

Fox Chapel Area School District

Agenda Study Session

March 2, 2026

Finance Report – January 2026

**Fund 10 Financial Report for the Month of:  
January, 2026**

**FISCAL YEAR 2025-2026**

| <b>REVENUES</b>                     | <b>ORIGINAL<br/>BUDGET</b> | <b>ADJUSTED<br/>BUDGET</b> | <b>Budget Change</b> | <b>CURRENT MONTH<br/>RECEIPTS*</b>      | <b>FISCAL YEAR TO<br/>DATE**</b> |
|-------------------------------------|----------------------------|----------------------------|----------------------|-----------------------------------------|----------------------------------|
| Balance Sheet Receipts              |                            |                            |                      | \$ 5,020,000.00                         |                                  |
| 1000 - Instruction                  |                            |                            |                      | \$ -                                    |                                  |
| 2000 - Support Services             |                            |                            |                      | \$ 3,428.02                             |                                  |
| 3000 - Non-Instructional            |                            |                            |                      | \$ 23,090.88                            |                                  |
| 4000 - Facilities                   |                            |                            |                      | \$ -                                    |                                  |
| 5000 - Other Financing Uses         |                            |                            |                      | \$ -                                    |                                  |
| Total Expenditure Contras           |                            |                            |                      | \$ -                                    |                                  |
| 6000-Local Revenue -                | \$ 94,503,838              | \$ 94,522,824              | \$ 18,986.25         | \$ -                                    | \$ 85,631,713.25                 |
| 7000-State Revenue -                | \$ 25,091,207              | \$ 25,308,039              | \$ 216,832.41        | \$ 23,090.88                            | \$ 13,816,455.13                 |
| 8000-Federal Revenue -              | \$ 1,027,794               | \$ 1,027,794               | \$ -                 | \$ 1,904,456.25                         | \$ 541,265.36                    |
| 9000-Other Financing Sources -      | \$ 60,000                  | \$ 60,000                  | \$ -                 | \$ 653,470.22                           | \$ 11,269,506.51                 |
| Unassigned FB/Reserve               | \$ 1,500,000               | \$ 1,500,000               | \$ -                 |                                         |                                  |
| <b>TOTAL REVENUES/RECEIPTS</b>      | <b>\$ 122,182,839</b>      | <b>\$ 122,418,658</b>      | <b>\$ 235,819</b>    | <b>\$ 7,601,017.35</b>                  | <b>\$ 111,258,940.25</b>         |
| <b>EXPENDITURES</b>                 | <b>ORIGINAL<br/>BUDGET</b> | <b>ADJUSTED<br/>BUDGET</b> | <b>Budget Change</b> | <b>CURRENT MONTH<br/>DISBURSEMENTS*</b> | <b>FISCAL YEAR TO<br/>DATE**</b> |
| Balance Sheet                       |                            |                            |                      | \$ 24,955,308.47                        |                                  |
| 1000-Instruction -                  | \$ 72,822,450              | \$ 72,828,886              | \$ 6,436.25          |                                         | \$ 66,412,161.93                 |
| 2000-Support Services -             | \$ 35,754,537              | \$ 35,975,919              | \$ 221,382.41        | \$ 5,784,981.13                         | \$ 28,438,886.54                 |
| 3000-NonInstructional Services -    | \$ 3,332,003               | \$ 3,340,003               | \$ 8,000.00          | \$ 774,924.07                           | \$ 2,927,409.62                  |
| 4000-Facilities (Buildings/Sites) - | \$ 1,962,029               | \$ 1,962,029               | \$ -                 | \$ 998,942.09                           | \$ 447,073.73                    |
| 5000-Other Financing Uses -         | \$ 7,817,902               | \$ 7,817,902               | \$ -                 | \$ 95,074.02                            | \$ 7,614,156.66                  |
| 6000-Local Revenue -                |                            |                            |                      | \$ 87,125.00                            |                                  |
| 7000-State Revenue -                |                            |                            |                      | \$ 2,002,876.93                         |                                  |
| 8000-Federal Revenue -              |                            |                            |                      | \$ 37,064.24                            |                                  |
| 9000-Other Financing Sources -      |                            |                            |                      | \$ -                                    |                                  |
| Budgetary Reserve                   | \$ 1,500,000               | \$ 1,500,000               | \$ -                 | \$ -                                    |                                  |
| <b>TOTAL DISBURSEMENTS</b>          | <b>\$ 123,188,921</b>      | <b>\$ 123,424,740</b>      | <b>\$ 235,819</b>    | <b>\$ 34,736,295.95</b>                 | <b>\$ 105,839,688.48</b>         |
| Net Change                          | <b>-\$ 1,006,082</b>       | <b>-\$ 1,006,082</b>       | <b>\$ 0</b>          | <b>\$ 34,736,295.95</b>                 | <b>as of 2.11.26</b>             |
|                                     |                            |                            | <b>Net Change</b>    | <b>-\$ 27,135,278.60</b>                |                                  |

\*Current Month Receipts & Disbursements reflect actual money taken in or paid out during the month. They may not necessarily be attributed to the current fiscal year.

\*\* Fiscal Year to Date totals reflect actual allocations for current Fiscal Year, including all adjusting entries. Expenditures include encumbrances.

