



UPPER ST. CLAIR SCHOOL DISTRICT

BOARD OF SCHOOL DIRECTORS

Mr. Patrick A. Hewitt, President • Mr. Phillip J. Elias, Vice President • Mrs. Amy L. Billerbeck
Mrs. Barbara L. Bolas • Mrs. Jennifer L. Bowen • Dr. Daphna Gans • Mr. Louis P. Mafrice, Jr.
Mrs. Angela B. Petersen • Mrs. Jennifer A. Schnore
Dr. John T. Rozzo, Superintendent • Mrs. Jocelyn P. Kramer, Solicitor

COMMITTEE OF THE WHOLE MEETING MINUTES

Monday, February 8, 2021 @ 7:00pm
Executive Session @ 6:30pm Personnel
District Administration Building Board Room

Call to Order / Pledge of Allegiance

(Elias, School Board Vice President)

Mr. Elias called the meeting to order at approximately 7:02pm.

Moment of Silence

Mr. Chuck Taylor (District Custodian)

(Rozzo, Superintendent of Schools)

Dr. Rozzo held a moment of silence for friend and colleague, Mr. Chuck Taylor, who recently passed away. Dr. Rozzo noted that Mr. Taylor had been a District custodian since 2002 and was very close to many of the staff in the District. He expressed his sympathies and advised that Mr. Taylor will be deeply missed by all in the District.

Meeting Procedures

(Kramer, Solicitor)

Mrs. Kramer reviewed the meeting procedures. She advised that no residents were in attendance to give public comment, and no comments had been submitted online in advance of the meeting. Mrs. MacDonald confirmed that no comments were submitted online.

Reading of the Mission:

(Elias, School Board Vice President)

Mrs. Billerbeck read the following Mission statement:

Developing lifelong learners and responsible citizens for a global society is the mission of the Upper St. Clair School District, served by a responsive and innovative staff who in partnership with the community provides learning experiences that nurture the uniqueness of each child and promotes happiness and success.



Reading of the Shared Belief Statement #15 from Strategic Plan:

(Elias, School Board Vice President)

Mrs. Bolas read the following Shared Belief Statement #15:

We Believe that:

Interaction and collaboration with people of diverse backgrounds and character encourages tolerance, open-mindedness, and appreciation for others.

Resident's Comments - (Regarding Agenda Items)

(Rozzo, Superintendent of Schools)

Link to Online Form

Note: As per Guidelines for Resident's Comments, please state your name and address and limit your comments to three minutes. Social distancing and mask guidelines will also be adhered to during Resident's Comments. In light of continued health and safety concerns, the Board will offer an additional option for submitting Residents' Comments via online form (link above) by Monday, February 8, 2021 anytime before 4pm or by phone in advance of the meeting. You can submit a comment via phone by contacting the Board Stenographer at 412-833-1600 x2218 by Monday, February 8, 2021 any time before 2pm. Comments submitted in advance regarding agenda items will be shared with the Board prior to the meeting and summarized at this time.

There were no Resident's comments at this time.

Report from Student Board Representatives

Karsen Damon & R.J. Shontz

(Rozzo, Superintendent of Schools)

Karsen and R.J. gave school updates. Karen reported on Theatre Club, Pantheon Choir and Pantheon concert. She noted that students seem to be very happy to be back in school for the new in-person learning schedule. R.J. reported on Basketball, Indoor Track, Senior Sports Games and Valentine's Spirit week, which raises awareness for the leukemia and lymphoma society.

CONVENE A BOARD MEETING

Mr. Hewitt convened a Board Meeting at approximately 7:09pm.

Mr. Elias reconvened the Committee Meeting at approximately 7:18pm.

Superintendent's Report

(Rozzo, Superintendent of Schools)

a. Request Approval of Adoption of Charter School Funding Reform Resolution

(Rozzo, Superintendent of Schools / Bolas, School Board Member)

ATTACHED

Dr. Rozzo presented the Charter School Funding Reform Resolution for approval. He explained the need for reform and advised that the current Charter School funding formula was established in 1997, under the state's Charter School Law, and has not been changed in the 24 years since it was first created. He noted the resolution goes

into more detail regarding the need for reform.

The Committee recommended approval.

Administrator's Report

(Rozzo, Superintendent of Schools)

a. First Reading of PSBA Revisions and New Policies: 100s, 200s and Deletion of Certain Policies

(Kramer, Solicitor / Pfender, Assistant to the Superintendent)

ATTACHED

Dr. Rozzo thanked Mrs. Kramer and Mrs. Pfender for all of their hard work on the policies. He noted that the policy evaluation and review work is part of the Board and District goals and that the District continues to make progress.

Mrs. Kramer and Mrs. Pfender reviewed the policies and advised that this is a first reading and if any Board members have any questions or recommended changes, to let them know. Mr. Elias thanked Mrs. Pfender and Mrs. Kramer.

The policies will have a second reading and be up for adoption at the February 22nd Board meeting.

- 100 - Comprehensive Planning
- 101 - Mission Statement, Vision Statement, Shared Values
- 102 - Academic Standards
- 103 - Discrimination Title IX Sexual Harassment - School and Classroom Practices
- 105 - Curriculum
- 105.1 - Review of Instructional Materials by Parents and Guardians
- 105.2 - Exemption from Instruction
- 106 - Guides for Planned Instruction
- 107 - Adoption of Planned Instruction
- 108 - Adoption of Textbooks
- 109 - Resource Materials
- 110 - Instructional Supplies
- 111 - Lesson Plans
- 112 - Guidance Counseling
- 113 - Special Education
- 113.1 - Discipline of Students with Disabilities
- 113.2 - Behavior Support
- 113.3 - Screening and Evaluations of Students with Disabilities
- 113.4 - Confidentiality of Special Education Student Information
- 114 - Gifted Education
- 115 - Career and Technical Education
- 116 - Private Tutoring
- 117 - Homebound Instruction
- 118 - Independent Study

- 119 - Current Events
- 121 - Field Trips
- 122 - Extracurricular Activities
- 123 - Interscholastic Activities
- 123.1 - Concussion Management
- 123.2 - Cardiac Arrest
- 124 - Alternative Education
- 125 - Adult Education
- 126 - Class Size
- 127 - Assessment System
- 130 - Homework
- 137 - Home Education Programs
- 137.1 - Extracurricular Participation by Home Education Students
- 138 - Language Instruction Educational Program for English Learners
- 140 - Charter Schools
- 140.1 - Extracurricular Participation by Charter Cyber Charter Students
- 142 - Migrant Students
- 143 - Identifying and Addressing Persistently Dangerous Schools
- 144 - Support for Victims of Violent Crimes
- 146 - Student Services
- 146.1 - Trauma-informed Approach
- 150 - Title I - Comparability of Services
- 218.3 - Discipline of Student Convicted Adjudicated of Sexual Assault
- 252 - Dating Violence
- 252 - Attachment 1
- Cross Reference - 100 Policies

a. Administrative Updates

- Dr. Lou Angelo
Director of Operations & Facilities
Dr. Angelo gave an update on the High School Paving Project and Truxton Hillside Project. He also announced that the District will host the WPIAL Swimming Championships, however due to COVID mitigation strategies the Championship will not have spectators.
- Dr. Judy Bulazo
Director of Curriculum & Professional Development
Dr. Bulazo gave updates on Summer Programming for students and Summer Workshops for teachers. She noted that discussions have begun with leadership teams, as well as analyzing data in terms of student needs.
- Lauren Madia
Assistant Director of Student Support Services
Dr. Rozzo noted that Mrs. Madia's title should be updated to say Director of Pupil Services. Mrs. Madia gave updates on Act 158 and graduation requirements.

Business & Finance

(Burchill, Director of Business & Finance)

a. Review of Financial and Cash Flow Statements and Budget Transfers

(Burchill, Director of Business & Finance)

(Consent Agenda)

ATTACHED

Mr. Burchill reviewed the Financial Summary.

The Committee recommended approval, to be placed on the Consent Agenda.

b. Request Approval of Lease for School Buses and Vans

(Burchill, Director of Business & Finance)

(Consent Agenda)

ATTACHED

Mr. Burchill reviewed the Leases for school buses and vans. He noted that the Leases are for the buses and vans, which were approved at the last Board meeting. He advised that Huntington Bank submitted the lowest quote at a 1.72% interest rate for a 7-year Lease, which will match the expected life of the equipment.

The Committee recommended approval, to be placed on the Consent Agenda.

c. Request Approval of the Proposed 2021-2022 Allegheny Intermediate Unit Program of Services Budget in the amount of \$2,161,057.00, with the Upper St. Clair School District contribution to the Program of Services Budget estimated to be \$62,863.00 and will be determined by PDE according to the District Aid Ratio and Weighted Average Daily Membership (WADM)

(Burchill, Director of Business & Finance)

(Consent Agenda)

ATTACHED

Mr. Burchill reviewed the Proposed 2021-2022 Allegheny Intermediate Unit Program of Services Budget. He noted that the Upper St. Clair School District contribution to the program is estimated to be \$62,863.00.

The Committee recommended approval, to be placed on the Consent Agenda.

d. Request Approval of Parkway West General Operating Jointure Budget for 2021-2022 as follows:

(Burchill, Director of Business & Finance)

(Consent Agenda)

ATTACHED

	<u>2021-2022</u>
Parkway West General Operating Budget	\$7,156,298
Parkway West Jointure Budget	\$728,707

Upper St. Clair School District's Estimated Share of Budget

Parkway West General Operating Budget	\$165,328.63
Parkway West Jointure Budget	\$102,367.89

Mr. Burchill reviewed the Parkway West General Operating Jointure budget for 2021-2022. He noted that the Upper St. Clair School District's contribution for the General Operating Budget is estimated to be \$165,328.63 and the Jointure Budget is

estimated to be \$102,367.00.

The Committee recommended approval, to be placed on the Consent Agenda.

- e. **Request Approval of Agreement with The SpyGlass Group, LLC, an Ohio Limited Liability Company (“Auditor”) to Analyze the District’s Primary Telecommunications Accounts (Voice, Data, Internet, Cloud Services and Mobility/Cellular) to Seek Cost Recovery, Service Elimination and Cost Reduction Recommendations**

(Burchill, Director of Business & Finance)
(Consent Agenda)

Mr. Burchill reviewed the SpyGlass Group Agreement. He noted that the Agreement is at no cost to the District.

The Committee recommended approval, to be placed on the Consent Agenda.

Committee Reports

(Elias, School Board Vice President)

Dr. Gans gave a report from PTC. She advised there were two recent PTC events, the Open Mic and Custodian Gratitude Drive. She remarked that both events were very successful. The Open Mic was very well attended and the Administrators discussed the health and well-being of the District. The Custodian Gratitude Drive raised approximately \$2,000 and the money will be divided equally among the custodians and given to them as a gift card. Dr. Gans thanked the parents for all they are doing in the schools.

Resident’s Comments - (Regarding Any Item)

Link to Online Form

Note: As per Guidelines for Resident’s Comments, please state your name and address and limit your comments to three minutes. Social distancing and mask guidelines will also be adhered to during Resident’s Comments. In light of continued health and safety concerns, the Board will offer an additional option for submitting Residents’ Comments via online form (link above) or by phone in advance of the meeting. You can submit a comment via phone by contacting the Board Stenographer at 412-833-1600 x2218 by Monday, February 8, 2021 any time before 2pm. Comments submitted in advance regarding any item will be shared with the Board prior to the meeting and summarized at this time.

There were no Resident’s comments at this time.

Matters of Information - Superintendent & Administration

(Rozzo, Superintendent of Schools)

- a. **Update to the 2021-2022 School Calendar**

(Rozzo, Superintendent of Schools)

ATTACHED

Dr. Rozzo advised that there was a minor clerical update to the Calendar, the Elementary School Open House was moved to September 9, 2021.

Dr. Rozzo also reported that Open Mic was recently held, noting it was one the highest attended Open Mics that he can remember. There were approximately 125

people at the virtual event. He advised that a great deal of good feedback was received from parents and remarked that the District is so fortunate to have such great support from parent groups.

Announcement Regarding Executive Session

(Elias, School Board Vice President)

a. Executive Session was held @ 6:30pm for Personnel

Mr. Elias announced that Executive Session was held before the Meeting at 6:30pm for Personnel.

Adjournment

(Elias, School Board Vice President)

It was moved by Mr. Hewitt that the meeting adjourn at approximately 7:50pm.

Respectfully Submitted,

Sarah MacDonald
BOARD STENOGRAPHER

RESOLUTION CALLING FOR CHARTER SCHOOL FUNDING REFORM

BY THE BOARD OF DIRECTORS OF THE

_____ SCHOOL DISTRICT

WHEREAS, the average Pennsylvania school district spends millions of dollars in taxpayer money annually in mandatory payments to brick-and-mortar and cyber charter schools; and these payments are calculated in a manner which requires districts to send more money to charter schools than is needed to operate their programs and places a significant financial burden on districts' resources and taxpayers; and

WHEREAS, the current charter school funding formula was established in 1997 under the state's Charter School Law and has not been changed in the 24 years since it was first created; and the formula for regular education programs is unfair because it is based on a school district's expenditures and not what it actually costs to educate a child in the charter school; and

WHEREAS, the calculation for charter special education tuition is unfair because it is also based on the special education expenditures of the school district rather than the charter school; and although the General Assembly revised the special education funding formula in 2014 to more accurately target special education resources for students identified with high, medium and low needs, this formula was applied only to school districts and not to charter schools; and

WHEREAS, because the tuition rate calculations are based on the school district's expenses, they create wide discrepancies in the amount of tuition paid by different districts for the same charter school education and result in drastic overpayments to charter schools; and these discrepancies in tuition rates for regular education students can vary by almost \$13,000 per student and by \$35,000 for special education students; and

WHEREAS, the latest data from the PA Department of Education (PDE) shows that in 2018-19, total charter school tuition payments (cyber and brick-and-mortar) were more than \$2.0 billion, with \$606 million of that total paid by districts for tuition to cyber charter schools; and

WHEREAS, further analysis of PDE data shows that in 2014-15, school districts paid charter schools more than \$100 million for special education services in excess of what charter schools reported spending on special education; and

WHEREAS, the costs of charter schools for school districts continue to grow significantly each year; and on a statewide basis are the most identified source of pressure on school district budgets; and

WHEREAS, the need for significant charter school funding reform is urgent; and school districts are struggling to keep up with growing charter costs and are forced to raise taxes and cut staffing, programs and services for their own students in order to pay millions of dollars to charter schools.

NOW, THEREFORE BE IT RESOLVED that the _____ School Board calls upon the General Assembly to meaningfully revise the existing flawed charter school funding systems for regular and special education to ensure that school districts and taxpayers are no longer overpaying these schools or reimbursing for costs the charter schools do not incur. We, along with the Pennsylvania School Boards Association, are advocating for substantial change.

Adopted this _____ day of _____, 2021.

Signed,

School Board President

Board Secretary

Book	Policy Manual
Section	100 Programs
Title	Comprehensive Planning
Code	100
Status	First Reading: February 8, 2021 From PSBA
Legal	1. 22 PA Code 4.13 2. 24 P.S. 1205.1 3. 22 PA Code 49.17 4. Pol. 333 5. 22 PA Code 49.16 6. 22 PA Code 12.41 7. Pol. 146 8. 22 PA Code 14.104 9. Pol. 113 10. 22 PA Code 16.4 11. Pol. 114 12. 22 PA Code 4.20 22 PA Code 4.4 Pol. 002 Pol. 004 Pol. 101 Pol. 105 Pol. 107 Pol. 109

Purpose

The Board recognizes the importance of comprehensive planning in developing and guiding the **district's** goals, and **the educational programs and operation of the schools. Participation by** educational stakeholders **is a critical element of such planning.**

Authority

The Board shall provide guidance in the district's comprehensive planning process, and **shall ensure active participation by Board members, administrators, teachers, other district personnel, students, parents/guardians and representatives from local businesses and the community.**

As part of the comprehensive planning process, the Board directs that the district develop and implement individual plans and components as required by law, regulations, and funding and program requirements.[\[1\]](#)

The Board directs that the goals and action plans developed through comprehensive planning shall be continuously monitored and **reviewed** to ensure students are achieving at high levels.

Professional Education

The district shall develop and submit a professional education plan to the Secretary of Education for approval every three (3) years, as required by law and regulations. **Prior to approval by the Board** and submission to the Secretary of Education, **the** professional education **plan shall be made available for public inspection** and comment **in the** district's **administrative offices and the** nearest **public library** for a minimum of twenty-eight (28) days.[\[1\]](#)[\[2\]](#)[\[3\]](#)[\[4\]](#)

Induction

The district shall develop and submit an induction plan to the Department of Education for approval every six (6) years, as required by law and regulations. Prior to approval by the Board and submission to the Department of Education, the induction plan shall be made available for public inspection and comment in the district's administrative offices and the nearest public library for a minimum of twenty-eight (28) days.[\[1\]](#)[\[4\]](#)[\[5\]](#)

Student Services

The district shall develop and implement a written plan every six (6) years for providing a comprehensive and integrated K-12 program of student services, as required by law and regulations. Prior to approval by the Board, the student services plan shall be made available for public inspection and comment in the district's administrative offices and the nearest public library for a minimum of twenty-eight (28) days.[\[1\]](#)[\[6\]](#)[\[7\]](#)

Special Education

The district shall develop and submit a special education plan to the Department of Education for approval every three (3) years, and shall implement such plan as required by law and regulations. Prior to approval by the Board and submission to the Department of Education, the special education plan shall be made available for public inspection and comment in the district's administrative offices and the nearest public library for a minimum of twenty-eight (28) days.[\[1\]](#)[\[8\]](#)[\[9\]](#)

Gifted Education

The district shall develop and implement a gifted education plan every six (6) years, as required by law and regulations. Prior to approval by the Board, the gifted education plan shall be made available for public inspection and comment in the district's administrative offices and the nearest public library for a minimum of twenty-eight (28) days.[\[1\]](#)[\[10\]](#)[\[11\]](#)

Delegation of Responsibility

The Superintendent shall be responsible for organizing the comprehensive planning process, ensuring participation in accordance with Board policy **and submitting the required plans to the Department of Education.**

The Superintendent or designee shall be responsible for implementing the goals and action plans developed through comprehensive planning and providing written quarterly progress reports to the Board.

Replaced Policy 3021 - Strategic Plan

Book	Policy Manual
Section	100 Programs
Title	Mission Statement/Vision Statement/Shared Values
Code	101 - NEW
Status	First Reading: February 8, 2021 From PSBA
Legal	Pol. 100

District Mission Statement

Developing lifelong learners and responsible citizens for a global society is the mission of the Upper St. Clair School District, served by a responsive and innovative staff who, in partnership with the community, provides learning experiences that nurture the uniqueness of each child and promote happiness and success.

District Vision Statement

Upper St. Clair School District prepares our students to be successful contributors to an ever-changing global society by providing a nurturing, engaging, and challenging learning environment.

District Shared Values

We believe that:

1. Education is a shared responsibility and requires collaboration of the institution, the governing authority, the student, the family, and the community.
2. The involvement of the parents and community in the schools is critical to the education of students and sets an example for children to grow as responsible citizens.
3. A commitment to excellence demands an investment of financial, human, and material resources.

4. The quality of the school district impacts the quality of life in the community.
5. An exemplary educational institution aims to promote an environment of academic excellence and pride in the school community.
6. A school district that offers a variety of programmatic choices ensures greater student engagement in the learning process.
7. A school district, staff, students, parents, and community benefit from an attitude of continuous progress and consistent practices of exploration, forward-thinking, and openness to change.
8. A safe learning environment is a right and a responsibility for all stakeholders.
9. Children are our community's most valuable asset, and each child has intrinsic worth.
10. Education is most effective when decision-making is focused on the best interests of the student.
11. Children achieve their maximum potential through hard work and dedication in an environment when expectations are high, when they understand the purpose for learning, and when they are engaged in the process.
12. Exposure to a balanced curriculum, including academics, arts, and athletics, expands the human experience and allows each student to discover his or her own particular interests and abilities.
13. A wide variety of extracurricular activities develops a sense of leadership and teamwork in students.
14. Effective education develops the whole person - ethically, intellectually, emotionally, socially, and physically - and promotes self-esteem and personal happiness.
15. Interaction and collaboration with people of diverse backgrounds and character encourages tolerance, open-mindedness, and appreciation for others.
16. Because students learn at different rates and in different ways, it is essential to recognize each student's needs and interests when creating opportunities for continuous progress.
17. Effective education fosters students' abilities to listen and communicate, think critically and creatively, and apply their knowledge to all of their

decision-making.

18. Children do best when they are mentored through their failures as well as their successes.
19. Service to others encourages students to develop an understanding of and appreciation for other people and encourages them to become contributing members of society.
20. Lifelong learning, a process that begins with parents in the home and is cultivated by teachers and staff in the schools, is essential for success in a changing society.
21. Thoughtful practices of a school and community can foster a sense of environmental stewardship in students.
22. Citizens and leaders of tomorrow need to be able to function successfully in a global and technological society.
23. An educated and well-informed citizenry is essential for a democratic society to flourish.

Book	Policy Manual
Section	100 Programs
Title	Academic Standards
Code	102 - NEW
Status	First Reading: February 8, 2021 From PSBA
Legal	1. 22 PA Code 4.11 2. 22 PA Code 4.12 3. 22 PA Code 4.3 4. Pol. 105 5. Pol. 107 6. Pol. 127 7. Pol. 212 8. Pol. 113 22 PA Code 4.4

Purpose

The Board recognizes the importance of developing, assessing and expanding academic standards to challenge students to achieve at their highest level possible. To this end, the district shall establish rigorous academic standards in accordance with, and may expand upon, those adopted by the State Board of Education.[\[1\]](#)[\[2\]](#)

Definition

Academic standards - shall be defined as what a student should know and be able to do at a specified grade level. For purposes of Board policy, the term academic standards shall be deemed to encompass Pennsylvania Core Standards, state academic standards and local academic standards.[\[3\]](#)

Authority

The Board shall approve academic standards for district students to attain, in the following content areas:[\[2\]](#)

- 1. English Language Arts.**
- 2. Mathematics.**
- 3. Science and Technology - to include reading in science and technology, and writing for science and technology.**
- 4. Environment and Ecology.**
- 5. Social Studies (history, geography, civics and government, economics) - to include reading in history and social studies, and writing for history and social studies.**
- 6. Arts and Humanities.**
- 7. Career Education and Work.**
- 8. Health, Safety and Physical Education.**
- 9. Family and Consumer Science.**

Guidelines

The district's curriculum shall be designed to provide students with the planned instruction needed to attain established academic standards.[\[2\]](#)[\[4\]](#)[\[5\]](#)

The district shall assess individual student attainment of established academic standards and provide assistance for students having difficulty attaining academic standards.[\[2\]](#)[\[6\]](#)[\[7\]](#)

Students with disabilities may attain academic standards by completion of their Individualized Education Programs in accordance with law, regulations and Board policy.[\[2\]](#)[\[8\]](#)

Book Policy Manual

Section 100 Programs

Title Discrimination/Title IX Sexual Harassment Affecting Students Code 103 Vol VII

2020

Status: First Reading (Revised): February 8, 2021
Adopted: October 12, 2020
From PSBA

Legal

1. 22 PA Code 12.1
2. 22 PA Code 12.4
3. 22 PA Code 15.1 et seq
4. 22 PA Code 4.4
5. 24 P.S. 1301
6. 24 P.S. 1310
7. 24 P.S. 1601-C et seq
8. 24 P.S. 5004
9. 43 P.S. 951 et seq
10. 20 U.S.C. 1681 et seq
11. 34 CFR Part 106
12. 29 U.S.C. 794
13. 42 U.S.C. 12101 et seq
14. 42 U.S.C. 1981 et seq
15. 42 U.S.C. 2000d et seq
16. U.S. Const. Amend. XIV, Equal Protection Clause
17. Pol. 103.1
18. Pol. 113.1
19. Pol. 218
20. Pol. 233
21. Pol. 317
22. Pol. 806
23. Pol. 113.2
24. Pol. 113.3
25. Pol. 218.3
26. 24 P.S. 1318.1
27. 20 U.S.C. 1232g
28. 34 CFR 106.44
29. 34 CFR 106.45
30. 34 CFR 106.71
31. 34 CFR Part 99
32. 34 CFR 106.30

33. Pol. 113
34. 34 U.S.C. 12291
35. 20 U.S.C. 1092
36. 34 CFR 106.8
37. Pol. 150
38. Pol. 317.1
18 Pa. C.S.A. 2709
20 U.S.C. 1400 et seq
28 CFR Part 41
28 CFR Part 35
34 CFR Part 100
34 CFR Part 104
34 CFR Part 110
U.S. Const. Amend. I
Bostock v. Clayton County, 590 U.S., 140 S. Ct. 1731 (2020)
Davis v. Monroe County Board of Education, 526 U.S. 629 (1999)
Franklin v. Gwinnett County Public Schools, 503 U.S. 60 (1992)
Gebser v. Lago Vista Independent School District, 524 U.S. 274 (1998)
[Office for Civil Rights - Resources for Addressing Racial Harassment](#)
Pol. 122
Pol. 123
Pol. 138
Pol. 216
Pol. 220
Pol. 247
Pol. 249
Pol. 251
Pol. 252
Pol. 320
Pol. 701
Pol. 815
Pol. 832

Authority

The Board declares it to be the policy of this district to provide an equal opportunity for all students to achieve their maximum potential through the programs and activities offered in the schools without discrimination on the basis of race, color, age, creed, religion, sex, sexual orientation, ancestry, national origin, marital status, pregnancy or handicap/disability. [\[1\]\[2\]\[3\]\[4\]\[5\]\[6\]\[7\]\[8\]\[9\]\[10\]\[11\]\[12\]\[13\]\[14\]\[15\]\[16\]\[17\]](#)

The Board also declares it to be the policy of this district to comply with federal law and regulations under Title IX prohibiting sexual harassment, which is a form of unlawful discrimination on the

basis of sex. Such discrimination shall be referred to throughout this policy as Title IX sexual harassment.

Inquiries regarding the application of Title IX to the district may be referred to the Title IX Coordinator, to the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

The district is committed to the maintenance of a safe, positive learning environment for all students that is free from discrimination by providing all students course offerings, counseling, assistance, services, employment, athletics and extracurricular activities without any form of discrimination, including Title IX sexual harassment. Discrimination is inconsistent with the rights of students and the educational and programmatic goals of the district and is prohibited at or, in the course of, district-sponsored programs or activities, including transportation to or from school or school sponsored activities.

Violations of this policy, including acts of retaliation as described in this policy, or knowingly providing false information, may result in disciplinary consequences under applicable Board policy and procedures.[18][19][20][21]

The Board directs that the foregoing statement of Board policy be included in each student and staff handbook, and that this policy and related attachments be posted to the district's website.

The Board requires a notice stating that the district does not discriminate in any manner, including Title IX sexual harassment, in any district education program or activity, to be issued to all students, parents/guardians, employment applicants, employees and all unions or professional organizations holding collective bargaining or professional agreements with the district. All discrimination notices and information shall include the title, office address, telephone number and email address of the individual(s) designated as the Compliance Officer and Title IX Coordinator.

Reports of Title IX Sexual Harassment and Other Discrimination and Retaliation

The Board encourages students and third parties who believe they or others have been subject to Title IX sexual harassment, other discrimination or retaliation to promptly report such incidents to the building principal, even if some elements of the related incident took place or originated away from school grounds, school activities or school conveyances. A person who is not an intended victim or target of discrimination but is adversely affected by the offensive conduct may file a report of discrimination.

The student's parents/guardians or any other person with knowledge of conduct that may violate this policy is encouraged to immediately report the matter to the building principal.

A school employee who suspects or is notified that a student has been subject to conduct that constitutes a violation of this policy shall immediately report the incident to the building principal, as well as properly making any mandatory police or child protective services reports required by law. [22]

If the building principal is the subject of a complaint, the student, third party or a reporting employee shall report the incident directly to the Title IX Coordinator.

The complainant or the individual making the report may use the Discrimination/Sexual Harassment/Bullying/Hazing/Dating Violence/Retaliation Report Form attached to this policy for purposes of reporting an incident or incidents in writing; however, verbal reports of an incident or incidents shall be accepted, documented and the procedures of this policy and the relevant attachments followed.

The building principal shall promptly notify the Title IX Coordinator of all reports of discrimination, Title IX sexual harassment or retaliation. The Title IX Coordinator shall promptly contact the complainant regarding the report to gather additional information as necessary, and to discuss the

availability of supportive measures. The Title IX Coordinator shall consider the complainant's wishes with respect to supportive measures.

The Title IX Coordinator shall conduct an assessment to determine whether the reported circumstances are most appropriately addressed through the Discrimination Complaint Procedures prescribed in Attachment 1 to this policy, or if the reported circumstances meet the definition of Title IX sexual harassment and are most appropriately addressed through the Title IX Sexual Harassment Procedures and Grievance Process for Formal Complaints in Attachment 2, or other Board policies.

Disciplinary Procedures When Reports Allege Title IX Sexual Harassment

When a report alleges Title IX sexual harassment, disciplinary sanctions may not be imposed until the completion of the grievance process for formal complaints outlined in Attachment 2. The district shall presume that the respondent is not responsible for the alleged conduct until a determination has been made at the completion of the grievance process for formal complaints.

When an emergency removal, as described in Attachment 2, is warranted to address an immediate threat to the physical health or safety of an individual, and it is not feasible to continue educational services remotely or in an alternative setting, the normal procedures for suspension and expulsion shall be conducted to accomplish the removal, including specific provisions to address a student with a disability where applicable.[18][20][23][24]

When an emergency removal is not required, disciplinary sanctions shall be considered in the course of the Title IX grievance process for formal complaints. Following the issuance of the written determination and any applicable appeal, any disciplinary action specified in the written determination or appeal decision shall be implemented in accordance with the normal procedures for suspensions, expulsions or other disciplinary actions, including specific provisions to address a student with a disability where applicable.[18][19][20][23]

Discipline/Placement of Student Convicted or Adjudicated of Sexual Assault

Upon notification of a conviction or adjudication of a student in this district for sexual assault against another student enrolled in this district, the district shall comply with the disciplinary or placement requirements established by state law and Board policy.[25][26]

Confidentiality

Confidentiality of all parties, witnesses, the allegations, the filing of a report and the investigation related to any form of discrimination or retaliation, including Title IX sexual harassment, shall be handled in accordance with applicable law, regulations, this policy, the attachments and the district's legal and investigative obligations.[27][28][29][30][31]

Retaliation

The Board prohibits retaliation by the district or any other person against any person for:[30]

1. Reporting or making a formal complaint of any form of discrimination or retaliation, including Title IX sexual harassment.
2. Testifying, assisting, participating or refusing to participate in a related investigation, process or other proceeding or hearing.
3. Acting in opposition to practices the person reasonably believes to be discriminatory.

The district, its employees and others are prohibited from intimidating, threatening, coercing, or discriminating against anyone for actions described above. Individuals are encouraged to contact the Title IX Coordinator immediately if retaliation is believed to have occurred.

Definitions

Complainant shall mean an individual who is alleged to be the victim.

Respondent shall mean an individual alleged to be the perpetrator of the discriminatory conduct.

Discrimination

Discrimination shall mean to treat individuals differently, or to harass or victimize based on a protected classification including race, color, age, creed, religion, sex, sexual orientation, ancestry, national origin, marital status, pregnancy, or handicap/disability.

Harassment is a form of discrimination based on the protected classifications listed in this policy consisting of unwelcome conduct such as graphic, written, electronic, verbal or nonverbal acts including offensive jokes, slurs, epithets and name-calling, ridicule or mockery, insults or put-downs, offensive objects or pictures, physical assaults or threats, intimidation, or other conduct that may be harmful or humiliating or interfere with a person's school or school-related performance when such conduct is:

1. Sufficiently severe, persistent or pervasive; and
2. A reasonable person in the complainant's position would find that it creates an intimidating, threatening or abusive educational environment such that it deprives or adversely interferes with or limits an individual or group of the ability to participate in or benefit from the services, activities or opportunities offered by a school.

Definitions Related to Title IX Sexual Harassment

Formal complaint shall mean a document filed by a complainant or signed by the Title IX Coordinator alleging Title IX sexual harassment and requesting that the district investigate the allegation under the grievance process for formal complaints. The authority for the Title IX Coordinator to sign a formal complaint does not make the Title IX Coordinator a party in the grievance process for formal complaints. The phrase "document filed by a complainant" refers to a document or electronic submission that contains the complainant's physical or digital signature, or otherwise indicates that the complainant is the person filing the formal complaint.[\[29\]](#)[\[32\]](#)

Supportive measures shall mean nondisciplinary, nonpunitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed.[\[32\]](#)

Supportive measures shall be designed to restore or preserve equal access to the educational program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the educational environment, or to deter sexual harassment. Supportive measures may include, but are not limited to:[\[32\]](#)

1. Counseling.
2. Extensions of deadlines or other course-related adjustments.
3. Modifications of work or class schedules.
4. Campus escort services.
5. Mutual restrictions on contact between the parties.

6. Changes in work or housing locations.
7. Leaves of absence.
8. Increased security.
9. Monitoring of certain areas of the campus.
10. Assistance from domestic violence or rape crisis programs.
11. Assistance from community health resources including counseling resources.

Supportive measures may also include assessments or evaluations to determine eligibility for special education or related services, or the need to review an Individualized Education Program (IEP) or Section 504 Service Agreement based on a student's behavior. This could include, but is not limited to, a manifestation determination or functional behavioral assessment (FBA), in accordance with applicable law, regulations or Board policy.[17][18][23][24][33]

Title IX sexual harassment means conduct on the basis of sex that satisfies one or more of the following:[32]

1. A district employee conditioning the provision of an aid, benefit, or district service on an individual's participation in unwelcome sexual conduct, commonly referred to as *quid pro quo sexual harassment*.
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive and objectively offensive that it effectively denies a person equal access to a district education program or activity.
3. Sexual assault, dating violence, domestic violence or stalking.
 - a. **Dating violence** means violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim and where the existence of such a relationship is determined by the following factors:[34]
 - i. Length of relationship.
 - ii. Type of relationship.
 - iii. Frequency of interaction between the persons involved in the relationship.
 - b. **Domestic violence** includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving federal funding, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction.[34]
 - c. **Sexual assault** means a sexual offense under state or federal law that is classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.[35]
 - d. **Stalking**, under Title IX means stalking on the basis of sex, for example when the stalker desires to date a victim. Stalking means to engage in a course of conduct directed at a

specific person that would cause a reasonable person to either: [\[34\]](#)

- i. Fear for their safety or the safety of others.
- ii. Suffer substantial emotional distress.

Such conduct must have taken place during a district education program or activity and against a person in the United States to qualify as sexual harassment under Title IX. An **education program or activity** includes the locations, events or circumstances over which the district exercises substantial control over both the respondent and the context in which the harassment occurs. Title IX applies to all of a district's education programs or activities, whether such programs or activities occur on-campus or off-campus. [\[28\]](#)[\[29\]](#)[\[32\]](#)

Delegation of Responsibility

In order to maintain a program of nondiscrimination practices that is in compliance with applicable laws and regulations, the Board designates the [\[36\]](#) Deputy/Assistant Superintendent as the district's Compliance Officer, the Assistant to the Superintendent as the district's Title IX Coordinator.

