counselor, school social worker, home and school visitor or school psychologist and the student's Individualized Education Program (IEP) team or Section 504 Team, shall:[\[4\]](#)

1. Facilitate the student's expedited consultation with the school counselor or other mental health professionals, as appropriate.
2. Facilitate the prompt placement of the student in appropriate courses.
3. Connect the student with educational services that meet the student's specific needs.
4. Immediately request the prior school entity, county agency and the student's education decision maker to provide the complete student information and records, including an IEP or Section 504 service agreement, if applicable. Within ten (10) business days, the prior school entity located within Pennsylvania, including schools with residential placements, shall provide the requested information and records to ensure proper transfer of course credits, grades and an IEP or Section 504 service agreement, if applicable.

5. Develop and execute a graduation plan in collaboration with the student in grades nine (9) through twelve (12). The graduation plan shall be customized to meet the specific needs of the student and shall detail the courses necessary for on-time graduation and transition to postsecondary education or the workforce. The graduation plan shall be included in the student's education records.

#### *Additional Responsibilities to Support Homeless Students -*

The district's point of contact shall ensure that public notice of the educational rights of homeless children and youths is disseminated in locations frequented by persons in parental relations of homeless children and youths, and unaccompanied youths, including schools, shelters, public libraries and soup kitchens. Such notice shall be provided in a manner and form understandable to the persons in parental relations of homeless children and youths, and unaccompanied youths. [\[27\]](#)

The district's point of contact shall provide reliable, valid and comprehensive data to the Coordinator of Pennsylvania's Education for Children and Youth Experiencing Homelessness (ECYEH) Program in accordance with federal and state laws and regulations. [\[27\]](#)

#### Training

The district's point of contact shall provide professional development and training to school staff on the education needs of students experiencing educational instability.

#### *Additional Training to Support Homeless Students -*

The district's point of contact shall participate in professional development programs and other technical assistance activities offered by the Coordinator of Pennsylvania's Education for Children and Youth Experiencing Homelessness Program. [\[27\]](#)

The district's point of contact shall arrange professional development programs for school staff, including office staff. [\[27\]](#)

School personnel providing services to homeless children and youths, including school enrollment staff, shall receive professional development and support to: [\[27\]](#)

1. Improve identification of homeless children and youths and unaccompanied youths;
2. Understand the rights of such children, including requirements for immediate enrollment and transportation; and
3. Heighten the awareness of, and capacity to respond to, the educational needs of such children.

#### **Guidelines**

Students enrolled in this district experiencing educational instability shall be provided support and services, as appropriate to each individual student's needs, in accordance with Board policy.[4]

Minimal documentation shall be required for a student experiencing educational instability to qualify for supports and services. Information used to determine that a student is experiencing educational instability may be confirmed verbally, in writing or by another manner by shelter providers, outreach workers, case managers, juvenile probation officers and others.

Persons in parental relations and students have the authority to determine what information shall be shared with the district.

Information related to the student's educational instability status shall be confidential and disclosed by the point of contact or other administrators only to other school staff who have a legitimate need to know unless authorized by the student or person in parental relation.[29][30]

### Enrollment

Except when an unaccompanied youth or the person in parental relation of a homeless youth request otherwise, it shall be presumed that a student experiencing educational instability shall continue to be enrolled in their school of origin unless it is determined that it is not in the student's best interest to remain in the school of origin.[5][27]

In accordance with the homeless child's or youth's best interest, the district shall continue to enroll a homeless student in the student's school of origin within the district while the student remains homeless and through the end of the academic year in which the student obtains permanent housing.[27]

An unaccompanied youth or the persons in parental relations of a homeless student may request enrollment in any grade-appropriate school within the district regardless of the district attendance area where the student is actually living or a school of origin in another district.[27]

The district's point of contact shall assist an unaccompanied youth in placement or enrollment decisions, giving priority to the views of the student in determining where the student will be enrolled.[27]

### *Best Interest Determination -*

The best interest determination shall be made in accordance with federal and state laws and regulations, court orders and established local procedures.

In making a best interest determination, the district shall:[5][27]

1. In the case of a homeless child or unaccompanied youth, give priority to the request of the person in parental relation or unaccompanied youth.

2. Consider student-centered factors related to impact of mobility on achievement, education, appropriateness of the current educational setting, health and safety, and proximity to living arrangements including foster care placement.

The cost of transportation shall not be used as a factor in the best interest determination.

