UPPER ST. CLAIR BOARD OF SCHOOL DIRECTORS
COMMITTEE OF THE WHOLE MEETING

MONDAY JUNE 15, 2020 - 7:00 PM

DISTRICT ADMINISTRATION BUILDING
SCHOOL BOARD MEETING ROOM (THIRD FLOOR)

Customizing Learning, Nurturing Potential... Delivering Excellence

School Board Members in Attendance:

Mrs. Barbara Bolas, President
Mr. Patrick Hewitt, Vice President
Mrs. Amy Billerbeck
Mrs. Jennifer L. Bowen
Mr. Phillip J. Elias
Dr. Daphna Gans
Mr. Louis P. Mafrice Jr.
Mrs. Angela Peterson
Mrs. Jennifer Schnore

School Personnel in Attendance:

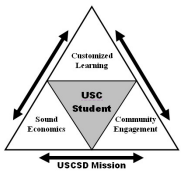
Dr. John T. Rozzo, Superintendent
Dr. Sharon K. Suritsky, Assistant/Deputy Superintendent
Mrs. Amy Pfender, Assistant to the Superintendent
Mr. Ray Carson, Senior Director of Operations & Administrative Services
Mr. Raymond Berrott, Director of Technology
Dr. Judith Bulazo, Director of Curriculum and Development
Mr. Scott Burchill, Director of Business & Finance
Mrs. Cassandra Doggrell, Director of Student Support Services
Mr. Bradley Wilson, Director of Strategic Initiatives
Mrs. Jocelyn Kramer, Solicitor
Mrs. Sarah MacDonald, Board Stenographer
Mr. David Mclean, Mclean Architects
Mrs. Lauren Madia, Assistant Director of Student Support Services
Mrs. Rebecca Berquist, Accounting Manager & Treasurer
Ms. Gabriella Spina, Student Board Representative

CALL TO ORDER/PLEDGE OF ALLEGIANCE (Hewitt, School Board Vice President)

Mr. Hewitt called the meeting to order at 7:08pm.

READING OF THE MISSION

Mrs. Peterson read the following 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 promotes happiness and success.

SHARED BELIEF STATEMENT #2 FROM STRATEGIC PLAN

Mr. Elias read the following shared belief statement #2 from the Strategic Plan:

> ***We believe that:***
> ***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.***

RESIDENTS' COMMENTS - (*REGARDING AGENDA ITEMS ONLY)*

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 on Monday, June 15, 2020 any time before 4pm. Comments submitted in advance regarding agenda items will be read at this time.

There was one resident comment regarding the Budget.

RECOGNITION OF GABRIELLA SPINA, STUDENT BOARD REPRESENTATIVE (2018-19 AND 2019-20) - (Rozzo, Superintendent of Schools)

Dr. Rozzo recognized Gabriella Spina, the District's senior Board representative. He thanked her for her work and service to the Board, commenting that he knows she will have an incredibly bright future, as she has been so articulate and helpful to the administrators and Board during her time as a Student Board Representative. Dr. Rozzo

also advised that Gabriella would be attending George Washington University as an International Affairs major. The Board members echoed Dr. Rozzo's sentiments, commenting that during her time on the Board, Gabriella has done wonderful things for the District, gave very significant input to the Board, was engaged, informative and articulate. Everyone wished Gabriella the best of luck in all of her future endeavors.

Gabriella thanked everyone for the opportunity and inspiration. She advised that the opportunity to be a School Board Representative has meant more than words, as she was able to make so many connections and have the ability to voice her opinion. She also commented that everyone on the Board always treated her with respect, listened to her opinions and treated her like an adult.

REQUEST APPROVAL OF CHANGE ORDERS FOR CAPITAL PROJECTS (Burchill, Director of Business and Finance//McLean Architects) - *ATTACHED*

Dave Mclean and Mr. Burchill discussed the Change Order, which totaled $31,667.00.

Change Order No.	***Vendor***	***Amount***
GC-017	***Walter Mucci Construction, Inc.***	***$31,667.00***

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

BUDGET UPDATE REGARDING 2020-2021 BUDGET AND CAPITAL RESERVE PRESENTATION (Burchill, Director of Business & Finance) – *ATTACHED*

Mr. Burchill, Dr. Rozzo and Mr. Carson gave a Budget Update Presentation for the 2020-2021 Budget, as well as a Capital Reserve Presentation. The Presentation restated the priorities of the 2020-2021 budget, reviewed the budgetary impact of the current pandemic, provided detailed information related to taxing options and impact on homeowners, presented a summary of expenditure reductions, reviewed capital expenditures, shared an overview of fund balance and appropriate use in the budget process and provided additional details that relate to the preparation of the final budget recommendation. The Board members had several questions regarding the budget, which Mr. Burchill, Dr. Rozzo and Mr. Carson answered.

REQUEST APPROVAL OF HOMESTEAD & FARMSTEAD EXCLUSION RESOLUTION - (Burchill, Director of Business & Finance) – *ATTACHED*

Mr. Burchill requested approval of the Homestead and Farmstead Exclusion Resolution. He explained that the Resolution is required as part of the Tax Payer Relief Act, which was passed in 2006 and is based on millage rate. He advised that the Resolution won't be finalized until the District has a final millage rate and that the final, completed Resolution will presented for Approval on June 29th.

The Committee recommended approval, separate from the Consent Agenda.

SUPERINTENDENT'S REPORT (Rozzo, Superintendent of Schools)

a. DISTRICT UPDATE

Dr. Rozzo gave a District update, advising that communication was sent out to families (via a survey), asking for feedback on planning for next school year. He reported that the District has already received a great response and the deadline or the survey is this Wednesday. He commented that the District will send out a survey again in July and August. He explained that it is too early to share the official survey results, however a large majority of the surveys have indicated they want children to return to school in the Fall. He advised that he wants kids to remain safe and that is a top priority.

Dr. Rozzo already reported that teams were formed internally, which will focus on visions and planning. The teams consist of the Health Team, Facility and Operations Team and the Athletics and Extracurricular Activities Team. He noted that teams will consist of all of the appropriate stakeholders and teams will examine all of the aspects of planning for school in the Fall. He advised that the he will continue to provide updates and communicate with families. Dr. Rozzo also reported that soon Athletics will begin again, with some very specific restrictions in place and that all buildings have officially reopened. He reported on Summer Programming, noting that unfortunately Summer Programming will not occur this year, due to the time needed for preparation. He noted Wellness and Credit Recovery are still taking place this summer. Dr. Rozzo also reported on the Strategic Plan, advising that the Strategic Plan did get put on the back burner during the Pandemic but the District will begin focusing on those efforts again. He mentioned the District welcomes community involvement in the Strategic Plan.

Dr. Suritsky and Mrs. Pfender gave an update on the District's designation as "No Place for Hate" schools. They both advised that all six of the District's schools have received the designation of "No Place for Hate" schools, and that as we move forward the District intends to perform staff training – starting with the Administrative team and expanding into additional groups within the schools. Dr. Suritsky explained that this is a yearly program, and the District will continue to be involved with the Anti-Defamation league. She thanked Dr. Rozzo for his leadership in this area, as well as thanking students and parents.

b. REQUEST APPROVAL OF TWO VOTING DELEGATES AT PSBA DELEGATE ASSEMBLY ON NOVEMBER 7, 2020 - (Bolas, School Board President) – *ATTACHED*

Mrs. Bolas reported on the two voting delegates for the PSBA Delegate Assembly. She advised these Delegate positions are important positions, as everyone involved has a direct link to how legislation is formed. She noted that the Delegate Assembly will be held in person, as well as via Zoom. She note that the two Delegates will be appointed during the June meeting, and any Board members interested in becoming Delegates should let her or Sarah know of their interest.

CONVENE BOARD MEETING (Bolas, School Board President)

The Board meeting convened at 9:09pm
The Committee meeting reconvened at 9:18pm

ADMINISTRATOR'S REPORT (Rozzo, Superintendent of Schools)

a. 2020-2021 CURRICULUM RECOMMENDATION PRESENTATION - (Suritsky, Deputy/Assistant Superintendent / Pfender, Assistant to the Superintendent / Bulazo, Director of Curriculum and Instruction) – *ATTACHED*

Dr. Bulazo, Dr. Suritsky and Mrs. Pfender presented the 2020-2021 Curriculum Recommendations.

- **REQUEST APPROVAL OF 2020-2021 CURRICULUM RECOMMENDATIONS - (Suritsky, Deputy/Assistant Superintendent / Pfender, Assistant to the Superintendent / Bulazo, Director of Curriculum and Instruction) – *ATTACHED***

  The Committee recommended approval of the 2020-2021 Curriculum Recommendations, to be placed on the Consent Agenda.

  The Board thanked Dr. Bulazo, Dr. Suritsky and Mrs. Pfender for their presentation and all of the hard work that goes into developing the curriculum recommendations.

b. REQUEST APPROVAL FOR CONTRACT WITH OTIS FOR ELEVATOR SERVICES FOR A FIVE YEAR TERM AT $1,200/PER MONTH, PAYABLE QUARTERLY- (Carson, Senior Director of Operations & Administrative Services)

The Committee recommended approval of the contract with Otis for elevator services for a five year term at $1,200 per month, payable quarterly, to be placed on the Consent Agenda.

c. REQUEST APPROVAL FOR CONTRACT WITH REPUBLIC WASTE MANAGEMENT FOR WASTE MANAGEMENT SERVICES FOR ALL DISTRICT BUILDINGS FOR AN INITIAL THREE YEAR TERM - Rates are charged per building on a monthly basis with an estimated districtwide total of $2,906.66/mo plus applicable fees and taxes, with annual increases as agreed upon - (Carson, Senior Director of Operations & Administrative Services)

The Committee recommended approval of the contract with Republic Waste Management for waste management services for all District buildings for an initial three year term (rates are charged per building on a monthly basis for an estimated districtwide total of $2,906.66/month plus applicable fees and taxes, with annual increases as agreed upon), to be placed on the Consent Agenda.

d. REQUEST APPROVAL OF AGREEMENT WITH ALLEGHENY INTERMEDIATE UNIT FOR PARTICIPATION IN PA-EDUCATOR.NET COMPUTERIZED RECRUITING SYSTEM - (Carson, Senior Director of Operations & Administrative Services) – *ATTACHED*

The Committee recommend approval of the agreement with Allegheny Intermediate Unit for participation in PA-Educator.net computerized recruiting system, to be placed on the Consent Agenda.

e. REQUEST APPROVAL OF THE FOLLOWING SPECIAL EDUCATION AND STUDENT SUPPORT SERVICES AGREEMENTS / CONTRACTS FOR THE 2020-2021 SCHOOL YEAR - (Doggrell, Director of Student Support Services) - *ATTACHED*

- **St Anthony's Post-Secondary Program: Vocational and Transition Services for 1 student at $18,000 (full year)**

- **Steel City Therapy, LLC: Occupational Therapy Services at $51.00 per hour (full year) and Physical Therapy Services at $57.00 per hour (full year)**

- **Allegheny Intermediate Unit Services Agreement: If Services provided by the AIU are rendered the fees and services are outlined in the 2020-2021 Services Guide. *Special Education Pricing Guide*, *AIU Services Guide – ATTACHED***

The Committee recommended approval of the above listed special education and student support services agreements/contracts for the 2020-2021 school year, to be placed on the Consent Agenda.

f. REQUEST APPROVAL OF THE FOLLOWING AGREEMENTS FOR EXTENDED SCHOOL YEAR (ESY) SUMMER 2020/2020-2021 SCHOOL YEAR - (Doggrell, Assistant Director of Student Support Services) - *ATTACHED*

- **Children's Institute Day School: Extended School Year Services for three students at $4,000 per student (June 14, 2020 - July 17, 2020)**

- **Goodwill of Southwestern Pennsylvania: Extended School Year Services for Two Students at $1,575.00 per student (June 29, 2020 - July 31, 2020)**

The Committee recommended approval of the above listed Agreements for Extended School Year (ESY) Summer 2020/2020-2021 School Year, to be placed on the Consent Agenda.

g. FIRST READING OF POLICIES (#200-#255) - PUPIL POLICIES AND DELETION OF CERTAIN POLICIES - (Pfender, Assistant to the Superintendent / Kramer, Solicitor) - *ATTACHED*

Mrs. Kramer and Mrs. Pfender presented a summary of each of the below listed 200 Pupil Policies, noting that new policies are denoted with an asterisk.

FIRST READING OF THE FOLLOWING POLICIES:
(* denotes a new policy)

- ***200 - *Enrollment of New Students***
- ***201 - Admission of Students***
- ***202 - Eligibility of Nonresident Students***
- ***203 - Immunizations and Communicable Diseases***
- ***203.1 -* HIV Infection***
- ***204 - Attendance***
- ***206 - *Assignment Within District***
- ***207 - Confidential Communications with Students***
- ***208 - *Withdrawal from School***
- ***209 - *Health Examinations / Screenings***
- ***209.1 - *Food Allergy Management***
- ***209.2 - *Diabetes Management***
- ***210 - Attachment - Medication Administration Consent and Licensed Prescriber Order***
- ***210 - Medications***
- ***210.1 - *Possession / Administration of Asthma Inhalers / Epinephrine Auto - Injectors***
- ***212 - Reporting Student Progress***
- ***215 - *Promotion and Retention***
- ***216 - Student Records***
- ***217 - *Graduation***
- ***218 - Student Discipline***
- ***218.1 - Weapons***
- ***218.2 - Terroristic Threats***
- ***221 - Dress and Grooming***
- ***222 - Tobacco and Vaping Products***
- ***222 - AR - 0 - Tobacco and Vaping Products***
- ***222- AR - 1 - Tobacco and Vaping Products Parental Notification***
- ***223 - Use of Bicycles and Motor Vehicles***
- ***224 - Care of School Property***
- ***226 - Searches***
- ***227 - Controlled Substances / Paraphernalia***
- ***229 - Student Fundraising***

- ***230 - Public Performances by Students***
- ***231 - *Social Events and Class Trips***
- ***233 - Suspension and Expulsion***
- ***234 - *Pregnant / Parenting / Married Students***
- ***235 - Student Rights and Responsibilities***
- ***235.1 -* Surveys***
- ***236 - Student Assistance Program***
- ***237 - *Electronic Devices***
- ***239 - Foreign Exchange Students***
- ***246 - Student Wellness***
- ***247 - Hazing***
- ***249 - Bullying / Cyberbullying***
- ***250 - *Student Recruitment***
- ***252 - Attachment - Report Form for Complaints of Dating Violence***
- ***252 - *Dating Violence***
- ***255 - *Educational Stability for Children in Foster Care***
- ***Cross Reference - 200 – Pupils***

BUDGET & FINANCE (Burchill, Director of Business & Finance)

a. REVIEW OF FINANCIAL & CASH FLOW STATEMENTS AND BUDGET TRANSFERS - *ATTACHED*

Mr. Burchill reviewed the financial and cash flow statements and budget transfers.

The Committee recommended approval of the financial and cash flow statements and budget transfers, to be placed on the Consent Agenda.

b. AUTHORIZE SUPERINTENDENT OR DESIGNEE TO TAKE NECESSARY ACTIONS TO IMPLEMENT COVID-19 PANDEMIC PLANNING ACTIONS AND PAY BILLS DURING THE SUMMER - (Kramer, Solicitor)

Mrs. Kramer presented the Authorization of the Superintendent or Designee to take necessary actions to implement COVID-19 Pandemic Planning action and pay bills during the summer. Mrs. Kramer explained this item is similar to the March 23rd ratification item, which gives the Superintendent additional authority to take action, as needed and then ask the Board to ratify the actions.

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

c. REQUEST APPROVAL OF ELECTION OF TREASURER

Mr. Burchill explained that this is an annual Agenda item, and that Mrs. Rebecca Berquist will be recommended, as the Treasurer, at the June 29, 2020 meeting.

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

COMMITTEE REPORTS

Mrs. Bolas gave an update regarding the Sustaining Excellence Committee. She thanked the Board members who have expressed an interest in being on the Committee, and will make a report at the June 29th meeting. She noted that the Sustaining Excellence Committee is a very important Committee.

RESIDENTS' COMMENTS - (*REGARDING ANY ITEM)*

LINK TO ONLINE FORM

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Mrs. MacDonald read 18 Public Comments, which had been submitted via the Online Google Form, prior to the meeting. All of the comments related to returning to school in the Fall.

MATTERS OF INFORMATION - SUPERINTENDENT & ADMINISTRATION

Dr. Rozzo reported that Dr. Suritsky was being recognized by Penn State University for the Alumni Excellence Award. The Recognition will take place this Fall at Penn State University. He noted that this is the highest award that the Alumni Society gives and that Dr. Suritsky is a proud Alumni of Penn State University. He noted that he is very happy to see that she is the individual to receive this award.

Dr. Suritsky thanked everyone, commenting there is no finer place to receive an award.

EXECUTIVE SESSION WAS HELD AT 5:30PM FOR SAFETY & SECURITY, PERSONNEL AND LEGAL MATTERS AND AN EXECUTIVE SESSION WILL FOLLOW THIS MEETING

Mr. Hewitt announced that an Executive Session was held at 5:30pm for Safety & Security, Personnel and Legal Matters, and that an Executive Session will follow the meeting.

ADJOURNMENT

It was moved, seconded and carried on unanimous voice vote that the meeting adjourn at approximately 10:22pm.

Respectfully Submitted,
Sarah MacDonald
School Board Stenographer

Upper St. Clair School District
Capital Improvements to the High School and Boyce Middle School

CHANGE ORDERS APPROVED / PENDING BOARD APPROVAL

CHANGE ORDERS PENDING BOARD APPROVAL - JUNE 2020

Change Order	Cost Item	Description	Pending
GC-017	GC-017-1	Back-Charge Mucci for Final Cleaning by School District	$ (3,661.00)
	GC-017-2	Add for Additional Rebar at Ext. Pool Foundations	$ 3,847.00
	GC-017-3	Add for J242 Slab Depression Infill	$ 595.00
	GC-017-4	Add for ASI 50 Jib Crane Mounting	$ 1,808.00
	GC-017-5	Credit for Expansion Joint Covers	$ (2,000.00)
	GC-017-6	Add for Admin Building Trusses/Metal Panel Attachment	$ 11,604.00
	GC-017-7	Add for Existing Pool Deck - Shot Crete Install	$ 10,358.00
	GC-017-8	Add for Asphalt Repair at Stadium (Tomko Work)	$ 2,914.00
	GC-017-9	Additional Cost Asphalt Ditch Line for Electric Feeds at Truxton Parking Area	$ 4,016.00
	GC-017-10	Administration Office Revisions	$ 29,284.00
	GC-017-11	Credit for Visitor Side Bleachers	$ (31,203.00)
	GC-017-12	Add for Changes to Existing Pool Concrete Footers	$ 2,885.00
	GC-017-13	Add for Overcharge for Doran Concrete CO #15	$ 1,220.00
		Sub-Total	$ 31,667.00

Proposed 2020-2021 Final Budget

"Sustaining Excellence"

Customizing Learning,
Nurturing Potential...
Delivering Excellence

June 15, 2020

Purpose of Tonight's Presentation

Restate the priorities of 2020-21 budget.

Review budgetary impact of the current pandemic.

Provide detailed information related to taxing options and impact on homeowners.

Present summary of expenditure reductions.

Review capital expenditures.

Share an overview of fund balance and appropriate use in the budget process.

Provide additional details that relate to the preparation of the final budget recommendation.

Priorities of 2020-2021 Budget

Maintain a high quality education for our students.

Balance the needs of the School District while recognizing our fiduciary responsibilities to the community.

Remain cognizant of the interdependence of all aspects that directly and indirectly affect our students' school experience.

Pandemic Impact on 19/20

All employees continue to be paid as per legislation passed in March. (Act 13 of 2020). (Salary + benefits = 73% of total budgeted expenditures)

Expenditures > some savings in employee OT, substitute teacher costs, contracted services (transportation) and utilities.

Revenue > decrease in interim real estate tax, earned income tax, mercantile tax and interest income.

The Food Service fund will end the year with approximately a $500k deficit. Because Act 13 requires the District to pay cafeteria employees without any food sales, the deficit will increase from $200k to $500k by June 30, 2020. The liability balance is owed to the General Fund. The deficit balance will be written off as an expenditure by the General Fund in the current school year.

The net income effect of COVID-19 on the current year will not be known until August. (Final quarter EIT revenue received in August.)

2020-2021 Budget Overview

Act 1 Index is 2.6% for 2020-21.

Expenditures are budgeted to increase $1.9 million dollars.

Proposed Final Budget adopted on May 26th included a millage increase of 1.9%.

The total projected revenue losses attributed to the pandemic are approximately $1,140,000 with the potential for additional reductions.

The tuition rate certified by PDE in May 2020 is $14,302.40 for elementary students and $14,195.35 for secondary students. The rates are calculated using financial information reported by each school district on the Annual Financial Report, PDE-2057. ***The rates do not contain transportation, extra-curricular activities, athletics and debt service costs.***

Summary of Reductions

Staff	Technology/Equipment	Other
• 3.0 operational positions • 4.25 teaching positions (newly added positions) • Adjustment to staffing benefits • Attritional cuts (3 of 4 teaching positions) • Elimination of Central Office Administrator • Anticipated reduction in classified staff position	• Deferral of leases for buses/vans • Technology leases	• Contracted services • Professional development • Budgetary reserve reduction • All administrators taking voluntary pay freeze • Negotiated operations contract decreases

No educational program cuts

Estimated Reductions: $2,196,000

Capital Reserve Budget

	2020-21	2021-22	2022-23	2023-24	2024-25
HS Paving & Truxton Hillside Project	$350,000 (Bond Proceeds)	$3,000,000 (New Bond Issue)			
Electrical Power Upgrade	$250,000				
District HVAC Unit Repairs / Replacement	$55,000	$65,000	$65,000	$75,000	$75,000
HVAC Software and Panel Upgrades		$45,000 Software Upgrade	$80,000 Panel Upgrade	$80,000 Panel Upgrade	$80,000 Panel Upgrade
District Roof Repair / Renovation / Replacement		$435,000 HS Old Pool and Stage Roofs 30 yr. Replace	$1.9 Million HS 10 yr. Restore or $5.6 Million 32 yr. Replace	$1 Million Eisenhower 20 yr. Restore	
Boyce Field Replacement			$750,000		
General School Upgrades		$20,500 Baker Fire Panel	$45,000 Baker Window Caulking		
Totals	**$655,000**	**$3,555,500**	**$2,840,000**	**$1,155,000**	**$155,000**

Fund Balance

Fund balance is the difference between assets and liabilities in a government fund.

Using fund balance for reoccurring expenditures creates a deficit that carries over to the following budget year. Such practices are not recommended for financial stability.

A positive fund balance allows schools to:

- avoid excessive short term borrowing thereby avoiding associated interest cost;
- accumulate sufficient assets to make designated purchases or cover unforeseen expenditure needs;
- demonstrate financial stability which preserves and enhances the bond rating, thereby lowering debt issuance costs. Upper St. Clair SD currently has a AA rating. The District was downgraded from AA+ in 2016 due to repeated usage of fund balance.

Act 48 of 2003 limits Unreserved Undesignated Fund Balance to eight percent (8%) as a percentage of Total Budgeted Expenditures.

Fund Balance

The proposed budget currently contains the use of $380,000 of fund balance. If you include budgetary reserve previously eliminated from the budget, the deficit is actually $630,000.

- One-time adjustment for a reduction in transportation subsidy. Transportation subsidy was reduced $250,000 to reflect a decrease in State funding as a result of not paying the contracted carriers during COVID-19. Subsidy is paid to District the following year.

- Additional use of $130k was included in the Proposed Final Budget. (Not designated to cover one-time expenses)

High probability that the District will use additional fund balance for the current and 2020-21 school years.

- Write-off the Food Service fund deficit in the current year (anticipated liability of $500k owed to the General Fund at year end).

- Potential deficit for the current year related to COVID-19. (Decrease in revenue)

- Unanticipated expenditures. (Budgetary Reserve removed in 2020-21)

- New expenditures related to increased enrollment and/or restrictions related to opening school in the fall.

Comparison of Neighboring Districts

District	Proposed % Increase	Proposed Fund Balance Used	Administrative Increases for 2020-21
1	3.7%	$0	Yes
2	3.64%	$5,532,767	Yes
3	2.60%	$600,000	Yes
4	2.53%	$691,180	Yes
USCSD	1.9%	$630,000 *	No
5	0%	$2,775,000	Yes
6	0%	$6,085,401	Yes

* Includes budgetary reserve previously eliminated from the budget

Taxing Options for Consideration

Deficit summary based on tax increase percentage

	2020-21 BUDGET NO Real Estate Tax increase	2020-21 BUDGET 1.0 % Real Estate Tax increase	2020-21 BUDGET 1.9% Real Estate Tax increase	2020-21 BUDGET 2.12% Real Estate Tax increase
REVENUES	$86,038,472	$86,635,921	$87,173,625	$87,305,064
EXPENDITURES	$87,553,625	$87,553,625	$87,553,625	$87,553,625
FUND BALANCE FOR ONE TIME REDUCTION IN TRANSPORTATION SUBSIDY	$250,000	$250,000	$250,000	$250,000
TOTAL DEFICIT	($1,265,153)	($667,704)	($130,000)	$1,439

% INCREASE	Millage Rate
CURRENT	26.3775
+1.0%	26.6413
+1.9%	26.8787
+2.12%	26.9368
+2.6%	27.0633

Each half percent (.5%) of millage increase represents approximately $300,000 in revenue.

Millage Impact on Cumulative Revenue

Estimated Tax/Revenue Impact

% millage increase for 2020/21	Increase in 2020/21 real estate taxes for an assessed home of $250K.	Revenue reduction in 2020/21 below 2.6% **(1 year impact)**	Cumulative reduction of revenue in 2025/26 **(5 year impact)**	Cumulative reduction of revenue in 2030/31 **(10 year impact)**
1.90%	$10.43 /month	($418,214)	($2,176,341)	($4,579,264)
2.12%	$11.64/month	($286,775)	($1,492,388)	($3,140,102)
2.60%	$14.29/month	-	-	-

Median taxable residential value in USC = $228,700

The chart above uses a 2.6% tax increase as a baseline to calculate revenue reduction

Assumes 2% average annual millage rate increase moving forward

***Proposed* millage is 26.8787 mills (1.90% increase)**

Estimated Tax/Revenue Impact for Residents

Residential Assessed Value	Millage Increase 1.9%		Millage Increase 2.12%		Millage Increase 2.60%	
	Monthly	Annual	Monthly	Annual	Monthly	Annual
$200,000	$8.34	$100.13	$9.31	$111.74	$11.43	$137.18
$265,000 **	$11.06	$132.67	$12.34	$148.06	$15.15	$181.77
$300,000	$12.52	$150.19	$13.97	$167.62	$17.15	$205.78
$400,000	$16.69	$200.26	$18.62	$223.49	$22.86	$274.37
$500,000	$20.86	$250.32	$23.28	$279.36	$28.58	$342.96
$600,000	$25.03	$300.38	$27.94	$335.23	$34.30	$411.55
$700,000	$29.20	$350.45	$32.59	$391.10	$40.01	$480.14

** $265,000 is the average residential assessed value in USC

Continued Steps in Budget Process

Examine potential for realignment of staffing and resources.

- Seven employees accepted the early retirement incentive program offered to eligible full-time classified employees. The staffing needs are being evaluated to determine which of the positions will need to be filled. Also, a potential savings exists if the positions are replaced at a lower step.

Continue to evaluate student needs. Staff and resources may need to be added to the budget.

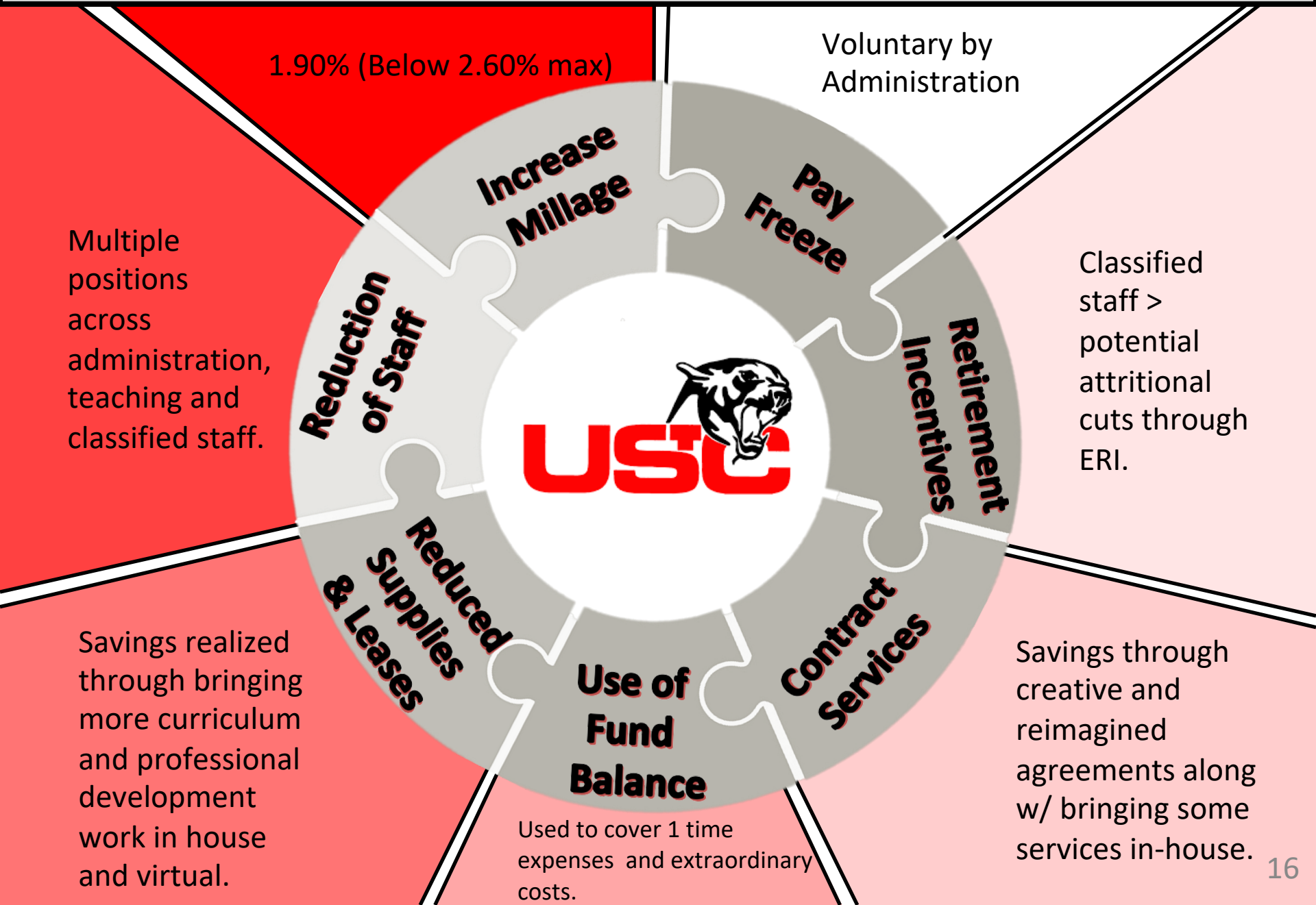
Monitor enrollment data and class size.

Continue to monitor and evaluate the impact of the pandemic.

- New safety and operational protocols required to open the District to students in the fall.
- Additional temporary staffing necessary to comply with CDC and State requirements.
- The State legislation (Act 13), requiring the District to pay employees, expires June 30th.
- Transportation may be impacted by social distancing guidelines.

Final Thoughts

Sustaining Excellence: A Shared Responsibility



Key Takeaways

We are committed to maintaining high quality programs and services.

The financial outcome of the 2019/20 school-year is still to be determined.

- Potentially decreased revenues
- ~95% of expenditures still paid during the closure (Legal and contractual obligations, debt service, capital leases and utilities remain).

We are estimating a significant reduction in various revenue streams for the 2020/21 school-year.

Difficult decisions have been made to reduce budget deficit.

Public education has limited flexibility to reduce expenditures due to federal and state mandates.

The proposed budget contains the use of $380,000 of fund balance. However, there is the potential to use additional fund balance for the Food Service fund deficit, potential shortfall for the current year related to COVID-19, unanticipated expenditures in 2020-21 (budgetary reserve removed) and new expenditures related to increased enrollment and COVID-19.

Additional changes will be made prior to final approval on June 29, 2020.

Key Takeaways

Considered long-term financial stability for subsequent years

Budget includes investment in technology to ensure individual access for every student in the District.

Fund balance may be used across multiple years.

Uncertainty regarding Act 1 index in future years.

Last 2 years have been the lowest tax increases since 2011-12.

To sustain excellence, we believe it is our duty to maintain a shared responsibility to balancing our budget. Balancing operation expenses with District revenues is paramount for long-term stability, educational value, and success.

Value of an Upper St. Clair Education- Estimated Average



2020 BEST Communities for MUSIC EDUCATION
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BEST HIGH SCHOOLS U.S.News & WORLD REPORT NATIONAL 2020

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STW

#1 in Region SAT

	1 Student	2 Students
Average combined cost to educate an Upper St. Clair student*	**$14, 248.88**	**$28,497.76**
Average school real estate tax bill**	**$7,120.00**	**$7,120.00**

Note: Pittsburgh Area Private School Range: $28,885 - $32,995 per year.

*Not including transportation, extra-curricular activities, athletics and debt service costs, is $14,302.40 for elementary students and $14,195.35 for secondary students. Combined average: $14,248.88. These additional costs are partially offset by EIT.

**Average home assessed at $265,000. (Increase for 2020-21 is $132.67 based on a millage increase of 1.9%. is included).

USC 2020-21 Budget Timeline

Date	Budget Action
June 29, 2020	Adopt 2020-21 Final Budget
2020/21 School-Year	Create a Sustaining Excellence Ad-Hoc Committee











Questions?





UPPER ST. CLAIR SCHOOL DISTRICT

Homestead and Farmstead Exclusion Resolution

RESOLVED, by the Board of School Directors of the Upper St. Clair School District, that homestead and farmstead exclusion real estate tax assessment reductions are authorized for the school year beginning July 1, 2020, under the provisions of the Homestead Property Exclusion Program Act (part of Act 50 of 1998) and the Taxpayer Relief Act (Act 1 of 2006), as follows:

1. **Aggregate amount available for homestead and farmstead real estate tax reduction.** The following amounts are available for homestead and farmstead real estate tax reduction for the school year beginning July 1, 2020:

a. **Gambling tax funds.** The Pennsylvania Department of Education (PDE) has notified the School District that PDE will pay to the School District during the school year pursuant to Act 1, 53 P.S. § 6926.505(b), as a property tax reduction allocation funded by gambling tax funds, the amount of $ $1,385,133.84.

b. **Philadelphia tax credit reimbursement funds**. PDE has notified the School District that PDE will pay to the School District during the school year pursuant to Act 1, 53 P.S. § 6926.324(3), as reimbursement for Philadelphia tax credits claimed against the School District earned income tax by School District resident taxpayers, the amount of $5,238.47.

c. **Aggregate amount available.** Adding these amounts, the aggregate amount available during the school year for real estate tax reduction is $1,390,372.31.

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

a. **Homestead property number.** The number of approved homesteads within the School District is 5,975.

b. **Farmstead property number.** The number of approved farmsteads within the School District is zero (0).

c. **Homestead/farmstead combined number.** Adding these numbers, the aggregate number of approved homesteads and approved farmsteads is 5,975.

3. **Real estate tax reduction calculation.** The school board has decided that the homestead exclusion amount and the farmstead exclusion amount shall be equal. Dividing the paragraph 1(c) aggregate amount available during the school year for real estate tax reduction of $1,390,372.31 by the paragraph 2(c) aggregate number of approved homesteads and approved farmsteads of 5,975 the maximum real estate tax reduction amount applicable to each approved homestead and to each approved farmstead is $232.69.

4. **Homestead exclusion calculation.** Dividing the paragraph 3 maximum real estate tax reduction amount of $232.69 by the School District real estate tax rate of _____ mills, the maximum real estate assessed value reduction to be reflected on tax notices, as a homestead exclusion for each approved homestead is $_____.

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

The 1ST School Boards Association in the Nation—Celebrating our Longstanding History and Vision for the Future!
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NATHAN G. MAINS
Chief Executive Officer

TO: Secretary, Board of School Directors
Executive Directors, Intermediate Units
Directors, Career and Technical Education Centers
Other PSBA Member Entities

FROM: Nathan G. Mains, Chief Executive Officer

SUBJECT: Appointment of Voting Delegates for the **PSBA Delegate Assembly**

DATE: April 30, 2020

The PSBA Delegate Assembly is our association-wide business meeting including platform and bylaws consideration, financial updates, and leadership election results. Delegate Assembly will occur on Saturday, November 7, 2020 at 9:00 am; which will be held at the Mountain View Middle School – Cumberland Valley S D, or via zoom. This is an opportunity to have a voice in these important aspects of your professional association!

The governing body of your school entity may appoint voting delegate(s) who will represent your entity and vote on your behalf.

Please make sure that the selection of voting delegates(s) is on the agenda of your board's next meeting. With everyone working remotely, the certification form can be completed by clicking on the link that is in the email.

Once completed, the form will need to be received at PSBA no later than Monday, August 31, 2020. PSBA will need to have certification for your delegate(s) to participate.

PSBA will be in contact with delegates in the months prior with information pertinent to the meeting in an effort to thoroughly prepare delegates for the Assembly. In October, PSBA will distribute the final materials necessary for your preparation and participation in the Assembly to the named delegate(s), the board president and the board secretary.

Responsibilities:

Voting delegates officially represent the entire entity in the following ways:

1. Receive reports from the PSBA president, chief executive officer, and treasurer
2. Receive the election results for PSBA leadership, including Governing Board officers, At-large Representatives and Sectional Advisors
3. Consider proposals recommended by the PSBA Platform Committee and adopt the legislative platform for the coming year
4. Consider and act upon any proposed changes to the PSBA Bylaws

Eligibility of Delegates:

Each PSBA-member entity is entitled to have at least one voting delegate at the meeting. Only school directors, school board secretaries and members and secretaries of the governing body of other PSBA member entities are eligible to serve as delegates. Assistant and recording secretaries, superintendents or other administrators are not eligible by virtue of such positions. The bylaws require that all entities sending voting delegates must have paid their current year dues to the association. Under the Association's bylaws appointment of delegate(s) permitted by district class are as follows:

- First Class school districts may appoint up to four delegates
- Second Class school district may appoint up to three delegates
- Third Class school districts may appoint up to two delegates
- Fourth Class districts, intermediate units, career and technical education centers and other PSBA member entities may appoint one delegate

No representative may be appointed by or represent more than one-member entity. For example, a delegate cannot represent or vote on behalf of both the board of a school district and the board of an intermediate unit.

Cost:

There is no registration fee to participate in the Delegate Assembly. An observation area will be open to any member who is not a voting delegate.

If you have any questions about the Delegate Assembly or appointment of delegates, please contact Sherri Houck at 717-590-5624 or via email at sherri.houck@psba.org

Below is a list of the recommendations being presented and indication of those that will require Board approval.

	BOARD APPROVAL	FOR YOUR INFORMATION
INTERDISCIPLINARY – HIGH SCHOOL		
Study current Leadership Academy phases at HS & determine improvements and/or additions to course offerings.		√
COUNSELING		
Revise the scope, sequence, and instructional delivery of Freshman Seminar.	√	
ENGLISH LANGUAGE ARTS		
Adopt the MAP Growth Reading assessment for use among all students in grades 3-8.	√	
Formally adopt *Refugee* and *We Are Displaced* as core texts for grade 7.	√	
Adopt the *Perrine's Literature Structure, Sound, & Sense 1*3th edition anthology as a core text for the AP Literature & Composition 12 course.	√	
Adopt *March* by Geraldine Brooks as a supplemental book option for Honors English 11 students.	√	
Adopt *Song of Solomon* by Toni Morrison for IB English HL course.	√	
Pilot *The Kite Runner* by Khaled Hosseini in the second semester of MYP Honors English 10.		√

MATHEMATICS		
Pilot Greg Tang web-based math materials and instructional strategies.		√
Expand the pilot of the math portion of the MAP assessments in grades 5-7.		√
SCIENCE		
Extend the selection of new (elementary) science curricula through the 2020-2021 school year.		√
Study the creation of a STEM Academy that promotes coursework and career exploration in STEM careers.		√
Develop intermediate level coursework in robotics, engineering, and computer science for the 2021-22 school year.	√	
Provide to IB students the option to enroll in IB SL Physics – 1 or 2 year offering.	√	
SOCIAL STUDIES		
Adopt curriculum for 7th Grade Social Studies based on 2018 Board-approved scope and sequence for Social Studies grades 5-11.	√	
Pilot *World History*, 9th edition, for the Shaping the Modern World I & II courses (grades 9 & 10) – 2020-21 school year.		√
LIBRARY		
Replace and enhance the current coding curriculum at the elementary level with robotics.	√	

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HSLT

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATIONS FOR 2019-2020

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: Dan Beck

Level: High School

Area: Leadership

Date: June 15, 2020

Curriculum Recommendation

Study the structure, curriculum, and pedagogical approaches to the current implementation of the Leadership Academy phases at the high school and determine possible improvements to implementation and/or additions to course offerings.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. On January 13, 2013, the Leadership Academy transitioned from piloting the courses in the summer to formally offering students the opportunity to earn credit. Each phase has been offered as course credit since then. 2. Interestingly, each phase enrollment has also shifted to distribute predominantly by grade. This does make it challenging for students who move into the high school from other school districts to be with their grade-level peers or students who were unable to attend due to circumstances out of their control. 3. Teachers have worked together by phase level teams over the past four years. While there has been intentional time and resources devoted to this process, scope and sequence could be more thoroughly reviewed to track which core values and principles of professionalism are addressed per phase. Thus, names of the courses do not specifically address which theories of leadership are specifically addressed.	1. Seek administrative approval. 2. Review Phase 1-4 curriculum scope and sequence of offerings. Map the curriculum via Rubicon. 3. Research college/university courses & instructional models for best practices. 4. If warranted, rename Leadership Phases. 5. Prepare proposal for student to audit a course vs. enrolling for credit. 6. Determine which phase(s) could become (1) an elective course offered at the high school during the school year, or (2) an elective course offered in hybrid of online format to more effectively deliver instruction and support scope & sequence between all four phases. 7. Propose modifications for Fall, 2020, Fast-Track to prepare implementation in 2021/2022 school year.		Approved. Seeking to improve and broaden leadership education at the high school level will provide more students with the opportunity to access this growth-oriented programming. Availability of time and funding may impact the timeline for this study and future recommendations.

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATIONS FOR 2019-2020

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: Dan Beck **Level**: High School

Area: Leadership **Date**: June 15, 2020

Curriculum Recommendation

Continued (2 of 2)
Study the structure, curriculum, and pedagogical approaches to the current implementation of the Leadership Academy phases at the high school and determine possible improvements to implementation and/or additions to course offerings.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
4. Our phase enrollment numbers notably seem to plateau as opposed to dropping off. Over the past three year period, Phase 4 enrollment has increased 29 percent. It is fair to assume that students entering the program commit to enrollment for each phase. One could presume that this is due to the intentional improvements to the local experience of Phase 4. Additionally, while the enrollment trend is a positive one, it does make the fidelity of implementation of Phases 3 & 4 more challenging. 5. Colleges and universities, including the University of Pittsburgh, do offer *Theories of Leadership* undergraduate courses, as well as College in High School 3 credit courses. This trend also promotes the importance of offering this at our high school, but it also emphasizes the growing focus on leadership skills for college- and career- readiness.			

Counseling

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATIONS FOR 2020-2021

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: Lauren Madia and Jennifer Kirk

Level: High School

Area: HS Counseling

Date: June 15, 2020

Curriculum Recommendation

Revisit and revise the scope, sequence, and instructional delivery of Freshman Seminar.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. Freshman Seminar commenced in the 2014-2015 school year. 2. Re-configuration of the HS Counseling Department for 20-21 and beyond allows for more comprehensive and targeted transitional supports. 3. Formal and informal data indicates need for continual transitional support for 9th grade students throughout their freshman year. 4. Given the recent development of a Ninth Grade Teaching Team, further collaboration with the Counseling Department is warranted to provide cohesive and timely programming. 5. Adjustment to existing structure will provide opportunity to address all variety of student needs (academic, career, social-emotional) through a consistent delivery of service. 6. This recommendation is aligned with continued district focus on student well-being.	1. Seek administrative approval. 2. Program review in consultation with HSLT, ninth grade teachers, counselors, and with input from students to identify needed updates. 3. Articulate a revised plan of instruction and programming, with consideration to potential scheduling implications. 4. Share revised plan with HSLT, ninth grade teaching team, and counseling department. 5. Evaluate the effectiveness of changes made. 6. Potential for future recommendation based on evaluation.	1. Counselor summer work hours (15 hours x 2 counselors=30 hours at workshop rate) 2. Summer work hours (20 total workshop hours for teacher participation) 3. Needed resources up to $500. (academic resource books, access to curriculum, etc)	Approved. The continual evaluation and improvement of programming during transitional years is critical.

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATIONS FOR 2020-2021

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: Lauren Madia and Jennifer Kirk

Level: High School

Area: HS Counseling

Date: June 15, 2020

Curriculum Recommendation

Continued (2 of 2)
Revisit and revise the scope, sequence, and instructional delivery of Freshman Seminar.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
7. Research supports the critical role that formal **transition** programing plays in the middle to high school **transition**. This programming promotes connectedness to the school community, supports a school culture that is nurturing and caring, and provides clear expectations. Roybal, V., Thornton, B., & Usinger, J. (2014). Effective ninth-grade transition programs can promote student success. *Education (4),* 475-487.			

English

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATION FOR 2020-2021

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: Melissa Tungate

Level High School

Area: English Language Arts

Date: June 15, 2020

Curriculum Recommendation

Adopt the *Perrine's Literature Structure, Sound, & Sense 1*3th edition anthology as a core text for the AP Literature & Composition 12 course.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. During the 2019-2020 school year, AP Literature and AP Language were offered as two separate courses for the first time, leading to a redesign of both courses to meet the requirements of College Board. In addition, College Board redesigned curriculum for AP Literature, focusing on a genre study. 2. Currently the course uses *Perrine's Sound and Sense 8th edition*. The proposed anthology for adoption includes an updated version of the existing resource and includes short fiction and drama units. 3. This anthology includes an online component to supplement the content. 4. The anthology is on the approved list of AP College Board recommended texts.	1. Seek administrative approval. 2. Purchase copies of the book and the online tool. 3. Update resources in Rubicon Atlas.	$3,525 (25 copies + 6 years of online licenses)	Approved. This is an expected and important next step resulting from the recent change to this course. Providing students with exposure to varied and enriching literature is always a positive approach to enhancing learning.

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATION FOR 2020-2021

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: Melissa Tungate

Level: High School

Area: English Language Arts

Date: June 15, 2020

Curriculum Recommendation

Adopt *March* by Geraldine Brooks as a supplemental book option for Honors English 11 students.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. This book is a contemporary choice for students because it was published in 2005, and the supplemental book list does not currently include many options published after 1970. 2. Geraldine Brooks is a female author, and the supplemental book list lacks many options written by female options. 3. The text features scenes which include noted figures of the American Transcendentalism movement, a core unit in the Honors English 11 curriculum; this book covers topics relevant to the American literature curriculum. 4. The book is an epistolary novel with a complex narrative form which is appropriate for readers at the Honors level. 5. The protagonist is a character in classic work of American literature, *Little Women*, which allows students to make connections between texts.	1. Seek administrative approval. 2. Purchase books. 3. Create an assessment for the novel.	$250 (20 copies) 1 day summer workshop pay for 1 teacher to create an assessment for the novel. ($30.20 x 6 hours = $182.20)	Approved. Increasing students' opportunities to self-select quality literature will allow for more meaningful engagement with text.

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATIONS FOR 2020-2021

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: Melissa Tungate

Level: High School

Area: English Language Arts

Date: June 15, 2020

Curriculum Recommendation

Adopt *Song of Solomon* by Toni Morrison for IB English HL course.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. Global changes in the IB curriculum have necessitated a review of USC's HL English courses. New international foci, include: readers, writers, and texts; time and space; and, regional representation. 2. Further, the changing nature of IB's assessments reinforces the need for a greater variety of texts than is currently in place. Students will now have options for which texts they want to use for IB assessments, all of which must address more modern and global issues 3. Given the shifts in curriculum and external assessments, *Song of Solomon* serves as strong instructional tool to meet students' needs. *Song of Solomon* is replete with themes concerning aspects of American and world cultures that are not presently addressed in either year of IB English and are now a focus of the newly-redesigned IB curriculum. These include important, modern perspectives of both female and African-American identity that are largely absent from the current curriculum. Expanding the scope of our cultural studies/awareness will dovetail nicely with the new IB English curriculum and benefit our students during their HL exams and presentations.	1. Seek administrative approval. 2. Purchase copies of the text. 3. Create unit plan and update Rubicon Atlas. 4. Begin implementation Spring 2021.	$19.55 x 110 copies = $2,150.50	Approved. It is important to provide students with literature that allows them to be successful in their coursework but that which also exposes them to thought-provoking themes which will challenge them to better understand others, themselves, and their place in this world.

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATIONS FOR 2020-2021

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: Melissa Tungate

Level: High School

Area: English Language Arts

Date: June 15, 2020

Curriculum Recommendation

Continued (2 of 2)
Adopt *Song of Solomon* by Toni Morrison for IB English HL course.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
4. Toni Morrison would represent the first female author in IB English HL. She would also be the only African-American author (save some poetry) in either year of IB English. Upon winning the Nobel Prize for Literature in 1993, the Academy (with special emphasis on *Song of Solomon*) noted that her novels "are characterized by visionary force and poetic import, giv[ing] life to an essential aspect of American reality." IB includes Morrison on the Prescribed Reading List of authors who fulfill curricular goals. 5. Our research has indicated that other local districts, as well as other I World Schools, have successfully used Morrison's work in fulfillment of course goals.			

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATIONS FOR 2020-2021

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: Melissa Tungate

Level: High School

Area: English Language Arts

Date: June 15, 2020

Curriculum Recommendation

Pilot *The Kite Runner* by Khaled Hosseini in the second semester of MYP Honors English 10.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. The MYP Honors 10 course is intended to be a survey of world literature that develops "internationally-minded young people who help to create a better world […] through intercultural understanding and respect." *The Kite Runner*, written by an Afghani-American author and set in modern-day Afghanistan, would fill a void and introduce students to a culture, country, and perspective not previously covered in the course. 2. *The Kite Runner* centers around key themes of betrayal and forgiveness, appreciating differences and the dangers of stereotyping, self-identity and growth, and moral courage. Guided discussion of and grappling with these themes will increase empathy and support students' social and emotional development. In addition, the MYP Honors 10th grade History course redesign, *Shaping the Modern World 2*, includes a study of the regions of the world discussed in *The Kite Runner,* allowing for cross-curricular connections and providing students with background knowledge that will enhance understanding of the novel.	1. Seek administrative approval. 2. Purchase books. 3. Create/revise unit in Rubicon Atlas. 4. Implement in Spring 2021. 5. Review and revise as necessary in Summer 2021.	100 copies x $19.45 = $1,945.00	Approved. This compelling and sophisticated novel is a great match for the goals of the MYP program. Monitoring student response to the novel should be an important part of the pilot process.

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATIONS FOR 2020-2021

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: Melissa Tungate

Level: High School

Area: English Language Arts

Date: June 15, 2020

Curriculum Recommendation

(Continued 2 of 3)
Pilot *The Kite Runner* by Khaled Hosseini in the second semester of MYP Honors English 10.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
3. *The Kite Runner* is an exemplar of literary fiction that contains crucial literary elements such as strong themes and motifs, settings, symbols, foreshadowing, character development, similes and metaphors that can be discussed at length. At the same time, the book is extremely engaging, and would reinforce for students the idea that quality literature can also be enjoyable. According to Dr. Michele Borba, high quality novels can peak students' empathy and reduce hatred bullying, exposing young people to people and places that are different, while at the same time instill a habit for reading for pleasure.			

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATIONS FOR 2020-2021

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: Melissa Tungate

Area: English Language Arts

Level: High School

Date: June 15, 2020

Curriculum Recommendation

(Continued 3 of 3)
Pilot *The Kite Runner* by Khaled Hosseini in the second semester of MYP Honors English 10.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
4. Since its publication in 2003, *The Kite Runner* has earned numerous awards and has garnered a reputation as a modern classic. Significantly, in 2009, The Young Adult Library Services Association and the American Library Association named *The Kite Runner* an "Outstanding Book for the College Bound and Lifelong Learners." It also received an Alex Award in 2004, an honor given to adult novels that have a particular appeal to young adult readers. It was nominated for the Pennsylvania Young Reader's Choice Award, received starred reviews in the 2003 Library Journal, 2003 Publisher's Weekly, and 2003 Kirkus Review, and spent over two years on the New York Times Bestseller List, along with many other accolades. 5. *The Kite Runner* is taught in schools around the country and is in many high schools in the Pittsburgh region, and it is highly praised by teachers and students alike.			