The Compliance Officer can be contacted at:

Address:

1775 McLaughlin Run Road
Pittsburgh, PA 15241

Email:

ssuritsky@uscsd.k12.pa.us
mharkleroad@uscsd.k12.pa.us

Phone Number:

(412) 833-1600 Ext. 2214

The Title IX Coordinator can be contacted at:

Address:

1775 McLaughlin Run Road
Pittsburgh, PA 15241

Email:

apfender@uscsd.k12.pa.us
mharkleroad@uscsd.k12.pa.us

Phone Number:

(412) 833 - 1600 Ext. 2214

The Compliance Officer and Title IX Coordinator shall fulfill designated responsibilities to ensure adequate nondiscrimination procedures are in place, to recommend new procedures or modifications to procedures and to monitor the implementation of the district's nondiscrimination procedures in the following areas, as appropriate:

1. Curriculum and Materials - Review of curriculum guides, textbooks and supplemental materials for discriminatory bias.
2. Training - Provide training for students and staff to prevent, identify and alleviate problems of discrimination.
3. Resources - Maintain and provide information to staff on resources available to complainants

in addition to the school complaint procedure or Title IX procedures, such as making reports to the police, and available supportive measures such as assistance from domestic violence or rape crisis programs and community health resources including counseling resources.

4. Student Access - Review of programs, activities and practices to ensure that all students have equal access and are not segregated except when permissible by law or regulation.
5. District Support - Assure that like aspects of the school programs and activities receive like support as to staffing and compensation, facilities, equipment, and related areas.[37]
6. Student Evaluation - Review of assessments, procedures, and guidance and counseling materials for stereotyping and discrimination.
7. Reports/Formal Complaints - Monitor and provide technical assistance to individuals involved in managing informal reports and formal complaints.

Guidelines

Title IX Sexual Harassment Training Requirements

The Compliance Officer and Title IX Coordinator, investigator(s), decision-maker(s), or any individual designated to facilitate an informal resolution process related to Title IX sexual harassment shall receive the following training, as required or appropriate to their specific role:

1. Definition of sexual harassment.
2. Scope of the district's education program or activity, as it pertains to what is subject to Title IX regulations.
3. How to conduct an investigation and grievance process for formal complaints, including examination of evidence, drafting written determinations, handling appeals and informal resolution processes, as applicable.
4. How to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest and bias.
5. Use of relevant technology.
6. Issues of relevance including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant.
7. Issues of relevance, weight of evidence and application of standard of proof and drafting investigative reports that fairly summarize relevant evidence.
8. How to address complaints when the alleged conduct does not qualify as Title IX sexual harassment but could be addressed under another complaint process or Board policy.

All training materials shall promote impartial investigations and adjudications of formal complaints of Title IX sexual harassment without relying on sex stereotypes.

All training materials shall be posted on the district's website.

Disciplinary Consequences

A student who is determined to be responsible for violation of this policy shall be subject to appropriate disciplinary action consistent with the Code of Student Conduct, which may include but is not limited to:[18][19][20]

1. Loss of school privileges.
2. Permanent transfer to another school building, classroom or school bus.
3. Exclusion from school-sponsored activities.
4. Detention.
5. Suspension.
6. Expulsion.
7. Referral to law enforcement officials.

An employee who violates this policy shall be subject to appropriate disciplinary action consistent with the applicable Board policy, collective bargaining agreement and individual contract, up to and including dismissal and/or referral to law enforcement officials.[21][38]

Reports of Discrimination

Any reports of discrimination that are reviewed by the Title IX Coordinator and do not meet the definition of Title IX sexual harassment but are based on race, color, age, creed, religion, sex, sexual orientation, ancestry, national origin, marital status, pregnancy or handicap/disability shall follow the Discrimination Complaint Procedures in Attachment 1 to this policy.

Reports of Title IX Sexual Harassment

Any reports deemed by the Title IX Coordinator to meet the definition of sexual harassment under Title IX shall follow the Title IX Sexual Harassment Procedures and Grievance Process for Formal Complaints in Attachment 2 to this policy.

Adopted: October 12, 2020

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[103-Attach 1 Report Form.pdf \(161 KB\)](#) [103-Attach 2 Discrimination.docx \(40 KB\)](#) [103-Attach 3](#)

[Title IX.docx \(76 KB\)](#) [103-Attach 4 ConfidentialityTemplateLetter.docx \(21 KB\)](#)

Book	Policy Manual
Section	100 Programs
Title	Curriculum
Code	105
Status	First Reading: February 8, 2021 From PSBA
Legal	1. 22 PA Code 4.4 2. 22 PA Code 4.3 3. 22 PA Code 4.12 4. Pol. 102 5. 24 P.S. 1511 6. 24 P.S. 1512 7. Pol. 107 8. Pol. 127 9. Pol. 109 10. Pol. 112 11. Pol. 113 12. 22 PA Code 4.26 13. Pol. 138 14. Pol. 103 15. Pol. 103.1 16. Pol. 115 17. Pol. 114 18. Pol. 805 19. Pol. 105.1

22 PA Code 4.21

22 PA Code 4.22

22 PA Code 4.23

22 PA Code 4.25

22 PA Code 4.27

22 PA Code 4.29

22 PA Code 4.82

Pol. 100

Pol. 106

Pol. 116

Purpose

The Board recognizes its responsibility for the **development**, assessment and improvement **of the** educational **program** of the schools. To this end, the **curriculum** shall be evaluated, developed and modified on a continuing basis and in accordance with a plan for curriculum improvement.[\[1\]](#)

Definition

For purposes of this policy, **curriculum** shall be defined as a series of planned instruction aligned with established academic standards in each subject that is coordinated, articulated and implemented in a manner designed to result in the achievement of academic standards at the proficient level by all students. For purposes of this policy, **supplemental instructional materials are not included in this definition.**[\[2\]](#)[\[3\]](#)[\[4\]](#)

Authority

The Board shall be responsible for the curriculum of the district's schools. The curriculum shall be designed to provide students the opportunity to achieve the

academic standards established by the Board. Attaining the academic standards requires students to demonstrate the acquisition and application of knowledge.[\[1\]](#)[\[3\]](#)[\[4\]](#)

In order to provide a quality educational program for district students, the Board shall adopt a curriculum plan that includes the requirements for courses to be taught; subjects to be taught in the English language; courses adapted to the age, development and needs of students; and strategies for assisting those students having difficulty attaining the academic standards.[\[1\]](#)[\[3\]](#)[\[5\]](#)[\[6\]](#)[\[7\]](#)[\[8\]](#)

Guidelines

The district's curriculum shall provide the following:

1. Continuous learning through effective collaboration among the schools of this district.
2. Continuous access for all students to sufficient programs and services of a library/media facility and classroom curricular materials to support the educational program.[\[9\]](#)
3. School counseling (guidance) services for all students to assist in career and academic planning.[\[10\]](#)
4. A continuum of educational programs and services for all students with disabilities, pursuant to law and regulation.[\[11\]](#)
5. Language Instruction Educational Program for English Learner students, pursuant to law, regulation and Board policy.[\[12\]](#)[\[13\]](#)
6. Compensatory education programs for students, pursuant to law and regulation.
7. Equal educational opportunity for all students, pursuant to law and regulation.[\[14\]](#)[\[15\]](#)
8. Career awareness and vocational education, pursuant to law and regulation.[\[16\]](#)
9. Educational opportunities for identified gifted students, pursuant to law and regulation.[\[17\]](#)
10. Regular and continuous instruction in required safety procedures.[\[18\]](#)

Delegation of Responsibility

As the educational leader of the district, the Superintendent or designee shall be responsible to the Board for the district's **curriculum**. S/He shall establish procedures for curriculum development, evaluation and modification, which ensure the utilization of available resources, and effective participation of **administrators**, teaching staff members, **students**, **community** members, and **Board** members.[\[1\]](#)

A listing of all curriculum materials shall be made available for the information of parents/guardians, students, staff and Board members.[\[1\]](#)[19]

With prior Board approval, the Superintendent may conduct pilot programs as deemed necessary to the continuing improvement of the instructional program. The Superintendent shall report periodically to the Board on the status of each pilot program, along with its objectives, evaluative criteria, and costs.

The Board encourages, where it is feasible and in the best interest of district students, participation in state-initiated pilot programs of educational research.

The Board directs the Superintendent or designee to pursue actively state and federal aid in support of research activities.

Replaced Policy 3004 - Curriculum Development adopted November 11, 1974

Book	Policy Manual
Section	100 Programs
Title	Review of Instructional Materials by Parents/Guardians and Students
Code	105.1 - NEW
Status	First Reading: February 8, 2021 From PSBA
Legal	1. 22 PA Code 4.4 2. 20 U.S.C. 1232h 3. Pol. 102 4. Pol. 105 5. Pol. 127 22 PA Code 403.1 Pol. 235

Authority

The Board adopts this policy to ensure that parents/guardians and students have an opportunity to review instructional materials and have access to information about the curriculum, including academic standards to be achieved, instructional materials and assessment techniques.[\[1\]](#)[\[2\]](#)

Definition

Instructional material means instructional content that is provided to a student, regardless of its format, including printed or representational materials, audiovisual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). For purposes of this policy, the term does not include academic tests or academic assessments.[\[2\]](#)

Guidelines

Upon request by a parent/guardian or student, the district will make available existing information about the curriculum, including academic standards to be achieved, instructional materials and assessment techniques.[\[2\]](#)[\[3\]](#)[\[4\]](#)[\[5\]](#)

The following conditions shall apply to any request:

1. To assist the school district in providing the correct records to meet the needs of the requesting party, the request must be in writing, setting forth the specific material being sought for review.
2. The written request will be sent to the building principal.
3. The district will respond to the parent/guardian or student within ten (10) school days by designating the time and location for the review.
4. The district may take necessary action to protect its materials from loss, damage or alteration and to ensure the integrity of the files, including the provision of a designated employee to monitor the review of the materials.
5. No parent/guardian or student shall be permitted to remove the material provided for review or photocopy the contents of such file. The taking of notes by parents/guardians and students is permitted.

Under federal law, the rights provided to parents/guardians to inspect any instructional materials used as part of the student's educational curriculum transfer to the student when the student turns eighteen (18) years old or is an emancipated minor. These rights do not transfer under state law; therefore, parents/guardians retain their rights to access information about the curriculum and to review instructional materials.[\[1\]](#)[\[2\]](#)

Delegation of Responsibility

The Superintendent or designee shall notify parents/guardians and students of this policy and its availability. This notification shall be given at least annually, at the beginning of each school year, and within a reasonable time after any substantive changes regarding the contents of this policy.[\[2\]](#)

Book	Policy Manual
Section	100 Programs
Title	Exemption From Instruction
Code	105.2 - NEW
Status	First Reading: February 8, 2021 From PSBA
Legal	1. 22 PA Code 4.4 2. 22 PA Code 11.7 3. Pol. 102 4. Pol. 217

Authority

The Board adopts this policy to ensure that parents/guardians have the right to have their children excused from specific instruction that conflicts with their religious beliefs.[\[1\]](#)[\[2\]](#)

Guidelines

The rights granted by this policy are granted to parents/guardians of students enrolled in this district when the students are under the age of eighteen (18) and to the students themselves when the student is eighteen (18) or over.

The district shall excuse any student from specific instruction, subject to the following conditions:

1. To assist the school district in ensuring that the student is excused from the correct specific instruction, the request must be made in writing and must detail the specific instruction from which the student is to be excused.
2. The written request to be excused shall be sent by the parent/guardian or student to the building principal.

One (1) copy of the request shall be retained in the student's permanent school records, one (1) copy kept by the school principal, and one (1) copy submitted

to the teacher from whose instruction the student is to be excused.

3. It shall not be the responsibility of the district or any of its employees to ensure that the student exercises his/her right to be excused in accordance with a parental request. It shall be the responsibility of the student to request permission to leave class when the specific instruction objected to is presented. When the student seeks to be excused, the teacher shall excuse the student if the teacher or principal has a copy of the written request and the written request adequately describes the specific instruction.
4. The written request must contain a statement that the specific instruction described conflicts with the religious beliefs of the student or of the parents/guardians.
5. The parent/guardian and/or student may request suggested replacement educational activities. The only permissible educational activity for this purpose shall be in the nature of replacement instruction that is consistent with the learning objectives set for the course and does not require the provision of any extra resources by the district.
6. The building principal shall determine where the student shall report during the time the student is excused.
7. All students excused from specific instruction shall be required to achieve the academic standards established by the district as necessary for graduation.[3][4]

Book	Policy Manual
Section	100 Programs
Title	Guides for Planned Instruction
Code	106 - NEW
Status	First Reading: February 8, 2021 From PSBA
Legal	1. 22 PA Code 4.4 2. Pol. 107 24 P.S. 1511 24 P.S. 1512 22 PA Code 4.11

Authority

Guides shall be prepared for all planned instruction adopted by the Board in order to direct and assist the professional staff toward the attainment of academic standards established for a course of study.[\[1\]](#)[\[2\]](#)

Guidelines

Each guide may contain, as appropriate to that planned instruction:

1. Objectives of the instruction.
2. Concepts and skills to be taught.
3. Assessment criteria and methods intended to evaluate the extent to which learning objectives have been achieved.
4. Reading list of supplemental titles for the guidance of teachers.

5. Other activities and instructional practices that support objectives, as appropriate.

Delegation of Responsibility

Each teacher shall use the planned instruction guide as the core of the course s/he has been assigned to teach.

The Superintendent or designee shall be responsible for the preparation of guides, and shall develop administrative regulations for such preparation which include:

1. Participation by appropriate staff members and resource personnel.
2. Continuing research in instructional methods, materials, activities and assessment strategies.
3. Systematic review of all guides to ensure their continuing effectiveness in achieving established academic standards.

A system of administrative review shall be implemented to ensure that guides are being followed by teaching staff members to the degree of conformity required.

Copies of all current guides for planned instruction shall be maintained by the District.

Book	Policy Manual
Section	100 Programs
Title	Adoption of Planned Instruction
Code	107 - NEW
Status	First Reading: February 8, 2021 From PSBA
Legal	1. 22 PA Code 4.11 2. 22 PA Code 4.12 3. Pol. 102 4. Pol. 105 5. Pol. 106 6. 24 P.S. 508 7. 24 P.S. 1511 8. 24 P.S. 1512 9. Pol. 006 24 P.S. 1512.1 Pol. 100

Purpose

The Board shall provide a comprehensive program of planned instruction to enable district students to achieve educational objectives and attain academic standards required for student achievement. Planned instruction shall consist of at least the following:[\[1\]](#)[\[2\]](#)[\[3\]](#)[\[4\]](#)[\[5\]](#)

1. Objectives to be achieved by all students.
2. Content, including materials, activities and instructional time.

3. Relationship between objectives of a planned course and established academic standards.
4. Procedure for measurement of attainment of objectives and academic standards.

Authority

No planned instruction shall be taught in district schools unless it has been adopted by a majority vote of the full Board. The Board reserves the right to determine which units of the instructional program constitute planned instruction and are subject to adoption by the Board.[\[6\]](#)[\[7\]](#)[\[8\]](#)[\[9\]](#)

Delegation of Responsibility

The Superintendent or designee shall be responsible for continuous evaluation of the effectiveness of the district's planned instruction and shall recommend to the Board new and altered planned instruction deemed to be in the best interests of district students.

The Superintendent or designee shall invite the participation of administrative and professional staff members at appropriate levels in the formulation of recommendations.

The Superintendent or designee shall maintain a current list of all planned instruction offered by this district and shall furnish each Board member with a copy.

Book	Policy Manual
Section	100 Programs
Title	Adoption of Textbooks
Code	108
Status	First Reading: February 8, 2021 From PSBA
Legal	1. 24 P.S. 508 2. 24 P.S. 801 3. 24 P.S. 803 4. Pol. 006 5. Pol. 105.1 22 PA Code 14.106 24 P.S. 807.1 Pol. 103.1 Pol. 610

Authority

The Board shall, by an affirmative vote of a majority of the full Board, **adopt all textbooks used** for instruction **in the district's educational program**. Textbook adoptions may be made as part of the curriculum adoptions. The Board shall establish a planned cycle of textbook review and replacement. [\[1\]\[2\]\[3\]](#)[4]

Definition

Textbooks shall be defined as the **books**, in print or digital format, **used as the basic source of information in** the planned instruction.

Delegation of Responsibility

The Superintendent, after **consultation** with administrative and professional **staff**, shall be **responsible for the selection and recommendation of textbooks** for Board consideration. No adoption or change of textbooks shall be made without the Superintendent's recommendation, except by a two-thirds vote of the Board.[\[1\]](#)[\[3\]](#)[\[4\]](#)

The Superintendent or designee may establish administrative regulations for reviewing, evaluating and selecting textbooks.

A list of all approved textbooks used in district schools shall be maintained by the Superintendent or designee and shall be available to Board members, district staff, students, parents/guardians and community members.[\[5\]](#)

Replaced Policy 3018 - Adoption of Textbooks adopted September 23, 2002

Book	Policy Manual
Section	100 Programs
Title	Resource Materials
Code	109 - NEW
Status	First Reading: February 8, 2021 From PSBA
Legal	1. 24 P.S. 801 2. 24 P.S. 803 3. Pol. 006 4. Pol. 105.1 24 P.S. 807.1 Pol. 610

Authority

The district shall provide resource materials that implement, support and enrich the educational program of district schools.[\[1\]](#)[\[2\]](#)[\[3\]](#)

Definition

Resource materials shall include nonfiction and fiction books, magazines, reference books, supplementary titles, multimedia and digital materials, software and instructional material.

Delegation of Responsibility

The Superintendent or designee shall be responsible for the recommendation and approval of all resource materials. No adoption or change of materials shall be made without the Superintendent's recommendation, except by a two-thirds vote of the Board.[\[2\]](#)

The Superintendent or designee may establish administrative regulations for the selection of resource materials.

A list of resource materials utilized by the district shall be maintained by the Building Principal or designee (teachers) and shall be available to Board members, district staff, students, parents/guardians and community members upon request.[4]

Book	Policy Manual
Section	100 Programs
Title	Instructional Supplies
Code	110
Status	First Reading: February 8, 2021 From PSBA
Legal	1. 24 P.S. 801 2. 22 PA Code 12.11

Authority

The Board shall supply each staff member and student with the supplies and equipment that are deemed necessary for implementation of the approved educational program.[\[1\]](#)

The Board may require that students provide certain supplies for participation in extracurricular activities.

Guidelines

When individualized and non reusable clothing or equipment is necessary for reasons of safety or health, students shall be required to provide their own clothing or equipment, which shall meet standards set by the school. Such standards shall be reasonably related to considerations of safety, health and protection of property.[\[2\]](#)

When provision of instructional supplies imposes a financial hardship on a student, the school district will assume the cost.

Delegation of Responsibility

The Superintendent or designee may establish administrative regulations to ensure that no student is denied participation in the educational program for financial reasons and to guard the privacy of each student.

Book	Policy Manual
Section	100 Programs
Title	Lesson Plans
Code	111 - NEW
Status	First Reading: February 8, 2021 From PSBA
Legal	1. 24 P.S. 510

Authority

To ensure consistency and continuity of instruction, the Board requires professional staff members to develop and maintain daily lesson plans.[\[1\]](#)

Delegation of Responsibility

To facilitate more effective instruction, **lesson plans shall** be prepared in advance. Lesson plans may be inspected and must conform to the expectations established by the district or building administrator.

Teachers shall make thorough preparation for all daily lessons and shall prepare written plans reflecting such preparation.

Lesson plans shall be completed and submitted in the designated online platform(s) for review.

Teachers are to provide adequate directions for substitutes, the purpose of which shall be to continue the instructional program or provide a meaningful educational alternative that relates to the subject area.

Lesson plans must be available for immediate access by assigned substitute teachers.

Guidelines

Guidelines for implementation of this policy shall include:

1. Lesson plans may be prepared on master sheets **or online templates**.
2. The format for lesson plans shall be decided at the building level and/or **grade level**.
3. While teachers are required to be thoroughly prepared for each daily lesson, plans may be prepared for each lesson or on a long-term basis, i.e. unit of work, whichever is most appropriate.
4. Material to be used in a lesson, such as **printed or digital** material and audiovisual resources may serve as an integral part of the plan.
5. Lesson plans for individualized programs should reflect a general overview and purpose of the instructional program; individual student **plans or** records may serve as an integral part of the lesson plan.

Book	Policy Manual
Section	100 Programs
Title	School (Guidance) Counseling
Code	112 - NEW
Status	First Reading: February 8, 2021 From PSBA
Legal	1. 22 PA Code 4.34 2. 22 PA Code 12.41 3. 22 PA Code 12.16 4. Pol. 207 5. Pol. 103 6. Pol. 103.1 Pol. 146

Purpose

A comprehensive school counseling program is an integral part of the instructional program of district schools. Such a program can:

1. Assist students in achieving their optimum potential.
2. Enable students to significantly benefit from the offerings of the instructional program.
3. Identify intellectual, emotional, social and physical needs.
4. Aid students in recognizing options and making choices in vocational and academic educational planning.[\[1\]](#)
5. Assist students in identifying career options consistent with their abilities and goals.

6. Help students learn to make their own decisions and to solve problems independently.

Authority

The Board directs that students shall be provided a program of guidance and counseling which involves the coordinated efforts of all staff members, under the professional leadership of certificated guidance and counseling personnel.[\[1\]](#)[\[2\]](#)

Delegation of Responsibility

The Superintendent or designee is directed to implement and maintain a comprehensive school counseling program that serves the needs of students.

Guidelines

The district's program of comprehensive school counseling shall:

1. Be an integral part of the instructional program at all levels of the school district.
2. Involve staff members at every appropriate level.
3. Honor the individuality of each student.
4. Be coordinated with services provided by locally available social and human services agencies.[\[3\]](#)
5. Cooperate with parents/guardians and address their concerns regarding the development of their child.
6. Provide means for sharing information among appropriate staff members in the best interests of the student.[\[4\]](#)
7. Be available equally to all students.[\[5\]](#)[\[6\]](#)
8. Establish a referral system that utilizes resources offered by the school and community, guards the privacy of the student, and monitors the effectiveness of such referrals.

Book	Policy Manual
Section	100 Programs
Title	Special Education
Code	113 - NEW
Status	First Reading: February 8, 2021 From PSBA
Legal	1. 22 PA Code 4.28 2. 22 PA Code 12.1 3. 22 PA Code 12.4 4. 22 PA Code 14.102 5. 22 PA Code 14.104 6. 34 CFR 300.1 7. 24 P.S. 502 8. 22 PA Code 14.101 9. 20 U.S.C. 1401 10. 34 CFR 300.8 11. Pol. 103.1 12. 22 PA Code 14.131 13. 34 CFR 300.320-300.324 14. 34 CFR 300.30 15. 24 P.S. 1372 16. 22 PA Code 12.41 17. 22 PA Code 14.101 et seq 18. 20 U.S.C. 1400 et seq 19. 29 U.S.C. 794

20. 42 U.S.C. 12101 et seq
21. 34 CFR Part 300
22. 22 PA Code 4.13
23. Pol. 100
24. 34 CFR 300.201 et seq
25. 22 PA Code 14.145
26. 20 U.S.C. 1414
27. 34 CFR 300.320-300.327
28. Pol. 103
29. 22 PA Code 14.121
30. 34 CFR 300.111
31. 22 PA Code 14.122
32. Pol. 209
33. 22 PA Code 15.9
34. 34 CFR 300.611-300.627
35. Pol. 113.4
- 24 P.S. 1371

Pennsylvania Training and Technical Assistance Network
(PaTTAN)

- Pol. 113.1
- Pol. 113.2
- Pol. 113.3
- Pol. 202
- Pol. 216
- Pol. 914

Purpose

The district shall offer each student with a disability education programs and services that appropriately meet the student's needs for educational, instructional, transitional and related services. A student who requires special education shall receive programs and services according to an individualized education program (IEP). The IEP shall provide access to the district's general curriculum and participation in state and local assessments, including supplemental aids and services that permit the student to be educated, to the maximum extent appropriate, with nondisabled peers. The district shall provide a continuum of placement options to appropriately meet the needs of students with disabilities. [\[1\]](#)[\[2\]](#)[\[3\]](#)[\[4\]](#)[\[5\]](#)[\[6\]](#)

Definitions

Students with disabilities - school-aged children within the jurisdiction of the district who have been evaluated and found to have one or more disabilities as defined by law, and who require, because of such disabilities, special education and related services. School-aged children who have identified disabilities but do not require special education may be entitled to accommodations or services or to enroll in courses of study in the district which serve students with disabilities pursuant to other law or Board policy. [\[7\]](#)[\[8\]](#)[\[9\]](#)[\[10\]](#)[\[11\]](#)

Individualized Education Program (IEP) - the written educational statement for each student with a disability that is developed, reviewed and revised in accordance with federal and state laws and regulations. [\[12\]](#)[\[13\]](#)

Parent/Guardian - for purposes of this policy and Board policies related to special education, parent/guardian shall have the definition of **parent** in IDEA statute and regulations, which includes a biological or adoptive parent of a child; a foster parent, unless prohibited by state law or regulations; a guardian authorized to act as the child's parent, in accordance with law or regulations; an individual acting in the place of a parent, including a grandparent or other relative, with whom the child lives or an individual legally responsible for the child's welfare; or an appointed surrogate parent, in accordance with law and regulations. [\[9\]](#)[\[14\]](#)

Authority

The Board directs that all students with disabilities shall be identified, evaluated, and provided with appropriate educational programs and services, in accordance with federal and state laws and regulations. The district shall establish and implement a system of procedural safeguards and parent/guardian notification as part of its special education plan.[\[1\]\[2\]\[15\]\[16\]\[17\]\[18\]\[19\]\[20\]\[21\]](#)

The district shall develop and submit a special education plan to the Department of Education for approval every three (3) years, and shall implement such plan as required by law and regulations. The district's special education plan shall include procedures for identifying and educating students with disabilities and describe the elements required by law, regulations and Board policy. Prior to approval by the Board and submission to the Department of Education, the special education plan shall be made available for public inspection and comment in the district's administrative offices and the nearest public library for a minimum of twenty-eight (28) days.[\[5\]\[22\]](#)[\[23\]](#)

The district's special education plan shall comply with the requirements of state and federal laws and regulations, and shall be submitted in accordance with the guidelines and in the form established by the Department of Education. The district shall establish procedures to ensure the plan is updated and implemented as necessary.[\[5\]\[22\]\[24\]](#)

The Board shall determine the facilities, programs, services and staff that shall be provided by the district for the instruction of students with disabilities, based upon the identified needs of the district's special education population.[\[5\]\[15\]](#)

In order to maintain an effective special education plan, the Board may participate in special education programs of Allegheny Intermediate Unit No. 3.[\[5\]](#)

Delegation of Responsibility

The Superintendent or designee is directed to annually recommend to the Board the employment and retention of necessary, qualified staff and provision of required facilities, programs and services to provide for the needs of students with disabilities.

The Superintendent or designee shall develop procedures for evaluating the effectiveness of the district's special education plan and shall periodically report to the Board the criteria and results of such evaluation.

Guidelines

Each student with a disability shall be educated pursuant to an IEP which shall provide an appropriate education in the least restrictive environment, in accordance with federal and state laws and regulations.[\[1\]](#)[\[25\]](#)[\[26\]](#)[\[27\]](#)

The district prohibits discrimination based on disability. Students with disabilities are entitled to receive services and accommodations which will permit them to participate in district programs, services and activities as required by law.[\[11\]](#)[\[28\]](#)

If the district is identified with significant disproportionality, the special education plan shall include prevention measures for inappropriate overidentification and disproportionate representation by race or ethnicity of children with disabilities.[\[5\]](#)

Fiscal and Program Compliance

The Superintendent or designee shall establish procedures to ensure that the district complies with all federal and state laws and regulations and program requirements for special education-related funding and reimbursement.

The district may coordinate with Allegheny Intermediate Unit No. 3 to establish procedures, fulfill reporting requirements and participate in applicable programs.

Child Find/Outreach

The Superintendent or designee shall ensure that the district annually conducts awareness and outreach programs and activities designed to reach district residents including parents/guardians of students with disabilities who are enrolled in the district, preschool-aged children, students who attend private schools, homeless children and children who are wards of the state.[\[29\]](#)[\[30\]](#)

The district's public awareness activities shall include annual publication of a written notice in newspapers and other media notifying residents about child identification activities; available special education services and programs and how to request them; and procedures used to ensure confidentiality of student information. Written information shall be published in district handbooks and on the district website. Public

awareness activities must include information regarding potential signs of developmental delays and other risk factors that could indicate disabilities.

The Intermediate Unit shall be responsible for conducting child find activities necessary to provide equitable participation services to students with disabilities who are enrolled by their parents/guardians in private schools.

Screening

The district shall establish a system of screening, including hearing and vision screenings. Screenings shall be conducted at reasonable intervals to determine whether all students are performing based on grade-appropriate standards in core academic subjects.[\[31\]](#)[\[32\]](#)

Confidentiality

The district shall maintain a system of safeguards to protect the confidentiality of students' educational records and personally identifiable information when collecting, storing, disclosing and destroying student records.[\[33\]](#)[\[34\]](#)[\[35\]](#)

District staff shall maintain the confidentiality of student records and personally identifiable information, as required by law, regulations and Board policy.

Recording of Meetings

The district shall permit audio recording of a meeting between parents/guardians and district teachers, paraprofessionals, program specialists, consultants or administrators when the parent/guardian submits, at least five (5) days prior to the meeting, notification to the building principal of the intent to record the meeting.

When permission to record a meeting is granted, the district employee responsible for the meeting shall arrange to record the meeting by similar means. Such recording shall be considered part of the student's educational record and be subject to relevant law and regulations.

The district may permit videotaping of a meeting when written consent is given by all participants at the meeting.