Documentation related to the best interest determination shall be maintained in the student's education record.[29][30]

#### *Timeliness of Enrollment -*

When a school receives a student experiencing educational instability, the school shall immediately enroll the student and begin instruction, even if:[4][5][7][29][30][31][32][33][34][35]

1. The student is unable to produce records normally required for enrollment.[27][31]
2. The application or enrollment deadline has passed.[27][31][32]

The district's point of contact shall immediately contact the school last attended by the student to obtain relevant academic or other records.[27]

The district may require a person in parental relation to submit contact information.

#### *Grade Level Assignment -*

If the district is unable to determine the student's grade level due to missing or incomplete records, the district may administer tests or utilize appropriate means to determine the student's assignment within the school.[36]

#### Dispute Resolution

If a dispute involving a student experiencing educational instability arises, the concern shall be addressed and/or resolved at the lowest appropriate level in accordance with Board policy, unless otherwise stated below.[37]

#### *Dispute Resolution for Homeless Students -*

If the district determines that it is not in the student's best interest to attend the school of origin or the school requested by the unaccompanied youth or parent/guardian, the district shall provide the unaccompanied youth or parent/guardian with a written explanation of the reasons for its determination. The explanation shall be in a manner and form understandable to the unaccompanied youth or parent/guardian and shall include information regarding the right to appeal.[27]

If a dispute arises over eligibility, enrollment or school selection:[27]

1. The person in parental relation or unaccompanied youth shall be referred to the district's point of contact, who shall assist in the dispute resolution process.
2. The student shall be immediately enrolled in the school in which enrollment is sought, pending final resolution of the dispute, including all available appeals.
3. The district's point of contact shall issue a written decision of the dispute within twenty (20) business days of being notified of the dispute.

A parent/guardian or unaccompanied youth may file a complaint with the Coordinator of Pennsylvania's Education for Children and Youth Experiencing Homelessness Program.

#### *Dispute Resolution for Students in Foster Care -*

If a dispute arises over the appropriate school placement for a child in foster care, to the extent feasible and appropriate, the child shall remain in their school of origin, pending resolution of the dispute.[\[2\]](#)

#### Students Discharged From Foster Care

A student who has been discharged from foster care may be permitted to finish the school year without payment of tuition.  
[\[38\]](#)

#### Education Records

Information about a student's educational instability shall be treated as a student education record subject to the protections of the Family Educational Rights and Privacy Act (FERPA), and shall not be deemed to be directory information.[\[29\]](#)[\[30\]](#)[\[39\]](#)

The district may disclose personally identifiable information from the education records of a student without written consent of the parent/guardian or the eligible student if the disclosure is:[\[29\]](#)[\[30\]](#)[\[39\]](#)

1. To comply with a court order authorizing the disclosure of education records in a case where a parent is a party to a proceeding involving child abuse or neglect or a dependency matter.
2. To an agency caseworker or other representative of a state or local child welfare agency, or tribal organization, who has the right to access a student's case plan, as defined and determined by the state or tribal organization, when such agency or organization is legally responsible, in accordance with state or tribal law, for the care and protection of the student, provided that the education records, or the personally identifiable information contained in such records, of the student will not be disclosed by such agency or organization, except to an individual or entity engaged in addressing the student's education needs and authorized by such agency or organization to receive such disclosure and such disclosure is consistent with the state or tribal laws applicable to protecting the confidentiality of a student's education records.

## Comparable Services

Students experiencing educational instability shall be provided services comparable to those offered to other district students including, but not limited to: [\[3\]](#)[\[27\]](#)[\[40\]](#)

1. Transportation services.[\[10\]](#)
2. School nutrition programs.[\[21\]](#)
3. Career and technical education.[\[12\]](#)
4. Educational programs for which the student meets the eligibility criteria, such as:
  - a. Services provided under Title I or similar state or local programs.[\[41\]](#)
  - b. Programs for English Learners.[\[42\]](#)
  - c. Programs for students with disabilities.[\[11\]](#)
  - d. Programs for gifted and talented students.[\[16\]](#)

### *Transportation for Homeless Students -*

The district shall provide transportation for homeless students to their school of origin or the school they choose to attend within the district. [\[3\]](#)[\[10\]](#)[\[27\]](#)

If the school of origin is outside district boundaries or homeless students live in another district but will attend their school of origin in this district, the school districts shall agree upon a method to apportion the responsibility and costs of the transportation. [\[27\]](#)