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATIONS FOR 2019-20

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: Kate Ruth

Level: Middle School

Area: English Language Arts

Date: June 15, 2020

Curriculum Recommendation

Formally adopt *Refugee* and *We Are Displaced* as core texts for grade 7.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. This current recommendation is an adoption of this winter's pilot recommendation to: *Continue textual evaluations for grades 5-8 based on reading level, interest level, big ideas, genre, age appropriateness, representation of diversity and inclusivity, promotion of empathy, and modern day interdisciplinary connections.* 2. While there will be continued efforts to seek out titles and pairings appropriate for additional grade levels, teachers in grade 7 piloted two titles in Q3: *Refugee* by Alan Gratz and *We Are Displaced* by Malala Yousafzai. 3. Based on student performance and feedback, along with teacher input, the department would like to adopt these two titles for use as core reading texts at Fort Couch: *Refugee* (Gratz, 2017) *We Are Displaced* (Yousafzai, 2019)	1. Seek administrative approval. 2. Refine materials and determine cross curricular potential.	$500 for additional copies of books	Approved. These books provide students with a rich understanding of world events and have engaged and motivated students in the area of reading comprehension and in understanding of world affairs.

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATIONS FOR 2019-20

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: Kristy Berrott and Kate Ruth

Level: Grades 3-8

Area: ELA

Date: June 15, 2020

Curriculum Recommendation

Adopt the MAP Growth Reading assessment for use among all students in grades 3-8.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. This current recommendation is an adoption of last year's pilot recommendation to: *Expand the literacy assessment pilot to include the use of the MAP assessment with all teachers and students in grades 3-8.* This pilot ran for two full school years. 2. Teachers across content areas have found the data provided by this assessment to be a valuable snapshot of a student's achievement and growth at three points in the year (fall/winter/spring). This data demonstrates a student's achievement and growth in comparison to national norms for students of the same age at the same time of the year. 3. While decisions regarding family and student communication regarding testing and results need to be finalized, it will be crucial for communication to be consistent across all buildings and teachers. 4. With clear and consistent data sharing, it is hoped that teachers will have a better grasp of students' strengths and needs as readers.	1. Seek administrative approval. 2. Work with Administrators and Curriculum Leaders to finalize parent communication prior to and following testing. 3. Provide summer work time for a group of teachers to determine protocols for sharing data with students, as well as to continue to refine best practices regarding data analysis.	Grades 3 & 4: 600 students @ $8/student = $4,800 Grades 5-8: 1300 students @ $8/student = $10,400 Total: $15,200 Required PD Fees: $750 Total 3-8 ELA and Math MAP Costs: $15,950	Approved. The data from this assessment have proved to be informative and impactful in instructional planning. A commendable amount of time and effort were put into ensuring smooth administration and effective use of data.

Math

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATION FOR 2019-2020

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: Andrew Lucas

Level: Middle School

Area: Mathematics

Date: June 15, 2020

Curriculum Recommendation

Expand the pilot of the math portion of the MAP diagnostic assessments in 5th, 6th, and 7th grades to gain a better understanding of students' mathematical growth and achievement.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. Pennsylvania adopted the PA Core Standards in July 2013. A recommendation was made in 2013 to begin the process of converting our curriculum to the PA Core. The District has been working in the area of math to align our curriculum and instructional practice to allow our students to reach and exceed these standards. 2. PVAAS data provided by the state measures students' growth in their knowledge and understanding of the PA Core Standards. Teachers and schools are assessed according to these growth measures. Middle School math teachers having been using this data to inform and refine instruction each year since the scores were released. 3. Unfortunately, since these scores are only released once each year, any changes that are driven by these data points are reactionary. Teachers have found it difficult to use PVAAS data to help plan instruction and intervention for individual students.	1. Seek administrative approval. 2. Schedule training times over the summer and/or during the first in-service days to teach teachers how to administer the assessment. 3. Provide additional training during the school year on how to interpret and utilize data that is collected. 4. Continue to determine how to utilize our Buzzmath, Sumdog, and Khan Academy programs in more effective ways by using MAP data results. 5. Over the summer of 2021, compare predictive growth and achievement data from the MAP assessment to actual student results on the PSSA. This will help us to determine if the MAP assessment is a useful tool for us in helping students to perform better on the PSSA.	Grades 3 & 4: 600 students @ $8/student = $4,800 Grades 5-8: 1300 students @ $8/student = $10,400 Total: $15,200 Required PD Fees: $750 Total 3-8 ELA and Math MAP Costs: $15,950	Approved. The positive results of this pilot provide strong rationale for this adoption. The data provided by this assessment are useful in making instructional adjustments throughout the school year as well as providing information for future planning and decision-making for students.

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATION FOR 2019-2020

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: Andrew Lucas **Level**: Middle School

Area: Mathematics **Date**: June 15, 2020

Curriculum Recommendation

Continued (2 of 3)
Expand the pilot of the math portion of the MAP diagnostic assessments in 5th, 6th, and 7th grades to gain a better understanding of students' mathematical growth and achievement.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
4. Tools like EasyCBM have been used at Boyce in the past to help plan RtI support, however teachers always felt that the information provided by this assessment provides minimal feedback regarding students' strengths and needs. 5. Last year, one seventh grade team, two sixth grade teams, and three fifth grade teams piloted the math portion of the MAP assessments. The data produced was robust and provided a more immediate view of what students know and are able to do. Teachers who piloted the test was able to make adjustments at the midway point of the year for individual students. In addition, teachers were able to compare math performance with ELA and differentiate whether student struggles came from difficulties with reading comprehension or mathematical understanding. 6. Expanding the pilot to all teachers in these three grades will allow us to get a more holistic and immediate view of our progress as a department. It will also allow us to be more strategic about placement of students within homerooms so we can offer targeted and more effective interventions.			

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATION FOR 2019-2020

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: Andrew Lucas

Level: Middle School

Area: Mathematics

Date: June 15, 2020

Curriculum Recommendation

Continued (3 of 3)
Expand the pilot of the math portion of the MAP diagnostic assessments in 5th, 6th, and 7th grades to gain a better understanding of students' mathematical growth and achievement.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
7. Assessing all students in grades 5 through 7 will allow us to determine each child's readiness for Algebra 1 in 8th grade. 8. Administering the math MAP assessment in the fall of 2020 will allow us to determine if students learned and retained the concepts that were taught via remote learning in the spring 2020. This data will also help us to measure student growth during this unusual period in time.			

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATION FOR 2019-2020

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: Shannon Dominick

Level: Elementary

Area: Mathematics

Date: June 15, 2020

Curriculum Recommendation

Pilot Greg Tang web-based math materials and instructional strategies.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. In the fall of 2018, elementary curriculum leaders participated in a training conducted by Greg Tang at the National Council of Teachers of Mathematics (NCTM) conference. His workshop focused on building strong, foundational math skills related to visualization, number sense, reasoning skills, and problem solving. 2. Private funding was secured to provide 3 years of intensive professional development of the K-5 faculty. The trainings will: - deepen teacher understanding of the conceptual and technical progression of mathematics skills that begin in elementary school and build through middle and high school; - strengthen specific instructional strategies needed to leverage foundational math skills in a systematic and sensible way; - hone skills that generalize well when problems get harder, and develop the abstract thinking and reasoning skills students need to be successful mathematicians as they grow older.	1. Seek administrative approval. 2. Augment *enVisionMATH* and *Investigations* at grade K-4 with Greg Tang's instructional practices and resources through the 2020-2021 school year. 3. Continue to participate in professional development provided by Greg Tang both through in person workshops and virtual trainings.		Approved. As the elementary math program takes this critical shift, significant time and attention should be provided to both training and implementation direction and support of recommended curriculum and practices.

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATION FOR 2019-2020

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: Shannon Dominick

Level: Elementary

Area: Mathematics

Date: June 15, 2020

Curriculum Recommendation

Continued (2 of 2)
Pilot Greg Tang web-based math materials and instructional strategies.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
3. New web-based materials and resources developed by Greg Tang will be piloted during the 2020-21 school year. These resources will be integrated into and supplement the current math curriculum. The USC Pacing Guides will be updated to reflect this integration and provide cohesion of instructional practices. 4. Extensive professional development specific to the new materials, online toolkit, and other resources will be provided. Modeled techniques, C-R-A learning progressions, manipulatives usage, and assessment practices are examples of the specific training experiences. 5. The customized scope and sequence is under development and is to be determined.			

Science

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATION FOR 2019-2020

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: Miller, Kistler

Level: High School

Area: Science, Math, Technology

Date: June 15, 2020

Curriculum Recommendation

To study the creation a STEM Academy that promotes coursework and career exploration in STEM careers and recognize students accomplishments in STEM programming.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. The need for a STEM workforce has been recognized for many years and continues to be a demand for the future. According to Steve Koppi, executive director of the Career Development Center at Worcester Polytechnic Institute, "We live in a world that is entirely dependent on technology and the need for workers to be technologically fluent. That need will continue to increase over time." 2. Enrollment in STEM coursework at Upper St. Clair High School shows that students have a great interest in science and math with many students taking advanced science and math courses well beyond the state graduation requirements of three credits. This reflects positively on the attitudes towards science and math in the community. Improvement could be made, however, by providing experiences to students to become aware of the new careers in STEM fields and encouraging students to understand the importance of technology demands in future careers of all types.	1. Seek administrative approval. 2. Explore the role of a coordinator for the STEM Academy to serve as organizer, promoter, and point person for the Academy. 3. Begin exploration and possible trial implementation of the following: A. in-school speakers B. off-site field trips C coordination of STEM related events and competition D. develop relationships with business partners who would work with the the district in job shadowing opportunities. E. investigate and develop future STEM courses based on robotics, AI, engineering, programming, web/app design, etc. 4. Work with a committee of stakeholders including teachers, administrators and students to establish requirements for STEM Academy recognition.		Approved. It is hoped that this study and resulting recommendations and programming will provide students with STEM pathways that include information, skills, experiences, and knowledge that promote critical thinking and encourage informed pursuit of STEM careers. Staffing will be an important component to the success of this initiative.

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATION FOR 2019-2020

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: Kistler and Miller

Level: High School

Area: Science, Math, Technology

Date: June 15, 2020

Curriculum Recommendation

Continued (2 of 2)
To study the creation a STEM Academy that promotes coursework and career exploration in STEM careers and recognize students accomplishments in STEM programming.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
3. A STEM Academy would serve as a responsive, engaging, and systematic method to provide experiences and understanding to students of the ever changing landscape of STEM careers. As a complement to coursework, in-school speakers, extra-curricular events and competitions, off-site field trips, and job shadowing opportunities will expose USC students to the vast array of career options. 4. While many may initially think of STEM careers as requiring a college degree, USC recognizes that many lucrative and in-demand STEM careers have less stringent academic requirements and students can be highly successful with vocational education, certification programs, apprenticeships, and 2-year degrees. The STEM Academy would seek to become an inclusive program that encourages the skills and talents of a wide range of students.			

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATION FOR 2019-2020

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: Miller, Kistler

Level: High School

Area: Math, Science, and Technology

Date: June 15, 2020

Curriculum Recommendation

Develop intermediate level coursework in robotics, engineering, and computer science in preparation for the 2021-22 school year.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. During the 2020-21 school year, the Technology Now and Tomorrow class will be in place offering 12-week experiences in robotics, engineering and computer sciences. With this new course, the introductory level courses in these areas were eliminated. 2. It is expected that after completion of the Technology Now and Tomorrow course, students will elect to advance their studies in one or more of these areas of focus. The development of intermediate levels of these focus areas is the logical next step in the restructuring and promotion of these important STEM career skills and understanding.	1. Seek administrative approval. 2. Approve Summer Workshop time to develop the course framework for intermediate robotics, intermediate engineering, and intermediate computer science. 3. Craft curriculum recommendations to be presented at the Fall 2020 Fast Track. These courses would then be offered and available for student selection during course registration in February 2021 for enrollment in the 2021-22 school year.	3 teachers at 12 hours each @ $30.20/hr = $1087.20	Approved. This is the necessary next step resulting from a previous recommendation. Enrollment numbers are one data point that indicate early success of these programmatic changes.

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATION FOR 2019-2020

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: Kistler

Level: High School

Area: Science

Date: June 15, 2020

Curriculum Recommendation

Provide the option to IB students to enroll in IB SL Physics as either a one-year or a two-year option of study.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. The IB Physics curriculum is a highly rigorous program that requires students to study 9 topics to a great depth in addition to a Group 4 (Science) project and an Internal Assessment. As juniors at USC, this is the first exposure students have to the field of physics and most students find the course very challenging as an introduction to physics. 2. IB Physics is currently offered as Standard Level (SL) which includes juniors and is a one year course. Another option is to enroll in IB Physics Higher Level (HL) which is a two year program that explores the same 9 topics (plus an addition 4 topics) but to a greater depth of understanding. 3. Many students who enroll in the SL program are electing to take the course as their required science but struggle with the pace of the instruction that is necessary to meet the requirements during the needed time frame.	1. Seek administrative approval. 2. Update the Program of Studies to reflect the change effective for the 2020-21 school year. 3. Inform IB students of this option. Students would need to determine how taking the course impacts their overall IB course plan. Students would need to make a decision prior to test sign-up and payment for IB test in October. 4. Provide Summer Workshop time to integrate the second-year SL content within the HL course.	12 hours x 1 teacher @ $30.20/hr = $363.40	Approved. This recommendation supports the long-term goal of providing more science choices for IB diploma students and those seeking course work at the diploma level.

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: Kistler **Level**: High School

Area: Science **Date**: June 15, 2020

Curriculum Recommendation

Continued (2 of 2)
Provide the option to IB students to enroll in IB SL Physics as either a one-year or a two-year option of study.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
4. Permitting the SL students the option of taking the course as either 1 or 2 years will provide support for those who might struggle with the content and pace of the course. 5. The majority of IB schools across the globe teach both the SL and HL as 2-year programs. This puts our SL students at a disadvantage for the IB exams when they are compared to students who are provided instruction over two years to learn the content.			

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATIONS FOR 2020-2021

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: Pamela Dillie

Level: Elementary K-4

Area: Elementary Science

Date: June 15, 2020

Curriculum Recommendation

Extend the selection and implementation of a new science curricula through the 2020-2021 school year to minimize cost and student/staff disruptions as we work through the Covid-19 issues.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. After learning that ASSET was being dissolved at the end of the 2018-2019 school year, we began a comprehensive evaluation of programming options for K-4 elementary science. 2. Throughout this process we need to be cognizant of changes being made through NGSS (currently being adopted by PDE). NGSS places more importance on developing scientific thinkers, apply cross cutting concepts, and deep understanding of core ideas. 3. The process began by researching our best possibilities through PDE and their latest evaluation rubric. During several curriculum meetings, teachers heard presentations from Smithsonian, Full Option Science System and Amplify Science. Teachers completed individual surveys on all 3 programs and then a reflection comparing all 3 programs. Next a committee of teachers and administrators looked at all 3 programs in depth and completed a science resource evaluation.	1. Seek administrative approval. 2. Pilot two modules (Smithsonian or Amplify) per grade level per building in 2021. Adopt a new program in the fall, 2021. TBD K 1st grade 2nd grade 3rd grade 4th grade 3. Schedule professional development in our district on several dates spaced throughout the school year.	No additional cost beyond the proposed elementary science budget. 1.Materials $ 2. Professional development $ $60,000-$80,00 per year over a 3 year roll out. If needed: Summer workshop time for teachers paid at workshop hours. 12 teachers 6 hours per teacher.	Approved. The comprehensive effort that was devoted to determining the best new elementary programming is commendable. Approaching the change with consideration for reduced time for study, implementation, and maximizing funding will allow for multiple goals to be achieved and ultimately the best programming decisions.

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATIONS FOR 2020-2021

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: Pamela Dillie

Level: Elementary K-4

Area: Elementary Science

Date: June 15, 2020

Curriculum Recommendation

Continued (2 of 3)
Extend the selection and implementation of a new science curricula through the 2020-2021 school year to minimize cost and student/staff disruptions as we work through the Covid-19 issues.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
4. Based on teacher input, the decision was narrowed down to either Amplify or Smithsonian. **5.** The original intent was to select a new science curricula in the spring of 2020 to be purchased and implemented in the 2020-2021 school year. The disruption caused by COVID-19 has required the development of an alternative plan **6.** The recommendation is to extend the selection and implementation of a new science curricula through the 2020-21 school year to minimize cost and staff disruption as we work through COVID-19 issues: •Fall 2020: Teach existing, unused units from Spring 2020. •Winter 2021: Teach existing Winter units. Units are partially used. Will require some restocking cost/effort. •Spring 2021: Pilot Amplify and Smithsonian units at each building and grade level. Combine resources from existing units to use in classes not involved in pilot.			

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATIONS FOR 2020-2021

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: Pamela Dillie

Level: Elementary K-4

Area: Elementary Science

Date: June 15, 2020

Curriculum Recommendation

Continued (3 of 3)
Extend the selection and implementation of a new science curricula through the 2020-2021 school year to minimize cost and student/staff disruptions as we work through the Covid-19 issues.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
7. Pilot units from selected vendor will be purchased and reused for 2021-2022 school year. Cost of non-selected units will be offset from savings from not having to restock existing units. (Cost to stock existing units to use in Spring is approx. $10K.) 8. We believe this recommendation will allow us to conduct a quality science curricula for our students in the coming school year with minimal cost and disruption to our staff and will also allow us to make the best long term decision for our Science program moving forward.			

Social Studies

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATIONS FOR 2020-2021

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: Doug Kirchner
Area: Social Studies

Level: High School
Date: June 15, 2020

Curriculum Recommendation

Pilot *World History*, 9th edition, a textbook/digital resource package for the Shaping the Modern World I & II courses (in 9th and 10th grade) during the 2020-21 school year.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. This recommendation serves as an implementation step from our Fall 2020 (fast-track) curriculum recommendation to "pilot a course for all 10th grade social studies students called "Shaping the Modern World II during the 2020-2021 school year." (See Implementation Step #3 on the Fall 2020 rec.) 2. After a multi-year investigation into various types of textbooks/digital resources, including world geography texts, our wisest investment for a core text is one that provides thorough historical foundations of the modern issues within and across major world regions. Students need a core text that provides detailed historical underpinnings and trends. 3. This textbook, accessible in both print and digital formats, along with its accompanied set of online resources, "present a balanced, compelling overview of world history that explores common challenges and experiences of the human past, and identifies key patterns over time." Units such as "Modern Patterns of World History" and "Toward a Global Civilization? (The World Since 1945)" match the curricular focus of our Shaping the Modern World pilot courses. (Click here for an overview of the text.)	1. Seek administrative approval. 2. Purchase copies of the textbook and digital resource package for the 2020-21 school year. 3. Utilize summer workshop hours to plan for the implementation of the textbook's and digital tools. This includes "MindTap" training provided by Cengage (free of charge) to learn its features and functionality. NOTE: These summer workshop hours were suggested previously in the Fall 2020 curriculum recommendation to pilot Shaping the Modern World II in 10th grade. Additional [flex] hours will need to be provided for 9th grade teachers as well. 4. Monitor the pilot during 2020-21 to determine potential full purchase/implementation for the 2021-22 school year and beyond.	6 class sets (180 print copies of the textbook) = $2,700 700 student-access codes = $2,100 S/H = $0 Total = $4,800 NOTE: This total price reflects the amount for the 1-year pilot phase.	Approved Utilizing the text for two years will provide continuity and allow for the opportunity for students to gain both content knowledge and literacy skills.

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: Doug Kirchner
Area: Social Studies

Level: High School
Date: June 15, 2020

Curriculum Recommendation

Continued (2 of 3)
Pilot *World History*, 9th edition, a textbook/digital resource package for the Shaping the Modern World I & II courses (in 9th and 10th grade) during the 2020-21 school year.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
4. The framework of the text syncs seamlessly with the thematic, issue-based approach to both Shaping the Modern World I (9th grade) and II (10th grade), as it seeks to "help students make comparisons and connections across cultures and time periods." End-of-chapter" "Upon Reflection" questions invite students to think critically and make modern connections, e.g. "What are some of the key reasons...to explain why democratic institutions have been slow to take root in the Middle East?" (Click here for a summary of the textbook's "Features.") 5. The "MindTap" digital package that is paired with the textbook provides a rich set of tools and resources with tiered supports for all students, including "ReadSpeaker" (audio narration), interactive timelines, and guided practice with using primary source documents. For instance, "Opposing Viewpoints" present two or more primary source documents representing differing perspectives on the same or related topics, providing students an opportunity for hands-on analysis.			

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATIONS FOR 2020-2021

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: Doug Kirchner
Area: Social Studies

Level: High School
Date: June 15, 2020

Curriculum Recommendation

Continued (3 of 3)
Pilot *World History*, 9th edition, a textbook/digital resource package for the Shaping the Modern World I & II courses (in 9th and 10th grade) during the 2020-21 school year.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
6. Purchasing this textbook/digital package as a "pilot" will allow for experimentation in the use of other supplemental texts that are currently owned and utilized (e.g. Open-source world geography textbooks and our current American History course texts can be incorporated during this pilot phase to determine the most effective combination of resources.) 7. The authors of the textbook, William J. Duiker and Jackson J. Spielvogel, are both Professors Emeritus at Penn State University, and both have received multiple awards for their teaching and research.			

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATION FOR 2019-2020

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: Josh Tobin

Level: Grade 7

Area: Social Studies

Date: June 15, 2020

Curriculum Recommendation

Adopt curriculum for 7th Grade Social Studies based on 2018 Board-approved scope and sequence for Social Studies grades 5-11

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. A primary goal of K-12 education is preparation for the future. Various entities have described this further to focus on college, career and life readiness (RedefiningReady.org). The National Council for the Social Studies (NCSS) has built upon this theme from the Social Studies lens by developing the C3 Framework which focuses on College, Career, and Civic Life. 2. The guiding principles of the C3 Framework (listed below) align w/ District mission, vision, and strategic planning: ● Social Studies prepares the nation's young people for college, careers, and civic life. ● Inquiry is at the heart of Social Studies. ● Social Studies involves interdisciplinary applications and welcomes integration of the arts and humanities. ● Social Studies is composed of deep and enduring understandings, concepts, and skills from the disciplines. Social Studies emphasizes skills and practices as preparation for democratic decision-making. ● Social Studies education should have direct and explicit connections to the Common Core State Standards for English Language Arts.			Approved. An incredible amount of thought, study, and revisions have been put into making this curriculum sound, meaningful, and engaging for students. It serves as a cornerstone for the curriculum that will precede and proceed this course.

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATION FOR 2019-2020

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: Josh Tobin

Level: Grade 7

Area: Social Studies

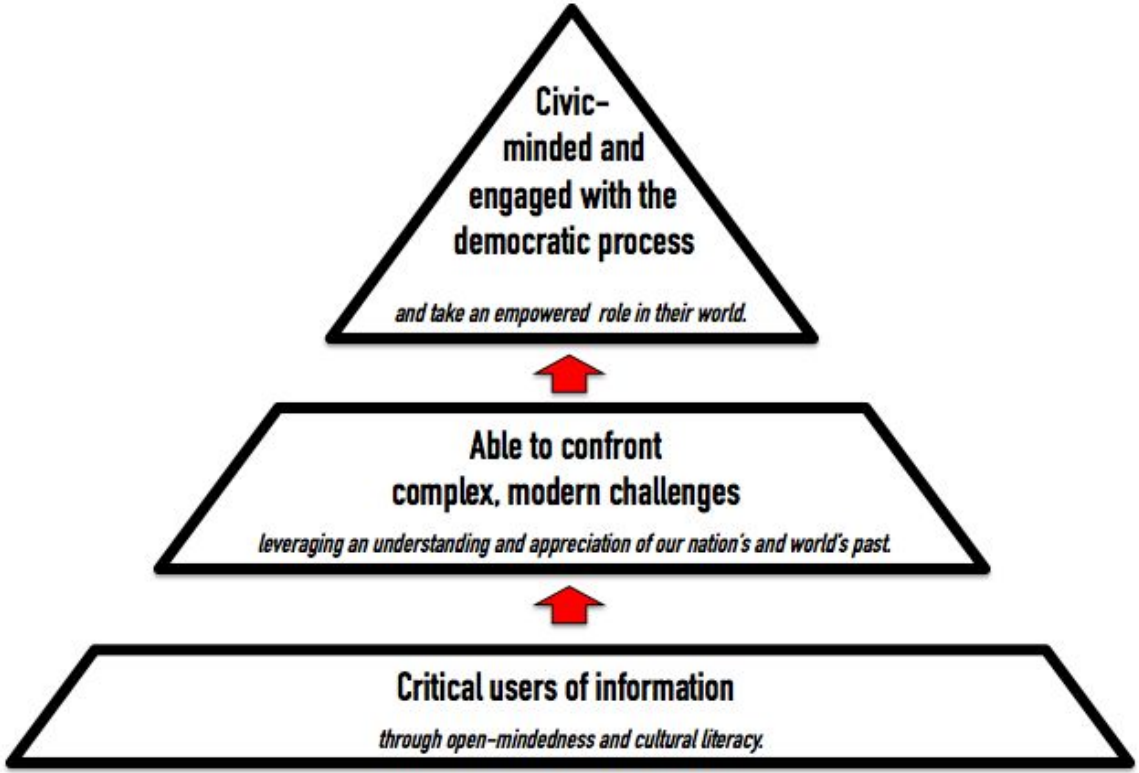
Date: June 8, 2020

Curriculum Recommendation

Continued (2 of 2)
Adopt curriculum for 7th Grade Social Studies based on 2018 Board-approved scope and sequence for Social Studies grades 5-11

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
3. Along with these guiding principles, C3 emphasizes the need for foundational Social Studies understanding in the areas of civics, geography, economics, and history. These traditional backbones of social studies education will still be emphasized in any new iterations of Social Studies courses. 4. The High School Social Studies department is currently engaged in similar discussions as approved through a previous curriculum recommendation. All changes would align to create a more fluid scope/sequence grades 5-11. 5. Changes to the 7th Grade Social Studies course have been piloted and are ready for Board approval.			.

As a Social Studies department, our mission is to develop students who are:



GRADE 7 Foundations of America

COURSE GOAL

Understanding the creation of our country and its government

ANTICIPATED CONTENT

American history (Colonies through Reconstruction)

HOW IT'S DIFFERENT

Heavier emphasis on government and civics

How has our country grown and changed over time?



What is the historical basis of our government?

GRADE 7 Foundations of America

HISTORICAL CONTENT

American history (Colonies through Reconstruction)

POINTS OF EMPHASIS

Driven by authentic assessment

Focus on skill development

Connections between time periods, both historical and modern

Heavier emphasis on government and civics

How has our country grown and changed over time?



What is the historical basis of our government?

Wellness

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATIONS FOR 2020-2021

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: Lauren Madia and Betsy Hess

Level: High School

Area: Wellness Education

Date: June 15, 2020

Curriculum Recommendation

Conduct a comprehensive review and multi-year revision of the current health and wellness curriculum and programming at the high school level.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. Across our world and nation, many significant health and wellness issues have been identified as needing crisis level attention and intervention. From the rise in addiction statistics and deaths from overdose and suicide, to a myriad of other significant physical and mental health issues, there is no denying that our students are facing incredible pressures and stresses related to their efforts to live healthy and well-balanced lives. 2. The Upper St. Clair School District has recognized the need for enhanced and increased programming related to health and wellness to promote the holistic development of our students. The beginning work resulting from this recommendation will be able to easily fold into and inform the Wellness arm of the District's strategic planning process.	1. Seek administrative approval. 2. Form a District team to begin the review process and provide research and information to the Strategic Planning process as well as a part of the curriculum development process. 3. Review mandates, standards, student feedback, data, and current programming to identify needs related to content and critical topics. Consider current delivery methods and determine ways to strengthen the dissemination of content in current coursework as well as finding new opportunities that span the 9-12 experience. 4. Review evidence-based research to assist in decision-making related to content, delivery, resources, materials and types of programming that have the greatest impact on students at the high school level. 5. If and where appropriate, establish partnerships with outside organizations to assist with study, development, resource selection, and delivery.	Summer workshop hours(3 teacheersX 24 hours @$30.20) Total: $2174.40	Approved. The importance of adjusting programming to adapt to the changing landscape of students' wellness needs is of critical importance and emphasizes the District's value of programming for the whole child.

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: Lauren Madia and Betsy Hess

Level: High School

Area: Wellness Education

Date: June 15, 2020

Curriculum Recommendation

Continued (2 of 4)

Conduct a comprehensive review and multi-year revision of the current health and wellness curriculum and programming at the high school level.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
3. Research shows that when students are engaging in healthy behaviors, they are more likely to experience academic success and higher levels of academic attainment (Health-Related Behaviors and Academic Achievement Among High School Students - United States, 2015, CDC). According to the CDC, health education has been identified as a key contributor to helping young people engage in healthy behaviors and avoid risky behaviors. 4. As society's concern about these public health crises has risen, new mandates have been issued in recent years, requiring schools to offer specific programming. Examples include Act 55 of 2017, which requires that students in grade levels 6-12 receive opioid prevention instruction every year, and Act 71 which permits and encourages the delivery of suicide prevention education for students in grades 7-12. 5. PDE has indicated that the existing Health and Physical Education standards are in the process of being revised, which would be taken into account during this multi-year review the revision.	6. Collaborate with middle school personnel to assure streamlined programming and determine any needs resulting from changes at the high school level.		

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: Lauren Madia and Betsy Hess
Area: Wellness Education
Level: High School
Date: June 15, 2020

Curriculum Recommendation

Continued (3 of 4)
Conduct a comprehensive review and multi-year revision of the current health and wellness curriculum and programming at the high school level.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
6. Changes to other courses have impacted the delivery of 7-12 health standards as previously articulated; for example: changes in the 8th grade expressive arts courses. *Maybe we do not need this* 7. Local survey data including the PA Youth Survey and Natural Helper survey indicate that our students are using alcohol, tobacco/nicotine products, and other drugs and are experiencing depressive symptoms, suggesting that additional universal prevention methods are warranted. Additionally, Safe2Say reports indicate that students are experiencing mental health concerns. 8. One manner in which formal health programming occurs at the high school level is through the ninth grade Health course. It is critical that a course review is conducted as one means to assure that the curriculum is comprehensive and responsive to the needs of today's students. The delivery methods should also be examined to assure that topics are presented, discussed, and assessed in ways that are appropriate for the subject matter being addressed.			.

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATIONS FOR 2020-2021

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: Lauren Madia and Betsy Hess

Level: High School

Area: Wellness Education

Date: June 15, 2020

Curriculum Recommendation

Continued (4 of 4)

Conduct a comprehensive review and multi-year revision of the current health and wellness curriculum and programming at the high school level.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
Though additional health and wellness content is covered in physical education classes in ninth through eleventh grades, it remains important to look for additional ways that topics can be presented and revisited, beyond these courses, throughout the high school experience in ways that are explicit, systematic, and responsive to the developmental needs of students as they progress through high school. 9. The wide variety of topics needed in comprehensive wellness programming require the involvement of professionals with specialized areas of expertise. Maximizing District personnel and with specialized training and accessing appropriate community resources should be addressed through this recommendation. 10. Upper St. Clair High School students are provided with a variety of ways to offer feedback on programming and needs and have found the confidence to approach appropriate personnel about issues and changes they would like through enhanced wellness programming. Student voice plays an important role in this type of endeavor.			

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATION FOR 2019-2020

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: Lisa Cain, Betsy Hess

Level: Grades 5-8

Area: Wellness

Date: June 15, 2020

Curriculum Recommendation

Pilot the implementation of basic mindfulness and yoga practices into the physical education curriculum.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. This recommendation directly supports several components of our District's mission, including: 2. The District's goal to promote happiness and success for each child. a. The District's belief that "effective education develops the whole person-ethically, intellectually, emotionally, socially, and physically- and promotes self-esteem and happiness." b. Mindfulness and yoga has many benefits, both short-term and long-term, including reducing stress, increasing positive emotions, increasing focus and attention, creates compassion and empathy, helps fight anxiety and depression, and reduces anger and aggression. 3. Nationwide many schools are implementing mindfulness programming to help combat student stress.	1. Seek administrative approval. 2. Provide summer workshop time and flex hours for up to 4 teachers to investigate a variety of resources 3. Partner with South Hills based Himalayan Institute for training the middle school PE staff in August on in-service days. 4. Investigate best programming and scheduling for both middle schools. 5. Continue the work during first semester using inservice days and department meetings. 6. Pilot the strategies and lessons at each building during second semester.	12 Flex Hours each. Himalayan Institute Instructor: 2 hours @ $120 hour=$240	Approved. It is a worthy effort to teach students productive ways to manage stress and anxiety so as to have a positive impact on how students feel and perform in all areas of their life.

Library

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATION FOR 2019-2020

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: Ginny Husak and Judy Bulazo

Level: Elementary

Area: Library

Date: June 15, 2020

Curriculum Recommendation

Replace and enhance the current coding curriculum at the elementary level with robotics.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. As the world around us becomes more automated, understanding robotics and related computer science concepts is quickly becoming an important skill for today's students. Robots are a powerful way to introduce young students to coding and programming. Students are able to immediately test out coding concepts and visually see the cause and effect nature of their programming. 2. Currently a national coding curriculum, *code.org*, is delivered during the student's library class and through computer lab time. Once a month, the Librarians teach a computer coding concept "offline". This is followed by a session in the computer lab that same month as scheduled by the classroom teacher. The lag time in the offline and online lessons has been somewhat problematic in the transfer of knowledge for the students. 3. The concepts of the *code.org* curriculum are still very valuable and important concepts. The goal would be to replace the "online" portion of the concepts learned from a computer to robots.. Many of the concepts such as algorithms, loops, debugging, etc. can still be taught, with the immediate and engaging use of robots.	1. Seek administrative approval. 2. Explore types of robots and match with coding concepts in the current curriculum. Make appropriate selections. 3. Determine best robot placement given the current coding curriculum concepts and developmental appropriateness for each age and grade level. Choose a grade level phase-in approach if funding is limited. 4. Write curriculum and units for each grade level.	Materials: Approximately $1,200 per grade level per building depending on robots selected. Summer Workshop Time: 3 librarians x 2 summer work days (12 hours) x $30.20 = $1,087.20	Approved. This change seems to accomplish many objectives and will be helpful in advancing STEAM programming at the elementary level.

Continued on next page

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATION FOR 2019-2020

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: Ginny Husak and Judy Bulazo

Level: Elementary

Area: Library

Date: June 15, 2020

Curriculum Recommendation

Continued (2 of 2)

Replace and enhance the current coding curriculum at the elementary level with robotics.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
4. There has been an influx of many types of robots into the field of educational materials, ranging from simple to highly complex. The wide variety of options currently available allows for the introduction of robots at the elementary level to be implemented in a developmentally appropriate way for each grade level with a sequential and spiraling curriculum that gets progressively more involved. 5. The same amount of instructional time would be utilized, allowing students to experience 9 lessons each year and potentially work with 4 different types of robots throughout their elementary school years.			

Invoice: 24859
Invoice Date: 06/01/2020
Payment Terms: 30 Net
Due Date: 07/01/2020
PO:

475 East Waterfront Drive
Homestead, PA 15120

Bill To:

UPPER ST CLAIR SCHOOL DISTRICT
1820 MCLAUGHLIN ROAD
PITTSBURGH, PA 15241-2332

No.	Description	UOM	Quantity	Unit Price	Amount
1	PA-Educator.net user fee for calendar year July 1, 2020 through June 30, 2021.	EA	1	3,000	3,000.00

Line Total	3,000.00
Payments	0.00
Credits	0.00
Balance Due	**$3,000.00**

Send payment to

Allegheny Intermediate Unit
Attn: Accounts Receivable
475 East Waterfront Drive
Homestead, PA 15120

Please Make Checks Payable To : ALLEGHENY INTERMEDIATE UNIT with invoice number(s) noted on the check and return to the above address.
For questions please contact : Deborah Weiblinger 412-394-4972 deborah.weiblinger@aiu3.net

Special Instructions:

USC SCHOOL DISTRICT

Customizing Learning,
Nurturing Potential...
Delivering Excellence

Memo

To: Dr. John Rozzo, USC Board Members

From: Ms. Cassandra Doggrell

Date: June 15, 2020

RE: Special Education and Student Support Services Agreements/Contracts

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I request approval of the following expense agreements and contracts for the **2020-2021 school year:**

1. St. Anthony's Post-Secondary Program: vocational and transition services for one student at **$18,000 (full year)**

2. Steel City Therapy, LLC: occupational therapy services at **$51.00 per hour (full year)** and physical therapy services at **$57.00 per hour (full year)**

3. Allegheny Intermediate Unit Services Agreement: If services provided by the AIU are rendered the fees for services are outlined in the 2020-2021 Services Guide.

Approval of contracts/agreements will be contingent upon documentation acceptable to the Superintendent and Solicitor.

2020-2021 Special Education Services Pricing

SPECIAL EDUCATION PROGRAMS	2020-2021	
Blind/Visually Impaired		
Itinerant (Tuition)	135,000.00 for 180 days or 750.00/day	
Cost Per Hour	150.00/hour	
Vision Tech Services ($150.00/hour fee charged for non-AIU3 LEAs)	No fee for AIU3 LEAs	
Career Development		
Transition Consultants	31,000.00/1 day/35 wks.	
Travel Instruction	125.00/hour	
Deaf/Hard of Hearing		
Itinerant (tuition)	135,000.00 for 180 days or 750.00/day	
Cost Per Hour	150.00/hour	
Audiology ($150.00/hour fee charged for non-AIU3 LEAs)	No fee for AIU3 LEAs	
Communication Access Services (tuition)	County	74,000.00
	Out of County	81,400.00
Interpreters (per FTE)	County	$74,000 or $82.50/Hour
	Out of County	$81,400 or $90.50/Hour
Mon Valley School*	**Annual**	**Per Day Equivalent**
Autistic Support (Tuition)	42,951.00	239.00/day
Emotional Support	42,951.00	239.00/day
Life Skills Support (Tuition)	40,044.00	223.00/day
Physical Support (Tuition)	54,149.00	301.00/day
Personal Care Assistant	30,182.00	168.00/day
Vocational Program (Per Session)	7,500.00	42.00/day
Pathfinder School*	**Annual**	**Per Day Equivalent**
Autistic Support (Tuition)	59,062.00	328.00/day
Multi-disabilities Support (Tuition)	59,062.00	328.00/day
Life Skills Support (Tuition)	59,062.00	328.00/day
Personal Care Assistant	30,182.00	168.00/day
PRIDE Program (Tuition)	30,850.00	172.00/day
Vocational Program (Per Session)	6,458.00	36.00/day
Sunrise School*	**Annual**	**Per Day Equivalent**
Autistic Support (Tuition)	50,068.00	278.00/day
Learning Support (Tuition)	38,248.00	213.00/day
Multi-disabilities Support (Tuition)	53,956.00	300.00/day
Life Skills Support (Tuition)	38,893.00	216.00/day
Personal Care Assistant	30,182.00	168.00/day
PRIDE Program (Tuition)	38,893.00	216.00/day
Vocational Program (Per Session)	6,458.00	36.00/day
District Based Classrooms		
Autistic Support	Call for information	
Emotional Support	Call for information	
Learning Support	Call for information	
Life Skills Support	Call for information	
Special Education Supervision Services		
Supervisory Services	28,500.00/1 day/42 wks.	
Speech/Language Impaired Support		
District Based - Full Time Itinerant	135,000.00 for 180 days or 750.00/day	
Students Itinerant Rate for Special Schools	135,000.00 for 180 days or 750.00/day	
K-1 language classroom, full time aide	34,766.00 for 180 days or 193.14 per day	
Auditory Processing Disorders	110.00/hour	
Diagnostic Consultation	110.00/hour	
Feeding and Swallowing Tech Support	110.00/hour	
Pupil Personnel		
Brain STEPS	No fee	
Board Certified Behavior Analyst (BCBA)	595.00/day or 85.00/hour	
Threat Assessment	114.00/hr	
Suicide Prevention (One Presenter)	800.00/day - two trainers provided	
Bullying Prevention	800.00/day - two trainers provided	
Psychological and Social Work Services	County/Out of County - Call for Information	
Occupational and Physical Therapy		
Occupational Therapist	63.50/hour	
Occupational Therapy Assistant	54.00/hour	
Physical Therapist	66.75/hour	
Physical Therapy Assistant	54.00/hour	
OT/PT Supervision and Consultation	110.00/hr	
Miscellaneous		
Equitable Participation (supported by IDEIA Component III)	No fee	
Local Task Force	No fee	
Special Education Transportation	Call for information	
Extended School Year	Tuition	2,500.00
	PCA	2,600.00
	Related Services	Call for details

*Districts will be charged the full classroom tuition for the time students are enrolled in the center program.

All AIU services performed within Allegheny County are priced at County rates. Out of County rates will be charged when services are provided to a non-AIU LEA at a location outside of Allegheny County.

ALLEGHENY INTERMEDIATE UNIT

2020 2021 SERVICES GUIDE



Allegheny Intermediate Unit

Educational Opportunities
Innovative Solutions
Leadership Excellence

2020-2021 Services Guide

475 East Waterfront Drive • Homestead, PA 15120
412-394-5700 • aiu3.net • @AlleghenyIU3

194 Unique Services Offered

Executive Leadership Team

Rosanne Javorsky, Interim Executive Director

Jon Amelio, Chief Technology Officer

Erin Koebel, Director of Human Resources and Labor Relations

Catherine Lobaugh, Ed.D., Assistant Executive Director for Early Childhood, Family and Community Services

Joseph Lucarelli, Chief Finance and Operations Officer

James Palmiero, Ed.D., Assistant Executive Director for Special Education and Pupil Services

Joseph Shaulis, Esq., General Counsel

Board of Directors

Debbie Beale, *President*	Highlands
David Schaap, *Vice President*	Brentwood Borough
Larry Pollick, *Secretary*	Allegheny Valley
Peter Lyons, *Treasurer*	Pine-Richland
James Bulger	Steel Valley
Leonard Fornella	South Fayette Township
Jamie Glasser	Woodland Hills
Connie Ruhl	Bethel Park
Patrick Sable	South Park
Robert Shages	Hampton Township
Roger Tachoir	Clairton City

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Allegheny Intermediate Unit

2020-2021 Pricing at a Glance

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Assistive Technology
Autism Support
Book Review Project
BrightBytes – Data Interpretation and Action Planning
Business Administrator Role-Alike Meetings
Career Readiness State Training Support Plan
Classroom Diagnostic Tools (CDT)
CMU CS Academy
Co-Teaching
Comprehensive Planning Process
Computer Science and Technology Teachers Network
Crisis Response Team
Curriculum Director Role-Alike Meetings
DART (Preschool Early Intervention Services)*
Data Collection and Reporting System for Special Education
Data Team Training
Detention Education System
Diagnostic Assessment and Interventions
Diagnostic Consultation*
Early Head Start
Education for Children and Youth Experiencing Homelessness (ECYEH)
Educator Evaluation
Educator Workshops
ELA Symposium
Emergency Management Role-Alike Meetings
Family Literacy Classes
Family Support Centers
Future Ready PA Index
Gifted Education
Grant Network
Group Term Life Insurance Consortium*
Head Start
Human Resources Director Role-Alike Meetings
IDEA Sub-Recipient Monitoring
Instructional Coaches Role-Alike Meetings
Integrating Open Educational Resources Across the Curriculum
Integrating Technology into the Curriculum
Intensive Interagency Coordination
Joint Purchasing Program
Keystone Exams in Literature
Leadership Seminars
Least Restrictive Environment/Inclusive Practices
Legislative Policy and Advocacy
Lincoln Park After-School Program
Local Task Force
Management Consultation
Math Coach Network
Media Coordinator Role-Alike Meetings
MSC Math Educator Networks for K-12 Teachers
MSC Science Educator Networks for K-12 Teachers
Multi-Sensory Approach to Teaching Mathematics
Multi-Tiered System of Supports (MTSS)/ Response to Instruction and Intervention (RTII)
Multi-Tiered System of Supports for Behavior (MTSS)/School Wide Positive Behavior Interventions and Support (SWPBIS)
New Special Education Liaison Role-Alike Meetings
Non-Public Schools Program (NPSP)
PA Core Standards for English Language Arts (ELA)
PA Inspired Leadership Initiative
PA Institute for Instructional Coaching
PA Value-Added Assessment System (PVAAS)
Pearson Vue Testing
Positive Behavior Supports
Pre-K Counts
Professional Development Services – BrainSTEPS
Project ELECT
Public Relations Role-Alike Meetings
Reading Achievement Center Resource Room
Reading Specialist Network
Responsible Fatherhood Program
Safety and Security Initiatives
School Assessment Data Analysis
School Board Seminars
School Improvement Facilitation
Secondary Transition Services
Social Studies Network
Special Education Liaison Role-Alike Meetings
Standards Aligned System Training
STEAM Catalyst Grants
STEAM Lending Library
STEAM Teacher and Coordinator Role-Alike Meetings
Superintendent Commission
Superintendents' Advisory Council
SuperSite
Supervision and Consultation*
Supporting Literacy and Mathematics Development
Technology Coordinators Role-Alike Meetings
Title IIA Non-Public Schools Consortium
Title III Consortium Services – AIU Serviced Districts – Liaison Committee*
Title III Consortium Services – Title III Consortium Grant*
transformED
Workforce Development Program and GED Preparation

** See service listing for other pricing options.*

2020-2021 Administrative Services Pricing

Program	Cost
Act 1 Mailing Coordination	$150
Business Administrator Role-Alike Meetings	No charge
Communications, Marketing and Public Relations	Varies
Data Analysis, Management and Support	Varies
Data Collection and Reporting System for Special Education	No charge
District-Based Human Resource Services	Varies
Emergency Management Role-Alike Meetings	No charge
Evaluation Planning	Varies
Grant Development Training	$275/person
Grant Facilitation and Support	Varies
Grant Network	No charge
Graphic Design Services	Varies
Group Term Life Insurance Consortium	No charge*
High-Speed Copying and Duplication	Varies
Human Resource Audits	$5,000
Human Resources Director Role-Alike Meetings	No charge
IDEA Sub-Recipient Monitoring	No charge
Job Description Review and Development	$3,000
Joint Purchasing Program	No charge
Legislative Policy and Advocacy	No charge
Management Consultation	No charge
PA-Educator.net	Varies
Program Monitoring and Evaluation	Varies
Public Relations Role-Alike Meetings	No charge
Regional Wide Area Network (RWAN)	$550/1 Gbps*
Safety and Security Initiatives	No charge
School-Based ACCESS Program	Varies
Software and Data Systems	Varies
Special Education Transportation Services	Varies
Superintendent Commission	No charge
Superintendent Searches	Varies
Superintendents' Advisory Council	No charge
SuperSite	No charge
Technology Assessments and Managed Services	Varies
Technology Coordinators Role-Alike Meetings	No charge

2020-2021 Family and Community Engagement Pricing

Program	Cost
Allegheny County Jail Workforce Development and GED Preparation Program	No charge
Community Schools East and West	Varies
DART (Preschool Early Intervention Services)	No charge*
Detention Education System	No charge
Early Head Start	No charge
Education for Children and Youth Experiencing Homelessness (ECYEH)	No charge
Family Literacy Classes	No charge
Family Support Centers	No charge
Focus On Attendance	No charge
Head Start	No charge
Lincoln Park After-School Program	No charge
Pearson Vue Testing	No charge
Pre-K Counts	No charge
Project ELECT	No charge
Responsible Fatherhood Program	No charge
Workforce Development Program and GED Preparation	No charge

** See service listing for other pricing options.*

2020-2021 Professional Growth Pricing

Program	Cost
Acadience Training	Varies
Adolescent Literacy Institute	$600/person
Advanced Placement Summer Institute	$1,000
Apple Education Professional Development	$2,000/day
Assistive Technology	No charge
Autism Support	No charge
Book Review Project	No charge
BrightBytes – Data Interpretation and Action Planning	No charge
Career Readiness State Training Support Plan	No charge
Classroom Diagnostic Tools (CDT)	No charge
CMU CS Academy	No charge
Co-Teaching	No charge
Code.org Computer Science K-12 Curriculum	Varies
Comprehension, Close Reading and Complex Text: Laying the Foundation K-2	$400/person
Comprehensive Planning Process	No charge
Computer Science – Apple Can Code Curriculum	$450/half day
Computer Science and Technology Teachers Network	No charge
Continuing Professional Education Credit Courses	$399/course
Curriculum Director Role-Alike Meetings	No charge
Customized In-district Mathematics and Science Professional Development for Effective Classroom Practices, PreK-12	Varies
Customized Professional Development	$450/half day
Customized Reading Support	$900/day
Data Security and Integration	$450/half day
Data Team Training	No charge
Diagnostic Assessment and Interventions	No charge
Educator Evaluation	No charge
Educator Induction Program	$225/person
ELA Symposium	No charge
Emerging Instructional Technologies	$450/half day
English Language Arts Auditing and Curriculum Alignment or Writing	$450/half day
Federal Programs Role-Alike Meetings	$60/person
Future Ready PA Index	No charge
Google Certified Educator Training – Level 1 and Level 2	$125/person
Historical Thinking in the Middle Grades	$200/person
Human-Centered Design Consultation	$450/half day
Hybrid Learning Instructional Design Plan	Varies
Instructional Coaches Role-Alike Meetings	No charge
Integrating Open Educational Resources Across the Curriculum	No charge
Integrating Technology into the Curriculum	No charge
Intensive Interagency Coordination	No charge
K-3 Apprenticeship Model	$3,800/person
Keys to Comprehension	$600/person
Keystone Exams in Literature	No charge
Language Essentials for Teachers of Reading and Spelling (LETRS)	Varies
Leadership Seminars	No charge
Least Restrictive Environment/Inclusive Practices	No charge
LETRS (Language Essentials for Teachers of Reading and Spelling) Professional Development	Varies
Literacy Design Collaborative (LDC)	$450/half day
Math Coach Network	No charge
Mathematics and Science Curriculum Auditing and Curriculum Alignment or Writing	Varies
Media Coordinator Role-Alike Meetings	No charge
MSC Math Educator Networks for K-12 Teachers	No charge
MSC Mathematics Professional Learning Workshops and Institutes	Varies
MSC Science Educator Networks for K-12 Teachers	No charge
MSC Storytime STEM-Packs	Varies
Multi-Sensory Approach to Teaching Mathematics	No charge
Multi-Tiered System of Supports (MTSS)/Response to Instruction and Intervention (RTII)	No charge
Multi-Tiered System of Supports for Behavior (MTSS)/ School Wide Positive Behavior Interventions and Support (SWPBIS)	No charge
New and Aspiring Superintendent Support	$175/person
Online Learning Professional Development	$450/half day
PA Core Standards for English Language Arts (ELA)	No charge
PA Inspired Leadership Initiative	No charge
PA Institute for Instructional Coaching	No charge
PA Value-Added Assessment System (PVAAS)	No charge
Positive Behavior Supports	No charge
Professional Education Reporting (Act 48)	$5/record
Reading Achievement Center Resource Room	No charge
Reading Specialist Network	No charge
School Assessment Data Analysis	No charge
School Board Seminars	No charge
School Improvement Facilitation	No charge
School Retool Fellowship for School Leaders	$1,000
Secondary Transition Services	No charge
Social Studies Network	No charge
Standards Aligned System Training	No charge
STEAM and Learning Innovation	$450/half day
STEAM Catalyst Grants	No charge
STEAM Lending Library	No charge
STEAM Teacher and Coordinator Role-Alike Meetings	No charge
Supporting Literacy and Mathematics Development	No charge
Supporting Teacher Growth with Common Core Shifts (Act 45 course)	$300/person
Text Dependent Analysis: Effective Instructional Practices	$600/person
Text Dependent Analysis Part 2 - Studying Student Work	$450/person
Thinking Through the Pencil	$600/person
transformED	No charge

** See service listing for other pricing options.*

2020-2021 Special Education Services Pricing

Program	Cost
Audiology	$150/hour
Auditory Processing Disorders (APD) Evaluation Team	$110/hour
Autistic Support	Varies
Blind/Visually Impaired Support Program	$750/day
Board Certified Behavior Analyst (BCBA)	$595/day or $85/hour
Bullying Prevention Program	$800/day
Communication Access Services for Students with Hearing Loss	$82.50/hour
Crisis Response Team	No charge
DART (Preschool Early Intervention Services)	No charge*
Deaf/Hard of Hearing Support Program	$750/day
Diagnostic Consultation	No charge*
Emotional Support	Varies
Extended School Year	$2,500*
Feeding and Swallowing Technical Support Team	$110/hour
Learning Support	Varies
Life Skills Support	Varies
Local Task Force	No charge
Mon Valley School	Varies
Multi-Disabilities Support	Varies
New Special Education Liaison Role-Alike Meetings	No charge
Occupational Therapy	$63.50/hour* or $54/hour
Personal Care Assistant	Varies
Physical Support	Varies
Physical Therapy	$66.75/hour* or $54/hour
PRIDE Program	Varies
Primary Expressions K-1 Classrooms	$193.14/day
Professional Development Services – BrainSTEPS	No charge
Psychological Services	$625/day or $114/hour
Social Work Services	$625/day or $114/hour
Special Education Liaison Role-Alike Meetings	No charge
Speech/Language Impaired Support Program	$750/day or $193.14/hour
Suicide Prevention Training	$800/day
Sunrise School	Varies
Supervision and Consultation	No charge*
Supervision of Clinical Fellowship Year	Varies
Supervisor Services	$678.57/day
The Pathfinder School	Varies
Threat Assessment	$114/hour
Transition Consultants	$885.71/day
Travel Services	$125/hour
Vocational Programs	Varies

2020-2021 Student Programs Pricing

Program	Cost
Academic Events	Varies
Adult Education and Family Literacy	Varies
AIU ESL Induction	$1,000/person
Alternative Education	Varies
Career Connections	$75
Children and Youth Experiencing Homelessness	No charge
Early Childhood Education	No charge
Gifted Education	No charge
K-12 ESL Curriculum Review Process	Varies
K-12 ESL Direct Instruction Model	$105,889/FTE
K-12 ESL Professional Development	$500/half day
K-12 ESL State Monitoring, Program Monitoring and Evaluation	$120/hour
K-12 ESL Student Evaluations and Proficiency Testing	$220/eval.
K-12 ESL Student Exiting/Monitoring Process	$120 hour
K-12 ESL Supervisor Services	$13,750/year*
Non-Public Schools Program (NPSP)	No charge
Special Education Schools and Supports	Varies
Title I Non-Public Schools	Varies
Title IIA Non-Public Schools	Varies
Title IIA Non-Public Schools Consortium	No charge
Title III Consortium Services – AIU Serviced Districts – Liaison Committee	No charge*
Title III Consortium Services – Title III Consortium Grant	No charge*
Waterfront Learning	Varies

** See service listing for other pricing options.*

Administrative Services

Every day, school district operations become more complex. Laws and mandates constantly change and school leaders need new solutions for today's business challenges. The AIU offers a variety of services to support school administrators.