Book	Policy Manual
Section	100 Programs
Title	Discipline of Students With Disabilities
Code	113.1 - NEW
Status	First Reading: February 8, 2021 From PSBA
Legal	1. 22 PA Code 14.133 2. Pol. 113 3. Pol. 113.2 4. 22 PA Code 14.143 5. 34 CFR 300.530 6. Pol. 218 7. Pol. 233 8. 22 PA Code 12.6 9. 20 U.S.C. 1415 10. 20 U.S.C. 1412 11. 34 CFR 300.536 12. 34 CFR 300.532 13. 34 CFR 300.533 14. 34 CFR 300.534 15. 18 U.S.C. 930 16. Pol. 218.1 17. 21 U.S.C. 812 18. Pol. 227 19. 18 U.S.C. 1365

20. 22 PA Code 10.2
21. 24 P.S. 1303-A
22. 35 P.S. 780-102
23. 22 PA Code 10.21
24. 22 PA Code 10.22
25. 22 PA Code 10.23
26. 22 PA Code 10.25
27. 22 PA Code 14.104
28. 24 P.S. 1302.1-A
29. 34 CFR 300.535
30. Pol. 103.1
31. Pol. 113.3
32. Pol. 218.2
33. Pol. 222
34. Pol. 805.1
35. Pol. 113.4
36. Pol. 216
20 U.S.C. 1400 et seq
24 P.S. 510
34 CFR Part 300

Purpose

The district shall develop and implement positive Behavior Support Plans and programs for students with disabilities who require specific interventions to address behaviors that interfere with learning.[\[1\]](#)[\[2\]](#)[\[3\]](#)

Students with disabilities who violate the Code of Student Conduct, or engage in inappropriate behavior, disruptive or prohibited activities and/or actions injurious to themselves or others, which would typically result in corrective action or discipline of students without disabilities, shall be disciplined in accordance with state and federal laws and regulations and Board policy and, if applicable, their Individualized Education Program (IEP) and Positive Behavior Support Plan.[\[1\]](#)[\[4\]](#)[\[5\]](#)[\[6\]](#)[\[7\]](#)[\[8\]](#)

Definitions

Students with disabilities - school-aged children within the jurisdiction of the district who have been evaluated and found to have one or more disabilities as defined by law, and who require, because of such disabilities, special education and related services.[\[2\]](#)

Suspensions from school - disciplinary exclusions from school for a period of one (1) to ten (10) consecutive school days.[\[7\]](#)[\[8\]](#)

Expulsions from school - disciplinary exclusions from school by the Board for a period exceeding ten (10) consecutive school days and may include permanent exclusion from school.[\[7\]](#)[\[8\]](#)

Interim alternative educational settings - removal of a student with a disability from the student's current placement. Interim alternative educational settings may be used by school personnel for up to forty-five (45) school days for certain infractions committed by students with disabilities. The IEP team shall determine the interim alternative educational setting; however, this does not constitute a change in placement for a student with a disability.[\[5\]](#)[\[9\]](#)

Authority

The Board directs that the district shall comply with provisions and procedural safeguards of the Individuals With Disabilities Education Act (IDEA) and federal and state regulations when disciplining students with disabilities for violations of Board policy or district rules or regulations. No student with a disability shall be subjected to a disciplinary change in placement if the student's particular misconduct is a manifestation of the student's disability. However, under certain circumstances a student with a disability may be placed in an interim alternative educational setting by school personnel or the IEP team could, if appropriate, change the student's educational

placement to one which is more restrictive than the placement where the misconduct occurred. [\[4\]](#)[\[5\]](#)[\[9\]](#)

Provision of Education During Disciplinary Exclusions

During any period of expulsion, or suspension from school for more than ten (10) cumulative days in a year, or placement in an interim alternative educational setting for disciplinary reasons, a student with a disability shall continue to receive a free and appropriate public education (FAPE), in accordance with law. [\[5\]](#)[\[8\]](#)[\[10\]](#)

Guidelines

Suspension From School

A student with a disability may be suspended for ten (10) consecutive and fifteen (15) cumulative days of school per school year, for the same reasons and duration as a student without a disability. Such suspension shall not constitute a change in the student's educational placement. [\[4\]](#)[\[5\]](#)[\[8\]](#)[\[9\]](#)[\[11\]](#)

Changes in Educational Placement/Manifestation Determinations

For disciplinary exclusions which constitute a change in educational placement, the district shall first determine whether the student's behavior is a manifestation of the student's disability. Expulsion, or exclusion from school for more than fifteen (15) cumulative days in a year, or patterns of suspensions for substantially identical behaviors constitute changes in educational placements requiring a manifestation determination. For students with intellectual disability, any disciplinary suspension or expulsion is a change in educational placement. [\[4\]](#)[\[5\]](#)

A student with a disability whose behavior is not a manifestation of the student's disability may be disciplined in accordance with Board policy, district rules and regulations in the same manner and to the same extent as students without disabilities. [\[4\]](#)[\[5\]](#)[\[6\]](#)[\[7\]](#)

Parent/Guardian Appeals From Disciplinary Actions/Request for Hearing by District for Students Who Are a Danger to Themselves or Others

A due process hearing may be requested by a parent/guardian of a student with a disability who disagrees with a disciplinary placement or manifestation determination, or by the district if the district believes that the current placement is substantially likely to result in injury to the student or others. On parent/guardian appeal, or when the district requests a due process hearing, the hearing officer may return the student to the placement from which the student was removed or order the student's removal to an appropriate interim alternative educational setting for up to forty-five (45) school days if the hearing officer determines that maintaining the student's current placement is substantially likely to result in an injury to the student or others. [\[9\]\[12\]](#)

Placement during appeals of disciplinary actions shall be in the interim alternative educational setting pending the decision of the hearing officer or expiration of the time period set for the disciplinary exclusion from the student's regular placement unless the district and the parent/guardian agree otherwise. [\[9\]\[13\]](#)

Students Not Identified as Disabled/Pending Evaluation

Students who have not been identified as disabled may be subject to the same disciplinary measures applied to students without disabilities if the district did not have knowledge of the disability. If a request for evaluation is made during the period the student is subject to disciplinary measures, the evaluation shall be expedited. [\[9\]\[14\]](#)

Administrative Removal to Interim Alternative Educational Setting for Certain Infractions

School personnel may remove a student with a disability, including intellectual disability, to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability if the student: [\[5\]\[9\]](#)

1. Carries a weapon to or possesses a weapon at school, on school property, or at school functions under the jurisdiction of the district. For purposes of this provision, **weapon** is defined as a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than two and one-half (2 ½) inches in length. [\[5\]\[9\]\[15\]](#) [\[16\]](#)
2. Knowingly possesses or uses illegal drugs, as defined by law, or sells or solicits the sale of a controlled substance, as defined by law, while at school, on school property, or at school functions under the jurisdiction of the

district.[\[5\]](#)[\[9\]](#)[\[17\]](#)[\[18\]](#)

3. Has inflicted serious bodily injury upon another person while at school, on school property, or at school functions under the jurisdiction of the district. For purposes of this provision, **serious bodily injury** means bodily injury which involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement, or protracted loss or impairment of the function of a bodily member, organ or mental faculty.[\[5\]](#)[\[9\]](#)[\[19\]](#)

Referral to Law Enforcement and Reporting Requirements

For reporting purposes, the term **incident** shall mean 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.[\[20\]](#)[\[21\]](#)[\[22\]](#)

The Superintendent or designee shall immediately report required incidents and may report discretionary incidents committed on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity by a student with a disability, including a student for whom an evaluation is pending, to the local police department that has jurisdiction over the school's property, in accordance with state and federal laws and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies. The Superintendent or designee shall respond to such incidents in accordance with the district's Special Education Plan and, if applicable, the procedures, methods and techniques defined in the student's Positive Behavior Support Plan.[\[1\]](#)[\[2\]](#)[\[3\]](#)[\[6\]](#)[\[9\]](#)[\[16\]](#)[\[18\]](#)[\[20\]](#)[\[23\]](#)[\[24\]](#)[\[25\]](#)[\[26\]](#)[\[27\]](#)[\[28\]](#)[\[29\]](#)[\[30\]](#)[\[31\]](#)[\[32\]](#)[\[33\]](#)[\[34\]](#)

For a student with a disability who does not have a Positive Behavior Support Plan, subsequent to notification to law enforcement, the district shall convene the student's IEP team to consider whether a Positive Behavior Support Plan should be developed to address the student's behavior, in accordance with law, regulations and Board policies.[\[1\]](#)[\[3\]](#)[\[25\]](#)[\[31\]](#)

When reporting an incident committed by a student with a disability to the appropriate authorities, 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.
[\[9\]](#)[\[20\]](#)[\[23\]](#)[\[24\]](#)[\[25\]](#)[\[29\]](#)[\[34\]](#)[\[35\]](#)[\[36\]](#)

In accordance with state law, the Superintendent shall annually, by July 31, report to the Office for Safe Schools on the required form all new incidents committed by students with disabilities, including students for whom an evaluation is pending, which occurred on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity.[\[21\]](#)[\[34\]](#)

Book	Policy Manual
Section	100 Programs
Title	Behavior Support
Code	113.2
Status	First Reading: February 8, 2021 From PSBA
Legal	1. 22 PA Code 14.133 2. 22 PA Code 14.145 3. 20 U.S.C. 1414 4. 34 CFR 300.114 5. 34 CFR 300.324 6. 20 U.S.C. 1415 7. 34 CFR 300.530 8. 34 CFR 300.34 9. Pol. 113 10. Pol. 113.1 11. Pol. 113.3 12. 22 PA Code 14.143 13. 24 P.S. 1302.1-A 14. 22 PA Code 10.2 15. 22 PA Code 10.21 16. 22 PA Code 10.22 17. 22 PA Code 10.23 18. 22 PA Code 10.25 19. 22 PA Code 14.104

20. 34 CFR 300.535

21. Pol. 103.1

22. Pol. 218

23. Pol. 218.1

24. Pol. 218.2

25. Pol. 222

26. Pol. 227

27. Pol. 805.1

24 P.S. 1303-A

20 U.S.C. 1400 et seq

34 CFR Part 300

Pennsylvania Training and Technical Assistance Network
(PaTTAN), Questions and Answers on the Restraint Reporting
Requirements and System, June 2009

Purpose

Students with disabilities shall be educated in the least restrictive environment (LRE) in accordance with their Individualized Education Program (IEP) and shall only be placed in settings other than the regular education class when the nature or severity of the student's disability is such that education in the regular education class with the use of appropriate supplementary aids and services cannot be achieved satisfactorily and cannot meet the needs of the student. The IEP team for a student with a disability shall develop a positive behavior support plan if the student requires specific intervention to address behavior that interferes with learning. The identification, evaluation, and plan or program shall be conducted and implemented in accordance with state and federal laws and regulations.[\[1\]](#)[\[2\]](#)[\[3\]](#)[\[4\]](#)[\[5\]](#)

Authority

The Board directs that the district's behavior support programs shall be based on positive rather than negative behavior techniques to ensure that students shall be free from demeaning treatment and unreasonable use of restraints or other aversive techniques. The use of restraints shall be considered a measure of last resort and shall only be used after other less restrictive measures, including de-escalation techniques. Behavior support programs and plans shall be based on a functional behavior assessment and shall include a variety of research-based techniques to develop and maintain skills that will enhance students' opportunity for learning and self-fulfillment. [\[1\]](#)[\[3\]](#)[\[5\]](#)[\[6\]](#)[\[7\]](#)[\[8\]](#)[\[9\]](#)[\[10\]](#)[\[11\]](#)

Definitions

The following terms shall have these meanings, unless the context clearly indicates otherwise. [\[1\]](#)

Aversive techniques - deliberate activities designed to establish a negative association with a specific behavior.

Behavior support - development, change and maintenance of selected behaviors through the systematic application of behavior change techniques.

Behavior Support Plan or Behavior Intervention Plan - plan for students with disabilities who require specific intervention to address behavior that interferes with learning. A positive Behavior Support Plan shall be developed by the IEP team, be based on a functional behavioral assessment, and become part of the individual student's IEP. These plans must include methods that use positive reinforcements, other positive techniques and related services required to assist a student with a disability to benefit from special education.

Positive techniques - methods that utilize positive reinforcement to shape a student's behavior, ranging from the use of positive verbal statements as a reward for good behaviors to specific tangible rewards.

Restraints - application of physical force, with or without the use of any device, designed to restrain free movement of a student's body, excluding the following:

1. **Briefly holding a student, without force, to calm or comfort the student.**
2. **Guiding a student to an appropriate activity.**
3. **Holding a student's hand to escort the student safely from one area to another.**
4. **Hand-over-hand assistance with feeding or task completion.**
5. **Techniques prescribed by a qualified medical professional for reasons of safety or for therapeutic or medical treatment, as agreed to by the student's parents/guardians and specified in the IEP.**
6. **Mechanical restraints governed by this policy, such as devices used for physical or occupational therapy, seatbelts in wheelchairs or on toilets used for balance and safety, safety harnesses in buses, and functional positioning devices.**

Seclusion - confinement of a student in a room, with or without staff supervision in the same room at all times, in order to provide a safe environment to allow the student to regain self-control.

Students with disabilities - school-aged children within the jurisdiction of the district who have been evaluated and found to have one or more disabilities as defined by law, and who require, because of such disabilities, special education and related services.[9]

Delegation of Responsibility

The Superintendent or designee shall ensure that this Board policy is implemented in accordance with federal and state laws and regulations.

The Superintendent or designee shall develop administrative regulations to implement this policy.

The Superintendent or designee shall provide regular training, and retraining as needed, of staff in the use of specific procedures, methods and techniques, including de escalation techniques, emergency responses, restraints and seclusions, that will be used to implement positive behavior supports or

interventions in accordance with students' IEPs, Positive Behavior Support Plans and Board policy.[\[1\]](#)

The Superintendent or designee shall maintain and report data on the use of restraints, as required. Such report shall be readily available for review during the state's cyclical compliance monitoring. Procedures shall be established requiring reports to be made to the district by entities educating students with disabilities who attend programs or classes outside the district, including private schools, agencies, intermediate units and career technical schools.[\[1\]](#)

Guidelines

Development of a separate **Positive Behavior Support Plan** is not required when appropriate **positive** behavioral interventions, strategies and supports can be incorporated into a student's IEP.[\[1\]](#)[\[5\]](#)

When an intervention is necessary to address problem behavior, the positive techniques and types of intervention chosen for a student shall be the least intrusive necessary.

Physical Restraints

Restraints to control acute or episodic aggressive behavior may be used only when the student is acting in a manner that presents a clear and present danger to the student, other students or employees, and only when less restrictive measures and techniques have proven to be or are less effective.[\[1\]](#)

The Director of Student Services or designee shall notify the parent/guardian as soon as practicable of the use of restraints to control the aggressive behavior of the student and shall convene a meeting of the IEP team within ten (10) school days of the use of restraints, unless the parent/guardian, after written notice, agrees in writing to waive the meeting. At this meeting, the IEP team shall consider whether the student needs a functional behavioral assessment, re-evaluation, a new or revised positive Behavior Support Plan, or a change of placement to address the inappropriate behavior.[\[1\]](#)

The use of restraints shall not be included in the IEP for the convenience of staff, as a substitute for an educational program, or employed as punishment. Restraints may be included in an IEP with parental consent only if:[\[1\]](#)

- 1. The restraint is used with specific component elements of a positive Behavior Support Plan.**
- 2. The restraint is used in conjunction with teaching socially appropriate alternative skills or behaviors.**
- 3. Staff are authorized to use the restraint and have received appropriate training.**
- 4. Positive Behavior Support Plan includes efforts to eliminate the use of restraints.**

Mechanical Restraints

Mechanical restraints, which are used to control involuntary movement or lack of muscular control of a student when due to organic causes or conditions, may be employed only when specified by an IEP and as determined by a medical professional qualified to make the determination, and as agreed to by the student's parents/guardians.[\[1\]](#)

Mechanical restraints shall prevent a student from injuring the student or others or promote normative body positioning and physical functioning.

Seclusion

The district permits involuntary seclusion of a student for a limited period of time in accordance with the student's IEP or in an emergency to prevent immediate or imminent injury to the student or others, but the seclusion must be the least restrictive alternative. District staff shall provide continuous supervision of students in seclusion, which need not always involve presence of staff within the same room.

The district prohibits the seclusion of students in locked rooms, locked boxes and other structures or spaces from which the student cannot readily exit.[\[1\]](#)

Aversive Techniques

The following aversive techniques of handling behavior are considered inappropriate and shall not be used in educational programs:[\[1\]](#)

- 1. Corporal punishment.**
- 2. Punishment for a manifestation of a student's disability.**
- 3. Locked rooms, locked boxes, other locked structures or spaces from which the student cannot readily exit.**
- 4. Noxious substances.**
- 5. Deprivation of basic human rights, such as withholding meals, water or fresh air.**
- 6. Suspensions constituting a pattern as defined in state regulations.**[\[12\]](#)
- 7. Treatment of a demeaning nature.**
- 8. Electric shock.**
- 9. Methods implemented by untrained personnel.**
- 10. Prone restraints, which are restraints by which a student is held face down on the floor.**

Referral to Law Enforcement

The Superintendent or designee shall immediately report required incidents and may report discretionary incidents committed on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity by a student with a disability, including a student for whom an evaluation is pending, to the local police department that has jurisdiction over the school's property, in accordance with state and federal laws and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies. The Superintendent or designee shall respond to such incidents in accordance with the district's Special Education Plan and, if applicable, the procedures, methods and techniques defined in the student's Positive Behavior Support Plan.[\[1\]](#)[\[6\]](#)[\[9\]](#)[\[10\]](#)[\[13\]](#)[\[14\]](#)[\[15\]](#)[\[16\]](#)[\[17\]](#)[\[18\]](#)[\[19\]](#)[\[20\]](#)[\[21\]](#)[\[22\]](#)[\[23\]](#)[\[24\]](#)[\[25\]](#)[\[26\]](#)[\[27\]](#)

For a student with a disability who has a Positive Behavior Support Plan at the time of referral, subsequent to notification to law enforcement, the district shall convene the student's IEP team and an updated functional behavioral assessment and Behavior Support Plan shall be required for students with disabilities who have Positive Behavior Support Plans at the time of such referral.[\[1\]](#)[\[11\]](#)[\[17\]](#)

The district will request professional development and technical assistance from the Intermediate Unit, PaTTAN, and the Department of Education, Bureau of Special Education, as needed.

If, as a result of such referral, the student is detained or otherwise placed in a residential setting located outside the district, the Director of Student Support Services or designee shall ensure that the responsible school district or intermediate unit is informed of the need to update the student's functional behavioral assessment and Positive Behavior Support Plan.[\[1\]](#)

For a student with a disability who does not have a Positive Behavior Support Plan, subsequent to notification to law enforcement, the district shall convene the student's IEP team to consider whether a Positive Behavior Support Plan should be developed to address the student's behavior, in accordance with law, regulations and Board policy.[\[1\]](#)[\[17\]](#)

Relations With Law Enforcement

The district shall provide a copy of its administrative regulations and procedures for behavior support, developed in accordance with the Special Education Plan, to each local police department that has jurisdiction over school property. Updated copies shall be provided each time the administrative regulations and procedures for behavior support are revised by the district.[\[9\]](#)[\[17\]](#)[\[19\]](#)[\[27\]](#)

The district shall invite representatives of each local police department that has jurisdiction over school property to participate in district training on the use of positive behavior supports, de-escalation techniques and appropriate responses to student behavior that may require intervention, as included in the district's Special Education Plan and positive behavior support program.[\[1\]](#)[\[9\]](#)[\[17\]](#)[\[19\]](#)[\[27\]](#)

District school police officers will participate in district training that is in compliance with positive behavior supports.

Replaced Policy 4016 - Behavior Support Policy adopted December 10, 2018

Book	Policy Manual
Section	100 Programs
Title	Screening and Evaluations for Students With Disabilities
Code	113.3 - NEW
Status	First Reading: February 8, 2021 From PSBA
Legal	1. 22 PA Code 14.122 2. 22 PA Code 14.123 3. 22 PA Code 14.124 4. 22 PA Code 14.125 5. 22 PA Code 14.133 6. 20 U.S.C. 1414 7. 34 CFR 300.226 8. 34 CFR 300.301-300.311 9. 34 CFR 300.502 10. 34 CFR 300.530 11. Pol. 113 12. Pol. 113.2 13. Pol. 209 14. Pol. 113.1 15. 34 CFR 300.300-300.311 16. 34 CFR 300.503 17. 34 CFR 300.303-300.306 18. 34 CFR 300.307-300.311 19. 34 CFR 300.303

20. PA Ass'n for Retarded Children (PARC) v. Com. of Pa., 343 F. Supp. 279 (E.D. Pa. 1975)

21. Pol. 138

20 U.S.C. 1400 et seq

34 CFR Part 300

Pennsylvania Training and Technical Assistance Network
(PaTTAN)

Purpose

The Board adopts this policy to define the minimum requirements for screening; educational evaluations conducted to determine eligibility for special education services, instructional levels and programming requirements for students with disabilities, including functional behavioral assessments; and requirements for independent educational evaluations.[\[1\]\[2\]\[3\]\[4\]\[5\]\[6\]\[7\]\[8\]\[9\]\[10\]](#)[\[11\]](#)[\[12\]](#)

Authority

The Board shall adopt a system of screening that may include early intervening services and must be designed to accomplish identification and initial screening for students prior to district referral for a special education evaluation. The system shall provide support to staff to improve working effectively with students in the general education curriculum, identify students who may require special education services and programs, and must include hearing and vision screening and screening at reasonable intervals to determine whether students are performing at grade appropriate levels in core academic subjects.[\[1\]\[7\]](#)[\[13\]](#)

Early intervening services shall comply with the requirements of state and federal law and regulations in order to address academic concerns or behaviors that may be impeding success, but which can be resolved through research-based intervention programs in the regular education setting.[\[7\]](#)

The Board authorizes the use of functional behavioral assessments (FBAs) as an evaluation to gather information to understand the purpose of the student's behaviors

and to assist with developing a positive Behavior Support Plan. FBAs must be conducted when: [\[5\]](#)[\[10\]](#)[\[11\]](#)[\[12\]](#)[\[14\]](#)

1. A student's behavior interferes with his/her learning or the learning of others and information is necessary to provide appropriate educational programming.
2. A student's behavior violates the Code of Student Conduct and is determined to be a manifestation of a student's disability.
3. A student is placed in an interim alternative educational placement for a qualifying reason permitting such placement for up to forty-five (45) school days for certain offenses.
4. The school contacts law enforcement regarding a student who already has a positive Behavior Support Plan.

FBAs may also constitute part of the initial evaluation to determine eligibility for special education.

The district shall comply with requirements of state and federal laws and regulations when conducting evaluations. [\[2\]](#)[\[6\]](#)[\[9\]](#)[\[15\]](#)[\[16\]](#)

An appropriate evaluation of a student, whether conducted by district staff or individuals not employed by the district, shall consist of the administration of all testing and the use of all assessment procedures required to determine the existence of all legally defined disabilities reasonably suspected by district staff, parents/guardians, or the evaluator. An appropriate evaluation shall assist in determining the content of the IEP to enable a student with a disability to be involved in and progress in the general curriculum.

A student shall be assessed in all areas related to the suspected disability including, as appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status and motor abilities.

A reevaluation of a student who currently has an IEP shall be conducted as required by state and federal law and regulations. [\[3\]](#)[\[6\]](#)[\[16\]](#)[\[17\]](#)

Guidelines

Parent/Guardian Requests

Parents/Guardians may request an evaluation at any time. The parent/guardian request must be in writing. If a request is made orally to any professional employee or administrator, that individual shall provide a copy of the permission to evaluate form to the parents/guardians within ten (10) calendar days of the oral request.[\[1\]](#)[\[2\]](#)

The evaluation shall be completed and a copy of the evaluation report presented to parents/guardians no later than sixty (60) calendar days after receipt of written parent/guardian consent for an evaluation, exclusive of the period following the last day of the spring school term to the first day of the subsequent fall term.

Appropriate Evaluations

An appropriate evaluation shall use a variety of assessment tools and strategies to gather relevant functional, developmental and academic information about a student.[\[2\]](#)[\[6\]](#)[\[8\]](#)[\[9\]](#)

An appropriate evaluation shall include:

1. Testing and assessment techniques required in light of information currently available from previous evaluations.
2. Information from parents/guardians and school staff familiar with the performance of the student.
3. The student's education records.

The evaluator shall review all such sources of information prior to conducting testing and assessment. The evaluator shall review assessments conducted by others that indicate how the student is responding to early intervening services and scientific research-based instruction and/or include such assessments as part of his/her evaluation.

To the extent that the results of such instructional assessments are inconsistent with the results of norm or criterion-referenced testing and assessments that the evaluator has administered, the evaluator shall explain the reason for the inconsistency in his/her report, if possible.

When assessing the presence of a specific learning disability, the evaluation shall be consistent with procedures adopted by the district and comply with state and federal law and regulations.[\[4\]\[18\]](#)

Testing and assessment procedures shall be selected and administered to yield valid measurement or assessment of the construct or quality they purport to measure or assess. The evaluator shall administer any testing or assessment procedures in a manner consistent with the requirements and recommendations of the publisher of the test or procedure and in compliance with applicable and authoritatively recognized professional principles and ethical tenets. S/He shall report any factor that might affect the validity of any results obtained.

All assessments and evaluation materials shall be selected and administered so as not to be discriminatory on a racial or cultural basis. Where feasible, assessments and evaluations shall be administered in a language and form most likely to provide accurate information about the student.

The evaluation shall include an observation of the student in an educational setting, unless the student is not currently in such a setting. The evaluator shall obtain information concerning the performance of the student directly from at least one (1) current teacher of the student, unless s/he does not have a current teacher.

The evaluator shall hold an active certification that qualifies the evaluator to conduct that type of evaluation. If certification is not issued for the particular area of professional practice in which the evaluator is lawfully engaged, the evaluator shall hold such license or other credentials as required for the area of professional practice under state law.

The evaluator shall prepare and sign a full report of the evaluation containing:

1. Clear explanation of the testing and assessment results.
2. Complete summary of all test scores, including, for all standardized testing administered, all applicable full scale or battery scores; domain or composite scores; and subtest scores reported in standard, scaled, or T-score format.
3. Complete summary of all information obtained or reviewed from sources other than testing conducted by the evaluator.
4. Identification of all special education and related services needs and relevant information that directly assists persons in determining the educational needs of

the student.

5. Specific, individualized recommendations for consideration by the IEP team for educational programming and placement to enable the student to participate as appropriate in the general education curriculum in the least restrictive environment, as defined by federal and state law and regulations.

Reevaluations

Reevaluations shall be conducted within the timeframes required by state and federal laws and regulations unless the parent/guardian and the district agree in writing that a reevaluation is unnecessary. For students with intellectual disability, the reevaluation cannot be waived. The group of qualified professionals that reviews the evaluation materials to determine whether the child is a student with a disability shall include a certified school psychologist when evaluating a student for autism, emotional disturbance, intellectual disability, multiple disabilities, other health impairment, specific learning disability and traumatic brain injury.[\[3\]](#)[\[19\]](#)[\[20\]](#)

Copies of the reevaluation report shall be disseminated to parents/guardians at least ten (10) days prior to the meeting of the IEP team unless this requirement is waived in writing.

Independent Educational Evaluations

A parent/guardian who disagrees with the results or content of an evaluation performed or obtained by the district may request an independent educational evaluation at district expense. A parent/guardian is entitled to only one (1) independent educational evaluation at public expense each time the district conducts an evaluation with which the parent/guardian disagrees. The independent educational evaluation must arise from parents'/guardians' disagreement with the district's most recent evaluations or re-evaluations of the student. The district shall be entitled to a copy of all results of independent educational evaluations conducted at public expense. If an oral request for an independent educational evaluation is made to a professional employee or administrator, that person shall inform the parent/guardian that the request must be in writing. If the native language of the parent/guardian is other than English, the requirement that the parent/guardian make his/her request in writing shall be conveyed by whatever means practicable and in the native language of the parent/guardian.[\[9\]](#)[\[21\]](#)

A written request for an independent educational evaluation at district expense shall be immediately forwarded to the Director of Special Education, who may, upon receipt of

the written parent/guardian request, ask that the parent/guardian state his/her reasons for disagreement with the evaluation conducted or proposed by the district. The district cannot require the parent/guardian to do so, and the refusal of the parent/guardian shall not delay the process required by this policy.

The criteria under which the independent educational evaluation at public expense is obtained must be the same as the criteria used by the district in conducting an appropriate evaluation, including the location of the evaluation and the qualifications of the examiner, to the extent those criteria are consistent with the parent's/guardian's right to an independent educational evaluation at public expense. The qualified examiners who conduct the independent educational evaluation may not be employed by the public agency responsible for the education of the student.

Within ten (10) school days of receipt of a request for an independent educational evaluation in writing from a parent/guardian, the Director of Special Education shall either initiate a due process hearing to show that the district's evaluation is appropriate and notify the parent/guardian in writing that s/he has done so or issue to the parent/guardian correspondence containing:

1. Assurance that the district will pay for an independent educational evaluation as long as the evaluation meets all of the requirements of an appropriate evaluation and is in compliance with this policy.
2. Statement that the district will not pay for the evaluation until it receives directly from the evaluator a complete copy of a report of that evaluation and determines that the evaluation is in compliance with this policy.
3. Request that the parents/guardians consider accessing reimbursement for all or part of the evaluation from public or private sources of insurance or reimbursement, together with a clear assurance that the parent/guardian is not required to do so and that the district will pay any cost not covered by such sources.
4. Directions that the parent/guardian is responsible for arranging for the evaluation and ensuring that the evaluator contacts the Director of Special Education to arrange for payment of the evaluation.

Upon request, the district shall provide to parents/guardians information about where an independent educational evaluation may be obtained.

If the evaluation has already been conducted and paid for, the district shall issue correspondence advising the parent/guardian that the district will not reimburse the

parent/guardian for the evaluation until it receives a complete and unredacted copy of the report of the evaluation and determines that the evaluation is in compliance with this policy. The district shall require documentation substantiating that the parents/guardians paid for or incurred the obligation to pay for the evaluation without reimbursement from a public or private source of insurance or reimbursement.

The Director of Special Education shall send the correspondence to the parent/guardian by certified mail or by other independently verifiable means of conveyance and enclose a copy of this policy.

The Director of Special Education shall maintain a list of qualified independent evaluators in each of the various disciplines commonly relied upon to provide education-related evaluations and assessments and shall promptly make that list available to any parent/guardian who requests it.

Replaced Policy 4005.1 - Identification of Special Education Students adopted April 10, 1978

Book	Policy Manual
Section	100 Programs
Title	Confidentiality of Special Education Student Information
Code	113.4 - NEW
Status	First Reading: February 8, 2021 From PSBA
Legal	1. Pol. 113 2. Pol. 216 3. 34 CFR 300.611-300.627 4. 34 CFR 300.520 5. 34 CFR 300.625 6. 34 CFR 300.611 7. 34 CFR 99.3 8. 20 U.S.C. 1232g 9. 34 CFR 300.32 10. 34 CFR 300.613 11. 34 CFR 99.10 12. 34 CFR 99.4 13. 34 CFR 300.615 14. 34 CFR 99.12 15. 34 CFR 300.616 16. 34 CFR 300.617 17. 34 CFR 99.11 18. 34 CFR 300.614 19. 34 CFR 300.618

- 20. 34 CFR 99.20
- 21. 34 CFR 300.510-300.516
- 22. 34 CFR 300.619
- 23. 34 CFR 99.21
- 24. 34 CFR 300.621
- 25. 34 CFR 99.22
- 26. 34 CFR 300.620
- 27. 34 CFR 300.623
- 28. 34 CFR 300.624
- 29. 34 CFR 99.30
- 30. 34 CFR 99.31
- 31. 34 CFR 300.154
- 32. 34 CFR 300.622
- 33. Pol. 113.1
- 34. Pol. 113.2
- 35. 22 PA Code 10.2
- 36. 22 PA Code 10.21
- 37. 22 PA Code 10.22
- 38. 22 PA Code 10.23
- 39. 20 U.S.C. 1415
- 40. 34 CFR 300.535
- 41. 34 CFR Part 99
- 42. Pol. 805.1
- 20 U.S.C. 1400 et seq

34 CFR Part 300

Bureau of Special Education Letter to School Entities on
Retention of Records, Dated November 9, 2009

Pennsylvania Department of Education Individuals With
Disabilities Education Act Part B LEA Policies and Procedures
under 34 CFR §§300.101 - 300.176 (2018)

Pol. 113.3

Authority

The Board recognizes the need to protect the confidentiality of personally identifiable information in the education records of students with disabilities.[1][2]

The district shall maintain a system of safeguards to protect the confidentiality of students' educational records and personally identifiable information when collecting, retaining, disclosing and destroying student special education records, in accordance with Board policy, state requirements, and federal and state law and regulations.[2][3]

The rights provided by this policy apply to parents/guardians of students who receive special education programming and services from the district or an outside program provided through the district.[4][5]

Definitions

Destruction shall mean the physical destruction or removal of personal identifiers from information so that the information is no longer personally identifiable.[6]

Disclosure shall mean to permit access to or the release, transfer, or other communication of personally identifiable information contained in education records by any means, including oral, written, or electronic means, to any party except the party identified as the party that provided or created the record.[7]

Education Records, for purposes of this policy, shall include the records and information covered under the definition of education records in the Family Educational Rights and Privacy Act (FERPA) and its implementing regulations.[2][\[7\]](#)[\[8\]](#)

Personally identifiable information includes, but is not limited to:[\[7\]](#)[\[9\]](#)

1. The name of a student, the student's parents/guardians or other family members.
2. The address of the student or student's family.
3. A personal identifier, such as the student's social security number, student number, or biometric record.
4. Other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name.
5. Other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty.
6. Information requested by a person who the district reasonably believes knows the identity of the student to whom the education record relates.

Guidelines

Parental Access Rights

The district shall permit parents/guardians to inspect and review any education records relating to their child(ren) that are collected, retained, or used by the district in connection with providing special education services to the student.[\[10\]](#)[\[11\]](#)

The district shall comply with a parental request to inspect and review education records without unnecessary delay and before any meeting regarding an Individualized Education Program (IEP); any impartial due process hearing relating to the identification, evaluation, educational placement, or the provision of a free and appropriate public education (FAPE) to a student; a hearing related to the discipline of the student; and a resolution meeting.

The district shall presume a parent/guardian has authority to inspect and review records relating to their child unless it has been provided documentation that the requesting parent/guardian does not have this authority under applicable state law.[\[10\]](#)[\[12\]](#)

The district shall comply with a parental request for review within forty-five (45) days following receipt of the request.[\[10\]](#)[\[11\]](#)

A parent's/guardian's right to inspect and review education records includes the right to:

1. A response from the district to reasonable requests for explanations and interpretations of the records;
2. Request that the district provide copies of the records if failure to provide copies would effectively prevent the parent/guardian from exercising the right to inspect and review the records; and
3. Have a representative inspect and review the records.

If an education record includes information on more than one (1) student, the parents/guardians shall have access only to the information relating to their child or shall be informed of the information in the record.[\[13\]](#)[\[14\]](#)

The district shall provide parents/guardians, upon request, a list of the types and locations of education records collected, maintained, or used by the district.[\[15\]](#)

Fees

The district may charge a fee for copies of records that are made for parents/guardians so long as the fee does not effectively prevent parents/guardians from exercising their right to inspect and review those records.[\[16\]](#)[\[17\]](#)

The district shall not charge a fee to search for or to retrieve information in response to a parental request.

Record of Access

The district shall keep a record of parties obtaining access to education records collected, maintained, or used in providing special education and related services to students with disabilities, except access by parents/guardians and authorized district employees.[\[18\]](#)

The district's record of access shall include the name of the party, the date access was given, and the purpose for which the party is authorized to use the records.

Amendment of Records Upon Parental Request

If a parent/guardian believes that information in the student's education records is inaccurate, misleading or violates the privacy or other rights of the student, the parent/guardian may request that the district amend the information.[\[19\]](#)[\[20\]](#)

The district shall decide whether to amend the information within a reasonable period of time from receipt of the request.

If the district declines to amend the information in accordance with a parental request, the district shall inform the parent/guardian of the refusal and advise the parent/guardian of the right to a hearing.

Records Hearing

The district shall, on request, provide parents/guardians with an opportunity for a hearing to challenge information in the student's education records to ensure that the information is not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights. The district recognizes that parents/guardians who believe that there is a due process violation relating to an alleged violation of confidentiality may also request a special education due process hearing.[\[21\]](#)[\[22\]](#)[\[23\]](#)

Hearing Procedures

A hearing to challenge information in education records must meet the following requirements:[\[24\]](#)[\[25\]](#)

1. The district shall hold the hearing within a reasonable time after receiving the request for a hearing.
2. The district shall give the parent/guardian reasonable advanced written notice of the date, time, and place of the hearing.
3. The hearing may be conducted by any individual, including a district official, who does not have a direct interest in the outcome of the hearing.
4. The district shall give the parent/guardian a full and fair opportunity to present relevant evidence. The parent/guardian may, at their own expense, be assisted or represented by one (1) or more individuals of their choice, including an attorney.
5. The district shall inform parents/guardians of its decision in writing within a reasonable period of time after the hearing.
6. The decision must be based solely on the evidence presented at the hearing, and must include a summary of the evidence and the reasons for the decision.

Result of Hearing

If, as a result of the hearing, the district decides that the information is inaccurate, misleading, or otherwise in violation of the student's privacy or other rights, the district shall amend the information accordingly and inform the parent/guardian in writing. [\[23\]](#)[\[26\]](#)

If, as a result of the hearing, the district decides that the information is not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights, the district shall inform the parent/guardian of the parent's/guardian's right to place in the student's records a statement commenting on the information and/or providing any reasons for disagreeing with the district's decision.

Any explanation placed in the student's records shall be:

1. Maintained by the district as part of the student's records as long as the record or contested portion is maintained by the district; and
2. Included with the record or contested portion if the record or contested portion are disclosed to any party.

Storage, Retention and Destruction of Information

The district shall store all education records and personally identifiable information of students receiving special education services in such a way as to protect the confidentiality and integrity of the records and information, prevent unauthorized access to and disclosure of records and information, and ensure compliance with other legal and regulatory requirements regarding records retention. [\[27\]](#)

The district shall maintain, for public inspection, a current listing of the names and positions of those district employees who have access to personally identifiable information. [\[27\]](#)

In order to comply with state compliance monitoring requirements, the district shall maintain education records for students receiving special education services for at least six (6) years. [\[2\]](#)

The district shall inform parents/guardians when personally identifiable information collected, maintained, or used is no longer needed to provide educational services to the student. After notice, such information shall be destroyed upon parental request. [\[28\]](#)

No education record shall be destroyed if there is an outstanding request to inspect or review the record or if a litigation hold exists. [\[11\]](#)

The district may maintain a permanent record of the student's name, address, and phone number, his/her grades, attendance record, classes attended, grade level completed, and year completed. [\[28\]](#)

The district shall ensure the destruction of education records in a manner that protects the confidentiality and privacy rights of the student and the student's family. [\[27\]](#)

Disclosure to Third Parties

The district shall obtain parental consent before disclosing personally identifiable information to parties other than school district officials with a legitimate educational interest or other educational institutions that provide special education services to the student for the purposes of meeting a requirement of law or regulation unless the

information is contained in education records and the disclosure is permitted without parental consent under law and regulations.[2][29][30][31][32][33][34]

Parental consent must be obtained before personally identifiable information is released to officials of participating agencies providing or paying for transition services.[32]

If a student is enrolled, or is going to enroll in a private school that is not located in the district of the parent's/guardian's residence, parental consent must be obtained before any personally identifiable information about the student is released between officials in the district where the private school is located and officials in the district of the parent's/guardian's residence.[32]

Disclosure to Law Enforcement

When reporting an incident committed by a student with a disability to the appropriate authorities, in accordance with applicable law, regulations and Board policy, 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.[2][8][33][35][36][37][38][39][40][41][42]

Delegation of Responsibility

In order to maintain the confidentiality of the educational records and personally identifiable information of students with disabilities, the Board designates the Superintendent or designee to coordinate the district's efforts to comply with this policy and applicable laws and regulations.[27]

All district employees collecting or using personally identifiable information shall receive training or instruction regarding Board policy, administrative regulations, and state and federal law and regulations regarding confidentiality of education records and personally identifiable information.[27]

Book	Policy Manual
Section	100 Programs
Title	Gifted Education
Code	114 - NEW
Status	First Reading: February 8, 2021 From PSBA
Legal	1. 24 P.S. 1371 2. 22 PA Code 4.28 3. 22 PA Code 16.1 et seq 4. 22 PA Code 4.13 5. 22 PA Code 16.4 6. Pol. 100 7. 22 PA Code 16.2 8. 22 PA Code 16.21 9. 22 PA Code 16.22 10. 22 PA Code 16.23 11. 22 PA Code 16.32 12. 22 PA Code 16.33 13. 22 PA Code 16.63 14. 22 PA Code 16.61 15. 22 PA Code 16.62 16. 22 PA Code 16.41 17. 22 PA Code 16.65 18. 20 U.S.C. 1232g 19. Pol. 216

22 PA Code 11.12

Pol. 113

Authority

In accordance with the Board's philosophy to develop the special abilities of each student, the district shall provide gifted education services and programs designed to meet the individual educational needs of identified students.[\[1\]\[2\]\[3\]](#)

The district shall develop and implement a gifted education plan every six (6) years, as required by law and regulations. Prior to approval by the Board, the gifted education plan shall be made available for public inspection and comment in the district's administrative offices and the nearest public library for a minimum of twenty-eight (28) days.[\[4\]\[5\]](#)[\[6\]](#)

The district's gifted education plan shall address:

1. The district's process for identifying gifted children in need of specially designed instruction.
2. The gifted special education programs offered by the district.
3. Reports of gifted students, personnel and program elements, and costs, as required by the Department of Education.