**Fund 10 Bank Reconciliation for the Month of:  
January, 2026**

|                                              |                        |                            |                       |                       |                        |                        | INVESTMENT ACCOUNTS    |                       |                     |  |
|----------------------------------------------|------------------------|----------------------------|-----------------------|-----------------------|------------------------|------------------------|------------------------|-----------------------|---------------------|--|
|                                              |                        | FNB - GENERAL              | FNB - TAX             | FNB - ATHLETIC        | PSDLAF MAX             | FNB - MM               | PSDLAF - INVESTMENTS   | PLGIT                 | INVEST              |  |
| <b>STARTING BANK BALANCE:</b>                |                        | <b>TOTAL G/L Cash Acct</b> |                       |                       |                        |                        |                        |                       |                     |  |
| Starting Cash Balance                        | \$28,434,956.01        | \$1,800,000.00             | \$4,376,746.57        | \$3,291.02            | \$22,254,918.42        | \$20,486,077.02        | \$15,005,775.39        | \$8,820,506.57        | \$527,348.23        |  |
| Sweep Balance                                | \$5,199,346.50         | \$5,199,346.50             |                       |                       |                        |                        |                        |                       |                     |  |
| <b>Total Starting Cash Balance</b>           | <b>\$33,634,302.51</b> | <b>\$6,999,346.50</b>      | <b>\$4,376,746.57</b> | <b>\$3,291.02</b>     | <b>\$22,254,918.42</b> | <b>\$20,486,077.02</b> | <b>\$15,005,775.39</b> | <b>\$8,820,506.57</b> | <b>\$527,348.23</b> |  |
| Outstanding Checks                           | \$237,505.48           | \$237,505.48               |                       |                       |                        |                        |                        |                       |                     |  |
| Outstanding Payroll                          |                        | \$4,094.14                 |                       |                       |                        |                        |                        |                       |                     |  |
| <b>TOTAL</b>                                 | <b>\$33,396,797.03</b> | <b>\$6,761,841.02</b>      | <b>\$4,376,746.57</b> | <b>\$3,291.02</b>     | <b>\$22,254,918.42</b> | <b>\$20,486,077.02</b> | <b>\$15,005,775.39</b> | <b>\$8,820,506.57</b> | <b>\$527,348.23</b> |  |
| <b>STARTING BALANCE SHEET:</b>               |                        |                            |                       |                       |                        |                        |                        |                       |                     |  |
| Starting B/S Balance                         | \$33,385,921.18        | \$6,750,965.22             | \$4,376,746.57        | \$3,291.02            | \$22,254,918.37        | \$20,486,077.03        | \$15,005,775.39        | \$8,820,506.57        | \$527,348.23        |  |
| Outstanding Payroll Checks                   | \$4,094.14             | \$4,094.14                 |                       |                       |                        |                        |                        |                       |                     |  |
| <b>TOTAL ADJUSTED STARTING BALANCE SHEET</b> | <b>\$33,390,015.32</b> | <b>\$6,755,059.36</b>      | <b>\$4,376,746.57</b> | <b>\$3,291.02</b>     | <b>\$22,254,918.37</b> | <b>\$20,486,077.03</b> | <b>\$15,005,775.39</b> | <b>\$8,820,506.57</b> | <b>\$527,348.23</b> |  |
| <b>(BANK)DEPOSITS/ADDITIONS:</b>             |                        |                            |                       |                       |                        |                        |                        |                       |                     |  |
| Investment /Redemption                       | \$7,583,561.64         |                            |                       |                       | \$7,583,561.64         | \$0.00                 | \$0.00                 | \$0.00                | \$0.00              |  |
| Fund 10 Bank Transfers                       | \$5,020,000.00         | \$5,000,000.00             | \$0.00                | \$20,000.00           | \$0.00                 | \$0.00                 | \$0.00                 | \$0.00                | \$0.00              |  |
| Intrafund Transfers                          | \$0.00                 | \$0.00                     | \$0.00                | \$0.00                | \$0.00                 | \$0.00                 | \$0.00                 | \$0.00                | \$0.00              |  |
| Deposits                                     | \$2,329,222.99         | \$184,884.85               | \$1,491,563.64        | \$900.28              | \$651,874.22           | \$0.00                 | \$0.00                 | \$0.00                | \$0.00              |  |
| Interest/Dividends                           | \$255,222.38           | \$5,107.93                 | \$3,045.00            | \$7.10                | \$77,816.16            | \$55,784.07            | \$85,011.72            | \$26,739.19           | \$1,711.21          |  |
| <b>TOTAL ADDITIONS</b>                       | <b>\$15,188,007.01</b> | <b>\$5,189,992.78</b>      | <b>\$1,494,608.64</b> | <b>\$20,907.38</b>    | <b>\$8,313,252.02</b>  | <b>\$55,784.07</b>     | <b>\$85,011.72</b>     | <b>\$26,739.19</b>    | <b>\$1,711.21</b>   |  |
| <b>(G/L)CURRENT REVENUES/RECEIPTS:</b>       |                        |                            |                       |                       |                        |                        |                        |                       |                     |  |
| Investment /Redemption                       |                        |                            |                       |                       | \$7,583,561.64         | \$0.00                 | \$0.00                 | \$0.00                | \$0.00              |  |
| Fund 10 Bank Transfers                       | \$5,020,000.00         | \$5,000,000.00             | \$0.00                | \$20,000.00           | \$0.00                 | \$0.00                 |                        | \$0.00                | \$0.00              |  |
| Intrafund Transfers                          | \$0.00                 | \$0.00                     | \$0.00                | \$0.00                | \$0.00                 |                        |                        | \$0.00                | \$0.00              |  |
| Balance Sheet Receipts                       | \$3,428.02             | \$3,428.02                 | \$0.00                | \$0.00                | \$0.00                 |                        |                        | \$0.00                | \$0.00              |  |
| 1000 - Instruction                           | \$23,090.88            | \$23,090.88                | \$0.00                | \$0.00                | \$0.00                 |                        |                        |                       |                     |  |
| 2000 - Support Services                      | \$0.00                 | \$0.00                     | \$0.00                | \$0.00                | \$0.00                 |                        |                        |                       |                     |  |
| 3000 - Non-Instructional                     | \$0.00                 | \$0.00                     | \$0.00                | \$0.00                | \$0.00                 |                        |                        |                       |                     |  |
| 4000 - Facilities                            | \$0.00                 | \$0.00                     | \$0.00                | \$0.00                | \$0.00                 |                        |                        |                       |                     |  |
| 5000 - Other Financing Uses                  | \$0.00                 | \$0.00                     | \$0.00                | \$0.00                | \$0.00                 |                        |                        |                       |                     |  |
| Total Expenditure Contras                    | \$23,090.88            | \$23,090.88                | \$0.00                | \$0.00                | \$0.00                 | \$0.00                 | \$0.00                 | \$0.00                | \$0.00              |  |
| 6000-Local Revenue -                         | \$1,904,456.25         | \$161,877.88               | \$1,494,608.64        | \$907.38              | \$77,816.16            | \$55,784.07            | \$85,011.72            | \$26,739.19           | \$1,711.21          |  |