Communications and Legislative Services

Communications, Marketing and Public Relations

Contact: Sarah McCluan, 412-394-3472 • sarah.mccluan@aiu3.net
Cost: Rates vary by project. Please contact for more information.
Invoice Frequency: Monthly

The Communication Services team assists with the planning, execution and evaluation of integrated communication and marketing campaigns using traditional and social media. Seasoned communication experts are available to advise district administrators on a wide variety of topics impacting today's public schools.

Graphic Design Services

Contact: Michael Tarquinio, 412-394-5746 • michael.tarquinio@aiu3.net
Cost: Rates vary by project. Please contact for more information.
Invoice Frequency: Monthly

The Communication Services team can help districts design and create publications from an initial concept to a high-quality finished product. Consultations can be arranged to discuss appropriate color choices, paper weights, fonts and graphics.

Legislative Policy and Advocacy

Contact: Joseph Shaulis, Esq., 412-394-4521 • joseph.shaulis@aiu3.net
Cost: No charge

More than ever, education advocates' voices are being heard. In an effort to uplift and add volume to Allegheny County educators' concerns, the AIU actively engages in strategic relationships with federal and state policymakers to share the good work of schools. The Legislative Policy and Advocacy team keeps local school leaders abreast of current developments in Harrisburg and Washington, D.C., and develops advocacy campaigns to inform legislators.

Public Relations Role-Alike Meetings

Contact: Sarah McCluan, 412-394-3472 • sarah.mccluan@aiu3.net
Cost: No charge

Regular role-alike meetings are held for school public relations officials and district administrators to discuss timely communications-related issues. Guest speakers are often invited to participate. Topics, such as crisis communications, social media and parent engagement are discussed.

Evaluation, Grants and Data

Data Analysis, Management and Support

Contact: Leslie McConnell, 412-394-5821 • leslie.mcconnell@aiu3.net
Johanna Innamorato, 412-394-4623 • johanna.innamorato@aiu3.net
Cost: Negotiated based on scope of work. Please contact for more information.
Invoice Frequency: Based on work scope and timeline

The AIU provides data analysis services and designs surveys, instruments and systems to assist schools in collecting and analyzing relevant data for developing needs statements, proving program results, understanding student achievement, fulfilling reporting requirements and making decisions about school improvement.

Evaluation Planning

Contact: Leslie McConnell, 412-394-5821 • leslie.mcconnell@aiu3.net
Johanna Innamorato, 412-394-4623 • johanna.innamorato@aiu3.net
Cost: Negotiated based on scope of work. Please contact for more information.
Invoice Frequency: Following completion of service

The AIU's evaluation specialists design individualized evaluation plans for self-evaluation or as part of program evaluation services.

Grant Development Training

Contact: Leslie McConnell, 412-394-5821 • leslie.mcconnell@aiu3.net
Cost: $275 per person for one-day grant workshops offered at AIU Central Office.
Negotiated based on needs and travel for district/IU on-site grant training.
Invoice Frequency: Upon registration

The AIU offers a one-day, intensive grant development workshop at the AIU's Central Office designed to give school leaders an understanding of the grant process and how to get started developing solid grant proposals. The AIU also offers customized grant training for districts and IUs held at their location.

Grant Facilitation and Support

Contact: Leslie McConnell, 412-394-5821 • leslie.mcconnell@aiu3.net
Cost: Negotiated based on scope of work. Please contact for more information.
Invoice Frequency: Following completion of service

The AIU's grant specialists provide schools and IUs with support throughout the fundraising process, including assessing needs and developing programs, constructing narratives and budgets and applying for competitive funds from local, state and national funding sources.

Grant Network

Contact: Leslie McConnell, 412-394-5821 • leslie.mcconnell@aiu3.net
Cost: No charge

The AIU's Grant Network provides information regarding grant opportunities and tips on how to develop a thorough proposal. Members receive regular notices about opportunities that can enhance programming and instruction at their schools. To join the Grant Network, register at www.surveymonkey.com/r/AIUGrantNetworkSignUp

Program Monitoring and Evaluation

Contact: Leslie McConnell, 412-394-5821 • leslie.mcconnell@aiu3.net
Cost: Negotiated based on scope of work. Please contact for more information.
Invoice Frequency: Following completion of service

The AIU's evaluation specialists conduct evaluations on the district, local, consortium, regional and state levels to improve programs and fulfill reporting requirements. This process may include documenting program implementation, conducting site visits, collecting and analyzing quantitative and qualitative data, preparing final evaluation reports and making recommendations for improvement. Scope of work depends on program needs and evaluation requirements.

Software and Data Systems

Contact: Leslie McConnell, 412-394-5821 • leslie.mcconnell@aiu3.net
Cost: Negotiated based on scope of work. Please contact for more information.
Invoice Frequency: Based on work scope and timeline

The AIU provides web-based software and data warehouse systems customized to your needs in any number of areas such as customer relations management (CRM), time accounting and reporting, student achievement tracking/analysis and contract management.

Executive Support

Management Consultation

Contact: Rosanne Javorsky, 412-394-5792 • rosanne.javorsky@aiu3.net
Cost: No charge

The AIU assists districts in identifying and coordinating resources and services to provide support in school management, planning and administration.

Superintendent Commission

Contact: Rosanne Javorsky, 412-394-5792 • rosanne.javorsky@aiu3.net
Cost: No charge

The AIU assists with scheduling superintendents and assistant superintendents for the oath of office.

Superintendents' Advisory Council

Contact: Rosanne Javorsky, 412-394-5792 • rosanne.javorsky@aiu3.net
Cost: No charge

The AIU hosts monthly meetings with superintendents on current federal, state and local issues that impact school districts. The executive director provides updates from the Pennsylvania Department of Education based upon attendance at monthly meetings with the secretary of education and Pennsylvania Department of Education officials. In addition, AIU leadership and superintendents meet in teams based on specific categories designed to address regional education issues.

SuperSite

Contact: Rosanne Javorsky, 412-394-5792 • rosanne.javorsky@aiu3.net
Cost: No charge

The AIU hosts SuperSite, a web-based tool designed specifically for superintendents. It is a source of current and relevant information related to human resources, finance, legislative advocacy, emergency management and other data made available upon request.

Finance and Business Operations

Act 1 Mailing Coordination

Contact: Kim Enz, 412-394-5784 • kimberly.enz@aiu3.net
Cost: $150 per district
Invoice Frequency: Annually, once service has been completed.

The Taxpayer Relief Act, known as Act 1, was passed in 2006 to provide property tax relief to qualifying resident homeowners. All school districts must participate and the AIU coordinates the mailing to thousands of homes in Allegheny County.

Business Administrator Role-Alike Meetings

Contact: Joseph Lucarelli, 412-394-5813 • joseph.lucarelli@aiu3.net
Cost: No charge

The AIU conducts quarterly role-alike meetings for Allegheny County school district business administrators. The free sessions give school business leaders the opportunity to come together and discuss topics that impact district operations. The AIU's staff give timely updates on local, state and federal issues that affect budgets and offers information that saves time and money.

Data Collection and Reporting System for Special Education

Contact: Jane Gimigliano, 412-394-7392 • jane.gimigliano@aiu3.net
Cost: No charge

The AIU is designated by the Pennsylvania Department of Education to collect the special education data needed to meet state and federal reporting requirements. The aggregated data of the region is used to generate 32 reports required by the Pennsylvania Department of Education. This service is not only free to school districts, but also saves administrators time and effort.

Group Term Life Insurance Consortium

Contact: Janet Breiding, 412-394-5848 • janet.breiding@aiu3.net
Cost: No charge – Membership in the consortium is free, although each school district pays its insurance premiums.

The Group Term Life Insurance Consortium enables members to achieve the benefits of group purchasing of term life insurance. Membership is available to all Allegheny County public school districts and career and technical schools.

IDEA Sub-Recipient Monitoring

Contact: Richard Marusic, 412-394-5718 • richard.marusic@aiu3.net
Cost: No charge

The AIU is the Local Education Agency (LEA) for IDEA Part B, Section 611 Funds. The purpose of the program is to pass through IDEA funds to districts for their school-based special education programs. As the pass-through entity for federal IDEA funds, the AIU is required to monitor the activities of sub-recipients to ensure that federal awards are used for authorized purposes in compliance with laws, regulations and the provisions of contracts or grant agreements. In addition, monitoring is also required to ensure that performance goals are achieved.

Joint Purchasing Program

Contact: Kim Enz, 412-394-5784 • kimberly.enz@aiu3.net
Cost: No charge

The Joint Purchasing Program facilitates the purchase of energy, fuel and paper products at the lowest price. The program assists participants by preparing specifications, advertising, analyzing bids, conducting bid openings, evaluating samples, recommending bid awards and notifying bidders. Every year, the Joint Purchasing Program saves school districts millions of dollars in the purchase of electricity, natural gas, gasoline and diesel fuel.

School-Based ACCESS Program

Contact: Kara Bonaroti, 412-394-4527 • kara.bonaroti@aiu3.net
Cost: Rates vary. Please contact for more information.
Invoice Frequency: Semi-annually

The School-Based ACCESS Program allows school districts to earn partial reimbursement for health-related services provided to students who are eligible for medical assistance. The AIU's business staff helps school districts complete the reimbursement process by ensuring compliance and the proper submission of claim documentation. Although there are many variables that determine reimbursement, districts may be able to realize significant savings.

Special Education Transportation Services

Contact: Anthony Nuccetelli, 412-394-5791 • anthony.nuccetelli@aiu3.net
Cost: Rates vary. Please contact for more information.
Invoice Frequency: None

The AIU can facilitate transportation services for children with special needs. The AIU contracts with school bus transportation companies to provide the service. Funding comes directly from a district's state subsidy. No invoicing occurs.

Human Resources and Labor Relations

District-Based Human Resource Services

Contact: Erin Koebel, 412-394-5957 • erin.koebel@aiu3.net
Cost: Rates and availability vary dependent upon request.
Invoice Frequency: Annually, once the service has been completed.

The AIU has a comprehensive group of experts within the human resources field who can support any school district with complex human resources functions. The services are customizable and scalable to fit the needs of any school district. In addition, the services can be offered on an annual, quarterly or weekly basis.

Human Resource Audits

Contact: Erin Koebel, 412-394-5957 • erin.koebel@aiu3.net
Cost: $5,000
Invoice Frequency: Annually, once the service has been completed.

The AIU's HR Audit Committee uses a list of mandated regulations and best practices to audit the practices and procedures of school district human resources departments. At the end of the audit we provide a roadmap to compliance with actionable steps and best practice recommendations.

Human Resources Director Role-Alike Meetings

Contact: Erin Koebel, 412-394-5957 • erin.koebel@aiu3.net
Cost: No charge

The AIU holds quarterly human resource director role-alike trainings for district administrators. Information on relevant topics impacting human resources in schools is presented and discussed.

Job Description Review and Development

Contact: Erin Koebel, 412-394-5957 • erin.koebel@aiu3.net
Cost: $3,000
Invoice Frequency: Annually, once the service has been completed.

Job descriptions need to be written and framed to ensure position requirements accurately articulate what is expected of a job seeker or incumbent, yet comply with employment laws. Our job description committee will analyze and review your organization's current job descriptions and generate an action plan to address any identified issues. Job descriptions will be revised where needed and reviewed by the committee for consistency and accuracy.

PA-Educator.net

Contact: Erin Koebel, 412-394-5957 • erin.koebel@aiu3.net
Cost: Rates vary per district. Please contact for more information.
Website: paeducator.net
Invoice Frequency: Annually

PA-Educator.net is an online clearinghouse for teachers and administrators interested in working in Pennsylvania. This service is free to applicants and simplifies the application process for participating school districts and other educational entities. Our applicant profiles contain all documents required to be hired within a public school entity in Pennsylvania. PA-Educator.net simplifies the recruiting and hiring process, allowing employers to not only post positions, but also conduct focused searches.

Superintendent Searches

Contact: Erin Koebel, 412-394-5957 • erin.koebel@aiu3.net
Cost: Rates vary by project. Please contact for more information.
Invoice Frequency: Annually, once the service has been completed.

The AIU recognizes the importance of selecting dynamic school leaders who can successfully lead organizations in an ever-changing society. Our approach to a superintendent search process combines experience and industry expertise with a robust search methodology. The steps to success will be guided by the needs of the school district and include: setting timelines, obtaining key stakeholder feedback, refining the job description, advertising, interview facilitation and finally, thorough background checks. The AIU will also facilitate the offer and hiring of the selected candidate.

Information Technology

High-Speed Copying and Duplication

Contact: Valarie Becker, 412-394-5833 • valarie.becker@aiu3.net
Cost: Rates vary by project. Please contact for more information.
Invoice Frequency: Monthly

The AIU's Production Center offers affordable, high-speed duplication of your print-ready documents such as student/parent handbooks, flyers, brochures, newsletters, handouts, NCR forms, etc. Whether you need black-and-white prints or eye-catching full-color brochures, we can handle the job. We have a variety of paper in stock and finishing services include cutting, folding, padding, stapling, saddle stitching, GBC binding and hot- glue tape binding. Call for a free estimate.

Regional Wide Area Network (RWAN)

Contact: Jon Amelio, 412-394-5710 • jon.amelio@aiu3.net • Twitter: @AIUCTO
Cost: $550 for 1 Gbps circuit or $895 for 10 Gbps circuit, plus Internet bandwidth up to $0.90 Mbps and a service/administrative fee that is adjusted annually
Invoice Frequency: Monthly. New members will only be added at contract renewal periods.

The Regional Wide Area Network (RWAN) is a fiber optic educational network comprised of 41 school districts, two CTCs and the AIU. Members choose between a 1 Gbps or 10 Gbps connection and upstream Internet connectivity. The RWAN provides access to the state's K-12 network (PAIUNET). In addition, students and teachers can connect to the Pittsburgh Supercomputing Center's backbone to Internet 2 for direct routes to major content providers including Microsoft, Google and others. The RWAN is governed by an elected set of IT leaders from a cross-section of districts.

Technology Assessments and Managed Services

Contact: Jon Amelio, 412-394-5710 • jon.amelio@aiu3.net • Twitter: @AIUCTO
Cost: Rates vary by project. Please contact for more information.
Invoice Frequency: Monthly

Technology is the backbone at every organization and school district. To help school districts operate in the most cost-efficient manner possible, the AIU's Information Technology staff provides a variety of services including infrastructure assessments and managed services. The division's services include virtual IT director, network administrator, help desk, technical support, PIMS administrator and E-rate support. These services allow school districts to augment their staffing so that educational dollars can be stretched.

Technology Coordinators Role-Alike Meetings

Contact: Jon Amelio, 412-394-5710 • jon.amelio@aiu3.net • Twitter: @AIUCTO
Cost: No charge

The AIU holds monthly technology coordinator role-alike meetings that are designed to provide updates, best practices and a forum for discussion for both new and experienced school district technology administrators. A variety of topics are discussed including online learning, educational technologies, county-wide service networks and other technology initiatives.

Safety and Security

Emergency Management Role-Alike Meetings

Contact: Aaron Skrbin, 412-394-5933 • aaron.skrbin@aiu3.net • Twitter: @AIUSafetyandSecurity
Cost: No charge

The AIU hosts emergency management role-alike meetings for school safety directors and affiliated personnel to discuss topics impacting crisis and emergency management in schools.

Safety and Security Initiatives

Contact: Aaron Skrbin, 412-394-5933 • aaron.skrbin@aiu3.net • Twitter: @AIUSafetyandSecurity
Cost: No charge

The AIU provides a variety of services to assist member districts with their safety and security initiatives. Services include the planning and execution of small and large scale school safety exercises, workshops on a variety of safety related topics, consultation on policies and procedures and support during a crisis. The AIU also serves the liaison between the Allegheny County Office of Emergency Services and member districts, and represents the interests of schools at the Allegheny County Emergency Operations Center.

Family and Community Engagement

At the AIU, we work collaboratively with a variety of groups and organizations. We partner with school districts, private businesses, government entities and non-profit organizations to bring services and resources to students, children and families throughout the region. Through this work, we impact communities and help families become strong.

Adult Education and Family Literacy

Allegheny County Jail Workforce Development and GED Preparation Program

Contact: Joe Tokar, 412-350-2249 • joseph.tokar@aiu3.net
Cost: No charge

The Allegheny County Jail GED Preparation and Workforce Development Program provides literacy and adult basic education classes for inmates within the jail facilities. The program staff offers classes in GED preparation and testing, computer literacy and basic academic skills, as well as financial literacy and pre-apprenticeship test preparation.

Pearson Vue Testing

Contact: Joe Tokar, 412-350-2249 • joseph.tokar@aiu3.net
Website: pearsonvue.com/test-taker.asp
Cost: No charge

The AIU is an official Pearson Vue testing center and offers the GED test and more than 125 different exams at an easy-to-access location at the AIU's Central Office in Homestead. Some of the certifications include: PA Department of Education certification exams, PA Notary Public exam, information technology (Comp TIA, Cisco Systems, Oracle, Microsoft, etc.), legal services, real estate and appraisers, construction trades (NEAT) UST and inspectors (NACE), employment, human resources, management and safety and many more.

Workforce Development Program and GED Preparation

Contact: Joe Tokar, 412-350-2249 • joseph.tokar@aiu3.net
Cost: No charge

The AIU's GED Preparation and Workforce Development Program is designed to assist learners who wish to brush up on basic skills needed for new employment. The AIU's GED Program can also prepare adults to pass the GED test.

Alternative Education

Community Schools East and West

Contact: Licia Lentz, 412-394-5804 • licia.lentz@aiu3.net
Cost: There is no tuition for students active with Allegheny County Juvenile Court or Children, Youth and Family Services.
Non-Court-Adjudicated Student Tuition Rates: Regular Education Students - Full Day/$56 per day
Special Education Students - Full Day/$72 per day
Invoice Frequency: Annually - may vary per student contract

The alternative education schools provide instruction, school counseling and advocacy for students in grades 7 to 12. All students must meet the Pennsylvania Department of Education's guidelines for Alternative Education of Disruptive Youth.

Detention Education System

Contact: Licia Lentz, 412-394-5804 • licia.lentz@aiu3.net
Cost: No charge

The Detention Education System offers students an opportunity to continue their education pending their court disposition. Shuman Detention Center and the Allegheny County Jail provide space for educational programming for students up to 21 years of age.

Focus On Attendance

Contact: Carlena Lemon, 412-918-9206 • carlena.lemon@alleghenycounty.us
Cost: No charge

The Focus On Attendance Program is a collaborative effort of the AIU, the Allegheny County Juvenile Court, the Department of Human Services of Allegheny County and local school districts. The emphasis of the program is to address truancy referrals for students in Allegheny County schools.

Children and Youth Experiencing Homelessness

Education for Children and Youth Experiencing Homelessness (ECYEH)

Contact: Nicole Anderson, 412-394-5894 • nicole.anderson@aiu3.net
Cost: No charge

The Education for Children and Youth Experiencing Homelessness (ECYEH) program provides technical assistance, training and support to school districts in nine southwestern Pennsylvania counties related to the McKinney-Vento Act, Subtitle B. The ECYEH staff works with families and community agencies to facilitate enrollment and to remove barriers to education for children experiencing homelessness.

Early Childhood Education

DART (Preschool Early Intervention Services)

Contact: Susan Sams, Ph.D., 412-394-5816 • susan.sams@aiu3.net
Cost: No charge (except for children who remain in early intervention an additional year)
Invoice Frequency: Annually

The purpose of the DART preschool early intervention program is to discover eligible young children, ages three through five, who have developmental delays and/or disabilities. The DART program provides in-depth evaluations to identify a child's individual strengths and needs and provides appropriate early intervention services in the least restrictive environment.

Early Head Start

Contact: Shannon McGee, 412-394-5880 • shannon.mcgee@aiu3.net
Cost: No charge

Early Head Start is a childhood development program for infants, toddlers, pregnant women and their families. AIU staff works with families to promote children's development, help pregnant women access prenatal and postpartum care, support parents' efforts to fulfill their parental roles and assist families as they move forward toward self-sufficiency. Classes and home-based services are available.

Head Start

Contact: Chris Rodgick, 412-394-5798 • chris.rodgick@aiu3.net
Cost: No cost to eligible families

Head Start is a high-quality preschool program that is funded through federal and state funds and is offered at no cost to eligible participants. The goal of Head Start is to improve school readiness outcomes through a comprehensive services model for low-income families typically at 100 percent of the federal poverty level. Classroom and in-home service models are available throughout Allegheny County and generally operate on a school year calendar.

Pre-K Counts

Contact: Amy Slenska, 412-394-5868 • amy.slenska@aiu3.net
Cost: No cost to eligible families

Pre-K Counts is a high-quality preschool program that is funded through state funds and is offered at no cost to eligible participants. The goal of Pre-K Counts is to improve school readiness outcomes for children who are between 100 percent and 300 percent of the federal poverty level. Classroom models are available in many communities throughout Allegheny County and generally operate on a school year calendar.

Family Needs and Support

Family Literacy Classes

Contact: Clara Folino, 412-281-4494 • adulted@aiu3.net
Cost: No charge

Classes are offered in various locations in Allegheny County to serve both parents and children (8 years old or younger). The program is designed for families to learn together through classes of adult education (basic GED prep/literacy or English as a second language) and early childhood education.

Family Support Centers

Contact: Lori Vollman, 412-394-5962 • lorene.vollman@aiu3.net
Cost: No charge

Family support centers are community-based programs designed to provide families with resources. Families are given opportunities and experiences that enable them to become self-sufficient and nurturing parents. The AIU operates 11 family centers at community-based sites in Carnegie, Clairton, Duquesne, East Allegheny, Highlands, Lincoln Park, McKeesport, Steel Valley, Sto-Rox, Wilkinsburg and Hazelwood.

Lincoln Park After-School Program

Contact: Lori Vollman, 412-394-5962 • lorene.vollman@aiu3.net
Cost: No charge

The Lincoln Park After-School Program helps children, kindergarten through 6th grade, improve their academic achievement, social interactions, emotional development and school attendance. Children are transported to the Lincoln Park Family Center from their respective schools for sessions.

Project ELECT

Contact: Lori Vollman, 412-394-5962 • lorene.vollman@aiu3.net
Cost: No charge

Education Leading to Employment and Career Training (ELECT), also known as Project ELECT, works to assist pregnant and parenting teens continue their education and access support services. To be eligible, a teen must be pregnant or parenting, in high school or working toward their GED and not more than 21-years-old. Services provided through Project ELECT include: parenting information, teen parent groups and case management.

Responsible Fatherhood Program

Contact: Larry Klinger, 412-394-5955 • larry.klinger@aiu3.net
Cost: No charge

The Responsible Fatherhood Program is designed to help fathers overcome parental and employment challenges. By providing the fathers with different opportunities and experiences, the program equips them with the skills needed to become more self-sufficient and nurturing. The program focuses on: economic self-sufficiency, healthy development of children and effective parenting.

Professional Growth

Today's educators are life-long learners. Whether it's deepening one's understanding of a particular topic, or mentoring the next generation of leaders, we are all continuously learning and growing. Since its inception, the AIU has been the go-to resource for all aspects of professional growth in the education field.

Continuing Professional Education (CPE)

Advanced Placement Summer Institute (APSI)

Contact: Paul Cindric, Ed.D., 412-394-4940 • paul.cindric@aiu3.net
Cost: $1,000
Invoice Frequency: Pay upon registration

The AIU Advanced Placement Summer Institute (APSI) is an intensive four-day workshop for teachers of Advanced Placement courses in high school. Accredited by the College Board, the AIU APSI provides an opportunity for new and experienced teachers to revise and refresh the content, teaching strategies and syllabus of their course under the direction of College Board-approved expert consultants.

Continuing Professional Education Credit Courses

Contact: Paul Cindric, Ed.D., 412-394-4940 • paul.cindric@aiu3.net
Cost: $399 (3-Credit Course)
Invoice Frequency: Pay upon registration

The Continuing Professional Education (CPE) department offers all certified K-12 educators a convenient and cost-effective way to earn graduate-level continuing education credits. The CPE program offers more than 30 online courses that help teachers meet their PDE Level II requirements, move up in district pay scales, acquire Act 48 hours or earn a Master's Equivalency Certificate.

Educator Induction Program

Contact: Paul Cindric, Ed.D., 412-394-4940 • paul.cindric@aiu3.net
Cost: $225 per teacher
Invoice Frequency: Annually, in January

The AIU Continuing Education Department (CPE) offers a three-credit Educator Induction Program to educators throughout Pennsylvania. This cost-effective, convenient service meets one of the conditions necessary in converting teachers' certificates from Level I to Level II. In addition, the Educator Induction Program serves as a way to acclimate new teachers to the contemporary school system, requiring them to reflect upon and practice skills and concepts relevant to the 21st century classroom.

Professional Education Reporting (Act 48)

Contact: Paul Cindric, Ed.D., 412-394-4940 • paul.cindric@aiu3.net
Cost: Reporting fee of $5.00 per record
Invoice Frequency: After event

Continuing Professional Education (CPE) is involved in monitoring and reporting all Act 48-eligible events. Assistance is provided to districts and other organizations on the development of plans, the content or context of professional development opportunities and the management of Act 48 records.

Educational Technology and Innovative Practices

Apple Education Professional Development

Contact: Brian Stamford, 412-394-5923 • brian.stamford@aiu3.net
Cost: $2,000 per day (team of two facilitators)
Invoice Frequency: Varies with contract, but typically after the event

The AIU's Apple Education Team provides customized professional development including effective pedagogical practices using Apple devices, iPad/Mac fundamentals, powerful advanced features and built-in and third-party educational learning resources. Contact us to discuss how we might help you transform classrooms in your district using devices you already have.

Book Review Project

Contact: Amy Davis, 412-394-4193 • amy.davis@aiu3.net
Cost: No charge

Through the AIU, teachers and librarians can review text and storybooks. Educators can choose up to 10 books sent by the publishers to review. Teachers and librarians can keep the books they review. Please contact us to set up a time to choose books.

BrightBytes – Data Interpretation and Action Planning

Contact: Kevin Conner, 412-394-5760 • kevin.conner@aiu3.net
Cost: No charge

The AIU has a research partnership agreement with BrightBytes that allows every AIU district to use the data collection tool to gain insight on the impact of instructional technology on student achievement. As part of the support services, the AIU provides a review of the data collection results for administrative groups and other stakeholders. In addition, the AIU assists in the development of action plans related to areas targeted for growth that directly tie to district goals and initiatives.

Code.org Computer Science K-12 Curriculum

Contact: Brian Stamford, 412-394-5923 • brian.stamford@aiu3.net
Tyler Samstag, 412-394-5829 • tyler.samstag@aiu3.net
Cost: Varies, some sessions free

As a Code.org Regional Partner, the AIU offers a range of resources for K-12 computer science instruction, including no-cost workshops for Code.org's CS Fundamentals (K-5), CS Discoveries (6-10) and CS Principles (9-12) curriculum, with the latter having an Advanced Placement option. Additionally, the AIU hosts computer science workshops designed for school administrators and counselors, and can hold strategic planning sessions around K-12 integration or computer science.

Computer Science - Apple Can Code Curriculum

Contact: Brian Stamford, 412-394-5723 • brian.stamford@aiu3.net
Jana Baxter, 412-394-4602 • jana.baxter@aiu3.net
Cost: $450 half day / $900 full day
Invoice Frequency: After event

As a certified Apple Education trainer, the AIU offers professional development for Apple's Everyone Can Code curricula. This free resource provides engaging unplugged and online activities to help grade 3-8 students learn computational thinking and block-based programming.

Computer Science and Technology Teachers Network

Contact: Jeremy Gabborin, 412-394-5705 • jeremy.gabborin@aiu3.net
Cost: No charge

The Computer Science and Technology Teachers Network provides support to districts and teachers in the areas of instructional strategies and the integration of Pennsylvania Academic Standards. It also assists in curriculum design as well as professional development in the computer science and technology disciplines. The Computer Science and Technology Teachers Network facilitates networking between computer and technology teachers and with regional, national and global institutions to advance the level of STEAM integration and computational thinking among all learners.

Emerging Instructional Technologies

Contact: Kevin Conner, 412-394-5760 • kevin.conner@aiu3.net
Jana Baxter, 412-394-4602 • jana.baxter@aiu3.net
Cost: $450 half day / $900 full day
Invoice Frequency: After event

The AIU's Teaching and Learning staff can assist school districts with a variety of emerging instructional technologies. Services include consultation during the exploration and planning phase as well as training during the implementation phase. Focus areas are 1:1 teaching and learning, web-based and app-based learning tools, and promoting the 4Cs (Communication, Collaboration, Critical Thinking and Creativity) through the use of instructional technology. The staff is fluent with multiple platforms, and certified to provide Apple, Google and Nearpod professional development for teachers.

Google Certified Educator Training – Level 1 and Level 2

Contact: Kevin Conner, 412-394-5760 • kevin.conner@aiu3.net
Jana Baxter, 412-394-4602 • jana.baxter@aiu3.net
Cost: $125/person for member districts • $150/person for non-member districts
Invoice Frequency: Invoice issued upon registration.

Google Certified Educator Level 1: This is a three-day session designed for educators who "know how to use Google tools in the classroom," and this certification proves proficiency. Hands-on coaching will expose educators to a variety of Google tools so that they can successfully pass the Google Educator Level 1 certification. Google Certified Educator Level 2: This is a three-day session designed for educators who are super users and enthusiasts of Google tools in the classroom. Hands-on coaching will expose educators to a variety of Google tools to successfully pass the Google Educator Level 2 certification.

Instructional Coaches Role-Alike Meetings

Contact: Kevin Conner, 412-394-5760 • kevin.conner@aiu3.net
Heather Moschetta, Ph.D., 412-394-4919 • heather.moschetta@aiu3.net
Cost: No charge

The AIU holds monthly instructional coaching workshops to provide information related to best practices and hands-on exercises to build coaching skills. Participants learn tools and techniques for effective academic coaching and engaging in collaborative problem solving with peers. The role-alike workshops are open to coaches who specialize in technology, literacy and math, as well as general instructional coaching.

Integrating Open Educational Resources Across the Curriculum

Contact: Kevin Conner, 412-394-5760 • kevin.conner@aiu3.net
Tyler Samstag, 412-394-5829 • tyler.samstag@aiu3.net
Cost: No charge

The AIU provides coaching and guidance on transitioning to open educational resources through the Southwestern PA OER Network, a consortium of districts on the path towards replacing static textbooks with openly licensed educational resources. Professional development is also offered to individual districts outside of the network for awareness and implementation assistance. The AIU maintains relationships with the #GoOpen initiative as well as statewide repository creation initiatives.

Integrating Technology into the Curriculum

Contact: Kevin Conner, 412-394-5760 • kevin.conner@aiu3.net
Cost: No charge

The AIU provides individualized support for districts in effectively and appropriately integrating technology into curricula and classroom instruction. This can be a team approach when appropriate, involving curriculum specialists or other educational technology professionals with specific expertise to share.

Media Coordinator Role-Alike Meetings

Contact: Jana Baxter, 412-394-4602 • jana.baxter@aiu3.net
Cost: No charge

The AIU holds quarterly media coordinator role-alike trainings for district media specialists/librarians. Information on technology integration in schools is presented and discussed.

Online Learning Professional Development

Contact: Kevin Conner, 412-394-5760 • kevin.conner@aiu3.net
Jana Baxter, 412-394-4602 • jana.baxter@aiu3.net
Cost: $450 half day / $900 full day
Invoice Frequency: After event

The AIU's Teaching and Learning staff provides training focused on the creation of courses using a learning management system, such as Blackboard, Google Classroom, Schoology, Canvas and other systems used by districts. The focus will be either an asynchronous or a blended environment.

Leadership Development

Leadership Seminars

Contact: Rosanne Javorsky, 412-394-5792 • rosanne.javorsky@aiu3.net
Cost: No charge

The AIU hosts meetings with the Superintendents' Leadership Services Team, which develops and supports leadership development initiatives. The AIU co-plans and hosts an annual professional development program for superintendents on current national and regional educational topics, leadership development strategies and legislative updates.

New and Aspiring Superintendent Support

Contact: Rosanne Javorsky, 412-394-5792 • rosanne.javorsky@aiu3.net
Cost: $175 Allegheny County Educators • $200 Non-Allegheny County Educators
Invoice Frequency: Annually

The AIU offers support to new and aspiring superintendents through the Transitioning to the Superintendency program. The program is designed to ensure superintendents are provided a seamless transition into their new roles and are given the services and supports needed to be successful.

PA Inspired Leadership Initiative

Contact: Dean Casello, 412-394-4637 • dean.casello@aiu3.net
Cost: No charge

The Pennsylvania Inspired Leadership (PIL) Program is a statewide, standards-based continuing professional education program for school and system leaders. PIL provides Act 45 approved courses for administrators.

School Board Seminars

Contact: Rosanne Javorsky, 412-394-5792 • rosanne.javorsky@aiu3.net
Cost: No charge

The AIU provides PDE-approved Act 55 professional development for new and veteran school board directors addressing a range of topics and management-related issues.

Math and Science Collaborative (MSC)

Customized In-District Mathematics and Science Professional Development for Effective Classroom Practices, PreK-12

Contact: Michael Fierle, 412-394-4628 • michael.fierle@aiu3.net
Cost: Varies - Contact for more information
Invoice Frequency: Month following completion of service

The AIU's MSC will provide customized, in-district professional development including effective pedagogical practices to meet the rigor of the Pennsylvania Core Mathematics Standards and the Pennsylvania Academic Standards for Science, including the K-12 Science Framework (NGSS) and the Pennsylvania Core Literacy Standards in Science and Technical Subjects. Professional learning experiences range from content-specific, research-based courses and institutes in STEM content areas, developing teacher leadership, STEM PLCs/communities of practice and lesson study.

Math Coach Network

Contact: Michael Fierle, 412-394-4628 • michael.fierle@aiu3.net
Cost: No charge

Mathematics instructional leaders convene to support effective mathematics learning and build mathematics leadership capacity. Regional math coaches share ideas, successes and challenges as they interact in this professional learning community. By collaborating with other math coaches, they help each other better understand how to work with district staff to increase student thinking and learning in mathematics.

Mathematics and Science Curriculum Auditing and Curriculum Alignment or Writing

Contact: Michael Fierle, 412-394-4628 • michael.fierle@aiu3.net
Cost: Varies - Contact for more information.
Invoice Frequency: Month following completion of service

The AIU's MSC performs audits for mathematics and science curricula and produces a customized report summarizing strengths, weaknesses and recommendations. Additionally, AIU MSC supports districts in a customized curriculum writing process to align math and science curricula to academic standards and best practices.

MSC Math Educator Networks for K-12 Teachers

Contact: Michael Fierle, 412-394-4628 • michael.fierle@aiu3.net
Cost: No charge

The grade-band educator networks bring together math teachers to learn from and with each other. Each network meets to explore and share successful strategies that actively engage students in the core content and practice standards featured at each grade level. Networks are based on research and standards, and are connected to the Pennsylvania Core mathematics standards.

MSC Mathematics Professional Learning Workshops and Institutes

Contact: Michael Fierle, 412-394-4628 • michael.fierle@aiu3.net
Cost: Varies - Contact for more information.

The MSC offers a variety of mathematics workshops and institutes ranging from four days to 12 days. All courses and workshops target important mathematics content and effective teaching practices necessary to ensure all students learn mathematics with greater understanding. All courses and workshops are based on research and are connected to the Pennsylvania Core mathematics standards.

MSC Science Educator Networks for K-12 Teachers

Contact: Michael Fierle, 412-394-4628 • michael.fierle@aiu3.net
Cost: No charge

The educator networks bring science teachers together to learn from and with each other by sharing successful strategies to actively engage students in the content and practice standards. Networks are based on research and standards and connected to the Pennsylvania Academic Standards for Science, including the Pennsylvania Core Literacy Standards in Science and Technical Subjects.

MSC Storytime STEM-Packs

Contact: Michael Fierle, 412-394-4628 • michael.fierle@aiu3.net
Cost: Varies – Contact for more information.
Invoice Frequency: Pay upon order

Storytime STEM-packs™ provide an entry point for early computer science and STEM learning in PreK-2 classrooms, engaging young learners in STEM and computer science through themed Storytime STEM-packs and Storytime STEM +C™ Adventures. They enable educators to connect age-appropriate standards-based STEM and computer science concepts to children's literature with minimal preparation time. Each Storytime STEM-pack includes: a popular children's book; all the physical and print materials to facilitate engaging, hands-on STEM+C activities for 24 children; and facilitator guides that make connecting the story to the STEM+C activity easy.

PA Department of Education (PDE) Initiatives

Career Readiness State Training Support Plan

Contact: Paul Cindric, Ed.D., 412-394-4940 • paul.cindric@aiu3.net
Amy Davis, 412-394-4193 • amy.davis@aiu3.net
Cost: No charge

Pennsylvania's future depends on having a well-educated and skilled workforce prepared to meet the demands of a global, knowledge-based 21st century economy. To address this need, PDE has developed the Career Readiness State Training Support Plan. The goal of this plan is to provide educators with access to professional development training opportunities that deliver the methodologies needed to prepare students for postsecondary success. Training will provide LEAs and school teams the best practices to drive career readiness at the local school level around Career Education and Work curricular integration, Teacher in the Workplace, Stakeholder Engagement and technical/data systems support.

Classroom Diagnostic Tools (CDT)

Contact: Michele Burgess, 412-394-4639 • michele.burgess@aiu3.net
Cost: No charge

Teaching and Learning staff provide training in the use of the Pennsylvania Classroom Diagnostic Tools (CDT), which is a set of online assessments, divided by content area, designed to provide diagnostic information in order to guide instruction and remediation. This service is free of charge and assists educators in improving the chances of academic success in their classrooms.

Comprehensive Planning Process

Contact: Brian Stamford, 412-394-5923 • brian.stamford@aiu3.net
Cost: No charge

The Comprehensive Planning Process fulfills the requirements of Chapter 4, Professional Education Plan, special education and Chapter 12 plans. Teaching and Learning staff are available to assist school and district administrators to use the "Comprehensive Planning Tool" to design and submit the required plans to the Pennsylvania Department of Education.

Curriculum Director Role-Alike Meetings

Contact: Brian Stamford, 412-394-5923 • brian.stamford@aiu3.net
Cost: No charge

District administrators responsible for curriculum, instruction and assessment meet on a monthly basis for information sharing, networking, problem solving and resource sharing.

Educator Evaluation

Contact: Paul Cindric, Ed.D., 412-394-4940 • paul.cindric@aiu3.net
Cost: No charge

Teaching and Learning staff provide training and support to school administrators in the state-mandated evaluation processes for principals, teachers and non-teaching professionals.

Federal Programs Role-Alike Meetings

Contact: Kelly Noyes, Ed.D., 412-394-5926 • kelly.noyes@aiu3.net
Cost: $60 materials fee per person
Invoice Frequency: Annually, in October

The Federal Programs Role-Alike Meetings are designed to guide both new and experienced federal program directors through the year-long process of planning, designing, implementing and evaluating federal programs at the district level. These sessions provide an opportunity for networking, problem solving, sharing of resources and focus on implementation of quality and compliant programs.

Future Ready PA Index

Contact: Brian Stamford, 412-394-5923 • brian.stamford@aiu3.net
Cost: No charge

Teaching and Learning staff provide assistance in the analysis of the Future Ready PA Index, which provides a holistic view of a school's effectiveness as part of ESSA, and offers a resource for LEAs to communicate and compare performance, as well as analyze performance indicators as related to achievement and growth, and encourage best practice.

PA Value-Added Assessment System (PVAAS)

Contact: Michele Burgess, 412-394-4639 • michele.burgess@aiu3.net
Cost: No charge

Teaching and Learning staff trained in the Pennsylvania Value-Added Assessment System (PVAAS) provide support and technical assistance to districts in interpreting and understanding available PVAAS reports.

School Assessment Data Analysis

Contact: Brian Stamford, 412-394-5923 • brian.stamford@aiu3.net
Cost: No charge

Teaching and Learning staff provide assistance in the analysis of school assessment data, including PSSAs, Keystones, PVAAS and Act 82 Building-Level Score. Free assistance is available to aid in identifying strengths and needs, pinpointing root causes and supporting school improvement.

School Improvement Facilitation

Contact: Paul Cindric, Ed.D., 412-394-4940 • paul.cindric@aiu3.net
Cost: No charge

Services to support educational entities in need of improvement are provided to schools and districts by the AIU. Assistance in enhancing academic performance and growth that focuses on research-based methods embedded in the Cycle of Improvement is facilitated by Teaching and Learning professionals. These services include trainings and technical support to schools designated by the state as Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (A-TSI), and Targeted Support and Improvement (TSI).

Standards Aligned System Training

Contact: Brian Stamford, 412-394-5923 • brian.stamford@aiu3.net
Cost: No charge

The Pennsylvania Standards Aligned System (SAS) is a comprehensive, research-based framework to improve student achievement. SAS identifies six elements that impact student achievement: standards, assessments, curriculum framework, instruction, materials and resources as well as safe and supportive schools. The SAS website provides useful resources aligned to each of these elements.

Reading Achievement Center (RAC)

Adolescent Literacy Institute

Contact: Heather Moschetta, Ph.D., 412-394-4919 • heather.moschetta@aiu3.net
Cost: $600 per participant for entire series
Invoice Frequency: After initial session

The Adolescent Literacy Institute is a series of workshops for middle and high school teachers that focus on research-based literacy practices that support students as they become college and career ready. Specifically aligned with brain research on how adolescents learn, this workshop series engages participants in the research behind and modeling of effective reading and writing instruction for the secondary grades.

Comprehension, Close Reading and Complex Text: Laying the Foundation K-2

Contact: Lisa Yonek, Ed.D., 412-394-1370 • lisa.yonek@aiu3.net
Cost: $400 per participant for entire series
Invoice Frequency: After initial session

Transitioning students to the demands of the PA Core Standards Standards is not a job just for teachers in the tested grades. This four-day series supports teachers in the primary grades in aligning their instructional practices to the Pennsylvania Core. Participants learn how to incorporate informational text, text-dependent questions, close reading, scaffolds for complex text, text annotation, rigorous tasks and academic vocabulary into their everyday practice.

Customized Reading Support

Contact: Heather Moschetta, Ph.D., 412-394-4919 • heather.moschetta@aiu3.net
Lisa Yonek, Ed.D., 412-394-1370 • lisa.yonek@aiu3.net
Cost: $900 per day
Invoice Frequency: After the service is delivered

The Reading Achievement Center offers professional development that is focused on increasing student achievement. Professional development is customized to each school's unique needs and based on effective, research-based instructional practice to build rigorous literacy programs.

ELA Symposium

Contact: Heather Moschetta, Ph.D., 412-394-4919 • heather.moschetta@aiu3.net
Cost: No charge

The Reading Achievement Center provides two annual symposiums that focus on expert literacy practices aligned to the PA Core Standards standards along with samples of instruction that meet the standards' rigorous expectations.

English Language Arts Auditing and Curriculum Alignment or Writing

Contact: Heather Moschetta, Ph.D., 412-394-4919 • heather.moschetta@aiu3.net
Lisa Yonek, Ed.D., 412-394-1370 • lisa.yonek@aiu3.net
Cost: $450 half day/$900 per day

The AIU's RAC team performs audits for English Language Arts curricula and produces a customized report summarizing strengths, weaknesses and recommendations. Additionally, AIU RAC supports districts in a customized curriculum writing process to align ELA curricula to academic standards and best practices.

K-3 Apprenticeship Model

Contact: Lisa Yonek, Ed.D., 412-394-1370 • lisa.yonek@aiu3.net
Cost: $3,800 per participant for entire series
Invoice Frequency: Upon registration

The K-3 Apprenticeship Model is a unique professional development model that supports primary reading teachers with the knowledge, skills, best practices and on-site support in teaching all students to be skilled readers and writers. This professional development opportunity consists of initial intensive, comprehensive training in reading history, pedagogy, theory, research and proven instructional practice and monthly follow-up trainings to build breadth and depth of professional knowledge in the English Language Arts. Teachers meet for 12 sessions at the AIU and additional technical support takes place at each site.

Keys to Comprehension

Contact: Heather Moschetta, Ph.D., 412-394-4919 • heather.moschetta@aiu3.net
Lisa Yonek, Ed.D., 412-394-1370 • lisa.yonek@aiu3.net
Cost: $600 per participant for entire series
Invoice Frequency: After initial session

This professional development series consists of four full days of training that focuses exclusively on the reading comprehension domain of literacy. Targeted for teachers in grades 3 to 7, the content is directly aligned with the PA Core Standards Standards and the state test expectations. Participants learn techniques to unlock reading comprehension, applicable to both literature and informational text.

Keystone Exams in Literature

Contact: Heather Moschetta, Ph.D., 412-394-4919 • heather.moschetta@aiu3.net
Cost: No charge

Teaching and Learning personnel support districts in their efforts to better understand the requirements of the Keystone Exams in Literature. Training can include selecting texts appropriate for Keystone Exam complexity, deconstructing the format of fiction and nonfiction test items, and designing instruction around the rigor required for the exam.

LETRS (Language Essentials for Teachers of Reading and Spelling) Professional Development

Contact: Lisa Yonek, Ed.D., 412-394-1370 • lisa.yonek@aiu3.net
Cost: Variable depending on edition and materials
Invoice Frequency: After initial session

LETRS professional development provides teachers with the skills they need to master the fundamentals of reading instruction — phonological awareness, phonics, fluency, vocabulary, comprehension, writing and language. Authored by literacy experts Dr. Louisa Moats and Dr. Carol Tolman. Regardless of what program teachers are using, LETRS will provide them with the knowledge to make informed decisions about what students need to become successful readers. The new Third Edition utilizes a blended learning approach to provide more flexibility and less time out of the classroom. Flexible scheduling options are available.

Literacy Design Collaborative (LDC)

Contact: Heather Moschetta, Ph.D., 412-394-4919 • heather.moschetta@aiu3.net
Lisa Yonek, Ed.D., 412-394-1370 • lisa.yonek@aiu3.net
Cost: $450 half day/$900 per day
Invoice Frequency: Month following completion of service

LDC equips teachers, instructional coaches and school leaders with tools and learning experiences that build rigorous intellectual experiences and opportunities for students. The AIU's RAC team guides teacher teams through LDC's backward design process and using the nationally vetted curriculum library, LDC CoreTools, to create literacy-based units in any content area.

PA Core Standards for English Language Arts (ELA)

Contact: Heather Moschetta, Ph.D., 412-394-4919 • heather.moschetta@aiu3.net
Lisa Yonek, Ed.D., 412-394-1370 • lisa.yonek@aiu3.net
Cost: No charge

Pennsylvania has transitioned to the PA Core Standards for instruction and assessment. Professional development is available to assist district staff in fully implementing the English Language Arts PA Core Standards Standards through aligning curriculum and making needed changes and refinements in instructional practices.

PA Institute for Instructional Coaching

Contact: Heather Moschetta, Ph.D., 412-394-4919 • heather.moschetta@aiu3.net
Cost: No charge

The Pennsylvania Institute for Instructional Coaching (PIIC), a partnership of the Pennsylvania Department of Education and Pennsylvania Association of Intermediate Units, is a state-wide resource to support instructional coaching that helps teachers strengthen instructional practice, increase student engagement and improve student learning. See also Instructional Coaches Role-Alike Meetings on page 16.

Reading Achievement Center Resource Room

Contact: Heather Moschetta, Ph.D., 412-394-4919 • heather.moschetta@aiu3.net
Lisa Yonek, Ed.D., 412-394-1370 • lisa.yonek@aiu3.net
Cost: No charge

The Reading Achievement Center includes limited samples of effective commercial programs and other educator resources to supplement and enhance classroom instruction and out-of-school learning. Schools can view samples of several major programs before piloting or purchasing.

Reading Specialist Network

Contact: Lisa Yonek, Ed.D., 412-294-1370 • lisa.yonek@aiu3.net
Cost: No charge

This network provides reading specialists with a forum to meet, discuss and deepen their practice in working with struggling students and provides teachers with resources and valuable instructional strategies. Reading specialists meet four times during the year.

Supporting Teacher Growth with Common Core Shifts (Act 45 course)

Contact: Lisa Yonek, Ed.D., 412-294-1370 • lisa.yonek@aiu3.net
Cost: $300 per participant for entire series
Invoice Frequency: After initial session

The targeted audience for this course is school-based administrators who are seeking additional professional learning to support teacher practice in the area of literacy as it relates to the Common Core Shifts, specifically in the elementary grades K-3. The course focuses on building comprehension and analysis skills with primary students and complex text. The six-session course will provide administrators with a total of 41 Act 45 hours (21 in class hours, 20 hours of outside assignments).

Text Dependent Analysis: Effective Instructional Practices

Contact: Heather Moschetta, Ph.D., 412-394-4919 • heather.moschetta@aiu3.net
Cost: $600 per participant for entire series
Invoice Frequency: After initial session

This four-day series focuses on effective teaching practices to help students overcome some of the biggest struggles with the text dependent analysis (TDA) portion of the PSSA. Sessions focus on teaching students how to understand the prompt, read and write for analysis, determine the best evidence and craft the essay. All materials, along with sample student responses for modeling, are included.

Text Dependent Analysis Part 2 - Studying Student Work

Contact: Lisa Yonek, Ed.D., 412-294-1370 • lisa.yonek@aiu3.net
Cost: $450 per participant for entire series
Invoice Frequency: After initial session

This three day series is open to all teachers in grades 4-8 who have completed the first course, Text Dependent Analysis: Effective Instructional Practices. In this series, participants will deepen their understanding of the reading, thinking and writing processes necessary for TDA success, examining student work and use the TDA Learning Progressions to make instructional decisions. Prompts and other materials will be provided.

Thinking Through the Pencil

Contact: Heather Moschetta, Ph.D., 412-394-4919 • heather.moschetta@aiu3.net
Cost: $600 per participant for entire series
Invoice Frequency: After initial session

This four-day workshop series is designed to build students' critical thinking skills through writing. Designed for practical application in grades 4-8 ELA classrooms, topics include teaching academic form, increasing the frequency of writing opportunities, providing effective and timely feedback, incorporating writing into reading and incorporating grammar instruction into reading and writing.

Social Studies

Historical Thinking in the Middle Grades

Contact: Paul Cindric, Ed.D., 412-394-4940 • paul.cindric@aiu3.net
Cost: $200 per participant

This three-day series provides middle school history teachers with practical experiences in using, teaching and assessing historical thinking concepts. Utilizing primary and secondary sources, teachers will engage in inquiry-based techniques for the purpose of making history classes come alive for their students.

Social Studies Network

Contact: Paul Cindric, Ed.D., 412-394-4940 • paul.cindric@aiu3.net
Cost: No charge

The Social Studies Network provides support to districts and teachers in the areas of instructional strategies, integration of PA Core Standards literacy standards and PA social studies content standards. Assistance is also provided in curriculum design as well as professional development in the social studies disciplines. In addition, a Social Studies Network series of professional development facilitates networking between social studies teachers and regional, national and global institutions to advance the level of civic engagement and historical thinking among all learners.