### *Transportation for Students in Foster Care -*

The district shall ensure that children in foster care needing transportation to their school of origin promptly receive transportation in a cost-effective manner. [\[6\]](#)[\[10\]](#)

To ensure that transportation for children in foster care to their school of origin is provided, arranged, and funded, the district shall collaborate with the local children and youth agency to develop a local transportation plan. [\[6\]](#)

The transportation plan shall address the following: [\[6\]](#)

1. The procedure the district and local children and youth agency will follow to provide transportation for children in foster care in a cost-effective manner and in accordance with applicable law. [\[8\]](#)
2. How transportation costs will be covered if additional costs are incurred. Options include:

- a. The local children and youth agency agrees to reimburse the district;
  - b. The district agrees to pay for the cost;[\[6\]](#)
  - c. The district and the local children and youth agency agree to share the costs; or
  - d. The district of origin, the district of foster residence, and the placing children and youth agency agree to share the costs.
3. Dispute resolution procedures to ensure that any disagreements regarding the cost of transportation are resolved promptly and fairly, and do not impact a student's ability to remain in the school of origin during the dispute resolution process.

The district shall submit the local transportation plan, including any updates or revisions, to the Pennsylvania Department of Education.

Transportation shall be provided to children in foster care in accordance with the local transportation plan regardless of whether transportation is provided to district students.

#### Course Credit and Graduation

The district shall ensure that each student experiencing educational instability in grades nine (9) through twelve (12) is provided with a graduation plan to facilitate the student's timely graduation. The graduation plan shall specify the courses and other requirements necessary for the student to graduate. The district's efforts to ensure that the student experiencing educational instability graduates in a timely manner may include:[\[4\]](#)[\[5\]](#)[\[6\]](#)

1. Waiving a specific course required for graduation if similar coursework has been satisfactorily completed in another school entity or the student has demonstrated competency in that content area. Evidence as to whether coursework has been satisfactorily completed and the amount of full or partial credit assigned, may be determined through any of the following:[\[4\]](#)[\[19\]](#)
  - a. Competency demonstration, which could include, but is not limited to:
    - i. Submission of an essay, presentation or project.
    - ii. Recognition that the student has already successfully completed a higher-level course, an experiential learning opportunity or internship that demonstrates competence in the content area.
  - b. Performance on an examination.
  - c. Successful completion of a career and technical education course.
  - d. Other evidence or method determined appropriate by the district.

2. If a specific course requirement cannot be waived, the district shall provide an alternative or modified course of study that is currently offered to students and that will assist the student with acquiring the required work or competency requirements by the anticipated graduation date.
3. If, after considering full and partial course credits, waiving courses or providing alternative courses of study, the district determines that the student meets the established graduation requirements, the student shall be allowed to participate in the graduation ceremony and graduate with their peers.

If the student is determined not eligible for graduation, the district may request a high school diploma from the prior school entity. The prior school entity may issue a diploma if the student meets the prior school entity's graduation requirements.

#### *Keystone Diploma –*

In any school year for which demonstration of proficiency on a Keystone exam is required for graduation, a student who has successfully satisfied the graduation requirements may obtain a secondary school diploma known as the Keystone Diploma from the PA Department of Education, if both of the following provisions apply:[\[4\]\[43\]](#)

1. All other graduation options have been exhausted.
2. The student is unable to obtain a diploma from the student's prior or receiving school entity.

The district's point of contact shall assist the student in determining the student's eligibility for a Keystone Diploma and, if eligible, obtaining the Keystone Diploma from the PA Department of Education.[\[4\]\[43\]](#)

#### *Students with Disabilities –*

Students experiencing educational instability who have an IEP shall maintain the right to special education and the right to graduate either through attainment of credits or through the completion of the goals established in their IEP, **in accordance with applicable law, regulations, Board policy, administrative regulations and state guidance.**[\[11\]\[19\]](#)

#### Legal

1. 22 PA Code 11.18
2. 24 P.S. 1305
3. 24 P.S. 1306
4. 24 P.S. 1331.1
5. 20 U.S.C. 6311
6. 20 U.S.C. 6312
7. 42 U.S.C. 11431 et seq
8. 42 U.S.C. 675
9. Pol. 221
10. Pol. 810