| 7000-State Revenue -                         | \$653,470.22           | \$1,596.00                 | \$0.00                | \$0.00                | \$651,874.22           | \$0.00                 |                        |                       |                     |  |
| 8000-Federal Revenue -                       | \$0.00                 | \$0.00                     | \$0.00                | \$0.00                | \$0.00                 | \$0.00                 |                        |                       |                     |  |
| 9000-Other Financing Sources -               | \$0.00                 | \$0.00                     | \$0.00                | \$0.00                | \$0.00                 | \$0.00                 |                        |                       |                     |  |
| <b>TOTAL REVENUES/RECEIPTS</b>               | <b>\$7,604,445.37</b>  | <b>\$5,189,992.78</b>      | <b>\$1,494,608.64</b> | <b>\$20,907.38</b>    | <b>\$8,313,252.02</b>  | <b>\$55,784.07</b>     | <b>\$85,011.72</b>     | <b>\$26,739.19</b>    | <b>\$1,711.21</b>   |  |
| <b>TOTAL REVENUES FOR DISBURSEMENT</b>       |                        | <b>\$2,584,445.37</b>      | <b>\$189,992.78</b>   | <b>\$1,494,608.64</b> | <b>\$907.38</b>        | <b>\$729,690.38</b>    | <b>\$55,784.07</b>     | <b>\$85,011.72</b>    | <b>\$26,739.19</b>  |  |
| Difference                                   | \$0.00                 | \$0.00                     | \$0.00                | -\$0.00               | \$0.00                 | \$0.00                 | \$0.00                 | \$0.00                | \$0.00              |  |
| <b>DEDUCTIONS:</b>                           |                        |                            |                       |                       |                        |                        |                        |                       |                     |  |
| A/P Checks Written                           | \$1,971,466.37         | \$1,971,466.37             |                       |                       |                        |                        |                        |                       |                     |  |
| A/P Checks Voided                            | \$0.00                 | \$0.00                     |                       |                       |                        |                        |                        |                       |                     |  |
| <b>TOTAL A/P CHECKS</b>                      | <b>\$1,971,466.37</b>  | <b>\$1,971,466.37</b>      |                       |                       |                        |                        |                        |                       |                     |  |
| Wire Transfers                               | \$5,206,999.00         | \$4,008,187.43             | \$20,000.00           | \$13,123.64           | \$1,165,687.93         | \$0.00                 |                        | \$0.00                |                     |  |
| Net Salaries                                 | \$2,602,522.11         | \$2,602,522.11             |                       |                       |                        |                        |                        |                       |                     |  |
| Returned Item                                | \$0.00                 | \$0.00                     | \$0.00                | \$0.00                | \$0.00                 | \$0.00                 | \$0.00                 | \$0.00                | \$0.00              |  |
| Bank Fees                                    | \$0.00                 | \$0.00                     | \$0.00                | \$0.00                | \$0.00                 | \$0.00                 | \$0.00                 | \$0.00                | \$0.00              |  |
| Intrafund Transfers                          | \$0.00                 | \$0.00                     | \$0.00                | \$0.00                | \$0.00                 | \$0.00                 | \$0.00                 | \$0.00                | \$0.00              |  |
| <b>TOTAL A/P FOR DISBURSEMENT</b>            | <b>\$9,780,987.48</b>  | <b>\$8,582,175.91</b>      | <b>\$20,000.00</b>    | <b>\$13,123.64</b>    | <b>\$1,165,687.93</b>  | <b>\$0.00</b>          | <b>\$0.00</b>          | <b>\$0.00</b>         | <b>\$0.00</b>       |  |
| Journal Entry Reclass                        | \$0.00                 | \$0.00                     |                       |                       |                        |                        |                        |                       |                     |  |
| Investment Purchase                          | \$7,583,561.64         |                            |                       |                       | \$0.00                 | \$0.00                 | \$7,583,561.64         | \$0.00                | \$0.00              |  |
| Direct Deposit ACH                           | \$2,590,759.35         | \$2,590,759.35             |                       |                       |                        |                        |                        |                       |                     |  |
| Returned Payroll                             | \$0.00                 | \$0.00                     |                       |                       |                        |                        |                        |                       |                     |  |
| Fund 10 Bank Transfers                       | \$5,000,000.00         | \$0.00                     | \$0.00                | \$0.00                | \$0.00                 | \$5,000,000.00         | \$0.00                 | \$0.00                | \$0.00              |  |
| <b>Total Deductions for Ledger</b>           | <b>\$24,955,308.47</b> | <b>\$8,570,413.15</b>      | <b>\$20,000.00</b>    | <b>\$13,123.64</b>    | <b>\$1,165,687.93</b>  | <b>\$5,000,000.00</b>  | <b>\$7,583,561.64</b>  | <b>\$0.00</b>         | <b>\$0.00</b>       |  |
| <b>CURRENT DISBURSEMENTS:</b>                |                        |                            |                       |                       |                        |                        |                        |                       |                     |  |
| Balance Sheet Accounts -                     | \$5,784,981.13         | \$4,599,293.20             | \$20,000.00           | \$0.00                | \$1,165,687.93         | \$0.00                 | \$0.00                 | \$0.00                | \$0.00              |  |
| 1000-Instruction -                           | \$774,924.07           | \$774,924.07               | \$0.00                | \$0.00                | \$0.00                 | \$0.00                 | \$0.00                 | \$0.00                | \$0.00              |  |
| 2000-Support Services -                      | \$998,942.09           | \$998,942.09               | \$0.00                | \$0.00                | \$0.00                 | \$0.00                 | \$0.00                 | \$0.00                | \$0.00              |  |
| 3000-NonInstructional Services -             | \$95,074.02            | \$81,950.38                | \$0.00                | \$13,123.64           | \$0.00                 | \$0.00                 | \$0.00                 | \$0.00                | \$0.00              |  |
| 4000-Facilities (Buildings/Sites) -          | \$87,125.00            | \$87,125.00                | \$0.00                | \$0.00                | \$0.00                 | \$0.00                 | \$0.00                 | \$0.00                | \$0.00              |  |
| 5000-Other Financing Uses -                  | \$2,002,876.93         | \$2,002,876.93             | \$0.00                | \$0.00                | \$0.00                 | \$0.00                 | \$0.00                 | \$0.00                | \$0.00              |  |
| 6000-Local Revenue -                         | \$37,064.24            | \$37,064.24                | \$0.00                | \$0.00                | \$0.00                 | \$0.00                 | \$0.00                 | \$0.00                | \$0.00              |  |
| 7000-State Revenue -                         | \$0.00                 | \$0.00                     | \$0.00                | \$0.00                | \$0.00                 | \$0.00                 | \$0.00                 | \$0.00                | \$0.00              |  |
| 8000-Federal Revenue -                       | \$0.00                 | \$0.00                     | \$0.00                | \$0.00                | \$0.00                 | \$0.00                 | \$0.00                 | \$0.00                | \$0.00              |  |
| 9000-Other Financing Sources -               | \$0.00                 | \$0.00                     | \$0.00                | \$0.00                | \$0.00                 | \$0.00                 | \$0.00                 | \$0.00                | \$0.00              |  |
| <b>TOTAL DISBURSEMENTS</b>                   | <b>\$9,780,987.48</b>  | <b>\$8,582,175.91</b>      | <b>\$20,000.00</b>    | <b>\$13,123.64</b>    | <b>\$1,165,687.93</b>  | <b>\$0.00</b>          | <b>\$0.00</b>          | <b>\$0.00</b>         | <b>\$0.00</b>       |  |