Training and Consultation (TaC)

Acadience Training

Contact: Shelly Burr, Ed.D., 412-394-5781 • shelly.burr@aiu3.net
Kate Stuckey, 412-394-5846 • katherine.stuckey@aiu3.net
Cost: Materials fee may apply
Invoice Frequency: After event

Dynamic Measurement Group (DMG) has available a number of valuable assessment measures to support the use of data in making instructional decisions to improve student achievement. Trainings are available in Acadience Reading benchmark assessments, Acadience Deep diagnostic reading assessments, Acadience Math benchmark assessments and Acadience Data Interpretation.

Assistive Technology

Contact: Kristen Tachoir, 412-394-1375 • kristen.tachoir@aiu3.net
Cost: No charge

Assistive technology services include: consulting with student teams; providing information needed for the trial or acquisition of devices; assisting teams in the selection, customization, application, retention or replacement of devices; aiding teams in the integration of assistive technology into instruction and coordinated therapies; and providing training and technical assistance. Training specific to accessibility features within Word and Google Chrome is also available to increase implementation of these tools to assist students in accessing the general education curriculum.

Autism Support

Contact: Amanda Zimmer, 412-394-4624 • amanda.zimmer@aiu3.net
Cost: No charge

Professional development and technical assistance are provided to the AIU's member school districts and programs to address instructional strategies for students with autism spectrum disorder (ASD). From large trainings to school-based team meetings, AIU-TaC consultants present research-based approaches to promote success for students with ASD. In addition, individual student team consultations can be arranged.

Co-Teaching

Contact: Laura Miller, 412-394-5831 • laura.miller@aiu3.net
Shelly Burr, Ed.D., 412-394-5781 • shelly.burr@aiu3.net
Cost: No charge

Professional development is provided to administrators and teachers to implement co-teaching in their classrooms. The series will provide teams of educators the background and skills necessary to begin to implement a co-teaching model. Participation in the series includes on-site customized support, sessions for implementation suggestions and problem-solving.

Data Team Training

Contact: Shelly Burr, Ed.D., 412-394-5781 • shelly.burr@aiu3.net
Laura Miller, 412-394-5831 • laura.miller@aiu3.net
Kate Stuckey, 412-394-5846 • katherine.stuckey@aiu3.net
Cost: No charge

The use of data to support instructional decision-making is a core component of the Multi-Tiered System of Supports/Response to Instruction and Intervention framework (MTSS/RTII). Free professional development and technical assistance is provided to districts to build team capacity to analyze data and support student achievement.

Diagnostic Assessment and Interventions

Contact: Shelly Burr, Ed.D., 412-394-781 • shelly.burr@aiu3.net
Laura Miller, 412-394-5831 • laura.miller@aiu3.net
Kate Stuckey, 412-394-5846 • katherine.stuckey@aiu3.net
Cost: No charge

Professional development and assistance are available in the areas of reading and mathematics.

Intensive Interagency Coordination

Contact: Leanna Lawson, 412-394-5857 • leanna.lawson@aiu3.net
Cost: No charge

The interagency coordinator facilitates interagency problem-solving teams in the AIU's member school districts and charter schools to assist in the design and delivery of coordinated services to individual school-age children and their families. Intensive interagency coordination is critical when a student does not have an appropriate placement or is at risk of losing an educational placement.

Language Essentials for Teachers of Reading and Spelling (LETRS)

Contact: Kate Stuckey, 412-394-5846 • katherine.stuckey@aiu3.net
Cost: Materials fee may apply
Invoice Frequency: Upon registration

Language Essentials for Teachers of Reading and Spelling (LETRS) is professional development for educators responsible for improving K-12 instruction in reading, writing and spelling.

Least Restrictive Environment/Inclusive Practices

Contact: Leanna Lawson, 412-394-5857 • leanna.lawson@aiu3.net
Cost: No charge

Professional development and technical assistance are provided to support school districts in implementing the Least Restrictive Environment (LRE) of IDEA and related case law. The focus is on assisting teachers and administrators to ensure that all students gain access to grade level content standards. Training in the alternate eligible content for ELA, math, science and writing is also available.

Multi-Sensory Approach to Teaching Mathematics

Contact: Shelly Burr, Ed.D., 412-394-5781 • shelly.burr@aiu3.net
Cost: No charge

The purpose of teaching through a concrete-to-representational-to-abstract sequence (CRA) of instruction is to ensure students truly have a thorough understanding of the math concepts/skills they are learning. CRA training is available for early numeracy, addition/subtraction, multiplication/division, fractions and integers/expressions.

Multi-Tiered System of Supports (MTSS)/ Response to Instruction and Intervention (RTII)

Contact: Laura Miller, 412-394-5831 • laura.miller@aiu3.net
Kate Stuckey, 412-394-5846 • katherine.stuckey@aiu3.net
Shelly Burr, Ed.D., 412-394-5781 • shelly.burr@aiu3.net
Cost: No charge

Professional development and technical assistance are provided to districts implementing a Multi-Tiered System of Supports/ Response to Instruction and Intervention framework. MTSS/RTII supports the use of data to determine how students respond to curricular and instructional procedures.

Multi-Tiered System of Supports for Behavior (MTSS)/School Wide Positive Behavior Interventions and Support (SWPBIS)

Contact: Crystal Vogtsberger, 412-394-3475 • crystal.vogtsberger@aiu3.net
Shanna Bradfield, 412-394-5702 • shanna.bradfield@aiu3.net
Christina Frazier, 412-394-5828 • christina.frazier@aiu3.net
Cost: No charge

Professional development and ongoing technical assistance is provided to support implementation of School Wide Positive Behavior Interventions Support (SWPBIS) at both the Universal and Advanced Tiers. Tier 1 implementation includes school wide, non-classroom and classroom settings. Advanced Tiers/Tiers 2 and 3 address data, systems and interventions such as CICO, Check and Connect and RENEW (Rehabilitation for Empowerment, Natural Supports, Education and Work).

Positive Behavior Supports

Contact: Crystal Vogtsberger, 412-394-3475 • crystal.vogtsberger@aiu3.net
Shanna Bradfield, 412-394-5702 • shanna.bradfield@aiu3.net
Cost: No charge

Professional development and technical assistance is provided in the areas of individual student consultations, functional behavior assessments, positive behavior support plans, classroom management consultations/training, effective interventions for "tough kids" and trauma informed practices.

Secondary Transition Services

Contact: Erin Grimm, Ed.D., 412-394-4952 • erin.grimm@aiu3.net
Cost: No charge

Training and Consultation staff provide professional development and support in all aspects of transition services as required by the Pennsylvania Department of Education, Bureau of Special Education. Session topics include, but are not limited to, post-secondary program resources, options and community supports, pre-employment transition services, OVR eligibility, transition law, policy, self-determination, advocacy and RENEW (Rehabilitation for Empowerment, Natural Supports, Education and Work).

Supporting Literacy and Mathematics Development

Contact: Shelly Burr, Ed.D., 412-394-5781 • shelly.burr@aiu3.net
Kate Stuckey, 412-394-5846 • katherine.stuckey@aiu3.net
Cost: No charge

Professional development is provided to educators to further develop their foundational knowledge of how students attain skills in numeracy and literacy. Specific strategies are provided to support students who may be struggling.

transformED

CMU CS Academy

Contact: Tyler Samstag, 412-394-5829 • tyler.samstag@aiu3.net
Cost: No charge for AIU-based workshops

Carnegie Mellon University's CS Academy is a novel, world-class, online, interactive high school computer science curriculum that is entirely free. The AIU offers two-day workshops to familiarize secondary teachers to CS Academy's curriculum and prepare them to teach computer science in an engaging and accessible manner. Topics include empowering student creativity, building a CS pipeline and differentiating instruction for students with exceptionalities. Free workshops are hosted each year through transformED or can be tailored to the needs of specific districts.

Educator Workshops

Contact: Tyler Samstag, 412-394-5829 • tyler.samstag@aiu3.net
Cost: No charge

Educator Workshops are radically relevant professional learning experiences for educators in western Pennsylvania. transformED educator workshops emphasize hands-on practice with new ideas, skills and tools, together with peer-to-peer support that helps teachers return to their classroom confident and ready to inspire and support their students. Workshops focus on a variety of topics that include robotics, virtual and augmented reality, digital citizenship, game design and physical computing.

Human-Centered Design Consultation

Contact: Tyler Samstag, 412-394-5829 • tyler.samstag@aiu3.net
Cost: $450 half day / $900 full day

Human-centered design is an iterative approach to problem solving that intentionally seeks out people with different perspectives, knowledge, skills and experience and has them work together to create a practical solution for a real-world problem. To support districts in developing human-centered solutions to school-based challenges and problems, transformED offers tailored consultation in human-centered design. Facilitators will support district teams in framing challenges, seeking input from diverse stakeholders, and brainstorming and prototyping innovative, out-of-the-box solutions.

School Retool Fellowship for School Leaders

Contact: Tyler Samstag, 412-394-5829 • tyler.samstag@aiu3.net
Cost: $1,000

In collaboration with the Stanford d.school, transformED offers School Retool, a professional development fellowship that helps school leaders redesign school culture using small, scrappy experiments called "hacks." Hacks may start small, but they're built on research-based practices that lead to deeper learning, and can create the big change you aspire to—namely, preparing students for life in the real world.

STEAM and Learning Innovation

Contact: Tyler Samstag, 412-394-5829 • tyler.samstag@aiu3.net
Cost: $450 half day / $900 full day

In an effort to infuse science, technology, engineering, the arts and mathematics (STEAM) and learning innovation into school districts' curricula, the transformED team members are available for consulting on strategic plans, curriculum design, technology integration, human-centered design and project-based learning.

STEAM Catalyst Grants

Contact: Tyler Samstag, 412-394-5829 • tyler.samstag@aiu3.net
Cost: No Charge

STEAM Catalyst Grants provide startup capital to help educators in western Pennsylvania spark innovation in public schools. transformED offers Catalyst Grants ranging from $10,000 to $20,000. Schools use Catalyst Grants to purchase new technology, redesign learning spaces and develop programs that drive creative and equitable approaches to cross-disciplinary learning.

STEAM Lending Library

Contact: Jana Baxter, 412-394-4602 • jana.baxter@aiu3.net
Tyler Samstag, 412-394-5829 • tyler.samstag@aiu3.net
Cost: No charge

The Pittsburgh Penguins Foundation STEAM Lending Library allows educators to put the latest education technology to the test in their classroom, free of charge. Supported by free training, teachers borrow equipment to find out what works best for their students. For schools, the lending library is a way to infuse more technology than budgets allow, or simply to "try before you buy." Equipment includes robotics kits like the Hummingbird and Finch, computational thinking tools like Bee-Bots and Robot Turtles and exploratory tools like Speck air monitors and Arduino boards.

STEAM Teacher and Coordinator Role-Alike Meetings

Contact: Tyler Samstag, 412-394-5829 • tyler.samstag@aiu3.net
Cost: No charge

This role-alike group is designed for regional STEM/STEAM teachers and coordinators to network, share content and build skills. Some network with other educators to learn how they are integrating STEAM, maker education and coding in their curriculum.

transformED

Contact: Tyler Samstag, 412-394-5829 • tyler.samstag@aiu3.net • Twitter: @transformED_aiu
Cost: No charge

transformED connects educators with the professional learning, technology access, peer networks and grant funding they need to start, scale and sustain transformational change. By staying ahead of the curve, transformED helps districts prepare for changes coming their way and make a plan to integrate new instructional practices and technologies. By meeting educators where they are, transformED offers many points of entry to the broader movement for innovation in education.

Waterfront Learning

Customized Professional Development

Contact: Jennifer Beagan, 412-394-4996 • jennifer.beagan@aiu3.net
Cost: $450 half day / $900 full day - customized based on level and scope of services
Invoice Frequency: Once the service has been completed

Customized professional development is available on a variety of topics related to online, blended and hybrid learning. Topic examples include student data security and integration, hybrid design, leading by design and teacher 2.0 – becoming an innovative online instructor (beginner, intermediate, advanced).

Data Security and Integration

Contact: Jennifer Beagan, 412-394-4996 • jennifer.beagan@aiu3.net
Cost: $450 half day / $900 full day
Invoice Frequency: Once the service has been completed

Creating online experiences for students while maintaining safety and security can be difficult. Schools must collaborate with vendors to keep student online access, safety and security a top priority. These sessions tackle requirements for the maintenance of student information safety when working in online environments. Participants will review sample language and accountability measures for use in vendor contracts and third party agreements. Participants will discover how data is being used by the educational entity and how to safeguard information in a digital world.

Hybrid Learning Instructional Design Plan

Contact: Jennifer Beagan, 412-394-4996 • jennifer.beagan@aiu3.net
Cost: Varies based on level of service. Contact for more information.
Invoice Frequency: Once the service has been completed

Hybrid learning consultation, technology utilization, data collection and analyses, along with comprehensive support services, are available to districts. An initial consultation is free, followed by tiered costs based on need and the results of implementation planning.

Special Education Services

For almost 50 years, the AIU has offered variety of unique, child-focused special education services for students with special needs. Our caring staff of highly-qualified teachers and therapists foster students' success by tailoring services to meet each student's individualized needs. We serve students ages 5 to 21 years old with a variety of multiple and complex needs.

Administrative Support

Extended School Year

Contact: Brian Welles, 412-394-5732 • brian.welles@aiu3.net
Cost: $2,500 per summer for each student attending the AIU schools. An additional $2,600 per summer for each student w/PCA. See related services section of this guide for ESY pricing.
Invoice Frequency: Annually, once the service has been completed

The AIU's Special Education and Pupil Services Division provides and coordinates Extended School Year (ESY) programs in the three special education schools — Mon Valley, Sunrise and Pathfinder schools. The division also provides speech/language, OT/PT, hearing, vision and educational interpreting services for the Allegheny County districts, charter schools, non-public schools and those outside of the Allegheny County catchment area when requested.

Local Task Force

Contact: James Palmiero, 412-394-5956 • james.palmiero@aiu3.net
Brian Welles, 412-394-5732 • brian.welles@aiu3.net
Cost: No charge

The Local Task Force is an advocacy group mandated by the PARC Consent Agreement (1972). The group partners with parents and educators to facilitate free and appropriate education for children of all abilities. The Local Task Force meets on the first Wednesday of each month, excluding July, at 6:30 pm at the AIU's Central Office.

New Special Education Liaison Role-Alike Meetings

Contact: Brian Welles, 412-394-5732 • brian.welles@aiu3.net
Cost: No charge

The AIU holds meetings for new special education directors. These mentoring meetings have targeted special education topics and more in-depth information and discussions for new directors.

Special Education Liaison Role-Alike Meetings

Contact: James Palmiero, 412-394-5956 • james.palmiero@aiu3.net
Cost: No charge

The AIU holds regular special education liaison role-alike meetings for district administrators. Information on relevant topics impacting special education is presented and discussed.

Supervisor Services

Contact: James Palmiero, 412-394-5956 • james.palmiero@aiu3.net
Brian Welles, 412-394-5732 • brian.welles@aiu3.net
Cost: $28,500 for one day per week for 42 weeks or $678.57 per day
Invoice Frequency: Annually, once the service has been completed.

The AIU's supervisor services include supervision of experienced, certificated and highly-qualified professional staff (including teachers and clinicians) and experienced paraprofessional staff.

Transition Consultants

Contact: James Palmiero, 412-394-5956 • james.palmiero@aiu3.net
Brian Welles, 412-394-5732 • brian.welles@aiu3.net
Cost: $31,000 for one day a week for a total of 35 weeks or $885.71 per day
Invoice Frequency: Annually, once the service has been completed.

Transition consultants provide coordinated transition services for youth with special needs, ages 14-21 years old, with the objective of helping students realize their post-secondary outcomes for further education, employment and independent living within the community.

Travel Services

Contact: Brian Welles, 412-394-5732 • brian.welles@aiu3.net
Glenn Michael Beigay, 412-394-5743 • glenn.beigay@aiu3.net
Cost: $125 per hour
Invoice Frequency: Monthly

Travel instruction is individualized instruction that teaches students with disabilities (other than blindness or visual impairment) the skills necessary to travel safely and efficiently within their home, school, place of employment and community.

Preschool Early Intervention Services

DART

See page 12 for contact, pricing and invoice frequency information.

The purpose of the DART preschool early intervention program is to discover eligible young children, ages three through five, who have developmental delays and/or disabilities. The DART program provides in-depth evaluations to identify a child's individual strengths and needs and provides appropriate early intervention services in the least restrictive environment.

Pupil Services

Board Certified Behavior Analyst (BCBA)

Contact: Brian Welles, 412-394-5732 • brian.welles@aiu3.net
Cost: $595 per day or $85 per hour
Invoice Frequency: Monthly

Board Certified Behavior Analysts provide direct services including observations and interviews resulting in the development of Functional Behavioral Assessments (FBA) and Positive Behavior Support Plans (PBSP). The services include related consultation and education of staff with ongoing maintenance of plans as needed. As outlined by the Behavioral Analyst Certification Board (BACB) requirements, AIU BCBAs can also provide regular supervision for district based RBT staff.

Bullying Prevention Program

Contact: Brian Welles, 412-394-5732 • brian.welles@aiu3.net
Cost: $800 per day – two trainers provided
Invoice Frequency: Monthly

The AIU is available to train district staff in the Olweus Bullying Prevention Program, which is a research-based, comprehensive approach to address bullying behavior. The program is focused on long-term change that creates a safe and positive school climate. It is designed and evaluated for use in elementary, middle, junior high and high schools.

Crisis Response Team

Contact: Brian Welles, 412-877-9682 • brian.welles@aiu3.net
Cost: No cost

Licensed social workers and certified school psychologists who have training and experience in grief counseling provide short term support and resources for districts who experience the tragic loss of a student, staff or community member. Based on district need, the licensed social workers and certified school psychologists can provide support for other mental health providers who work within a district or lead the process. In addition, the department has resources including letter templates for administrators to use for clear and thoughtful communication with the families and community members. This service is available to any school or district within Allegheny County.

Professional Development Services – BrainSTEPS

Contact: Jamie Moder, 412-394-5822 • jamie.moder@aiu3.net
Cost: No charge

BrainSTEPS consultation provides training and technical assistance in the area of brain injury to the AIU's member school districts.

Psychological Services

Contact: Brian Welles, 412-394-5732 • brian.welles@aiu3.net
Cost: $625 per day or $114 per hour
Invoice Frequency: Monthly

Pennsylvania certified school psychologists provide psychological assessments and evaluations related to ability, achievement and emotional status for students ages 3 to 21 years old. Psychologists also provide functional behavioral assessments, counseling services and crisis intervention.

Social Work Services

Contact: Brian Welles, 412-394-5732 • brian.welles@aiu3.net
Cost: $625 per day or $114 per hour
Invoice Frequency: Monthly

Pennsylvania licensed social workers act as a link among school, home and community resources. In addition, social workers specialize in educational group work with students on topics such as grief, social skills, anger management and problem solving.

Suicide Prevention Training

Contact: Brian Welles, 412-394-5732 • brian.welles@aiu3.net
Cost: $800 per day – two trainers provided
Invoice Frequency: Monthly, once the service has been completed

The AIU's suicide prevention training is designed to help reduce suicide risks in students and increase their help-seeking behaviors. The training educates students in grades 6 to 12 in recognizing the signs and symptoms of depression and other higher-risk mental illnesses. It equips school faculty to better identify at-risk teens and support help-seeking solutions. The training utilizes the American Foundation for Suicide Prevention's More Than Sad model.

Threat Assessment

Contact: Brian Welles, 412-394-5732 • brian.welles@aiu3.net
Cost: $114 per hour

Licensed social workers and certified school psychologists provide observations, interviews and assessments aligned with the School-Based Threat Assessment Toolkit (Erbacher and Brendle, December 2018). Upon completion of the protocol, the district is provided with a written report of the findings including recommended actions for the district to consider.

Special Education Schools

For those students whose educational needs are more complex, the AIU offers three schools for exceptional children. Our schools are dedicated to providing a safe and secure, yet challenging environment that facilitates the development of critical skills and the academic, social, behavioral, emotional and vocational development that supports successful school to adult life transitions.

Contact: James Palmiero, 412-394-5956 • james.palmiero@aiu3.net
Invoice Frequency: In accordance with Section 6 of the AIU Services Agreement

Mon Valley School
Contact:
Richard Dowell, 412-469-2551
richard.dowell@aiu3.net

The Pathfinder School
Contact:
Nick Fratto, 412-833-2777
nick.fratto@aiu3.net

Sunrise School
Contact:
Lucy McDonough, 724-325-1132
lucy.mcdonough@aiu3.net

2020-2021 Special Education School Services Pricing

Mon Valley School	$ Annual	$ Per Day Equivalent
Autistic Support (Tuition)	42,951	239/day
Emotional Support (Tuition)	42,951	239/day
Life Skills Support (Tuition)	40,044	223/day
Physical Support (Tuition)	54,149	301/day
Personal Care Assistant	30,182	168/day
Vocational Program	7,500	42/day
Pathfinder School	**$ Annual**	**$ Per Day Equivalent**
Autistic Support (Tuition)	59,062	328/day
Multi-Disabilities Support (Tuition)	59,062	328/day
Life Skills Support (Tuition)	59,062	328/day
Personal Care Assistant	30,182	168/day
PRIDE Program (Tuition)	30,850	172/day
Vocational Program	6,458	36/day
Sunrise School	**$ Annual**	**$ Per Day Equivalent**
Autistic Support (Tuition)	50,068	278/day
Learning Support (Tuition)	38,248	213/day
Multi-Disabilities Support (Tuition)	53,956	300/day
Life Skills Support (Tuition)	38,893	216/day
Personal Care Assistant	30,182	168/day
PRIDE Program (Tuition)	38,893	216/day
Vocational Program	6,458	36/day

Districts will be charged full classroom tuition for students enrolled in the AIU school-based program. Costs for related services are additional and will continue to be charged at the current pricing.

Autistic Support

See page 31 for contact, pricing and invoice frequency information.

The AIU's school-based autistic support services provide specially designed instruction to students who need a program that is highly structured with a special emphasis on communication and behavior. The program focuses on a strong speech and language component, which encourages the development of independence and self-sufficiency in the areas of community-based instruction skills, functional skills, vocational skills and leisure and social skills.

Emotional Support

See page 31 for contact, pricing and invoice frequency information.

The AIU's school-based emotional support services provide a structured behaviorally and emotionally enhanced approach to students who demonstrate a pattern of behaviors that may include poor attendance, aggression toward others, withdrawal, poor peer/adult relationships and who may have court involvement. Some students may have diagnosed emotional disorders that need to be supported through coping strategies and self-monitoring. The primary goal of the program is to teach students the appropriate behaviors necessary to return to their home school.

Learning Support

See page 31 for contact, pricing and invoice frequency information.

The AIU's school-based learning support services provide standards-based, specially designed instruction to students who require modifications and adaptations to the general education curriculum. Additionally, students are provided support in learning, behavioral and social skills.

Life Skills Support

See page 31 for contact, pricing and invoice frequency information.

The AIU's school-based life skills support services provide standard-aligned specially designed instruction to students who require significant modifications and adaptations to the general education curriculum. Additionally, students are provided support in learning, behavioral and social skills.

Multi-Disabilities Support

See page 31 for contact, pricing and invoice frequency information.

The AIU's school-based multi-disabilities support services provide specially designed instruction to students who have two or more disabilities that may include complex medical needs requiring the integration of related services, such as OT/PT, vision, hearing, etc. Students may also require support in the development of their personal and social skills.

Physical Support

See page 31 for contact, pricing and invoice frequency information.

The AIU's school-based physical support services provide specially designed instruction for students who have severe physical/intellectual disabilities such that program modifications are needed to meet physical and cognitive needs while promoting competence and independence.

PRIDE Program

See page 31 for contact, pricing and invoice frequency information.

PRIDE is a vocational oriented transition program for students ages 18 to 21 with mild to moderate special needs. PRIDE focuses on Personal maintenance, Recreation and leisure opportunities, Independence in the community, Domestic living skills and Employment and training opportunities. The program provides an intense training experience through community based opportunities.

Vocational Programs

See page 31 for contact, pricing and invoice frequency information.

The AIU offers comprehensive pre-vocational and vocational programs where students are taught pre-vocational skills. Through instruction, these skills grow into specific employment skills across a wide variety of settings including experiences within our schools' well-equipped mechanical and industrial workshops that simulate real work environments. The AIU also provides training and community work-based educational experiences through partnerships with local businesses.

Special Education Support Services

Blind/Visually Impaired Support Program

Contact: Jeanine Esch, 412-394-4538 • jeanine.esch@aiu3.net
Cost: Itinerant Fee: $135,000 for 180 days or $750.00 per day
Invoice Frequency: In accordance with Section 6 of the AIU Services Agreement

The Blind/Visually Impaired Support Program (BVISP) provides specially designed instruction to students whose visual impairment adversely affects their educational performance. Teachers of the visually impaired provide instruction in the Expanded Core Curriculum, including orientation and mobility, social interaction skills, independent living skills, recreation and leisure skills, career education, use of assistive technology, sensory efficiency skills and self-determination.

Deaf/Hard of Hearing

Audiology

Contact: Jeanine Esch, 412-394-4538 • jeanine.esch@aiu3.net
Jennifer Pirring, 412-394-4630 • jennifer.pirring@aiu3.net
Cost: Districts in Allegheny County or receiving services in Allegheny County – These services are funded by Component III of the IDEIA budget. Districts out of Allegheny County and receiving services out of Allegheny County – $150 per hour.
Invoice Frequency: Monthly

Licensed educational audiologists provide consultation and recommendations for educational accommodations to maximize auditory access for students in the classroom. These professionals provide educationally relevant assessments of student auditory functioning, hearing and listening levels. In addition, they evaluate, fit and monitor school-provided individual assistive listening technology as prescribed by Pennsylvania State Licensure in Audiology.

Communication Access Services for Students with Hearing Loss

Contact: Jennifer Pirring, 412-394-4630 • jennifer.pirring@aiu3.net
Cost: Districts in Allegheny County or receiving services in Allegheny County – $82.50 per hour or $74,000 full tuition. Interpreters – $82.50 per hour or $74,000 full tuition. Districts out of Allegheny County and receiving services out of Allegheny County – $81,400. Interpreters – $90.50 per hour or $81,400 full tuition. Invoicing will be based on full-time equivalent staff allocation.
Invoice Frequency: Monthly

Communication Access Services for students who are deaf or hard of hearing are available to school districts in Allegheny County. These services include educational sign language interpreters, communication support specialists, oral transliterators, captionists and notetakers. Qualified service providers offer access to the educational curriculum and environment unique to the student's primary mode of communication (sign language, speechreading or print). State-registered interpreters are also available on an hourly basis for adults who are deaf or hard of hearing so that they can participate in district meetings and events in compliance with ADA regulations and Pennsylvania Act 57.

Deaf/Hard of Hearing Support Program

Contact: Jeanine Esch, 412-394-4538 • jeanine.esch@aiu3.net
Jennifer Pirring, 412-394-4630 • jennifer.pirring@aiu3.net
Cost: Itinerant Fee - $135,000 for 180 days or $750 per day. For students not enrolled in the program, $150 per hour for services
Invoice Frequency: In accordance with Section 6 of the AIU Services Agreement

The Deaf/Hard of Hearing Support Program provides specially designed instruction to students who exhibit a mild to profound hearing loss that interferes with the development of language and communication and impacts their ability to achieve educational potential. Certified teachers of the deaf/hard of hearing provide instruction and support for students in developing auditory, language, speech reading, literacy and self-advocacy skills as well as academic support in an inclusive educational program. The goal of this program is to effectively educate students with hearing loss, to the greatest extent possible, in regular education environments.

Occupational Therapy/Physical Therapy (OT/PT) Services

Occupational Therapy

Contact: Holly McElhinny, 412-394-5503 • holly.mcelhinny@aiu3.net
Cost: Districts in Allegheny County or receiving services in Allegheny County – $63.50 per hour for an occupational therapist services and $54 per hour for a certified occupational therapy assistant services.
Invoice Frequency: Monthly - Invoicing will be based on actual recorded direct and indirect services rendered.

Occupational therapists and assistants are part of the educational team within the school setting. Therapists work with students to develop their fine-motor, visual-motor and sensory processing skills through direct intervention and collaboration with school personnel and by recommending strategies and modifications within the school environment.

Physical Therapy

Contact: Holly McElhinny, 412-394-5503 • holly.mcelhinny@aiu3.net
Cost: Districts in Allegheny County or receiving services in Allegheny County – $66.75 per hour for physical therapy services and $54 per hour for physical therapy assistant services.
Invoice Frequency: Monthly - Invoicing will be based on actual recorded direct and indirect services rendered.

Physical therapists and assistants are part of the educational team within the school setting. Therapists work with students to develop their gross-motor skills, mobility and physical accessibility through direct intervention and collaboration with school personnel. Physical therapists also recommend strategies and modifications within the school environment.

Supervision and Consultation

Contact: Holly McElhinny, 412-394-5503 • holly.mcelhinny@aiu3.net
Mary Grassi, 412-394-5479 • mary.grassi@aiu3.net
Cost: Free for districts using AIU OT/PT Services or $110 per hour
Invoice Frequency: Monthly

The AIU's director and supervisor of occupational and physical therapy services provide support and oversight of AIU therapists delivering the related services within the school setting. Additional services include expert consultation, administrative support, assessments and recommendations regarding potential legal issues.

Speech/Language Impaired Support

Auditory Processing Disorders (APD) Evaluation Team

Contact: Eileen Cirelli, 412-394-5823 • eileen.cirelli@aiu3.net
Cost: $110 per hour
Invoice Frequency: Monthly, once services have been completed.

Auditory processing is the ability to accurately recognize and interpret the spoken word or auditory signal and demonstrate comprehension by providing an appropriate and timely response. The APD Evaluation Team's assessment includes an evaluation of records, testing, student observations, a parent interview and a speech and language evaluation. The outcomes of the assessment can be, but are not limited to, adaptations to the educational environment and consultation services to the team.

Diagnostic Consultation

Contact: Heidy Frycke, 412-394-5826 • heidy.frycke@aiu3.net
Cost: No charge if contracted with AIU for Speech/Language services. $110 per hour for students not enrolled in the program
Invoice Frequency: Monthly, once services have been completed.

Speech and language diagnosticians are available to provide assessments for students with speech and language impairments when an evaluation independent of the school district is requested. The diagnosticians can also be requested by school districts to offer second opinions on difficult cases.

Feeding and Swallowing Technical Support Team

Contact: Heidy Frycke, 412-394-5826 • heidy.frycke@aiu3.net
Cost: $110 per hour
Invoice Frequency: Once services have been completed.

When children are unable to eat due to physical or behavioral conditions, serious health problems can result. The Feeding and Swallowing Team can provide trainings, treatment and consultative services for students K-21 years of age throughout Allegheny County.

Primary Expressions K-1 Classrooms

Contact: Eileen Cirelli, 412-394-5823 • eileen.cirelli@aiu3.net
Heidy Frycke, 412-394-5826 • heidy.frycke@aiu3.net
Cost: $34,766 for 180 days or $193.14 per day
Invoice Frequency: In accordance with Section 6 of the AIU Services Agreement

The Primary Expressions K-1 classrooms provide language-intensive services to students with a primary diagnosis of speech/language impairment. The classrooms are small instructional settings led by a certified elementary education teacher who is also dually certified as a Speech/Language Pathologist (SLP) and supported by a full-time paraprofessional to assist in the classroom. In addition, an itinerant SLP provides intensive individual pull-out, small group and push-in classroom speech therapy as needed. Students who attend these settings participate in the regular education curriculum of the host school and are integrated into school activities. Related services are available as needed.

Speech/Language Impaired Support Program

Contact: Eileen Cirelli, 412-394-5823 • eileen.cirelli@aiu3.net
Heidy Frycke, 412-394-5826 • heidy.frycke@aiu3.net
Cost: $135,000 for 180 days or $750 per day. K-1 language classroom, with full-time aide in class – $34,766 ($193.14/hour)
Invoice Frequency: In accordance with Section 6 of the AIU Services Agreement

Speech/language pathologists provide specially designed instruction to students whose impairment of language, voice, fluency or articulation is present to such a degree that academic achievement is affected and the condition is significantly handicapping to the student.

Supervision of Clinical Fellowship Year

Contact: Eileen Cirelli, 412-394-5823 • eileen.cirelli@aiu3.net
Heidy Frycke, 412-394-5826 • heidy.frycke@aiu3.net
Cost: Please contact for more information
Invoice Frequency: Annually, once services have been completed.

Supervision of speech and language pathologists seeking the American Speech-Language-Hearing Association (ASHA) Certificate of Clinical Competence (CCC) is available. It requires four hours per month for nine months for a total of 36 hours.

Student Programs

At the AIU, we believe that learning is a life-long activity. Not all learning takes place in a traditional classroom - learning can happen anywhere. At the AIU, we meet students where they are, and support them as they reach towards their goals.

Academic Events and Gifted Education

Academic Events

Contact: Amy Davis, 412-394-4193 • amy.davis@aiu3.net
Cost: Fee varies by event, please contact for more information
Invoice Frequency: Upon registration

The AIU provides various academic competitions for elementary and secondary students. Events that are held on a yearly basis include the History Bowl (with Heinz History Center), the STEM Design Challenge and the Children's Choice Awards. Students have the opportunity to build upon their classroom experiences and see how their learning fits into the real world.

Gifted Education

Contact: Amy Davis, 412-394-4193 • amy.davis@aiu3.net
Cost: No charge

Programs offered include gifted boot camps and gifted networking meetings. Offerings vary per year. Services also include assistance to schools in relation to gifted education regulations and updates.

Career Awareness and Education

Adult Education and Family Literacy

See page 11 for contact, pricing and invoice frequency information

The AIU's Adult Education Program offers educational and employment resources to adults and families in Allegheny County.

Alternative Education

See page 11 for contact, pricing and invoice frequency information.

Students referred to the Alternative Education Program's community schools from Allegheny County schools meet the PA guidelines for alternative education for disrupted youth. The program also serves students in juvenile court locations (Shuman Detention Center, Allegheny County Jail and Auberle).

Career Connections

Contact: Amy Davis, 412-394-4193 • amy.davis@aiu3.net
Cost: $75 registration fee
Invoice Frequency: Due upon application

Career Connections offers students in grades 9-12 the opportunity to explore a career in programs that consist of one- to four-day learning experiences. Students meet and work with professionals who share their experience, expertise and enthusiasm for what they do for a living. The programs provide a chance for students to make connections with organizations and people who can help them as they pursue their career choices. A registration fee of $75 is due at time of application. This fee is refunded if a student is not accepted into their choice of program.

Children and Youth Experiencing Homelessness

See page 12 for contact, pricing and invoice frequency information.

The Education for Children and Youth Experiencing Homelessness (ECYEH) program works with local school districts to support homeless youth in Allegheny County and southwestern Pennsylvania.

Early Childhood Education

See page 12 for contact, pricing and invoice frequency information.

The AIU's early childhood education programs are designed to assist children younger than five years old learn the skills they need to succeed in kindergarten.

English as a Second Language (ESL)

AIU ESL Induction

Contact: Gina Demarco Wall, Ed.D., 412-394-5994 • gina.demarcowall@aiu3.net
Cost: $1,000 per teacher
Invoice Frequency: All ESL services are billed five times per year with all services combined

Non-contracting districts can elect to send their newly-hired ESL teachers to a five-month ESL New Teacher Induction Program. The AIU ESL New Teacher Induction is a mentoring program in which teachers learn about ESL-specific laws, regulations and assessments. This training is a human resource investment that leads to a better understanding of the ESL student and encourages student success.

K-12 ESL Curriculum Review Process

Contact: Kelly Noyes, Ed.D., 412-394-5926 • kelly.noyes@aiu3.net
Cost: Varies, please contact for more information
Invoice Frequency: All ESL services are billed five times per year with all services combined.

In the curriculum review process, staff suggest new scopes and sequences to parallel a district curriculum plan. In this process, districts may choose to focus on the alignment of ESL curriculum and instruction to state standards or on making content area curriculum accessible to English language learners in the district.

K-12 ESL Direct Instruction Model

Contact: Kelly Noyes, Ed.D., 412-394-5926 • kelly.noyes@aiu3.net
Cost: $105,889 per FTE
Invoice Frequency: All ESL services are billed five times per year with all services combined.

The K-12 English as a Second Language Program (ESL) has served districts in Allegheny County for nearly 30 years. The program serves children who come from all over the world and provides direct daily instruction in English with research-based curriculum specifically designed for the language acquisition process. All teachers are specifically trained and certified to provide this core content instruction.

K-12 ESL Professional Development

Contact: Kelly Noyes, Ed.D., 412-394-5926 • kelly.noyes@aiu3.net
Cost: $500 half day /$1,000 full day
Invoice Frequency: All ESL services are billed five times per year with all services combined.

The AIU's ESL staff development sessions are designed to align with the district's strategic plan and local initiatives. The AIU's ESL administrators facilitate each session and cover topics such as ESL issues, PDE updates and sustainability requirements.

K-12 ESL State Monitoring, Program Monitoring and Evaluation

Contact: Charlene Byrd, 412-394-3637 • charlene.byrd@aiu3.net
Cost: $120 per hour
Invoice Frequency: All ESL services are billed five times per year with all services combined.

The AIU's ESL office provides assistance to districts preparing for state monitoring. All program compliance issues are reviewed with districts to assure that the district meets or exceeds the state's criteria.

K-12 ESL Student Evaluations and Proficiency Testing

Contact: Charlene Byrd, 412-394-3637 • charlene.byrd@aiu3.net
Cost: $220 per evaluation
Invoice Frequency: All ESL services are billed five times per year with all services combined.

The K-12 ESL Program provides individual student evaluations using the WIDA screener for initial screening and placement. The test is also used for the administration of the state-mandated ACCESS for English Language Learners language proficiency assessment administered yearly in Pennsylvania.

K-12 ESL Student Exiting/Monitoring Process

Contact: Charlene Byrd, 412-394-3637 • charlene.byrd@aiu3.net
Cost: $120 per hour
Invoice Frequency: All ESL services are billed five times per year with all services combined.

This service facilitates the paperwork and compliance checks for students who have exited an ESL instructional program for two academic years.

K-12 ESL Supervisor Services

Contact: Kelly Noyes, Ed.D., 412-394-5926 • kelly.noyes@aiu3.net
Cost: $13,750 per year for two times per month, $27,500 per year for four times per month or priced as needed for other configurations
Invoice Frequency: All ESL services are billed five times per year; services are combined.

School districts operating their own ESL programs may contract for supervisory services. The ESL Program tailors its services to meet school district needs, and takes into consideration the extent of services required and the amount of time a school district may need supervision.

Title III Consortium Services – AIU Serviced Districts – Liaison Committee

Contact: Gina Demarco Wall, Ed.D., 412-394-5994 • gina.demarcowall@aiu3.net
Cost: No charge for Title III Consortium members

This ESL Liaison Committee is a role-alike liaison group that meets periodically throughout the school year. These meetings provide technical training, updates and information from PDE, information on best practices and legal requirements as well as on-going support for ESL liaisons in Title III Consortium school districts.

Title III Consortium Services – Title III Consortium Grant

Contact: Gina Demarco Wall, Ed.D., 412-394-5994 • gina.demarcowall@aiu3.net
Cost: No charge for Title III Consortium members

Through the K-12 ESL Title III Consortium, participating districts receive professional development, technology and supplemental materials to support English Language Learners.

Non-Public Schools Program

Non-Public Schools Program (NPSP)

Contact: Kathleen Carnicella, 412-394-4934 • kathleen.carnicella@aiu3.net
Cost: No charge

The Non-Public Schools Program provides high-quality auxiliary Act 89 and Title 1 services for students attending non-public schools in grades K through 12. The mission of the NPSP is to provide support, resources, consultation and solutions to students, schools and families so non-public school students have every opportunity to maximize their academic potential in an ever-changing society.

Title I Non-Public Schools

Contact: Joe Pisciotta, 412-394-4194 • joe.pisciotta@aiu3.net
Cost: Varies. Please contact for more information.
Invoice Frequency: Three times a year: January, April and July

The AIU's Non-Public Schools Program offers comprehensive Title I services. School districts may contract with the AIU to provide Title I non-public school services that meet all federal requirements.

Title IIA Non-Public Schools

Contact: Joe Pisciotta, 412-394-4194 • joe.pisciotta@aiu3.net
Cost: Varies. Please contact for more information
Invoice Frequency: Varies

Title IIA professional development services are offered to non-public schools located within AIU's service area. Funding is generated at the federal level and then managed by the AIU on behalf of school districts. Non-public school staff and administrators may contact the AIU to utilize funding for professional development needs that align with federal requirements.

Title IIA Non-Public Schools Consortium

Contact: Joe Pisciotta, 412-394-4194 • joe.pisciotta@aiu3.net
Cost: No charge

Non-public school consortium services are offered to non-public schools that generate Title IIA professional development funding. Non-public schools may choose to join the consortium that the AIU manages and schedule professional development offerings periodically throughout the school year. Staff and administrators from all consortium schools may attend any professional development offerings at no additional cost.

Special Education School and Supports

See page 31 for contact, pricing and invoice frequency information.

The AIU has offered variety of unique, child-focused special education services for students with special needs. Our caring staff of highly-qualified teachers and therapists foster students' success by tailoring services to meet each student's individualized needs. We serve students ages 5 to 21 years old with a variety of multiple and complex needs.

Waterfront Learning

Contact: Jennifer Beagan, 412-394-4996 • jennifer.beagan@aiu3.net
Cost: Varies. Please contact for more information.
Invoice Frequency: Quarterly, once the service has been completed

Waterfront Learning provides affordable K-12 virtual and hybrid educational options for school districts. Implementation is designed to meet the diverse needs of educational entities by providing full-time and part-time services to personalize learning pathways for all students. Secondary academics focus on core content, comprehensive world languages, STEM, advanced placement, dual credit, credit recovery, Keystone remediation and career readiness. The K-6 elementary program provides core, elective language options and gifted/talented course offerings. Districts also contract for curriculum expansion, participation of students with special needs, alternative education environments, hardware/Internet allocation, hybrid learning planning and professional development services.

Allegheny Intermediate Unit

2020-2021

Services Agreement

Allegheny Intermediate Unit

Educational Opportunities • Innovative Solutions • Leadership Excellence

ALLEGHENY INTERMEDIATE UNIT SERVICES AGREEMENT

This Agreement is made this _____ day of _____ , 2020, by and between the ALLEGHENY INTERMEDIATE UNIT ("AIU"), and the _____ ("District/School"), intending to be legally bound hereby, for the provision of services by the AIU to the District/School.

Services Provided by AIU

The AIU provides specialized educational services to Allegheny County's 42 suburban school districts, five career and technical schools, charter schools and numerous other organizations throughout the area. The AIU offers approximately 130 programs and services for infants, young children, school-age students, and adults. The AIU comprises the following six divisions, each of which provides a wide range of services:

1. Division of Early Childhood, Family and Community Services
2. Division of Finance and Business Operations
3. Division of Human Resources and Labor Relations
4. Division of Teaching and Learning
5. Division of Information Technology
6. Division of Special Education and Pupil Services

It is agreed that services provided by the AIU are rendered throughout the school year and that the AIU periodically invoices for fees for services provided to the District/School as outlined in the 2020-21 Services Guide ("Services Guide"). Fees for programs not listed in the Services Guide will be determined on a case-by-case basis and will require approval by the District/School and the AIU Board of Directors. By executing this Agreement, the District/School explicitly acknowledges receipt of the Services Guide and expressly accepts the pricing schedule for all of the services listed therein.

By accepting the services provided by the AIU, the District/School agrees to pay for those services at the prices specified in the Services Guide and to do so no later than sixty (60) days from the invoice date. A late payment charge of 1% per month on any unpaid balance shall be applied to any account that is more than sixty (60) days past due.

1. Special Education Services Provided by AIU

For the 2020-2021 school year, the AIU shall provide and operate, for the benefit of students assigned by the District/School, the special education services and programs delineated in the Allegheny Intermediate Unit Special Education Plan ("Plan"), as submitted to and approved by the Department of Education, by furnishing the following:

- Professional, instructional and support staff, as required to implement the Plan in accordance with all applicable provisions of state and federal law;
- Administrative, supervisory, and clerical staff as required to effectively and efficiently implement the Plan and this Agreement;

- Such supplies, equipment and other materials as necessary to implement the Plan and as mutually agreed upon by the parties;
- Such classroom space or other facilities as required to implement the Plan in accordance with state and federal law, to the extent the program or service is provided or operated upon premises not owned or leased by the District/School; and
- Any other personnel, facility, material or service mutually agreed upon by the parties.

Services provided include but are not limited to those outlined in the Services Guide, such as Blind/Visually Impaired Services, Career Development Services, Deaf/Hard of Hearing Services, Center School-Based Educational Services at Mon Valley/Pathfinder/Sunrise Center Schools, District-Based Classrooms, Speech/Language-Impaired Support, Pupil Personnel Services, and Occupational and Physical Therapy.

2. Programs Provided on District/School Premises by AIU

For special education programs and services to be provided on premises owned or leased by the District/School, the District/School shall provide the following:

- Classroom and other space;
- Assistance, cooperation and participation of District/School administrative, professional and support staff in the development and implementation of accommodations, supplementary aides and support services necessary to include, to the fullest extent appropriate, students assigned to special education programs in educational and extracurricular activities, regular education support, regular education instruction, and ancillary services, such as nursing, counseling, library, physical education, food, custodial and maintenance services, as necessary to meet the needs of the students assigned to the program; and
- Any other personnel, facility, material or service mutually agreed upon by the parties.

3. Compliance with Applicable Law

The AIU shall ensure that the special education programs and services it provides comply with all requirements of state and federal law to the extent such compliance does not depend upon the performance or actions of any other individual or entity beyond the control of the AIU. The AIU will provide leadership and encouragement to utilize best practices for assisting teachers, administrators and students in lifelong learning. The District/School shall provide such action, assistance or cooperation as required to ensure that students assigned to special education programs receive a free appropriate public education ("FAPE") in compliance with all applicable provisions of state and federal law.

4. Multidisciplinary Evaluation and IEP Development for Services Provided on District/School Premises by the AIU

The District/School, in cooperation with the AIU, shall conduct student Multidisciplinary Evaluations ("MDEs") and Reevaluations ("RRs") and develop Individualized Education Plans ("IEPs") and revise those plans as necessary for exceptional and thought-to-be exceptional students of the District/School. The District/School will provide the AIU staff with an opportunity to participate in the development of RRs and IEPs. Services, accommodations, supplementary aides and support required by any IEP or any order of a hearing officer, appeals panel, the Secretary of Education or court which are beyond the scope of the programs and services enumerated in the Plan shall be provided as mutually agreed upon by the parties.

5. Multidisciplinary Evaluation and IEP Development for Student Placed in AIU Center School-Based Programs

The AIU, with cooperation and participation by the District/School, shall conduct student MDEs and RRs and develop IEPs and revision procedures for exceptional and thought-to-be exceptional students of the District/School. The District/School recognizes that it remains the Local Education Agency ("LEA") for the student and is responsible for ensuring that the student's IEP provides for FAPE. Therefore, the District/School will participate in the development of MDEs, RRs and IEPs that outline services, accommodations and supplementary aides and supports for students. Any order of a hearing officer or court which is beyond the scope of the programs and services enumerated in the Plan shall be provided as mutually agreed upon by the parties. In such instances, the AIU Administration will work with the District/School as LEA in identifying the appropriate service. The District/School will be billed for all such services in accordance with the terms of the pricing set forth in the 2020-21 Services Guide.

6. Invoicing and Payment for AIU Special Education and Other Services

- The District/School will be invoiced in accordance with the Services Guide. It is understood that the pricing outlined in the Services Guide has been developed by the AIU in collaboration with a representative committee of district superintendents, business managers, and special education directors. Review of the pricing structure by the committee will be ongoing. Pricing adjustment will be made annually and in accordance with the recommendations. Special education service options outlined and offered will be those services that may be enumerated in a student's IEP and will be deemed appropriate by the student's IEP.

- It is agreed that the District/School will be invoiced for all programs and services provided and utilized by each student. Any delay in invoicing by the AIU will not affect the duty of the District/School to pay the invoice for the services received. The District/School agrees that a failure or delay in invoicing shall not constitute a waiver of the right of the AIU to be paid in full for services received by the District/School.

- To ensure that the cost of services is properly allocated among districts, as well as the accuracy of each AIU invoice, the District/School understands and agrees that it is responsible to review all invoices when received, to audit the invoices to ensure that they accurately reflect the services received for each student identified and to verify whether each student resided in the district being charged for services during that billing period.

- The District/School agrees to pay the AIU the price for each program or service as listed in the Services Guide. Further, in the event schools are closed on account of contagious disease, destruction or damage of the school building by fire or other causes during the term of this Agreement, the District/School agrees to pay the AIU the greater of (1) an amount necessary to pay the salaries and fringe benefits of the teachers, as defined by the Public School Code, engaged by the AIU to provide services to the District/School or (2) such amount required by the Public School Code, as it may be amended, or other applicable law.
- A late payment charge of 1% per month on any unpaid balance shall be applied to any account that is more than 60 days past due.
- Tuition for the AIU's Special Education Center Schools and the cost of speech, hearing and vision services will be invoiced and paid in installments in accordance with the schedule below:

Invoice Date	Invoicing for Center Tuition and for Speech, Hearing and Vision Services
September 15, 2020	Billing for Special Education Services anticipated for August through October based on student information in the Special Education Database as of September 1, 2020.
November 16, 2020	Billing for Special Education Services anticipated for November through December based on student information in the Special Education Database as of November 1, 2020. **** Billing adjustments resulting from the September billing will be included.**
January 15, 2021	Billing for Special Education Services anticipated for January through February based on student information in the Special Education Database as of January 1, 2021. **** Billing adjustments resulting from the November billing will be included.**
March 15, 2021	Billing for Special Education Services anticipated for March through April based on student information in the Special Education Database as of March 1, 2021. **** Billing adjustments resulting from the January billing will be included.**
May 17, 2021	Billing for Special Education Services anticipated for May through June based on student information in the Special Education Database as of May 1, 2021. **** Billing adjustments resulting from the March billing will be included**.
June 15, 2021	A **FINAL INVOICE** will be issued whereby payments are reconciled with the actual FINAL 2020-2021 Special Education Database (verified in June). This may result in a credit to the District/School or payment due to the AIU exclusive of the special education center review and reconciliation.
NOTE: If additional services are requested by the District/School after the review of the Special Education Database as of September, they may be billed separately.	

7. Reconciliation for AIU Special Education Center Schools

Due to the fluctuating nature of student enrollment at the center schools, it is agreed that the overall operating cost for each school will be continuously monitored to determine if revenue and expenses are in alignment with budgeted projections. The parties agree that at the conclusion of the 2020-2021 school year, the AIU will perform a reconciliation of its center school revenues and expenses for the entire school year. If the AIU revenues from the center school programs provided under this Agreement exceed the expenses incurred in providing such services, the District/School will receive a pro-rata credit; if the AIU expenses incurred in providing services under this Agreement exceed the revenues received by the AIU, the District/School will be responsible for and pay to the AIU a pro-rata share of the excess expenses. Any District/School due to receive a reconciliation credit and having open balances payable to the AIU greater than 60 days past due will have the credit applied to open balances or withheld until payment is received, as appropriate.

Dates	Special Education Center School Review and Reconciliation
March 15, 2021	Mid-year reconciliation (ytd January) of the Special Education center school revenues and expenses (excludes related services) will be completed and communicated to the District/School.
August 15, 2021	**FINAL RECONCILIATION** of its revenues and expenses for the entire school year will be completed and issued to the District/School. This may result in a credit to the District/School or payment due to the AIU.
September 1, 2021	District/School payment to the AIU for the pro-rata share of the excess expenses.
AND/OR	
January 31, 2022	AIU credit will be issued to the District/School for the pro-rata share of the excess revenues.

8. Cancellation

This Agreement or any services outlined in this Agreement or purchased from the AIU may not be terminated by either party without 30 days' written notice unless such termination is mandated by an IEP or any order of a hearing officer, the Secretary of Education or any court of competent jurisdiction.

9. Liabilities

Subject to the immunities provided by the Political Subdivision Tort Claims Act, the parties agree to indemnify, defend and hold harmless each other, their respective directors, officers, employees and agents, against all claims, damages, losses, or penalties that result from the acts or omissions of their own employees or agents, any real property owned or leased by such party, or the operation or maintenance of any equipment or vehicles provided or used by such party. None of the administrative, professional, paraprofessional or support personnel provided by the parties shall be considered employees or agents of the other party hereto for any purpose. The parties agree to indemnify, defend and hold harmless each other against all claims, damages, losses, or penalties resulting from any judicial, administrative or other determination that any staff member of one party hereto is an employee or agent of the other party hereto.

10. Compliance

To ensure compliance with all laws, particularly those that emerge or change during the life of this Agreement, both parties agree to a commitment for continued learning to deliver and coach on best practices. To enable this learning to take place, a mutually agreeable schedule shall be developed.