The Board may enter into a cooperative agreement with Allegheny Intermediate Unit No. 3 to provide gifted education services and programs.[\[7\]](#)

The Board directs that the district's gifted education program shall provide the following:

1. System to locate and identify all students within the district who are thought to be gifted and in need of specially designed instruction.[\[8\]](#)
2. Screening and evaluation process that meets state requirements, to determine students' educational needs.[\[8\]](#)
3. Procedures to determine whether a student is mentally gifted.[\[8\]](#)

4. Gifted Individualized Education Plan (GIEP) developed, and subsequently modified, for each student based on his/her unique needs and the written report of the Gifted Multidisciplinary Team (GMDT).[\[9\]](#)[\[10\]](#)[\[11\]](#)[\[12\]](#)
5. Safeguards for the due process rights of gifted students.[\[13\]](#)
6. Notification to teachers of their responsibilities to each of their identified gifted students, as provided in the student's Gifted Individualized Education Plan (GIEP).[\[11\]](#)

The district shall provide all required notices and information to parents/guardians of gifted students, document all consents and responses of parents/guardians, and adhere to all established timelines.[\[11\]](#)[\[14\]](#)[\[15\]](#)

Guidelines

The district shall make the Permission To Evaluate form readily available to parents/guardians. If an oral request is made to an administrator or professional employee, s/he shall provide the form to the parents/guardians within ten (10) calendar days of the oral request.[\[9\]](#)

Caseloads/Class Size

The Board directs the Superintendent and designated administrators to annually assess the district's delivery of gifted services and programs, in order to:[\[16\]](#)

1. Ensure the ability of assigned staff to provide the services required in each identified student's GIEP.
2. Address the educational placements for gifted students within the district.
3. Limit the total number of gifted students that can be on an individual gifted teacher's caseload to a maximum of sixty-five (65) students.
4. Limit the total number of gifted students that can be on an individual gifted teacher's class roster to a maximum of twenty (20) students.

The district may make a written request to the Secretary of Education to waive the applicable caseload and class size maximums in extenuating circumstances.[\[16\]](#)

Confidentiality of Student Records

All personally identifiable information regarding a gifted student shall be treated as confidential and disclosed only as permitted by the Family Educational Rights and Privacy Act (FERPA) and its implementing regulations, State Board of Education regulations, and Board policy. [\[17\]](#)[\[18\]](#)[\[19\]](#)

Awareness Activities

The Superintendent or designee shall annually conduct awareness activities to inform parents/guardians of school-aged children residing within the district of its gifted education services and programs, and how to request these services and programs. [\[8\]](#)

Awareness activities may include providing written notice of the district's gifted education program through local newspapers, other media, student handbooks and the district website.

Delegation of Responsibility

The Superintendent or designee may develop administrative regulations to implement this policy.

Book	Policy Manual
Section	100 Programs
Title	Career and Technical Education
Code	115 - NEW
Status	First Reading: February 8, 2021 From PSBA
Legal	1. 24 P.S. 1806 2. 24 P.S. 1807 3. 22 PA Code 4.31 4. 22 PA Code 12.41 5. 22 PA Code 339.2 6. Pol. 103 7. Pol. 103.1 8. Pol. 113 9. Pol. 138 10. 24 P.S. 1841 11. 24 P.S. 1850.1 12. Pol. 806

Authority

The Board shall provide a program of career and technical education in order to: [\[1\]](#)[\[2\]](#)[\[3\]](#)[\[4\]](#)[\[5\]](#)

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

The Board shall ensure that all students and parents/guardians are informed of the student's rights to participate in career and technical education programs and courses and that students with disabilities enrolled in such programs are entitled to services under state and federal laws and regulations. [\[3\]](#)[\[6\]](#)[\[7\]](#)[\[8\]](#)[\[9\]](#)

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

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

1. District students attending Parkway West Career & Technology Center for participation in a cooperative program of career development. [\[2\]](#)[\[3\]](#)[\[5\]](#)[\[10\]](#)

Students and parents/guardians shall be informed that admission to career and technical education programs is accessible to regularly enrolled district students, in accordance with established criteria for attendance. [\[3\]](#)[\[4\]](#)[\[11\]](#)

Guidelines

Child Abuse Prevention Requirements

Employers who participate in district internship, externship, work study, co-op, or similar programs shall adopt policies and procedures that ensure compliance with the following procedures required by the Child Protective Services Law.

Identification of Adult Responsible for Child's Welfare -

When a district student under the age of eighteen (18) years old participates in an internship, externship, work study, co-op, or similar program with an outside employer, the district and the employer shall, prior to commencing participation, identify an adult(s) who will be the student's supervisor while the child participates in the program. The identified adult(s) will be the person responsible for the child's welfare.

The identified adult(s) shall be in the immediate vicinity of the child at regular intervals during the program. **Immediate vicinity** shall mean an area in which an individual is physically present with a child and can see, hear, direct and assess the activities of the child.

Certifications -

Prior to commencement of the program, the identified adult shall submit the following information to the Superintendent or designee:

1. PA Child Abuse History Clearance - which must be less than sixty (60) months old.
2. PA State Police Criminal History Record Information - which must be less than sixty (60) months old.
3. Federal Criminal History Report - which must be less than sixty (60) months old.
4. Disclosure Statement – which is a statement swearing or affirming applicant has not been disqualified from service by reason of conviction of designated criminal offenses or being listed as the perpetrator in a founded report of child abuse.

The Superintendent or designee shall review the information and determine if information is disclosed that precludes identification of the adult as the supervisor responsible for the child's welfare.

Information submitted by an identified adult in accordance with this policy shall be maintained centrally in a manner similar to that for school employees.

Arrest or Conviction Reporting Requirements -

An identified adult shall notify the employer, in writing, within seventy-two (72) hours of the occurrence, of an arrest or conviction required to be reported by law.

An identified adult shall also report to the employer, within seventy-two (72) hours of notification, that s/he has been listed as a perpetrator in the Statewide database, in accordance with the Child Protective Services Law.

Failure to accurately report such occurrences may subject the identified adult to disciplinary action up to and including termination of employment and criminal prosecution.

The employer shall immediately require an identified adult to submit new certifications when there is a reasonable belief that the identified adult was arrested for or has been

convicted of an offense required to be reported by law, was named as a perpetrator in a founded or indicated report, or has provided written notice of such occurrence.

If the employer receives notice of such occurrences from either the adult or a third party, the employer shall immediately report that information to the Superintendent or designee in writing.

Child Abuse Reporting -

Identified adults who have reasonable cause to suspect that a child is the victim of child abuse shall make a report of suspected child abuse in accordance with the Child Protective Services Law.[12]

Book	Policy Manual
Section	100 Programs
Title	Private Tutoring
Code	116 - NEW
Status	First Reading: February 8, 2021 From PSBA
Legal	1. 22 PA Code 4.12 2. 22 PA Code 4.52 3. 22 PA Code 11.22 4. 24 P.S. 1327 5. 22 PA Code 11.31 6. 24 P.S. 111 7. 23 Pa. C.S.A. 6344 24 P.S. 1205.1 24 P.S. 1332 24 P.S. 1333 22 PA Code 11.33 23 Pa. C.S.A. 6301 et seq

Purpose

The Board recognizes the right of parents/guardians to not enroll a student and pursue a private tutoring program separate from the district or request excusal from school to participate in private tutoring arranged by the family.

Guidelines

Excusal From School

Upon the written request of the parent/guardian, a student may be excused during school hours for tutoring in a field not offered in the district curriculum if such excusal does not interfere with the student's regular program of studies.[\[3\]](#)

The tutor's qualifications must be approved by the Superintendent or designee.[\[3\]](#)

The district may establish reasonable conditions for excusal of a student for such tutoring.[\[3\]](#)

Private Tutoring

The instructional program for students not enrolled in public schools due to private tutoring by a properly qualified private tutor shall comply with state law and regulations.[\[4\]](#)[\[5\]](#)

A **properly qualified private tutor** shall mean a person who is certified by the Commonwealth to teach in Pennsylvania public schools; who is teaching one (1) or more children who are members of a single family; who provides the majority of instruction to such child or children; and who is receiving a fee or other consideration for instructional services.[\[4\]](#)

Each private tutor shall file with the Superintendent a copy of his/her Pennsylvania certification, state and federal criminal history information and child abuse history clearance. No person who would be disqualified from school employment by the provisions of 24 P.S. § 1-111(e) may be a private tutor.[\[4\]](#)[\[6\]](#)[\[7\]](#)

Annually, the parent/guardian shall provide written assurance to the Superintendent that all instructional requirements are being met.[\[5\]](#)

When the Superintendent receives a complaint that a student is not being provided the required instruction or that a student is not making satisfactory progress, the Superintendent may request evidence of the student's academic progress and documentation that instruction is being provided for the required number of days and hours.[\[5\]](#)

Evidence of satisfactory progress may include samples of student work, assessments, progress reports, report cards and evaluations. Documentation of instructional time

may include logs maintained by the tutor or parent/guardian, attendance records, or other records indicating the dates and times instruction was provided. [\[5\]](#)

Book	Policy Manual
Section	100 Programs
Title	Homebound Instruction
Code	117
Status	First Reading: February 8, 2021 From PSBA
Legal	1. 24 P.S. 1329 2. 22 PA Code 11.25

Authority

The Board **shall provide homebound instruction to students** who are unable to attend school physical **disability**, illness, injury, urgent reasons, or when such absence is recommended for psychological or psychiatric reasons. The period of homebound instruction for an individual shall not exceed three (3) months.[\[1\]](#)[\[2\]](#)

Delegation of Responsibility

Application for homebound instruction shall certify the nature of the illness or disability, state the probable duration of the confinement, and be recommended by the Superintendent or designee.[\[1\]](#)[\[2\]](#)

The Superintendent or designee may request approval from the Department of Education to extend the period of homebound instruction for an individual, which shall be re-evaluated every three (3) months.[\[2\]](#)

Guidelines

The district shall provide homebound instruction only for those absences expected to last at least ten (10) school days. Exceptions may be recommended by the Superintendent or Student Support Services or when required to begin sooner based on a child's special education program.

The program of homebound instruction provided to each student shall be in accordance with the standards established by the state. The type of instruction available to a

student who is homebound will be determined by the district and may include multiple modes of instruction.

The district reserves the right to withhold homebound instruction when any one (1) of the following occurs:

1. The instructor's presence in the place of a student's confinement presents a hazard to the health of the teacher.
2. A parent/guardian or other adult in authority is not present with the student during the hours of instruction.
3. The condition of the student precludes any benefit from such instruction.

Homebound is not intended to take the place of a regular or special educational program obtained through regular school attendance and is not an educational placement. The amount, type and duration of homebound instruction services for a student with a disability who is eligible under Section 504 or the IDEA will be based on the individual child's needs.

Replaced Policy 4005 - Homebound Instruction adopted May 23, 1967 and revised November 11, 1974 and May 12, 1980

Book	Policy Manual
Section	100 Programs
Title	Independent Study
Code	118 - NEW
Status	First Reading: February 8, 2021 From PSBA
Legal	1. 22 PA Code 4.4 2. 22 PA Code 4.24 22 PA Code 4.12

Purpose

A course of independent study for a properly qualified student may be approved by the Superintendent or designee, on the condition that the student shall demonstrate achievement of established educational goals and academic standards as a result of participation in the independent study.

Authority

The District will consider proposals for each course of independent study and may designate the number of credits toward graduation to be awarded upon successful completion of each course, except that the district reserves the right to assign no credit for an approved course.[\[1\]](#)[\[2\]](#)

Courses of independent study may not be limited to participation by a single student but may involve a group of students, subject to approval.

Each course of independent study must meet the requirements of applicable laws and regulations.

Delegation of Responsibility

The building principal will review and consider proposals for courses of independent study.

Courses of independent study approved by a building principal shall be reported to the Superintendent.

Book	Policy Manual
Section	100 Programs
Title	Current Events
Code	119 - NEW
Status	First Reading: February 8, 2021 From PSBA
Legal	1. Pol. 106 24 P.S. 510

Purpose

The Board believes that consideration of current events has a legitimate place in the educational program of the schools. Properly introduced and conducted, discussion of such events can help students learn to identify important issues, explore fully and fairly all sides of an issue, weigh carefully the values and factors involved, and develop skills for formulating and evaluating positions and opinions.

Definition

A **current event** is defined as a topic on which opposing points of view have been promulgated by responsible opinion and is not expressly enumerated in the course guide as content of the course of study.

Authority

The Board shall permit the introduction and proper educational use of current events, provided that their use in the instructional program:[1]

1. Is related to the course's educational goals and the students' level of maturity.
2. Does not tend to indoctrinate or persuade students to a particular point of view.
3. Encourages balanced presentations and open-mindedness.

4. Is conducted in a spirit of scholarly inquiry.

Delegation of Responsibility

The Superintendent or designee may develop administrative regulations for the management of current events.

Book	Policy Manual
Section	100 Programs
Title	Field Trips
Code	121 - NEW
Status	First Reading: February 8, 2021 From PSBA
Legal	1. Pol. 105 2. Pol. 103.1 3. Pol. 113 4. Pol. 210 5. Pol. 210.1 24 P.S. 510 24 P.S. 517

Purpose

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

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

Definition

For purposes of this policy, a **field trip** shall be defined as any trip by students away from school premises that is an integral part of approved planned instruction, is conducted as a first-hand educational experience not available in the classroom, and is supervised by a teacher or district employee.

Authority

The Board shall approve only those field trips that take students more than 100 miles from this district.

Students on field trips remain under the supervision and responsibility of this Board and are subject to its rules and regulations.

The Board does not endorse, support nor assume responsibility in any way for any district staff member who takes students on trips not approved by the Board or Superintendent. No staff member may solicit district students for such trips within district facilities or on district grounds without Board permission.

Delegation of Responsibility

The Superintendent or designee may develop administrative regulations for the operation of field trips.

Guidelines

Field trips shall be governed by guidelines which ensure that:

1. The safety and well-being of students will be protected at all times.
2. Permission of the parent/guardian is sought and obtained before any student may participate.
3. The principal approves the purpose, itinerary and duration of each proposed trip.

4. Each field trip is properly planned, integrated with the curriculum, and followed up by appropriate activities that enhance its value.[1]
5. The effectiveness of field trip activities is monitored and evaluated continuously.
6. Teachers are allowed flexibility and innovation in planning field trips.
7. No field trip will be approved unless it contributes to the achievement of specified instructional objectives.

Administration of Medication

The Board directs planning for field trips to start early in the school year and to include collaboration between administrators, teachers, nurses, parents/guardians and other designated health officials.

Decisions regarding administration of medication during field trips and other school-sponsored programs and activities shall be based on the student's individual needs.[2][3]

Medication shall be administered in accordance with applicable laws, regulations, Board policies and district procedures.[4][5]

Book	Policy Manual
Section	100 Programs
Title	Extracurricular Activities
Code	122
Status	First Reading: February 8, 2021 From PSBA
Legal	1. 22 PA Code 12.1 2. 24 P.S. 5322 3. 24 P.S. 1425 4. 20 U.S.C. 4071 et seq 5. 24 P.S. 511 6. Pol. 103 7. Pol. 103.1 8. Pol. 110 9. Pol. 218 10. 24 P.S. 5323 11. Pol. 123.1 12. Pol. 123.2 13. 22 PA Code 12.4 24 P.S. 5321 et seq

Purpose

The Board recognizes the educational values inherent in student participation in extracurricular activities and supports the concept of student organizations for such

purposes as building social relationships, developing interests in a specific area, and gaining an understanding of the elements and responsibilities of good citizenship.

Definitions

For purposes of this policy, **extracurricular activities** shall be those programs that are sponsored or approved by the Board and are conducted wholly or partly outside the regular school day; are marked by student participation in the processes of initiation, planning, organizing, and execution; and are equally available to all students who voluntarily elect to participate.[\[1\]](#)

For purposes of this policy, an **athletic activity** shall mean all of the following: [\[2\]](#)[\[3\]](#)

1. An athletic contest or competition, other than interscholastic athletics, that is sponsored by or associated with the school, including cheerleading, club-sponsored sports activities and sports activities sponsored by school-affiliated organizations.
2. Noncompetitive cheerleading that is sponsored by or associated with the school.
3. Practices, interschool practices and scrimmages for all athletic activities.

Authority

The Board shall make school facilities, supplies and equipment available and shall assign staff members for the support of extracurricular activities for students. Such availability and assignment shall be in accordance with the Equal Access Act.[\[4\]](#)[\[5\]](#)[\[6\]](#)[\[7\]](#)

The Board encourages secondary level students to pursue clubs and interests that may not be related directly to any of the curriculum programs offered in the district. In pursuit of such goal and in compliance with law, the Board maintains a limited open forum in which secondary students may meet for voluntary student-initiated activities unrelated directly to the curriculum, regardless of the religious, political, philosophical or other content of the speech related to such activities.

Any extracurricular activity shall be considered under the sponsorship of this Board when it has been approved by the Board upon recommendation of the Superintendent.

The Board shall maintain the program of extracurricular activities at no cost to participating students, except that:

1. The Board's responsibility for provision of supplies shall carry the same exemptions as listed in the Board's policy on regular school supplies.[8]
2. Students may assume all or part of the costs for travel and attendance at extracurricular events and trips.

Where eligibility requirements are necessary or desirable, the Board shall be informed and must approve the establishment of eligibility standards before they are operable.

Off-Campus Activities

This policy shall also apply to student conduct that occurs off school property and would otherwise violate the Code of Student Conduct if any of the following circumstances exist:[9]

1. The conduct occurs during the time the student is traveling to and from school or traveling to and from school-sponsored activities, whether or not via school district furnished transportation.
2. The student is a member of an extracurricular activity and has been notified that particular off-campus conduct could result in exclusion from such activities.
3. Student expression or conduct materially and substantially disrupts the operations of the school, or the administration reasonably anticipates that the expression or conduct is likely to materially and substantially disrupt the operations of the school.
4. The conduct has a direct nexus to attendance at school or a school-sponsored activity, for example, a transaction conducted outside of school pursuant to an agreement made in school, that would violate the Code of Student Conduct if conducted in school.
5. The conduct involves the theft or vandalism of school property.
6. There is otherwise a nexus between the proximity or timing of the conduct in relation to the student's attendance at school or school-sponsored activities.

Delegation of Responsibility

Each school year, prior to participation in an athletic activity, every student athlete and their parent/guardian shall sign and return the acknowledgement of receipt and review of the following: [\[3\]](#)[\[10\]](#)[\[11\]](#)[\[12\]](#)

1. Concussion and Traumatic Brain Injury Information Sheet.
2. Sudden Cardiac Arrest Symptoms and Warning Signs Information Sheet.

The Superintendent or designee may develop administrative regulations to implement the extracurricular activities program. All student groups shall adhere to Board policy and administrative regulations.

Guidelines

Guidelines shall ensure that the program of extracurricular activities:

1. Assesses the needs and interests of and is responsive to district students.
2. Involves students in developing and planning extracurricular activities.
3. Ensures provision of competent guidance and supervision by staff.
4. Guards against exploitation of students.
5. Provides a variety of experiences and diversity of organizational models.
6. Provides for continuing evaluation of the program and its components.
7. Ensures that all extracurricular activities are open to all students and that all students are fully informed of the opportunities available to them. [\[1\]](#)[\[13\]](#)

Equal Access Act

The district shall provide secondary **students the** opportunity for noncurriculum-related student groups to meet on the school premises during noninstructional time for the purpose of conducting a meeting within the limited open forum on the basis **of religious**, political, philosophical, or other content of the speech at such meetings. Such meetings must be voluntary, student-initiated, and **not sponsored** in any way by **the school**, its agents or employees. [\[4\]](#)

Non Instructional time is the time set aside by the school before actual classroom instruction begins, after actual classroom instruction ends, or during the lunch hour.

The meetings of student groups cannot materially and substantially interfere with the orderly conduct of the educational activities in the school.

The Superintendent or designee shall establish the length of sessions, number per week, and other limitations deemed reasonably necessary.

The district retains the authority to maintain order and discipline on school premises in order to protect the well-being of students and employees and to ensure that student attendance at such meetings is voluntary.

Coaching

The district shall not permit the parent(s)/guardian(s) of any high school student-athlete to serve as a high school coach, in any capacity, for a sport in which their child participates.

The following **exceptions may occur:**

1. **The parent/guardian is an employee of the district.**
2. **The parent/guardian has distinguished him/herself with years of service as a high school, college, or professional coach in their respective sport prior to the coaching of their child at the high school.**
3. **The parent/guardian is the only qualified or most qualified applicant for the position in question and the district Athletic Director determines that the parent/guardian would be the best selection under all the circumstances.**

All disputes relative to this policy shall be referred to the Athletic Director.

Replaced the following policies:

Policy 3017 - Religion in the Schools adopted January 29, 2001

**Policy 5108 - Coaching in the Extracurricular Program adopted May 27, 2003
and revised April 26, 2011**

Policy 6003 - Fees adopted February 29, 1968

**Policy 6014 - Sports Clubs adopted May 12, 1982 and revised November 20,
2006**

Book	Policy Manual
Section	100 Programs
Title	Interscholastic Athletics
Code	123
Status	First Reading: February 8, 2021 From PSBA
Legal	1. 22 PA Code 4.27 2. 24 P.S. 1601-C et seq 3. 34 CFR 106.41 4. Pol. 103 5. Pol. 103.1 6. 24 P.S. 511 7. Pol. 204 8. Pol. 218 9. 24 P.S. 5323 10. 24 P.S. 1425 11. Pol. 123.1 12. Pol. 123.2 13. 22 PA Code 12.1 14. 22 PA Code 12.4 15. 24 P.S. 1603-C 24 P.S. 5321 et seq

Purpose

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

Definition

For purposes of this policy, the program of **interscholastic athletics** shall include all activities relating to competitive or exhibition sport contests, games or events involving individual students or teams of students when such events occur between schools within this district or outside this district.

Authority

It shall be the policy of the Board to offer opportunities for participation in interscholastic athletic programs to male and female students on as equal a basis as is practicable and without discrimination, in accordance with law and regulations.[\[1\]](#)[\[2\]](#)[\[3\]](#)[\[4\]](#)[\[5\]](#)

The Board shall approve a program of interscholastic athletics and require that all facilities utilized in that program, whether or not the property of this Board, properly safeguard both players and spectators and are kept free from hazardous conditions.[\[6\]](#)

The Board shall determine the standards of eligibility to be met by all students participating in an interscholastic program. Such standards shall require that each student, before participating in any interscholastic activity, be covered by student accident insurance; be free of injury; and undergo a physical examination by a licensed physician.[\[6\]](#)

The Board further adopts those eligibility standards set by the Constitution of the Pennsylvania Interscholastic Athletic Association.

The Board directs that no student may participate in interscholastic athletics who has not:[\[6\]](#)

1. Met the requirements for academic eligibility.
2. Attended school regularly.[\[7\]](#)
3. Been in attendance on the day of the athletic event or practice for the hours required.
4. Returned all school athletic equipment previously used.

Off-Campus Activities

This policy shall also apply to student conduct that occurs off school property and would otherwise violate the Code of Student Conduct if any of the following circumstances exist:[8]

1. The conduct occurs during the time the student is traveling to and from school or traveling to and from school-sponsored activities, whether or not via school district furnished transportation.
2. The student is a member of an extracurricular activity and has been notified that particular off-campus conduct could result in exclusion from such activities.
3. The student materially and substantially disrupts the operations of the school or the student's conduct constitutes a direct threat, unless the conduct or expression is otherwise protected by law.
4. The conduct has a direct nexus to attendance at school or a school-sponsored activity, for example, a transaction conducted outside of school pursuant to an agreement made in school, that would violate the Code of Student Conduct if conducted in school.
5. The conduct involves the theft or vandalism of school property.
6. There is otherwise a nexus between the proximity or timing of the conduct in relation to the student's attendance at school or school-sponsored activities.

Delegation of Responsibility

Each school year, prior to participation in an interscholastic athletic activity, every student athlete and their parent/guardian shall sign and return the acknowledgement of receipt and review of the following: [\[9\]](#)[\[10\]](#)[\[11\]](#)[\[12\]](#)

1. Concussion and Traumatic Brain Injury Information Sheet (PIAA C.I.P.P.E. form section 1-6, 10).
2. Sudden Cardiac Arrest Symptoms and Warning Signs Information Sheet (Allegheny Health Network Consent to treat and release).

The Superintendent or designee shall annually prepare, approve and present to the Board for its consideration a program of interscholastic athletics, which shall include a complete schedule of events.

The Superintendent shall inform the Board of changes in that schedule as they occur.

The Superintendent or designee shall disseminate rules for the conduct of students participating in interscholastic athletics. Such rules shall be in conformity with regulations of the State Board of Education, the P.I.A.A. and the school district.

The Superintendent shall ensure that similar athletic programs are offered to both sexes in proportion to the district's enrollment.

The Superintendent shall ensure that interscholastic athletics are open to all eligible students and that all students are fully informed of the opportunities available to them.[\[13\]](#)[\[14\]](#)

Guidelines

Male/Female Athletic Opportunities Report

By October 15 of each year, on the designated disclosure form, the Superintendent or designee shall report to the PA Department of Education the interscholastic athletic opportunities and treatment for male and female secondary school students for the preceding school year.[\[15\]](#)

By November 1 of each year, the completed disclosure form shall be made available for public inspection during regular business hours and posted on the district's website.[\[15\]](#)

The availability of the completed disclosure form shall be announced by posting a notice on school bulletin boards, in the school newspaper, on any electronic mailing list or list serve, and by any other reasonable means.[\[15\]](#)

Coaching

The district shall not permit the parent(s)/guardian(s) of any high school student-athlete to serve as a high school coach, in any capacity, for a sport in which their child participates.

The following **exceptions may occur:**

1. **The parent/guardian is an employee of the district.**
2. **The parent/guardian has distinguished him/herself with years of service as a high school, college, or professional coach in their respective sport prior to the coaching of their child at the high school.**
3. **The parent/guardian is the only qualified or most qualified applicant for the position in question and the district Athletic Director determines that the parent/guardian would be the best selection under all the circumstances.**

All disputes relative to this policy shall be referred to the Athletic Director.

Replaced the following policies:

Policy 5108 - Coaching in the Extracurricular Program adopted May 27, 2003 and revised April 26, 2011

Policy 6016 - Athletic Uniforms adopted August 11, 1986

Policy 7010 - Scheduling of School Sponsored Activities adopted February 13, 1984

Book	Policy Manual
Section	100 Programs
Title	Concussion Management
Code	123.1 - NEW
Status	First Reading: February 8, 2021 From PSBA
Legal	1. 24 P.S. 5322 2. Pol. 123 3. Pol. 122 4. 24 P.S. 5323 24 P.S. 5321 et seq

Purpose

The Board recognizes the importance of ensuring the safety of students participating in the district's athletic programs. This policy has been developed to provide guidance for prevention, detection and treatment of concussions sustained by students while participating in an athletic activity.

Definitions

Appropriate medical professional shall mean all of the following:[\[1\]](#)

1. A licensed physician who is trained in the evaluation and management of concussions.
2. A licensed or certified health care professional trained in the evaluation and management of concussions and designated by a licensed physician trained in the evaluation and management of concussions.
3. A licensed psychologist neuropsychologically trained in the evaluation and management of concussions or who has postdoctoral training in neuropsychology and specific training in the evaluation and management of concussions.

Athletic activity shall mean all of the following: [\[1\]](#)

1. Interscholastic athletics. [\[2\]](#)
2. An athletic contest or competition, other than interscholastic athletics, that is sponsored by or associated with the school, including cheerleading, club-sponsored sports activities and sports activities sponsored by school-affiliated organizations. [\[3\]](#)
3. Noncompetitive cheerleading that is sponsored by or associated with the school. [\[3\]](#)
4. Practices, interschool practices and scrimmages for all athletic activities. [\[2\]](#)[\[3\]](#)

Delegation of Responsibility

Each school year, prior to participation in an athletic activity, every student athlete and his/her parent/guardian shall sign and return the acknowledgement of receipt and review of the Concussion and Traumatic Brain Injury Information Sheet. [\[4\]](#)

The Superintendent or designee may develop administrative regulations to implement this policy and shall maintain protocols for concussion management.

Guidelines

The school may hold an informational meeting prior to the start of each athletic season for all competitors regarding concussions and other head injuries, the importance of proper concussion management, and how preseason baseline assessments can aid in the evaluation, management and recovery process. In addition to the student athletes, such meetings may include parents/guardians, coaches, other appropriate school officials, physicians, neuropsychologists, athletic trainers and physical therapists. [\[4\]](#)

Removal From Play

A student who, as determined by a game official, coach from the student's team, certified athletic trainer, licensed physician, licensed physical therapist or other official designated by the district, exhibits signs or symptoms of a concussion or traumatic brain injury while participating in an athletic activity shall be removed by the coach from participation at that time. [\[4\]](#)

Return to Play

The coach shall not return a student to participation until the student is evaluated and cleared for return to participation in writing by an appropriate medical professional. The Board may designate a specific appropriate medical professional(s) to provide written clearance for return to participation.[\[4\]](#)

Training

All coaches shall annually, prior to coaching an athletic activity, complete a concussion management certification training course offered by the Centers for Disease Control and Prevention, the National Federation of State High School Associations or another provider approved by the Department of Health.[\[4\]](#)

Penalties

A coach found in violation of the provisions of this policy related to removal from play and return to play shall be subject to the following penalties:[\[4\]](#)

1. For a **first** violation, suspension from coaching any athletic activity for the remainder of the season.
2. For a **second** violation, suspension from coaching any athletic activity for the remainder of the season and for the next season.
3. For a **third** violation, permanent suspension from coaching any athletic activity.

Book	Policy Manual
Section	100 Programs
Title	Sudden Cardiac Arrest
Code	123.2 - NEW
Status	First Reading: February 8, 2021 From PSBA
Legal	1. 24 P.S. 1425 2. Pol. 123 3. Pol. 122 Pol. 822

Authority

The Board recognizes the importance of ensuring the safety of students participating in the district's athletic programs. This policy has been developed to provide guidance for prevention and recognition of sudden cardiac arrest in student athletes. [\[1\]](#)

Definition

Athletic activity shall mean all of the following: [\[1\]](#)

1. Interscholastic athletics.[2]
2. An athletic contest or competition, other than interscholastic athletics, that is sponsored by or associated with the district, including cheerleading, club-sponsored sports activities and sports activities sponsored by school-affiliated organizations.[3]
3. Noncompetitive cheerleading that is sponsored by or associated with the district.[3]
4. Practices, interschool practices and scrimmages for all athletic activities, as defined above.[2][3]

Delegation of Responsibility

Each school year, prior to participation in an athletic activity, every student athlete and their parent/guardian shall sign and return the acknowledgement of receipt and review of the Sudden Cardiac Arrest Symptoms and Warning Signs Information Sheet **that includes information about electrocardiogram testing.**[\[1\]](#)

Guidelines

The school may hold an informational meeting prior to the start of each athletic season for all competitors regarding the symptoms and warning signs of sudden cardiac arrest **and information about electrocardiogram testing.** In addition to the student athletes, such meetings may include parents/guardians, coaches, other appropriate school officials, physicians, cardiologists, and athletic trainers.[\[1\]](#)

Removal From Play

A student who, as determined by a game official, coach from the student's team, certified athletic trainer, licensed physician, or other official designated by the district, exhibits signs or symptoms of sudden cardiac arrest while participating in an athletic activity shall be removed by the coach from participation at that time.[\[1\]](#)

Any student known to have exhibited signs or symptoms of sudden cardiac arrest prior to or following an athletic activity shall be prevented from participating in athletic activities.[\[1\]](#)

Return to Play

The coach shall not return a student to participation until the student is evaluated and cleared for return to participation in writing by a licensed physician, certified registered nurse practitioner or cardiologist.[\[1\]](#)

Training

All coaches shall annually, prior to coaching an athletic activity, complete the sudden cardiac arrest training course offered by a provider approved by the PA Department of Health.[\[1\]](#)

Penalties

A coach found in violation of the provisions of this policy related to removal from play and return to play shall be subject to the following minimum penalties: [\[1\]](#)

1. For a **first** violation, suspension from coaching any athletic activity for the remainder of the season.
2. For a **second** violation, suspension from coaching any athletic activity for the remainder of the season and for the next season.
3. For a **third** violation, permanent suspension from coaching any athletic activity.

Book	Policy Manual
Section	100 Programs
Title	Alternative Instruction
Code	124
Status	First Reading: February 8, 2021 From PSBA
Legal	1. 24 P.S. 502 2. 24 P.S. 1525 3. 24 P.S. 1901 4. 24 P.S. 1903 5. 24 P.S. 1906 6. Pol. 217 7. Pol. 102 8. Pol. 107 24 P.S. 1901 et seq 22 PA Code 4.41

Authority

The Board may grant credit toward high school graduation for course work successfully completed through approved **summer school**, correspondence courses, distance education, online courses and dual enrollment, in accordance with this policy.[\[1\]](#)[\[2\]](#)[\[3\]](#)[\[4\]](#)[\[5\]](#)[\[6\]](#)

Delegation of Responsibility

The building principal shall be responsible for reviewing and approving student applications for earning credit toward graduation through approved alternative instruction courses.

The building principal shall determine the number of credits assigned to such a course as part of the approval process before the student begins the course.

Guidelines

Students shall submit to the building principal a written request for approval of each proposed course and the number of credits sought.