11. Pol. 113
12. Pol. 115
13. Pol. 121
14. Pol. 122
15. Pol. 123
16. Pol. 114
17. Pol. 231
18. Pol. 124
19. Pol. 217
20. Pol. 223
21. Pol. 808
22. Pol. 110
23. 23 Pa. C.S.A. 6301 et seq
24. 42 Pa. C.S.A. 6301 et seq
25. 45 CFR 1355.20
26. 42 U.S.C. 11434a
27. 42 U.S.C. 11432
28. Pol. 103.1
29. Pol. 113.4
30. Pol. 216
31. Pol. 200
32. Pol. 201
33. Pol. 203
34. Pol. 204
35. Pol. 209
36. Pol. 206
37. Pol. 906
38. Pol. 202
39. 20 U.S.C. 1232g
40. Pol. 146
41. Pol. 918
42. Pol. 138
43. 24 P.S. 121
- 20 U.S.C. 6301 et seq
- 22 PA Code 403.1
- 34 CFR Part 99
- 67 Fed. Reg. 10698
- PA Education for Homeless Children and Youth State Plan
- Basic Education Circular, August 1, 2022: Act 1 of 2022 - Assisting Students Experiencing Education Instability
- Ensuring Educational Stability for Foster Care Youth - Transportation Plan Guide

Book	Policy Manual
Section	800 Operations
Title	Electronic Signatures/Records
Code	800.1
Status	Draft (PSBA 4/21)
Adopted	
Last Revised	

### **Authority**

Under certain conditions, electronic records and signatures satisfy the requirements of a manual record and/or signature when transacting business. The Board recognizes that the effectiveness of electronic records and signatures depends upon the authenticity and reliability of the signatures and the context in which the electronic records are created, transferred and stored. Therefore, the Board adopts this policy to allow for the use of and acceptance of electronic records and signatures and to establish the guidelines under which electronic signatures may be utilized by the district.[\[1\]](#)

### **Authority**

The Board authorizes the use of electronic signatures in place of manual signatures to conduct district business unless a manual signature is required by law or regulations. Electronic signatures shall have the full force and effect of a manual signature when used in accordance with this policy and applicable law and regulations.[\[1\]](#)

Electronic records filed with or issued by the district shall have the full force and effect of paper records when the requirements of this policy and applicable law and regulations are satisfied.[\[2\]](#)[\[3\]](#)[\[4\]](#)

This policy applies to the use of electronic records and signatures when permitted or required in connection with district programs and operations.

### **Definitions**

**Electronic record** – any record created, generated, sent, communicated, received, or stored by electronic means.[\[4\]](#)[\[5\]](#)[\[6\]](#)

**Electronic signature** – an electronic sound, symbol or process attached to or logically associated with a record and executed or adopted by a person with the intent to sign the record. More simply, it is a paperless means of committing to a contract or other document in a manner that indicates the signer’s intent to bind themselves and/or the district.[\[5\]](#)[\[6\]](#)

### **Delegation of Responsibility**

The Superintendent or designee shall develop administrative regulations to direct staff on the parameters for authorized use of electronic signatures related to district programs and operations.

## **Guidelines**

### Electronic Recordkeeping

The maintenance of electronic records and signatures by the district shall comply with the electronic recordkeeping requirements of state and federal laws and regulations and the district's Records Management Plan.[4][7]

Electronic records created or received by the district shall be appropriately attributed to the individual(s) responsible for their creation, authorization and/or approval.

The district may specify the type of electronic signature required on an electronic record, the manner and format in which the electronic signature must be affixed to the electronic record, and the criteria that must be met when an individual uses a third party to file a document if electronic records must be signed by electronic means.[8]

The district shall implement and maintain electronic recordkeeping systems to securely receive, store, and reproduce electronic records and signatures relating to transactions in their original form.[6][9][10]

Such a system shall allow the district to implement:

1. A security procedure for the purposes of verifying that an electronic signature is that of a specific person or for detecting changes or errors in the information in an electronic record.
2. Appropriate control processes and procedures to ensure adequate preservation, disposition, integrity, security, confidentiality and auditability of electronic records.[8]
3. A consistent manner and format in which the electronic records must be created, generated, sent, communicated, received and stored.[8]

### Electronic Signatures

An electronic signature may be used if the law requires a signature unless there is a specific law, regulation, or order that requires records to be manually signed. The issuance and/or acceptance of an electronic signature by the district shall be permitted in accordance with the provisions of this policy and all applicable state and federal laws and regulations. Such electronic signature shall have the full force and effect of a manual signature only if the electronic signature satisfies all of the following requirements:[1][2][11][12]

1. The signing employee is authorized to manually sign the document on behalf of the district.
2. The electronic signature identifies the individual signing the document by their name and position.