11. Entire Agreement

This Agreement constitutes the entire agreement and understanding between the AIU and the District/School concerning the programs and services to which it applies; supersedes all prior or contemporaneous agreements and understandings, written or oral on this subject; and shall be modified only in a writing approved by the parties' respective boards of directors.

ATTEST:

_____ _____

President, Board of School Directors Date

_____ _____

Secretary Date

ATTEST: ALLEGHENY INTERMEDIATE UNIT

_____ _____

President, Board of Directors Date

_____ _____

Secretary Date



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The Allegheny Intermediate Unit is an equal opportunity education institution and will not discriminate on the basis of race, color, national origin, ancestry, religion, sex, sexual orientation, age, handicap, or limited English proficiency in its educational programs, services, facilities, activities, or employment practices as required by Title IX of the 1972 Educational Amendments, Title VI and VII of the Civil Rights Act of 1964, as amended, Section 504 Regulations of the Rehabilitation Act of 1973, the Age Discrimination in Employment Act of 1975, Section 204 Regulations of the 1984 Carl D. Perkins Act, the Americans with Disabilities Act, or any other applicable federal or state laws. Any person who believes that s/he has been subjected to discrimination shall report all incidents of such conduct to Janet Breiding, Title VII/IX Compliance Officer, Allegheny Intermediate Unit, 475 East Waterfront Drive, Homestead, PA 15120 or 412-394-5848.

20-060-6

USC SCHOOL DISTRICT

Customizing Learning,
Nurturing Potential...
Delivering Excellence

Memo

To: Dr. John Rozzo, USC Board Members

From: Ms. Cassandra Doggrell

Date: June 15, 2020

RE: Special Education and Student Support Services Agreements/Contracts for Extended School Year

---

I request approval of the following agreement for extended school year **(ESY) Summer 2020**

1. Children's Institute Day School: extended school year services for three students at **$4,000 per student (June 14, 2020-July 17, 2020)**

2. Goodwill of Southwestern Pennsylvania: extended school year services for two students at **$1575.00 per student (June 29, 2020-July 31, 2020)**

Approval of contracts/agreements will be contingent upon documentation acceptable to the Superintendent and Solicitor.

Book	Policy Manual
Section	200 Pupils
Title	Enrollment of Students
Code	200 - NEW
Status	First Reading - June 15, 2020
Legal	1. 24 P.S. 1301 2. 24 P.S. 1302 3. 22 PA Code 11.11 4. 22 PA Code 11.41 5. 22 PA Code 11.12 6. 22 PA Code 12.1 7. 24 P.S. 1303a 8. 24 P.S. 1304-A 9. Pol. 203 10. Pol. 216.1 11. Pol. 138 12. Pol. 251 13. Pol. 202 Pol. 201

Authority

The Board shall enroll school age students eligible to attend district schools, in accordance with applicable laws and regulations, Board policy and administrative regulations.[1][2][3][4]

Definitions

School age shall be defined as the period from the earliest admission age for the district's kindergarten program until graduation from high school or the end of the school term in which a student reaches the age of twenty-one (21) years, whichever occurs first.[1][5]

District of residence shall be defined as the school district in which a student's parents/guardians reside.[2][3]

Guidelines

School age resident students and eligible nonresident students shall be entitled to attend district schools.[1][2][3][6]

The district shall not enroll a student until the parent/guardian has submitted proof of the student's age, residence, and immunizations and a completed Parental Registration Statement, as required by law and regulations.[1][2][3][7][8][9][10]

The district shall administer a home language survey to all students enrolling in district schools for the first time.[3][11]

The district shall normally enroll a school age, eligible student the next business day, but no later than five (5) business days after application.[3]

The district shall immediately enroll identified homeless students, even if the student or parent/guardian is unable to produce the required documents.[12]

The district shall not inquire about the immigration status of a student as part of the enrollment process.[3]

Enrollment requirements and administrative regulations shall apply to nonresident students approved to attend district schools, in accordance with Board policy.[13]

Delegation of Responsibility

The Superintendent or designee shall annually notify students, parents/guardians and staff about the district's admissions policy by publishing such policy as part of annual notifications, parent newsletters, district website and other efficient methods.[4]

The Superintendent or designee may develop and disseminate administrative regulations, forms or online processes for the enrollment of eligible students in district schools.

Book	Policy Manual
Section	200 Pupils
Title	Admission of Students
Code	201
Status	First Reading - June 15, 2020
Legal	1. 24 P.S. 1301
	2. 22 PA Code 11.12
	3. 22 PA Code 11.41
	4. 24 P.S. 1304
	5. 24 P.S. 1326
	6. 22 PA Code 11.15
	7. 22 PA Code 11.16
	8. 22 PA Code 11.14
	9. Pol. 200
	10. Pol. 203
	24 P.S. 503
	22 PA Code 4.41

Authority

The Board **shall establish age requirements for the admission of students** to first grade and to kindergarten **that are consistent with** state law **and regulations.**[1][2][3]

Guidelines

First Grade

Beginners are students entering the lowest grade of the primary school above the kindergarten level. The Board establishes the district's entry **age** for **beginners** as **six (6)** years by **September 1**, in accordance with state law and regulations.[4][5][6]

The Board may admit as a beginner a child who is five (5) years old and demonstrates readiness for entry by the first day of the school term, upon the written request of the parent/guardian, recommendation of the district certified school **psychologist and or designee**, and approval of the Superintendent.[7]

The Board **is not required to admit as a beginner any child whose age is less than the district's** established **admission age for beginners.[7]**

Students who have completed an approved kindergarten program outside of the district and are not of the age of six (6) may be subject to a grade level screening at their home school to determine appropriate grade placement into kindergarten or first grade.

Kindergarten

The Board establishes the district's entry **age for kindergarten** as **five (5) years** by **September 1**, in accordance with state law and regulations.[8]

Kindergarten eligible students who resided in the District prior to the start of the school year can only be enrolled in Kindergarten prior to or during the first two weeks of the school year.

New resident Kindergarten eligible students moving into the District after the beginning of the school year may be admitted if they had been enrolled and attended kindergarten in their former community.

Early Admission to Kindergarten

a. Students who are born after September 1 and on or before September 30 are eligible for early admission screening upon written request to the Student Support Services Department.

b. All requests must be made prior to July 1 of the anticipated year of enrollment.

c. The District will offer testing, which must be completed at least two weeks prior to the start of the school year.

d. Early admission will be considered if the student meets all of the following criteria.

- Screening by a certified school psychologist or designee of the Student Support Services Department;
- Demonstrating a mental age of more than six years before September 1; and
- Compliance with other requirements as specified by the Student Support Services Department.

Delegation of Responsibility

The Superintendent or designee shall require that the parent/guardian of each student who registers for entrance to school shall submit proof of age, residency, and required immunizations.[9][10]

Replaces Policy 4007 - Admission of Students to Kindergarten and First Grade adopted February 17, 2017

Book	Policy Manual
Section	200 Pupils
Title	Eligibility of Nonresident Students
Code	202
Status	First Reading - June 15, 2020
Legal	1. 24 P.S. 501
	2. 24 P.S. 502
	3. 24 P.S. 503
	4. 24 P.S. 1301
	5. 24 P.S. 1316
	6. Pol. 200
	7. 24 P.S. 1302
	8. 22 PA Code 11.19
	9. Pol. 906
	10. 24 P.S. 2561
	11. Pol. 607
	12. 24 P.S. 1305
	13. 24 P.S. 1306
	14. 24 P.S. 1307
	15. 24 P.S. 1308
	16. 24 P.S. 1309
	17. 24 P.S. 1310
	18. 24 P.S. 2562
	19. 22 PA Code 11.18
	20. Pol. 251

24 P.S. 1306.2

24 P.S. 2503

22 PA Code 11.41

Pol. 103

Pol. 103.1

Purpose

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

Authority

The Board **may** permit the **admission** of nonresident **students** in accordance with Board policy.[4][5][6]

The Board shall require that appropriate legal documentation showing dependency or guardianship or a sworn statement of full residential support be filed with the Board Secretary before an eligible nonresident student may be accepted as a student in district schools. The Board may require a resident to submit additional, reasonable information to substantiate a sworn statement, in accordance with guidelines issued by the Department of Education.[7][8]

The Board reserves the right to verify claims of residency, dependency and guardianship and to remove from school attendance a nonresident student whose claim is invalid.[7]

If information contained in the sworn statement of residential support is found to be false, the student shall be removed from school after notice is given of an opportunity to appeal the student's removal, in accordance with Board policy.[7][9]

The Board shall **not be** responsible for **transportation** to or from school **for** any nonresident **student residing outside** school **district boundaries**.

Tuition rates shall be determined annually in accordance with law. Tuition shall be charged monthly, **in advance** of attendance.[5][10][11]

Guidelines

Nonresident Children Placed in Resident's Home

Any **child** placed **in the home of a district resident** by a court or government agency **shall be** admitted to **district schools** and shall receive the same benefits and be subject to the same responsibilities as resident students.[12]

Residents of Institutions

A child who is living in or assigned to a facility or institution for the care or training of children that is located within this district is not a legal resident of the district by such placement; but s/he shall be admitted to district schools, and a charge shall be made for tuition in accordance with law.[10][13][14][15][16][17][18][19]

Prospective Residents

A student eligible for attendance whose **parent/guardian** has **executed** a contract to buy, build or rent **a residence in** this **district** for occupancy **within three (3) months of admission of said student may be** enrolled with payment of **tuition**.[5]

Parents/Guardians of students who claim admission on the basis of future residency shall be required to demonstrate proof of the anticipated residency.

Tuition payment shall **be deferred for three (3) months pending presentation of satisfactory evidence to the district that residence** within the district **has been established.**

If an affidavit of residence is completed indicating an occupancy within three (3) months after the student's enrollment, all tuition due shall be forgiven. If an affidavit and proof of residence is not provided within three (3) months, all tuition due shall be submitted within thirty (30) days. The student may be permitted to remain and pay tuition for the remainder of the current school

year, but shall be removed from the rolls if residence is not established within the first year of enrollment or immediately if tuition is not paid on time.

Former Residents

Regularly enrolled **students** whose **parents/guardians** have moved out **of the school district may be permitted to** finish **the semester** with payment of **tuition**.[5]

Students who have been enrolled in the District for 9th through the beginning of their 12th grade year whose parents/guardians are **district residents for any part of** the **senior year** (effective with the first student day) **may complete the year** without payment of tuition.[5]

Other Nonresident Students

A nonresident student may be admitted to district schools without payment of tuition where attendance is justified on the grounds that the student lives full-time and not just for the school year with district residents who have assumed legal dependency or guardianship or full residential support of the student.[7][8]

The district shall immediately enroll homeless students, even if the student or parent/guardian is unable to produce the required documents, in accordance with Board policy, laws and regulations.[20]

Tuition

Tuition charged pursuant to this Policy shall be calculated based on the rate set by the Pennsylvania Department of Education for tuition charges for pupils of other districts.

Delegation of Responsibility

The Superintendent or designee may develop administrative regulations for the enrollment of nonresident students.

The Superintendent shall present to the Board for its consideration the admission of qualified nonresident students under this Policy.

Replaces the following policies:

Policy 6005 - Tuition originally adopted April 10, 1963 and revised September 11, 1967, November 13, 1978, July 1, 1982, September 9, 1985 and November 11, 1985.

Policy 6005.1 - Admission and Attendance of Non-Resident Students adopted June 24, 1991

Book	Policy Manual
Section	200 Pupils
Title	Immunizations and Communicable Diseases
Code	203
Status	First Reading - June 15, 2020
Legal	1. 24 P.S. 1303a
	2. 28 PA Code 23.81 et seq
	3. 28 PA Code 23.82
	4. 22 PA Code 11.20
	5. 28 PA Code 23.85
	6. 28 PA Code 23.83
	7. 28 PA Code 23.84
	8. Pol. 200
	9. Pol. 251
	10. Pol. 255
	11. 28 PA Code 27.77
	12. Pol. 201
	13. 28 PA Code 23.86
	14. 28 PA Code 27.71
	15. 28 PA Code 27.72
	16. Pol. 204
	17. 28 PA Code 27.1
	18. 28 PA Code 27.2
	19. 28 PA Code 27.23
	20. 22 PA Code 4.29

21. 22 PA Code 4.4

22. Pol. 105.1

23. 24 P.S. 1402

24. Pol. 209

25. 24 P.S. 1409

Pol. 105.2

Authority

In order to safeguard the school community from the spread of certain communicable diseases, the Board requires that established policy and administrative regulations **be** followed by students, parents/guardians and district staff.[1][2]

Definitions

Certificate of Immunization - the official form furnished by the Pennsylvania Department of Health. The certificate is filled out by the parent/guardian or health care provider and signed by the health care provider, public health official or school nurse or a designee. The certificate is given to the school as proof of full immunization. The school maintains the certificate as the official school immunization record or stores the details of the record in a computer database.[3]

Medical Certificate - the official form furnished by the Pennsylvania Department of Health setting out the immunization plan for a student who is not fully immunized, filled out and signed by a physician, certified registered nurse practitioner or physician assistant, or by a public health official when the immunization is provided by the Department of Health or a local health department, and given to a school as proof that the student is scheduled to complete the required immunizations.[3]

Guidelines

Immunization

All students shall be immunized against specific **diseases in accordance with** state law and regulations, **unless specifically exempt for religious or medical reasons.[1][2][4]**

A certificate of immunization shall be maintained as part of the health record for each student, **as** required **by the Pennsylvania Department of Health.[5]**

A student **shall be exempt from immunization requirements whose parent/guardian objects in writing to such immunization** on **religious** grounds **or whose physician certifies that the** student's **physical condition contraindicates immunization.[1][4][6][7]**

A **student who has not been immunized** in accordance with state regulations **shall** not **be admitted to** or permitted to attend district **schools**, unless exempted for medical or religious reasons, or provisionally admitted by the Superintendent or designee after beginning a multiple dose vaccine series and submitting proof of immunization or a medical certificate on or before the fifth school day of attendance.[1][4][5][6][7]

Homeless students who have not been immunized or are unable to provide immunization records due to being homeless shall be admitted in accordance with the provisions of applicable law and regulations.[5][8][9]

Foster care students and students transferring into a school within the Commonwealth shall be admitted in accordance with law and regulations, and shall have thirty (30) days to provide proof of immunization, a medical certificate detailing the plan to complete a multiple dose vaccine series or to satisfy the requirements for an exemption.[5][10]

Monitoring of immunization requirements shall be the responsibility of the Superintendent or designee and the school nurse.[1]

The Superintendent or designee shall:

1. Ensure that **parents/guardians** are **informed prior to** a student's admission **to school,** or a grade requiring additional immunizations, **of the requirements** for **immunization, the requisite proof of immunization, exemption available for religious or medical reasons, and means by which such exemptions may be claimed.[1][5][6][7][8][12]**

2. Designate school personnel to review student medical certificates in accordance with law and regulations to ensure compliance with full immunization requirements.[3][5]

3. **Annually review state standards for immunization and direct the responsible district personnel accordingly.**

4. Investigate and recommend to the Board district-sponsored programs of immunization that may be warranted to safeguard the health of the school community. Such program shall be subject to Board approval and may be conducted in cooperation with local health agencies.

The Superintendent or designee shall report immunization data electronically to the Department of Health by December 31 of each year. If the district is unable to complete the report electronically, the Superintendent or designee shall report the immunization data on the required form to the Department of Health by December 15.[13]

Communicable Diseases

The Board authorizes that students who have been diagnosed by a physician or are suspected of having a **disease by the school nurse shall be excluded from school for the period indicated by regulations of the Department of Health for certain specified diseases and infectious conditions.[14][15][16]**

The school nurse shall report the presence of suspected communicable diseases to the appropriate local health authority, as required by the Department of Health.[17][18][19]

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

Instruction regarding prevention of communicable and life-threatening diseases shall be provided by the schools in the educational program for all levels, in accordance with state regulations.[20]

Parents/Guardians shall be informed of and be provided opportunities during school hours to review all curriculum materials used in instruction relative to communicable and life-threatening diseases.[20][21][22]

Health Records

A comprehensive health record shall be maintained for each student enrolled in the district. The record shall include the results of required tests, measurements, screenings, regular and special examinations, and medical questionnaires.[23][24]

All health records shall be confidential, and their contents shall be divulged only when necessary for the health of the student **or to a physician at the** written **request of the parent/guardian.[25]**

Replaces Policy 4007.2 – Communicable Diseases and Immunization adopted September 8, 1986

Book	Policy Manual
Section	200 Pupils
Title	HIV Infection
Code	203.1 - NEW
Status	First Reading - June 15, 2020
Legal	1. 35 P.S. 7603
	2. Pol. 203
	3. Pol. 204
	4. Pol. 103
	5. 24 P.S. 1327
	6. Pol. 103.1
	7. 35 P.S. 7607
	8. 24 P.S. 1329
	9. 22 PA Code 11.25
	10. Pol. 117
	11. Pol. 124
	12. 24 P.S. 1330
	13. 24 P.S. 1409
	14. 22 PA Code 4.29
	15. 22 PA Code 4.4
	16. Pol. 105.1
	17. Pol. 105.2
	24 P.S. 1301
	35 P.S. 7601 et seq

Purpose

The Board is committed to providing a safe, healthy environment for its students and employees. The purpose of this policy shall be to safeguard the health and well-being of students and staff while protecting the rights of the individual.

This policy is based on current evidence that HIV Infection is not normally transmissible by infected individuals within the school setting, except as noted in this policy.

Definitions

AIDS - Acquired Immune Deficiency Syndrome.[1]

HIV Infection - refers to the disease caused by the HIV or human immunodeficiency virus.

Infected students - refers to students diagnosed as having HIV Infection, including those who are asymptomatic.

Authority

This policy shall apply to all students in all programs conducted by the school district.

The Board directs that the established Board policies and administrative regulations governing attendance and school rules relative to illnesses and other diseases among students shall also apply to infected students.[2][3]

The Board shall not require routine screening tests for HIV Infection in the school setting, nor will such tests be a condition for school attendance.

Delegation of Responsibility

The Superintendent or designee shall be responsible for developing and releasing all information concerning HIV Infection and infected students.

All district employees shall strive to maintain a respectful school climate and to prohibit physical or verbal harassment of any individual or group, including infected students.[4]

Building principals shall notify students, parents/guardians and employees about current Board policies concerning HIV Infection and shall provide reasonable opportunities to discuss the policy and related concerns.

Guidelines

Attendance

Infected students have the same right to attend school and receive services as other students and shall be subject to the same policies and administrative regulations. HIV Infection shall not factor into decisions concerning educational programs, privileges or participation in any school-sponsored activity.[4][5][6]

School authorities shall determine the educational placement of infected students on a case-by-case basis by following Board policies and administrative regulations established for students with chronic health problems and students with disabilities.

When an infected student's parents/guardians voluntarily disclose information regarding the student's condition, the district employee who receives the information shall obtain the written consent of the parents/guardians to disclose the information to members of the Screening Team.[7]

A Screening Team comprised of the Superintendent or designee, building principal, school nurse, district physician, student's parents/guardians, and attending physician shall evaluate the infected student's educational placement. Placement decisions shall be based on the student's need for accommodations or services.

First consideration must be given to maintaining the infected student in a regular assignment. Any decision for an alternative placement must be supported by specific facts and data.

An infected student who is unable to attend school, as determined by a medical examination, shall be considered for homebound instruction or an alternative placement.[8][9][10][11]

An infected student may be excused from school attendance if the parent/guardian seeks such excusal based on the advice of medical or psychological experts treating the student.[3][8][12]

An infected student's placement shall be reassessed if there is a change in the student's need for accommodations or services.

Confidentiality

District employees who have knowledge of an infected student's condition shall not disclose any information without prior written consent of the student's parents/guardians, consistent with the requirements of the Pennsylvania Confidentiality of HIV-Related Information Act.[7]

All health records, notes and other documents referring to an infected student's condition shall be secured and kept confidential.[7][13]

Infection Control

All employees shall be required to consistently follow infection control/universal precautions in all settings and at all times, including playgrounds and school buses. Employees shall notify the school nurse of all incidents of exposure to bodily fluids and when a student's health condition or behavior presents a reasonable risk of transmitting an infection.

The school district shall maintain reasonably accessible equipment and supplies necessary for infection control.

Staff Development

The district shall provide opportunities for employees to participate in inservice education on HIV Infection.

Designated district employees may receive additional, specialized training appropriate to their positions and responsibilities.

Prevention Education

The goals of HIV Infection prevention education shall be to promote healthy living and discourage the behaviors that put people at risk of acquiring HIV Infection. Prevention education shall be taught at every grade level as part of the curriculum, be appropriate to students' developmental maturity, and include accurate information about reducing the risk of HIV Infection.[14]

Prior to HIV Infection instruction in the schools, the district shall inform parents/guardians that curriculum outlines and materials used in the instruction shall be available for review.[14][15][16]

A student shall be excused from HIV Infection education when the instruction conflicts with the religious beliefs or principles of the student or parents/guardians, upon the written request of the parents/guardians.[14][15][17]

Book	Policy Manual
Section	200 Pupils
Title	Attendance
Code	204
Status	First Reading - June 15, 2020
Legal	1. 22 PA Code 11.41
	2. 24 P.S. 1327
	3. 24 P.S. 1329
	4. 24 P.S. 1330
	5. 22 PA Code 11.23
	6. 22 PA Code 11.25
	7. 22 PA Code 12.1
	8. 24 P.S. 1326
	9. 22 PA Code 11.13
	10. 42 Pa. C.S.A. 6302
	11. 24 P.S. 510.2
	12. 24 P.S. 1332
	13. 24 P.S. 1339
	14. 22 PA Code 11.22
	15. 22 PA Code 11.28
	16. Pol. 113
	17. Pol. 115
	18. Pol. 116
	19. Pol. 117
	20. Pol. 118

21. 22 PA Code 11.34

22. 22 PA Code 11.32

23. 22 PA Code 11.5

24. 24 P.S. 1327.1

25. 22 PA Code 11.31

26. 22 PA Code 11.31a

27. Pol. 137

28. 22 PA Code 11.21

29. 22 PA Code 11.26

30. Pol. 251

31. Pol. 255

32. 24 P.S. 1546

33. 24 P.S. 1333

34. 24 P.S. 1333.1

35. 24 P.S. 1333.2

36. Pol. 103.1

37. Pol. 113.3

38. Pol. 114

24 P.S. 1333.3

22 PA Code 11.24

22 PA Code 11.8

Purpose

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

Authority

The Board **requires** the attendance of **all** students during the **days** and hours that **school** is in session, **except** that temporary **student** absences may be excused by authorized district staff in accordance with applicable laws and regulations, Board policy and administrative regulations.[2][3][4][5][6][7]

Definitions

Compulsory school age shall mean the period of a student's life **from the time** the student's person in parental relation elects to have the student **enter** school, which shall be **no later than six (6)** years of **age**, until the student reaches **eighteen (18)** years of **age**. The term does not include a student who holds a certificate of graduation from a regularly accredited, licensed, registered or approved high school.[8][9]

Habitually truant shall mean six (6) or more school days of unexcused absences during the current school year by a student subject to compulsory school attendance.[8]

Truant shall mean having incurred three (3) or more school days of unexcused absences during the current school year by a student subject to compulsory school attendance.[8]

Person in parental relation shall mean a:[8]

1. Custodial biological or adoptive parent.
2. Noncustodial biological or adoptive parent.
3. Guardian of the person of a student.
4. Person with whom a student lives and who is acting in a parental role of a student.

This term shall not include any county agency or person acting as an agent of the county agency in the jurisdiction of a dependent child as defined by law.[10]

School-based or **community-based attendance improvement program** shall mean a program designed to improve school attendance by seeking to identify and

address the underlying reasons for a student's absences. The term may include an educational assignment in an alternative education program, provided the program does not include a program for disruptive youth established pursuant to Article XIX-C of the Pennsylvania Public School Code.[8]

Delegation of Responsibility

The Superintendent or designee shall annually notify students, persons in parental relation, staff and local children and youth agency and local magisterial district judges about **the district's attendance policy** by publishing such policy in student handbooks and newsletters, on the district website and through other efficient communication methods.[1][11]

The Superintendent shall require the signature of the person in parental relation confirming that the policy has been reviewed and that the person in parental relation understands the compulsory school attendance requirements.

The Superintendent or designee, in coordination with **the building principal, shall** be responsible for the implementation and enforcement of this policy.

The Superintendent or designee shall **develop administrative regulations** for the attendance of students which:

1. Govern the maintenance of attendance records in accordance with law.[12][13]

2. Detail the process for submission of requests and excuses for student absences.

3. Detail the process for written notices, School Attendance Improvement Conferences, School Attendance Improvement Plans, and referrals to a school-based or community-based attendance improvement program, the local children and youth agency, or the appropriate magisterial district judge.

4. Clarify the district's responsibility for collaboration with nonpublic schools in the enforcement of compulsory school attendance requirements.

5. Ensure that **students** legally **absent** have an opportunity **to make up work.**

Guidelines

Compulsory School Attendance Requirements

All students **of compulsory school age** who reside in the district shall be subject to the compulsory school attendance requirements.[2]

A student shall be considered in attendance if present at any place where school is in session by authority of the Board; the student is receiving approved tutorial instruction, or health or therapeutic services; the student is engaged in an approved and properly supervised independent study, work-study or career education program; the **student** is **receiving** approved **homebound instruction;** or the student's placement is instruction in the home.[2][5][14][15][16][17][18][19][20]

The following students shall be excused from the requirements of attendance at district schools, upon request and with the required approval:

1. On certification by a physician or submission of other satisfactory evidence and on approval of the Department of Education, children who are unable to attend school or apply themselves to study for mental, physical or other reasons that preclude regular attendance.[3][4][21]

2. Students enrolled in nonpublic or private schools in which the subjects and activities prescribed by law are taught.[2][22]

3. Students attending college who are also enrolled part-time in district schools.[23]

4. Students attending a home education program or private tutoring in accordance with law.[2][18][24][25][26][27]

5. Students fifteen (15) or sixteen (16) years of age whose enrollment in private trade or business schools has been approved.[2]

6. Students fifteen (15) years of age, as well as students fourteen (14) years of age who have completed the highest elementary grade, engaged in farm work or private domestic service under duly issued permits.[4]

7. Students sixteen (16) years of age regularly engaged in useful and lawful employment during the school session and holding a valid employment certificate. Regularly engaged means thirty-five (35) or more hours per week of employment.[4][15]

Excused/Lawful Absence

For purposes of this policy, the following conditions or situations constitute reasonable cause for absence from school:

1. **Illness**, including if a student is dismissed by designated district staff during school hours for health-related reasons.[3][6]

2. Obtaining professional health care or therapy service rendered by a licensed practitioner of the healing arts in any state, commonwealth or territory.[3]

3. **Quarantine.**

4. Family emergency.

5. Recovery from accident.

6. Required **court** attendance.

7. **Death in family.**

8. **Participation in** a project sponsored by a statewide or countywide **4-H, FFA** or combined 4-H and FFA group, upon prior written request.[1][3]

9. Participation in a musical performance in conjunction with a national veterans' organization or incorporated unit, as defined in law, for an event or funeral.[3]

    a. The national veterans' organization or incorporated unit must provide the student with a signed excuse, which shall include the date, location, and time of the event or funeral.

    b. The student shall furnish the signed excuse to the district prior to being excused from school.

10. **Observance of a religious holiday** observed by a **bona fide** religious group, upon prior written request from the person in parental relation.[28]

11. Nonschool-sponsored **educational tours or trips**, if the following conditions are met:[3][29]

    a. The person in parental relation submits the required documentation for excusal prior to the absence, within the appropriate timeframe.

    b. The student's participation has been approved by the building principal or designee.

12. College or postsecondary institution visit, with prior approval.

13. **Other urgent reasons** that may reasonably cause a student's absence, as well as circumstances related to homelessness and foster care.[3][6][30][31]

The district may limit the number and duration of nonschool-sponsored educational tours or trips and college or postsecondary institution visits for which excused absences may be granted to a student during the school year.

Temporary Excusals –

The following students may be temporarily excused from the requirements of attendance at district schools:

1. Students receiving **tutorial** instruction in a field **not offered** in **the district's** curricula from a properly qualified tutor approved by the Superintendent, when the excusal does not interfere with the student's regular **program** of studies.[2][14][18]

2. **Students** participating in a **religious instruction** program, if the following conditions are met:[28][32]

    a. **The person in parental** relation submits a written request for excusal. The request shall **identify and describe the instruction, and the dates and hours** of instruction.

    b. The student shall **not** miss **more than thirty-six (36) hours per** school **year in order to attend classes for religious instruction.**

    c. **Following each absence,** the person in parental relation shall submit **a statement attesting that the** student **attended the instruction, and the dates and hours of attendance.**

3. School age **children unable to attend school** upon recommendation of the school physician and a psychiatrist or school psychologist, or both, and with approval of the Secretary of Education.[21]

Parental Notice of Absence –

Absences shall **be** treated **as unexcused** until the district receives a **written excuse** explaining the absence, to be submitted **within three (3) days** of the **absence**.

A maximum of ten (10) days of cumulative lawful absences verified by parental notification shall **be permitted during a school year. All absences beyond ten (10) cumulative days shall require an excuse from a** licensed practitioner of the healing arts.

Unexcused/Unlawful Absence

For purposes of this policy, absences which do not meet the criteria indicated above shall be permanently considered unexcused.

An out-of-school suspension may not be considered an unexcused absence.[8]

Parental Notification –

District staff shall provide prompt **notice** to **the** person in parental relation upon each incident of unexcused **absence**.

Enforcement of Compulsory Attendance Requirements

Student is Truant –

When a student has been absent for **three (3) days** during the current school year without a lawful excuse, district staff shall provide **notice** to the person in **parental** relation who resides in the same household as the student within ten (10) school days of the student's third unexcused absence.[33]

The notice shall:[33]

1. Be in the mode and language of communication preferred by the person in parental relation;

2. Include a description of the consequences if the student becomes habitually truant; and

3. When transmitted to a person who is not the biological or adoptive parent, also be provided to the student's biological or adoptive parent, if the parent's mailing address is on file with the school and the parent is not precluded from receiving the information by court order.

The notice may include the offer of a School Attendance Improvement Conference.[33]

If the student incurs additional unexcused absences after issuance of the notice and a School Attendance Improvement Conference was not previously held, district staff shall offer a School Attendance Improvement Conference.[33]

School Attendance Improvement Conference (SAIC) –

District staff shall notify the person in parental relation in writing and by telephone of the date and time of the SAIC.[33]

The purpose of the SAIC is to examine the student's absences and reasons for the absences in an effort to improve attendance with or without additional services.[8]

The following individuals shall be invited to the SAIC:[8]

1. The student.
2. The student’s person in parental relation.
3. Other individuals identified by the person in parental relation who may be a resource.
4. Appropriate school personnel.
5. Recommended service providers.

Neither the student nor the person in parental relation shall be required to participate, and the SAIC shall occur even if the person in parental relation declines to participate or fails to attend the scheduled conference.[33]

The outcome of the SAIC shall be documented in a written School Attendance Improvement Plan. The Plan shall be retained in the student's file. A copy of the Plan shall be provided to the person in parental relation, the student and appropriate district staff.[33]

The district may not take further legal action to address unexcused absences until the scheduled SAIC has been held and the student has incurred six (6) or more days of unexcused absences.[33]

Student is Habitually Truant –

When a student under fifteen (15) years of age is habitually truant, district staff:[34]

1. Shall refer the student to:

    a. A school-based or community-based attendance improvement program; or

    b. The local children and youth agency.

2. May file a citation in the office of the appropriate magisterial district judge against the person in parental relation who resides in the same household as the student.[34]

When a student fifteen (15) years of age or older is habitually truant, district staff shall:[34]

1. Refer the student to a school-based or community-based attendance improvement program; or

2. File a citation in the office of the appropriate magisterial district judge against the student or the person in parental relation who resides in the same household as the student.

District staff may refer a student who is fifteen (15) years of age or older to the local children and youth agency, if the student continues to incur additional unexcused absences after being referred to a school-based or community-based attendance improvement program, or if the student refuses to participate in such program.[34]

Regardless of age, when district staff refer a habitually truant student to the local children and youth agency or file a citation with the appropriate magisterial district judge, district staff shall provide verification that the school held a SAIC.[34]

Filing a Citation –

A citation shall be filed in the office of the appropriate magisterial district judge whose jurisdiction includes the school in which the student is or should be enrolled, against the student or person in parental relation to the student.[35]

Additional citations for subsequent violations of the compulsory school attendance requirements may only be filed against a student or person in parental relation in accordance with the specific provisions of the law.[35]

Special Needs and Accommodations

If a truant or habitually truant student may qualify as a student with a disability, and require special education services or accommodations, the Director of Special Education shall be notified and shall take action to address the student's needs in accordance with applicable law, regulations and Board policy.[16][36][37][38]

For students with disabilities who are truant or habitually truant, the appropriate team shall be notified and shall address the student's needs in accordance with applicable law, regulations and Board policy.[16][36][38]

Discipline

The district shall not expel or impose out-of-school suspension, disciplinary reassignment or transfer for truant behavior.[33]

Replaces the following policies:

Policy 4002 - Interruptions for Student Attendance at Outside Educational Tours or Trips not Sponsored by the School District and Travel with Parent/Guardian for Urgent Reasons originally adopted June 26, 1967 and revised November 11, 1974 and November 12, 1979

Policy 4011 – Educational Trips adopted November 11, 1974

Policy 4011.1 – Educational Trips – Non-Staff Drivers originally adopted March 10, 1980 and revised September 9, 1985

Policy 6008 – Student Conduct, Responsibilities, Rights and Disciplinary Procedures originally adopted September 14, 1981 and revised September 9, 1985, May 12, 1986, August 22, 1988, November 13, 1989, June 25, 1990, September 27, 1993, September

26, 1994, August 26, 1996, July 20, 1998, August 23, 1999, February 26, 2007 and March 23, 2009

Policy 6012 – Early Departure adopted August 13, 1979 and revised July 14, 1980 and December 11, 1989

Book	Policy Manual
Section	200 Pupils
Title	Assignment Within District
Code	206 - NEW
Status	First Reading - June 15, 2020
Legal	1. 24 P.S. 1310 2. Pol. 103 3. Pol. 103.1 4. 24 P.S. 1310.1 5. Pol. 906

Purpose

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

Authority

The Board shall determine periodically the school attendance areas of the district, and the students within each area are expected to attend the designated school. In assigning students to schools within this district, no discrimination shall occur.[1][2][3]

Delegation of Responsibility

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

The Superintendent or designee may assign a student to a school other than the one designated for the attendance area when such exception is justified by circumstances and is in the educational interest of the student.

The Superintendent or designee shall assign incoming transfer students to schools, grades, and classes that afford each student the greatest likelihood of realizing his/her educational and academic goals.

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

Guidelines

Classroom Placement of Twins/Higher Order Multiples

A parent/guardian of twins or higher order multiples who are in the same grade level at the same school may request that their children be placed in the same classroom or in separate classrooms. The request for classroom placement must be made no later than ten (10) days after the first day of each school year or ten (10) days after the first day of the children's attendance.[4]

The school shall provide the classroom placement requested by the parent/guardian, with the following exceptions:

1. After consultation with the Superintendent or designee, the principal determines that an alternative placement is necessary.

2. After consultation with the teacher of each classroom in which the children are placed, the principal determines that the requested classroom placement is disruptive to the classroom. The principal may then determine the appropriate classroom placement for the siblings.

3. If the request for separate classroom placement would require the district to add an additional class to the grade level of the siblings.

The school may recommend classroom placement and provide professional education advice to the parent/guardian to assist in making the best decision for their children's education.

A parent/guardian may appeal the principal’s classroom placement of twins or higher order multiples in accordance with Board policy.[5]

Book	Policy Manual
Section	200 Pupils
Title	Confidential Communications of Students
Code	207
Status	First Reading - June 15, 2020
Legal	1. 22 PA Code 12.12
	2. 42 Pa. C.S.A. 5945
	3. 42 Pa. C.S.A. 8337

Purpose

The Board recognizes that certain written and oral communications between students and school personnel must be confidential.

Authority

The Board directs school personnel to comply with all federal and state laws, regulations and Board policy concerning confidential communications of students.

Guidelines

Information received in confidence from a student may be revealed to the student's parent/guardian, building **principal or other appropriate authority** by the staff member who received the information **when the health, welfare or safety of the student or other persons clearly is in jeopardy.[1]**

Use of a student's confidential communications to school personnel in legal proceedings is governed by laws **and regulations appropriate to the proceedings.[1][2][3]**

Delegation of Responsibility

In qualifying circumstances, a staff member may reveal confidential information to the building principal and other appropriate authorities.

In qualifying circumstances, the building principal may reveal confidential information to a student's parent/guardian and other appropriate authorities, including law enforcement personnel.

Replaces Policy 6008 - Student Conduct, Responsibilities, Rights and Disciplinary Procedures originally adopted September 14, 1981 and revised September 9, 1985, May 12, 1986, August 22, 1988, November 13, 1989, June 25, 1990, September 27, 1993, September 26, 1994, August 26, 1996, July 20, 1998, August 23, 1999, February 26, 2007 and March 23, 2009

Book	Policy Manual
Section	200 Pupils
Title	Withdrawal From School
Code	208 - NEW
Status	First Reading - June 15, 2020
Legal	1. 24 P.S. 1326
	2. 24 P.S. 1327
	3. 22 PA Code 11.13
	4. 22 PA Code 12.1
	5. Pol. 204
	6. 22 PA Code 11.4

Purpose

The Board affirms that even though law requires attendance of only students of compulsory school age, it is in the best interests of both students and the community that students complete the educational program that will equip them with required skills and increase their chances for a successful life beyond school.[1][2][3][4][5]

Authority

The Board directs that whenever a student wishes to withdraw, efforts should be made to determine the underlying reason for such action. District resources and staff shall be utilized to assist the student in pursuing career goals.

No student of compulsory school age will be permitted to withdraw without the written consent of a parent/guardian and supporting justification.

The Board shall approve the withdrawal of students attending college full-time.[6]

Guidelines

Counseling services shall be made available to any student who states an intention to withdraw permanently.

Information shall be given to help a withdrawing student define educational and life goals and develop a plan for achieving those goals.

Students shall be informed about the tests for General Educational Development.

Delegation of Responsibility

The building principal shall ensure the timely return of all district-owned supplies and equipment in the possession of the student.

Book	Policy Manual
Section	200 Pupils
Title	Health Examinations/Screenings
Code	209 - NEW
Status	First Reading - June 15, 2020
Legal	1. 24 P.S. 1401
	2. 24 P.S. 1402
	3. 24 P.S. 1403
	4. 22 PA Code 12.41
	5. 24 P.S. 1407
	6. 28 PA Code 23.1 et seq
	7. 24 P.S. 1405
	8. 28 PA Code 23.2
	9. 20 U.S.C. 1232h
	10. 24 P.S. 1419
	11. 28 PA Code 23.45
	12. 24 P.S. 1406
	13. 23 Pa. C.S.A. 6311
	14. Pol. 806
	15. 24 P.S. 1409
	16. Pol. 113.4
	17. Pol. 216
	18. 20 U.S.C. 1232g
	19. 34 CFR Part 99
	20. Pol. 805

21. Pol. 800

24 P.S. 1401-1419

22 PA Code 403.1

23 Pa. C.S.A. 6301 et seq

Authority

In compliance with the School Code, the Board shall require that district students submit to health and dental examinations in order to protect the school community from the spread of communicable disease and to ensure that the student's participation in health, safety and physical education courses meets his/her individual needs and that the learning potential of each student is not lessened by a remediable physical disability.[1][2][3][4]

Guidelines

Each student shall receive a comprehensive health examination conducted by the school physician upon original entry, in sixth grade, and in eleventh grade.[2][4][5]

Each student shall receive a comprehensive dental examination conducted by the school dentist upon original entry, in third grade, and in seventh grade.[3][4][5]

A private health and/or dental examination conducted at the parents'/guardians' request and expense shall be accepted in lieu of the school examination. The district shall accept reports of privately conducted physical and dental examinations completed within one (1) year prior to a student's entry into the grade where an exam is required.[5]

The school nurse or medical technician shall administer to each student vision tests, hearing tests, tuberculosis tests, other tests deemed advisable, and height and weight measurements, at intervals established by the district. Height and weight measurements shall be used to calculate the student's weight-for-height ratio.[2][4][6]

Parents/Guardians of students who are to receive physical and dental examinations or screenings shall be notified. The notice shall include the date and location of the examination or screening and notice that the parents/guardians may attend. The notice

shall encourage the parent/guardian to have the examination or screening conducted by the student's private physician or dentist at the parent's/guardian's expense to promote continuity of care. Such statement may also include notification that the student may be exempted from such examination or screening if it is contrary to the parent's/guardian's religious beliefs.[7][8][9]

A student who presents a statement signed by the parent/guardian that a medical examination is contrary to his/her religious beliefs shall be examined only when the Secretary of Health determines that facts exist indicating that the student would present a substantial menace to the health of others in contact with the student if the student is not examined.[10][11]

Where it appears to school health officials or teachers that a student deviates from normal growth and development, or where school examinations reveal conditions requiring health or dental care, the parent/guardian shall be notified of the apparent need for a special examination by the student's private physician or dentist. The parent/guardian shall report to the school whether a special examination occurred. If the parent/guardian fails to report whether the examination occurred within a reasonable time after being notified of the apparent need and the abnormal condition persists, appropriate school health personnel shall arrange a special medical examination for the student.[2][4][12]

In the event that the parent/guardian objects to or refuses to obtain a regular or special medical or dental examination or refuses to permit the child to be examined as arranged by the school nurse or school physician, the school nurse, in consultation with the school physician, shall determine whether the student appears to have unaddressed health conditions such that under the circumstances the refusal should be reported to the Pennsylvania Department of Health or other appropriate authorities.

Where school health officials or staff have reasonable cause to suspect that a student may be the victim of child abuse, the school employee shall make a report of suspected child abuse in accordance with law and Board policy.[13][14]

Health Records

The district shall maintain for each student a comprehensive health record which includes a record of immunizations and the results of tests, measurements, regularly scheduled examinations and special examinations.[2]

All health records shall be confidential and shall be disclosed only when necessary for the health of the student or when requested by the parent/guardian, in accordance with law and Board policy.[15][16][17]

The district may disclose information from health records to appropriate parties in connection with an emergency when necessary to protect the health or safety of the student or other individuals, in accordance with applicable law and Board policy.[15][16][17][18][19][20]

Designated district staff shall request from the transferring school the health records of students transferring into district schools. Staff shall respond to such requests for the health records of students transferring from district schools to other schools.[15]

The district shall destroy student health records only after the student has not been enrolled in district schools for at least two (2) years.[15][21]

Delegation of Responsibility

The Superintendent or designee shall instruct all staff members to continually observe students for conditions that indicate health problems or disability and to promptly report such conditions to the school nurse.[2]

The Superintendent or designee shall ensure that notice is provided to all parents/guardians regarding the existence of and eligibility for the Children's Health Insurance Program (CHIP).[12]

Book	Policy Manual
Section	200 Pupils
Title	Food Allergy Management
Code	209.1 - NEW
Status	First Reading - June 15, 2020
Legal	1. 24 P.S. 1422.3
	2. Pol. 113
	3. Pol. 103.1
	4. Pol. 210
	5. Pol. 210.1
	6. 7 CFR 15b.40
	7. Pol. 113.4
	8. Pol. 209
	9. Pol. 216
	10. Pol. 121
	11. Pol. 246
	12. Pol. 808
	13. Pol. 810
	14. Pol. 146
	15. Pol. 805
	24 P.S. 1422.1
	22 PA Code 12.41
	20 U.S.C. 1232g
	20 U.S.C. 1400 et seq
	29 U.S.C. 794

42 U.S.C. 12101 et seq

7 CFR Part 15

28 CFR Part 35

34 CFR Part 99

34 CFR Part 104

34 CFR Part 300

Pol. 103

Safe at Schools and Ready to Learn: A Comprehensive Policy Guide for Protecting Students with Life-Threatening Food Allergies – National School Boards Association

Pennsylvania Guidelines for Management of Food Allergies in Schools: Recommendations and Resource Guide for School Personnel – Pennsylvania Departments of Education and Health

Purpose

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

1. Reduce and/or eliminate the likelihood of severe or potentially life-threatening allergic reactions.

2. Ensure a rapid and effective response in the case of a severe or potentially life-threatening allergic reaction.

3. Protect the rights of students by providing them, through necessary accommodations when required, the opportunity to participate fully in all school programs and activities, including classroom parties and field trips.

The focus of food allergy management shall be on prevention, education, awareness, communication and emergency response.

Authority

The Board adopts this policy in accordance with applicable state and federal laws and regulations, and the guidelines established jointly by the PA Department of Education and PA Department of Health on managing severe or life-threatening food allergies in the schools.[1]

Definitions

Food allergy - an abnormal, adverse reaction to a food that is triggered by the body's immune system.

Medical Plans of Care - written documents individualized for a particular student with a severe or life-threatening food allergy to address the student's needs throughout the school day, including:

1. **Emergency Care Plan (ECP)** - a medical plan of care based on the information provided in the student's Individualized Healthcare Plan (IHP) and distributed to all school personnel who have responsibilities for the student which specifically describes how to recognize a food allergy emergency and what to do when signs or symptoms of these conditions are observed.

2. **Individualized Healthcare Plan (IHP)** - a medical plan of care that provides written directions for school health personnel to follow in meeting the individual student's healthcare needs. The plan describes functional problem areas, sets goals for overcoming problems, and lists tasks/interventions to meet the goals. The IHP shall include a Food Allergy Medical Management Plan developed by a student's personal healthcare team and family, which shall outline the student's prescribed healthcare regimen and be signed by the student's board-certified allergist, family physician, physician assistant or certified registered nurse practitioner.

3. **Related Services Component in Individualized Education Program (IEP)** - that part of an IEP for a student receiving special education and related services which includes reference to development and implementation of an IHP and ECP for students with a documented severe or life-threatening food allergy as well as identifying the medical accommodations, educational aids and services to address the student's needs.[2]

4. **Section 504 Service Agreement** - a medical plan of care which references development and implementation of an IHP and ECP as well as other accommodations, educational aids and services a student with a documented severe or life-threatening food allergy requires in order to have equal access to

educational programs, nonacademic services and extracurricular activities as students without food allergies.[3]

Guidelines

Prior to enrollment in the district or immediately after diagnosis of a food allergy, appropriate medical plans of care such as an ECP, IHP, Section 504 Service Agreement and/or IEP shall be developed for each student identified with a food allergy. Plans shall be developed by the school nurse, in collaboration with the student's healthcare provider, the student's parents/guardians, district or school nutrition staff, the student, if appropriate, and any other appropriate persons.

Where a medical plan of care is developed, it should carefully describe the plan for coverage and care of a student during the school day as well as during school-sponsored activities which take place while the student is under school jurisdiction during or outside of school hours. Medical plans of care shall include a component which provides information to the school nutrition service regarding each student with documented severe or life-threatening food allergies.

Medical plans of care should include both preventative measures to help avoid accidental exposure to allergens and emergency measures in case of exposure, including administration of emergency medication.[4][5]

A complete set of a student's current medical plans of care related to food allergies shall be maintained by the school nurse. Information or copies of the different components of a student's medical plans of care shall be provided to appropriate personnel who may be involved in implementation of the medical plans of care.

Accommodating Students With Disabling Special Dietary Needs

Students with food allergies may be identified, evaluated and determined to be disabled, in which case the district shall make appropriate accommodations, substitutions or modifications in accordance with the student's medical plans of care.[2][3]

The district must provide reasonable accommodations, substitutions or modifications for students with disabling dietary needs. The student's physician shall determine and document if the student has a disabling dietary need. Examples of a disability under

this policy would include metabolic conditions (e.g., diabetes), severe food allergies or cerebral palsy.

Students who fall under this provision must have a written medical statement signed by a licensed physician, which shall be included with the student's IHP. The medical statement must identify:[6]

1. The student's special dietary disability.
2. An explanation of why the disability restricts the student's diet.
3. The major life activity(ies) affected by the disability.
4. The food(s) to be omitted from the student's diet.
5. The food or choice of foods that must be provided as the substitute.

Accommodating Students With Nondisabling Special Dietary Needs

The district may, at its discretion, make appropriate accommodations, substitutions or modifications for students who have a special dietary need but who do not meet the definition of disability, such as a food intolerance or allergy that does not cause a reaction that meets the definition of a disability. The decision to accommodate such a student shall be made on a case-by-case basis.

Students who fall under this provision must have a written medical statement signed by a physician, physician assistant or certified registered nurse practitioner identifying the following:

1. The medical or other special dietary condition which restricts the student's diet.
2. The food(s) to be omitted from the student's diet.
3. The food or choice of foods to be substituted.

Confidentiality

The district shall maintain the confidentiality of students with food allergies, to the extent appropriate and as requested by the student's parents/guardians. District staff shall maintain the confidentiality of student records as required by law, regulations and Board policy.[7][8][9]

Delegation of Responsibility

The Superintendent or designee, in coordination with the school nurse, school nutrition services staff, and other pertinent staff, shall develop administrative regulations to implement this policy or adopt as administrative regulations the suggested guidelines developed by the Pennsylvania Departments of Education and Health and National School Boards Association (NSBA) guidance on managing severe or life-threatening food allergies in district schools, including all classrooms and instructional areas, school cafeterias, outdoor activity areas, on school buses, during field trips, and during school activities held before the school day and after the school day.[10][11][12][13]

Administrative regulations should address the following components:

1. Identification of students with food allergies and provision of school health services.[14]

2. Development and implementation of individual written management plans.

3. Medication protocols, including methods of storage, access and administration.[4][5]

4. Development of a comprehensive and coordinated approach to creating a healthy school environment.[11]

5. Communication and confidentiality.[7][8][9]

6. Emergency response.[15]

7. Professional development and training for school personnel.

8. Awareness education for students.

9. Awareness education and resources for parents/guardians.

10. Monitoring and evaluation.

The Superintendent or designee shall annually notify students, parents/guardians, staff and the public about the district's food allergy management policy by publishing such in handbooks and newsletters, on the district's website, and through posted notices and other efficient methods.

Book	Policy Manual
Section	200 Pupils
Title	Diabetes Management
Code	209.2 - NEW
Status	First Reading - June 15, 2020
Legal	1. 24 P.S. 1401
	2. 24 P.S. 1414.3
	3. 24 P.S. 1414.4
	4. 24 P.S. 1414.5
	5. 24 P.S. 1414.7
	6. Pol. 103.1
	7. Pol. 113
	8. Pol. 209
	9. Pol. 209.1
	10. Pol. 113.1
	11. Pol. 810
	12. 24 P.S. 1409
	13. Pol. 113.4
	14. Pol. 216
	15. 22 PA Code 12.41
	16. Pol. 218
	17. Pol. 227
	18. Pol. 100
	19. Pol. 333
	20. 22 PA Code 12.3

24 P.S. 510

Pol. 210

Purpose

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

1. The immediate safety of students with diabetes.
2. The long-term health of students with diabetes.
3. Ensure that students with diabetes are ready to learn and participate fully in school activities.
4. Minimize the possibility that diabetes-related emergencies will disrupt classroom activities.

Authority

The Board adopts this policy in accordance with applicable state and federal laws and regulations, and Board policies and administrative regulations, regarding the provision of student health services.[1][2][3][4][5][6][7][8][9]

Definitions

Diabetes Medical Management Plan (DMMP) means a document describing the medical orders or diabetes regimen developed and signed by the student's health care practitioner and parent/guardian.[1]

Individualized Education Program (IEP) means the written educational statement for each student with a disability that is developed, reviewed and revised in accordance with federal and state laws and regulations. A **student with a disability** is a school-aged child within the jurisdiction of the district who has been evaluated and found to have one or more disabilities as defined by law, and who requires, because of such disabilities, special education and related services.[7]

Section 504 Service Agreement (Service Agreement) means an individualized plan for a qualified student with a disability which sets forth the specific related aids, services, or accommodations needed by the student, which shall be implemented in school, in transit to and from school, and in all programs and procedures, so that the student has equal access to the benefits of the school's educational programs, nonacademic services, and extracurricular activities. A **qualified student with a disability** means a student who has a physical or mental disability which substantially limits or prohibits participation in or access to an aspect of the district's educational programs, nonacademic services or extracurricular activities.[6]

Trained Diabetes Personnel means nonlicensed school employees who have successfully completed the required training.

Guidelines

Before a student can receive diabetes-related care and treatment in a school setting, the student's parent/guardian shall provide written authorization for such care and instructions from the student's health care practitioner. The written authorization may be submitted as part of a student's DMMP.[3]

Diabetes-related care shall be provided in a manner consistent with Board policy, district procedures and individualized student plans such as an IEP, Service Agreement or DMMP.[2][3][4][6][7][9]

In order to maintain a student's health and safety, each student's individualized plan shall address what information will be provided to school staff and other adults who have responsibility for the student in the school setting.[3][6][7][10][11]

Student health records shall be confidential and maintained in accordance with state and federal laws and regulations.[12][13][14]

Trained Diabetes Personnel

The school nurse, in consultation with the Superintendent or designee, may identify at least one (1) school employee, who is not the school nurse and who does not need to be a licensed health care practitioner, in each school building attended by a student with diabetes to perform diabetes care and treatment for students. The identified school employee has the right to decline this role.[2]

An identified school employee who has accepted this role shall complete the training developed by the state or training offered by a licensed health care practitioner with expertise in the care and treatment of diabetes, that includes at a minimum:[2]

1. An overview of all types of diabetes.

2. Means of monitoring blood glucose.

3. The symptoms and treatment for blood glucose levels outside of target ranges, as well as symptoms and treatment for hypoglycemia, hyperglycemia and other potential emergencies.