| <i>Difference</i>                      | <i>\$0.00</i>          | <i>\$0.00</i>         | <i>\$0.00</i>         | <i>\$0.00</i>      | <i>\$0.00</i>          | <i>\$0.00</i>          | <i>\$0.00</i>         | <i>\$0.00</i>         | <i>\$0.00</i>       |
|----------------------------------------|------------------------|-----------------------|-----------------------|--------------------|------------------------|------------------------|-----------------------|-----------------------|---------------------|
| <b>ADJUSTMENTS</b>                     |                        |                       |                       |                    |                        |                        |                       |                       |                     |
| Prior Month Voids                      |                        | \$1,800.00            | \$0.00                | \$0.00             | \$0.00                 | \$0.00                 | \$0.00                | \$0.00                | \$0.00              |
| Bank Adjustments                       |                        | \$0.00                | \$0.00                | \$0.00             | \$0.00                 | \$0.00                 | \$0.00                | \$0.00                | \$0.00              |
| Returned Items                         |                        | \$0.00                | \$0.00                | \$0.00             | \$0.00                 | \$0.00                 | \$0.00                | \$0.00                | \$0.00              |
| <b>CLEARED CHECKS</b>                  |                        |                       |                       |                    |                        |                        |                       |                       |                     |
| Payroll Checks                         |                        | \$8,264.28            |                       |                    |                        |                        |                       |                       |                     |
| Sungard System                         |                        | \$1,916,082.65        |                       | \$0.00             |                        |                        |                       |                       |                     |
| <b>TOTAL CLEARED CHECKS</b>            |                        | <b>\$1,924,346.93</b> | <b>\$0.00</b>         | <b>\$0.00</b>      |                        |                        |                       |                       |                     |
| Direct Deposit ACH                     |                        | \$2,590,759.35        |                       |                    |                        |                        |                       |                       |                     |
| Wire Transfers                         |                        | \$4,008,187.43        | \$20,000.00           | \$13,123.64        | \$1,165,687.93         | \$5,000,000.00         | \$7,583,561.64        | \$0.00                | \$0.00              |
| <b>TOTAL CLEARED TRANSACTIONS</b>      |                        | <b>\$8,525,093.71</b> | <b>\$20,000.00</b>    | <b>\$13,123.64</b> | <b>\$1,165,687.93</b>  | <b>\$5,000,000.00</b>  | <b>\$7,583,561.64</b> | <b>\$0.00</b>         | <b>\$0.00</b>       |
| <b>GENERAL LEDGER BALANCE</b>          |                        |                       |                       |                    |                        |                        |                       |                       |                     |
| <b>(Cash Acct)</b>                     | <b>\$38,628,993.00</b> | \$3,364,080.57        | \$5,851,355.21        | \$11,074.76        | \$29,402,482.46        | \$15,541,861.10        | \$7,507,225.47        | \$8,847,245.76        | \$529,059.44        |
| <i>Outstanding Payroll Checks</i>      | <b>\$7,592.62</b>      | <b>\$7,592.62</b>     |                       |                    |                        |                        |                       |                       |                     |
| <b>ADJUSTED GENERAL LEDGER BALANCE</b> | <b>\$38,636,585.62</b> | <b>\$3,371,673.19</b> | <b>\$5,851,355.21</b> | <b>\$11,074.76</b> | <b>\$29,402,482.46</b> | <b>\$15,541,861.10</b> | <b>\$7,507,225.47</b> | <b>\$8,847,245.76</b> | <b>\$529,059.44</b> |