3. The identity of the individual signing with an electronic signature is capable of being validated through the use of an audit trail.
4. The electronic signature and the document to which it is affixed cannot be altered once the electronic signature has been applied.
5. The electronic signature conforms to all other provisions of this policy.

The district shall maintain a secure log of each employee authorized to utilize an electronic signature in connection with district business.[4]

This policy does not require a specific method for executing an electronic signature. The employee signing a particular document is responsible for verifying that the method chosen is appropriate for the nature of the transaction. Employees must consider confidentiality, authentication of signatures, and verification that the document signed is, in all respects, identical to the one to which the signer intends to bind the district.

Any electronic signature that appears to be forged, altered, or otherwise not authentic, or that is not compliant with law or regulation, this policy or related administrative regulation, is not a valid signature. Should an electronic signature be deemed invalid, the Superintendent or designee may require a manual signature.

All other policies that apply to the execution of contracts or other documents on behalf of the district remain in full force and effect.

#### Legal

1. 73 P.S. 2260.101 et seq
2. 15 U.S.C. 7001 et seq
3. 73 P.S. 2260.301 et seq
4. Pol. 800
5. 15 U.S.C. 7006
6. 73 P.S. 2260.103
7. Pol. 815
8. 73 P.S. 2260.502
9. 73 P.S. 2260.305
10. 73 P.S. 2260.306
11. 21 P.S. 483.1 et seq
12. Pol. 716



Spring-Ford Area School District  
 2023-2024 School Year  
 Superintendent Goals  
 Bob Rizzo

Goal Area 1	Climate and Culture
<b>Rationale</b>	Spring-Ford is recovering from the impact of the pandemic and resulting pressures placed on the district. The focus on climate and culture is multifaceted which includes areas such as recruitment and retention of staff, engaging with staff, staff and student wellness, investment in community, training in the CR-SE and Professional Ethics standards, and parental involvement.
<b>Action Step(s)</b>	<ul style="list-style-type: none"> <li>● Provide ongoing training at each monthly leadership professional development meetings in the following areas:               <ul style="list-style-type: none"> <li>○ Leadership/team building</li> <li>○ Climate and culture</li> <li>○ Engaging in meaningful and direct conversations</li> <li>○ Adoption of the Professional Ethics Program Framework Guidelines</li> </ul> </li> <li>● 100% of the leadership team will develop goals consistent with district-established goal areas including climate/culture and the comprehensive plan.</li> </ul>
<b>Indicators of success</b>	<ul style="list-style-type: none"> <li>● Higher levels of collaboration among the leadership team.</li> <li>● More in-depth understanding of team members’ personal areas of growth and strength and how those apply to the larger team dynamic.</li> <li>● Understanding of the “first team” concept.</li> <li>● Higher levels of voluntary participation in discussion and leading professional development.</li> <li>● Equipped leaders that are able to provide necessary professional development to their buildings and/or departments.</li> </ul>
<b>How will the goal be evaluated?</b>	<ul style="list-style-type: none"> <li>● Obtain feedback via Google Form surveys.</li> <li>● Anecdotal feedback from leadership team discussions.</li> <li>● 1:1 discussions throughout the year with individuals on the leadership team.</li> </ul>
<b>How will the goal be supported?</b>	<ul style="list-style-type: none"> <li>● Reformatting the means by which the leadership team meets.</li> <li>● Allocating more time for professional development and additional, dedicated time for department updates and “business items”.</li> <li>● Facilitating a whole group book study with opportunities to apply key learnings immediately.</li> <li>● Availability to work individually with leadership team members to support their teams.</li> </ul>

Goal Area 2	Facility Operations Review and Planning
<b>Rationale</b>	The Spring City project is underway and we are now at a point where we must consider what is best for students as they proceed along their educational pathways. Critical components of