The course subject must be included in the district's planned instruction and be relevant to established academic standards.[7][8]

The student shall receive the same letter grade for credit that is assigned by the alternative instruction course.

Replaced the following policies:

Policy 4003 - Summer School adopted June 26, 1967 and revised November 11, 1974

Policy 4008 - Other Educational Programs adopted June 26, 1967 and revised November 11, 1974

Book	Policy Manual
Section	100 Programs
Title	Adult Education
Code	125
Status	First Reading: February 8, 2021 From PSBA
Legal	1. 24 P.S. 502 2. 24 P.S. 1901 3. 24 P.S. 1903 4. 24 P.S. 1906 5. 24 P.S. 1923 24 P.S. 1904 24 P.S. 1905

Purpose

The Board recognizes the value of opportunities for educational growth and advancement to adult members of the community and the need of adults for educational programs.

Authority

The Board may establish and maintain a **program** of **adult education** based upon the needs and interests of the residents, consistent with the district's educational goals and objectives and Board policies. [\[1\]](#)[\[2\]](#)[\[3\]](#)[\[4\]](#)

The Board may employ staff, utilize available facilities, supply instructional and supplementary materials, and provide administrative leadership required to maintain the adult education program. The Board shall establish the tuition rate for each course offered in the adult education program. [\[3\]](#)[\[5\]](#)

Guidelines

Admission to an adult education program shall be open to:

1. All adult residents of this district.
2. Adult residents of other districts who apply and whose admittance will not deprive admittance to a district resident.

Delegation of Responsibility

The Superintendent or designee may:

1. Assess the needs and resources of the community.
2. Develop a program of adult education and present that program to the Board for approval.
3. Develop and implement means to inform the public of adult education offerings.

Replaced the following policies:

Policy 4001 - Adult Education Program adopted June 26, 1967 and revised November 11, 1974 and September 9, 1995

Policy 6004.1 - Adult Enrollment in Regular Classes adopted February 12, 1979

Book	Policy Manual
Section	100 Programs
Title	Class Size
Code	126
Status	First Reading: February 8, 2021 From PSBA
Legal	24 P.S. 510

Authority

Class size shall be determined by the Superintendent and designated administrators. Class size information shall be shared with the Board annually or when deemed necessary by the Superintendent.

Delegation of Responsibility

When determining class size, the administration shall take into account:

1. Subject matter.
2. Type of instruction.
3. Ability of students.
4. Age group of students.
5. Use of aides.
6. Use of special facilities and equipment.

Replaced Policy 4004 adopted May 23, 1967 and revised November 11, 1974 and June 16, 1986

Book	Policy Manual
Section	100 Programs
Title	Assessment System
Code	127
Status	First Reading: February 8, 2021 From PSBA
Legal	1. 22 PA Code 4.12 2. 22 PA Code 4.51 3. 22 PA Code 4.52 4. Pol. 102 5. 22 PA Code 12.41 6. 22 PA Code 4.4 7. 20 U.S.C. 6311 8. Pol. 138 9. Pol. 212 10. Pol. 103.1 11. Pol. 113

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.[\[1\]\[2\]\[3\]\[4\]](#)

The Board reserves the right to review district assessment measures and to approve those that serve a legitimate purpose without infringing upon the personal rights of the students or parents/guardians.[\[3\]\[5\]](#)

The Board directs the Superintendent or designee to grant requests to review state assessments from parents/guardians to determine whether the state assessments conflict with the parents'/guardians' religious beliefs. Parent/Guardian requests shall be submitted at least two (2) weeks prior to the administration of state assessments. The district shall ensure the security of the assessment documents.[\[6\]](#)

If, upon inspection of a state assessment, a parent/guardian finds the assessment to be in conflict with their religious beliefs, the parent/guardian shall have the right to have their child excused from that state assessment, upon written request to the Superintendent stating the objection.[\[6\]](#)

Delegation of Responsibility

The Superintendent or designee shall recommend various methods of assessment and evaluation based on his/her professional judgment, generally accepted professional practice, staff input and state regulations.[\[1\]\[2\]\[3\]](#)

The Superintendent or designee shall provide summary information **to the public** regarding **student achievement**, including **results** of **assessments**, in accordance with federal and state law and regulations.[\[3\]](#)

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.[\[3\]](#)

The Superintendent or designee shall recommend **improvements** in the educational program, curriculum and instructional practices based upon student **assessment** results.[\[3\]](#)

Guidelines

Parents/Guardians shall receive information regarding their child's state assessment scores and may obtain an explanation of assessment results from qualified school personnel.[\[7\]](#)[\[8\]](#)[\[9\]](#)

The district shall provide assistance to **students** not attaining **academic** standards at the **proficient level**. The district shall inform students and parents/guardians about how to access such assistance.[\[3\]](#)[\[5\]](#)

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

Replaced Policy 4015 - Student Assessment adopted September 27, 20014

Book	Policy Manual
Section	100 Programs
Title	Homework
Code	130
Status	First Reading: February 8, 2021 From PSBA
Legal	1. 22 PA Code 12.2

Purpose

The purpose of homework assignments should be to:

1. Provide practice and reinforcement of skills presented by the teacher.
2. Provide opportunities for parents/guardians to know what their child is studying.
3. Encourage parent/guardian and child interaction.

Guidelines

Each student shall be responsible for completing homework assignments as directed. [\[1\]](#)

Homework shall complement classroom instruction and be planned and evaluated with respect to its purpose, appropriateness, and completion time.

<u>LEVEL</u>	<u>AVERAGE TOTAL NIGHTLY ASSIGNMENTS</u>
Levels K-2	No formal homework
Levels 3-4	Twenty to thirty minutes
Level 5	Forty-five minutes to one hour
Levels 6-8	One to one and one half-hours
Level 9	One and one half to two hours
Levels 10-12	Two to three hours

Weekends and holidays should usually be left free to provide opportunities for the children to participate in artistic and musical experiences and family/recreational activities.

The demand of homework upon the students' time shall be consistent with the best interests of the students in regard to other valuable experiences to be gained outside of school.

Homework shall not be assigned as a form of punishment.

Replaced policy 4014 - Homework Policy adopted February 13, 1984

Book	Policy Manual
Section	100 Programs
Title	Home Education Programs
Code	137
Status	February 8, 2021 From PSBA
Legal	1. 24 P.S. 1327 2. 24 P.S. 1327.1 3. 22 PA Code 11.31a 24 P.S. 111 22 PA Code 11.33 Pol. 203 Pol. 209

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 parent/guardian 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 parent/guardian or person having legal custody of a child 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 may **develop and** distribute guidelines or administrative regulations **for** registering and monitoring **home education programs**.

Guidelines

Notarized Affidavit

Prior to the commencement of the home education program, and annually thereafter on August 1, the parent/guardian or other person having legal custody of the child or children shall file a notarized affidavit with the Superintendent setting forth the information required by law.[\[2\]](#)

Instructional Program

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

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 the home education program, the supervisor shall:[\[2\]](#)

1. Maintain a portfolio of records and materials.

2. Provide an annual written evaluation of the student's educational progress.

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 district schools or in a private school licensed to provide such programs and services.[\[1\]](#)

Appropriate Education/Compliance Determination

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 s/he has 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, s/he may submit a letter to the supervisor requiring an evaluation be conducted and that an evaluator's certification stating that an appropriate education is occurring 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, s/he shall submit a letter to the supervisor requiring a certification 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 district school, a nonpublic school or a licensed private academic school.[\[2\]](#)

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 to the district, s/he shall continue the home education program until the appeal process is finalized.[\[2\]](#)

Replaced Policy 6019 - Home Schooling adopted June 28, 2004

Book	Policy Manual
Section	100 Programs
Title	Extracurricular Participation by Home Education Students
Code	137.1
Status	First Reading: February 8, 2021 From PSBA
Legal	1. 24 P.S. 511 2. 24 P.S. 1327.1 3. Pol. 122 4. Pol. 123 5. Pol. 137 6. Pol. 204 7. Pol. 218

Authority

The Board shall approve participation in the district's extracurricular activities and interscholastic athletic programs by a student enrolled in a home education program who meets all the conditions stated in Board policy.[\[1\]](#)[\[2\]](#)[\[3\]](#)[\[4\]](#)[\[5\]](#)

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

Guidelines

Students attending home education programs shall be given an equal opportunity to compete for positions and participate in district extracurricular activities and interscholastic athletic programs.

A home education student may participate in extracurricular activities and interscholastic athletic programs only at the school building the student would be assigned to if s/he was enrolled in the school district.

Prior to trying-out or joining an activity, a home education student shall submit required documents and written verification of eligibility to the building principal or designee.

To be considered in attendance in accordance with Board policy, the home education student must participate in a full, normally scheduled academic program, in accordance with the planned home education program and submitted documentation.[5][6]

The following conditions shall govern participation in the district's extracurricular activities and interscholastic athletic programs by home education students, who shall:

1. Be a resident of the school district.
2. Meet the required eligibility criteria.[3][4]
3. Maintain appropriate insurance coverage, consistent with the coverage requirements for district students.[4]
4. Comply with Board policies and school rules and regulations regarding extracurricular activities, interscholastic athletics, and student discipline.[3][4][7]
5. Comply with policies, rules and regulations, or their equivalent, of the activity's governing organization.[\[1\]\[2\]](#)
6. Meet attendance and reporting requirements established for all participants of the activity or program.[6]
7. Meet the requirements for physical examinations and physical fitness and any height and/or weight restrictions.[\[2\]](#)[4]

8. Comply with all requirements and directives of the district staff, coaches and administrators involved with the extracurricular activity or interscholastic athletic program.

Delegation of Responsibility

The building principal or designee shall ensure that home education students have access to information regarding the district's extracurricular activities and interscholastic athletic programs.

The building principal or designee shall receive and review verification from the parent/guardian that a student has met and continues to meet the established eligibility criteria for an extracurricular activity or interscholastic athletic program.

The building principal or designee shall distribute information regarding eligibility criteria and student participation in extracurricular activities and interscholastic athletics to all affected by them.

Replaced Policy 6019 - Home Schooling adopted June 28, 2004

Book	Policy Manual
Section	100 Programs
Title	Language Instruction Educational Program for English Learners
Code	138
Status	First Reading: February 8, 2021 From PSBA
Legal	1. 42 U.S.C. 2000d et seq 2. Pol. 102 3. Pol. 103 4. 20 U.S.C. 6801 et seq 5. 22 PA Code 4.26 6. 20 U.S.C. 6312 7. 20 U.S.C. 6812 8. 20 U.S.C. 6826 9. 20 U.S.C. 6841 10. Pol. 100 11. 22 PA Code 11.11 12. Pol. 200 13. 20 U.S.C. 6823 14. 20 U.S.C. 1703 15. Pol. 115 16. Pol. 122 17. Pol. 123 18. 22 PA Code 4.51 19. 22 PA Code 4.51a

20. 22 PA Code 4.51b

21. 22 PA Code 4.51c

22. 22 PA Code 4.52

23. Pol. 127

24. Pol. 217

25. Pol. 304

26. Pol. 333

27. Pol. 103.1

28. Pol. 113

29. Pol. 114

30. 20 U.S.C. 6318

31. Pol. 918

32. Pol. 212

20 U.S.C. 7011

20 U.S.C. 7801

34 CFR Part 200

Basic Education Circular, July 1, 2017: Educating English Learners (ELs)

Pol. 105.1

Purpose

In accordance with the Board's philosophy to provide quality educational programs to all district students and to increase the English language proficiency of students who are English Learners (EL), the district shall provide an effective Language Instruction Educational Program (LIEP) that meets the needs of English Learners. The goal of the LIEP shall be to demonstrate success in increasing English language proficiency and student academic achievement so that EL students can attain the academic standards

adopted by the Board and achieve academic success. EL students shall be identified, assessed and provided appropriate instruction in accordance with the LIEP, and shall be provided an equitable opportunity to achieve their maximum potential in educational programs and extracurricular activities, consistent with federal and state laws and regulations.[\[1\]](#)[\[2\]](#)[\[3\]](#)[\[4\]](#)[\[5\]](#)

Authority

The Board shall approve a LIEP to provide English Language Development instruction (ELD) to EL students as part of the approved curriculum, in order to develop the English language proficiency of EL students. The district shall provide EL students with both planned ELD instruction and modifications in content instruction and assessments for all curricular areas, based on the provisions of the LIEP. The LIEP shall be thoughtfully and deliberately planned and evaluated in accordance with state and federal laws and regulations, and shall meet the needs of the district's EL students. The LIEP shall be based on effective research-based theory, implemented with sufficient resources and appropriately trained staff, and shall meet the following requirements:[\[1\]](#)[\[2\]](#)[\[3\]](#)[\[4\]](#)[\[5\]](#)[\[6\]](#)

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

The Board directs the LIEP to be evaluated for effectiveness based on student outcomes at least annually, and the results documented in accordance with state and federal laws and regulations, and state guidelines.[\[6\]](#)[\[7\]](#)[\[8\]](#)[\[9\]](#)

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

The Board may address EL students and programs in the district's comprehensive planning process.[10]

If necessary, the Board may contract with Allegheny Intermediate Unit No. 3 for ELD services and programs.

The Board shall ensure that eligible EL students who are enrolled in nonpublic schools are identified, assessed, evaluated, provided with equitable LIEP services and programs and monitored in accordance with applicable laws and regulations. The district shall coordinate with nonpublic schools in the provision and monitoring of services and programs for eligible EL students.[6][8]

Delegation of Responsibility

The Superintendent or designee shall implement and supervise a LIEP that ensures appropriate instruction in each school and complies with federal and state laws and regulations.

The Superintendent or designee shall ensure that the district complies with all federal and state laws and regulations, and program requirements, for ELD program funding, including required reports in the form prescribed by the state.[9]

The Superintendent or designee, in conjunction with appropriate stakeholders, shall develop administrative regulations regarding the LIEP and provision of services to EL students.

Guidelines

Identification and Placement of EL Students

The district shall establish procedures for identifying and assessing the needs of students whose dominant language is not English. In order to identify which students are potential English Learners, the Home Language Survey shall be completed for each student upon enrollment in the district, and shall be maintained as part of the student's education records.[4][11][12]

EL students shall be appropriately placed in accordance with the LIEP within the first thirty (30) days of the school year, or within fourteen (14) days of enrollment.[\[13\]](#)

Program Access

EL students shall have equitable access to and be encouraged to participate in all academic and extracurricular activities available to district students.[\[14\]](#)[\[15\]](#)[\[16\]](#)[\[17\]](#)

Assessment

The district shall annually administer required assessments to EL students to measure students' English Language proficiency and progress in reading, writing, speaking and listening/understanding. Assessment results shall be maintained in the student's education records. Parents/Guardians may not opt students out of English language proficiency assessments.[\[9\]](#)

EL students shall participate in all annual state or locally required assessments, with accommodations where applicable, and meet established academic standards and graduation requirements, in accordance with law, regulations and Board policy.[\[2\]](#)[\[7\]](#)[\[8\]](#)[\[9\]](#)[\[18\]](#)[\[19\]](#)[\[20\]](#)[\[21\]](#)[\[22\]](#)[\[23\]](#)[\[24\]](#)

Program Exit

The district shall include uniform provisions in the LIEP, in accordance with state required criteria, for:[\[8\]](#)[\[9\]](#)

1. **Reclassifying EL students as former EL students when they attain English language proficiency.**
2. **Actively monitoring and reporting the progress of former EL students for a period of two (2) years following reclassification and program exit, and reporting students to the state in a monitor status for an additional two (2) years, to ensure students are meeting academic standards.**
3. **Redesignating former EL students as active EL students if they struggle academically based on persistent language barriers.**

Staff Qualifications and Professional Development

Certified employees and appropriate support staff, when necessary, shall provide the LIEP. The district shall ensure that all teachers providing ELD instruction hold the appropriate certification and can demonstrate academic language proficiency both in English and in the language used for instruction in their classroom.[\[8\]](#)[\[25\]](#)

Non-ESL staff shall incorporate ELD into all classes for EL students, as well as provide supports, modifications and accommodations for curricular content to enable EL students to achieve academic standards.

The district shall provide appropriate training in ELD for all professional staff as part of the Professional Development Plan.[\[7\]](#)[\[26\]](#)

Special Education and Gifted Education Services

EL students may be eligible for special education services when they have been identified as a student with a disability and it is determined that the disability is not solely due to lack of instruction or proficiency in the English language.[\[27\]](#)[\[28\]](#)

EL students may be eligible for gifted education services, when identified in accordance with law, regulations and Board policy. The district shall ensure that assessment of a student for gifted education services screens for intervening factors, such as English language proficiency, that may be masking gifted abilities.[\[29\]](#)

Students participating in ELD instruction who are eligible for special education services shall continue receiving ELD instruction, in accordance with their Individualized Education Program (IEP) or Gifted Individualized Education Plan (GIEP), at the appropriate proficiency and developmental level.[\[27\]](#)[\[28\]](#)[\[29\]](#)

Parent/Family Engagement and Communication

Communications with parents/guardians shall be in the mode and language of communication preferred by the parents/guardians.[\[1\]](#)[\[30\]](#)[\[31\]](#)

Within thirty (30) days of the beginning of each school year, or within fourteen (14) days of enrollment during the school year, the district shall notify parents/guardians of students identified as EL about the process for identifying their children as EL, the results of that process, and the recommended program placement. The district shall also provide parents/guardians with detailed information regarding the LIEP, the benefits of ELD instruction for their children, and an explanation of the program's effectiveness.[\[6\]](#)

Parents/Guardians shall be regularly apprised of their child's progress, including achievement of academic standards and assessment results.[\[23\]](#)[\[32\]](#)

The district shall maintain an effective means of outreach to encourage parental involvement in the education of their children.[\[6\]](#)[\[7\]](#)[\[8\]](#)[\[30\]](#)[\[31\]](#)

Parental Right to Opt Out of ELD Programs and Services -

Parents/Guardians of EL students have the right to refuse specialized programs and services that may be part of the LIEP for their child. A parent's/guardian's decision to refuse programs or services must be informed and voluntary; the district shall not influence a parent's/guardian's decision in any way, or make any program or placement determinations without parental notification and an opportunity to opt the student out of programs and services.[\[1\]](#)[\[6\]](#)

The district shall make a parental waiver form available for parents/guardians to opt their EL child out of ELD programs and services.

The district shall document all notifications made to parents/guardians regarding assessment and recommended placements and programs for EL students, and whether or not a parental waiver form is received. When a waiver form is not received from the parent/guardian, the district shall proceed with the recommended placement.

EL students who have a parental waiver for ELD programs and services shall be assessed on English language proficiency annually, and shall be provided with supports and accommodations to participate in general curricular and extracurricular programs, in order to meet academic standards and graduation requirements.[\[2\]](#)[\[3\]](#)[\[23\]](#)

Parents/Guardians of EL students who have been opted out of ELD programs and services shall be notified of their child's progress, including achievement of academic standards and assessment results, and shall be provided with opportunity and a form to opt their child back into ELD programs and services.[23][32]

Replaced Policy 4006.1 - English as a Second Language Instruction adopted February 12, 1979 and revised February 25, 2003 and October 22, 2018

Book	Policy Manual
Section	100 Programs
Title	Charter Schools
Code	140
Status	First Reading: February 8, 2021 From PSBA
Legal	1. 24 P.S. 1702-A 2. 24 P.S. 1703-A 3. 24 P.S. 1715-A 4. 24 P.S. 1717-A 5. 24 P.S. 1718-A 6. 65 Pa. C.S.A. 701 et seq 7. 24 P.S. 1720-A 8. 24 P.S. 1723-A 9. 24 P.S. 1724-A 10. 24 P.S. 1728-A 11. 24 P.S. 1729-A 12. 24 P.S. 1727-A 13. 24 P.S. 1726-A 14. 24 P.S. 1719-A 24 P.S. 1701-A et seq

Purpose

In order to provide students, parents/guardians and community members an opportunity to establish and maintain schools that operate independently from this school district, the Board shall evaluate applications submitted for charter

schools located within the district, in accordance with the requirements of law and those established by the Board.[\[1\]](#)

The Board shall work cooperatively with individuals and groups submitting proposals and applications for charter schools.

Definitions

Appeal Board means the State Charter School Appeal Board established by the Charter School Law.[\[2\]](#)

Board of Trustees of a charter school shall be classified as public officials.[\[3\]](#)

Charter School means an independent, nonsectarian public school established and operated under a charter from the local Board in which students are enrolled or attend. A charter school must be organized as a public, nonprofit corporation; and charters may not be granted to any for-profit entity nor to support home education programs.[\[2\]](#)[\[3\]](#)[\[4\]](#)

Local Board of Directors (Board) means the Board of Directors of the school district in which a proposed or approved charter school is located.[\[2\]](#)

Regional Charter School means an independent public school established and operated under a charter from more than one local Board and approved by an affirmative vote of a majority of all Board members of each of the school districts involved.[\[2\]](#)[\[5\]](#)

Authority

The Board shall evaluate submitted applications for charter schools based on the criteria established by law, regulations and any additional criteria required by the Board.[\[4\]](#)

A charter school application shall be approved or denied by a majority vote of all Board members at a public meeting, in accordance with the provisions of law. Written notice of the Board's decision shall be sent to the applicant, Department of Education and the Appeal Board, including reasons for denial and a clear description of application

deficiencies if the application is denied. The Board shall evaluate denied applications that are revised and resubmitted.[\[4\]](#)[\[6\]](#)

Upon approval of a charter application, the Board and the charter school's Board of Trustees shall sign the written charter, which shall be binding on both. The charter shall be for a period of three (3) to five (5) years and may be renewed for five-year periods by the Board.[\[7\]](#)

The Board shall not cap nor limit the number of district students enrolling in a charter school, unless agreed to by the charter school as part of the written charter.[\[8\]](#)

The Board may approve a leave of absence for up to five (5) years for a district employee to work in a charter school located in the district of employment or in a regional charter school in which the employing district is a participant, and the employee shall have the right to return to a comparable position in the district. The Board at its discretion may grant tenure to a temporary professional employee on leave from this district to teach in a charter school located in the district, upon completion of the appropriate probation period.[\[9\]](#)

The Board shall annually assess whether each charter school is meeting the goals of its charter and shall require each charter school to submit an annual report no later than August 1 of each year.[\[10\]](#)

The Board shall conduct a comprehensive review prior to granting a five-year renewal of the charter.[\[10\]](#)

The Board shall have ongoing access to the records and facilities of the charter school to ensure that the charter school is in compliance with its charter, Board policy and applicable laws.[\[10\]](#)

In cases where the health or safety of the charter school's students, staff or both is at serious risk, the Board may take immediate action to revoke a charter.[\[11\]](#)

The Board affirms that the Board of Trustees and the charter school shall be solely liable for any and all damages and costs of any kind resulting from any legal challenges involving the operation of a charter school. The local Board shall not be held liable for any activity or operation related to the program of a charter school.[\[12\]](#)

A charter school shall execute a "hold harmless" agreement indemnifying and insuring/agreeing to defend the school district in any and all kinds of liability areas so that the school district and Board are protected in any litigation related to the operation of a charter school.

Delegation of Responsibility

Applications for charter schools shall be submitted to the Superintendent or designee, who shall be responsible for communicating and cooperating with all applicants.

The Superintendent or designee shall be responsible to assist applicants with plans for technical assistance and contracted services that may be provided by the district.

Guidelines

A charter school shall be subject to all federal and state laws and regulations prohibiting discrimination in admissions, employment and operation on the basis of disability, race, creed, color, sex, sexual orientation, national origin, religion, ancestry or need for special education services.[\[3\]](#)

Transportation

The district shall provide transportation to resident students attending a charter school located in the district, a regional charter school of which the district is a member, and a charter school located within ten (10) miles outside district boundaries, in accordance with distance requirements established for district students.[\[13\]](#)

Transportation shall be provided to charter school students on the dates and periods that the charter school is in session, regardless of whether transportation is provided to district students on those days.

Applications

Applications for charter schools must contain all the information specified in the Charter Schools Law and any additional information required by the Board.[\[4\]](#)[\[14\]](#)

Applications for charter schools shall be submitted to the Board by November 15 of the school year preceding the school year in which the school will be established. [\[4\]](#)

Within forty-five (45) days of receipt, the Board shall hold at least one (1) public hearing on the charter application, in accordance with law. At least forty-five (45) days must pass between the first public hearing and the final decision of the Board. No later than seventy-five (75) days after the first public hearing, the Board shall grant or deny the application. [\[4\]](#)

Insurance/Risk Management

The charter school shall adequately protect against liability and risk through an active risk management program approved by the Board. The program shall include proof of purchase of insurance coverages as required by the Board. [\[12\]](#)[\[14\]](#)

Minimum coverages and levels of appropriate coverages shall be established in the charter.

A charter school shall operate in a manner that minimizes the risk of injury and harm to students, employees and others.

Replaced Policy 3022 - Charter School adopted September 26, 2005

Book	Policy Manual
Section	100 Programs
Title	Extracurricular Participation by Charter/Cyber Charter Students
Code	140.1 - NEW
Status	First Reading: February 8, 2021 From PSBA
Legal	1. 24 P.S. 1719-A 2. 24 P.S. 1743-A 3. 24 P.S. 1749-A 4. Pol. 122 5. Pol. 123 6. Pol. 140 7. Pol. 218 8. 24 P.S. 511 9. Pol. 204

Authority

The Board shall approve participation in the district's extracurricular activities and interscholastic athletic programs by a student enrolled in a charter or cyber charter school who meets all the conditions stated in Board policy and the charter or cyber charter school does not provide the same extracurricular activity or interscholastic athletic program. [\[1\]](#)[\[2\]](#)[\[3\]](#)[\[4\]](#)[\[5\]](#)[\[6\]](#)

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

The Board may require the charter or cyber charter school to pay the cost of the expenses for its students' participation in the district's extracurricular activities or interscholastic athletic programs.

Guidelines

Charter and cyber charter school students shall be given an equal opportunity to compete for positions and participate in extracurricular activities and interscholastic athletic programs.

A charter or cyber charter school student may only participate in extracurricular activities and interscholastic athletic programs at the school building closest to the charter or cyber charter school or at the school building the student would be assigned to if s/he was enrolled in the school district.

The following conditions shall govern participation in the district's extracurricular activities and interscholastic athletic programs by eligible charter and cyber charter school students, who shall:

1. Be a resident of the school district.
2. Meet the required eligibility criteria.[4][5]
3. Maintain appropriate insurance coverage, consistent with the coverage requirements for district students.[5]
4. Comply with Board policies and school rules and regulations regarding extracurricular activities, interscholastic athletics, and student discipline.[4][5][7]
5. Comply with policies, rules and regulations of the activity's governing organization.[\[8\]](#)
6. Meet attendance and reporting requirements established for all participants of the activity or program.[9]
7. Meet the requirements for physical examinations, physical fitness and any height and/or weight restrictions.[5]

8. Comply with all requirements and directives of the district staff, coaches and administrators involved with the extracurricular activity or interscholastic athletic program.

Delegation of Responsibility

The building principal or designee shall ensure that charter and cyber charter students have access to information regarding the district's extracurricular activities and interscholastic athletic programs.

The building principal or designee shall receive and review written verification from the charter or cyber charter school that a student has met and continues to meet the established eligibility criteria for an extracurricular activity or interscholastic athletic program.

The building principal or designee shall distribute information regarding eligibility criteria and student participation in extracurricular activities and interscholastic athletics to all affected by them.

Book	Policy Manual
Section	100 Programs
Title	Migrant Students
Code	142 - NEW
Status	First Reading: February 8, 2021 From PSBA
Legal	1. 24 P.S. 1326 2. 24 P.S. 1327 3. 20 U.S.C. 6391 et seq 4. 34 CFR 200.81-200.88 5. Pol. 105 6. Pol. 112 7. Pol. 113 8. Pol. 114 9. Pol. 115 10. Pol. 333 22 PA Code 403.1

Authority

The Board establishes a program to address the needs and provide appropriate services to migrant students attending district schools.[\[1\]](#)[\[2\]](#)[\[3\]](#)[\[4\]](#)

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, vocational education, language programs, counseling programs and elective classes.[5][6][7][8][9]
4. Provide parents/guardians 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.[10]

The district shall provide materials to parents/guardians regarding their role in improving the academic achievement of their child.

Delegation of Responsibility

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

Book	Policy Manual
Section	100 Programs
Title	Identifying and Addressing Persistently Dangerous Schools
Code	143 - NEW
Status	First Reading: February 8, 2021 From PSBA
Legal	1. 22 PA Code 403.6 2. 20 U.S.C. 7912 3. 22 PA Code 403.2 4. 24 P.S. 1303-A 24 P.S. 2603-B 22 PA Code 403.1

Purpose

The Pennsylvania Department of Education, as required by the Unsafe School Choice Option provision of federal law, hereby adopts the following standards for identifying persistently dangerous schools.[\[1\]](#)[\[2\]](#)

Definitions

As used in these standards, the following terms shall be defined as provided herein:[\[3\]](#)

Dangerous incidents - shall include both weapons possession incidents resulting in arrest (guns, knives or other weapons) and violent incidents resulting in arrest (homicide, kidnapping, robbery, sexual offenses and assaults) as reported on the Violence and Weapons Possession Report (PDE-360).

Department - shall mean the Pennsylvania Department of Education.

Local Educational Agency or LEA - shall include a school district, an area vocational-technical school, an intermediate unit or a charter school.

Persistently dangerous school - shall mean any public elementary, secondary or charter school that meets any of the following criteria in the most recent school year and in one (1) additional year of the two (2) years prior to the most recent school year:

1. For a school whose enrollment is 250 or less - at least five (5) dangerous incidents.
2. For a school whose enrollment is between 251 to 1,000 - a number of dangerous incidents that represents at least two percent (2%) of the school's enrollment.
3. For a school whose enrollment is over 1,000 - twenty (20) or more dangerous incidents.

Safe public school - shall mean a public school that has not been designated as a persistently dangerous school under these standards or that has had such designation removed by the Department.

Guidelines

Student Opportunity to Transfer

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

Delegation of Responsibility

Department of Education's Responsibilities

1. The Department shall identify those schools that meet or exceed the criteria for a persistently dangerous school by analyzing the Annual Report on School Violence and Weapons Possession (PDE-360). In identifying persistently dangerous schools, the Department will use the most recent data available to it from the reporting LEA, and will take all reasonable steps to verify that the data is valid and reliable.

2. After review and verification of PDE-360 data, the Department shall promptly inform an LEA when any of its schools meets the definition of persistently dangerous school.
3. The Department shall provide technical assistance to the LEA in developing a corrective action plan. The Department shall review proposed corrective action plans submitted by LEAs and shall approve suitable corrective action plans.
4. After approval of the corrective action plan, the Department shall conduct a site visit to each persistently dangerous school to assess the school's progress in implementing the plan. If no significant improvement is observed, the Department may require the LEA to submit a revised corrective action plan for that school.
5. The Department shall reassess a school's designation as persistently dangerous at the end of the school year during which its corrective action plan is completed.
6. During the reassessment described above, the Department shall remove the designation if the school no longer meets the definition of persistently dangerous school.

LEA's Responsibilities

1. Pursuant to Pennsylvania's Safe Schools Act, all school entities as defined by the Act must report to the Department all incidents involving acts of violence; possession of a weapon; or the possession, use, or sale of a controlled substance, alcohol, or tobacco by any person on school property or at school-sponsored events or on school transportation to and from school or school-sponsored activities.[\[4\]](#)
2. Within ten (10) school days of receiving notification by the Department, an LEA shall notify the parent or legal guardian of each student who attends the school that the Department has identified the school as persistently dangerous.
3. The LEA shall offer all students who attend the school the opportunity to transfer to a safe public school, including a charter school, within the LEA.
4. The notification and offer to transfer shall state that no student is required to transfer to another school.
5. Upon receipt of an application to transfer, the LEA shall transfer the student within thirty (30) calendar days.
6. When considering a student's request to transfer to another school, the LEA should take into account the particular needs of the student and the

parent/guardian.

7. To the extent possible, the LEA should allow the student to transfer to a school that is making adequate yearly progress, and one that is not identified as being in school improvement, corrective action, or restructuring.
8. A charter school only has to accept a student who meets its admission criteria if space is available.
9. If there is not another safe school within the LEA to which students may transfer, the LEA is encouraged, but not required, to establish an agreement with a neighboring LEA to accept the transfer of students.
10. The LEA must submit a corrective action plan to the Department within thirty (30) calendar days of receiving notification that a school has been identified as persistently dangerous.
11. The LEA must receive approval from the Department for its corrective action plan and shall implement all steps contained in its corrective action plan within the time periods specified in that plan.
12. After the Department has notified an LEA that a school is no longer identified as a persistently dangerous school, the LEA is encouraged to permit students who transferred to complete their education at their new school. LEAs may not require students to return to their original school if the students are enrolled in a charter school.

Book	Policy Manual
Section	100 Programs
Title	Identifying and Addressing Persistently Dangerous Schools
Code	143 - NEW
Status	First Reading: February 8, 2021 From PSBA
Legal	1. 22 PA Code 403.6 2. 20 U.S.C. 7912 3. 22 PA Code 403.2 4. 24 P.S. 1303-A 24 P.S. 2603-B 22 PA Code 403.1

Purpose

The Pennsylvania Department of Education, as required by the Unsafe School Choice Option provision of federal law, hereby adopts the following standards for identifying persistently dangerous schools.[\[1\]](#)[\[2\]](#)

Definitions

As used in these standards, the following terms shall be defined as provided herein:[\[3\]](#)

Dangerous incidents - shall include both weapons possession incidents resulting in arrest (guns, knives or other weapons) and violent incidents resulting in arrest (homicide, kidnapping, robbery, sexual offenses and assaults) as reported on the Violence and Weapons Possession Report (PDE-360).

Department - shall mean the Pennsylvania Department of Education.

Local Educational Agency or LEA - shall include a school district, an area vocational-technical school, an intermediate unit or a charter school.

Persistently dangerous school - shall mean any public elementary, secondary or charter school that meets any of the following criteria in the most recent school year and in one (1) additional year of the two (2) years prior to the most recent school year:

1. For a school whose enrollment is 250 or less - at least five (5) dangerous incidents.
2. For a school whose enrollment is between 251 to 1,000 - a number of dangerous incidents that represents at least two percent (2%) of the school's enrollment.
3. For a school whose enrollment is over 1,000 - twenty (20) or more dangerous incidents.

Safe public school - shall mean a public school that has not been designated as a persistently dangerous school under these standards or that has had such designation removed by the Department.

Guidelines

Student Opportunity to Transfer

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

Delegation of Responsibility

Department of Education's Responsibilities

1. The Department shall identify those schools that meet or exceed the criteria for a persistently dangerous school by analyzing the Annual Report on School Violence and Weapons Possession (PDE-360). In identifying persistently dangerous schools, the Department will use the most recent data available to it from the reporting LEA, and will take all reasonable steps to verify that the data is valid and reliable.