FUND 10 Revenues 1/1/26-1/31/26

| Budget Unit                 | Budget Unit Title     | Account Code | Account Title             | Transaction Amount  |
|-----------------------------|-----------------------|--------------|---------------------------|---------------------|
| 10                          | GENERAL FUND          | 0155.000     | OTH RECOVER DISBURSE      | \$166.32            |
| 10                          | GENERAL FUND          | 0155.000     | OTH RECOVER DISBURSE      | \$3,261.70          |
| <b>Subtotal</b>             |                       |              |                           | <b>\$3,428.02</b>   |
| <b>Real Estate Taxes</b>    |                       |              |                           |                     |
| 1000000110000000            | REV-ASPWL             | R6111        | CURRENT REAL ESTATE TAXES | \$265,855.77        |
| 1000000120000000            | REV-BLWNX             | R6111        | CURRENT REAL ESTATE TAXES | \$110,047.53        |
| 1000000130000000            | REV-FOXCH             | R6111        | CURRENT REAL ESTATE TAXES | \$148,985.70        |
| 1000000140000000            | REV-INDNA             | R6111        | CURRENT REAL ESTATE TAXES | \$304,385.89        |
| 1000000150000000            | REV-OHARA             | R6111        | CURRENT REAL ESTATE TAXES | \$56,636.62         |
| 1000000160000000            | REV-SHARP             | R6111        | CURRENT REAL ESTATE TAXES | \$28,877.88         |
| 1000000140000000            | REV-INDNA             | R6112        | INTERIM REAL ESTATE TAXES | \$11,142.98         |
| 1000000140000000            | REV-INDNA             | R6112        | INTERIM REAL ESTATE TAXES | \$10,688.83         |
| <b>Subtotal</b>             |                       |              |                           | <b>\$936,621.20</b> |
| <b>Act 511 Taxes</b>        |                       |              |                           |                     |
| 1000000000000000            | REV                   | R6143        | LOCAL SERVICES TAX (LST)  | \$1,940.12          |
| 1000000150000000            | REV-OHARA             | R6143        | LOCAL SERVICES TAX (LST)  | \$3,265.97          |
| 1000000000000000            | REV                   | R6151        | EARNED INCOME TAX (EIT)   | \$452,491.29        |
| 1000000000000000            | REV                   | R6153        | REAL ESTATE TRANSFER TAX  | \$109,007.20        |
| <b>Subtotal</b>             |                       |              |                           | <b>\$566,704.58</b> |
| <b>Real Estate Taxes</b>    |                       |              |                           |                     |
| 1000000000000000            | REV                   | R6411        | DELINQ REAL ESTATE TAXES  | \$97,245.06         |
| <b>Subtotal</b>             |                       |              |                           | <b>\$97,245.06</b>  |
| <b>Other Local Revenues</b> |                       |              |                           |                     |
| 1000000000000000            | REV                   | R6510        | EARNINGS ON INVESTMENTS   | \$7.10              |
| 1000000000000000            | REV                   | R6510        | EARNINGS ON INVESTMENTS   | \$5,107.93          |
| 1000000000000000            | REV                   | R6510        | EARNINGS ON INVESTMENTS   | \$3,045.00          |
| 1000000000000000            | REV                   | R6510        | EARNINGS ON INVESTMENTS   | \$55,784.07         |
| 1000000000000000            | REV                   | R6510        | EARNINGS ON INVESTMENTS   | \$85,011.72         |
| 1000000000000000            | REV                   | R6510        | EARNINGS ON INVESTMENTS   | \$26,739.19         |
| 1000000000000000            | REV                   | R6510        | EARNINGS ON INVESTMENTS   | \$77,816.16         |
| 1000000000000000            | REV                   | R6710        | ADMISSIONS                | \$125.00            |
| 1000000000000000            | REV                   | R6710        | ADMISSIONS                | \$775.28            |
| 1000000000000000            | REV                   | R6710        | ADMISSIONS                | \$9,012.00          |
| 1000000000000000            | REV                   | R6740        | FEES COLLECT FROM STUD    | \$1,050.00          |
| 1000000000000260            | REV-COMPU             | R6740        | FEES COLLECT FROM STUD    | \$30.00             |
| 1000001033912000            | REV-WPA-HS            | R6740        | FEES COLLECT FROM STUD    | \$1,800.00          |
| 1000001033912000            | REV-WPA-HS            | R6740        | FEES COLLECT FROM STUD    | \$400.00            |
| 1000001033912000            | REV-WPA-HS            | R6740        | FEES COLLECT FROM STUD    | \$2,800.00          |
| 1000001033912000            | REV-WPA-HS            | R6740        | FEES COLLECT FROM STUD    | \$500.00            |
| 1000001033912000            | REV-WPA-HS            | R6740        | FEES COLLECT FROM STUD    | \$400.00            |
| 1000000000000000            | REV                   | R6910        | RENTAL INCOME             | \$5,166.50          |
| 1000001523912550            | REV-ATHAC-HS-ATHLE    | R6910        | RENTAL INCOME             | \$5,166.50          |
| 1000001472910000            | REV-LIGHT-DMS         | R6920        | DONATIONS                 | \$1,000.00          |
| 1000001481908000            | REV-JAM-HW            | R6920        | DONATIONS                 | \$33.30             |
| 1000000000000000            | REV                   | R6991        | REFUND OF PRIOR YR EXP    | \$1,484.19          |
| 1000000000000000            | REV                   | R6991        | REFUND OF PRIOR YR EXP    | \$980.75            |
| 1000000000000000            | REV                   | R6991        | REFUND OF PRIOR YR EXP    | \$624.08            |
| 1000000000000000            | REV                   | R6991        | REFUND OF PRIOR YR EXP    | \$472.83            |
| 1000000000000000            | REV                   | R6999        | MISC REVENUE              | \$18.00             |
| 1000000000000000            | REV                   | R6999        | MISC REVENUE              | \$16,724.60         |
| 1000001523912550            | REV-ATHAC-HS-ATHLE    | R6999        | MISC REVENUE              | \$100.00            |
| <b>Subtotal</b>             |                       |              |                           | <b>\$302,174.20</b> |
| <b>State Revenues</b>       |                       |              |                           |                     |
| 1000000000000000            | REV                   | R7271        | SPECIAL EDUCATION SUBSIDY | \$396,844.22        |
| 1000003501905000            | REV-FACILITY GRANT-FV | R7350        | SCHOOL FACILITY GRANTS    | \$1,596.00          |
| 1000002220000000            | REV-R2LRN             | R7531        | RTL - FOUNDATION          | \$205,030.00        |
| 1000002220000000            | REV-R2LRN             | R7532        | RTL - ADEQUACY SUPPLEMENT | \$50,000.00         |
| <b>Subtotal</b>             |                       |              |                           | <b>\$653,470.22</b> |
| <b>Expenditure Accounts</b> |                       |              |                           |                     |
| 1011100003912000            | REG ED-HS             | 281          | OPEB HEALTH               | \$1,598.24          |
| 1011100003912000            | REG ED-HS             | 281          | OPEB HEALTH               | \$6,792.44          |
| 1011100003912000            | REG ED-HS             | 281          | OPEB HEALTH               | \$4,266.65          |

| FUND 10 Revenues 1/1/26-1/31/26 |                   |              |                              |                       |
|---------------------------------|-------------------|--------------|------------------------------|-----------------------|
| Budget Unit                     | Budget Unit Title | Account Code | Account Title                | Transaction Amount    |
| 1011100003912000                | REG ED-HS         | 281          | OPEB HEALTH                  | \$1,609.82            |
| 1011100003912000                | REG ED-HS         | 281          | OPEB HEALTH                  | \$8,505.43            |
| 1011100003912153                | REG ED-HS-ESL     | 513          | CONTRACTED TRANSPORTATION    | \$310.00              |
| 1011100002910000                | REG ED-DMS        | 610          | GENERAL SUPPLIES             | \$2.80                |
| 1011100002910240                | REG ED-DMS-FAMILY | 610          | GENERAL SUPPLIES             | \$5.50                |
|                                 |                   |              | <b>Subtotal</b>              | <b>\$23,090.88</b>    |
|                                 |                   |              | <b>Total Revenues 1.2026</b> | <b>\$2,582,734.16</b> |

Fox Chapel Area School District

Agenda Study Session

March 2, 2026

Budget Transfers

SELECTION CRITERIA:

| BUDGET UNIT              | ACCOUNT | TITLE                                      | DESCRIPTION           | FROM AMOUNT | TO AMOUNT |
|--------------------------|---------|--------------------------------------------|-----------------------|-------------|-----------|
| CONTROL NUMBER: RM022626 |         |                                            |                       |             |           |
| TRANSFER NUMBER: 2605    |         |                                            |                       |             |           |
| 1011100002910270         | 762     | ENTERED BY: manzerry PERIOD: 8 /26         | FEBRUARY BUDGET TRAN  |             |           |
| 1011100002910270         | 610     | REG ED-DMS-TECHED CAP REPLACE EQUIP        | TRANSFER TO SUPPLIES  | 3000.00     | .00       |
| 1011100003912122         | 650     | REG ED-DMS-TECHED GENERAL SUPPLIES         | TRANSFER TO SUPPLIES  | .00         | 3000.00   |
| 1011100003912122         | 762     | REG ED-HS-ART TECH SUPPLIES                | TRANSFER TO EQUIPMENT | 6230.00     | .00       |
| 1011100002910121         | 810     | REG ED-HS-ART CAP REPLACE EQUIP            | TRANSFER TO EQUIPMENT | .00         | 6230.00   |
| 1011100002910121         | 810     | REG ED-DMS-MUSIC DUES & FEES               | TRANSFER TO TRANSPORT | 950.00      | .00       |
| 1011100002910121         | 513     | REG ED-DMS-MUSIC CONTRACTED TRANSPORTATION | TRANSFER TO TRANSPORT | .00         | 950.00    |
| 1011100002910129         | 810     | REG ED-DMS-ORCHE DUES & FEES               | TRANSFER TO SUPPLIES  | 88.00       | .00       |
| 1011100002910129         | 610     | REG ED-DMS-ORCHE GENERAL SUPPLIES          | TRANSFER TO SUPPLIES  | .00         | 88.00     |
| 1011100003912122         | 762     | REG ED-HS-ART CAP REPLACE EQUIP            | TRANSFER TO SUPPLIES  | 6468.00     | .00       |
| 1011100003912122         | 610     | REG ED-HS-ART GENERAL SUPPLIES             | TRANSFER TO SUPPLIES  | .00         | 6468.00   |
| 1026200000000000         | 538     | OPER MNT TELECOMMUNICATIONS                | TRANSFER TO EQUIPMENT | 22900.10    | .00       |
| 1026200000000000         | 766     | OPER MNT CAP REPLACE TECH EQUIP            | TRANSFER TO EQUIPMENT | .00         | 22900.10  |
| TOTAL TRANSFER:          |         |                                            |                       | 39636.10    | 39636.10  |

Fox Chapel Area School District

Agenda Study Session

March 2, 2026

Fox Chapel Area School District Comprehensive Plan

# Fox Chapel Area School District

## Comprehensive Plan (DRAFT)



## Steering Committee

| Name                  | Position/Role                                                 | Building/Group/Organization     |
|-----------------------|---------------------------------------------------------------|---------------------------------|
| Mary Catherine Reljac | Administrator                                                 | Fox Chapel Area School District |
| David McCommons       | Administrator                                                 | Fox Chapel Area School District |
| Stephen Edwards       | Administrator                                                 | Fox Chapel Area School District |
| Lauren Copeland       | Teacher/Staff Member                                          | Fox Chapel Area School District |
| Megan Jarrett         | Staff Member                                                  | Fox Chapel Area School District |
| Erin Butkovic         | Teacher/Staff Member                                          | Fox Chapel Area School District |
| Caryn Campbell        | Staff Member/Educational Specialist                           | Fox Chapel Area School District |
| Kristen Bost          | Teacher/Staff Member                                          | Fox Chapel Area School District |
| Rachel Machen         | Staff Member/Educational Specialist                           | Fox Chapel Area School District |
| Nicole Abrams         | Parent/Guardian Representative, Local Business Representative | Fox Chapel Area School District |
| Saja Al-alawneh       | Parent/Guardian Representative, Community Representative      | Fox Chapel Area School District |
| Faith Berry           | Parent/Guardian Representative                                | Fox Chapel Area School District |
| Mark Chimel           | Community Representative                                      | Fox Chapel Area School District |
| Emily Glick           | Parent/Guardian Representative, Community Representative      | Fox Chapel Area School District |
| Beth Lindsey          | Parent/Guardian Representative                                | Fox Chapel Area School District |
| Rachel Link           | Parent/Guardian Representative, Community Representative      | Fox Chapel Area School District |
| David McNaughton      | Parent/Guardian, Community, Local Business Representative     | Fox Chapel Area School District |
| Travis Mitchell       | Parent/Guardian Representative, Community Representative      | Fox Chapel Area School District |
| Phoebe Reese          | Parent/Guardian Representative, Community Representative      | Fox Chapel Area School District |
| Christopher Pentrack  | Parent/Guardian Representative, Local Business Representative | Fox Chapel Area School District |
| Carrie Tongarm        | Parent/Guardian Representative                                | Fox Chapel Area School District |
| Dana Rofey            | Parent/Guardian Representative, Community Representative      | Fox Chapel Area School District |
| Carly Morgan          | Parent/Guardian, Community, Local Business Representative     | Fox Chapel Area School District |
| Lamont West           | Parent/Guardian Representative, Community Representative      | Fox Chapel Area School District |
| Grant Walters         | Parent/Guardian Representative                                | Fox Chapel Area School District |
| Rebecca Tyers Brown   | Parent/Guardian Representative                                | Fox Chapel Area School District |

## **LEA Profile**

The Fox Chapel Area School District (FCASD) is a nationally recognized, award-winning public school district located in a vibrant suburban community approximately 10 miles northeast of downtown Pittsburgh. Serving an area of nearly 36 square miles, the district encompasses six municipalities: the boroughs of Aspinwall, Blawnox, Fox Chapel, and Sharpsburg, as well as Indiana and O'Hara townships. FCASD serves a population of approximately 30,000 residents representing a broad range of social, economic, cultural, and religious backgrounds.

Committed to educational excellence, FCASD offers a comprehensive and rigorous array of academic, extracurricular, and support programs designed to meet the diverse needs of its students, while reflecting the high expectations of the community it serves. Guided by four foundational pillars — Purpose, Passion, Care, and Community — the district prioritizes inclusive, standards-aligned, and culturally responsive teaching practices; provides authentic learning experiences that engage and inspire the whole child; fosters safe, supportive environments that promote belonging and social-emotional wellness; and actively partners with families and community stakeholders to support student success. Through these guiding principles, FCASD prepares all students to grow, thrive, and succeed in an ever-evolving and changing world.

## **Mission and Vision**

### **Mission**

The Fox Chapel Area School District exists to maximize learning, achievement, and growth through a focus on educating the whole student.

### **Vision**

The Fox Chapel Area School District will engage students in a learning community that values belonging and focuses on the education of the whole student through four pillars for success:

- Purpose: Learning and teaching through inclusive, standards-aligned, and culturally responsive approaches that meet the needs of all students, while monitoring growth and success through a data-informed approach for continuous improvement.
- Passion: Providing students with authentic learning experiences that motivate them to pursue their interests with a focus on educating the whole student.
- Care: Fostering safe and supportive learning environments that value the diversity, individuality, social and emotional wellness, and belonging of all students.
- Community: Partnering and collaborating with the community.

## **Educational Values**

### **Students**

All students want to learn, are capable of learning, and share in the responsibility for their education. It is important for each member of the educational community to recognize and respect all forms of diversity.

### **Staff**

Educators must be knowledgeable and current in their profession, discipline, and pedagogy. Responsive schools take a leading role in promoting safety and wellness. Effective schools are built upon integrity and foster respectful, inclusive, and dynamic environments. It is important for each member of the educational community to recognize and respect all forms of diversity.