	<p>this discussion include transitions between buildings, population leveling in our K-4 buildings, providing the best educational model with respect to grade level realignment, and condition of existing buildings. The primary focus will initially be placed on the 8th Grade Center and misaligned schedules at the 5th/6th/7th grade center.</p>
<b>Action Step(s)</b>	<ul style="list-style-type: none"> <li>● Participate in 90% of all administrative user groups meetings relative to the Spring City project.</li> <li>● Participate in 90% of all Project Oversight Committee meetings relative to the Spring City project.</li> <li>● Facilitate leadership team discussions pertaining to district facilities and potential realignment.</li> <li>● Coordinate with the Operations department to ensure board members are fully equipped to engage in public discussion and make decisions to support our programs.</li> <li>● Coordinate with the Operations department and ICS to develop plans for all involved district facilities.</li> </ul>
<b>Indicators of success</b>	<ul style="list-style-type: none"> <li>● Leadership team buy-in.</li> <li>● Board and community support.</li> <li>● Engaging collaboration with stakeholders leading to plan development.</li> <li>● Creation of a timeline and facilities plan to best support our students in all grades.</li> </ul>
<b>How will the goal be evaluated?</b>	<ul style="list-style-type: none"> <li>● Documented record</li> <li>● Meeting minutes</li> <li>● Meeting notes</li> <li>● Board/Committee presentations</li> <li>● Google Forms surveys as needed to collect information from many stakeholders.</li> </ul>
<b>How will the goal be supported?</b>	<ul style="list-style-type: none"> <li>● Participation at regularly scheduled meetings with ICS and stakeholders.</li> <li>● Regularly scheduled meetings with the Director and Supervisor of Operations.</li> <li>● Ongoing attendance at the Property and Finance committees.</li> <li>● Continual feedback from members of our leadership team.</li> </ul>

<b>Goal Area 3</b>	<b>Defining and Promoting Success</b>
<b>Rationale</b>	<p>An easy way to measure and compare districts is to simply review standardized testing data. While standardized testing data is a valuable metric to utilize when comparing performance to the state standards for academics, it does not capture the full scope of what makes Spring-Ford students successful. The work surrounding the “Portrait of a Graduate” brings in other components such as soft skills, emotional intelligence, etc.</p>
<b>Action Step(s)</b>	<ul style="list-style-type: none"> <li>● Develop a committee of secondary administrators, school counselors, and teachers to identify important components to a student’s high school experience in preparation for college and career readiness.</li> <li>● Engage in professional development opportunities on the “Portrait of a Graduate” process.</li> <li>● Work with secondary school administration to investigate pathways to graduation for students and possible implementation.</li> <li>● Collaborate with assistant superintendents on their goals to identify academic, behavioral, and mental health success markers.</li> </ul>

<b>Indicators of success</b>	<ul style="list-style-type: none"> <li>● Deeper understanding of what a “Portrait of a Graduate” is and represents.</li> <li>● Established list of hard and soft skills that we value and plan to integrate.</li> <li>● Clear communication of what Spring-Ford values and how it defines success.</li> </ul>
<b>How will the goal be evaluated?</b>	<ul style="list-style-type: none"> <li>● Anecdotal feedback from committee discussions.</li> <li>● Google Forms surveys as needed to collect information efficiently.</li> <li>● Meeting notes and or minutes.</li> </ul>
<b>How will the goal be supported?</b>	<ul style="list-style-type: none"> <li>● Regular meetings with key personnel in identified departments and grades.</li> <li>● Discussions at leadership team professional development meetings.</li> <li>● Scheduling time for ad hoc committees to review, discuss, and evaluate current practices.</li> </ul>



Goal Area 1	Climate and Culture
Rationale	The special education department plays a critical role in the development of students with diverse learning needs. Fostering a positive and inclusive climate, and culture, is essential to the success and well-being of both students and staff.
Action Step(s)	<ul style="list-style-type: none"> <li>● Provide ongoing training during professional development days, monthly special education department meetings on the following:               <ul style="list-style-type: none"> <li>○ Fostering a Supportive Learning Environment</li> <li>○ Supporting Professional Growth and Collaboration</li> <li>○ Strengthening Parent and Community Engagement</li> <li>○ Inclusive Education Philosophy</li> </ul> </li> </ul>
Indicators of success	<ul style="list-style-type: none"> <li>● Climate reflects the broader shift towards inclusive education</li> <li>● Parents and special education teams actively support student success</li> <li>● Teachers and Students feel valued and supported</li> <li>● Teachers and students will develop a deeper understanding and appreciation for each other's unique strengths and challenges.</li> </ul>
How will the goal be evaluated?	<ul style="list-style-type: none"> <li>● Obtain feedback via Google Form surveys.</li> <li>● Anecdotal feedback from leadership team discussions.</li> <li>● Discussion with special education supervisors &amp; Anecdotal feedback</li> </ul>
How will the goal be supported?	<ul style="list-style-type: none"> <li>● Professional development activities specifically designed to climate/culture in special education</li> <li>● Working with special education leadership to support their buildings and staff</li> </ul>