4. Techniques on administering glucagon and insulin.

The identified school employee shall complete such training on an annual basis.[2]

Upon successful completion of the required training, individual trained diabetes personnel may be designated in a student's Service Agreement or IEP to administer diabetes medications, use monitoring equipment and provide other diabetes care.[2]

If the diabetes-related care provided to a particular student by trained diabetes personnel will include administration of diabetes medication via injection or infusion, the Board shall require the following:[2]

1. The parent/guardian and the student's health care practitioner must provide written authorization for such administration; and

2. The trained diabetes personnel must receive annual training for such administration from a licensed health care practitioner with expertise in the care and treatment of diabetes.

Training of Other School Personnel

School employees, including classroom teachers, lunchroom staff, coaches and bus drivers, shall receive annual diabetes care training appropriate to their responsibilities for students with diabetes.

Student Possession and Use of Diabetes Medication and Monitoring Equipment

Prior to student possession or use of diabetes medication and monitoring equipment, the Board shall require the following:[4][15]

1. A written request from the parent/guardian that the school comply with the instructions of the student's health care practitioner. The request from the parent/guardian shall include a statement relieving the district and its employees of responsibility for the prescribed medication or monitoring equipment and acknowledging that the school is not responsible for ensuring that the medication is taken or the monitoring equipment is used.

2. A written statement from the student's health care practitioner that provides:

    a. Name of the drug.

    b. Prescribed dosage.

    c. Times when medication is to be taken.

    d. Times when monitoring equipment is to be used.

    e. Length of time medication and monitoring equipment is prescribed.

    f. Diagnosis or reason medication and monitoring equipment is needed.

    g. Potential serious reactions to medication that may occur.

    h. Emergency response.

    i. Whether the child is competent and able to self-administer the medication or monitoring equipment and to practice proper safety precautions.

3. A written acknowledgement from the school nurse that the student has demonstrated that s/he is capable of self-administration of the medication and use of the monitoring equipment.

4. A written acknowledgement from the student that s/he has received instruction from the student's health care practitioner on proper safety precautions for the handling and disposal of the medications and monitoring equipment, including acknowledgement that the student will not allow other students to have access to the medication and monitoring equipment and that s/he understands appropriate safeguards.

The written request for student possession and use of diabetes medication and monitoring equipment shall be reviewed annually, along with the required written statements from the parent/guardian and the student's health care practitioner. If there

is a change in the student's prescribed care plan, level of self-management or school circumstances during the school year, the parent/guardian and the student's health care practitioner shall update the written statements.

Students shall be prohibited from sharing, giving, selling and using diabetes medication and monitoring equipment in any manner other than which it is prescribed during school hours, at any time while on school property, at any school-sponsored activity and during the time spent traveling to and from school and school-sponsored activities. Violations of this policy, provisions of a Service Agreement or IEP, or demonstration of unwillingness or inability to safeguard the medication and monitoring equipment may result in loss of privilege to self-carry the diabetes medication and monitoring equipment, and may result in disciplinary action in accordance with Board policy and applicable procedural safeguards.[4][6][10][16][17]

If the district prohibits a student from possessing and self-administering diabetes medication and operating monitoring equipment, or if a student is not capable of self-administering diabetes medication or operating monitoring equipment, the district shall ensure that the diabetes medication and monitoring equipment is appropriately stored in a readily accessible location in the student's building. The school nurse and other designated school employees shall be informed where the medication and monitoring equipment is stored and the means to access them.[4]

Delegation of Responsibility

The Superintendent or designee, in conjunction with the school nurse(s), shall develop administrative regulations for care and treatment of students with diabetes in the school setting.

The Superintendent or designee shall coordinate training for school employees. Such training may be included in the district's Professional Education Plan.[2][18][19]

The Superintendent or designee shall annually distribute to all staff, students and parents/guardians this policy along with the Code of Student Conduct.[16][20]

Medication Administration Consent And Licensed Prescriber Order

Upper St. Clair School District

Student Name: _____ Date/Time: _____

School: _____ Teacher/Grade: _____

In accordance with school policy, medication(s) should be given at home before and/or after school. However, when this is not possible, prior to receiving the medication at school, each student must provide the school nurse with a *Medication Administration Consent* form signed by the student's parent/guardian and a *Medication Order* from a licensed prescriber. All medications must be in an original prescription bottle/container from a pharmacy.

Parent/Guardian Consent:

I give my permission for my child, _____, to receive the following medication by a licensed prescriber during the school day. I understand that the medications will be given by school health personnel according to my child's licensed prescriber's directions.

Parent/Guardian signature: _____ Date: _____

Parent/Guardian name printed: _____Phone: _____

Licensed Prescriber Medication Order:

Patient's name: _____ Date: _____

Name of medication: _____

Route and dosage: _____

Time of administration: _____

Directions: _____
_____

Discontinuation date: _____

Allergies: _____

Licensed prescriber signature: _____

Licensed prescriber name printed: _____ **Phone:** _____

Book	Policy Manual
Section	200 Pupils
Title	Medications
Code	210
Status	First Reading - June 15, 2020
Legal	1. 24 P.S. 510
	2. 22 PA Code 12.41
	3. 42 Pa. C.S.A. 8337.1
	4. Pol. 103.1
	5. Pol. 113
	6. 24 P.S. 1409
	7. Pol. 216
	8. 24 P.S. 1414.1
	9. Pol. 210.1
	10. Pol. 121
	24 P.S. 1401
	24 P.S. 1402
	Pennsylvania Department of Health Guidelines for Pennsylvania Schools for the Administration of Medications and Emergency Care, March 2010

Purpose

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

Definitions

For purposes of this policy, **medication** shall include all medicines prescribed by a licensed prescriber and any over-the-counter medicines.

For purposes of this policy, **licensed prescribers** shall include licensed physicians (M.D. and D.O.), podiatrists, dentists, optometrists, certified registered nurse practitioners and physicians assistants.

Authority

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

Before any medication may be administered to or by any student during school hours, the Board shall require the written request of the parent/guardian, giving permission for such administration.[1][2]

Delegation of Responsibility

The Superintendent or designee, in conjunction with the Certified School Nurse (CSN), shall develop administrative regulations for the administration and self-administration of students' medications.

All medications shall be administered by the Certified School Nurse, or in the absence of the Certified School Nurse by other licensed school health staff (RN, LPN), except as otherwise noted in this policy.

In the event of an emergency, a district employee may administer medication when s/he believes, in good faith, that a student needs emergency care.[3]

The Certified School Nurse shall collaborate with parents/guardians, district administration, faculty and staff to develop an individualized healthcare plan to best meet the needs of individual students.[4][5]

The policy and administrative regulations for administration of medications shall be reviewed, at least every two (2) years, by the School Nursing Department and administrative designees, including contracted school health providers.

Guidelines

The district shall inform all parents/guardians, students and staff about the policy and administrative regulations governing the administration of medications.

All standing medication orders and administration of medication form(s) shall be renewed at the beginning of each school year.

Student health records shall be confidential and maintained in accordance with state and federal laws and regulations and the Department of Health Guidelines.[6][7]

Students may possess and use emergency medications (e.g. asthma inhalers and epinephrine auto-injectors) when permitted in accordance with state law and Board policy.[8][9]

Delivery and Storage of Medications

All medication shall be brought to the nurse's office by the parent/guardian or adult designee or by the student in grades 9-12, immediately upon entry to school. All medication shall be stored in the original pharmacy-labeled container and kept in a locked cabinet designated for storage of medication. Medications that require refrigeration shall be stored and locked in a refrigerator designated only for medications. The district shall not store more than a thirty-day supply of an individual student's medication.

Medication should be recorded and logged in with the date, name of student, name of medication, amount of medication, and signatures of the parent/guardian or designated adult delivering the medication and the school health personnel receiving the medication.

Prescription medication shall be delivered in its original packaging with the original label that should include the following:

1. Name, address, telephone and federal DEA (Drug Enforcement Agency) number of the pharmacy.

2. Student's name.

3. Directions for use (dosage, frequency and time of administration, route, special instructions).

4. Name and registration number of the licensed prescriber.

5. Prescription serial number.

6. Date originally filled.

7. Name of medication and amount dispensed.

8. Controlled substance statement, if applicable.

All medication shall be accompanied by a completed Medication Administration Consent and Licensed Prescriber's Medication Order Form, or other written communication from the licensed prescriber.

Disposal of Medications

Procedures shall be developed for the disposal of medications consistent with the Department of Health Guidelines, which shall include:

1. Guidelines for disposal of contaminated needles or other contaminated sharp materials immediately in an appropriately labeled, puncture resistant container.

2. Processes for immediately returning to parents/guardians all discontinued and outdated medications, as well as all unused medications at the end of the school year.

3. Methods for safe and environmentally friendly disposal of medications.

4. Proper documentation of all medications returned to parents/guardians and for all medications disposed of by the Certified School Nurse or other licensed school health staff. Documentation shall include, but not be limited to, date, time, amount of medication and appropriate signatures.

Student Self-Administration of Emergency Medications

Prior to allowing a student to self-administer emergency medication, the district shall require the following:[9]

1. An order from the licensed prescriber for the medication, including a statement that it is necessary for the student to carry the medication and that the student is capable of self-administration.

2. Written parent/guardian consent.

3. An Individual Health Plan including an Emergency Care Plan.

4. The nurse shall conduct a baseline assessment of the student's health status.

5. The student shall demonstrate administration skills to the nurse and responsible behavior.
6. The District's Authorization for Possession and Self-Administration of Emergency Medications Form must be completed and on file with the Health Office.

The nurse shall provide periodic and ongoing assessments of the student's self-management skills.

The student shall notify the school nurse immediately following each occurrence of self-administration of medication.

Students shall demonstrate a cooperative attitude in all aspects of self-administration of medication. Privileges for self-administration of medication will be revoked if school policies regarding self-administration are violated.

Administration of Medication During Field Trips and Other School-Sponsored Activities

The Board directs planning for field trips and other school-sponsored activities to start early in the school year and to include collaboration between administrators, teachers, nurses, appropriate parents/guardians and other designated health officials.[10]

Considerations when planning for administration of medication during field trips and other school-sponsored programs and activities shall be based on the student's individual needs and may include the following:

1. Assigning school health staff to be available.

2. Utilizing a licensed person from the school district's substitute list.

3. Contracting with a credible agency which provides temporary nursing services.

4. Utilizing licensed volunteers via formal agreement that delineates responsibilities of both the school and the individual.

5. Addressing with parent/guardian the possibility of obtaining from the licensed prescriber a temporary order to change the time of the dose.

6. Asking parent/guardian to accompany the child on the field trip, with proper clearances.

7. Arranging for medications to be provided in an original labeled container with only the amount of medication needed.

Security procedures shall be established for the handling of medication during field trips and other school-sponsored activities.

Replaces Policy 6001 – Administering Medicine and Drugs originally adopted February 29, 1968 and revised November 11, 1974, May 8, 1978 and August 28, 2000

Book	Policy Manual
Section	200 Pupils
Title	Possession/Administration of Asthma Inhalers/Epinephrine Auto-Injectors
Code	210.1 - NEW
Status	First Reading - June 15, 2020
Legal	1. 24 P.S. 1414.1 2. Pol. 103.1 3. 24 P.S. 1414.2 4. 24 P.S. 1401 5. 24 P.S. 510.2 6. 22 PA Code 12.3 7. Pol. 218 8. 22 PA Code 12.41 9. Pol. 113 10. Pol. 209.1 11. Pol. 210 12. 24 P.S. 1409 13. Pol. 113.4 14. Pol. 216 15. Pol. 810 16. Pol. 113.1 17. Pol. 227 18. 42 Pa. C.S.A. 8332 19. 42 Pa. C.S.A. 8337.1

20. 42 Pa. C.S.A. 8541

21. 42 Pa. C.S.A. 8545

22. 24 P.S. 1414.9

23. 42 Pa. C.S.A. 8547

24. 42 Pa. C.S.A. 8548

Pennsylvania Department of Health Guidance - Epinephrine Auto-Injector Administration, May 2018

Authority

The Board shall permit students in district schools to possess asthma inhalers and epinephrine auto-injectors and to self-administer the prescribed medication in compliance with state law and Board policy.[1][2]

The Board shall authorize the district to stock epinephrine auto-injectors in the name of the school district for emergency administration by trained employees to a student believed to be experiencing an anaphylactic reaction.[3]

Definitions

Anaphylaxis - a sudden, severe allergic reaction that involves various areas of the body simultaneously. In extreme cases, anaphylaxis can cause death.

Asthma inhaler shall mean a prescribed device used for self-administration of short-acting, metered doses of prescribed medication to treat an acute asthma attack.[4]

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

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

Delegation of Responsibility

The Superintendent or designee, in conjunction with the school nurse(s), shall develop procedures for student possession and self-administration of asthma inhalers or epinephrine auto-injectors and emergency response, and for the acquisition, stocking and administration of stock epinephrine auto-injectors, and training of school employees responsible for the storage and use of epinephrine auto-injectors.

The Superintendent or designee shall annually distribute to students, parents/guardians, and staff this policy along with the Code of Student Conduct by publishing such in handbooks and newsletters, on the district's website, and through posted notices and other efficient methods.[1][5][6][7]

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

The school nurse shall be responsible for building-level storage of and administration of stock epinephrine auto-injectors.[3]

The building principal shall annually notify parents/guardians of their right to opt-out of the provisions of this policy related to the administration of a stock epinephrine auto-injector. To opt-out, a parent/guardian shall sign and return the district's exemption form to the school nurse. The signed opt-out forms shall be maintained by the school nurse, and the school nurse shall provide trained school employees with the names of students whose parents/guardians have returned a signed opt-out form.[3]

Guidelines

Administration of asthma inhalers and epinephrine auto-injectors shall comply with Board policy, district procedures and individualized student plans such as an Individualized Education Program (IEP), Section 504 Service Agreement (Service Agreement), Individualized Healthcare Plan (IHP), or Emergency Care Plan (ECP).[2][3][8][9][10][11]

In order to maintain a student's health and safety, each student's individualized plan shall address what information will be provided to school staff and other adults who have responsibility for the student in the school setting.[2][9][12][13][14][15]

Student health records shall be confidential and maintained in accordance with state and federal laws and regulations.[13][14]

Student Self-Administration of Asthma Inhalers and Epinephrine Auto-Injectors

Before a student may possess or use an asthma inhaler or epinephrine auto-injector in the school setting, the Board shall require the following:[1][8]

1. A written request from the parent/guardian that the school complies with the order of the licensed physician, certified registered nurse practitioner or physician assistant.

2. A written statement from the parent/guardian acknowledging that the school is not responsible for ensuring the medication is taken and relieving the district and its employees of responsibility for the benefits or consequences of the prescribed medication.

3. A written statement from the licensed physician, certified registered nurse practitioner or physician assistant that states:

    a. Name of the drug.

    b. Prescribed dosage.

    c. Times medication is to be taken.

    d. Length of time medication is prescribed.

    e. Diagnosis or reason medication is needed, unless confidential.

    f. Potential serious reaction or side-effects of medication.

    g. Emergency response.

    h. If child is qualified and able to self-administer the medication.

4. A written acknowledgement from the school nurse that the student has demonstrated that s/he is capable of self-administration of the asthma inhaler and/or epinephrine auto-injector in the school setting. Determination of competency for self-administration shall be based on the student’s age, cognitive

function, maturity and demonstration of responsible behavior.[1]

5. A written acknowledgement from the student that s/he has received instruction from the student's licensed physician, certified registered nurse practitioner or physician assistant on proper safety precautions for the handling and disposal of the asthma inhaler and/or epinephrine auto-injector, including acknowledgement that the student will not allow other students to have access to the prescribed medication and that s/he understands appropriate safeguards.
6. Steps 1-5 will be completed and verified on the District's authorization for carry and self-administration of emergency medications form (AR-210.1).

The district reserves the right to require a statement from the licensed physician, certified registered nurse practitioner or physician assistant for the continued use of a medication beyond the specified time period.[1]

A written request for student use of an asthma inhaler and/or epinephrine auto-injector shall be submitted annually, along with required written statements from the parent/guardian and an updated prescription. If there is a change in the student's prescribed care plan, level of self-management or school circumstances during the school year, the parent/guardian and the licensed physician, certified registered nurse practitioner or physician assistant shall update the written statements.[1]

The student shall notify the school nurse immediately following each use of an asthma inhaler or epinephrine auto-injector.[1]

Students shall be prohibited from sharing, giving, selling, and using an asthma inhaler or epinephrine auto-injector in any manner other than which it is prescribed during school hours, at any time while on school property, at any school-sponsored activity, and during the time spent traveling to and from school and school-sponsored activities. Violations of this policy, provisions of a Service Agreement or IEP, or demonstration of unwillingness or inability to safeguard the asthma inhaler or epinephrine auto-injector may result in loss of privilege to self-carry the asthma inhaler or epinephrine auto-injector and disciplinary action in accordance with Board policy and applicable procedural safeguards.[1][2][7][16][17]

If the district denies a student's request to self-carry an asthma inhaler or epinephrine auto-injector or the student has lost the privilege of self-carrying an asthma inhaler or epinephrine auto-injector, the student's prescribed medication shall be appropriately stored at a location in close proximity to the student. The school nurse, other designated school employees and the student's classroom teachers shall be informed where the medication is stored and the means to access the medication.[1]

Standing Order From the School Physician

The school physician shall provide and annually renew a standing order for administration of stock epinephrine auto-injectors to students believed to be experiencing an anaphylactic reaction.

The standing order shall include at least the following information:

1. Type of epinephrine auto-injector.
2. Date of issue.
3. Dosage.
4. Signature of the school physician.

The standing order shall be maintained in the Superintendent's office, and copies of the standing order shall be kept in each location where a stock epinephrine auto-injector is stored.

Acquisition, Storage and Disposal of Stock Epinephrine Auto-Injectors

One or more school employees shall be designated within each school to be responsible for the storage and use of the stock epinephrine auto-injectors.[3]

Stock epinephrine auto-injectors shall be safely stored in the school nurse's office or other location designated by the school nurse in accordance with the drug manufacturer's instructions.

Stock epinephrine auto-injectors shall be made readily accessible to those employees who have completed the required training to administer it in the event of a student experiencing an anaphylactic reaction. All properly trained employees shall be informed of the exact location where stock epinephrine auto-injectors are being stored within the school nurse's office or other location.

The school nurse shall obtain sufficient supplies of stock epinephrine auto-injectors pursuant to the standing order in the same manner as other medical supplies acquired for the school health program. The school nurse or designee shall regularly inventory and refresh epinephrine auto-injector stocks, and maintain records thereof, in

accordance with the established internal procedures, manufacturer recommendations and Pennsylvania Department of Health guidelines.

Administration of Stock Epinephrine Auto-Injectors

When responding to a student believed to be experiencing an anaphylactic reaction, a trained school employee shall:[3][18][19][20][21]

1. Administer an epinephrine auto-injector that meets the prescription on file for either the student or the district. If the student is authorized to self-administer an epinephrine auto-injector, the trained school employee may provide the student with an epinephrine auto-injector that meets the prescription on file for either the student or the district for self-administration.

2. Call for medical help immediately (dial 9-1-1).

3. Take additional precautions or steps outlined in emergency response procedures and training, including the administration of a second dose of epinephrine, if necessary.

4. Stay with the student until emergency medical help arrives.

5. Cooperate with Emergency Medical Services (EMS) personnel responding to the incident.

6. Notify the school nurse or designee of the incident.

Training

Before any school district employee may be responsible for the storage or administration of epinephrine auto-injectors under this policy, the employee must successfully complete a training course approved **by the Pennsylvania Department of Health.[3]**

Refresher training shall be completed every two (2) years, and a hands-on demonstration and review of this policy and any accompanying procedures shall be completed annually.

Evidence that such training has been completed shall be placed in the employee's personnel file.

A list of school district employees who successfully complete such training shall be maintained, updated and kept in the school nurse's office and the school district administration office.

Indemnification

The school district shall indemnify and hold harmless any employee who administers an epinephrine auto-injector in good faith to a student experiencing anaphylaxis, if all of these conditions apply:[3][22][23][24]

1. The employee did not act with the intent to harm or with reckless indifference to a substantial risk or harm in administering the epinephrine auto-injector to the student.

2. The employee successfully completed the training required by this policy.

3. The employee promptly sought additional medical assistance before or immediately after administering the epinephrine auto-injector.

4. The employee administered the epinephrine auto-injector pursuant to this policy, and the student's individualized plan, if applicable.

Book	Policy Manual
Section	200 Pupils
Title	Reporting Student Progress
Code	212
Status	First Reading - June 15, 2020
Legal	1. Pol. 216
	2. 24 P.S. 1531
	3. 24 P.S. 1532
	4. 22 PA Code 4.11
	5. Pol. 127
	24 P.S. 510
	Pol. 102
	Pol. 138

Purpose

The Board recognizes that communication between school and home is a vital component in the growth and education of each student. The Board acknowledges the school's responsibility to keep parents/guardians informed of student welfare and academic progress.[1]

Authority

The Board directs that the district's instructional program shall include a system of measuring all students' academic progress.[2][3][4][5]

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

Delegation of Responsibility

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

All appropriate staff members, as part of their professional responsibility, shall comply with the systems established for measuring and reporting student progress.[2][3]

Guidelines

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

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

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

Grade reports shall be issued at intervals of not less than every nine (9) weeks.

Review and evaluation of methods of reporting student progress to parents/guardians shall be conducted on a periodic basis.

Replaces the following policies:

Policy 4009 – Progress Reports originally adopted June 26, 1967 and revised November 11, 1974

Policy 4010 – Reporting Student Progress originally adopted June 26, 1967 and revised November 11, 1974

Book	Policy Manual
Section	200 Pupils
Title	Promotion and Retention
Code	215 - NEW
Status	First Reading - June 15, 2020
Legal	1. 24 P.S. 1531
	2. 24 P.S. 1532
	3. 22 PA Code 4.12
	4. 22 PA Code 4.42
	5. Pol. 212
	6. Pol. 217
	24 P.S. 1533

Purpose

The Board recognizes that the emotional, social, physical and educational development of students will vary and that students should be placed in the educational setting most appropriate to their needs. The district shall establish and maintain academic standards for each grade and monitor individual student achievement in a continuous and systematic manner.

Authority

The Board establishes that each student shall be moved forward in a continuous pattern of achievement and development that corresponds with the student's progress, system of grade levels, and attainment of the academic standards established for each grade.[1][2][3][4]

A student shall be promoted when s/he has successfully completed the curriculum requirements and has achieved the academic standards established for the present level, based on the professional judgement of the teachers and the results of

assessments. A student shall earn the right to advance to the next grade by demonstrating mastery of the required skills and knowledge.[1][2]

Delegation of Responsibility

The Superintendent or designee may develop administrative regulations or guidelines for promotion and retention of students which assure that every effort will be made to remediate the student's difficulties before the student is retained.

The recommendation of the classroom teacher(s) shall be required for promotion or retention of a student.[2]

The final determination regarding the promotion or retention of each student rests with the building principal and shall not be appealable, except as may be required by law for disagreements regarding a student's course or grade level placement pursuant to a Gifted Individualized Education Program (GIEP).

Requests for promotion to the next grade beyond a student's assigned grade shall be permitted only as required by Chapter 16 of the Pennsylvania Code and in accordance with the recommendation of a student's GIEP team.

Guidelines

In all cases of retention, the parents/guardians shall be fully involved and informed throughout the process. Parents/Guardians and students shall be informed of the possibility of retention of a student well in advance. Students at risk for retention will be referred to the Student Support Services building team for support and consideration for further evaluation.

Academic achievement, attitude, effort, work habits, behavior, attendance and other factors related to learning shall be evaluated regularly and communicated to students and parents/guardians.[5]

The district shall utilize multiple measures of academic performance as determinants in promotion and retention decisions.[5]

Progress toward high school graduation shall be based on the student's ability to achieve the established academic standards and pass the required subjects and electives necessary to earn the number of credits mandated by the Board for graduation.[6]

Book	Policy Manual
Section	200 Pupils
Title	Student Records
Code	216
Status	First Reading - June 15, 2020
Legal	1. 24 P.S. 1305-A
	2. 24 P.S. 1306-A
	3. 24 P.S. 1402
	4. 24 P.S. 1409
	5. 24 P.S. 1532
	6. 24 P.S. 1533
	7. 22 PA Code 12.31
	8. 22 PA Code 12.32
	9. 22 PA Code 15.9
	10. 22 PA Code 4.52
	11. 20 U.S.C. 1232g
	12. 34 CFR Part 300
	13. 34 CFR Part 99
	14. 34 CFR 99.3
	15. 34 CFR 99.5
	16. 34 CFR 99.4
	17. Pol. 212
	18. Pol. 215
	19. 34 CFR 99.7
	20. 34 CFR 99.10

21. 34 CFR 99.11

22. 34 CFR 99.12

23. 34 CFR 99.20

24. 34 CFR 99.21

25. 34 CFR 99.22

26. 34 CFR 99.37

27. 34 CFR 99.30-99.39

28. 34 CFR 99.31

29. 34 CFR 99.32

30. Pol. 113.4

31. Pol. 250

32. 35 P.S. 450.403-A

33. 35 P.S. 450.404-A

35 P.S. 450.401-A et seq

22 PA Code 16.65

Pol. 113

Pol. 113.1

Pol. 216.1

Authority

The Board recognizes its responsibility for the collection, retention, disclosure and protection of student records. The Board also recognizes the legal requirement to maintain the confidentiality of student records and prohibits the unauthorized access, reproduction, and/or disclosure of student education records and personally identifiable information from such records.[1][2][3][4][5][6][7][8][9][10][11][12][13]

The Board shall adopt a comprehensive plan for the collection, maintenance and dissemination of student education records that complies with federal and state laws and regulations and state guidelines. Copies of the adopted student records plan shall be maintained by the district and revised as required by changes in federal or state law and regulations.

Copies of the student records plan shall be submitted to the Department of Education, upon request.

Definitions

Attendance - includes, but is not limited to, attendance in person or by paper correspondence, videoconference, satellite, Internet, or other electronic information and telecommunications technologies for students who are not physically present in the classroom; and the period during which a person is working under a work-study program.[14]

Directory information - information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. Directory information includes, but is not limited to, the student's name; address; telephone listing; electronic mail address; photograph; date and place of birth; major field of study; grade level; enrollment status; dates of attendance; participation in officially recognized school activities and sports; weight and height of members of athletic teams; degrees, honors and awards received; and the most recent educational agency or institution attended.[11][14]

Directory information does not include a student's Social Security Number; or student identification (ID) number, except that directory information may include a student ID number, user ID, or other unique personal identifier displayed on a student ID card/badge or used by the student for purposes of accessing or communicating in electronic systems, but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a personal identification number (PIN), password, or other factor known or possessed only by the authorized user.

Disclosure - permitting 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 that provided or created the record.[14]

Education records - records that are directly related to a student, maintained by the school district or by a party acting for the school district.[11][14]

The term does not include:

1. Records kept in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to another individual except a temporary substitute for the maker of the record.

2. Records created or received by the district after an individual is no longer a student in attendance and that are not directly related to the individual's attendance as a student.

3. Grades on peer-graded papers before they are collected and recorded by a teacher.

4. Other records specifically excluded from the definition of education records under the Family Educational Rights and Privacy Act (FERPA) and its implementing regulations and guidance issued by the Student Privacy Policy Office (SPPO).

Eligible student - a student who has attained eighteen (18) years of age or is attending an institution of postsecondary education. All rights accorded to and consent required of the parent of the student shall thereafter only be accorded to and required of the eligible student. In cases where an eligible student is dependent upon the parent as defined in the Internal Revenue Code, the district shall make the education records accessible to the parent of said student.[14][15]

Parent - includes a natural parent, a guardian or an individual acting as a parent of a student in the absence of a parent/guardian. The district shall give full rights to either parent unless the district has been provided with evidence that there is a state law, court order, or a legally binding document governing such matters as divorce, separation, or custody that specifically revokes these rights.[14][16]

Personally identifiable information - includes, but is not limited to:[14]

1. The name of a student, the student's parents 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.

Student - includes any individual who is or has been in attendance at the district and regarding whom the district maintains education records.[14]

Delegation of Responsibility

The Superintendent or designee shall be responsible for developing, implementing, and monitoring the student records plan.

All district personnel having access to student education records shall receive training in the requirements of Board policy, student records plan, and applicable federal and state laws and regulations as directed by the Superintendent.

Each district teacher shall prepare and maintain a record of the work and progress of each student, including the final grade and a recommendation for promotion or retention.[5][17][18]

Guidelines

The district's plan for the collection, retention, disclosure and protection of student records shall provide for the following:

1. Safeguards to protect the student records when collecting, retaining and disclosing personally identifiable information.

2. Ensuring that parents and eligible students, including those who are disabled or have a primary language other than English, are effectively notified of their rights and the procedures to implement those rights, annually and upon enrollment.[19]

3. Procedures for the inspection, review, and copying of a student's education records by parents and eligible students. The district may charge a fee for copies of records that are made for parents so long as the fee does not effectively prevent parents from exercising their right to inspect and review those records. The district shall not charge a fee to search for or to retrieve information in response to a parental request.[20][21][22]

4. Procedures for requesting the amendment of a student's education records that the parent or eligible student believes to be inaccurate, misleading, or otherwise in violation of the student's privacy rights.[23]

5. Procedures for requesting and conducting hearings to challenge the content of the student's education records.[24][25]

6. Enumerating and defining the types, locations and persons responsible for education records maintained by the district.

7. Determining the types of personally identifiable information designated as directory information.[14][26]

8. Establishing guidelines for the disclosure and redisclosure of student education records and personally identifiable information from student records.[27]

9. Reasonable methods to ensure that school district officials obtain access to only those education records in which they have a legitimate educational interest. Such methods shall include criteria for determining who constitutes a school district official and what constitutes a legitimate educational interest.[19][28]

10. Maintaining required records of requests for access and each disclosure of personally identifiable information from each student's education records, except for disclosures to parents, school officials, a party with consent, a party requesting directory information, or pursuant to a subpoena with prior notice to the parent.[29]

11. Ensuring appropriate review, retention, disposal and protection of student records.[30]

12. Transferring education records and appropriate disciplinary records to other school districts.[1]

Student Recruitment

Procedures for disclosure of student records and personally identifiable information shall apply equally to military recruiters and postsecondary institutions and shall comply with law and Board policy.[31]

Missing Child Registration

A missing child notation shall be placed on school records of a student under the age of eighteen (18) reported as missing to school officials by a law enforcement agency. Such notation shall be removed when the school district is notified by the appropriate law enforcement agency that a missing child has been recovered.[32]

In the event the district receives a request for information from the school records of a missing child, the district shall:[33]

1. Attempt to obtain information on the identity of the requester.

2. Contact the appropriate law enforcement agency to coordinate a response.

No information in the records shall be released to the requester without first contacting the appropriate law enforcement agency.

Replaces Policy 6006 – Student Records originally adopted October 8, 1973 and revised November 11, 1974

Book	Policy Manual
Section	200 Pupils
Title	Graduation
Code	217 - NEW
Status	First Reading - June 15, 2020
Legal	1. 22 PA Code 4.24
	2. 22 PA Code 4.51
	3. 22 PA Code 4.52
	4. 24 P.S. 1611
	5. 24 P.S. 1613
	6. Pol. 102
	7. Pol. 127
	8. Pol. 212
	9. Pol. 233
	10. 24 P.S. 1614
	11. 22 PA Code 11.27
	12. 22 PA Code 4.12
	13. 34 CFR 300.102
	14. 34 CFR 300.305
	15. Pol. 113
	16. 22 PA Code 11.5
	17. 22 PA Code 11.8
	18. 22 PA Code 11.4
	19. Pol. 216
	34 CFR Part 300

Purpose

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

Authority

The Board shall adopt the graduation requirements students must achieve in accordance with state regulations.[1][2][3]

The Board requires graduation requirements to be published and distributed to students and parents/guardians, and made available in each school building or on the district's website. All changes to graduation requirements shall be published and distributed to students and parents/guardians, and made available in each school building or on the district's website immediately following approval by the Board.[1]

Diplomas

The Board shall award a high school diploma to every student enrolled in this district who meets the requirements for graduation established by this Board.
[1][4][5][6][7][8]

A student who has completed the requirements for graduation shall not be denied a diploma as a disciplinary measure, but the student may be denied participation in the graduation ceremony when personal conduct so warrants. Such exclusion shall be regarded as a school suspension.[9]

Students With Disabilities -

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

the graduation requirements established by the Board or the goals established in the student's IEP, as determined by the student's IEP team.[1][10][11][12][13][14][15]

Part-Time Students -

A student may qualify for graduation by attending a district school part-time when lawfully employed part-time or when officially enrolled part-time in a postsecondary institution.[16][17]

Full-Time Postsecondary Students -

The fourth year of high school shall not be required for graduation if a student has completed all requirements for graduation and attends a postsecondary institution as a full-time student.[17][18]

Eligible Veterans -

In order to honor and recognize honorably discharged eligible veterans who left high school prior to graduation to serve in World War II, the Korean War or the Vietnam War, the Board shall grant a diploma to a veteran who meets the applicable requirements of law and completes the required application.[4]

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

The Superintendent shall submit to the Board for its approval the names of veterans of World War II, the Korean War, and the Vietnam War who are eligible for a high school diploma.

Delegation of Responsibility

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

1. Publication and distribution of graduation requirements to students and parents/guardians.[1]

2. Counseling of students regarding expectations of graduation requirements.[1][2][3][6][7][8][12]

3. Assessment of individual student attainment of academic standards to ensure the student's progress toward achievement of graduation requirements.[1][2][3][6][7][8][12]

4. Accurate recording and reporting of each student's progress and accumulation of graduation requirements.[8][19]

5. Provision of assistance to those students having difficulty attaining the academic standards.[1]

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

7. Planning and executing graduation ceremonies that appropriately recognize this important achievement.

Book	Policy Manual
Section	200 Pupils
Title	Student Discipline
Code	218
Status	First Reading - June 15, 2020
Legal	1. 24 P.S. 510
	2. 22 PA Code 12.3
	3. 22 PA Code 12.4
	4. Pol. 103
	5. Pol. 103.1
	6. 22 PA Code 12.2
	7. Pol. 235
	8. 22 PA Code 12.5
	9. Pol. 233
	10. 22 PA Code 10.23
	11. 20 U.S.C. 1400 et seq
	12. Pol. 113.1
	13. Pol. 113.2
	14. Pol. 805.1
	15. Pol. 122
	16. Pol. 123
	17. 24 P.S. 1317
	18. 24 P.S. 1318
	19. 24 P.S. 1303-A
	20. 22 PA Code 10.2

21. 35 P.S. 780-102

22. 24 P.S. 1302.1-A

23. 22 PA Code 10.21

24. 22 PA Code 10.22

25. 22 PA Code 10.25

26. Pol. 218.1

27. Pol. 218.2

28. Pol. 222

29. Pol. 227

20 U.S.C. 7114

34 CFR Part 300

22 PA Code 12.1 et seq

22 PA Code 403.1

Pol. 805

Purpose

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

Authority

The Board shall establish fair, reasonable and nondiscriminatory rules and regulations regarding the conduct of all students in the school district during the time they are under the supervision of the school or at any time while on school property, while present at school-sponsored activities, and while traveling to or from school and school-sponsored activities.[1][2][3][4][5]

The Board shall adopt a Code of Student Conduct to govern student discipline, and students shall not be subject to disciplinary action because of race, sex, color, religion, sexual orientation, national origin or handicap/disability. Each student must adhere to Board policies and the Code of Student Conduct governing student discipline.[2][3][4][5][6][7]

The Board **prohibits** the **use of corporal punishment** by district staff to discipline students for violations of Board policies and district rules and regulations.[8]

Any student disciplined by a district employee shall have the right to notice of the infraction.[9]

Suspensions and expulsions shall be carried out in accordance with Board policy.[9]

In the case of a student with a disability, including a student for whom an evaluation is pending, the district shall take all steps required to comply with state and federal laws and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies.[5][10][11][12][13][14]

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:

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.[15][16]

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.

7. The conduct constitutes bullying or harassment or cyberbullying as defined by Board Policy.

Delegation of Responsibility

The Superintendent or designee shall ensure that reasonable and necessary rules and regulations are developed to implement Board policy governing student conduct.

The Superintendent or designee shall publish and distribute to all staff, students and parents/guardians the rules and regulations for student behavior contained in the Code of Student Conduct, the sanctions that may be imposed for violations of those rules, and a listing of students' rights and responsibilities. A copy of the Code of Student Conduct shall be available in each school library and school office and may be printed in the student handbooks.[2][7]

The building principal shall have the authority to assign discipline to students, subject to the policies, rules and regulations of the district and to the student's due process right to notice, hearing, and appeal.[17][18]

Teaching staff and other district employees responsible for students shall have the authority to take reasonable actions necessary to control the conduct of students in all situations and in all places where students are within the jurisdiction of this Board, and when such conduct interferes with the educational program of the schools or threatens the health and safety of others.[17]

Reasonable force may be **used** by **teachers and school authorities under** any of **the following circumstances: to quell a disturbance, obtain possession of weapons or other dangerous objects, for the purpose of self-defense,** and **for the protection of persons or property.[8]**

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.[19][20][21]

The Superintendent or designee shall immediately report required incidents and may report discretionary incidents committed by students on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity to the local police department that has jurisdiction over the school's property, in accordance with state law and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies.[14][19][20][22][23][24]

The Superintendent or designee shall notify the parent/guardian of any student directly involved in an incident as a victim or suspect immediately, as soon as practicable. The Superintendent or designee shall inform the parent/guardian whether or not the local police department that has jurisdiction over the school property has been or may be notified of the incident. The Superintendent or designee shall document attempts made to reach the parent/guardian.[14][20][25]

In accordance with state law, the Superintendent shall annually, by July 31, report all new incidents to the Office for Safe Schools on the required form.[14][19][26][27][28][29]

The Superintendent shall report to the Board the methods of discipline imposed by administrators and incidences of student misconduct, in the degree of specificity required by the Board.

Replaces Policy 6008 - Student Conduct, Responsibilities, Rights and Disciplinary Procedures originally adopted September 14, 1981 and revised September 9, 1985, May 12, 1986, August 22, 1988, November 13, 1989, June 25, 1990, September 27, 1993, September 26, 1994, August 26, 1996, July 20, 1998, August 23, 1999, February 26, 2007 and March 23, 2009

Book	Policy Manual
Section	200 Pupils
Title	Weapons
Code	218.1
Status	First Reading - June 15, 2020
Legal	1. 24 P.S. 1301-A
	2. 24 P.S. 1317.2
	3. Pol. 218
	4. Pol. 233
	5. 22 PA Code 10.23
	6. 20 U.S.C. 1400 et seq
	7. Pol. 103.1
	8. Pol. 113.1
	9. Pol. 113.2
	10. Pol. 805.1
	11. 24 P.S. 1302.1-A
	12. Pol. 805
	13. 24 P.S. 1303-A
	14. 22 PA Code 10.2
	15. 22 PA Code 10.21
	16. 22 PA Code 10.25
	17. 18 U.S.C. 921
	18. 18 U.S.C. 922
	22 PA Code 403.1
	18 Pa. C.S.A. 912

20 U.S.C. 7114

20 U.S.C. 7961

34 CFR Part 300

Purpose

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

Definitions

Weapon - the term **shall include but not be limited to any knife, cutting instrument, cutting tool, nunchaku, firearm, shotgun, rifle,** replica of a weapon, **and any other tool, instrument or implement capable of inflicting serious bodily injury.**[1][2]

Possession - a student is in possession of a weapon when the weapon is found on the person of the student; in the student's locker; and under the student's control while on school property, on property being used by the school, at any school function or activity, at any school event held away from the school, or while the student is coming to or from school.

Authority

The Board prohibits students from possessing and bringing weapons and replicas of weapons into any school district buildings, onto school property, to any school-sponsored activity, and onto any public vehicle providing transportation to school or a school-sponsored activity or while the student is coming to or from school.[2][3]

The Board **shall** expel for a period of not less than one (1) year **any student** who **violates this** weapons **policy**. Such expulsion shall be given in conformance with formal due process proceedings required by law and Board policy. The Superintendent may recommend modifications of such expulsion requirements on a case-by-case basis. If the Superintendent is recommending discipline for a weapon policy violation that

does not constitute an expulsion, the discipline in lieu of expulsion may be imposed by the Superintendent and does not require formal approval by the Board. [2][4]

In the case of a student with a disability, including a student for whom an evaluation is pending, **the** district **shall take all steps** required **to comply with** state and federal laws and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies.[2][5][6][7][8][9][10]

Delegation of Responsibility

The Superintendent or designee shall react promptly to information and knowledge concerning possession of a weapon. Such action shall be in compliance with state law and regulations and with the procedures set forth in the memorandum of understanding with local law enforcement officials and the district's emergency preparedness plan.[10][11][12]

Guidelines

The Superintendent or designee shall immediately report incidents involving **weapons** on school property, at any school-sponsored activity **or** on a **conveyance providing transportation to or from** a school or school-sponsored activity to the local police department that has jurisdiction over the school's property or school police, in accordance with state law and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies.[2][10][11][13][14][15]

The Superintendent or designee shall notify the parent/guardian of any student directly involved in an incident involving weapons as a victim or suspect immediately, as soon as practicable. The Superintendent or designee shall inform the parent/guardian whether or not the local police department that has jurisdiction over the school property has been or may be notified of the incident. The Superintendent or designee shall document attempts made to reach the parent/guardian.[10][14][16]

In accordance with state law, the Superintendent shall annually, by July 31, report all incidents involving possession of a weapon to the Office for Safe Schools on the required form.[10][13]

The building principal shall annually inform staff, students and parents/guardians about the Board policy prohibiting weapons and about their personal responsibility for the health, safety and welfare of the school community.

An exception to this policy may be made by the Superintendent, who shall prescribe special conditions or administrative regulations to be followed.[2]

In accordance with federal law, possession or discharge of a firearm in, on, or within 1,000 feet of school grounds is prohibited. Violations shall be reported to the appropriate law enforcement agency.[17][18]

Transfer Students

When the school district receives a student who transfers from a public or private school during an expulsion period for an offense involving a weapon, the district may assign that student to an alternative assignment or may provide alternative education, provided the assignment does not exceed the expulsion period.[2]

Replaces the following policies:

Policy 6008.4 – Weapons and Safe Schools originally adopted August 26, 1996 and revised November 24, 2008

Policy 7016 – Weapons adopted November 24, 2008

Book	Policy Manual
Section	200 Pupils
Title	Terroristic Threats
Code	218.2
Status	First Reading - June 15, 2020
Legal	1. 18 Pa. C.S.A. 2706
	2. 20 U.S.C. 1400 et seq
	3. 22 PA Code 10.23
	4. Pol. 103.1
	5. Pol. 113.1
	6. Pol. 113.2
	7. Pol. 805.1
	8. 24 P.S. 1302.1-A
	9. Pol. 805
	10. 22 PA Code 12.2
	11. 24 P.S. 1303-A
	12. 22 PA Code 10.2
	13. 22 PA Code 10.22
	14. 22 PA Code 10.25
	34 CFR Part 300
	Pol. 233

Purpose

The Board **recognizes the danger that terroristic threats** by students **present to the safety and welfare of district students, staff and community.** The Board

acknowledges the need for an immediate and effective response to a situation involving such a threat.

Definitions

Communicate - shall mean to convey in person or by written or electronic means, including telephone, electronic mail, Internet, facsimile, telex and similar transmissions.[1]

Terroristic threat - shall mean **a threat communicated** either directly or indirectly **to commit** any crime of **violence with the intent to terrorize another; to cause evacuation of a building,** place of assembly or facility of public transportation; **or to** otherwise **cause serious public inconvenience,** or cause terror or serious public inconvenience with **reckless disregard of the risk of causing such terror or inconvenience.[1]**

Authority

The Board prohibits any district student from communicating terroristic threats directed at any student, employee, Board member, community member or property owned, leased or being used by the district.

In the case of a student with a disability, including a student for whom an evaluation is pending, the district shall take all steps required to comply with state and federal laws and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies.[2][3][4][5][6][7]

If a student is expelled for making terroristic threats, the Board may require, prior to readmission, that the student provide competent and credible evidence that the student does not pose a risk of harm to others.

Delegation of Responsibility

The Superintendent or designee shall react promptly to information and knowledge concerning a possible or actual terroristic threat. Such action shall be in compliance with state law and regulations and with the procedures set forth in the memorandum of

understanding with local law enforcement officials and the district's emergency preparedness plan.[7][8][9]

Guidelines

Staff members and students shall be made aware of their **responsibility for informing the building principal regarding any information or knowledge relevant to a possible or actual terroristic threat.[10]**

The building principal shall immediately inform **the Superintendent** after receiving a **report** of such **a threat.**

The Superintendent or designee **may report** incidents involving terroristic threats on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity **to** the local police department that has jurisdiction over the school's property, in accordance with state law and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies.[7][8][11][12][13]

The Superintendent or designee shall notify the parent/guardian of any student directly involved in an incident involving a terroristic threat as a victim or suspect immediately, as soon as practicable. The Superintendent or designee shall inform the parent/ guardian whether or not the local police department that has jurisdiction over the school property has been or may be notified of the incident. The Superintendent or designee shall document attempts made to reach the parent/guardian.[7][12][14]

In accordance with state law, the Superintendent shall annually, by July 31, report all incidents of terroristic threats to the Office for Safe Schools on the required form.[7][11]

Replaces the following policies:

Policy 6008.5 – Terroristic Threats adopted November 24, 2008

Policy 7015 – Terroristic Threats adopted November 24, 2008

Book	Policy Manual
Section	200 Pupils
Title	Dress and Grooming
Code	221
Status	First Reading - June 15, 2020
Legal	1. 24 P.S. 1317.3 2. 22 PA Code 12.11 3. Pol. 325

Purpose

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

Authority

The Board has the authority to **impose limitations on** students' **dress** in school. The Board will not interfere with the right of students and their parents/guardians to make decisions regarding their appearance, except when their choices **disrupt the educational** program of the schools **or constitute a health or safety hazard**.[1][2]

Students may be required to wear certain types of clothing while participating in physical education classes, technical education, **extracurricular activities, or other situations where special attire may be required to** ensure **the health or safety of the student.[2]**

Delegation of Responsibility

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

The Superintendent or designee shall ensure that all school rules implementing this policy impose only the minimum necessary restrictions on the exercise of the student's taste and individuality.[2]

Staff members shall be instructed to demonstrate, by example, positive attitudes toward neatness, cleanliness, propriety, modesty, and good sense in attire and appearance.[3]

Replaces Policy 6008 - Student Conduct, Responsibilities, Rights and Disciplinary Procedures originally adopted September 14, 1981 and revised September 9, 1985, May 12, 1986, August 22, 1988, November 13, 1989, June 25, 1990, September 27, 1993, September 26, 1994, August 26, 1996, July 20, 1998, August 23, 1999, February 26, 2007 and March 23, 2009

Book	Policy Manual
Section	200 Pupils
Title	Tobacco and Vaping Products
Code	222
Status	First Reading - June 15, 2020
Legal	1. 18 Pa. C.S.A. 6305
	2. 18 Pa. C.S.A. 6306.1
	3. Pol. 210
	4. Pol. 227
	5. 20 U.S.C. 7973
	6. 22 PA Code 10.2
	7. 22 PA Code 10.25
	8. Pol. 805.1
	9. 24 P.S. 1303-A
	10. 22 PA Code 10.22
	11. 24 P.S. 1302.1-A
	12. Pol. 218
	13. 20 U.S.C. 1400 et seq
	14. 22 PA Code 10.23
	15. Pol. 103.1
	16. Pol. 113.1
	17. Pol. 113.2
	24 P.S. 510
	20 U.S.C. 7114
	20 U.S.C. 7118

20 U.S.C. 7971 et seq

34 CFR Part 300

Pennsylvania Department of Health Medical Marijuana Guidance for Schools and School Districts

Purpose

The Board recognizes that tobacco **and vaping products, including the product marketed as Juul and other electronic cigarettes,** present a health and safety hazard that can have serious consequences for users, nonusers and the **school** environment. **The purpose of this policy is to prohibit student possession, use, purchase and sale of tobacco and vaping products, including Juuls and other electronic cigarettes.**

Definition

State law defines the term tobacco product to broadly encompass not only tobacco but also vaping products including Juuls and other electronic cigarettes (e-cigarettes). Tobacco products, for purposes of this policy and in accordance with state law, shall be defined to include the following:[1][2]

1. **Any product containing, made or derived from tobacco or nicotine that is intended for human consumption, whether smoked, heated, chewed, absorbed, dissolved, inhaled, snorted, sniffed or ingested by any other means, including, but not limited to, a** cigarette, cigar, little cigar, chewing tobacco, pipe **tobacco,** snuff **and snus.**

2. **Any electronic device that delivers nicotine or another substance to a person inhaling from the device, including, but not limited to, electronic nicotine delivery systems, an electronic cigarette, a cigar, a pipe and a hookah.**

3. **Any product containing, made or derived from either:**

    a. **Tobacco, whether in its natural or synthetic form; or**

    b. **Nicotine, whether in its natural or synthetic form, which is regulated by the United States Food and Drug Administration as a deemed tobacco product.**

4. **Any component, part or accessory of the product or electronic device listed in this definition, whether or not sold separately.**

The term tobacco product does not include the following:[1][2]

1. **A product that has been approved by the United States Food and Drug Administration for sale as a tobacco cessation product or for other therapeutic purposes where the product is marketed and sold solely for such approved purpose, as long as the product is not inhaled. NOTE: *This exception shall be governed by Board policy relating to Medications.*[3]**

2. **A device, included under the definition of tobacco product above, if sold by a dispensary licensed in compliance with the Medical Marijuana Act. NOTE: *Guidance issued by the PA Department of Health directs schools to prohibit possession of any form of medical marijuana by students at any time on school property or during any school activities on school property. This exception shall be governed by Board policy relating to Controlled Substances/Paraphernalia.*[4]**

Authority

The Board prohibits possession, use**, purchase** or sale of tobacco **and vaping products, including the product marketed as Juul and other e-cigarettes, regardless of whether such products contain tobacco or nicotine,** by **or to** students at any time in a school building; on **school** buses or other vehicles that are owned, leased or controlled by the school district**; on property owned, leased or controlled by the school district; or at school-sponsored activities that are held off school property.**[1]**[2]**[5]

The Board prohibits student possession or use of products marketed and sold as tobacco cessation products or for other therapeutic purposes, except as authorized in the Board's Medication policy.[3]

The Board prohibits student possession of any form of medical marijuana at any time in a school building; on school buses or other vehicles that are owned, leased or controlled by the school district; on property owned, leased or controlled by the school district; or at school-sponsored activities that are held off school property.[4]

The Board authorizes the confiscation and disposal of products prohibited by this policy.

Delegation of Responsibility

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

The Superintendent or designee shall notify students, parents/guardians and staff about the Board's tobacco **and vaping products** policy by publishing information in student handbooks, parental newsletters, posters, or by other efficient methods, such as posted notices, signs and on the district website.**[2]**

Reporting

Parental Report –

The Superintendent or designee shall notify the parent/guardian of any student directly involved in an incident involving possession, use**, purchase** or sale of **a tobacco or vaping product, including a Juul or other e-cigarette,** immediately, as soon as practicable. The Superintendent or designee shall inform the parent/guardian whether the local police department that has jurisdiction over the school property has been or may be notified of the incident. The Superintendent or designee shall document attempts made to reach the parent/guardian.[6][7][8]

Office for Safe Schools Report -

The Superintendent shall annually, by July 31, report all incidents of possession, use or sale of **tobacco and vaping products, including Juuls or other e-cigarettes,** by students to the Office for Safe Schools on the required form.[8][9]

Law Enforcement Incident Report –

The Superintendent or designee may report incidents of possession, use or sale of tobacco **and vaping products, including Juuls or other e-cigarettes,** by students on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity to the school police, School Resource Officer (SRO) or to the local police department that has jurisdiction over the school's property, in accordance with state law and regulations, the procedures

set forth in the memorandum of understanding with local law enforcement and Board policies.**[1][2]**[6][8][9][10][11]

Guidelines

A student **who violates this policy shall be subject to prosecution initiated by the district and, if** convicted, **shall** be **required to pay a fine for the benefit of the district,** plus court costs. **In lieu of the imposition of a fine, the court may admit the student** to **an** adjudication **alternative.**[2]

Tampering with devices installed to detect use of tobacco or vaping products shall be deemed a violation of this policy and subject to disciplinary action.[12]

Students with Disabilities

In the case of a student with a disability, including a student for whom an evaluation is pending, the district shall take all steps required to comply with state and federal laws and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies.[8][13][14][15][16][17]

Replaces Policy 3011 - Tobacco Use on School Property adopted April 10, 1989 and revised July 20, 1998

222-AR-0. TOBACCO **AND VAPING PRODUCTS**

Board policy prohibits students from possessing, using**, purchasing** or selling tobacco **and vaping products, including the product marketed as Juul and other electronic cigarettes,** at any time in a school building; on **school** buses **or other** vehicles **that are** owned, leased or controlled by the district; **on property owned, leased or controlled by the district; or at** school-sponsored activities that are held off school property.