2. After review and verification of PDE-360 data, the Department shall promptly inform an LEA when any of its schools meets the definition of persistently dangerous school.
3. The Department shall provide technical assistance to the LEA in developing a corrective action plan. The Department shall review proposed corrective action plans submitted by LEAs and shall approve suitable corrective action plans.
4. After approval of the corrective action plan, the Department shall conduct a site visit to each persistently dangerous school to assess the school's progress in implementing the plan. If no significant improvement is observed, the Department may require the LEA to submit a revised corrective action plan for that school.
5. The Department shall reassess a school's designation as persistently dangerous at the end of the school year during which its corrective action plan is completed.
6. During the reassessment described above, the Department shall remove the designation if the school no longer meets the definition of persistently dangerous school.

LEA's Responsibilities

1. Pursuant to Pennsylvania's Safe Schools Act, all school entities as defined by the Act must report to the Department all incidents involving acts of violence; possession of a weapon; or the possession, use, or sale of a controlled substance, alcohol, or tobacco by any person on school property or at school-sponsored events or on school transportation to and from school or school-sponsored activities.[\[4\]](#)
2. Within ten (10) school days of receiving notification by the Department, an LEA shall notify the parent or legal guardian of each student who attends the school that the Department has identified the school as persistently dangerous.
3. The LEA shall offer all students who attend the school the opportunity to transfer to a safe public school, including a charter school, within the LEA.
4. The notification and offer to transfer shall state that no student is required to transfer to another school.
5. Upon receipt of an application to transfer, the LEA shall transfer the student within thirty (30) calendar days.
6. When considering a student's request to transfer to another school, the LEA should take into account the particular needs of the student and the

parent/guardian.

7. To the extent possible, the LEA should allow the student to transfer to a school that is making adequate yearly progress, and one that is not identified as being in school improvement, corrective action, or restructuring.
8. A charter school only has to accept a student who meets its admission criteria if space is available.
9. If there is not another safe school within the LEA to which students may transfer, the LEA is encouraged, but not required, to establish an agreement with a neighboring LEA to accept the transfer of students.
10. The LEA must submit a corrective action plan to the Department within thirty (30) calendar days of receiving notification that a school has been identified as persistently dangerous.
11. The LEA must receive approval from the Department for its corrective action plan and shall implement all steps contained in its corrective action plan within the time periods specified in that plan.
12. After the Department has notified an LEA that a school is no longer identified as a persistently dangerous school, the LEA is encouraged to permit students who transferred to complete their education at their new school. LEAs may not require students to return to their original school if the students are enrolled in a charter school.

Book	Policy Manual
Section	100 Programs
Title	Support for Victims of Violent Crimes
Code	144 - NEW
Status	First Reading: February 8, 2021 From PSBA
Legal	1. 22 PA Code 403.6 2. 20 U.S.C. 7912 3. 22 PA Code 403.2 24 P.S. 2603-B 22 PA Code 403.1

Purpose

The Pennsylvania Department of Education, as required by the Unsafe School Choice Option provision of federal law, hereby adopts the following standards for a student who becomes a victim of a violent criminal offense while in or on the grounds of the public elementary or secondary school that s/he attends. [\[1\]](#)[\[2\]](#)

Definitions

As used in these standards, the following terms shall be defined as provided herein: [\[3\]](#)

Local Educational Agency or LEA - shall include a school district, an area vocational-technical school, an intermediate unit or a charter school.

Safe public school - shall mean a public school that has not been designated as a persistently dangerous school under the standards for identifying persistently dangerous schools or that has had such designation removed by the Department.

Victim or student victim - shall mean the student against whom a violent criminal offense has been perpetrated while the student was in or on the grounds of the public elementary or secondary school that s/he attends.

Violent criminal offense - is defined as any of the following offenses that are set forth in Title 18 of the Pennsylvania Consolidated Statutes:

1. Kidnapping.
2. Robbery.
3. Aggravated assault (on the student).
4. Rape.
5. Involuntary deviate sexual intercourse.
6. Sexual assault.
7. Aggravated indecent assault.
8. Indecent assault.
9. Attempt to commit any of the following: homicide, murder or voluntary manslaughter.

Guidelines

Student Opportunity to Transfer

1. Except as provided below, a student who becomes a victim of a violent criminal offense while in or on the grounds of the public elementary or secondary school that s/he attends, must be offered the opportunity to transfer to a safe public school within the LEA, including a charter school.
2. In order for a student victim to be entitled to transfer to another school under these standards, the violent criminal offense first must be reported to law enforcement authorities by the student, the student's parent/guardian, or school officials.

3. A student victim (or his/her parent/guardian) may apply to the LEA to transfer to another school within thirty (30) calendar days after the incident is reported to school authorities.

Delegation of Responsibility

LEA's Responsibilities

1. Within ten (10) calendar days of receiving notice of the violent criminal offense, the LEA shall notify the student victim that s/he has the right to transfer to a safe public elementary or secondary school within the LEA, including a public charter school.
2. The notification and offer to transfer shall state that no student is required to transfer to another school.
3. Upon receipt of an application to transfer, the LEA should transfer the student as soon as possible, and shall transfer the student within ten (10) calendar days after receiving the application.
4. When considering a student's request to transfer to another school, the LEA should take into account the particular needs of the student and the parent/guardian.
5. To the extent possible, the LEA should allow the student to transfer to a school that is making adequate yearly progress, and one that is not identified as being in school improvement, corrective action, or restructuring.
6. A charter school only has to accept a student who meets its admission criteria if space is available.
7. If there is not another safe school within the LEA to which students may transfer, the LEA is encouraged, but not required, to establish an agreement with a neighboring LEA to accept the transfer of students.

Book	Policy Manual
Section	100 Programs
Title	Student Services
Code	146 - NEW
Status	First Reading: February 8, 2021 From PSBA
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

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 nearest public library for a minimum of twenty-eight (28) days prior to approval by the Board. [\[1\]](#)[\[2\]](#)[\[3\]](#)

The Board directs that the student services plan shall 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: school (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.[\[2\]](#)

Book	Policy Manual
Section	100 Programs
Title	Trauma-Informed Approach
Code	146.1 Vol III 2020
Status	First Reading: February 8, 2021 From PSBA

Legal	<u>1. 24 P.S. 102</u> <u>2. 24 P.S. 1311-B</u> 3. Pol. 204 4. Pol. 113.1 5. Pol. 113.2 6. Pol. 218 7. Pol. 233 8. Pol. 105 9. Pol. 107 10. Pol. 112 11. Pol. 113 12. Pol. 114 13. Pol. 146 14. Pol. 209 15. Pol. 236 16. Pol. 333 17. Pol. 824 18. Pol. 917 19. Pol. 918 20. Pol. 246 21. Pol. 805 22. Pol. 805.1 23. Pol. 805.2 24. Pol. 806 25. Pol. 819 26. Pol. 602 27. Pol. 701 28. Pol. 832 29. Pol. 100 <u>30. 24 P.S. 328</u> 31. Pol. 004
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32. 24 P.S. 1205.7

33. Pol. 818

34. Pol. 916

35. Pol. 235.1

36. Pol. 103.1

37. Pol. 113.3

PA Commission on Crime and Delinquency, School Safety
and Security Committee - Model Trauma-Informed
Approach Plan

Purpose

The Board recognizes the impact that trauma may have on the educational environment of the schools, individual student achievement, and the school community as a whole. The Board desires to address the effects of trauma in order to meet the academic, behavioral and professional needs of students and staff. The purpose of this policy is to direct district staff to develop and implement a plan for trauma-informed approaches to education throughout the district.

Definitions

Trauma - for purposes of this policy, includes effects of an event, series of events or set of circumstances that is experienced by an individual as physically or emotionally harmful or threatening and that has lasting adverse effects on the individual's cognitive functioning and physical, social, emotional, mental or spiritual well-being. [\[1\]](#)

Trauma-informed approach - for purposes of this policy, includes a school-wide approach to education and a classroom-based approach to student learning that recognizes the signs and symptoms of trauma and responds by fully integrating knowledge about trauma into policies, professional learning, procedures and practices for the purposes of recognizing the presence and onset of trauma, resisting the reoccurrence of trauma and promoting resilience tailored to the district's culture, climate and demographics and the community as a whole. [\[1\]](#)

Secondary trauma - the impact of working with students experiencing trauma on a regular basis, which may cause traumatic responses and/or burnout on the individual providing support and care.

Authority

The Board directs district staff to develop and implement a trauma-informed approach plan that uses evidence-based practices and reflects the needs and resources of the district and school community. [\[2\]](#)

The Board shall review current district resources, programs, school climate measures, partnerships with outside agencies, procedures and Board policies through a trauma-informed lens, and shall make revisions or determinations as necessary to facilitate implementation of the district's trauma-informed approach plan.

This should include, but not be limited to:

1. Student attendance policy and practices that focus on reasons for absence and school attendance improvement.[3]
2. Student disciplinary policies, practices and a Code of Student Conduct that incorporate restorative practices.[4][5][6][7]
3. Curriculum and planned instruction that embed social and emotional learning.[8][9]
4. Student services policies and programs that focus on development and support of students.[10][11][12][13][14][15]
5. Policies and training that focus on building and maintaining appropriate, supportive relationships between adults and students in the school community.[16][17][18][19]
6. School wellness policy, instruction and practices that promote healthy behaviors.[20]
7. Policies and practices that promote student safety and security, and build positive relationships with law enforcement agencies.[21][22][23][24][25]
8. Review of the annual budget to ensure fiscal resources for training and programs related to the trauma-informed approach plan.[26]
9. Review of the facilities and future facilities planning to provide environments that are attentive to the needs of students and staff with transition and sensory sensitivities.[27]
10. Culturally responsive practices that focus on identifying, valuing and integrating the cultures, languages, heritage and experiences of all students and staff to ensure a supportive school climate and community.[28]

Delegation of Responsibility

The Board designates the Director of Pupil Services to oversee the implementation of the district's trauma-informed approach plan and integrate the coordination of services and professional development into the district's comprehensive plan. The Director of Pupil Services shall serve as a member of the district's Student Assistance Program team.[2][13][15][16][21][29]

The Board directs the Superintendent or designee to research and apply for available funding opportunities for implementation of the district's trauma-informed approach plan aligned with the provisions of law.[2]

Information regarding the district's implementation of the trauma-informed approach plan shall be included in the annual report to the Board on school safety and security practices.[23]

Guidelines

Training

The district's trauma-informed approach plan shall include provisions for evidence-based training and professional development, based on assigned roles and responsibilities, including but not limited to:[\[2\]](#)

1. Required training for newly elected/appointed or re-elected/appointed school directors on best practices related to trauma-informed approach, in accordance with applicable law and Board policy.[\[30\]](#)[\[31\]](#)
2. Required training on trauma-informed approach for certificated administrative and professional employees as part of the professional education plan, in accordance with applicable law and Board policy.[\[16\]](#)[\[32\]](#)
3. Training on trauma-informed approach and trauma-related topics for all district staff and contracted service personnel to increase knowledge and understanding of trauma's impact on students and staff.[\[16\]](#)[\[33\]](#)
4. Training on trauma-informed approach for all school security personnel employed or contracted by the district, as well as invitation to training for local law enforcement agencies with which the district maintains a Memorandum of Understanding to increase knowledge and awareness in interacting with students who may have experienced trauma.[\[22\]](#)[\[23\]](#)
5. Opportunities for volunteers, parents/guardians and other community members to obtain resources or attend training or information sessions on trauma-related approach and trauma-related topics impacting the school community.[\[18\]](#)[\[19\]](#)[\[34\]](#)

Screening

The Board directs district staff to identify and implement evidence-based screening tools for students and the school community based on the trauma-informed approach plan, and in accordance with applicable law and regulations, including obtaining parental consent where appropriate or required. Screening tools may include, but are not limited to, those identifying the prevalence of Adverse Childhood Experiences (ACEs), social-emotional needs, and school climate indicators. Screening shall be conducted by qualified district staff or community agencies with which the district has a contract or other agreement.[\[13\]](#)[\[15\]](#)[\[35\]](#)

The trauma-informed approach plan shall require that screening results are reviewed by appropriate district staff or other contracted providers, and referrals for individual educational and behavioral services or evaluation for such services are made when indicated by individual or universal screening. Identification and referrals for special education and related services evaluations shall comply with applicable state and federal laws and regulations, and Board policy.[\[11\]](#)[\[12\]](#)[\[36\]](#)[\[37\]](#)

Services

The district's trauma-informed approach plan shall include provisions for identification of student needs, a referral system for individual assessments and coordination of

services among the student and student's family, the school, and county-based services, community care organizations, public health entities, nonprofit youth service providers, community-based organizations, before-school or after-school care providers, or other similar community groups.^[2]

Coordinated student services shall be based on the district's approved trauma-informed approach plan, which shall address recognition and response to the effects of trauma on education and instruction, absenteeism and school completion, and the secondary impact of trauma on school employees.^[2]

The district's trauma-informed approach plan shall be implemented within the current framework for student support services.

The trauma-informed approach plan shall address coordination with designated district staff and teams responsible for implementing the district's approved plan for K-12 student services and other district programs including, but not limited to, special education and related services, gifted education, guidance counseling, Student Assistance Program, health services, and home and school visitor services.^{[10][11][12][13][14][15][29][36]}

Parental notification and consent may be required prior to referral for or implementation of student services, in accordance with applicable law and regulations.^{[13][14][15]}

The district shall develop partnerships with community-based services and organizations, public health entities, nonprofit youth service providers and other community groups to implement the trauma-informed approach plan and provide referrals and/or services to address and mitigate the impact of trauma for students and staff in accordance with the district's approved plan and framework for support.

The Board shall, where appropriate, review and approve a Memorandum of Understanding or other agreement with each partnering organization or entity for the provision of services, in accordance with the resources of the district and the approved trauma-informed approach plan.

Education

The district's trauma-informed approach plan shall integrate age-appropriate instruction for students related to trauma-informed topics and social-emotional learning as part of the district's approved curriculum. Instructional topics may include, but not be limited to ^{[8][25]} resilience; self-awareness, self-management, responsible decision-making, relationship skills and social awareness; safe and healthy choices and behaviors; coping strategies; seeking help for self or others.

Staff Wellness and Support

The district shall monitor and address the impact of trauma, including secondary trauma, on school employees as part of the trauma-informed approach plan. The plan shall include training and resources to identify the warning signs of trauma and provide confidential support and services to promote staff wellness, including but not limited to Employee Assistance Program and other strategies to support staff wellness.

Data Collection and Plan Review

The district shall review and revise the trauma-informed approach plan as part of the district's K-12 student services plan, based on a review of relevant data, district resources and programs, and the needs of students and staff. Such data may include, but not be limited to:

1. Anecdotal information from staff and students related to trauma and secondary trauma impact in the school environment.
2. Feedback from parents/guardians and the community on the district's implementation of trauma-informed approach to education.
3. Results of school climate surveys and other student or staff surveys on school environment.
4. Aggregate data on student absences, Student Assistance Program referrals, health and school nurse services, student removal discipline and graduation rates.
5. Aggregate data on Employee Assistance Program use and staff feedback on training related to trauma-informed approach.
6. Office for Safe Schools reports.
7. Safe2Say Something aggregate data.

Book	Policy Manual
Section	100 Programs
Title	Title I - Comparability of Services
Code	150 - NEW
Status	First Reading: February 8, 2021 From PSBA
Legal	1. 20 U.S.C. 6321 2. Pol. 138 3. Pol. 103.1 4. Pol. 113 5. Pol. 114 6. Pol. 906

Purpose

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

Authority

The Board directs that each district school receiving Title I funds must use state and local funds to provide services that, taken as a whole, are at least comparable to services in those schools in the district that do not receive Title I funds.[\[1\]](#)

If all schools in the district receive Title I funds, the Board directs that state and local funds shall be used to provide services that, taken as a whole, are substantially comparable in each school.[\[1\]](#)

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

Definition

For purposes of this policy, **grade span** is defined as a similar two-grade span difference or less. For example, a grade span of K-2 to K-4, not a grade span of K-2 to K-5.

Delegation of Responsibility

If the district has more than one (1) building per grade span, the Federal Programs Coordinator shall complete a Detailed School Data Sheet.

Regardless of buildings per grade span, the Federal Programs Coordinator shall annually complete a Comparability Assurance Form to provide written assurance of equivalence among schools, including the provision of curriculum materials; instructional supplies; and teachers, administrators and other staff.

Guidelines

Method of Determination

For purposes of determining Title I comparability, the district shall use a current year student to staff ratio calculation or a previous year per-pupil expenditure determination, whichever is more favorable to the district.

Allowable Exclusions

For the purposes of determining comparability, the district may exclude:[\[1\]](#)

1. State and local funds expended for language instruction education programs.[\[2\]](#)
2. Excess costs associated with providing services to students with disabilities.[\[3\]](#)[\[4\]](#)[\[5\]](#)
3. Unpredictable changes in enrollment or personnel assignments occurring after the beginning of the school year.

4. Other expenditures from supplemental state or local funds consistent with the intent of Title I.

Complaints

Complaints by individuals and organizations regarding implementation of equivalence between schools shall be processed in accordance with Board policy.[6]

Legal 1. 24 P.S. 1318.1

2. 18 Pa. C.S.A. 3121
3. 18 Pa. C.S.A. 3122.1
4. 18 Pa. C.S.A. 3123
5. 18 Pa. C.S.A. 3124.1
6. 18 Pa. C.S.A. 3125
7. 18 Pa. C.S.A. 3126
8. Pol. 218
9. Pol. 233
10. Pol. 103
11. Pol. 252
12. 20 U.S.C. 1400 et seq
13. 34 CFR Part 300
14. Pol. 103.1
15. Pol. 113.1
16. Pol. 113.2
17. Pol. 113.3
18. Pol. 200

Purpose

The Board recognizes the importance of a safe school environment for students who are victims of sexual assault. This policy addresses disciplinary requirements for a student convicted or adjudicated delinquent of sexual assault upon another district student.[\[1\]](#)

Definitions

Conviction – means the finding of guilty by a judge or a jury or the entry of a plea of guilty or nolo contendere for sexual assault whether or not judgment of sentence has been imposed.[\[1\]](#)

School setting – means in the school, on school grounds, in school vehicles, at a designated bus stop or at any activity sponsored, supervised or sanctioned by the school.[\[1\]](#)

School-sponsored activity – means any assemblies, field trips, class trips, graduation ceremonies, athletics, extracurricular activities, clubs, groups, teams or any activities sponsored, held or approved by the district.[\[1\]](#)

Sexual assault – means any of the following offenses:[\[1\]](#)

1. Rape.[\[2\]](#)
2. Statutory sexual assault.[\[3\]](#)
3. Involuntary deviate sexual intercourse.[\[4\]](#)
4. Sexual assault.[\[5\]](#)
5. Aggravated indecent assault.[\[6\]](#)
6. Indecent assault.[\[7\]](#)

Authority

The Board shall comply with the disciplinary requirements established by state law regarding students who have been convicted or adjudicated delinquent of sexual assault upon another student enrolled in this district, regardless of whether the sexual assault took place inside or outside of the school setting.[\[1\]](#)[\[8\]](#)[\[9\]](#)

Delegation of Responsibility

A student who is convicted of sexual assault upon another student enrolled in this district shall be required to notify the Superintendent or designee of the conviction no later than seventy-two (72) hours after the conviction.[\[1\]](#)

Upon report of a conviction or adjudication of sexual assault upon a district student, the Superintendent or designee shall take one (1) of the following actions against the convicted or adjudicated student:[\[1\]](#)

1. Recommend that the Board expel the student, in accordance with law and Board policy.[\[9\]](#)
2. Transfer the student to an alternative education program.
3. Reassign the student to another school or educational program within the district.

If the convicted or adjudicated student has already been expelled, transferred or reassigned, or if the victim does not attend the same school, no additional action regarding expulsion, transfer or reassignment is required by the district. Although action is not required, the district maintains the authority to make an alternative assignment or provide alternative educational services during or after an expulsion at the discretion of the Superintendent or designee.[\[1\]](#)

Upon report of a conviction or adjudication of sexual assault upon a district student that occurred in the school setting, the Superintendent or designee shall notify the Title IX Coordinator to determine whether the incident has been addressed in accordance with applicable Board policy.[\[10\]](#)[\[11\]](#)

Guidelines

In the case of a student with a disability, including a student for whom an evaluation is pending, prior to implementing any disciplinary removal or considering a change of placement for the student, the district shall coordinate with the student's Individualized Education Program (IEP) team and take all steps required to comply with state and federal laws and regulations, and Board policies.[\[1\]](#)[\[12\]](#)[\[13\]](#) [\[14\]](#)[\[15\]](#)[\[16\]](#)[\[17\]](#)

The district shall ensure that the convicted or adjudicated student is prohibited from taking part in the following activities at the same time as the victim:[\[1\]](#)

1. Being educated in the same school building.
2. Being transported on the same school vehicle.

3. Participating in the same school-sponsored activity.

Return of Student to School

The district may return the student who is expelled, transferred or reassigned, to the student's originally assigned school if one (1) of the following circumstances occur:[\[1\]](#)

1. The victim is no longer enrolled in the district.
2. The conviction or adjudication has been reversed and is not pending

appeal. Transfer Students

When the school district receives a student who transfers from a public or private school during or after an expulsion period for an act or offense involving a sexual assault conviction or adjudication, the district may assign that student to an alternative assignment or may provide alternative education services.[\[1\]](#)^[18]

Status First Reading (Revised): February 8, 2021
Adopted: October 12, 2020
From PSBA

Legal 1. 24 P.S. 1553

2. Pol. 218
3. Pol. 103
4. Pol. 103.1
5. Pol. 218.3
6. 24 P.S. 1318.1
7. 71 P.S. 611.13
8. Pol. 105.1
9. Pol. 105.2
- 22 PA Code 12.12
- 20 U.S.C. 1232g

Purpose

The purpose of this policy is to maintain a safe, positive learning environment for all students that is free from dating violence. Dating violence is inconsistent with the educational goals of the district and is prohibited at all times.

Definitions

Dating partner shall mean a person, regardless of gender, involved in an intimate relationship with another person, primarily characterized by the expectation of affectionate involvement, whether casual, serious or long-term.[\[1\]](#)

Dating violence shall mean behavior where one person uses threats of, or actually uses, physical, sexual, verbal or emotional abuse to control the person's dating partner.[\[1\]](#)

Authority

The Board encourages students who have been subjected to dating violence to promptly report such incidents.

The district shall investigate promptly all complaints of dating violence and shall administer appropriate discipline to any student who violates this policy.[\[2\]](#)

Title IX Sexual Harassment and Other Discrimination

Every report of alleged dating violence that can be interpreted at the outset to fall within the provisions of policies addressing potential violations of laws against discrimination shall be handled

as a joint, concurrent investigation into all allegations and coordinated with the full participation of the Compliance Officer and Title IX Coordinator. If, in the course of a dating violence investigation, potential issues of discrimination are identified, the Title IX Coordinator shall be promptly notified, and the investigation shall be conducted jointly and concurrently to address the issues of alleged discrimination as well as the incidents of alleged dating violence.[3][4]

Discipline of Student Convicted or Adjudicated of Sexual Assault

Upon notification of a conviction or adjudication of a student in this district for sexual assault against another student enrolled in this district, the district shall comply with the disciplinary requirements established by state law and Board policy.[5][6]

Guidelines

Complaint Procedure

When a student believes that they have been subject to dating violence, the student is encouraged to promptly report the incident, orally or in writing, to the

{ } building principal.

{ } guidance counselor.

{ } classroom teacher.

The building principal shall conduct a timely, impartial, and comprehensive investigation of the alleged dating violence.

The building principal shall prepare a written report summarizing the investigation and recommending disposition of the complaint. The complainant and the accused shall be informed of the outcome of the investigation.[1]

If the investigation results in a substantiated finding of dating violence, the building principal shall recommend appropriate disciplinary action, as circumstances warrant, in accordance with the Code of Student Conduct.[1][2]

The district shall document the corrective action taken and, where not prohibited by law, inform the complainant.

This policy on dating violence shall be:[1]

1. Published in the Code of Student Conduct.
2. Published in the Student Handbook.
3. Made available on the district's website, if available.
4. Provided to parents/guardians.

Dating Violence Training

The district may provide dating violence training to guidance counselors, nurses, and mental health staff at the high school as deemed necessary. At the discretion of the Superintendent, parents/guardians and other staff may also receive training on dating violence.[1]

Dating Violence Education

The district may incorporate age-appropriate dating violence education into the annual health curriculum framework for students in grades nine through twelve. The district shall consult with at least one (1) local domestic violence program or rape crisis program when developing the educational program.[\[1\]\[7\]](#)

A parent/guardian of a student under the age of eighteen (18) shall be permitted to examine the instructional materials for the dating violence education program.[\[1\]\[8\]](#)

At the request of the parent/guardian, the student may be excused from all or part of the dating violence education program.[\[1\]\[9\]](#)

PSBA Revised 12/20 © 2020 PSBA

Adopted: October 12, 2020

[252-Attach 1 Report Form.pdf \(161 KB\)](#)

**DISCRIMINATION/SEXUAL HARASSMENT/BULLYING/
HAZING/DATING VIOLENCE/RETALIATION
REPORT FORM**

The Board declares it to be the policy of this district to provide a safe, positive learning and working environment that is free from bullying, hazing, dating violence, sexual harassment and other discrimination, and retaliation. If you have experienced, or if you have knowledge of, any such actions, we encourage you to complete this form. The Title IX Coordinator will be happy to support you by answering any questions about the report form, reviewing the report form for completion and assisting as necessary with completion of the report. The Title IX Coordinator's contact information is:

Position: _____

Address: _____

Email: _____

Phone Number: _____

Retaliation Prohibited

The district, its employees and others are prohibited from intimidating, threatening, coercing, or discriminating against you for filing this report. Please contact the Title IX Coordinator immediately if you believe retaliation has occurred.

Confidentiality

Confidentiality of all parties, witnesses, the allegations and the filing of a report shall be handled in accordance with applicable law, regulations, Board policy, procedures, and the district's legal and investigative obligations. The school will take all reasonable steps to investigate and respond to the report, consistent with a request for confidentiality as long as doing so does not preclude the school from responding effectively to the report. If you have any questions regarding how the information contained in this report may be used, please discuss them with the Title IX Coordinator prior to filing the report. Once this report is filed, the district has an obligation to investigate the information provided.

***Note:** For purposes of Title IX sexual harassment, this Report Form serves initially as an informal report, not a formal complaint of Sexual Harassment under Title IX.*

I. Information About the Person Making This Report:

Name: _____

Address: _____

Phone Number: _____

School Building: _____

I am a:

☐ Student ☐ Parent/Guardian ☐ Employee ☐ Volunteer ☐ Visitor ☐ Other

_____ (please explain relationship to the district) If you

are not the victim of the reported conduct, please identify the alleged victim: Name:

_____ The

alleged victim is: ☐ Your Child ☐ Another Student ☐ A District Employee ☐ Other:

_____ (please explain relationship to the alleged victim)

II. Information About the Person(s) You Believe is/are Responsible for the Bullying, Hazing, Harassing or Other Discrimination You are Reporting

What is/are the name(s) of the individual(s) you believe is/are responsible for the conduct you are reporting?

Name(s):

The reported individual(s) is/are:

☐ Student(s) ☐ Employee(s)

☐ Other _____ (please explain relationship to the district)

III. Description of the Conduct You are Reporting

In your own words, please do your best to describe the conduct you are reporting as clearly as possible. Please attach additional pages if necessary:

When did the reported conduct occur? (Please provide the specific date(s) and time(s) if possible):

Where did the reported conduct take place?

Please provide the name(s) of any person(s) who was/were present, even if for only part of the time.

Please provide the name(s) of any other person(s) that may have knowledge or related information surrounding the reported conduct.

Have you reported this conduct to any other individual prior to giving this report?

☐ Yes ☐ No

If yes, who did you tell about it?

If you are the victim of the reported conduct, how has this affected you?

I affirm that the information reported above is true to the best of my knowledge, information and belief.

Person Making the Report Date

Signature of

Received By Date

FOR OFFICIAL USE ONLY

This section is to be completed by the Title IX Coordinator based on reviewing the report with the complainant or other individual making the report.

The purpose of this form is to assist the Title IX Coordinator in gathering information necessary to properly assess the circumstances surrounding the reported conduct to determine if the allegations fall under the definition of Title IX sexual harassment or if the matter merits review and action under the Code of Student Conduct and/or other Board policies. The Title IX Coordinator shall gather as much information as possible in cases of incomplete or anonymous reports (including those that may be received through the Safe2Say Something program) to assess the report.

Upon receipt of the report, The Title IX Coordinator shall promptly contact the complainant regarding the report to gather additional information as necessary, and to discuss the availability of supportive measures as described in Policy 103 and Attachment 3. The Title IX Coordinator shall consider the complainant's wishes with respect to supportive measures.

I. Reporter Information:

Name: _____

Address: _____

Phone Number: _____

School Building: _____

Reporter is a:

☐ Student ☐ Parent/Guardian ☐ Employee ☐ Volunteer ☐ Visitor ☐ Other

_____ (please explain relationship to the district)

If the reporter is not the victim of the reported conduct, please identify the alleged victim: Name:

_____ The

alleged victim is: ☐ Reporter's Child ☐ Another Student ☐ Another Employee ☐ Other:

_____ (please explain relationship to the alleged victim)

II. Respondent Information

Please state the name(s) of the individual(s) believed to have conducted the reported violation:

Name(s):

The reported respondent(s) is/are:

☐ Student(s) ☐ Employee(s)

☐ Other _____ (please explain relationship to the district)

III. Level of Report:

☐ Informal ☐ Formal (see additional information below on Title IX formal complaints)

IV. Type of Report:

☐ Title IX Sexual Harassment ☐ Discrimination ☐ Retaliation ☐ Bullying ☐ Hazing ☐

Dating Violence ☐ Other _____ **Nature of the Report (check all that apply):**

☐ Race ☐ Age

☐ Color ☐ Creed

☐ Religion ☐ Sex

☐ Sexual Orientation ☐ Sexual Harassment (Title IX) ☐ National Origin ☐ Ancestry

☐ Marital Status ☐ Pregnancy

☐ Handicap/Disability ☐ Bullying

☐ Hazing ☐ Dating Violence

V. Reported Conduct

Describe the reported conduct below, including specific actions, dates, times, locations and any other details necessary to properly assess the reported incident(s).

How often did the conduct occur?

Is it being repeated? ☐ Yes ☐ No

Do the circumstances involve a student identified as a student with a disability under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act?

☐ No.

☐ Yes, please identify the student with a disability and contact the Director of Special Education. Date Director of Special Education was contacted:

How has the conduct affected the alleged victim's ability to fully participate in the school's academic, programs, activities or school employment?

What is the alleged victim's relationship with the alleged respondent?

Insert names, descriptions, and/or contact information of individuals believed to have observed the conduct or who otherwise may have knowledge of the conduct and/or related circumstances.

Additional observations or evidence including pictures, texts, emails, video or other information submitted to the Title IX Coordinator.

VI. Safety Concerns

Are there safety concerns that may require Emergency Removal of or Administrative Leave for a respondent? (This requires an individualized safety and risk analysis as to whether there is an immediate threat to the physical health or safety of a student or other individual.)

☐ No.

☐ Yes, please describe:

VII. Other Reports

Has the conduct been reported to the police or any other agency?

☐ No

☐ Yes Date reported: _____ Agency: _____

VIII. Identification of Policies Implicated by Reported Conduct

Check all that apply:

- ☐ Policy 103. Discrimination/Title IX Sexual Harassment Affecting Students ☐ Policy 104. Discrimination/Title IX Sexual Harassment Affecting Staff ☐ Policy 247. Hazing
- ☐ Policy 249. Bullying
- ☐ Policy 252. Dating Violence
- ☐ Other _____

To meet the definition of Title IX sexual harassment, the conduct must have taken place during a district education program or activity involving a person in the United States. An **education program or activity** includes the locations, events or circumstances over which the district exercises substantial control over both the respondent and the context in which the sexual harassment occurs. Title IX applies to all of a district's education programs or activities, whether such programs or activities occur on-campus or off-campus.

Did the incident occur during a during a school program or activity involving a person in the United States?

☐ Yes

☐ No

To meet the definition of Title IX sexual harassment, the conduct needs to satisfy one or more of the following (please check all that apply):

- ☐ A district employee conditioning the provision of an aid, benefit, or district service on an individual's participation in unwelcome sexual conduct, commonly referred to as quid pro quo sexual harassment.
- ☐ Unwelcome conduct determined by a reasonable person to be so severe, pervasive and objectively offensive that it effectively denies a person equal access to a district education program or activity.
- ☐ Sexual assault, dating violence, domestic violence or stalking.

Dating violence means violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim and where the existence of such a relationship is determined by the following factors:

- Length of relationship.
- Type of relationship.
- Frequency of interaction between the persons involved in the relationship.

Domestic violence includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving federal funding, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction.

Sexual assault means a sexual offense under a state or federal law that is classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.

Stalking means stalking on the basis of sex, for example when the stalker desires to date a victim. Stalking means to engage in a course of conduct directed at a specific person that would cause a reasonable person to either:

1. Fear for their safety or the safety of others.
2. Suffer substantial emotional distress.

IX. Recommended Course of Action

After consultation with the complainant and consideration of the reported information, the Title IX Coordinator directs the report to proceed under the provisions of (check all that apply):

☐ No further action at this time. Reason:

- ☐ Policy 247. Hazing
- ☐ Policy 249. Bullying
- ☐ Policy 252. Dating Violence
- ☐ Other _____

- ☐ Policy 103 Discrimination/Title IX Sexual Harassment Affecting Students: Attachment 2 Discrimination Complaint Procedures

- ☐ Policy 104 Discrimination/Title IX Sexual Harassment Affecting Staff: Attachment 2 Discrimination Complaint Procedures

☐ Policy 103. Discrimination/Title IX Sexual Harassment Affecting Students: Attachment 3 Title IX Sexual Harassment Procedures and Grievance Process for Formal Complaints ☐ Policy 104. Discrimination/Title IX Sexual Harassment Affecting Staff: Attachment 3 Title IX Sexual Harassment Procedures and Grievance Process for Formal Complaints

X. Title IX Information to Complainant

What supportive measures were discussed with the complainant, and what were the complainant's wishes with respect to supportive measures?

Upon designating a course of action under Title IX sexual harassment, the Title IX Coordinator will promptly:

1. Explain to the complainant the process for filing a formal complaint.
2. Inform the complainant of the continued availability of supportive measures with or without the filing of a formal complaint.
3. The Title IX Coordinator shall contact a student complainant's parents/guardians and provide them with information regarding the report and Title IX sexual harassment procedures and grievance process for formal complaints.

If the complainant/reporter, school staff or others with professional knowledge relating to the complainant's health and well-being indicate that notifying the parents/guardians could cause serious harm to the health or well-being of the complainant or other person(s), the Title IX Coordinator will determine, in consultation with such individuals and upon advice of legal counsel, whether to withhold or delay notification of the report from the complainant's parents/guardians.

4. Determine what supportive measures may be offered to the respondent.
5. Determine whether the complainant wishes this report to be treated as a formal complaint.

XI. Title IX Coordinator Signature

I recommend the above course of action based on my consultation with the complainant and the information available at this time.