Goal Area 2	Facility Operations Review and Planning
Rationale	Ensuring a fair and equitable balance of special education staff in public schools is important in providing high-quality education for all students here in Spring-Ford. Achieving a balanced distribution of special education personnel across the K-12 grade levels will result in a positive impact as a whole throughout the district.
Action Step(s)	<p>Conduct audit of special education programming district-wide including:</p> <ul style="list-style-type: none"> <li>● number of students with disabilities district-wide</li> <li>● types of disabilities</li> </ul> <p>Analyze and identify systematic imbalances or areas where additional support is needed:</p> <ul style="list-style-type: none"> <li>● current caseloads</li> <li>● staff-student ratios</li> <li>● staff-support staff ratios</li> </ul> <p>Remain updated on relevant laws, regulations, and best practices in special education. Ensure compliance with federal and state mandates.</p>
Indicators of success	<ul style="list-style-type: none"> <li>● A balanced special education staff allocation is crucial for schools to meet legal obligations.</li> <li>● Ensure compliance with federal and state mandates, including those outlined in the Individuals with Disabilities Education Act (IDEA).</li> <li>● Resources utilized efficiently, minimizing gaps in service provision and caseload management</li> <li>● Balanced special education staff distribution which results in more personalized attention</li> </ul>
How will the goal be evaluated?	<ul style="list-style-type: none"> <li>● Regular review of special education teacher caseloads, changes in staffing levels, and shifts in enrollment.</li> <li>● Regularly evaluate the effectiveness of the special education staffing model.</li> </ul>
How will the goal be supported?	<ul style="list-style-type: none"> <li>● Ensure that each teacher has an appropriate workload that allows for effective support.</li> <li>● Stay updated on relevant laws, regulations, and best practices in special education. Ensure compliance with federal and state mandates, including those outlined in the Individuals with Disabilities Education Act (IDEA).</li> </ul>

Goal Area 3	Defining and Promoting Success
Rationale	Transition services are a component of Spring-Ford that is committed to preparing students for successful and fulfilling adult lives. By providing individualized and comprehensive transition services, we aim to provide our students with the ability to achieve and contribute meaningfully to society.
Action Step(s)	<ul style="list-style-type: none"> <li>● Conduct assessments to identify each student's strengths, interests, preferences, and needs related to post-school outcomes.</li> <li>● Collaborate with students, families, and relevant professionals as part of the student's Individualized Education Program (IEP).</li> <li>● Provide targeted instruction and training in areas such as self-advocacy, self-determination, communication skills, financial literacy, problem-solving, and time management.</li> </ul>

	<ul style="list-style-type: none"> <li>● Offer vocational training and work-based learning experiences to develop employability skills.</li> <li>● Establish and maintain strong partnerships with local businesses, and community organizations to create opportunities for students to explore career pathways and gain real-world experience.</li> <li>● Engage parents and families as active partners in the transition process by providing resources, workshops, and opportunities for dialogue.</li> <li>● Integrate instruction on soft skills such as teamwork, problem-solving, communication, and workplace etiquette into the curriculum.</li> <li>● Provide opportunities for students to practice these skills in various settings and community-based activities.</li> </ul>
Indicators of success	<ul style="list-style-type: none"> <li>● Demonstrated proficiency in essential life skills, such as budgeting, cooking, self-care, transportation, and housing.</li> <li>● Ability to articulate personal goals, preferences, and needs, and to make informed decisions about post-school options.</li> <li>● Engagement in community-based activities, such as volunteering, clubs, organizations, or recreational programs.</li> </ul>
How will the goal be evaluated?	<ul style="list-style-type: none"> <li>● Collect Baseline Data</li> <li>● Monitor Progress Regularly</li> <li>● Provide Ongoing Feedback</li> </ul>
How will the goal be supported?	<ul style="list-style-type: none"> <li>● Ongoing meetings with supervisor/transition coordinator</li> <li>● Stakeholder and community involvement</li> </ul>



Spring-Ford Area School District  
 2023-2024 School Year  
 Superintendent/Assistant Superintendent Goals  
 Kelly Murray