State law defines the term tobacco product to broadly encompass not only tobacco but also vaping products including Juuls and other electronic cigarettes (e-cigarettes). Tobacco products, for purposes of Board policy and administrative regulations, and in accordance with state law, shall be defined to include the following:

1. **Any product containing, made or derived from tobacco or nicotine that is intended for human consumption, whether smoked, heated, chewed, absorbed, dissolved, inhaled, snorted, sniffed or ingested by any other means, including, but not limited to, a** cigarette, cigar, little cigar, chewing tobacco, pipe **tobacco,** snuff **and snus.**

2. **Any electronic device that delivers nicotine or another substance to a person inhaling from the device, including, but not limited to, electronic nicotine delivery systems, an electronic cigarette, a cigar, a pipe and a hookah.**

3. **Any product containing, made or derived from either:**

   a. Tobacco, whether in its natural or synthetic form; or

   b. Nicotine, whether in its natural or synthetic form, which is regulated by the United States Food and Drug Administration as a deemed tobacco product.

4. Any component, part or accessory of the product or electronic device listed in this definition, whether or not sold separately.

The term tobacco product does <u>not</u> include the following:

1. A product that has been approved by the United States Food and Drug Administration for sale as a tobacco cessation product or for other therapeutic purposes where the product is marketed and sold solely for such approved purpose, as long as the product is not inhaled.

NOTE: ***This exception shall be governed by Board policy relating to Medications.***

2. A device, included under the definition of tobacco product above, if sold by a dispensary licensed in compliance with the Medical Marijuana Act.
NOTE: ***Guidance issued by the PA Department of Health directs schools to prohibit possession of any form of medical marijuana by students at any time on school property or during any school activities on school property. This exception shall be governed by Board policy relating to Controlled Substances/Paraphernalia.***

Prohibition of the possession, use**, purchase** and sale of tobacco **and vaping products, including the product marketed as Juul and other electronic cigarettes,** by students applies during normal school hours, as well as during school activities at other hours that take place in buildings and on buses, **vehicles** and property owned, leased or controlled by the school district. This policy will apply at all times a student is subject to the supervision of designated school staff, such as at any school function, extracurricular event, field trip, work-study program and other school-related activities.

District schools will maintain a tobacco **product**-free environment by taking positive action through educating students in the classroom on the health and safety hazards of using tobacco **and vaping** products**, including the product marketed as Juul and other electronic cigarettes**; counseling individual students when necessary and appropriate; and communicating Board policy and administrative regulations with staff, students, parents/guardians and the community.

School counselors will provide interested students with information regarding available **tobacco** cessation programs.

Notices prohibiting possession, use**, purchase** and sale of tobacco **and vaping** products**, including the product marketed as Juul and other electronic cigarettes,** will be posted in district buildings and on district property.

District publications such as the Code of Student Conduct, student handbooks, district mailings, parental newsletters, **the district website** and programs for events will include notice of the Tobacco **and Vaping Products** policy.

Procedure

District administrators and staff will be responsible to ensure that students adhere to the adopted Board policy prohibiting student possession, use**, purchase** and sale of tobacco **and vaping** products, **including the product marketed as Juul and other electronic cigarettes. Students will also be notified that tampering with devices installed to detect the use of tobacco or vaping products on school**

property will be deemed a violation of Board policy and administrative regulations, and will be subject to disciplinary action. Violations will be in accordance with the following procedure:

1. All district employees will be required to report suspected possession, use**, purchase** or sale of tobacco **or vaping** products by students, **or tampering of detection devices,** to the designated building administrator.

2. The administrator will investigate the alleged violation of Board policy.

3. If the administrator determines the student has violated Board policy, the administrator will confiscate the material and determine the appropriate disciplinary action to be assigned, in accordance with the Code of Student Conduct. **Confiscated material will be documented and may be disposed of by the building administrator following the investigation process.**

4. Parents/Guardians will be notified of the student's offense and the disciplinary action taken by the administrator.

5. A record of the offense and the disciplinary action will be placed in the student's records.

6. The student may be referred to a guidance counselor, school nurse, Student Assistance Program (SAP) Team, or other health or counseling services for health information or referral for **tobacco** cessation.

7. The administrator will report the offense to the school police, School Resource Officer (SRO), or the local police department that has jurisdiction over the school's property, in accordance with state law and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies.

222-AR-1. TOBACCO **AND VAPING PRODUCT** VIOLATION
PARENTAL NOTIFICATION

Dear _____:
(Parent/Guardian)

This letter is to inform you that _____ was cited on
(Student's Name)

_____ for violation of School Board Policy #222 Tobacco **and Vaping Products**
(Date)

and applicable state law controlling possession, use, **purchase** and sale of tobacco **and** vaping **products, including the product marketed as Juul and other electronic cigarettes,** by school students. This violation occurred at _____.
(Place of Violation)

The following disciplinary action has been assigned to the student, in accordance with the Code of Student Conduct:

_____
_____
_____
_____
_____
_____

Law enforcement notified _____ YES _____ NO

If you have any questions regarding this matter, please contact me.

Sincerely,

Building Administrator

Book	Policy Manual
Section	200 Pupils
Title	Use of Bicycles and Motor Vehicles
Code	223
Status	First Reading - June 15, 2020
Legal	1. 24 P.S. 779
	2. 24 P.S. 1519
	24 P.S. 510

Purpose

The Board regards the use of bicycles and motor vehicles for travel to and from school by students as an assumption of responsibility by parents/guardians and students.

Authority

The Board shall permit the use of bicycles by students in accordance with district administrative regulations or school rules, provided that students have been granted permission by the building principal and have obtained parental permission to ride a bicycle to school.[1]

The Board shall permit the use of motor vehicles by secondary students in accordance with district administrative regulations or school rules, provided that such students have followed established procedures and obtained the required permit and have been granted permission by the building principal and school security to drive a motor vehicle on school grounds.[1]

The Board prohibits the use of skateboards, mini-bikes, motorcycles, and unauthorized vehicles on school property during school hours and where designated.

The Board shall not be responsible for bicycles or motor vehicles that are lost, stolen, or damaged, or for injuries arising from their use.

Delegation of Responsibility

The building principal or designee in conjunction with school security shall disseminate administrative regulations or school rules for operating and parking of authorized bicycles and motor vehicles to affected students.

The building principal or designee in conjunction with school security shall establish standards for granting permits, which contain the warning that infraction of rules may result in revocation of the permit and loss of driving privileges.

Replaces the following policies:

Policy 6013 – Student Parking – Driving originally adopted August 13, 1979 and revised August 30, 1979, March 10, 1980, July 14, 1980, September 26, 1994, January 26, 2004 and June 17, 2014

Policy 7003.3 – Vehicle and Traffic Control – Policing of School Properties adopted August 30, 1979

Book	Policy Manual
Section	200 Pupils
Title	Care of School Property
Code	224
Status	First Reading - June 15, 2020
Legal	1. 24 P.S. 777
	2. Pol. 218
	3. Pol. 233
	4. 24 P.S. 1338
	5. 24 P.S. 109
	6. 24 P.S. 801

Purpose

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

Authority

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

It is the policy of the Board that students who willfully cause damage to school property shall be subject to disciplinary measures. Students and others who damage or deface school property may be prosecuted and punished under law. Parents/Guardians shall be held accountable for the actions of their child.[1][2][3]

The Board may report to appropriate juvenile authorities any student whose damage of school property is serious or chronic in nature. In no case shall referral to juvenile authorities be made without prior notification to the student's parent/guardian.[4]

Delegation of Responsibility

The Superintendent or designee may develop administrative regulations to implement this policy.[5][6]

The Superintendent shall submit a report on incidences of vandalism to the Board as requested by the Board.

Vandalism reports shall include the number and kind of incident, cost to the district, and related information the Superintendent or designee deems necessary.

Replaces Policy 6002 – Charges for Damaged or Lost Properties originally adopted February 29, 1968 and revised November 11, 1974

Book	Policy Manual
Section	200 Pupils
Title	Searches
Code	226
Status	First Reading
Legal	1. PA Const. Art. I Sec. 8
	2. 24 P.S. 510
	3. 22 PA Code 12.14
	4. U.S. Const. Amend. IV
	5. Pol. 218.1
	6. Pol. 223
	7. Pol. 227
	8. Pol. 805.1
	Commonwealth v. Cass, 551 Pa. 25, 709 A.2d 350, 355-56 (1998)
	In re F.B., 555 Pa. 661, 726 A.2d 361, 368 (1999)
	Safford Unified School Dist. No. 1 v. Redding, 129 S.Ct. 2633 (U.S. 2009)

Purpose

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

Authority

School officials have the authority to lawfully search students or their belongings, including lockers, automobiles, electronic devices, purses, backpacks, clothing, and other possessions, without a warrant, when in school, on school grounds or when otherwise under school supervision, if there is a reasonable suspicion that the place or thing to be searched contains prohibited contraband, material that would pose a threat to the health, safety and welfare of the school population, or evidence that there has been a violation of the law, Board policy, or school rules. The scope and extent of searches must be reasonable in relation to the nature of the suspected evidence, contraband or dangerous material and to the grounds for suspecting that it may be found in the place or thing being searched.[1][2][3][4]

The district has a compelling interest in protecting and preserving the health, safety and welfare of the school population, which under certain circumstances may warrant general or random searches of students and their lockers, vehicles or other belongings without individualized suspicion, for the purpose of finding or preventing entry onto school property of controlled substances, weapons or other dangerous materials.[5][6][7]

Delegation of Responsibility

The Board authorizes the administration to conduct searches of students or their belongings, including lockers, automobiles, electronic devices, purses, backpacks, clothing, and other possessions in accordance with the standards set forth in this policy.

The Superintendent or designee, in consultation with the district solicitor, may develop guidelines and procedures to implement this policy, and shall ensure that school staff who are involved in carrying out searches or determining when searches will be conducted receive appropriate periodic training about such procedures and currently applicable legal standards.[3]

Students, parents/guardians and staff shall be notified at least annually, or more often if deemed appropriate by administration, about the standards and procedures in effect pursuant to this policy.

Guidelines

Individualized Suspicion Searches

Students or their belongings, including lockers, automobiles, electronic devices, purses, backpacks, clothing, and other possessions, may be searched without a warrant when in school, on school grounds or when otherwise under school supervision, if there is a reasonable suspicion that the place or thing to be searched contains prohibited contraband, material that would pose a threat to the health, safety and welfare of the school population, or evidence that there has been a violation of the law, Board policy, or school rules. The scope and extent of searches must be reasonable in relation to the nature of the suspected evidence, contraband or dangerous material and to the grounds for suspecting that it may be found in the place or thing being searched.[3]

In determining whether reasonable suspicion exists, the principal or designee always should be able to articulate what is being looked for, and why it is thought to be located in the particular place to be searched. The scope of a search should be limited to the place or places the item sought is believed to be.

Examination by school staff of text messages, call logs, files, images or other data contained in a student's mobile telephone or other electronic device, without the student's consent, normally constitutes a search that must be justified by reasonable suspicion that material in violation of law, district policy or school rules, or evidence of such a violation, is contained in the particular files, directories or other data locations being examined in the device.

Random or General Searches Without Individualized Suspicion

Under certain circumstances, random or general searches of students and their belongings, including student lockers or vehicles parked on school property, may be conducted during the school day or upon entry into school buildings or school activities, in the absence of suspicion focused on a particular student or students, for the purpose of finding or preventing entry onto school property or activities of controlled substances, weapons or other dangerous materials. Such searches normally will be conducted in a minimally intrusive manner using screening methods such as dogs or other animals trained to detect controlled substances, explosives or other harmful materials by smell, as well as metal detectors and other technology. When such screening methods provide a reasonable suspicion that particular students, items or places possess or contain controlled substances, weapons or other dangerous material, screening may be followed by physical searches of those particular students, items or places on an individualized basis.

Random or general searches for weapons may be conducted when there are circumstances, information or events tending to indicate increased likelihood that students may be armed or headed for physical confrontation because of community

strife or tensions, or as a continuation or escalation of a prior incident, in or out of school, which threatens to spill over into school, into a school-sponsored activity, or into other times and places that students are under school supervision.

Random or general searches for controlled substances may be conducted when there are circumstances, events or information tending to indicate significant drug use, possession or trafficking among students in school.

Random or general searches not based on individualized suspicion must be approved in advance by the Superintendent or designee, in consultation with the district solicitor. Coordination with law enforcement officials will be accomplished as provided in the memorandum of understanding with the applicable law enforcement agency.[8]

Searches Upon Consent

Searches may be conducted at any time, with or without reasonable suspicion, if the student has given knowing and voluntary consent specific to the place to be searched.

The administration may establish rules and procedures governing certain privileges enjoyed by students, such as the privilege of parking a vehicle on school grounds, that make the student's consent to random searches or inspections a condition of access to the privilege.[6]

Searches by or at the Request of External Law Enforcement Officials

The legal standards governing searches initiated by school officials are less strict than the standards applicable to law enforcement authorities in many situations. School Police shall be considered school officials for the purpose of this policy and are not considered external law enforcement officials. When searches of students, student belongings, vehicles or lockers are conducted by or at the request of law enforcement officials, with or without the involvement of school staff, the law enforcement officials are solely responsible for ensuring that a warrant has been issued or that the circumstances otherwise permit the search to be lawfully conducted in accordance with the standards applicable to law enforcement actions. School staff will not interfere with or obstruct searches initiated by law enforcement, but may assist when law enforcement officials have requested such assistance and have represented that a warrant has been issued or that they otherwise have proper authority for a lawful search.[8]

Locker Inspections and Searches

Lockers are assigned to or otherwise made available to students as a convenience for the safe storage of books, clothing, school materials and limited personal property, and to facilitate movement between classes and activities and to and from school. Such lockers are and shall remain the property of the school district, and to the extent students have any expectation of privacy of lockers at all, it is very limited.

No student may place or keep in a locker any substance or object that is prohibited by law, Board policy or school rules, or that constitutes a threat to the health, safety or welfare of the occupants of the school building or the building itself. Students are required to ensure that their lockers do not contain spoiled food items or beverages, or soiled clothing which may attract pests, create odors or cause unhealthy conditions. A student locker may be opened and inspected for cleanliness, with or without the consent of the student, whenever there are odors, pests or other indications that a locker contains spoiled food, soiled clothing in need of laundering or similarly unhealthy matter.

Students are exclusively responsible for locking their assigned lockers to ensure the security of their personal belongings and school property entrusted to them. Students are permitted to secure their assigned lockers only with locks provided by the district, or if the district does not provide locks, personal combination locks for which the combination has been provided to designated school staff.

Prior to an individual locker search or inspection, the student to whom the locker is assigned shall be notified and be given a reasonable opportunity to be present. However, when there is a reasonable suspicion that a locker contains materials which pose a threat to the health, welfare or safety of the school population, student lockers may be searched without prior notice to the student.

The principal or a designated staff person shall be present whenever a student locker is inspected for cleanliness or is searched. The principal or designee shall maintain written records of all occasions when a locker is searched or inspected. Such records shall include the reason(s) for the search, persons present, objects found and their disposition.

Searches Involving Removal of Clothing or Examination Beneath Clothing

Searches of students involving the removal of undergarments or examination beneath undergarments are subject to stricter standards than are required to justify other searches of a student's person or belongings. Such searches are permitted only when the basis for suspicion establishes either:

1. That the reasons for believing that the items being searched for are concealed specifically inside undergarments are stronger reasons than grounds that would support only a more general reasonable suspicion that the student is in possession of the items or has them somewhere on the student's person; or,

2. That the quantity or nature of the items being sought present a higher level of danger to the school population than other kinds of contraband.

Searches involving the removal of or examination beneath any clothing of a student, other than jackets, coats or other outerwear, shall be conducted only by a staff person of the same gender as the student, with at least one (1) other staff person of the same gender present as a witness, and in a location assuring privacy from observation by persons not involved in the search or of the opposite sex.

Searches involving the removal of undergarments or examination beneath undergarments will be conducted only after consultation with the district solicitor.

Handling and Disposal of Items Found in the Course of Searches

Any items or material found during a search or inspection, the student's possession of which is in violation of law, district policies or school rules, or otherwise is evidence of such a violation, may be confiscated, and may be used as evidence in student discipline proceedings or a criminal investigation, even if such items or material were not the original objective of the search or inspection.

The principal shall be responsible to ensure that confiscated items or material are properly inventoried and secured until the conclusion of disciplinary action, if any, and are then properly disposed of if not appropriate to be returned to the student. Items or materials that are evidence of a criminal offense, or that are not lawful for ordinary citizens to possess will be promptly turned over to proper law enforcement authorities for custody or disposal.

Replaces Policy 6008 - Student Conduct, Responsibilities, Rights and Disciplinary Procedures originally adopted September 14, 1981 and revised September 9, 1985, May 12, 1986, August 22, 1988, November 13, 1989, June 25, 1990, September 27, 1993, September 26, 1994, August 26, 1996, July 20, 1998, August 23, 1999, February 26, 2007 and March 23, 2009

Book	Policy Manual
Section	200 Pupils
Title	Controlled Substances/Paraphernalia
Code	227
Status	First Reading - June 15, 2020
Legal	1. 35 P.S. 780-102
	2. 21 U.S.C. 812
	3. Pol. 210
	4. Pol. 210.1
	5. 24 P.S. 510
	6. 24 P.S. 511
	7. 22 PA Code 12.3
	8. 20 U.S.C. 1400 et seq
	9. 22 PA Code 10.23
	10. Pol. 103.1
	11. Pol. 113.1
	12. Pol. 113.2
	13. Pol. 805.1
	14. Pol. 218
	15. Pol. 122
	16. Pol. 123
	17. 24 P.S. 1302.1-A
	18. 24 P.S. 1303-A
	19. 42 Pa. C.S.A. 8337
	20. Pol. 233

21. 22 PA Code 10.2

22. 22 PA Code 10.21

23. 22 PA Code 10.22

24. 22 PA Code 10.25

25. 35 P.S. 807.1

26. 35 P.S. 807.2

22 PA Code 403.1

35 P.S. 780-101 et seq

35 P.S. 807.1 et seq

20 U.S.C. 7114

20 U.S.C. 7118

21 U.S.C. 801 et seq

34 CFR Part 300

Pol. 805

Purpose

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

Definitions

For purposes of this policy, **controlled substances** shall include all:[1][2]

1. Controlled substances prohibited by federal and state laws.

2. Look-alike drugs.

3. Alcoholic beverages.

4. Anabolic steroids.

5. Drug paraphernalia.

6. Any volatile solvents or inhalants, such as but not limited to glue and aerosol products.

7. Substances that when ingested cause a physiological effect that is similar to the effect of a controlled substance as defined by state or federal laws.

8. Prescription or nonprescription (over-the-counter) medications, except those for which permission for use in school has been granted pursuant to Board policy.[3][4]

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

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

Authority

The Board **prohibits students** from **using**, possessing, distributing, and being under the influence of any **controlled substances** during school hours, at any time while on school property, at any school-sponsored activity, and during the time spent traveling to and from school and to and from school-sponsored activities.[5][6][7]

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

In the case of a student with a disability, including a student for whom an evaluation is pending, the district shall take all steps required to comply with state and federal laws and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies.[8][9][10][11][12][13]

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:[14]

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.[15][16]

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

The Superintendent or designee shall:

1. Establish procedures to appropriately manage situations involving students suspected of using, possessing, being under the influence, or distributing controlled substances.[17][18][19]

2. Disseminate to students, parents/guardians and staff the Board policy and administrative regulations or school rules governing student use of controlled substances.

3. Provide education concerning the dangers of abusing controlled substances.

4. Establish procedures for education and readmission to school of students convicted of offenses involving controlled substances.

Guidelines

Violations of this policy may **result in** disciplinary action up to and including expulsion and referral for prosecution.[14][20]

The Superintendent or designee shall immediately report required incidents and may report discretionary incidents involving possession, use or sale of controlled substances on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity to the local police department that has jurisdiction over the school's property, in accordance with state law and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies.[13][17][18][21][22][23]

The Superintendent or designee shall notify the parent/guardian of any student directly involved in an incident involving possession, use or sale of controlled substances as a victim or suspect immediately, as soon as practicable. The Superintendent or designee shall inform the parent/guardian whether or not the local police department that has jurisdiction over the school property has been or may be notified of the incident. The Superintendent or designee shall document attempts made to reach the parent/guardian.[13][21][24]

In accordance with state law, the Superintendent shall annually, by July 31, report all incidents of possession, use or sale of controlled substances to the Office for Safe Schools.[13][18]

In all cases involving students and controlled substances, the need to protect the school community from undue harm and exposure to drugs shall be recognized.

No student may be admitted to a program that seeks to identify and rehabilitate the potential abuser without the intelligent, voluntary and aware consent of the student and parent/guardian.

Anabolic Steroids

The Board **prohibits the use of anabolic steroids by** students **involved in school-related athletics, except for a valid medical purpose**. Body building and muscle enhancement, increasing muscle bulk or strength, or the enhancement of athletic ability are not valid medical purposes. Human Growth Hormone (HGH) shall not be included as an anabolic steroid.[25]

Students shall be made aware of the dangers of steroid use; that anabolic steroids are classified as controlled substances; and that their use, unauthorized possession, purchase, or sale could subject students to suspension, expulsion and/or criminal prosecution.[20][26]

Reasonable Suspicion/Testing

If based on the student's behavior, medical symptoms, vital signs or other observable factors, the building principal has reasonable suspicion that the student is under the influence of a controlled substance, the student may be required to submit to drug or alcohol testing. The testing may include but is not limited to the analysis of blood, urine, saliva, or the administration of a Breathalyzer test.

Replaces the following policies:

Policy 6001.1 – Alcohol and Other Controlled Substances originally adopted January 11, 1971 and revised November 11, 1974, November 12, 1984 and September 26, 1994

Policy 6018 – Anabolic Steroids adopted May 22, 1990

Policy 7011 - Use or Possession of Alcoholic Beverages and Illegal Use or Possession of Controlled Substances adopted September 9, 1985

Book	Policy Manual
Section	200 Pupils
Title	Student Fundraising
Code	229
Status	First Reading - June 15, 2020
Legal	1. 24 P.S. 511
	2. Pol. 618

Purpose

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

Definition

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

Authority

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

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

Delegation of Responsibility

Collection of money by approved school organizations may be permitted by the building principal.[1]

Collections by students on behalf of school organizations outside the schools may be permitted only by the Superintendent.

Money fundraised by students for an event, although attributed to a student, shall not be considered the student's personal funds and shall become the property of the school organization and may be used for approved organization activities, donations or future events. No cash refund shall be owed to any student or family for amounts fundraised even if an event is canceled or rescheduled or a student is unable to attend.

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

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

Funds solicited shall be controlled by Board Policies governing fundraising.[2]

Replaces Policy 6007 – Student Solicitations of Funds in the Community adopted June 10, 1974

Book	Policy Manual
Section	200 Pupils
Title	Public Performances by Students
Code	230
Status	First Reading - June 15, 2020
Legal	1. 24 P.S. 511
	Pol. 204

Purpose

The Board recognizes the value of students sharing their talents and skills with the community through student participation and performances in public events.

Authority

The Board endorses public performances by students when they constitute a learning experience that contributes to the educational program; they do not interfere with other scheduled activities; and the circumstances of the event do not pose a threat to the health, safety or well-being of the students who are involved.[1]

Delegation of Responsibility

All requests for public performances by student groups require the approval of the Superintendent or designee.

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

Replaces Policy 4012 - Performance of Musical Organizations at Other than School Connected Functions adopted October 8, 1973

Book	Policy Manual
Section	200 Pupils
Title	Social Events and Class Trips
Code	231 - NEW
Status	First Reading - June 15, 2020
Legal	1. 24 P.S. 511 2. 24 P.S. 517 3. 24 P.S. 510

Purpose

The Board recognizes the value of student social events and class trips in enhancing and enriching the school experience for students.

Authority

The Board may make school facilities available and provide appropriate staff for social events within the school facilities that have been approved by the building principal consistent with the Board's Facility Use Policy.[1]

Class trips and social events that take place outside of school facilities require approval by the Superintendent or designee.[2]

As voluntary participants in school social events and class trips, students shall be held responsible for compliance with district policies and rules. Infractions of those policies or rules will be subject to the same disciplinary measures applied during the regular school program.[3]

Participation in school events is not a right and may be denied to any student who has demonstrated disregard for Board policies, administrative regulations or school rules.

Delegation of Responsibility

The Superintendent or designee may develop administrative regulations governing the conduct of student social events and class trips.

Book	Policy Manual
Section	200 Pupils
Title	Suspension and Expulsion
Code	233
Status	First Reading - June 15, 2020
Legal	1. 22 PA Code 12.6
	2. 22 PA Code 12.7
	3. 22 PA Code 14.143
	4. 20 U.S.C. 1400 et seq
	5. 34 CFR Part 300
	6. 22 PA Code 12.8
	7. 24 P.S. 1318
	8. 2 Pa. C.S.A. 101 et seq
	9. 2 Pa. C.S.A. 101
	10. Pol. 204
	11. Pol. 113
	12. Pol. 113.1
	13. Pol. 218
	14. Pol. 216
	22 PA Code 12.3

Purpose

The Board recognizes that exclusion from the educational program of the schools, whether by suspension or expulsion, is the most severe sanction that can be imposed on a student and one that cannot be imposed without due process. The Board shall define and publish the types of offenses that would lead to exclusion from school.

Exclusions affecting students with disabilities shall be governed by applicable state and federal law and regulations.[1][2][3][4][5]

Authority

The Board may, after a proper hearing, suspend or expel a student for such time as it deems necessary, or may permanently expel a student.[1][6][7]

Guidelines

Exclusion From School - Suspension

The principal or person in charge of the school may suspend any student for disobedience or misconduct **for a period of one (1) to ten (10) consecutive school days** and **shall immediately notify the parent/guardian and the Superintendent in writing when the student is suspended.[1][7]**

No student may **be suspended** without notice **of the reasons for** which s/he is suspended **and an opportunity to** be heard on his/her own behalf before the school official who holds the authority to reinstate the student. **Prior notice** is **not** required where **it is clear that the health, safety or welfare of the school** population **is threatened**. **Suspensions may not be made to run consecutively beyond the ten-school day period.[1]**

When a **suspension exceeds three (3) school days, the student and parent**/guardian **shall be given the opportunity for an informal hearing** with the designated school official. Such hearing shall take place as soon as possible after the suspension, and the district shall offer to hold it within the first five (5) days of the suspension.[1][6]

Informal hearings under this provision shall be conducted by the building principal.

Purpose of Informal Hearing

The purpose of the informal hearing is to permit **the student to explain the circumstances surrounding the event** leading to the suspension, **to show why the**

student should not be suspended, and **to discuss ways** to **avoid future offenses**.[6]

Due Process Requirements for Informal Hearing[6]

1. **The student and parent/guardian shall be given** written notice **of the reasons for the suspension.**

2. The student and parent/guardian **shall** receive **sufficient notice of the time and place of the informal hearing.**

3. The **student** may **question any witnesses present at the** informal **hearing**.

4. The **student** may **speak and produce witnesses** who may speak at the informal hearing.

5. **The** school **district shall offer to hold the informal hearing within five (5) days of the suspension.**

Exclusion From Class - In-School Suspension

No student may receive an in-school suspension without notice **of the reasons for** which s/he is suspended **and an opportunity to** be heard **prior to the time** the suspension becomes effective. The parent/guardian shall **be informed of** the suspension action taken by the school.[2]

Should **the in-school suspension exceed ten (10) consecutive school days, the student and parent/guardian shall be offered an informal hearing with the** building **principal**. Such hearing shall take place **prior to the eleventh day** of the in-school suspension. The procedure shall be the same as the procedure for informal hearings held in connection with out-of-school suspensions.[2][6]

The district shall provide **for the student's education during the period of in-school suspension.[2]**

Expulsion

Expulsion is exclusion from school by the Board for a period exceeding ten (10) consecutive **school days.** The Board **may permanently** expel **from the** district

rolls any student whose misconduct or disobedience warrants this sanction. No student shall be expelled without an opportunity for **a formal hearing before the Board, a duly authorized committee of the Board, or a qualified hearing examiner appointed by the Board,** and upon action taken by the Board after the hearing.[1][6][7]

Expulsion Hearings

A formal hearing shall be **required** in **all expulsion** actions.[1][6][7][8]

The formal hearing shall **observe the due process requirements** of:[6]

1. **Notification of the charges** in writing **by certified mail to the student's parent/guardian.**

2. **At least three (3) days' notice of the time and place of the hearing,** which **shall include a copy of** this **policy, hearing procedures, and notice** of the right to representation by **legal counsel. A student may request** the **rescheduling of the hearing when** s/he **demonstrates good cause for an extension.**

3. **The hearing shall be private unless the student or parent**/guardian **requests a public hearing.**

4. Representation **by counsel at the parent's/guardian's expense and parent/guardian may attend the hearing.**

5. Disclosure of **the names of witnesses against the student and copies of** their written **statements** or **affidavits.**

6. **The right to request that witnesses** against the student **appear in person and answer questions or be cross-examined.**

7. **The right to testify and present witnesses on the student's behalf.**

8. **A written or audio record** shall **be kept of the hearing** and **a copy** made available **to the student at the student's expense**, or **at no** charge if the **student is indigent.**

9. **The** hearing shall **be held within fifteen (15)** school **days of the notice of charges, unless** a delay is **mutually agreed** to **by both parties** or is **delayed**

by:

a. The **need** for **laboratory reports from law enforcement agencies.**

b. **Evaluations or other court or administrative proceedings are pending due to a student's invoking his**/her **rights under the Individuals with Disabilities Education Act (IDEA).**

c. **Delay is necessary due to the condition or best interests of the victim in cases of juvenile or criminal court involving sexual assault or serious bodily injury.**

10. **Notice of a right to appeal the results of the hearing shall be provided to the student with the expulsion decision.**

Adjudication

A written adjudication shall be issued after the Board has acted to expel a student. The adjudication may include additional conditions or sanctions.[9]

Attendance/School Work During Suspension and Prior to Expulsion

Students serving an out-of-school suspension must make up missed exams and work, and shall be permitted to complete assignments pursuant to established guidelines.[1][10]

Students who are facing an expulsion **hearing** must **be placed in** their **normal classes** if the formal hearing is not held within the ten-school day suspension.

If it is not possible to hold the formal hearing within the first ten (10) school days, **the** school district **may exclude** such a **student from** class **for** up to five (5) additional – **fifteen (15)** total – **school days if, after an informal hearing, it is determined that the student's presence in his**/her **normal class would constitute a threat to the health, safety or welfare of others.**

Any further exclusion prior to a formal hearing may be only by mutual agreement. Such **students shall be** given **alternative education, which may include home study.**

Attendance/School Work After Expulsion

Students who are under **eighteen (18) years of age are still subject to compulsory school attendance even though expelled and** shall **be provided an education. [1][10][11]**

The parent/guardian has **the initial responsibility** of **providing the required education** and **shall, within thirty (30) days, submit written evidence to the** school **that the required education is being provided or that they are unable to do so. If the parent/guardian** is **unable to provide** for **the required education, the** school **district shall, within ten (10) days of receipt** of **the** parent's/guardian's **notification, make provision for the student's education.**

The Board may provide an educational program to the student immediately upon expulsion and may waive the 30-day period, at its discretion.

Students With Disabilities

A student with a disability shall be provided educational services as required by state and federal laws and regulations and Board policies.[11][12]

Delegation of Responsibility

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

1. Publication of a Code of Student Conduct, in accordance with Board policy on student discipline.[13]

2. Procedures that ensure due process when a student is being deprived of the right to attend school.

3. Regulations regarding student records which require that records of disciplinary suspension be maintained in accordance with Board policy on student records.[14]

4. The name of a student who has been disciplined shall not become part of the agenda or minutes of a public meeting, nor part of any public record of the

Board. Such students may be designated by code.

5. Any student who has been expelled may apply for readmission to school upon such conditions as may be imposed by the Board.

Replaces Policy 6008 - Student Conduct, Responsibilities, Rights and Disciplinary Procedures originally adopted September 14, 1981 and revised September 9, 1985, May 12, 1986, August 22, 1988, November 13, 1989, June 25, 1990, September 27, 1993, September 26, 1994, August 26, 1996, July 20, 1998, August 23, 1999, February 26, 2007 and March 23, 2009

Book	Policy Manual
Section	200 Pupils
Title	Pregnant/Parenting/Married Students
Code	234 - NEW
Status	First Reading - June 15, 2020
Legal	1. 24 P.S. 1326 2. 22 PA Code 12.1 24 P.S. 510

Purpose

A student who is eligible to attend district schools and is married and/or pregnant/parenting shall not be denied an educational program solely because of marriage, pregnancy, pregnancy-related disabilities, or potential or actual parenthood.[1][2]

Authority

The Board reserves the right to require as a prerequisite for attendance in the regular classes and participation in the extracurricular program of the schools that each pregnant student present to the Superintendent or designee a licensed physician's written statement that such activity will not be injurious to her health nor jeopardize her pregnancy.

Guidelines

A pregnant/parenting student whose mental or physical condition prevents her from attending regular classes, when such condition is certified by a licensed physician, may be assigned to an alternate educational program.

A student who has received an alternate educational program for reasons associated with her pregnancy or parenting shall be readmitted to the regular school program

upon her request and the written statement of a licensed physician that she is physically fit to do so.

Delegation of Responsibility

The Superintendent or designee may develop administrative regulations or procedures for implementing this policy.

Book	Policy Manual
Section	200 Pupils
Title	Student Rights and Responsibilities
Code	235 - NEW
Status	First Reading - June 15, 2020
Legal	1. 24 P.S. 510
	2. 22 PA Code 4.4
	3. 22 PA Code 12.1
	4. 22 PA Code 12.3
	5. 22 PA Code 12.4
	6. 22 PA Code 12.9
	7. 22 PA Code 12.2
	8. Pol. 130
	9. Pol. 204
	10. Pol. 218
	11. Pol. 220
	12. Pol. 221
	13. Pol. 224
	14. Pol. 233
	Pol. 103
	Pol. 218.1
	Pol. 218.2
	Pol. 249
	Pol. 705

Purpose

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

Authority

The Board has the authority and responsibility to establish reasonable rules and regulations for the conduct and deportment of district students. At the same time, no student shall be deprived of equal treatment and equal access to the educational program, due process, a presumption of innocence, and free expression and association, in accordance with Board policy and school rules.[1][2][3][4][5][6]

Guidelines

Attendant upon the rights established for each **student** are certain **responsibilities**, which **include regular attendance; conscientious effort in classroom work and homework; conformance to** Board policies and **school rules and regulations; respect** for **the rights of teachers, students, administrators and all others who are involved in the educational process;** and expression of **ideas and opinions in a respectful manner.**[4][7][8][9][10][11]

It shall be the responsibility of the student to:[7]

1. **Be aware of all** policies, **rules and regulations for student behavior and conduct** him/herself accordingly. Each **student** shall **assume that, until a rule is waived, altered or repealed in writing, it is in effect.**[10]

2. **Volunteer information in matters relating to the health, safety and welfare of the school community and the protection of school property.**

3. **Dress and groom to meet standards of safety and health, and not to cause substantial disruption to the educational processes.[12]**

4. **Assist the school staff in operating a safe school.**

5. **Comply with** federal, state **and local laws.**

6. **Exercise proper care when using** district **facilities,** school supplies **and equipment.[13]**

7. **Attend school daily and be on time** to **all classes and other school functions.[9]**

8. **Make up work when absent from school.**

9. **Pursue and attempt to satisfactorily complete the courses of study prescribed by local school authorities.**

10. **Report accurately in student media.[11]**

11. Not use **obscene language** in student media **or on school** property.[11]

Violations of this policy may result in disciplinary action, consistent with the Code of Student Conduct and Board policy.[10][14]

A listing of students' rights and responsibilities shall be included in the Code of Student Conduct, which shall be distributed annually to students and parents/guardians.[4][10]

Delegation of Responsibility

The Superintendent or designee may develop administrative regulations or school rules consistent with law and Board policy to ensure that student rights under specific conditions are properly recognized and maintained.

Replaces Policy 6008 - Student Conduct, Responsibilities, Rights and Disciplinary Procedures originally adopted September 14, 1981 and revised September 9, 1985, May 12, 1986, August 22, 1988, November 13, 1989, June 25, 1990, September 27, 1993, September 26, 1994, August 26, 1996, July 20, 1998, August 23, 1999, February 26, 2007 and March 23, 2009

Book	Policy Manual
Section	200 Pupils
Title	Surveys
Code	235.1 - NEW
Status	First Reading - June 15, 2020
Legal	1. 20 U.S.C. 1232h 2. 22 PA Code 12.41 3. Pol. 105.1 4. 22 PA Code 4.4

Purpose

This policy sets forth guidelines regarding the conduct of surveys and collection and use of information for marketing purposes, consistent with law and regulations.

Definitions

Personal information means individually identifiable information, including a student's or parent's/guardian's first and last name; home or physical address, including street name and the name of the city or town; telephone number; or social security number.[1]

For purposes of this policy, **protected information**, as addressed by the Protection of Pupil Rights Amendment (PPRA), includes:[1]

1. Political affiliations or beliefs of the student or student's parent/guardian.
2. Mental or psychological problems of the student or student's family.
3. Sex behavior or attitudes.
4. Illegal, anti-social, self-incriminating or demeaning behavior.

5. Critical appraisals of other individuals with whom respondents have close family relationships.

6. Legally recognized privileged or analogous relationships, such as those with lawyers, physicians, and ministers.

7. Religious practices, affiliations, or beliefs of the student or student's parent/guardian.

8. Income, other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program.

Authority

Surveys conducted by outside agencies, organizations and individuals shall be reviewed by the Superintendent or designee and reported to the Board prior to administration to students. Only those surveys recommended by the Superintendent and not opposed by the Board shall be administered. Surveys conducted on behalf of federal, state or local education agencies shall be reviewed and approved by the Superintendent or designee prior to administration.

Guidelines

All surveys and instruments used to collect information from students shall relate to the district's educational objectives.[2]

U.S. Department of Education Funded Surveys

No student shall be required, as part of any program funded in whole or in part by the U.S. Department of Education, to submit to a survey, analysis or evaluation that reveals protected information without written parental consent for students under eighteen (18) years of age or written consent of emancipated students or those over eighteen (18) years of age.[1]

All instructional materials, including teachers' manuals, films, tapes or other supplementary material, that will be used in connection with any survey, analysis or evaluation as part of any program funded in whole or in part by the U.S. Department of Education, shall be made available for inspection by the parent(s)/guardian(s) of the student.[1][3]

Surveys Funded by Other Sources

Parents/Guardians shall be informed of the nature and scope of individual surveys and their relationship to the educational program of their child and the parent's/guardian's right to inspect, upon request, a survey created by a third party prior to administration or distribution to a student. Such requests shall be in writing and submitted to the building principal.[1][2]

Parents/Guardians shall be informed of their right to have their child excluded from any research studies or surveys conducted by entities other than a school entity without prior written consent.[1][2][4]

Collection of Information for Marketing, Sales or Other Distribution Purposes

The district shall notify parents/guardians of any activities involving the collection, disclosure or use of personal information collected from students for the purpose of marketing or selling, or otherwise providing the information to others for that purpose.[1]

The parent/guardian has the right to inspect the instrument used in collection of personal information for the purpose of marketing or selling that information and opt the student out of participating in any activity that results in the collection, disclosure or use of personal information for purposes of marketing or selling that information.[1]

This provision does not apply to the collection, disclosure or use of personal information collected from students for the exclusive purpose of developing, evaluating or providing educational products or services for, or to, students or educational institutions, such as the following: recruiters, book clubs, curriculum and instructional materials used by schools, sale by students of products or services to raise funds for school-related or education-related activities, or student recognition programs.[1]

Privacy

The district shall implement procedures to protect student identity and privacy when a survey containing one or more of the items listed under protected information is administered or distributed to a student and in the event of the collection, disclosure or use of personal information for marketing, sales or other distribution purposes.[1]

Student and Parent/Guardian Rights

Under federal law, the rights provided to parents/guardians under this policy 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 receive notice and to inspect.[1][2][4]

Delegation of Responsibility

The Superintendent or designee shall notify parents/guardians and students of:[1]

1. This policy and its availability.

2. The specific or approximate dates during the school year when activities described above are scheduled, or expected to be scheduled.

3. How to opt their child out of participation in activities as provided in this policy.

4. How to request access to any survey or other material described in this policy.

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.

The Superintendent or designee may establish administrative regulations for protecting student identity and privacy in the administration of protected information surveys and the collection, disclosure or use of personal information for marketing, sales or other distribution purposes.

Book	Policy Manual
Section	200 Pupils
Title	Student Assistance Program
Code	236
Status	First Reading - June 15, 2020
Legal	1. 22 PA Code 12.16
	2. 24 P.S. 1547
	3. 22 PA Code 12.42
	22 PA Code 12.41
	42 Pa. C.S.A. 8337
	20 U.S.C. 1232g
	34 CFR Part 99

Purpose

The Board is committed to assisting all students to achieve to their fullest potential.

Definition

Student Assistance Program (SAP) - a systematic process using effective and accountable professional techniques to mobilize school resources to remove the barriers to learning and, when the problem is beyond the scope of the school, to assist the parent/guardian and student with information so they may access services within the community.[1]

Authority

The Board shall provide a Student Assistance Program (SAP) that assists district employees in identifying issues and providing assistance to students experiencing difficulties in learning and academic achievement.[2][3]

Delegation of Responsibility

The Superintendent or designee shall develop, implement, maintain and monitor a Student Assistance Program (SAP) that complies with state regulations.

Guidelines

The Student Assistance Program (SAP) shall provide assistance in:

1. Identifying issues that pose a barrier to a student's learning and/or academic achievement.

2. Determining whether or not the identified problem lies within the responsibility of the school.

3. Informing the parent/guardian of a problem affecting the student's learning and/or academic achievement.

4. Making recommendations to assist the student and the parent/guardian.

5. Providing information on community resources and options to deal with the problem.

6. Establishing links with resources to help resolve the problem.

7. Collaborating with the parent/guardian and agency when students are involved in treatment through a community agency.

8. Providing a plan for in-school support services for the student during and after treatment.

Replaces Policy 6017 – Student Support Services adopted September 12, 1988

Book	Policy Manual
Section	200 Pupils
Title	Electronic Devices
Code	237 - NEW
Status	First Reading - June 15, 2020
Legal	1. 24 P.S. 510
	2. 24 P.S. 1317.1
	3. Pol. 218
	4. Pol. 122
	5. Pol. 123
	6. Pol. 226
	7. Pol. 233
	8. Pol. 113
	Pol. 815

Purpose

The Board adopts this policy in order to maintain an educational environment that is safe and secure for district students and employees.

Definition

Electronic devices shall include all devices that can take photographs; record audio or video data; store, transmit or receive messages or images; or provide a wireless, unfiltered connection to the Internet. Examples of these electronic devices include, but shall not be limited to, radios, walkmans, CD players, iPods, MP3 players, DVD players, handheld game consoles, Personal Digital Assistants (PDAs), cellular telephones, BlackBerries, and laptop computers, as well as any new technology developed with similar capabilities.

Authority

The Board prohibits **use of** electronic devices by students during the school day in district buildings except as may be specifically permitted by the exceptions in this policy; on district property; on district buses and vehicles; during the time students are under the supervision of the district; and in locker rooms, bathrooms, health suites and other changing areas at any time.[1]

The Board prohibits **possession of** laser pointers and attachments and telephone paging devices/beepers by students in district buildings; on district property; on district buses and vehicles; and at school-sponsored activities.[2]

The district shall not be liable for the loss, damage or misuse of any electronic device.

Electronic Images and Photographs

The Board prohibits the taking, storing, disseminating, transferring, viewing, or sharing of obscene, pornographic, lewd, or otherwise illegal images or photographs, whether by electronic data transfer or other means, including but not limited to texting and emailing.

Because such violations may constitute a crime under state and/or federal law, the district may report such conduct to state and/or federal law enforcement agencies.

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:[3]

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.[4][5]

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

The Superintendent or designee shall annually notify students, parents/guardians and employees about the Board's electronic device policy.

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

Guidelines

Violations of this policy by a student shall result in disciplinary action and may result in confiscation of the electronic device.[3][6][7]

Exceptions

The building administrator may grant approval for possession and use of an electronic device by a student for the following reasons:

1. Health, safety or emergency reasons.

2. An individualized education program (IEP).[8]

3. Classroom or instructional-related activities.

4. District-owned devices.

5. Other reasons or at times that may be determined appropriate by the building principal, including pursuant to approved Bring Your Own Device (BYOD) guidelines at the High School.

The building administrator may grant approval for possession and use of a telephone paging device/beeper by a student for the following reasons:[2]

1. Student is a member of a volunteer fire company, ambulance or rescue squad.

2. Student has a need due to the medical condition of an immediate family member.

3. Other reasons determined appropriate by the building principal.

Exceptions and permitted use guidelines shall be published in the school handbooks.

Book	Policy Manual
Section	200 Pupils
Title	Foreign Exchange Students
Code	239
Status	First Reading - June 15, 2020
Legal	1. Pol. 203
	2. Pol. 200
	3. 20 U.S.C. 6801 et seq
	4. 42 U.S.C. 2000d et seq
	5. 22 PA Code 11.11
	6. Pol. 138
	22 PA Code 4.74
	8 U.S.C. 1101
	22 CFR Part 62

Purpose

In order to promote cultural awareness and understanding, and to provide diverse experiences to district students, the Board shall admit foreign exchange students into district schools.

Authority

The Board shall accept foreign exchange students who meet the criteria established in Board policy and administrative regulations.

The Board shall accept exchange students on a J-1 Visa who reside within the district as participants in group-sponsored exchange programs approved by the Board. Exchange students on a J-1 Visa shall not be required to pay tuition.

The District is not a Student and Exchange Visitor Program (SEVP)-certified school, and is therefore not permitted to accept or enroll privately sponsored exchange students on an F-1 Visa for attendance.

The Board reserves the right to limit the number of foreign exchange students admitted to the schools based on space availability and qualifying criteria.

Delegation of Responsibility

The Superintendent or designee shall be responsible for determining the visa status and eligibility of foreign exchange students applying for admission to district schools and recommending admission of students to the Board.

All potential organizations or individuals applying for admission shall forward the request to the Superintendent or designee preceding the school year of attendance.

Guidelines

Foreign exchange students shall comply with all enrollment and immunization requirements for students. Once admitted, all exchange students shall be subject to all Board policies, administrative regulations and rules governing all district students.[1][2]

The district shall administer the Home Language Survey to foreign exchange students enrolling in district schools. Students identified as English Learners shall be assessed and provided appropriate instruction in accordance with the district's Language Instruction Educational Program (LIEP) and Board policy.[3][4][5][6]

Replaces Policy 6005.1 – Admission and Attendance of Non-Resident Students adopted June 24, 1991

Book	Policy Manual
Section	200 Pupils
Title	School Wellness
Code	246
Status	First Reading - June 15, 2020
Legal	1. 24 P.S. 1422.1
	2. 42 U.S.C. 1758b
	3. 7 CFR 210.31
	4. 7 CFR 210.15
	5. 24 P.S. 1422
	6. 24 P.S. 1513
	7. Pol. 102
	8. Pol. 105
	9. Pol. 808
	10. 24 P.S. 1512.1
	11. 7 CFR 210.10
	12. 7 CFR 220.8
	13. 24 P.S. 701
	14. 24 P.S. 742
	15. 42 U.S.C. 1751 et seq
	16. 42 U.S.C. 1773
	17. 7 CFR 210.30
	18. 7 CFR 210.11
	19. 7 CFR 220.12
	20. Pol. 229

21. 24 P.S. 504.1

22. Pol. 209.1

24 P.S. 1337.1

24 P.S. 1422.3

P.L. 111-296

7 CFR Part 210

7 CFR Part 220

Pol. 103

Pol. 103.1

Purpose

The Upper St. Clair Township School District recognizes that student wellness and proper nutrition are related to students' physical well-being, growth, development and readiness to learn. The Board is committed to providing a school environment that promotes student wellness, proper nutrition, nutrition education and promotion, and regular physical activity as part of the total learning experience. In a healthy school environment, students will learn about and participate in positive dietary and lifestyle practices that can improve student achievement.

Authority

The Board adopts this policy based on the recommendations of the Wellness Committee and in accordance with federal and state laws and regulations.[1][2][3]

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

1. **A comprehensive nutrition program consistent with federal and state requirements.**

2. **Access at reasonable cost to foods and beverages that meet established nutrition guidelines.**

3. **Physical education courses and opportunities for developmentally appropriate physical activity during the school day.**

4. **Curriculum and programs for grades K-12 that are designed to educate students about proper nutrition and lifelong physical activity, in accordance with State Board of Education curriculum regulations and academic standards.**

Delegation of Responsibility

The Superintendent or designee shall be responsible for the implementation and oversight of this policy to ensure each of the district's schools, programs and curriculum is compliant with this policy, related policies and established guidelines or administrative regulations.[2][3]

Each building principal or designee shall annually report to the Superintendent or designee regarding compliance in his/her school.[3]

Staff members responsible for programs related to school wellness shall report to the Superintendent or designee regarding the status of such programs.

The Superintendent or designee and the established Wellness Committee shall conduct an assessment at least once every three (3) years on the contents and implementation of this policy as part of a continuous improvement process to strengthen the policy and ensure implementation. This triennial assessment shall be made available to the public in an accessible and easily understood manner and include:[2][3]

1. **The extent to which each district school is in compliance with law and policies related to school wellness.**

2. **The extent to which this policy compares to model wellness policies.**

3. **A description of the** progress **made by the district in** attaining **the** goals **of this policy.**

At least once every three (3) years, the district shall update or modify this policy as needed, based on the results of the most recent triennial assessment

and/or as district and community needs and priorities change; wellness goals are met; new health science, information and technologies emerge; and new federal or state guidance or standards are issued.[3]

The district shall annually inform and update **the public, including parents/guardians, students, and others in the community, about the contents, updates and implementation of this policy via the district website, student handbooks, newsletters, annual district report, posted notices and/or other efficient communication methods.** This annual notification shall include information on how to access the School Wellness policy; information about the most recent triennial assessment; information on how to participate in the development, implementation and periodic review and update of the School Wellness policy; and a means of contacting Wellness Committee leadership.[2][3]

Guidelines

Recordkeeping

The district shall retain records documenting compliance with the requirements of the School Wellness policy, which shall include:[3][4]

1. **The written School Wellness policy.**

2. **Documentation demonstrating that the district has informed the public, on an annual basis, about the contents of the School Wellness policy and any updates to the policy.**

3. **Documentation of efforts to review and update the School Wellness policy, including who is involved in the review and methods used by the district to inform the public of their ability to participate in the review.**

4. **Documentation demonstrating the most recent assessment on the implementation of the School Wellness policy and notification of the assessment results to the public.**

Wellness Committee

The district shall establish a Wellness Committee comprised of, but not necessarily limited to, at least one (1) of each of the following: School Board member, district administrator, district food service representative, student,

parent/guardian, school health professional, physical education teacher, Parent-Teacher Council member, and member of the public. It shall be the goal that committee membership will include representatives from each school building and reflect the diversity of the community.[2]

The Wellness Committee shall serve as an advisory committee regarding student health issues and shall be responsible for developing, implementing and periodically reviewing and updating a School Wellness policy that complies with law to recommend to the Board for adoption.

The Wellness Committee shall review and consider evidence-based strategies and techniques in establishing goals for nutrition education and promotion, physical activity and other school based activities that promote student wellness as part of the policy development and revision process.[3]

Nutrition Education

Nutrition education will be provided within the sequential, comprehensive health education program in accordance with curriculum regulations and the academic standards for Health, Safety and Physical Education, and Family and Consumer Sciences.[6][7][8]

Nutrition education in the district shall **teach,** model, **encourage and support healthy eating by students. Promoting student health and nutrition enhances readiness for learning and increases student achievement.**

Nutrition education lessons and activities shall be age-appropriate.

Nutrition Promotion

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs.

Consistent nutrition messages shall be disseminated and displayed throughout the district, schools, classrooms, cafeterias, homes, community and media.

District schools shall offer resources about health and nutrition to encourage parents/guardians to provide healthy meals for their children.

Nutrition content of school meals shall be available to students and parents/guardians. An annual notification will be included with back-to-school information.