Title IX Coordinator: _____

Date: _____

XII. Title IX Formal Complaint Action

The Title IX Coordinator shall have the complainant check the appropriate box and sign and date below to indicate whether or not the complainant wishes to have this form serve as a formal complaint pursuant to Title IX.

I would like my report to be treated as a formal complaint pursuant to Title IX.

☐ Yes ☐ No

Complainant's Signature: _____

Date: _____

If the complainant does not wish this report to be treated as a formal complaint pursuant to Title IX, the Title IX Coordinator must assess whether actions limited to supportive measures are a sufficient response to alleged behavior, or whether a formal complaint process is necessary to investigate and address the situation adequately. For example, if disciplinary action would be warranted if allegations are true, if the respondent is an employee, or if further investigation is needed to assess the extent of the behavior and impact on others, it may be clearly unreasonable not to initiate the formal complaint process. The Title IX Coordinator may consult with the school solicitor and other district officials in making this decision.

As Title IX Coordinator, I have determined that, notwithstanding the complainant's preference, it is necessary to proceed with the Grievance Process for Formal Complaints for the following reasons:

Therefore, I am signing this form for the purpose of serving as the formal complaint initiating that process:

Title IX Coordinator's Signature: _____

Date: _____

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Adopted: October 12, 2020



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Memo

To: Dr. John Rozzo, USC Board Members

From: Scott P. Burchill *SPB*

Date: February 8, 2021

RE: **FINANCIAL SUMMARY AND PRELIMINARY FINANCIAL STATEMENTS (PRELIMINARY AND UNAUDITED)**

Financial statements for the General Fund, Capital Reserve Fund and Construction Fund for the period ended January 31, 2021 are enclosed for your review. Financial statements for the Cafeteria Fund report for the period ending December 31, 2020 are also enclosed for your review. The reports reflect the realized revenues and expenses incurred from July 1, 2020.

GENERAL FUND

	2020-21	2020-21 through January 31, 2021		2019-20	2019-20 through January 31, 2020	
<i>(in millions of dollars)</i>	Budgeted	Actual	% of Budget	Budgeted	Actual	% of Budget
Current Real Estate Revenues	\$59.53	\$59.55	100%	\$57.29	\$56.92	99%
EIT	\$5.67	\$2.24	40%	\$5.67	\$1.92	34%
All Other Local Revenues	\$3.53	\$2.50	71%	\$4.17	\$2.40	58%
State Revenues	\$18.33	\$10.18	56%	\$18.10	\$9.88	55%
Federal Revenues	\$0.48	\$0.44	92%	\$0.38	\$0.10	26%
All Other	\$0.00	\$0.00	0%	\$0.03	\$0.00	0%
Total Revenues	\$87.540	\$74.91	86%	\$85.640	\$71.22	83%
Expenditures	\$87.800	\$45.38	52%	\$85.640	\$44.31	52%
Revenues less Expenditures	<i>(\$0.260)</i>	\$29.53		\$0.000	\$26.91	
Balance Sheet	As of January 31, 2021	As of June 30, 2020 <i>(unaudited)</i>				
Cash and Marketable Securities	\$41,053,230	\$17,766,352				
Total Assets	\$45,174,846	\$22,130,623				
Total Liabilities	\$6,237,985	\$12,508,084				
Nonspendable Reserves	\$0	\$208,959				
Adjustment to Fund Balance	\$29,523,280	\$371,652				
Fund Balance	\$9,413,581	\$9,041,928				

The General Fund revenue is ahead last year on a percentage basis. Local tax revenue is 2.5% higher than the same period in 2019-20. Interim real estate tax is approximately \$292k higher than 2019-20. The increase in interim taxes is mainly due to the collection for the new Friendship Village facility. Interest income is less than \$10k year-to-date. Last year at the end of November, interest revenue exceeded \$300k.

CAFETERIA FUND

	Budget 2020-21	2020-21 through December 31, 2020	Budget 2019-20	2019-20 through December 31, 2019
Revenues	\$1,927,393	\$647,840	\$1,776,296	\$824,061
Expenditures	\$1,900,718	\$790,849	\$1,700,771	\$936,706
<i>Net</i>	\$26,675	<i>(\$143,009)</i>	\$75,525	<i>(\$112,645)</i>

	As of December 31, 2020	As of June 30, 2020
Cash and Marketable Securities	\$74,025	\$110,579
Total Assets	\$320,285	\$246,919
Total Liabilities	\$413,043	\$196,669
<i>Unassigned Fund Balance</i>	<i>(\$92,758)</i>	\$50,250

The food service department is operating under the Seamless Summer Option provision (SSO-COVID), providing free reimbursable lunches to all students in the District through the end of the school year. As student schedules are adjusted for COVID-19, the cafeteria will adapt the schedule for in-person meals and pick-up meals, providing as many breakfasts and lunches to students as possible. Federal reimbursement will make up the majority of revenue for the 2020-21 school year. Sales continue to lag behind last year for a couple of reasons. First, a-la-carte sales are down approximately 75% compared to the same period last year. The decrease in a-la-carte sales is attributed to fewer students attending school and the availability of free reimbursable lunches. Also, the total meals sold to students has decreased due to fewer in-person student days when compared to 2019-20.

CAPITAL RESERVE FUND

	Budget 2020-21	2020-21 through January 31, 2021	Budget 2019-20	2019-20 through January 31, 2020
Revenues	\$270,000	\$267,028	\$267,000	\$270,410
Expenditures	\$305,000	\$175,336	\$395,442	\$356,192
<i>Net</i>	<i>(\$35,000)</i>	\$91,692	<i>(\$128,442)</i>	<i>(\$85,782)</i>

	As of January 31, 2021	As of June 30, 2020 <i>(unaudited)</i>
Cash and Marketable Securities	\$192,563	\$176,872
Total Assets	\$192,563	\$176,872
Total Liabilities	\$0	\$25,225
<i>Total Reserves</i>	<i>\$192,563</i>	<i>\$151,647</i>

CONSTRUCTION FUND

	Budget 2020-21	2020-21 through January 31, 2021	Budget 2019-20	2019-20 through January 31, 2020
Revenues	N/A	\$4,159	N/A	\$107,335
Expenditures	N/A	\$388,821	N/A	\$4,498,195
<i>Net</i>		<i>(\$384,662)</i>		<i>(\$4,390,860)</i>

	As of January 31, 2021	As of June 30, 2020 <i>(unaudited)</i>	
Cash and Marketable Securities	\$1,683,877	\$2,258,545	
Total Assets	\$1,683,877	\$2,258,545	
Total Liabilities	\$1,209,731	\$1,365,942	
<i>Fund Balance</i>	\$474,146	\$892,603	

BUDGET TRANSFERS

Budget transfers of \$15,795.00 are enclosed for your review and approval.

Cc: Rebecca Berquist, Treasurer



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Delivering Excellence

MEMO

To: Dr. John Rozzo, USC Board Members

From: Scott P. Burchill *S.P.B.*

Date: February 8, 2021

RE: TAX-EXEMPT LEASE FOR BUSES & VANS

The purchase of buses and vans was approved by the Board on January 25, 2021. Financing is necessary to make the purchases from Meyers Equipment Corporation and Blue Bird Bus Sales of Pittsburgh Inc. The total cost of the vehicles is \$668,057.00. Proposals were received for tax-exempt leases from Laurel Capital Corporation, Huntington Bank and TEQlease Capital. Huntington Bank submitted the lowest quote. In order to lock in the interest rate, I recommend the District accept the 7-year lease pricing at a fixed interest rate of 1.72% with an annual payment of \$100,963.59. The seven (7) year lease will match the expected useful life of the capital investment. The first lease payment will not be made until July 2021 and will be included in next year's budget.

A draft of the lease documents will be forwarded for review by the District's solicitor.

Please do not hesitate to contact me with any questions.



TERM SHEET

Date:	February 2, 2021
Type of Transaction:	Lease-Purchase Agreement (the "Lease")
Lessee:	Upper St. Clair School District
Lessor:	Huntington Public Capital Corporation
Escrow Agent:	The Huntington National Bank (if needed)
Financed Amount:	Approximately \$668,057.00
Use of Proceeds:	To finance school buses (the "Equipment")
Structure/Security:	The Lease shall be payable from legally available revenues of the Lessee, subject to annual appropriation. Pursuant to the Lease documentation, the Lessee shall hold title to the Equipment and grant Lessor a continuing, first prior security interest in any and all right, title and interest of Lessee in the Equipment and in all additions, attachments, accessions, and substitutions thereto.
Tax Status:	Tax-Exempt (Bank Qualified)
Commencement Date:	On or around March 15, 2021 If escrow funding is required, the Financed Amount will be deposited with the Escrow Agent on the Commencement Date for the benefit of the Lessee. As Equipment is delivered to and accepted by the Lessee, disbursements will be made by the Escrow Agent at the direction of the Lessee and with the written approval of Lessor
Final Maturity and Fixed Rate:	July 15, 2025: 1.61% July 15, 2027: 1.72%
Payment Frequency:	Annual
Fees:	Documentation Fee: \$250.00 Escrow Fee: \$500.00 (if needed)
Prepayment Option:	The Lease may be prepaid at any time (in whole, but not in part) at a price equal to the then outstanding balance ("Balance"), plus accrued interest, plus a prepayment premium calculated as follows: 3% of the Balance if paid in the first 12 months of the Lease Term; 2% of the Balance if paid in the second 12 months of the Lease Term; and 1% of the Balance if paid after the second 12 months of the Lease Term.
Insurance:	Lessee, at its own expense, will provide insurance naming Lessor as loss payee and additional insured.
Warranties:	Lessor makes no warranties expressed or implied. Lessee's sole warranty rights are any provided by the Equipment vendors and/or manufacturers.

Net Lease: Lessor is not a manufacturer or dealer of equipment. All maintenance, license fees, taxes, insurance, and any other costs related to ownership and operation of the Equipment shall be the responsibility of Lessee.

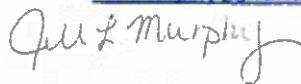
Documentation: Lessor contemplates using standardized documentation and intends to use in-house legal counsel. If this transaction necessitates that the Lessor use outside legal counsel or incur any other extraordinary expenses, such costs shall be borne by Lessee.

Credit Approval: The terms set forth herein reflect a proposed, preliminary structure and are subject to final credit approval by Lessor and the negotiation of mutually acceptable documentation. They do not represent all the terms and conditions that may ultimately be included in a financing between Lessee and Lessor.

Proposal Expiration: This proposal shall expire at Lessor's option if (a) Lessor has not received the Lessee's written acceptance by February 23, 2021; AND (b) if the funding does not occur on or before March 15, 2021.

Huntington Contacts:

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Senior Vice President
Huntington Public Capital
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Email: Jill.Murphy@huntington.com



Joseph E. Miller
Senior Vice President
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Accepted By:
Upper St. Clair School District

By _____
Name _____
Title _____
Date _____

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Sample Lease Payment Schedule

	Date	Payment	Interest	Principal	Balance
Loan	03/15/2021				668,057.00
1	07/15/2021	138,653.27	3,585.24	135,068.03	532,988.97
2	07/15/2022	138,653.27	8,581.12	130,072.15	402,916.82
3	07/15/2023	138,653.27	6,486.96	132,166.31	270,750.51
4	07/15/2024	138,653.27	4,359.08	134,294.19	136,456.32
5	07/15/2025	138,653.27	2,196.95	136,456.32	0.00
Grand Totals		693,266.35	25,209.35	668,057.00	

	Date	Payment	Interest	Principal	Balance
Loan	03/15/2021				668,057.00
1	07/15/2021	100,963.59	3,830.19	97,133.40	570,923.60
2	07/15/2022	100,963.59	9,819.89	91,143.70	479,779.90
3	07/15/2023	100,963.59	8,252.21	92,711.38	387,068.52
4	07/15/2024	100,963.59	6,657.58	94,306.01	292,762.51
5	07/15/2025	100,963.59	5,035.52	95,928.07	196,834.44
6	07/15/2026	100,963.59	3,385.55	97,578.04	99,256.40
7	07/15/2027	100,963.59	1,707.19	99,256.40	0.00
Grand Totals		706,745.13	38,688.13	668,057.00	



ALLEGHENY INTERMEDIATE UNIT

PROGRAM OF SERVICES BUDGET 2021–2022

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Program of Services Budget 2021/2022

Introduction

The Program of Services Budget is mandated by school code and includes the areas of: curriculum development and instructional improvement; educational planning; educational technology; continuing professional education; pupil personnel; state and federal liaison; and leadership support services. For the Allegheny Intermediate Unit (AIU), this budget represents approximately 1% of the agency's operation. A chart reflecting an overview of the dollar value of total budgets operated under the auspices of the AIU in 2019/2020 can be found on page 8. More than 135 separate program budgets make up the over \$157 million total.

The 2021/2022 Program of Services Budget, sometimes referred to as the General Operating Budget, is developed following a series of discussions among the district superintendents and a number of administrators at the AIU. Program of Services Budget discussions occur with the Superintendents' Finance Team and also at regularly scheduled regional superintendents' meetings. In the process of being formulated, and before each budget is submitted for approval to the respective school boards, the Program of Services Budget undergoes a high level of scrutiny by those individuals in position to comment on it most objectively.

The document is also reviewed by members of the AIU Board of Directors, who are in the unique position of being able to analyze the budget from the perspective of a local school board member and a member of the AIU board. After considering the recommendations from all of the participants in the review process, revisions are made and the final Program of Services Budget is drafted. The budget is provided to district superintendents for final review, approved by the AIU board and submitted to the local school boards for approval.

The 2021/2022 Program of Services Budget reflects no increase in the district allocation. The AIU continues its commitment to hold the line on costs while ensuring that it provides an array of services that are high quality, leading edge and cost effective for our member districts.

Program of Services District Allocation

Description	Actual 2019-2020	Actual 2020-2021	Proposed 2021-2022
Total District Allocation	\$1,811,545	\$1,811,545	\$1,811,545

Outline of Procedure for Adoption of the Program of Services Budget

- AIU staff and the Superintendents' Finance Team began meeting in November 2020 to prepare the 2021/2022 Program of Services Budget.
- A draft Program of Services Budget was shared with the Superintendents' Advisory Council (42 superintendents) on December 15, 2020 and agreed upon on January 19, 2021.
- The AIU Board of Directors adopted the budget at their meeting held on January 25, 2021.
- A majority of the boards and a majority of the weighted votes (based upon pupil population) in the 42 districts must approve the Program of Services Budget. This action should be scheduled by the school district in March of 2021.
- The budget must be submitted to the Pennsylvania Department of Education by May 1, 2021 for approval.

The AIU is a vibrant and evolving organization committed to serving the students and families in your district. Your favorable response to the 2021/2022 Program of Services Budget will enable us to sustain this commitment. Your vote is appreciated.

If you have any questions, please do not hesitate to contact Robert Scherrer, Executive Director, 412-394-5979, robert.scherrer@aiu3.net or Joseph Lucarelli, Chief Finance and Operations Officer, 412-394-5813, joseph.lucarelli@aiu3.net.

Questions and Answers About the Allegheny Intermediate Unit and its Program of Services Budget

1. What are intermediate units?

Intermediate units are regional educational service agencies. Created by the Pennsylvania state legislature in 1970, they represent the middle level of the three-level system in Pennsylvania for the delivery of educational services between the state Department of Education and local school districts.

2. How many intermediate units are there in Pennsylvania?

There are 29 intermediate units in Pennsylvania. Together they encompass the 500 public school districts in the Commonwealth.

3. Which school districts are served by the AIU?

The AIU serves all of the school districts in Allegheny County outside of the City of Pittsburgh. The total number of school districts is 42, serving about 113,603 students in K-12 public schools. The AIU's service area contains more school districts than any other intermediate unit in the Commonwealth.

4. What is the role of intermediate units in relation to school districts?

In 1970, the state legislature established intermediate units as regional consortia to collaborate with school districts, provide certain vital and specialized support services for students, and make the state system of education more equitable. Intermediate units were created to support and assist local school districts, not to replace or duplicate the basic responsibilities delegated to school districts by the state.

5. Why were intermediate units created?

The state legislature created intermediate units to assist in providing each child with equal access to a quality education. School districts in a region may vary widely in their access to the finances and resources necessary to enable all of their children to receive an appropriate education. The wealth of a district may change over time varying the resources available to meet its needs. Therefore, in the spirit of collaboration, the intermediate unit works to pool the resources of school districts so that all students in the region benefit despite the shifting financial base of the local district. The intermediate unit acts as a catalyst for cooperative ventures.

6. How does the AIU assist in enabling children to have equal access to educational opportunity?

In partnership with its member school districts, the AIU helps to ensure an equitable education for all students in three basic ways:

- a. By providing significant economies of scale as a consortium in purchasing essential products and services for individual school districts;
- b. By having the experienced staff to provide expertise and certain vital, specialized support services that school districts may not have or may have difficulty providing; and
- c. By allowing school districts to use subsequent cost savings realized (including time and effort saved) to stabilize their tax bases and make greater direct investments toward their instructional needs.

7. Why is the AIU considered to be a valuable regional asset?

The AIU has been a partner with local school districts for nearly 50 years. With over 135 different programs, the AIU has assembled a highly diversified and skilled staff to support the wide range of local school districts in Allegheny County. As members of a regional educational service agency, the AIU staff has both a national and state perspective and a well-established network upon which to draw ideas and resources to assist local districts. In addition, its knowledge of this region, its leaders, and the operation of its school districts have made it sensitive to local educational and economic issues in providing valuable assistance and services.

(continued)

Overall, the AIU represents a form of insurance to any local school district in the event that it has a need that it cannot meet for itself. It is a ready resource that has proven over the years to be reliable and credible in finding ways to meet the wide range of needs of local districts. The agency also serves as a bridge to economic development and other not-for-profit agencies.

8. What direct services does the AIU provide for local school districts from its general operating budget?

Each intermediate unit collaborates with local school districts to provide services at their discretion within a state-mandated framework. The original state-mandated services that each intermediate unit may provide from its general operating budget are:

- curriculum development and instructional improvement;
- educational planning;
- instructional media;
- continuing professional education;
- pupil personnel;
- state and federal liaison services; and
- management support.

The Program of Services Budget outlines the expenditure and revenue plan to support, coordinate, and operate the specific programs and services associated with the above-mentioned framework. The state subsidy allocated to the AIU on behalf of the local school districts enables each district to participate in and access the services within this framework.

A detailed description of these specific programs and services can be found in the AIU's *Services Guide*.

9. What other AIU services are available to the districts?

The administrative section of the Program of Services Budget provides the resources to supervise and direct more than 135 programs overseen by the AIU Board of Directors, funded with any combination of federal, state, local, and private funds for student and district needs and the various collaborative efforts now in effect.

10. How is the AIU's Program of Services Budget funded?

In 2017/2018, upon recommendation of the Superintendents' Finance Team, the AIU Program of Services Budget, which is required to be approved by the 42 school districts, was simplified to reflect the portion of programs and staff funded by the districts. This format was well received and continues in 2021/2022. Revenue for the mandated Program of Services is generated from district allocations from state revenue and other state subsidies, i.e., social security and retirement reimbursement.

11. How much is allocated for these services?

The Allegheny County school districts' allocation, once determined through the budget process, is appropriated by the state for each district with the annual amount in direct relation to district wealth (Aid Ratio) and enrollment (WADM).

12. How is the allocation from each district made to the AIU?

Each school district's allocation to support the Program of Services Budget is made through a state system of allocation as described above. The state withholds this allocation from each district's Basic Education Subsidy (BES) and forwards these funds directly to the AIU to support the Program of Services.

13. Are district allocations in the Program of Services Budget used to support other AIU programs?

No. District allocations only support the state-mandated program of services as described in question eight. Other AIU revenues are used to support other AIU programs.

14. Can revenue from the Program of Services Budget be transferred to other programs outside of the Program of Services and vice versa?

No. Transfers of revenue are not permitted.

(continued)

15. How is the Program of Services Budget developed?

Each of the program leaders in the AIU associated with the Program of Services Budget develops his/her section of the budget, based on input from each program's particular advisory committee of superintendents. Suggestions from the AIU executive director, resulting from the input of various agencies representing the needs of school districts, are also taken into consideration. Then, the composite program budget is discussed and reviewed by the Superintendents' Finance Team and the 42-member Superintendents' Advisory Council as a whole.

16. Who approves the Program of Services Budget?

Superintendents from the 42 school districts reach concurrence on the budget, typically at the January superintendents' meeting. Then, the budget is presented to the AIU Board of Directors for its review and approval. Finally, after reviewing the budget, each local school board takes official action by voting on the budget at a public meeting in its district during March or April. The approved budget is then forwarded to the Pennsylvania Department of Education by May 1 for the upcoming fiscal year beginning July 1. The state-approved budget document establishes the revenue to be allocated to the AIU from the state budget.

17. Why is the Program of Services Budget the only AIU budget reviewed and voted on by the local boards?

State legislation requires local school district boards to review and approve the Program of Services Budget. Budgets for other AIU programs are carefully developed and are subject to review and approval by their respective funding sources and the AIU board. All AIU budgets for programs provided by the intermediate unit are reviewed and approved annually by the 13-member board of directors, elected by the boards of directors of the 42 suburban school districts in Allegheny County.



Programs and Services Provided to Upper St. Clair School District

Below is a list of services provided by the Allegheny Intermediate Unit. Many of the listed services are provided at no charge, while others are available for purchase. A check mark indicates your district's participation during the 2019-2020 school year. Please visit our website (www.aiu3.net) for more information about these services.

Administration

- ☐ Communication Services - Communications Audit
- ☐ Communication Services - Graphic Design
- ☐ Communication Services - Public Relations
- ☒ Communication Services - Public Relations Role-Alike Meetings
- ☐ Leadership Services - New Superintendent Support
- ☒ Leadership Services - Superintendent Advisory Council
- ☐ Leadership Services - Superintendent Commission
- ☐ Leadership Services - Superintendent Professional Development
- ☒ Leadership Services - SuperSite
- ☒ Legislative Policy and Advocacy
- ☒ Safety and Security - Emergency Management Role-Alike Meetings
- ☒ Safety and Security - Training and Consultation

ECFCS

- ☒ Alternative Education Program - Community Schools East and West/RESC
- ☐ Alternative Education Program - Detention Education System
- ☐ Alternative Education Program - Truancy Prevention Program
- ☒ DART (Preschool Early Intervention Services)
- ☐ Early Behavioral Intensive Intervention (EBII)
- ☒ Early Head Start
- ☒ Education for Children and Youth Experiencing Homelessness (ECYEH)
- ☒ Educational Stability for Foster Care Youth
- ☐ FACES - Family and Immigrant Connections
- ☐ FACES - Family Literacy Program
- ☐ FACES - Family Support Centers
- ☐ FACES - Lincoln Park After-School Program
- ☐ FACES - Project ELECT
- ☐ FACES - Responsible Fatherhood Program
- ☒ Head Start
- ☐ Pre-K Counts

Finance & Business Operations

- ☒ Act 1 Mailing Coordination
- ☐ Business Administrator Role-Alike Meetings
- ☒ Data Collection and Reporting System for Special Education
- ☐ Group Term Life Insurance Consortium
- ☒ IDEIA Sub-Recipient Monitoring

Finance & Business Operations

- ☒ Joint Purchasing Program
- ☒ Program of Services Budget
- ☒ School-Based ACCESS Program (SBAP)
- ☐ Special Education Transportation Services

Human Resources & Labor Relations

- ☐ HR Audit/Job Descriptions
- ☐ HR Director Role-Alike Meetings
- ☒ PA-Educator.net
- ☒ SmartSTART
- ☐ Superintendent Search

Information Technology

- ☐ High Speed Copying and Duplication
- ☐ Managed Services
- ☒ Technology Coordinator Role-Alike Meetings

Special Education & Pupil Services

- ☒ Administrative Support - Extended School Year
- ☒ Blind and Visually Impaired Support Program
- ☐ BrainSTEPS
- ☒ Deaf/Hard of Hearing Support Program
- ☒ Deaf/Hard of Hearing Support Program - Audiology
- ☐ Deaf/Hard of Hearing Support Program - Communication Access Services for Students with Hearing Loss
- ☐ Pupil Personnel Services - BCBA Services
- ☐ Pupil Personnel Services - Bullying Prevention Program
- ☒ Pupil Personnel Services - Occupational Therapy
- ☒ Pupil Personnel Services - OT/PT Supervision and Consultation
- ☒ Pupil Personnel Services - Physical Therapy
- ☐ Pupil Personnel Services - Psychological Services
- ☐ Pupil Personnel Services - Social Work Services
- ☒ Special Education Liaison Role-Alike Meetings
- ☐ Special Education Support Program - Supervisor Services
- ☐ Speech/Language Impaired Support Program - Auditory Processing Disorders (APD) Consultative Team
- ☐ Speech/Language Impaired Support Program - Diagnostic/Consultation
- ☐ Speech/Language Impaired Support Program - Primary Expressions Classrooms

Special Education & Pupil Services

- ☐ Speech/Language Impaired Support Program - Supervisory Services/in-service
- ☒ Speech/Language Impaired Support Program - Therapy or Consultative Services
- ☐ The Mon Valley School
- ☒ The Pathfinder School
- ☒ The Sunrise School
- ☐ Transition Consultants
- ☐ Travel Services

Teaching & Learning

- ☒ Academic Events
- ☐ Advanced Placement Summer Institute
- ☒ Assistive Technology
- ☐ Assistive Technology Instructional Support
- ☒ Career Awareness - Career Connections
- ☐ Classroom Diagnostic Tools
- ☐ code.org
- ☒ Continuing Professional Education - Act 48
- ☒ Continuing Professional Education - In-Service Credit Courses
- ☐ Continuing Professional Education -Teacher Induction Program
- ☒ Curriculum Director Role-Alike Meetings
- ☒ Data Governance
- ☐ Federal Programs Coordinator Role Alike Meetings
- ☐ Google Certified Educator Coaching
- ☒ Grant Network
- ☐ Instructional Media Services/Discovery
- ☐ Intensive Interagency Coordination
- ☐ K-12 English as a Second Language - Direct Instruction Model
- ☐ K-12 English as a Second Language - Supplemental Services - Student Evaluations and Proficiency Testing
- ☐ K-12 English as a Second Language - Supplemental Services - Supervisor Services
- ☒ K-12 English as a Second Language - Title III Professional Development Consortium
- ☒ K-12 English as a Second Language - TransPerfect Translation Services
- ☐ Math & Science Collaborative - 3rd-5th Gr. Math Teacher Network
- ☐ Math & Science Collaborative - 6th-7th Gr. Math Teacher Network
- ☐ Math & Science Collaborative - 8th Gr. Alg I Math Teacher Network
- ☐ Math & Science Collaborative - Clean Energy Science & Engineering Workshop (Arconic Foundation)
- ☐ Math & Science Collaborative - Code.org Regional Facilitation Partner: CS Principles and CS Discoveries Cohorts

Teaching & Learning

- ☐ Math & Science Collaborative - Customized Professional Development & Curriculum
- ☐ Math & Science Collaborative - Educators and Corporations Partnership for STEM Learning (ECP)
- ☐ Math & Science Collaborative - Gr. 3-5 Math Institute
- ☐ Math & Science Collaborative - Gr. 3-8: Math Open-Ended Item Workshop
- ☐ Math & Science Collaborative - K-2 Mathematics Institute
- ☐ Math & Science Collaborative - Math Coach Network
- ☒ Math & Science Collaborative - MSC Newsletter
- ☐ Math & Science Collaborative - Storytime STEM-packs™: Entry Point for Early Computer Science and STEM Learning in PreK-2 Classrooms and Public Libraries
- ☐ Math & Science Collaborative - Supporting Ratios & Proportional Reasoning Instruction in Grades 6-8
- ☐ Math & Science Collaborative - Supporting Understanding of Fraction and Fraction Operations in Grades 3-5
- ☐ Media Coordinator Role-Alike Meetings
- ☒ Non-Public Schools Title I Services
- ☐ Non-Public Schools Title IIA Services
- ☐ PA Institute for Instructional Coaching
- ☒ Professional Development - Autism Support
- ☒ Professional Development - Behavior
- ☒ Professional Development - Co-Teaching
- ☒ Professional Development - Effective Secondary Transition Practices: IEP Compliance & Consultation
- ☒ Professional Development - Gifted Education
- ☒ Professional Development - Inclusive Practices
- ☐ Professional Development - LETRS Training
- ☐ Professional Development - Literacy for Struggling Learners
- ☐ Professional Development - Mathematics for Struggling Learners
- ☒ Professional Development - Multi-tiered Systems of Support MTSS/RTII
- ☐ Professional Development - PA Inspired Leadership Initiative
- ☐ Professional Development - PA Value Added Assessment System
- ☒ Professional Development - Remote Learning @ AIU3
- ☐ Professional Development - School Wide Positive Behavior Interventions and Support
- ☒ Professional Development - Social Studies Network
- ☐ Professional Development - Successful Practices for Secondary Transition Continuous Improvement
- ☐ Reading Achievement Center/Reading Services - Adolescent Literacy Institute
- ☐ Reading Achievement Center/Reading Services - Comprehension, Close Reading, and Complex Text: Laying the Foundation K-2
- ☐ Reading Achievement Center/Reading Services - Curriculum Mapping/Writing

Teaching & Learning

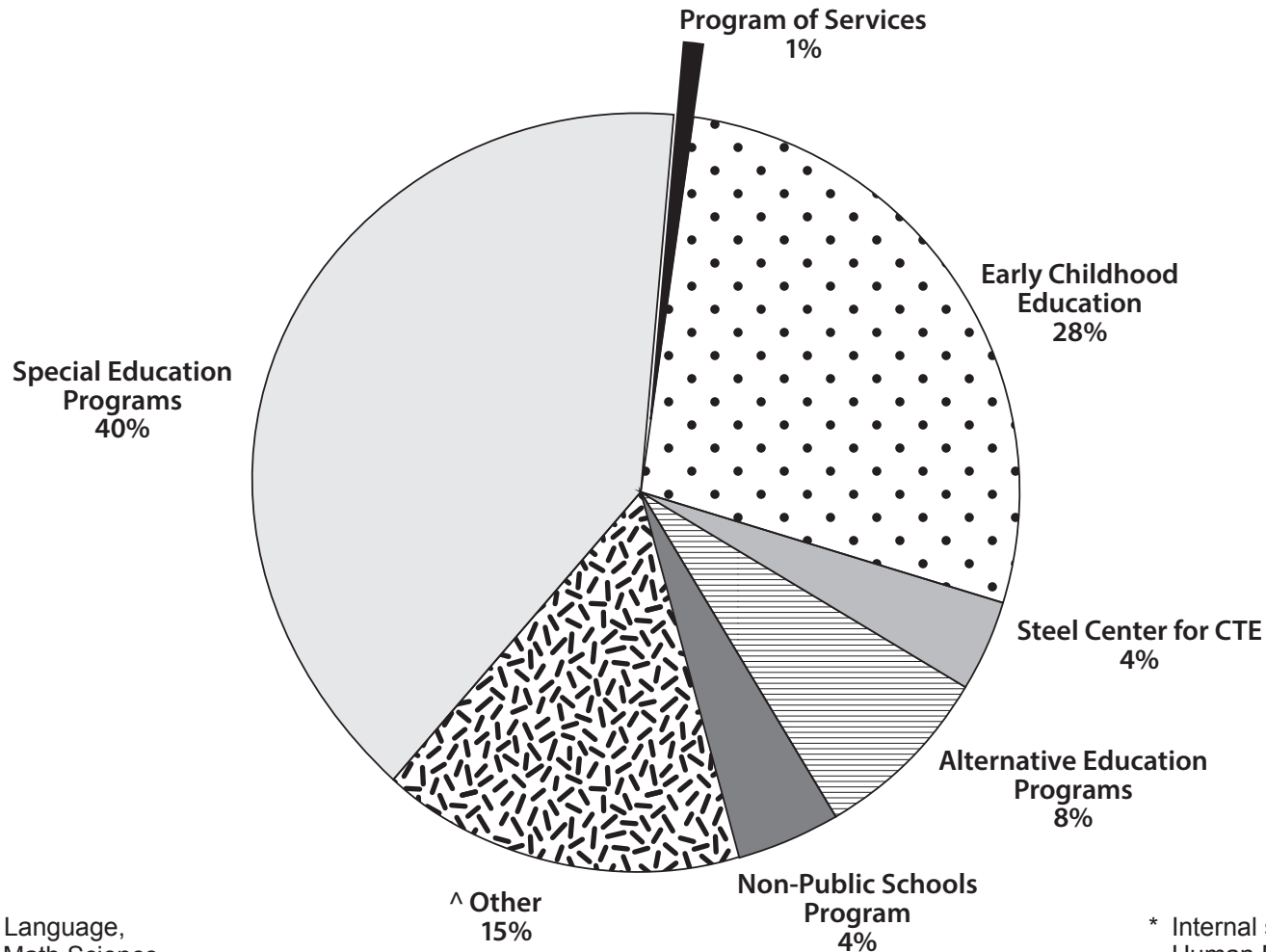
- ☒ Reading Achievement Center/Reading Services - Customized Reading Support
- ☐ Reading Achievement Center/Reading Services - ELA Symposium
- ☐ Reading Achievement Center/Reading Services - K-3 Apprenticeship Model
- ☒ Reading Achievement Center/Reading Services - Keys to Comprehension
- ☐ Reading Achievement Center/Reading Services - Reading Specialists' Network
- ☐ Reading Achievement Center/Reading Services - Supporting Teacher Growth with Common Core Shifts (Act 45 course)
- ☒ Reading Achievement Center/Reading Services - Text Dependent Analysis Part 2
- ☒ Reading Achievement Center/Reading Services - Text Dependent Analysis: Effective Instructional Practices
- ☒ Reading Achievement Center/Reading Services - Thinking Through the Pencil
- ☐ STEAM Grants
- ☐ STEAM Lending Library
- ☐ Technology Integration - BrightBytes Clarity Tool
- ☒ Technology Integration - Instructional Coach Workshops
- ☒ Waterfront Learning

General Overview of AIU Budgets

2019/2020 Budgets as of June 30, 2020

Comparative Analysis of Program of Services Budget to Total AIU Combined Budgets including Steel Center Vo-Tech*

\$157,684,328*



^ English as a Second Language, Waterfront Learning, Math Science Collaborative, Reading Achievement, Center for Creativity, etc.

* Internal services budgets such as Human Resources and Business Office are not included in this summary, as those costs are allocated to other programs.

Program Descriptions and Staff

Board/Administrative Services/ Organizational Leadership and Development

Executive Director, Robert Scherrer, Ed.D.	(0.45 FTE)	412-394-5979
Executive Assistant, Patricia Sands	(0.75 FTE)	412-394-5707
Director of Safety/Security, Aaron Skrbiniak	(0.30 FTE)	412-394-5933

A major focus of the intermediate unit is to assist school districts in improving student achievement and finding ways to engage learners using innovative, high-quality techniques. The AIU supports initiatives on behalf of the public schools in Allegheny County and the region. We foster partnerships and alliances with other agencies and schools beyond Allegheny County to establish and nurture interagency collaboration that results in the sharing of resources and the provision of cost-effective, consortium-based services. AIU consortium activities promote the most effective use of tax dollars through economies of scale. The AIU is recognized as a center for resource sharing and information.