### **Administration**

Schools of excellence have effective educational leaders. Responsive schools take a leading role in promoting safety and wellness. Effective schools are built upon integrity and foster respectful, inclusive, and dynamic environments. Fiscal decisions must effectively balance the educational needs of the students and the resources of the community. It is important for each member of the educational community to recognize and respect all forms of diversity.

### **Parents**

It is important for each member of the educational community to recognize and respect all forms of diversity. Effective schools are built upon integrity and foster respectful, inclusive, and dynamic environments.

### **Community**

Contributing partners in the educational process include all district staff, students, families, and the community. It is important for each member of the educational community to recognize and respect all forms of diversity.

## Future Ready PA Index

### Review of the School(s) Level Performance

#### Strengths

| Indicator                                                                                                                | Comments/Notable Observations                                                                |
|--------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|
| Mathematics Algebra: All Student Groups Meets/Exceeds 2033 Statewide Goal for Student Achieving Proficient or Advanced   | All buildings are meeting or exceeding Academic Achievement Scores in Mathematics/Algebra.   |
| English Language Arts: All Student Groups Meets/Exceeds 2033 Statewide Goal for Student Achieving Proficient or Advanced | All buildings are meeting or exceeding Academic Achievement Scores in English Language Arts. |
| Mathematics Algebra: All Student Groups Meets/Exceeds the Standard Demonstrating Growth                                  | All buildings are meeting or exceeding Academic Growth Scores in Mathematics/Algebra.        |
| Career Standards Benchmark: All Student Groups Exceed Performance Standard                                               | All buildings are exceeding the performance standard for Career Benchmarks.                  |

#### Challenges

| Indicator                                                                                 | Comments/Notable Observations                                                                                                                                     |
|-------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| English Language Arts: All Student Groups Meets/Exceeds the Standard Demonstrating Growth | Two of the district's six buildings did not meet the standard for academic growth.                                                                                |
| Regular Attendance: All Student Group Meets Performance Standard                          | While all buildings are meeting or exceeding attendance performance standards, we are seeing less schools exceeding the performance level than in previous years. |

**Review of Grade Level(s) and Individual Student Group(s)**

**Strengths**

|                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Indicator</b><br/>                 Mathematics Algebra: All Student Groups Meets/Exceeds 2033 Statewide Goal for Students Achieving Proficient or Advanced<br/> <b>Grade Level(s) and/or Student Group(s)</b><br/>                 Elementary Math ~ Grades 3-5</p>                     | <p><b>Comments/Notable Observations</b><br/>                 The overall percentage of Advanced students on the math PSSA was over 50% in grades 3, 4, and 5. 3rd Grade ~ 58.8% Advanced, 4th grade ~ 59.40 % Advanced, and 5th Grade 53.60% Advanced</p> |
| <p><b>Indicator</b><br/>                 English Language Arts: All Student Groups Meets/Exceeds 2033 Statewide Goal for Student Achieving Proficient or Advanced<br/> <b>Grade Level(s) and/or Student Group(s)</b><br/>                 Middle School English Language Arts: Grades 6-8</p> | <p><b>Comments/Notable Observations</b><br/>                 The overall percentage of Advanced students on the math PSSA was over 40% in grades 6, 7, and 8. 6th Grade ~ 52.4% Advanced, 7th grade ~ 40.60 % Advanced, and 8th Grade 43.30% Advanced</p> |

**Challenges**

|                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Indicator</b><br/>                 English Language Arts: All Student Groups Meets/Exceeds the Standard Demonstrating Growth<br/> <b>Grade Level(s) and/or Student Group(s)</b><br/>                 English Language Arts: Grade 6, 7, and HS</p> | <p><b>Comments/Notable Observations</b><br/>                 Achievement in English Language Arts remains good/strong in all grade levels. Growth in Grades 6, 7, and HS Keystone are the only areas the district is not seeing good to strong growth as a district.</p> |
| <p><b>Indicator</b><br/>                 Regular Attendance: All Student Group Meet Performance Standard<br/> <b>Grade Level(s) and/or Student Group(s)</b><br/>                 Chronically Absent Students: High School</p>                            | <p><b>Comments/Notable Observations</b><br/>                 Attendance at the Fox Chapel Area High School has not rebounded since before the pandemic. The regular attendance or Percent of Students not Chronically Absent at the high school is 83.2%.</p>            |

## Summary

### Strengths

Review the strengths listed. Adjust the list to include 2-5 strengths that have had the most significant impact in addressing your most pressing challenges.

|                                                                                                                          |
|--------------------------------------------------------------------------------------------------------------------------|
| English Language Arts: All Student Groups Meets/Exceeds 2033 Statewide Goal for Student Achieving Proficient or Advanced |
|--------------------------------------------------------------------------------------------------------------------------|

|                                                                                                                        |
|------------------------------------------------------------------------------------------------------------------------|
| Mathematics Algebra: All Student Groups Meets/Exceeds 2033 Statewide Goal for Student Achieving Proficient or Advanced |
|------------------------------------------------------------------------------------------------------------------------|

### Challenges

Review the challenges listed. Adjust the list to include 2-5 challenges that, if improved, would have the most impact in achieving your Future Ready PA index targets.

|                                                                                           |
|-------------------------------------------------------------------------------------------|
| English Language Arts: All Student Groups Meets/Exceeds the Standard Demonstrating Growth |
|-------------------------------------------------------------------------------------------|

|                                                                  |
|------------------------------------------------------------------|
| Regular Attendance: All Student Groups Meet Performance Standard |
|------------------------------------------------------------------|

## Local Assessment

### English Language Arts

| Data                                              | Comments/Notable Observations                                                                        |
|---------------------------------------------------|------------------------------------------------------------------------------------------------------|
| 2024-2025 ELA PSSA: (Grades 3-8)                  | 83% of students were Proficient (38%) or Advanced (45%) on the 2024-2025 ELA PSSA.                   |
| 2024-2025 Winter Literature Keystone: High School | 77% of students were Proficient (62%) or Advanced (15%) on the 2024-2025 Literature Winter Keystone. |
| 2024-2025 Spring Literature Keystone: High School | 86% of students were Proficient (65%) or Advanced (21%) on the 2024-2025 Literature Spring Keystone. |

### English Language Arts Summary

#### Strengths

|                                                                                                                                   |
|-----------------------------------------------------------------------------------------------------------------------------------|
| Multi-Tiered Systems of Support is active in all buildings and regularly examines how students are growing and achieving.         |
| Benchmark assessments are used to monitor student growth throughout the school year (STAR 360 / LinkIt).                          |
| There is a continual review of instructional practices and resources on a defined schedule to ensure student needs are being met. |