Goal Area 1	Climate and Culture
<b>Rationale</b>	Spring-Ford is recovering from the impact of the pandemic and resulting pressures placed on the district. The focus on climate and culture is multifaceted which includes areas such as recruitment and retention of staff, engaging with staff, staff and student wellness, investment in community, training in the CR-SE and Professional Ethics standards, and parental involvement.
<b>Action Step(s)</b>	<ul style="list-style-type: none"> <li>● Develop a collaborative understanding of Social Emotional Learning in Spring-Ford and identify what skills are most critical to provide age-appropriate instruction.</li> <li>● Establish a means of increasing parental involvement throughout the district as it pertains to social emotional learning needs.</li> <li>● Seek ways to further support staff wellness.</li> </ul>
<b>Indicators of success</b>	<ul style="list-style-type: none"> <li>● Increased clarity among the staff and community regarding how Spring-Ford addresses Social and Emotional learning.</li> <li>● Board, community and teacher support.</li> </ul>
<b>How will the goal be evaluated?</b>	<ul style="list-style-type: none"> <li>● Evidence of parental involvement opportunities.</li> <li>● Documented plan for addressing Social Emotional Learning.</li> </ul>
<b>How will the goal be supported?</b>	<ul style="list-style-type: none"> <li>● Opportunities for families and community to provide input.</li> <li>● Clear and transparent drafts of documents that are shared and opportunity for input is encouraged.</li> <li>● Documents developed in language that is easily understood by all.</li> </ul>

Goal Area 2	Facilities Operations Review and Planning
<b>Rationale</b>	The Spring City project is underway and we are now at a point where we must consider what is best for students as they proceed along their educational pathways. Critical components of this discussion include transitions between buildings, population leveling in our K-4 buildings, providing the best educational model with respect to grade level realignment, and condition of existing buildings. The primary focus will initially be placed on the 8th Grade Center and misaligned schedules at the 5th/6th/7th grade center.
<b>Action Step(s)</b>	<ul style="list-style-type: none"> <li>● Participate in 90% of all administrative user groups meetings relative to the Spring City project.</li> <li>● Participate in 90% of all Project Oversight Committee meetings relative to the Spring City project.</li> <li>● Engage in leadership team discussions pertaining to district facilities and potential realignment.</li> </ul>

	<ul style="list-style-type: none"> <li>● Support the Spring-City Project by providing input to advance the shared educational spaces to bring innovation to the future of our educational system.</li> <li>● Support the Office of Teaching and Learning in the process of systematically reviewing curriculum documents to ensure alignment. Support professional development needs as recommended for areas of improvement.</li> <li>● Develop a plan to address the Full-Day Kindergarten discussion.</li> </ul>
<b>Indicators of success</b>	<ul style="list-style-type: none"> <li>● Board and community support</li> <li>● Vision for next steps</li> </ul>
<b>How will the goal be evaluated?</b>	<ul style="list-style-type: none"> <li>● Meeting minutes</li> <li>● Board/Committee Presentation</li> </ul>
<b>How will the goal be supported?</b>	<ul style="list-style-type: none"> <li>● Regular meetings with ICS</li> <li>● Site visits to buildings outside of the district</li> </ul>

<b>Goal Area 3</b>	<b>Defining and Promoting Success</b>
<b>Rationale</b>	An easy way to measure and compare districts is to simply review standardized testing data. While standardized testing data is a valuable metric to utilize when comparing performance to the state standards for academics, it does not capture the full scope of what makes Spring-Ford students successful. The work that focuses on defining success creates a shared vision within the district. Having clear and concise procedures for supports for when students struggle help to quickly identify student needs and begin using strategies to support all learners where they are.
<b>Action Step(s)</b>	<ul style="list-style-type: none"> <li>● Co-Lead Professional Development with administrators that focuses on defining success.</li> <li>● Facilitate discussions with the MTSS planning team to examine current research and draft procedures.</li> <li>● Provide professional development on the use of data in Linkit! to ensure that teams are equipped to make data-driven decisions.</li> <li>● Support the work of the Office of Teaching and Learning in the building-based data team professional development.</li> <li>● Examine tools that could be used to better understand when students are struggling with non-academic skills.</li> </ul>
<b>Indicators of success</b>	<ul style="list-style-type: none"> <li>● Stronger understanding from staff on what to do when a student is struggling in their classroom.</li> </ul>
<b>How will the goal be evaluated?</b>	<ul style="list-style-type: none"> <li>● Documented handbook that outlines Tier 1, 2 and 3 interventions.</li> </ul>
<b>How will the goal be supported?</b>	<ul style="list-style-type: none"> <li>● Frequent meetings with the MTSS team</li> <li>● Linkit! Administrator Professional Development Series</li> <li>● Participation in the IU MTSS professional development</li> </ul>