The executive director, as required by legislation, convenes monthly meetings for the 42 Allegheny County school superintendents which serve as a regular forum to discuss current educational topics, share successes, identify best practices, and develop regional solutions through mutual problem solving. These meetings aim to provide regional and state perspectives for improving education across Allegheny County through ongoing communication, sharing of information, and generating ideas.

In addition, this office oversees the administration of all other AIU programs and services offered through the divisions: Early Childhood, Family and Community Services; Finance and Business Operations; Information Technology; Human Resources and Labor Relations; Special Education and Pupil Services; and Teaching and Learning. As of January 2021, there were over 135 separate budgets totaling over \$157 million flowing through the AIU for which this office is accountable.

The Board/Administrative Services/Organizational Leadership and Development section of the Program of Services Budget includes salaries and benefits for the executive director and an executive assistant. The budget includes expenses, material, and equipment for all AIU board functions and superintendents' meetings, professional development and other meetings associated with the above-mentioned activities. In addition, districts are provided with a variety of leadership services including conferences and professional development programs for board members, superintendents, aspiring superintendents, and those responsible for emergency management services.



Educational Technology Services and Information Technology

Chief Technology Officer, Jon Amelio.....	(0.10 FTE)	412-394-5710
Executive Assistant, Janet Galaski	(0.10 FTE)	412-394-5753
Instructional Technology Coordinator, Jana Baxter	(0.90 FTE)	412-394-4602
Curriculum and Technology Coordinator, Kevin Conner	(0.90 FTE)	412-394-5760

Educational Technology Services is committed to providing districts the resources necessary to leverage technology to support effective curriculum and instruction. The services provided include:

- Identification and support for open educational resources;
- Professional development related to the integration of technology;
- Video/web conferencing and webinar consultation;
- Role-alike meetings for media coordinators, instructional and technology coaches;
- Learning Management System (LMS) training and support for Canvas, and Schoology;
- Facilitation of the collection and analysis of BrightBytes data;
- Web-based formative assessment and student engagement tools;
- Correlating ISTE standards for administrators, coaches, teachers, and students;
- Certification training for instructional technologies including Google, Nearpod, and Apple;
- Management and professional development for STEAM Lending Library;
- Identification and vetting of educational technology products and services;
- COVID-19 Response and Reinvention Initiative;
- Coordinates consortium pricing on variety of ed-tech tools and services through PAIMS.

Educational Technology Services provides resources, tools, professional development, and support to districts within the AIU to integrate technology across the curriculum. The AIU facilitates regionally-produced programs through transformED and educational community partners such as Remake Learning.

The chief technology officer convenes monthly meetings for Allegheny County schools' technology directors. The educational technology team facilitates the Instructional Technology Team of superintendents and convenes meetings with district media coordinators, librarians, and instructional coaches to assist schools in integrating technology to improve student learning.



Special Education and Pupil Services

Assistant Executive Director, James Palmiero, Ed.D.	412-394-5956
Assistant Director, Brian Welles	(0.15 FTE).... 412-394-5732
Executive Assistant, Lisa Wakefield.....	(0.25 FTE).... 412-394-5817

The AIU's Special Education and Pupil Services Division oversees and provides programs and services to the 42 suburban school districts and 12 charter schools in Allegheny County. These programs and services support districts and charter schools in meeting the changing needs of their students with disabilities. The special education staff includes special education supervisors, psychologists, social workers, teachers, speech/language pathologists, vision teachers, hearing teachers, educational audiologists and interpreters, occupational and physical therapists, transition consultants, travel trainers, work-based learning coordinators, and paraprofessionals.

The Special Education and Pupil Services Division can provide district-based services for students who require autistic support, emotional support, learning support, life skills support, multi-disabilities support, physical support, and related services.

The AIU operates the Mon Valley School, The Pathfinder School, and Sunrise School for those students whose educational needs require center-based services. Our schools are dedicated to the students' acquisition of academic, vocational, social, and emotional skill development. Our schools offer a safe, secure learning environment in which learning focuses on students' transitions back to their home school and adult, community-based living.

The Special Education and Pupil Services Division convenes monthly meetings of the district special education liaisons and provides topical pupil services professional development. In addition, advisory meetings are held for new school district special education liaisons. The division leadership also provides support for the Local Task Force on the Right to Education and represents the AIU at the state level through the Pennsylvania Association of Intermediate Units.

School districts may contact the Pupil Services Department when they need:

- Psychological, educational, and behavioral assessments;
- Evaluation and consultation on students with low incidence disabilities;
- Psychological and social work intervention including counseling and family consultations;
- Crisis intervention management; and
- Surrogate parent information.

The division's staff is committed and dedicated to working with local education agencies to provide high-quality services that will enhance the school experience for students receiving special education services, their families, and staff.

While the Program of Services Budget partially supports these areas, some services are provided for a fee.



State and Federal Liaison Services/ Communication Services

Executive Director Robert Scherrer, Ed.D.....	(0.05 FTE).....	412-394-5979
General Counsel Joseph D. Shaulis, Esq.....	(0.30 FTE).....	412-394-4521
Supervisor of Communication Services Sarah McCluan	(0.25 FTE).....	412-394-3472

Government liaison services are provided on behalf of the AIU and the 42 suburban school districts it serves. These services include meeting, interacting, and developing relationships with PDE personnel and federal and state legislators to communicate, educate, and advocate for issues affecting school districts that the AIU serves. The executive director attends meetings with the Department of Education and communicates information to the superintendents.

The general counsel coordinates advocacy efforts on behalf of the AIU's 42 suburban school districts. The director works with superintendents around key legislative issues and regularly provides updates to school districts. The director and staff are available to provide expertise to district personnel in the areas of educational funding, legislative processes, building relationships with legislators, reaching external audiences, and effectively advocating for public education.

Members of the Communication Services Department are available to provide assistance and expertise in the areas of public relations, media management, marketing, graphic design, and customer service. The supervisor of communication services convenes role-alike meetings for Allegheny County school district public relations officers and is available to advise school district personnel regarding strategic marketing and public relations initiatives.



Teaching and Learning (Staff Development Services)

Assistant Executive Director, TBD

Curriculum and Professional Development (0.75 FTE) 412-394-5792

Coordinators

Michele Burgess..... (0.25 FTE) 412-394-4639

Paul Cindric (0.50 FTE) 412-394-4940

Amy Davis..... (0.50 FTE) 412-394-4193

Michael Fierle (0.50 FTE) 412-394-4628

Heather Moschetta..... (0.50 FTE) 412-394-4919

Gabriela Rose (0.15 FTE) 412-394-4636

Tyler Samstag (0.50 FTE) 412-394-5829

Brian Stamford (0.50 FTE) 412-394-5923

Lisa Yonek..... (0.50 FTE) 412-394-1370

Executive Assistant, Jessica Shanahan (0.75 FTE) 412-394-5709

Administrative Support, Denise Pilarski (0.50 FTE) 412-394-5845

The Teaching and Learning Division is committed to providing districts with the resources to deepen professional knowledge and to enhance the achievement of all learners. Services are available to support instructional leadership, delivery of remote instruction, content knowledge, curriculum development, utilization of assessment data, and implementation of educational innovations. A continuum of assistance includes consultation, professional development, planning, coaching, resource sharing, networking, and facilitation of major initiatives. Activities of the department fall within the following general areas to support sustained professional learning:

- PA Academic Standards;
- Comprehensive planning process and school improvement;
- Analysis of assessment data to inform instruction;
- Curriculum alignment and instructional implications;
- Educator evaluation;
- Liaison for State and Federal initiatives and programs;
- Content deepening in literacy, science, mathematics, social studies, and computer science;
- Role-specific networking for curriculum directors, principals, reading, math, computer science, science, social studies teachers, instructional coaches, and STEAM facilitators;

- COVID-19 Response and Reinvention Initiative;
- Innovative Practices;
- PSSA, Keystone Exams, and Classroom Diagnostic Tools; and, Future Ready PA Index.

Teaching and Learning personnel convene monthly meetings with the curriculum directors throughout Allegheny County and facilitate the monthly Superintendents' Teaching and Learning, Career Education and Equity Teams. The director and other personnel also represent the AIU at the state level.



2019-2020 Program of Services Actual Expenditures

Object	Object Description	Board Services (2310)	Office of Executive Director (2360)	Organizational Leadership and Development (2860)	Teaching and Learning (2260)	Technology (2840)	Educational Technology Services (2220)	State and Federal Agency Liaison Services (2850)	Communications (2540)	Pupil Personnel Services (2140)	Other Operational (2690)	Building Services (2620)	Total of All Services (2019-20)
110	Official/Administrative Salaries	\$ -	\$ 84,316	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		\$ -	\$ 84,316
111	Regular Administrative Salaries	-	-	-	-	14,488	193,207	51,027	-	34,144		-	292,866
121	Professional Education Salaries	-	-	-	408,250	-	-	-	-	-	21,226	-	429,476
131	Professional/Other Regular Salaries	-	-	-	-	-	-	-	21,985	-		-	21,985
150	Office/Clerical Salaries	30,426	15,324	-	49,112	5,331	-	-	-	16,420		-	116,613
211	Medical Insurance	9,219	12,825	-	78,210	2,498	32,275	2,838	4,401	7,927	3,651	-	153,845
213	Life Insurance	347	1,045	-	6,224	259	2,907	711	334	709	319	-	12,855
220	Social Security Contributions	2,257	6,176	-	34,489	1,442	14,597	3,654	1,645	3,811	1,594	-	69,666
230	Retirement Contributions	10,349	34,124	-	156,872	6,779	66,250	17,137	7,539	17,338	7,278	-	323,666
240	Tuition Reimbursement	-	-	-	6,000	-	-	-	-	-		-	6,000
250	Unemployment Compensation	45	52	-	514	14	135	26	19	56	45	-	906
260	Workers' Compensation	197	621	-	2,734	119	1,152	300	132	303	127	-	5,686
281	Retiree Health Insurance Expense	701	981	-	7,078	280	2,523	491	350	1,051		-	13,455
291	Other Employee Benefits	-	-	-	4,763	-	3,105	-	542	-		-	8,410
322	Professional Education Services-IUs	-	-	19,121	-	-	-	-	-	-		-	19,121
324	Professional Education Service-Employee Training	-	-	-	-	-	550	79	-	-		-	629
330	Other Professional Services	-	6,809	-	-	-	-	-	-	-		-	6,809
360	Employee Training and Development Services	55	174		834			284			250		1,597
390	Other Purchased Professional/Technical Service	7,125	1,750	3,472	-	-	599	2,325	-	-		-	15,271
391	Internal Operations	-	-	-	-	-	-	-	-	-		-	-
448	Lease/Rental of Hardware and Related Technology	-	-	-	-	-	-	-	-	-		-	-
490	Other Purchased Property	-	-	-	-	-	-	13,362	-	-		132,686	146,048
523	General Property and Liability Insurance	-	-	-	-	-	-	-	-	-		2,872	2,872
525	Bonding Insurance	579	-	-	-	-	-	-	-	-		-	579
529	Other Insurance	-	-	-	-	-	-	-	-	-		460	460
530	Communications	-	1,695	-	2,621	-	989	-	-	-	470	-	5,775
540	Advertising	650	-	-	-	-	-	-	-	-		-	650
550	Printing and Binding	1,285	6,045	80	1,604	-	144	318	-	-	81	-	9,558
580	Travel	7,481	2,073		6,912	-	3,321	1,202	-	-	889	-	21,878
610	General Supplies	997	1,085	528	2,305	-	-	166	-	24	549	-	5,655
630	Food	3,336	2,221	2,298	702	-	465	803	-	-	818	-	10,644
640	Books and Periodicals	-	7,541	-	(285)	-	-	558	-	-		-	7,815
648	Education Software	-	-	-	-	-	30,245	-	-	-		-	30,245
648	Education Software (Brightbytes prepayment)						31,746						31,746
650	Supplies & Fees - Technology Related	-	5,030	-	4,043	-	2,302	-	1,537	-	660	-	13,572
810	Dues and Fees	-	12,628	-	1,024	-	300	705	-	-	40	-	14,697
939	Other Fund Transfers	-	-	-	-	-	-	-	-	-		743	743
2019-2020 Actual Expenditures		\$ 75,049	\$ 202,514	\$ 25,498	\$ 774,007	\$ 31,210	\$ 386,813	\$ 95,987	\$ 38,483	\$ 81,784	\$ 37,998	\$ 136,017	\$ 1,886,103

2019-2020 Program of Services District Allocation	\$1,700,185
2017-2018 Deferred Revenue	\$107,040
Miscellaneous Revenue (46960)	50
State Social Security Revenue (47810)	34,833
State Retirement Revenue (47820)	161,833
2019-2020 Program of Services District Deferred Revenue for 2021-2022	(\$117,838)

2021-2022 Program of Services Budget Detail

Object	Object Description	Board Services (2310)	Office of Executive Director (2360)	Organizational Leadership and Development (2860)	Teaching and Learning (2260)	Technology (2840)	Educational Technology Services (2220)	State and Federal Agency Liaison Services (2850)	Communications (2540)	Pupil Personnel Services (2140)	Other Operational (2690)	Building Services (2620)	Total of All Services
110	Official/Administrative Salaries	\$0	\$92,250	\$0	\$0	\$0	\$0	\$10,558	\$0	\$0		\$0	\$102,808
111	Regular Administrative Salaries	0	0	0	114,188	15,370	204,543	43,082	0	17,835	0	0	395,018
121	Professional Education Salaries	0	0	0	416,312	0	0	0	0	0	32,535	0	448,847
131	Professional/Other Regular Salaries	0	0	0	0	0	0	0	23,324	0	0	0	23,324
150	Office/Clerical Salaries	31,792	15,896	0	54,526	5,416	0	0	0	10,300	0	0	117,930
211	Medical Insurance	10,100	13,914	0	99,750	2,707	34,821	3,074	4,748	4,705	5,909	0	179,728
213	Life Insurance	395	1,620	0	8,686	308	3,154	827	360	424	502	0	16,276
220	Social Security Contributions	2,432	8,273	0	44,754	1,590	15,648	4,103	1,784	2,152	2,489	0	83,225
230	Retirement Contributions	11,108	37,786	0	204,408	7,263	71,467	18,741	8,149	9,831	11,368	0	380,121
250	Unemployment Compensation	38	53	0	443	12	135	26	19	30	23	0	779
260	Workers' Compensation	238	811	0	4,387	155	1,532	402	175	211	244	0	8,155
281	Retiree Health Insurance Expense	625	875	0	7,375	250	2,250	438	313	500	375	0	13,001
291	Other Employee Benefits	250	1,700	0	6,618	400	3,710	1,225	583	0	813	0	15,299
322	Professional Education Services-IUs	0	0	26,000	0	0	0	0	0	0	0	0	26,000
330	Other Professional Services	500	1,500	0	0	0	0	0	0	0	0	0	2,000
360	Professional Education Service-Employee Training	5,550	975	0	4,000	0	1,000	600	0	0	250	0	12,375
390	Other Purchased Professional/Technical Service	3,050	0	13,000	0	0	1,000	2,200	0	0	0	0	19,250
391	Internal Operations	0	0	0	0	0	0	0	0	0	0	15,760	15,760
448	Lease/Rental of Hardware and Related Technology	0	500	0	0	0	0	200	0	0	50	0	750
490	Other Purchased Property	0	0	0	0	0	0	0	0	0	0	146,651	146,651
523	General Property and Liability Insurance	0	0	0	0	0	0	0	0	0	0	2,999	2,999
525	Bonding Insurance	500	0	0	0	0	0	0	0	0	0	0	500
529	Other Insurance	0	0	0	0	0	0	0	0	0	0	480	480
530	Communications	0	1,800	0	4,000	0	675	100	0	0	50	0	6,625
540	Advertising	800	0	0	0	0	0	0	0	0	0	0	800
550	Printing and Binding	2,000	6,419	1,500	2,200	0	500	500	0	0	200	0	13,319
580	Travel	11,500	5,000	0	13,834	0	7,000	2,000	0	0	2,000	0	41,334
610	General Supplies	1,000	1,300	2,000	3,000	0	500	100	0	0	100	0	8,000
630	Food	4,500	2,000	3,000	1,500	0	500	1,000	0	0	250	0	12,750
640	Books and Periodicals	0	7,000	600	1,000	0	300	600	0	0	200	0	9,700
648	Education Software	0	0	0	0	0	31,746	0	0	0	0	0	31,746
650	Supplies & Fees - Technology Related	0	1,500	0	4,000	0	1,500	0	0	0	0	0	7,000
810	Dues and Fees	1,575	14,157	0	1,500	0	500	525	0	0	250	0	18,507
Totals		\$ 87,953	\$ 215,329	\$ 46,100	\$ 996,481	\$ 33,471	\$ 382,481	\$ 90,301	\$ 39,455	\$ 45,988	\$ 57,608	\$ 165,890	\$ 2,161,057

2019-2020 Deferred Revenue (34801)	117,838
State Social Security Revenue (27810)	41,613
State Retirement Revenue (27820)	190,061
2021-2022 Program of Services District Estimate	\$ 1,811,545

Calculation of District Allocation by Withholding - Estimated 2021/2022

The Commonwealth has developed a system of financial support for the Program of Services Budget. A portion of this support is provided by the intermediate unit's member school districts in the form of a withholding allocation. The amount of each district's withholding allocation is based on a formula developed by the Pennsylvania Department of Education. Use of this formula assures that the comparative wealth and size of the member districts is taken into consideration. Districts having a larger population receiving intermediate unit services, and districts having a greater ability to pay for these services, provide a greater amount of support to the intermediate unit than those districts with a smaller population or lower wealth.

The schedule below indicates each member school district's 2020/2021 relative wealth (Market Value Aid Ratio) and each district's size (Weighted Average Daily Membership - WADM). These figures were used to estimate districts' 2021/2022 withholding.

District allocations may vary and are dependent upon the individual district's 2021/2022 Market Value Aid Ratio and Weighted Average Daily Membership as determined by the Pennsylvania Department of Education, sometime after July 1, 2021.

District	Market Value Aid Ratio (MVAR) *	Inverse Aid Ratio (IAR) (1 - MVAR)	WADM *	Weight Factor (WF) * (IAR X WADM)	Cost Factor (CF) (Total Withholding / Total WF)	2020/2021 Allocation (Actual)	Estimated 2021/22 Withholding * (WF X CF)
Allegheny Valley	0.2952	0.7048	1,065.365	750.869	26.913	\$20,255	\$20,208
Avonworth	0.4340	0.5660	2,133.502	1,207.562	26.913	\$31,813	\$32,499
Baldwin-Whitehall	0.6320	0.3680	5,276.767	1,941.850	26.913	\$52,093	\$52,261
Bethel Park	0.4589	0.5411	4,798.958	2,596.716	26.913	\$69,296	\$69,885
Brentwood Borough	0.7382	0.2618	1,471.526	385.246	26.913	\$10,411	\$10,368
Carlynton	0.5569	0.4431	1,658.604	734.927	26.913	\$19,814	\$19,779
Chartiers Valley	0.3984	0.6016	3,915.716	2,355.695	26.913	\$62,985	\$63,398
Clairton City	0.8712	0.1288	1,116.467	143.801	26.913	\$3,923	\$3,870
Cornell	0.4577	0.5423	708.076	383.990	26.913	\$10,309	\$10,334
Deer Lakes	0.4770	0.5230	2,226.860	1,164.648	26.913	\$31,683	\$31,344
Duquesne City	0.8976	0.1024	1,023.697	104.827	26.913	\$3,022	\$2,821
East Allegheny	0.7451	0.2549	2,123.285	541.225	26.913	\$15,025	\$14,566
Elizabeth Forward	0.6832	0.3168	2,765.955	876.255	26.913	\$23,698	\$23,582
Fox Chapel Area	0.2339	0.7661	4,796.936	3,674.933	26.913	\$99,872	\$98,903
Gateway	0.4095	0.5905	4,141.880	2,445.780	26.913	\$68,967	\$65,823
Hampton Township	0.4461	0.5539	3,289.043	1,821.801	26.913	\$48,316	\$49,030
Highlands	0.7172	0.2828	2,876.978	813.609	26.913	\$22,404	\$21,897
Keystone Oaks	0.3831	0.6169	2,306.671	1,422.985	26.913	\$37,779	\$38,297
McKeesport Area	0.8007	0.1993	4,467.952	890.463	26.913	\$24,635	\$23,965

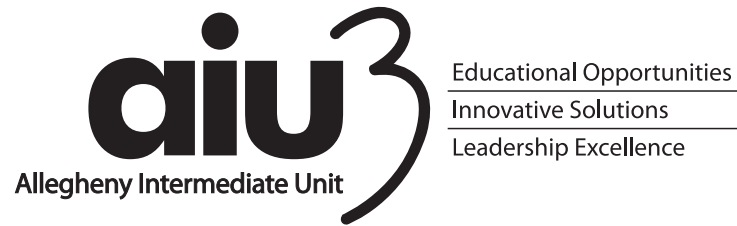
* Source: PDE website

(<http://www.education.pa.gov/Teachers%20-%20Administrators/School%20Finances/Finances/FinancialDataElements/Pages/default.aspx#tab-1>)

District	Market Value Aid Ratio (MVAR) *	Inverse Aid Ratio (IAR) (1 - MVAR)	WADM *	Weight Factor (WF) * (IAR X WADM)	Cost Factor (CF) (Total Withholding / Total WF)	2020/2021 Allocation (Actual)	Estimated 2021/22 Withholding * (WF X CF)
Montour	0.1763	0.8237	3,450.047	2,841.804	26.913	\$76,514	\$76,481
Moon Area	0.4440	0.5560	4,675.745	2,599.714	26.913	\$69,908	\$69,966
Mt Lebanon	0.5241	0.4759	6,329.485	3,012.202	26.913	\$81,290	\$81,067
North Allegheny	0.3691	0.6309	9,884.436	6,236.091	26.913	\$163,479	\$167,831
North Hills	0.4242	0.5758	5,234.771	3,014.181	26.913	\$79,825	\$81,120
Northgate	0.6234	0.3766	1,300.241	489.671	26.913	\$13,223	\$13,178
Penn Hills	0.6694	0.3306	4,943.557	1,634.340	26.913	\$45,041	\$43,985
Pine-Richland	0.4201	0.5799	5,382.701	3,121.428	26.913	\$83,457	\$84,006
Plum Borough	0.6214	0.3786	4,287.125	1,623.106	26.913	\$43,796	\$43,682
Quaker Valley	0.1346	0.8654	2,321.738	2,009.232	26.913	\$53,925	\$54,074
Riverview	0.4127	0.5873	1,177.644	691.630	26.913	\$18,811	\$18,614
Shaler Area	0.5520	0.4480	5,038.275	2,257.147	26.913	\$60,117	\$60,746
South Allegheny	0.8128	0.1872	1,878.224	351.604	26.913	\$9,500	\$9,463
South Fayette Township	0.6229	0.3771	3,853.486	1,453.150	26.913	\$38,623	\$39,108
South Park	0.6220	0.3780	2,084.555	787.962	26.913	\$21,129	\$21,206
Steel Valley	0.6262	0.3738	1,972.332	737.258	26.913	\$20,668	\$19,842
Sto-Rox	0.8332	0.1668	2,046.240	341.313	26.913	\$9,457	\$9,186
Upper Saint Clair	0.5084	0.4916	4,751.461	2,335.818	26.913	\$62,651	\$62,863
West Allegheny	0.3835	0.6165	3,970.549	2,447.843	26.913	\$65,202	\$65,878
West Jefferson Hills	0.5757	0.4243	3,667.328	1,556.047	26.913	\$41,907	\$41,878
West Mifflin Area	0.6539	0.3461	3,016.176	1,043.899	26.913	\$28,793	\$28,094
Wilkinsburg Borough	0.6464	0.3536	1,253.371	443.192	26.913	\$12,019	\$11,928
Woodland Hills	0.6157	0.3843	5,271.371	2,025.788	26.913	\$55,909	\$54,520
Subtotal			139,955.096	67,311.600		\$1,811,545	\$1,811,545

* Source: PDE website

(<http://www.education.pa.gov/Teachers%20-%20Administrators/School%20Finances/Finances/FinancialDataElements/Pages/default.aspx#tab-1>)



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MEMBER SCHOOL DISTRICTS

Allegheny Valley	Mt. Lebanon
Avonworth	North Allegheny
Baldwin-Whitehall	North Hills
Bethel Park	Northgate
Brentwood Borough	Penn Hills
Carlynton	Pine-Richland
Chartiers Valley	Plum Borough
Clairton City	Quaker Valley
Cornell	Riverview
Deer Lakes	Shaler Area
Duquesne City	South Allegheny
East Allegheny	South Fayette Township
Elizabeth Forward	South Park
Fox Chapel Area	Steel Valley
Gateway	Sto-Rox
Hampton Township	Upper St. Clair Township
Highlands	West Allegheny
Keystone Oaks	West Jefferson Hills
McKeesport Area	West Mifflin Area
Montour	Wilkesburg Borough
Moon Area	Woodland Hills

AIU BOARD OF DIRECTORS

Officers	School District	Term Expires
David Schaap, President.....	Brentwood Borough.....	June 30, 2022
Peter Lyons, Vice President	Pine-Richland	June 30, 2022
Jamie Glasser, Secretary	Woodland Hills	June 30, 2021
Robert Shages, Treasurer	Hampton Township	June 30, 2022

Members	School District	Term Expires
Debbie Beale	Highlands.....	June 30, 2023
James Bulger	Steel Valley	June 30, 2023
Leonard Fornella.....	South Fayette Township.....	June 30, 2021
Phil Little	North Hills	June 30, 2023
Daniel O'Keefe.....	Northgate.....	June 30, 2023
Larry Pollick	Allegheny Valley.....	June 30, 2022
Connie Ruhl	Bethel Park	June 30, 2021
Patrick Sable.....	South Park	June 30, 2022
Roger Tachoir	Clairton City.....	June 30, 2021

Executive Director

Dr. Robert Scherrer
412-394-5979

General Counsel

Joseph Shaulis, Esq.

**Parkway West Career and Technology Center
Jointure Fund Budget 2021-2022 (Estimated)**

Participating District	Membership Data			Regular Payment	HVAC Project	Payment Schedule		
	Number	Decimal	Percent			Total Payment	Due 8/31/2021	Due 2/28/2022
Carlynton	181.120	0.04	3.67	19,475.85	7,228.08	26,703.93	13,351.97	13,351.97
Chartiers Valley	516.852	0.10	10.46	55,577.14	20,626.38	76,203.52	38,101.76	38,101.76
Cornell	86.211	0.02	1.74	9,270.28	3,440.48	12,710.76	6,355.38	6,355.38
Keystone Oaks	262.308	0.05	5.31	28,206.00	10,468.11	38,674.11	19,337.06	19,337.06
Montour	485.814	0.10	9.83	52,239.62	19,387.72	71,627.34	35,813.67	35,813.67
Moon Area	566.712	0.11	11.47	60,938.59	22,616.17	83,554.76	41,777.38	41,777.38
Mt. Lebanon	836.003	0.17	16.92	89,895.48	33,362.96	123,258.43	61,629.22	61,629.22
Quaker Valley	288.605	0.06	5.84	31,033.72	11,517.56	42,551.28	21,275.64	21,275.64
South Fayette	368.760	0.07	7.46	39,652.79	14,716.36	54,369.16	27,184.58	27,184.58
Sto-Rox	131.214	0.03	2.66	14,109.45	5,236.45	19,345.90	9,672.95	9,672.95
Upper St. Clair	694.312	0.14	14.05	74,659.43	27,708.40	102,367.83	51,183.91	51,183.91
West Allegheny	523.878	0.11	10.60	56,332.65	20,906.77	77,239.41	38,619.71	38,619.71
Totals	4,941.79	1.00	100.00	531,391.00	197,215.44	728,606.44	364,303.22	364,303.22

**Parkway West Career and Technology Center
General Operating Budget 2021-2022
Year 3 of 5 Year Rolling Average**

Participating District	2018-19 (Final)	2019-20 (Final)	Membership Data		Decimal	Percent	Total Payment	Payment Schedule		
			2020-21 (60 day est)	Running Average				40% Due 8/13/2021	30% Due 11/15/2021	30% Due 3/15/2022
Carlynton	54.11	74.92	69.23	66.09	0.0804	8.04	\$416,864.48	\$166,745.79	\$125,059.35	\$125,059.35
Chartiers Valley	90.00	122.03	166.22	126.03	0.1534	15.34	\$795,356.24	\$318,142.50	\$238,606.87	\$238,606.87
Cornell	29.52	36.68	30.85	32.35	0.0394	3.94	\$204,058.80	\$81,623.52	\$61,217.64	\$61,217.64
Keystone Oaks	61.62	72.89	89.77	74.76	0.0909	9.09	\$471,574.53	\$188,629.81	\$141,472.35	\$141,472.36
Montour	122.79	126.53	110.6	119.97	0.1460	14.60	\$756,773.25	\$302,709.30	\$227,031.98	\$227,031.98
Noon Area	90.06	89.73	96.1	91.96	0.1113	11.13	\$580,090.50	\$232,036.70	\$174,027.15	\$174,027.15
Mt. Lebanon	44.74	42.57	41.75	43.02	0.0523	5.23	\$271,363.51	\$108,545.41	\$81,409.05	\$81,409.05
Quaker Valley	26.58	29.66	35.03	30.42	0.0370	3.70	\$191,905.69	\$76,762.27	\$57,571.71	\$57,571.71
South Fayette	74.62	80.44	94.77	83.28	0.1013	10.13	\$525,296.35	\$210,118.54	\$157,588.90	\$157,588.90
Sto. Rox	28.70	25.82	20.57	25.03	0.0305	3.05	\$157,885.37	\$63,154.15	\$47,365.61	\$47,365.61
Upper St. Clair	25.60	26.91	26.12	26.21	0.0319	3.19	\$165,328.63	\$66,131.45	\$49,598.59	\$49,598.59
West Allegheny	110.76	89.26	98.42	102.81	0.1251	12.51	\$648,530.63	\$259,412.25	\$194,559.19	\$194,559.19
Totals	759.10	827.46	879.43	822.00	1.0000	100.00	\$5,185,028.00	\$2,074,011.20	\$1,555,508.40	\$1,555,508.40

Upper St. Clair School District

2021-2022 Adopted School Calendar (01.25.2021)

July 2021 <table><tr><td>S</td><td>M</td><td>T</td><td>W</td><td>T</td><td>F</td><td>S</td></tr><tr><td></td><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td></tr><tr><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr><tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td></tr><tr><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td></tr><tr><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td></tr></table>							S	M	T	W	T	F	S					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	July 2 Closed, Independence Day		August 2021 <table><tr><td>S</td><td>M</td><td>T</td><td>W</td><td>T</td><td>F</td><td>S</td></tr><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr><tr><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td></tr><tr><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td></tr><tr><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td></tr><tr><td>29</td><td>30</td><td>31</td><td></td><td></td><td></td><td></td></tr></table>							S	M	T	W	T	F	S	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31					Aug. 18 Teacher Inservice #1 (Staff Opening Day) Aug. 19 Teacher Inservice #2 (Act 80) Aug. 20 Teacher Inservice #3 (Act 80) Aug. 23 Teacher Inservice #4 (Classroom Mang. #1 / Flex) Aug. 24 Students First Day of School															
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 = Teacher Inservice/No School for students
 = Half Day / Early Dismissal for Students
 = No School
 = First & Last Day of School/Student Grade Reporting/Student Testing/Commencement

 = Remote Learning
 * Elementary S.T.A.R Night Early Dismissal @ 12:45pm (Elementary Students Only)
 * Fort Couch Celebration of Learning Early Dismissal @ 1:15pm (Fort Couch Students Only)
 * Boyce Celebration of Learning Early Dismissal @ 1:15pm (Boyce Students Only)

Upper St Clair School District

2021-2022 Adopted School Calendar (01.25.2021)

July 2021

2 Closed, Independence Day

September 2021

6 No School, (District Closed), Labor Day
 9 Elementary School Open House
 23 High School Open House
 24 First Quarter Progress Reports
 30 Boyce Open House

November 2021

1 Teacher Inservice #5 (Classroom Mang. #2)**
 2 Teacher Inservice #6 (Parent / Teacher Conferences / Inservice) – Act 80**
 3 Second Quarter Begins
 8 Teacher Inservice #7 (Parent / Teacher Conferences / Inservice) – Act 80**
 15 First Quarter Report Cards
 24-26 No School, (District Closed), Thanksgiving Recess

January 2022

14 Second Quarter Marking Period Ends
 17 Teacher Inservice #8 (Classroom Mang. #3)**
 18 Third Quarter Begins
 31 Second Quarter Report Cards

March 2022

25 Half Day / Early Dismissal for Students – Act 80* (Teacher's Professional Development)
 25 Third Quarter Marking Period Ends
 28 Teacher Inservice #11 (Classroom Mang. #4)**
 29 Fourth Quarter Begins

May 2022

2-13 PSSA Tests – Optional Additional Math, Science & Make-ups (Grades 3-8)
 5 Elementary School S.T.A.R Night (Elementary Early Dismissal @ 12:45pm)
 12 Fort Couch Celebration of Learning (Fort Couch Early Dismissal @ 1:15pm)
 19 Boyce Celebration of Learning (Boyce Early Dismissal @ 1:15pm)
 20 Fourth Quarter Progress Reports
 30 No School, (District Closed), Memorial Day

August 2021

18 Teacher Inservice #1 (Staff Opening Day)**
 19 Teacher Inservice #2 (Act 80)**
 20 Teacher Inservice #3 (Act 80)**
 23 Teacher Inservice #4 (Classroom Mang. #1 / Flex)**
 24 Students First Day of School

October 2021

7 Fort Couch Open House
 15 Half Day / Early Dismissal for Students – Act 80* (Teachers' Professional Development)
 29 First Quarter Marking Period Ends

December 2021

8 Second Quarter Progress Reports
 23-31 No School, (District Closed), Winter Recess

February 2022

17 Third Quarter Progress Reports
 18 Teacher Inservice #9 (Act 80)**
 21 Teacher Inservice #10 (Act 80)**

April 2022

8 Third Quarter Report Cards
 11-15 No School, (District Closed), Spring Recess
 18 Teacher Inservice #12 (Flex)
 25-29 PSSA Tests – English Language Arts (Grades 3-8)

June 2022

9 High School Commencement
 9 Last Day of School for Students
 9 Fourth Quarter Marking Period Ends
 10 Teacher Inservice #13 (Classroom Mang. #5)
 23 Fourth Quarter Report Cards Available: Elementary, Middle, High School – USC Parent Portal

Key

*Early Dismissal Times:

High School @ 10:55am
 Middle School @ 11:55am
 Elementary School @ 11:30am

** No School for students on
 Teacher Inservice Days

In accordance with Basic Education Circular 24 P.S. §15-1502, Days Schools not to be kept open, the following days are official School District Holidays: Labor Day, Thanksgiving Day, the Day after Thanksgiving, Christmas Eve, Christmas Day, New Year's Eve, New Year's Day, Memorial Day and Independent Day.

Students - 183 Total Days
Teachers – 196 Total Days