Physical Activity

Age-appropriate physical activity opportunities, such as outdoor and indoor recess, before and after school programs, during lunch, clubs, intramurals and interscholastic athletics, shall be provided to meet the needs and interests of all students, in addition to planned physical education.

A physical and social environment that encourages safe and enjoyable activity for all students shall be maintained.

Students and their families shall be encouraged to utilize district-owned physical activity facilities, such as playgrounds and fields, outside school hours in accordance with established district rules.

Physical Education

A sequential physical education program consistent with curriculum regulations and Health, Safety and Physical Education academic standards shall be developed and implemented. All district students must participate in physical education.[7][8][10]

Physical education classes shall be the means through which all students learn, practice and are assessed on developmentally appropriate skills and knowledge necessary for lifelong, health-enhancing physical activity.

A local assessment system shall be implemented to track student progress on the Health, Safety and Physical Education academic standards.

Students shall be moderately to vigorously active as much time as possible during a physical education class. Documented medical conditions and disabilities shall be accommodated during class.

Safe and adequate equipment, facilities and resources shall be provided for physical education courses.

Physical education shall be taught by certified health and physical education teachers.

Other School Based Activities

Safe drinking water shall be available and accessible to students, without restriction and at no cost to the student, at all meal periods and throughout the school day.[11][12][13][14]

Nutrition professionals who meet hiring criteria established by the district and in compliance with federal regulations shall administer the school meals program. Professional development and continuing education shall be provided for district nutrition staff, as required by federal regulations.[9][15][16][17]

District schools may implement alternative service models to increase school breakfast participation where possible, such as breakfast served in the classroom, "grab & go breakfast" and breakfast after first period to reinforce the positive educational, behavioral and health impacts of a healthy breakfast.

Students may be involved in menu selections through various means, such as taste testing and surveys.

Nutrition Guidelines for All Foods/Beverages at School

All foods and beverages available in district schools during the school day shall be offered to students with consideration for promoting student health and reducing obesity.

Foods and beverages provided through the National School Lunch or School Breakfast Programs shall comply with established federal nutrition standards.[11][12][15][16]

Competitive Foods -

Competitive foods available for sale shall meet or exceed the established federal nutrition standards (USDA Smart Snacks in School). These standards shall apply in all locations and through all services where foods and beverages are sold to students, which may include, but are not limited to: a la carte options in cafeterias, vending machines, school stores, snack carts and fundraisers.[3][18][19]

Competitive foods are defined as foods and beverages offered or sold to students on school campus during the school day, which are not part of the reimbursable school breakfast or lunch.

For purposes of this policy, school campus means any area of property under the jurisdiction of the school that students may access during the school day.[3][18]

For purposes of this policy, school day means the period from midnight before school begins until thirty (30) minutes after the end of the official school day.[3][18]

The district may impose additional restrictions on competitive foods, provided that the restrictions are not inconsistent with federal requirements.[18]

Fundraiser Exemptions -

Fundraising activities held during the school day involving the sale of competitive foods shall be limited to foods that meet the Smart Snacks in School nutrition standards, unless an **exemption** is **approved** in accordance with applicable Board policy and administrative regulations.[20]

The district may allow a limited number of exempt fundraisers as permitted by **the Pennsylvania Department of Education each school year: up to five (5) exempt fundraisers in elementary and middle school buildings, and up to ten (10) exempt fundraisers in high school buildings. Exempt fundraisers are fundraisers in which competitive foods are available for sale to students that do not meet the Smart Snacks in School nutrition standards.[18]**

The district shall establish administrative regulations to implement fundraising activities in district schools, including procedures for requesting a fundraiser exemption.

Non-Sold Competitive Foods -

Non-sold competitive foods available to students, which may include but are not limited to foods and beverages offered as rewards and incentives, at classroom parties and celebrations, or as shared classroom snacks, shall meet or exceed the standards established by the district.

If the offered competitive foods do not meet or exceed the Smart Snacks in School nutrition standards, the following standards shall apply:

1. Rewards and Incentives:
    a. Foods and beverages shall not be used as a reward or incentive in district schools.
2. Classroom Parties and Celebrations:
    a. Parents/Guardians shall be informed through newsletters or other efficient communication methods that foods/beverages should only be brought in when requested for scheduled parties.
3. Shared Classroom Snacks:
    a. Shared classroom snacks are not permitted in district schools.

The district shall provide a list of suggested nonfood ideas and healthy food and beverage alternatives to parents**/guardians and staff, which may be posted via the district website, student** handbooks**, newsletters, posted notices and/or other efficient communication methods.**

Marketing/Contracting -

Any foods and beverages marketed or promoted to students on the school campus during the school day shall meet or exceed the established federal nutrition standards (USDA Smart Snacks in School) and comply with established Board policy and administrative regulations.[3][18]

Exclusive competitive food and/or beverage contracts shall be approved by the Board, in accordance with provisions of law. Existing contracts shall be reviewed and modified to the extent feasible to ensure compliance with established federal nutrition standards, including applicable marketing restrictions.[21]

Management of Food Allergies in District Schools

The district shall establish Board policy and administrative regulations to address food allergy management in district schools in order to:[22]

1. Reduce and/or eliminate the likelihood of severe or potentially life-threatening allergic reactions.

2. Ensure a rapid and effective response in case of a severe or potentially life-threatening allergic reaction.

3. Protect the rights of students by providing them, through necessary accommodations when required, the opportunity to participate fully in all school programs and activities.

Replaces Policy 6020 – Student Wellness originally adopted June 26, 2006 and revised January 2009 and November 19, 2018

Book	Policy Manual
Section	200 Pupils
Title	Hazing
Code	247
Status	First Reading - June 15, 2020
Legal	1. 18 Pa. C.S.A. 2802
	2. 18 Pa. C.S.A. 2803
	3. 18 Pa. C.S.A. 2804
	4. 18 Pa. C.S.A. 2808
	5. 18 Pa. C.S.A. 2806
	6. 18 Pa. C.S.A. 2801
	7. 24 P.S. 511
	8. 18 Pa. C.S.A. 2301
	9. Pol. 122
	10. Pol. 123
	11. Pol. 103
	12. Pol. 103.1
	13. 18 Pa. C.S.A. 2810
	14. 24 P.S. 1303-A
	15. 22 PA Code 10.2
	16. 35 P.S. 780-102
	17. 24 P.S. 1302.1-A
	18. 22 PA Code 10.21
	19. 22 PA Code 10.22
	20. Pol. 805.1

21. 22 PA Code 10.25

22. Pol. 218

23. Pol. 233

24. Pol. 317

18 Pa. C.S.A. 2801 et seq

22 PA Code 10.23

Pol. 113.1

Pol. 916

Purpose

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

Definitions

Hazing occurs when **a person intentionally**, knowingly **or recklessly, for the purpose of initiating, admitting or affiliating** a student **with** an **organization**, or for the purpose of continuing or enhancing membership or status in an organization, causes, coerces or forces a student to do any of the following:[1]

1. Violate federal or state criminal law.

2. **Consume any food,** liquid, alcoholic liquid, **drug or other substance** which subjects the student to a risk of emotional or physical harm.

3. Endure **brutality of a physical nature,** including **whipping, beating, branding,** calisthenics or exposure to the elements.

4. Endure brutality of a mental nature, including **activity adversely affecting the mental health or dignity of the individual,** sleep deprivation, exclusion from social contact or conduct that could result in extreme embarrassment.

5. Endure brutality of a sexual nature.

6. Endure any other activity that creates a reasonable likelihood of bodily injury to the student.

Aggravated hazing occurs when a person commits an act of hazing that results in serious bodily injury or death to the student and:[2]

1. The person acts with reckless indifference to the health and safety of the student; or

2. The person causes, coerces or forces the consumption of an alcoholic liquid or drug by the student.

Organizational hazing occurs when an organization intentionally, knowingly or recklessly promotes or facilitates hazing.[3][4]

Any activity, as described above, shall be deemed a violation of this policy regardless of whether:[5]

1. The consent of the student was sought or obtained, or

2. The conduct was sanctioned or approved by the school or organization.

Student activity or organization means **any** activity, **society**, corps, **team**, **club** or service, social **or** similar **group, operating under the sanction of or recognized as an organization by the district,** whose members are primarily students or alumni of the organization.[6][7]

For purposes of this policy, **bodily injury** shall mean impairment of physical condition or substantial pain.[8]

For purposes of this policy, **serious bodily injury** shall mean bodily injury which creates a substantial risk of death or which causes serious, permanent disfigurement, or protracted loss or impairment of the function of any bodily member or organ.[8]

Authority

The Board prohibits hazing in connection with any student activity or organization regardless of whether the conduct occurs on or off school property or outside of school hours.[4][5][7][9][10]

No student, parent/guardian, coach, sponsor, volunteer or district employee shall engage in, condone or ignore any form of hazing.

The Board encourages students who believe they, or others, **have been subjected to hazing to promptly report such incidents** to the building principal or designee.

Delegation of Responsibility

Students, parents/guardians, coaches, sponsors, volunteers, and district employees shall be alert to incidents of hazing and shall report such conduct to the building principal or designee.

Discrimination/Discriminatory Harassment

Every report of alleged hazing that can be interpreted at the outset to fall within the provisions of policies addressing potential violations of laws against discrimination and discriminatory harassment shall be handled as a joint, concurrent investigation into all allegations and coordinated with the full participation of the Compliance Officer. If, in the course of a hazing investigation, potential issues of discrimination or discriminatory harassment are identified, the Compliance Officer 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 hazing.[11][12]

Guidelines

In addition to posting this policy on the district's publicly accessible **website, the district shall inform students, parents/guardians, sponsors, volunteers and district employees** of the district's policy prohibiting **hazing**, including district rules, penalties for violations of the policy, and the program established by the district for enforcement of the policy **by means of distribution of written policy; publication in handbooks; presentation at an assembly; and verbal instructions by the coach or sponsor at the start of the season or program.[4]**

This policy, along with other applicable district policies, procedures and Codes of Conduct, shall be provided to all school athletic coaches and all sponsors and volunteers affiliated with a student activity or organization, prior to coaching an athletic activity or serving as a responsible adult supervising, advising, assisting or otherwise participating in a student activity or organization together with a notice that they are expected to read and abide by the policies, procedures and Codes of Conduct.[7]

Complaint Procedure

A student who believes that s/he has been subject to hazing **is encouraged to** promptly **report the incident to the building principal or** designee.

Students are **encouraged to** use the district's report form, available from the building principal, or to put **the complaint** in **writing**; however, **oral complaints** shall be **accepted** and documented. The person accepting the complaint shall handle the report objectively, neutrally and professionally, setting aside personal biases that might favor or disfavor the student filing the complaint or those accused of a violation of this policy.

The Board directs that verbal and written **complaints of** hazing shall be provided to **the building principal** or designee, who **shall** promptly **notify the Superintendent** or designee of the allegations and determine who shall **conduct the investigation**. Allegations of hazing shall be investigated promptly, and appropriate corrective or preventative action be taken when allegations are substantiated. The Board directs that any complaint of hazing brought pursuant to this policy shall also be reviewed for conduct which may not be proven to be hazing under this policy but merits review and possible action under other Board policies.

Interim Measures/Police

Upon receipt of a complaint of hazing, the building principal or designee, in consultation with the Superintendent or designee, shall determine what, if any interim measures should be put in place to protect students from further hazing, bullying, discrimination or retaliatory conduct related to the alleged incident and report. Such interim measures may include, but not be limited to, the suspension of an adult who is involved, the separation of alleged victims and perpetrators, and the determination of what the complaining student needs or wants through questioning.

Those receiving the initial report and conducting or overseeing the investigation will assess whether the complaint, if proven, would constitute hazing, aggravated hazing or

organizational hazing and shall report it to the police consistent with district practice and, as appropriate, consult with legal counsel about whether to report the matter to the police at every stage of the proceeding. The decision to report a matter to the police should not involve an analysis by district personnel of whether safe harbor provisions might apply to the person being reported, but information on the facts can be shared with the police in this regard.[13]

Referral to Law Enforcement and Safe Schools Reporting Requirements –

For purposes of reporting hazing incidents to law enforcement in accordance with Safe Schools Act reporting, 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.[14][15][16]

The Superintendent or designee shall immediately report required incidents and may report discretionary incidents, as defined in the Safe Schools Act, committed by students on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity to the local police department that has jurisdiction over the school's property, in accordance with state law and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies.[14][15][17][18][19][20]

The Superintendent or designee shall notify the parent/guardian of any student directly involved in a defined incident as a victim or suspect immediately, as soon as practicable. The Superintendent or designee shall inform the parent/guardian whether or not the local police department that has jurisdiction over the school property has been or may be notified of the incident. The Superintendent or designee shall document attempts made to reach the parent/guardian.[15][20][21]

In accordance with state law, the Superintendent shall annually, by July 31, report all new incidents to the Office for Safe Schools on the required form.[14][20]

Confidentiality

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

Retaliation

Reprisal or retaliation relating to reports of hazing or participation in an investigation of allegations of hazing is prohibited and shall be subject to disciplinary action.

Consequences for Violations

Safe Harbor –

An individual needing medical attention or seeking medical attention for another shall not be subject to criminal prosecution if s/he complies with the requirements under law, subject to the limitations set forth in law.[13]

Students **–**

If the investigation results in a substantiated finding of hazing, the investigator **shall recommend appropriate disciplinary action up to and including expulsion, as circumstances warrant, in accordance with the Code of Student Conduct. The student may** also **be subject to disciplinary action by the coach or sponsor, up to and including removal from the activity** or organization. The fact of whether a student qualified for and received safe harbor under a criminal investigation shall be considered in assigning discipline.[4][7][13][22][23]

Nonstudent Violators/Organizational Hazing -

If the investigation results in a substantiated finding that a coach, sponsor, or volunteer affiliated with the student activity or organization engaged in, condoned or ignored any violation of this policy, s/he shall be disciplined in accordance with Board policy and applicable laws and regulations. Discipline could include, but is not limited to, dismissal from the position as coach, sponsor, or volunteer, and/or dismissal from district employment.[24]

If an **organization** is found to have engaged in organizational **hazing,** it shall be subject to the imposition of fines and other appropriate penalties. **Penalties may include rescission of permission for that organization to operate on school property or to otherwise operate under the sanction or recognition of the district.**

Criminal Prosecution –

Any person or organization that **causes or participates in hazing may also be subject to criminal prosecution.[4]**

Replaces Policy 6009 – Hazing adopted September 26, 2016

Book	Policy Manual
Section	200 Pupils
Title	Bullying/Cyberbullying
Code	249
Status	First Reading - June 15, 2020
Legal	1. 24 P.S. 1303.1-A
	2. Pol. 103
	3. Pol. 103.1
	4. Pol. 218
	5. 22 PA Code 12.3
	6. 20 U.S.C. 7118
	7. 24 P.S. 1302-A
	8. Pol. 236
	9. Pol. 233
	Pol. 113.1

Purpose

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

Definitions

Bullying means an intentional electronic, written, verbal or physical act or series of acts directed at another student or students, which occurs in a school setting and/or outside a school setting, that is severe, persistent or pervasive and has the effect of doing any of the following:[1]

1. **Substantially interfering with a student's education.**

2. **Creating a threatening environment.**

3. **Substantially disrupting the orderly operation of the school.**

Bullying, as defined in this policy, includes cyberbullying.

School setting means in the school, on school grounds, in school vehicles, at a designated bus stop or at any activity sponsored, supervised or sanctioned by the school.[1]

Authority

The Board prohibits all forms of bullying by district students.[1]

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

Students are encouraged to use the district's report form, available from the building principal, or to put the complaint in writing; however, oral complaints shall be accepted and documented. The person accepting the complaint shall handle the report objectively, neutrally and professionally, setting aside personal biases that might favor or disfavor the student filing the complaint or those accused of a violation of this policy.

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

Discrimination/Discriminatory Harassment

Every report of alleged bullying that can be interpreted at the outset to fall within the provisions of policies addressing potential violations of laws against discrimination and discriminatory harassment shall be handled as a joint, concurrent investigation into all allegations and coordinated with the full participation of the Compliance Officer. If, in the course of a bullying investigation, potential issues of discrimination or

discriminatory harassment are identified, the Compliance Officer 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 bullying.[2][3]

Confidentiality

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

Retaliation

Reprisal or retaliation relating to **reports of bullying** or participation in an investigation of allegations of bullying is prohibited and shall be subject to disciplinary action.

Delegation of Responsibility

Each student shall be responsible to respect the rights of others and to ensure an atmosphere free from bullying.

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

The Superintendent or designee shall ensure that this policy and administrative regulations are reviewed annually with students.[1]

The Superintendent or designee, in cooperation with other appropriate administrators, shall review this policy every three (3) years and recommend necessary revisions to the Board.[1]

District administration shall annually provide the following information with the Safe School Report:[1]

1. **Board's Bullying Policy.**
2. **Report of bullying incidents.**

3. **Information on the development and implementation of any bullying prevention, intervention or education programs.**

Guidelines

The Code of Student Conduct, which shall contain this policy, shall be disseminated annually to students.[1][4][5]

This policy shall be accessible in every classroom. The policy shall be posted in a prominent location within each school building and on the district website.[1]

Education

The district may develop, implement and evaluate **bullying prevention and intervention programs** and activities. **Programs** and activities **shall provide district staff and students with appropriate training for effectively responding to, intervening in and reporting incidents of bullying.[1][6][7][8]**

Consequences for Violations

A student who violates this policy shall be subject to appropriate disciplinary action consistent with the Code of Student Conduct, which may include:[1][4][9]

1. **Counseling within the school.**
2. **Parental conference.**
3. **Loss of school privileges.**
4. **Transfer to another school building, classroom or school bus.**
5. **Exclusion from school-sponsored activities.**
6. **Detention.**
7. **Suspension.**
8. **Expulsion.**

9. **Counseling/Therapy outside of school.**

10. **Referral to law enforcement officials.**

Replaces Policy 6008.6 – Bullying and Cyberbullying originally adopted November 24, 2008 and revised August 2012, August 2015, August 2017 and June 19, 2019

Book	Policy Manual
Section	200 Pupils
Title	Student Recruitment
Code	250 - NEW
Status	First Reading - June 15, 2020
Legal	1. 51 P.S. 20221 et seq
	2. 10 U.S.C. 503
	3. 20 U.S.C. 7908
	4. 51 P.S. 20222
	5. 24 P.S. 2402 (Military Uniform)
	22 PA Code 403.1

Authority

In accordance with law, the Board shall permit disclosure of required student information about secondary students to representatives of postsecondary institutions and to representatives of the Armed Forces of the United States.[1][2][3]

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

Guidelines

Postsecondary institutions and military recruiters shall have access to secondary students' names, addresses and telephone numbers, unless the student or parent/guardian requests that such information not be released without prior written parental consent.[2][3]

The district shall notify parents/guardians of the right of the secondary student or parent/guardian to request that student information not be released to representatives of postsecondary institutions and/or military recruiters without prior written parental consent.[2][3][4]

The district shall provide a list of graduating seniors, which shall be available to military recruiters by the first day of the academic year of graduation.[4]

Military Personnel

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

Delegation of Responsibility

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

The building principal reserves the right to deny access to students when such access will materially and substantially interfere with the proper and orderly operation and discipline of the school; is likely to cause violence or disorder; or will constitute a violation of the rights of other students.

The Superintendent or designee shall notify parents/guardians prior to the end of the student's junior year about the provisions of this policy. The notice shall include:[4]

1. Notice that the school routinely discloses names, addresses and telephone numbers of junior and senior students to postsecondary institutions and military recruiters, subject to a parent's/guardian's or secondary student's request not to disclose such information without prior written parental consent.

2. Explanation of the parent's/guardian's or secondary student's right to request that information not be disclosed without prior written parental consent.

3. Procedures for how the parent/guardian or secondary student can opt out of the public, nonconsensual disclosure of such information, and the method and timeline for doing so.

REPORT FORM FOR COMPLAINTS OF DATING VIOLENCE

Complainant:

_____

Home Address:

_____

Home Phone:

_____

School Building:

_____

Date(s) of Alleged Incident(s):

Name of person you believe violated the district's policy prohibiting dating violence:

_____

If the alleged dating violence was directed against another person, identify the other person:

_____

Describe the incident as clearly as possible, including what force, if any, was used; verbal statements (i.e. threats, requests, demands, etc.); what, if any, physical contact was involved. Attach additional pages if necessary: _____

_____

_____

_____

_____

When and where incident occurred: _____

List any witnesses who were present: _____

_____

This complaint is based on my honest belief that _____ committed dating violence against me or another person. I certify that the information I have provided in this complaint is true, correct and complete to the best of my knowledge.

_____ _____

Complainant's Signature Date

_____ _____

Received By Date

Book	Policy Manual
Section	200 Pupils
Title	Dating Violence
Code	252 - NEW
Status	First Reading - June 15, 2020
Legal	1. 24 P.S. 1553
	2. Pol. 218
	3. Pol. 103
	4. 71 P.S. 611.13
	5. Pol. 105.1
	6. 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]

Guidelines

Complaint Procedure

When a student believes that s/he has been subject to dating violence, the student is encouraged to promptly report the incident, orally or in writing, to the building principal, guidance counselor, or 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]

If a possible violation of the district's harassment policy is implicated, the building principal shall take additional action as necessary to comply with Board policy and state and federal law and regulations.[3]

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][4]

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][5]

At the request of the parent/guardian, the student may be excused from all or part of the dating violence education program.[1][6]

Book	Policy Manual
Section	200 Pupils
Title	Educational Stability for Children in Foster Care
Code	255 - NEW
Status	First Reading - June 15, 2020
Legal	1. 20 U.S.C. 6311 2. 20 U.S.C. 6312 3. 42 U.S.C. 675 4. 45 CFR 1355.20 5. Pol. 200 6. Pol. 206 7. Pol. 202 8. 20 U.S.C. 1232g 9. Pol. 113.4 10. Pol. 216 11. Pol. 810 34 CFR Part 99

Authority

To ensure the educational stability of children in foster care, the Board requires the district to collaborate with the local children and youth agency and other school districts.[1][2][3]

Definitions

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

Foster care means twenty-four (24) hour substitute care for children placed away from their parents or guardians and for whom the child welfare agency has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, child care institutions, and pre-adoptive homes. A child is in foster care in accordance with this definition regardless of whether the foster care facility is licensed and payments are made by the state, tribal or local agency for the care of the child, whether adoption subsidy payments are being made prior to the finalization of an adoption, or whether there is federal matching of any payments that are made.[4]

School of origin is the school in which a child is enrolled at the time of placement in foster care. If a child's foster care placement changes, the school of origin would then be considered the school in which the child is enrolled at the time of the placement change.

Delegation of Responsibility

The Board designates the Superintendent or designee to serve as the district's point of contact for children in foster care.

The district's point of contact shall coordinate with:[1]

1. Local children and youth agency to:
    a. Establish formal mechanisms to ensure that the district is promptly notified when a child enters foster care or changes foster care placements.
    b. Develop a protocol on how to make best interest determinations; and
    c. Develop and coordinate transportation procedures.
2. Other school districts on issues of transfer of records, transportation and other inter-district activities.

Guidelines

Enrollment/Placement

A child in foster care shall continue to be enrolled in his/her school of origin unless there is a determination that it is not in his/her best interest to attend the school of origin.[1]

Best Interest Determination -

The best interest determination shall be made in accordance with federal and state laws and regulations, court orders, and established local procedures.[1]

In determining whether it is in a child's best interest to remain in his/her school of origin, all factors relating to a child's best interest shall be considered, including the appropriateness of the current educational setting and proximity of foster care placement.[1]

Documentation related to the best interest determination shall be kept in the student's education record.

Enrollment -

When a child in foster care is placed in the district and seeks enrollment in district schools, the district's point of contact shall:[1][5]

1. Ensure the child is immediately enrolled and attending school, even if the records normally required for enrollment pursuant to district policies are not available.
2. Immediately contact the school last attended by the child to obtain relevant academic and other records.

Dispute Resolution -

If a dispute arises over the appropriate school placement for a child in foster care, to the extent feasible and appropriate, the child shall remain in his/her school of origin, pending resolution of the dispute.

Assignment -

If the district is unable to determine the student's grade level due to missing or incomplete records, the district shall administer tests or utilize appropriate means to determine the student's assignment within the school.[6]

Student Who Has Exited Foster Care -

A student who exited foster care may be permitted to finish the semester in this district, if appropriate, with payment of tuition.[7]

Education Records

The district may disclose personally identifiable information from the education records of a student without written consent of the parent(s) or the eligible student if the disclosure is:[8][9][10]

1. To comply with a court order authorizing the disclosure of education records in a case where a parent is a party to a proceeding involving child abuse or neglect or a dependency matter.

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

Transportation

The district shall ensure that children in foster care needing transportation to their school of origin will promptly receive transportation in a cost-effective manner.[2][11]

To ensure that transportation for children in foster care is provided, arranged, and funded, the district shall collaborate with the local children and youth agency to develop a local transportation plan.[2]

The transportation plan shall address the following:[2]

1. The procedure the district and local children and youth agency will follow to:

a. Promptly provide transportation for children in foster care;

b. Promptly arrange transportation for children in foster care; and

c. Ensure transportation is funded in a cost-effective manner and in accordance with Section 475(4)(A) of the Social Security Act.

2. How transportation costs will be covered if additional costs are incurred. Options include:[2]

    a. The local children and youth agency agrees to reimburse the district;

    b. The district agrees to pay for the cost;

    c. The district and the local children and youth agency agree to share the costs; or

    d. The district of origin, the district of current residence, and the placing children and youth agency agree to share the costs.

3. Dispute resolution procedures to ensure that any disagreements regarding the cost of transportation are resolved promptly and fairly, and do not impact a student's ability to remain in the school of origin during the dispute resolution process.

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

Transportation shall be provided to children in foster care in accordance with the local transportation plan regardless of whether transportation is provided to district students.[1][2]

Training

The district's point of contact for children in foster care shall provide professional development and training to school staff on the Title I foster care provisions and education needs of children in foster care, as needed.

Book Policy Manual
Section 200 Pupils
Title 200 Pupils
Code Cross Reference
Status From PSBA

Upper St. Clair Township School District

KEY:

Numbers - existing district policy	Pt Hbk - Parent Handbook	CBA - collective bargaining agreement
Mins - Board minutes	Ft Hbk - Faculty Handbook	News - Newsletter
St Hbk - Student Handbook	ACP - Administrative Compensation Plan	Web - district website

200 PUPILS

POLICY	RESOURCES ***This column should be used to determine which of the district's prior policies need to be retired as a result of the development of this policy section.**	NEW LANGUAGE	DELETIONS/NOTES
200 Enrollment of Students		New policy.	

201 Admission of Students	4007, Ques	Added/Expanded language in compliance with Chapter 11 regulations on admitting a beginner who is 5 years old, if they demonstrate readiness, based on request of parent/guardian, recommendation of district psychologist, and approval of Superintendent. Added recommended language on the Superintendent requiring parents/guardians to submit proof of student age, residency, and required immunizations.	Removed some of the more direct procedures from the policy (e.g. when students can enroll) as this language would be more appropriately placed in administrative regulations.

202 Eligibility of Nonresident Students	6005, 6005.1, Ques	Added/Expanded upon language on the documentation required for enrollment for eligible nonresident students; the Board's right to verify claims of residency, dependency, and guardianship; the removal of a student from school when information in the sworn statement of residential support is found to be false; the Board not being responsible for the transportation of nonresident students; and that tuition rates shall be determined annually, in compliance with School Code and applicable regulations. Added recommended language on students who are residents of institutions, in accordance with law and regulations. Added recommended language on other nonresident students who live with district residents and homeless students. Added recommended language on the Superintendent developing	**NOTE**: Consolidated language from district's policies 6005 and 6005.1 into draft policy 202 to keep all relevant language regarding enrollment of nonresident students in one policy. Retained district language on future residents having four months to establish residency as outlined in policy 6005 and listed on the district questionnaire -- however, this is not in agreement with the language included in policy 6005.1 (gives students a year to establish residency) -- **please review and revise if needed based on actual current district practice.** Language from 6005.1 on foreign exchange students will be addressed in draft policy 239.

		administrative regulations for the enrollment of nonresident students, as well as the Superintendent recommending to the Board for its approval the admission of qualified nonresident students.	

203 Immunizations and Communicable Diseases	4007.2, Ques	Added recommended definitions for "certificate of immunization" and "medical certificate" in accordance with state regulations. Updated language on immunizations in accordance with state regulations and School Code requirements; added language on homeless and foster care students. Added language regarding the designation of school personnel to review student medical certificates, in compliance with state regulations. Added language on the Superintendent investigating and recommending to the Board district-sponsored programs of immunization to safeguard the school community. Added language on Superintendent reporting immunization data to Dept of Health annually by December	Deleted language under Health Records on district requiring parents to complete prior to the student's admission a medical history report form -- language is too broad. Language on HIV Infection (AIDS) is now addressed in new draft policy 203.1. Removed language from Procedure section of policy 4007.2 regarding an assessment of specific health risks by a panel of individuals -- language may be outdated as policy is from 1986.

		31, as required by state regulations. Added recommended language on Superintendent directing that health guidelines and universal precautions be implemented in district schools. Added language on instruction regarding the prevention of communicable and life-threatening diseases being provided at all levels and that parents/guardians shall be informed of and provided opportunities to review curriculum materials relative to said instruction, in accordance with state regulations. Added recommended language on what should be included in health records, in accordance with School Code.	
203.1 HIV Infection		New policy.	

204 Attendance	4002, 4011, 4011.1, 6008, 6012, St hbk, Pt hbk		**NOTE**: This was not truly a standalone policy the district previously, so the language is primarily new. Policy is in compliance with Act 138 of 2016, current School Code, and Ch. 11 regulations requirements. 4002 - used minor language from policy to include nonschool-sponsored educational tours and trips and urgent reasons in listing of situations that are considered excused absences. 4011 - recommended for deletion -- policy is vague and does not add value; is from 1974. 4011.1 - recommended for deletion -- policy is more procedural and from 1985. 6008 - some language was used from the attendance section of this policy -- language regarding truancy offenses has been updated for compliance with current law and regulations. 6012 - although this policy was used as a resource for the drafting of policy 204, no specific language was used as the situations listed have been reworded to more

			closely align with current law and regulations regarding attendance; policy is from 1989.
206 Assignment Within District		New policy.	
207 Confidential Communications of Students	6008	Expanded language and made a standalone policy -- added language on school personnel complying with all federal and state laws, regulations and Board policy regarding confidential communications of students. Added Delegation of Responsibility section to outline that information may be revealed in qualifying circumstances.	
208 Withdrawal From School	St hbk	New policy.	
209 Health Examinations/Screenings	St hbk, Pt hbk	New policy.	
209.1 Food Allergy Management		New policy.	
209.2 Diabetes Management		New policy.	

210 Medications	6001, St hbk, Pt hbk		**NOTE**: Although policy 6001 was used as a resource for this policy, no specific language was used from it as it was last updated in 2000 and is vague. New language was included to align with state law and regulations.
210.1 Possession/Administration of Asthma Inhalers/Epinephrine Auto-Injectors	Ques, CBA	New policy.	
212 Reporting Student Progress	4009, 4010, St hbk, Pt hbk		**NOTE**: Although policies 4009 and 4010 were used as resources for this policy, no specific language was used from them as they were last updated in 1974. Language was included to align with School Code and state regulations.
215 Promotion and Retention		New policy.	
216 Student Records	6006, Pt hbk		**NOTE**: Although policy 6006 was used as a resource for this policy, no specific language was used from it as it was last updated in 1974 and is vague. New language was included to align with state law and regulations as well as FERPA requirements.
217 Graduation	Ques, St hbk	New policy.	

218 Student Discipline	6008, Ques, St hbk, Pt hbk	Majority of policy is new language -- expanded language on discipline to address development of Code of Student Conduct, students with disabilities, off-campus activities, implementation of necessary rules and regulations and policy, and language on referral to law enforcement and reporting requirements under the Safe Schools Act.	6008 - incorporated language on prohibition of corporal punishment and use of reasonable force.

218.1 Weapons	6008.4, 7016	Added definition of possession as a recommendation for clarity. Updated language on expulsions for possession of weapons by the student to better align with School Code. Revised language on handling of situations involving students with a disability to better reflect law and regulations. Added language on Superintendent reacting promptly to information or knowledge concerning possession of weapons. Added/updated language regarding the reporting of incidents of weapons violations and notification to parents/guardians, in compliance with School Code and Chapter 10 regulations. Added language on possession or discharge of a firearm within 1,000 feet of school grounds being prohibited, in	7016 - recommended for deletion -- majority of the language is the same as in 6008.4; the prohibition of members of the public bringing weapons onto school property will be addressed more generally in the 900 Community section of the policy manual.

		compliance with federal law. Added recommended language on transfer students received during an expulsion period for an offense involving a weapon, in accordance with School Code.	

218.2 Terroristic Threats	6008.5, 7015	Added definition of communicate as a recommendation and to reflect state law. Added language on students with disabilities to reflect current law and regulations. Added recommended language on the Board requiring a student who was expelled for making threats to provide competent and credible evidence that the student does not pose a risk of harm to others. Added language on the Superintendent reacting promptly to information/knowledge concerning a possible or actual terroristic threat, in accordance with state law and regulations, procedures from the MOU, and the district's emergency preparedness plan. Added/Expanded language on memorandum of understanding, referrals to law enforcement and reporting requirement	**NOTE**: Policies 6008.5 and 7015 are essentially the same and were consolidated into draft policy 218.2. Threats to the school via members of the public will be addressed in the 800 Operations section in specific school safety and security policies. Deleted definition of and references to terroristic act, which is very broad and is not derived from any specific legal authority.

		language in accordance with School Code provisions and Chapter 10 regulations.	
220 Student Expression/Distribution and Posting of Materials	6008		**NOTE**: While some language was used from policy 6008, revised policy significantly based on recent revisions by PSBA's legal team for compliance with current case law. **Please note -- recommended procedures were added as an attachment to this policy.** The attachment contains definitions that reflect the policy language for clear implementation, and also contains options that the district should select and modify to specify the appropriate time, place and manner for distribution of materials by students within the school setting. A copy of the attached procedures should also be included in student handbooks.

221 Dress and Grooming	6008, St hbk, Pt hbk	Added language on the building principal being responsible for monitoring student dress and grooming and to enforce policy and school rules for such. Added recommended language on the Superintendent ensuring that all school rules implementing this policy impose only the minimum necessary restrictions, in accordance with Chapter 12 regulations. Added recommended language on staff demonstrating by example positive attitudes toward neatness, cleanliness, etc.	

222 Tobacco/Nicotine	3011	Updated definition of tobacco and added definitions of nicotine and nicotine delivery product based on pending legislation -- at this time, the courts cannot fine students for possession or using nicotine or nicotine delivery products at school, only tobacco. The provisions of law that are specific to tobacco, and which cannot be attributed to nicotine or nicotine delivery products, are identified by a separate heading, as appropriate. Added recommended language on students with disabilities, in compliance with state and federal laws and regulations. Added language on the Superintendent notifying students, parents/guardians, and staff about this policy by publishing information in applicable documents (i.e. handbooks) and by other efficient methods, in accordance with law. Added language on the Superintendent	

		developing administrative regulations for the implementation of this policy. Added language on reporting incidents and notifying parents/guardians of incidents, in accordance with on Safe Schools requirements and Chapter 10 regulations.	
223 Use of Bicycles/Motor Vehicles	6013, 7003.3, St hbk	Policy has been revised to be less procedural in nature, but still reflects the requirement for students to obtain a parking permit from the principal to use their vehicles for travel to and from school. Included language on the prohibition of skateboards, mini-bikes, etc. based on language in student handbook. Added recommended language on the Board not being responsible for bicycles or vehicles that are lost, stolen, or damaged, or for injuries arising from their use.	**NOTE**: Included the use of bicycles in drafted policy -- **please review and revise if needed based on current district practice.** 7003.3 - recommended deletion -- policy has not been updated since 1979 and is very procedural regarding traffic control on school property. This type of language would be more appropriately maintained in administrative regulations.

224 Care of School Property	6002		**NOTE**: Although policy 6002 was used as a resource for this draft policy, no specific language was used as the policy is from 1974 and may be out-of-date with current district practice. Policy has been replaced with draft policy 224 - Care of School Property, which is compliant with School Code and outlines expectations of students to maintain proper care of school property, supplies, and equipment and that vandalism of school property shall lead to disciplinary measures, including potential prosecution under law.
226 Searches	6008, Sthbk		**NOTE**: Although policy 6008 was used as a resource, replaced policy with recommended language, which was drafted by PSBA legal staff to apply to all types of searches and to comply with applicable court cases. **Please review and revise as necessary with school solicitor.**

227 Controlled Substances/Paraphernalia	6001.1, 6018, 7011, Sthbk	Expanded upon language from 6001.1 and 6018 to more thoroughly address prohibition of controlled substances and paraphernalia in accordance with state and federal law and regulations. Added language on addressing students with disabilities, in accordance with law. Added language on off-campus activities for consistency with other policies. Added PSBA recommended language on referrals to law enforcement and reporting requirements, in accordance with Safe Schools law and Chapter 10 regulations. Added recommended language on reasonable suspicion/testing.	7011 - recommended deletion -- policy is redundant with other controlled substances policies and does not add any additional value.

229 Student Fundraising	6007		**NOTE**: Policy 6007 was used as a resource, but no specific language from the policy was used as it was adopted in 1974 and may no longer be accurate with district practice. **Please review the drafted policy and make any necessary changes based on current practice.**
230 Public Performances by Students	4012		**NOTE**: Language in policy 4012 is generally procedural and is from 1973 -- replaced with more concise PSBA recommended language.
231 Social Events and Class Trips		New policy.	
233 Suspension and Expulsion	6008		Revised policy significantly for better flow and clarity, as well as to better align with applicable law and regulations. Added new language regarding adjudication, attendance/school work during suspension and after expulsion, and the responsibility of the Superintendent to develop administrative regulations for the implementation of the policy.
234 Pregnant/Parenting/ Married Students		New policy.	

235 Student Rights and Responsibilities	6008, Pt hbk	Expanded policy to include language on the Board's authority and responsibility to establish reasonable rules and regulations for the conduct and deportment of district students; that violations may result in disciplinary action; the listing of students' rights and responsibilities shall be distributed annually to students and parents/guardians; and that the Superintendent shall develop administrative regulations to ensure student rights are properly recognized and maintained.	
235.1 Surveys		New policy.	
236 Student Assistance Program	6017, St hbk, Pt hbk		**NOTE**: Although policy 6017 was used as a resource for the drafting of policy 236, no specific language was used as the policy is vague and from 1988. Replaced with recommended PSBA language on Student Assistance Program -- **please review and revise as needed based on current district practice.**
237 Electronic Devices	St hbk	New policy.	

239 Foreign Exchange Students	6005.1		**NOTE**: Although policy 6005.1 was used as a resource for the drafting of policy 239, no specific language was used as the policy is vague and from 1991. Replaced with recommended PSBA language on foreign exchange students in compliance with law and regulations -- **please review and revise as needed based on current district practice.**
246 School Wellness	6020, Ques, St hbk, Pt hbk	Expanded language on annual notification to the public regarding school wellness policy to better reflect applicable law and regulations. Added recommended language on the district establishing administrative regulations to implement fundraising activities. Incorporated standards for competitive foods which do not meet or exceed the Smart Snacks in School nutrition standards, based on district responses on questionnaire. Added section on management of food	

		allergies in district schools as a recommendation.	
247 Hazing	6009, Ques, St hbk		Updated policy significantly based on Act 80 of 2018 -- updated/added to definitions; added language on Safe Harbor provision; added language specifying that notifications to applicable individuals need to include rules, penalties and the program established by the district for enforcement of policy; added language on coaches and all sponsors/volunteers affiliated with an activity/organization being expected to read and abide by the policies/procedures and codes of conduct. **Please see PNN Vol. V 2018 for more information.**
249 Bullying/Cyberbullying	6008.6, St hbk, Pt hbk	Revised language on reporting process to include clarifications regarding oral and written reports, how the person accepting the report should handle such reports, and directing reports to be reviewed for conduct which may fall under or be subject to a different policy. Added recommended language on proper handling of reports of bullying/cyberbullying	

		that could also be interpreted initially to fall within the provisions of law against discrimination or discriminatory harassment.	
250 Student Recruitment		New policy.	
252 Dating Violence		New policy.	
255 Educational Stability for Children in Foster Care		New policy.	

Customizing Learning,
Nurturing Potential...
Delivering Excellence

Memo

To: Dr. John Rozzo, USC Board Members

From: Scott P. Burchill SPB

Date: June 15, 2020

RE: FINANCIAL SUMMARY AND PRELIMINARY FINANCIAL STATEMENTS (PRELIMINARY AND UNAUDITED)

Financial statements for the General Fund and Capital Reserve Fund for the period ended May 31, 2020 are enclosed for your review. Also, the Cafeteria Fund financial statements are included for the period ending April 30, 2020. The reports reflect the realized revenues and expenses incurred from July 1, 2019.

GENERAL FUND

	2019-20	2019-20 through May 31, 2020		2018-19	2018-19 through May 31, 2019	
(in millions of dollars)	Budgeted	Actual	% of Budget	Budgeted	Actual	% of Budget
Current Real Estate Revenues	$57.29	$57.43	100%	$55.11	$54.89	100%
EIT	$5.67	$4.43	78%	$5.67	$4.31	76%
All Other Local Revenues	$4.17	$3.65	88%	$3.87	$4.03	104%
State Revenues	$18.10	$14.81	82%	$17.51	$16.07	92%
Federal Revenues	$0.38	$0.26	68%	$1.45	$1.19	82%
All Other	$0.03	$0.00	0%	$0.00	$1.93	0%
Total Revenues	$85.64	$80.58	94%	$83.61	$82.42	99%
Expenditures	$85.64	$69.94	82%	$83.62	$69.74	83%
Revenues less Expenditures	*$0.000*	*$10.64*		*($0.010)*	*$12.68*	

Balance Sheet	As of May 31, 2020	As of June 30, 2019 *(audited)*
Cash and Marketable Securities	$21,409,262	$14,742,854
Total Assets	$26,061,560	$20,785,745
Total Liabilities	$6,363,585	$11,553,584
Nonspendable Reserves	$673,342	$863,574
Adjustment to Fund Balance	$10,656,046	$0
Fund Balance	$8,368,587	$8,368,587

The General Fund revenue and expenditures are approximately the same as last year on a percentage basis (net of the bond proceeds posted last year). Delinquent real estate tax and interest income are behind last year's revenue-to-date. The effects of COVID-19 will negatively impact 2019-20 revenue including EIT, mercantile tax, delinquent tax, rental fees, real estate transfer tax and interest income. It is anticipated that the final quarter EIT payment for 2019-20 will take a significant drop when compared to last year. The final EIT payment will be received in August 2020. Last year the payment was approximately $850k.

CAFETERIA FUND

	Budget 2019-20	2019-20 through April 30, 2020	Budget 2018-19	2018-19 through April 30, 2019
Revenues	$1,776,296	$1,356,453	$1,744,420	$1,419,445
Expenditures	$1,700,771	$1,544,150	$1,736,609	$1,480,233
Net	*$75,525*	*($187,697)*	*$7,811*	*($60,788)*

	As of April 30, 2020	As of June 30, 2019 *(audited)*
Cash and Marketable Securities	$166,748	$49,196
Total Assets	$194,515	$87,509
Total Liabilities	$591,739	$297,036
Unassigned Fund Balance	*($397,224)*	*($209,527)*

Unforeseen equipment repair/replacement expenses in the cafeteria have negatively impacted the net profit for the fund. Aramark has guaranteed a $75k profit *(net of the equipment repairs or other unbudgeted expenses)* for the 2019/20 school year.

The effects of COVID-19 will negatively impact the cafeteria fund. Food sales ended on March 13th. However, wages are being paid to the food service workers as per PA State legislation(Act 13 of 2020). The liability to the General Fund will need to be written off at the end of the year. Approximately, a $500k adjustment will be recorded as an expense to the General Fund.

CAPITAL RESERVE FUND

	Budget 2019-20	2019-20 through May 31, 2020	Budget 2018-19	2018-19 through May 31, 2019
Revenues	$267,000	$271,196	$285,000	$291,734
Expenditures	$395,442	$402,641	$286,097	$283,499
Net	*($128,442)*	*($131,445)*	*($1,097)*	*$8,235*

	As of May 31, 2020	As of June 30, 2019 *(audited)*
Cash and Marketable Securities	$219,374	$367,038
Total Assets	$219,374	$367,038
Total Liabilities	$0	$16,216
Total Reserves	*$219,374*	*$350,822*

CONSTRUCTION FUND

	Budget 2019-20	2019-20 through May 31, 2020	Budget 2018-19	2018-19 through May 31, 2019
Revenues	N/A	$117,301	N/A	$20,047,909
Expenditures	N/A	$6,063,413	N/A	$13,314,783
Net		*($5,946,112)*		*$6,733,126*

	As of May 31, 2020	As of June 30, 2019 *(audited)*
Cash and Marketable Securities	$2,115,280	$10,537,719
Total Assets	$2,115,280	$10,537,719
Total Liabilities	$1,079,034	$3,142,338
Fund Balance	*$1,036,246*	*$7,395,381*

BUDGET TRANSFER

Budget transfers of $20,000.00 are enclosed for your review and approval.

Cc: Rebecca Berquist, Treasurer

PUBLIC COMMENTS

JUNE 15, 2020

Kelly Rackley

1180 Polaris Circle

I would request that the board please consider the severity of the mental health of our youth. My twin boys are scheduled to start their 6th grade year at Fort Couch this August. They are both good students and active in the community. One of my boys has been diagnosed with anxiety, ADHD and OCD. his twin brother has been a typical 12-year-old who loves spending time with his friends and being active in sports. While both boys had initially adjusted to the online learning, I'm seeing over time the longer-term effects it's having on both. Individually so! My son who has been clinically diagnosed has had his struggles, but we handle those. It's his twin brother, the child I DIDN'T have to worry about, that I find myself worrying the most about as we enter month 3. He's retreating. He's quieter than normal. He's not the same boy. The longer this goes on, the more increasingly I worry. He can't be the only kid experiencing this. He's a quiet and more reserved kid to begin with, BUT if something concerns him he tells us. He's just not talking. He doesn't seem to care much anymore. I worry about him, but also about the mass number of other kids who are also not dealing with this. I watch and listen to what mothers say on social media. Grown women are struggling. How can we expect our youth to handle it any better?! These children need their lives back. We did what was asked! We stayed at home! We flattened the curve! Our numbers showed testament to that fact. It's imperative to our children's health both physically and mentally to return to normal! They need socialization and contact in many forms. We need to reintegrate them back into their normal lives. The numbers speak for themselves. The mass community have not been affected by this pandemic. Yes, people died, but so have many others from other forms that aren't being mentioned for one reason or another. I know of more passings from cancer this year than of COVID19. Our children need to get back to their normal lives. Sooner rather than later.

Respectfully,

Kelly Rackley

Tara Kennedy

829 Somerville dr

Thank you for your service to our community. I am asking (begging) that school returns to brick and mortar this fall. The toll on my children Jordan (daughter)8th grade and Judah(son) 10th grade has been immense. The academic disconnect and the lack of face to face teaching will have ramifications that will carry through their life time. The emotional challenges that have never been an issue are presenting due to online learning. Judah and Jordan need to see their teachers, fellow students, and ancillary staff. They need, need, need, to be able to return in the fall to in-person classrooms. I know these are difficult times, but please - the solutions have shown to be more detrimental than the virus.

Jon Killion

801 Somerville Dr

In regards to the 2021 school year, my daughter is entering kindergarten at Eisenhower. Having in-school teaching is crucial at her age as well as the socialization skills. I hate for her first school experience to be based on an online curriculum, missing out on all the experiences of being in school, riding the bus, eating lunch in the cafeteria, meeting new friends, learning new things everyday. I plead with you to understand the ramifications of our youth, if you do not let them back into school.

Thank you,

Jon Killion

Elizabeth Reitz

1343 Old Meadow Rd

My comment is regarding how instruction should be carried out in the fall. If we are doing remote instruction to any degree, I ask that live, direct instruction be the focus of the curriculum. The current arrangement of videos prepared by teachers is not ideal for learning. I understand we were all unprepared by the changes that were necessary to make for this school year and USC did a good job of quickly responding to the need for online learning. But for the fall, I ask for more interactive, small group face time with teachers. The videos do not engage our kids, and without discussion of the material I am concerned that little learning is occurring. Thank you.

Sheela Raju

2340 Norton Road, Pittsburgh, PA 15241

Dear Directors,

I am a mother to 2 children and we live in USC, and according to me, the opening of the schools in fall should be driven purely on the basis of overall safety and not for the purpose of boosting the economy or for appearing normal.

I feel that this impatience and over enthusiasm to open up the economy is putting everyone's lives and well-being in danger.

I hope that the respected members of the Board will take everything into consideration.

Tracey Ruffner

2672 Rossmoor Drive

Please, Please, Please allow the children to return to school in the Fall. As increased sanitizing is needed, so is face-to-face education and interaction. Being in the school buildings is important to better focus and support families, along with socialization.

Anne Dittoe

2337 Weston Drive

I urge the school board to plan for in-person school attendance this fall. For students with IEPs and 504 plans, this is especially critical. Thank you for your support.

Heather shields

1553 ALLISON DR

We need our schools back. All 3 of my boys LOVED, past tense, school. This online schooling is taking a toll on them, their childhood, their future- as now they are hating any talk of "Pick up your ipad and take attendance!". They are not thriving, they are depressed, they are missing social skills opportunities, sports that teach them so much, and it's become all too much. PLEASE open up our schools- the numbers are PROOF- we are risking this entire generation of USC kids for what??????? Our youth need their school days back. I chose USC for many reasons and believe you will do the right thing which is to restore their schooling for the sake of so much mental health at a crucial age, which MOST are suffering.

Maria Simbra Burkett

2276 Glendale Dr

I am writing to express SUPPORT of CONTINUED REMOTE LEARNING in the new school year.

Why I oppose in-person instruction:

Even as coronavirus case numbers fall, the pandemic is not over. Over the summer, families will relax social distancing, travel to a variety of locations, and endure unknown exposures. When the students reunite in the fall, the microbiological milieu will be particularly risky.

While only the rare child will come down with severe illness, people around them may be more susceptible. Note that Sweden, which did not shut down its schools, has one of the highest per capita death rates in the world.

If you do reopen the schools, I hope, for the safety of the staff and students, masks and barriers between students would be required. I hope that cleaning would increase in frequency and rigor. I hope that contact tracing capability and a quarantine plan would be in place in case of infection. I hope children who come down with coronavirus would not be vilified.

However, I have noticed even adults aren't able to comply with social distancing. They speak loudly and do not mask consistently. I anticipate it will be difficult to enforce masking and distance precautions on school buses and in a classroom setting.

The inevitability of a case or outbreak of coronavirus needs to be addressed. Recognize the disruption this will bring -- entire classrooms (students and staff) will have to stay home for two weeks (or longer depending on symptom duration), and rounds of testing may be required for students and families. This could occur multiple times through the school year for the same or different classrooms and school buildings.

Why I favor remote instruction:

Remote instruction keeps everyone's germs to themselves, and there are academic and developmental benefits that I have directly observed in my own household.

Much to my surprise, my daughter in sixth grade has THRIVED in on-line school. She has grown in

independence and initiative and self-assessment. She is able to pace herself. It gives structure to her day.

I do not perceive that she misses out on social connection. She interacts with friends by text and video chat after her school assignments are completed. Sometimes they do crafts or watch movies together. Even these activities add to the structure of her day.

Work and business activities are moving to the virtual realm, and I suspect, for good. How to operate their is an important life skill for kids to master. I view remote learning as a step to further this competency.

I empathize with the parents who find remote learning for their children challenging for a number of reasons. They make it loud and clear. I understand the situation is not ideal for everyone.

Consider surveying parents on their preferences. Perhaps if the remote option were offered to those who request it, this would help to decrease the number of children in the classrooms, should you decide to reopen the schools.

I appreciate the difficult decision before you. Thank you for considering my concerns.

Maria Simbra Burket

Wendy fleming

281 Johnston rd

Please send kids back without masks!! There are very little-known cases of kids getting this virus. The mental health of our kids is just as important as their physical health. Not to mention how bad it is for your health to wear a mask in the first place. Thank you for your consideration!

Debra Levy

428 Cadberry Court

The children need to be back in school, full time with their friends. Until there is reason to believe there is another outbreak, I would think bringing them back to as close to normal would be best. Of course, more emphasis on hand washing, staying home if your sick and extra cleaning of the school make sense, but they seriously need to be back to normal.

Sidd Mukherjee

385 Oaklawn Drive

This is regarding the proposed fall reopening for the new school year:

1. How will physical distancing be ensured in the classrooms, cafeterias and corridors?

2. What is the policy on mask usage in the school premises.

3. Is there a plan to move to a hybrid instruction model - in which part of the curriculum will be delivered online?

4. Is there a mechanism in place to do contact tracing?

Thank you

Sincerely

- Sidd Mukherjee