#### Challenges

|                                                                                                                        |
|------------------------------------------------------------------------------------------------------------------------|
| Continue to look for opportunities for student growth through changes in curriculum, instruction, and differentiation. |
| Develop strategies for improving overall student growth in English Language Arts (PSSA / Keystone) Assessments.        |

### Mathematics

| Data                                                         | Comments/Notable Observations                                                                     |
|--------------------------------------------------------------|---------------------------------------------------------------------------------------------------|
| 2024-2025 Math PSSA: (Grades 3-8)                            | 81% of students were Proficient (29%) or Advanced (52%) on the 2024-2025 Math PSSA.               |
| 2024-2025 Winter Algebra Keystone: High School               | 75% of students were Proficient (41%) or Advanced (34%) on the 2024-2025 Algebra Winter Keystone. |
| 2024-2025 Spring Algebra Keystone: Middle School/High School | 74% of students were Proficient (23%) or Advanced (51%) on the 2024-2025 Algebra Spring Keystone. |

## Mathematics Summary

### Strengths

Multi-Tiered Systems of Support is active in all buildings and regularly examines how students are growing and achieving. Benchmark assessments are used to monitor student growth throughout the school year (STAR 360 / LinkIt!). There is a continual review of instructional practices and resources to ensure student needs are being met.

### Challenges

Continue to look for opportunities for student growth through changes in curriculum, instruction, and differentiation.

## Science, Technology, and Engineering Education

| Data                                           | Comments/Notable Observations                                                                     |
|------------------------------------------------|---------------------------------------------------------------------------------------------------|
| 2024-2025 Winter Biology Keystone: High School | 54% of students were Proficient (46%) or Advanced (8%) on the 2024-2025 Biology Winter Keystone.  |
| 2024-2025 Spring Biology Keystone: High School | 87% of students were Proficient (32%) or Advanced (55%) on the 2024-2025 Biology Spring Keystone. |

## Science, Technology, and Engineering Education Summary

### Strengths

Multi-Tiered Systems of Support is active in all buildings and regularly examines how students are growing and achieving. Benchmark assessments are used to monitor student growth throughout the school year (STAR 360 / LinkIt!). There is a continual review of instructional practices and resources to ensure student needs are being met.

### Challenges

Continue to examine how the current curriculum is aligned to new PA STEELS standards and make modifications accordingly.

## Related Academics

### Career Readiness

| Data                                         | Comments/Notable Observations                                                                                                                                                                                         |
|----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Future Ready PA: College and Career Measures | 100% of all elementary students are meeting college and career measures. All Fox Chapel Area elementary schools are exceeding statewide standards of performance for students meeting the Career Standards Benchmark. |
| Future Ready: College and Career Measures    | 100% of all middle school students are meeting college and career measures. Dorseyville Middle School is exceeding statewide standards of performance for students meeting the Career Standards Benchmark.            |
| Future Ready PA: College and Career Measures | 100% of all High school students are meeting college and career measures. Fox Chapel Area High School is exceeding statewide standards of performance for students meeting the Career Standards Benchmark.            |

### Career and Technical Education (CTE) Programs

| Data                                              | Comments/Notable Observations                                                                                                                                      |
|---------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Student Enrollments in A.W. Beattie Career Center | The district currently has students enrolled in A.W. Beattie Career Center programs and continues to look for other partnerships to enhance student opportunities. |

### Arts and Humanities

| Data                                            | Comments/Notable Observations                                                                                                                                                                                                                                                                                                  |
|-------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2024-2025 Advanced Placement Assessment Results | 2D Art & Design - % Scoring 3, 4 or 5: 100%; 3D Art & Design - % Scoring 3, 4 or 5: 100%; Art History - % Scoring 3, 4 or 5: 100%; Drawing - % Scoring 3, 4 or 5: 100%; French - % Scoring 3, 4 or 5: 83.3%; German - % Scoring 3, 4 or 5: 80%; Music Theory - % Scoring 3, 4 or 5: 88.8%; Spanish - % Scoring 3, 4 or 5: 100% |

### Environment and Ecology

| Data                                            | Comments/Notable Observations                     |
|-------------------------------------------------|---------------------------------------------------|
| 2024-2025 Advanced Placement Assessment Results | Environmental Science - % Scoring 3, 4 or 5: 100% |

### Family and Consumer Sciences

N/A

### Health, Safety, and Physical Education

N/A

## Social Studies (Civics and Government, Economics, Geography, History)

| Data                                            | Comments/Notable Observations                                                                                                                                                          |
|-------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2024-2025 Advanced Placement Assessment Results | European History - % Scoring 3, 4 or 5: 100%; US Government & Politics - % Scoring 3, 4 or 5: 97.2%; US History - % Scoring 3, 4 or 5: 98%; World History - % Scoring 3, 4 or 5: 97.3% |

### Articulation Agreements

#### Programs/Course

College in High School credits are available in the following courses: Argument; AP Government and Political Science; AP Economics; Sociology; AP Human Geography; Business Calculus; AP Statistics; AP Calculus AB; Pre-Calculus; Pre-Calculus Accelerated; Calculus; Linear Algebra; French III, IV, and V AP; German III and IV; Spanish III, IV, and V AP; and Entrepreneurship.

#### Partnering Institutions

- Community College of Beaver County
- Duquesne University
- Seton Hill University
- Westmoreland County Community College

#### Agreement Type

Dual Credit Agreements

#### Agreement Documents

[Community College of Beaver County College in High School Agreement Ratified 11.10.25.pdf](#)

[Duquesne University College in HS Approved 8.12.24.pdf](#)

[Seton Hill College Partnership Agreement ratified 10.13.25.pdf](#)

[WCCC College in High School Agreement ratified 11.10.25.pdf](#)

## Summary

### Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

917 AP exams were taken during the 2024-2025 school year, and 96.6% of students scored a 3 (15.9%), 4 (37.6%), or 5 (43%).

All schools within the district are exceeding statewide standards of performance for students meeting the Career Standards Benchmark.

### Challenges

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

Create more opportunities for students to gain experience in the fields or trades that they hope to pursue after high school.

Create more diverse opportunities for students to earn more college-level credits prior to graduation.

## Equity Considerations

### English Learners

| Data                                                                  | Comments/Notable Observations                                                                                                      |
|-----------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
| Percent enrollment of English Language Learners in the District: 2.3% | The student group is considered an insufficient sample size for all 2033 Statewide Goals. This subgroup has grown in recent years. |

### Students with Disabilities

| Data                                                                    | Comments/Notable Observations               |
|-------------------------------------------------------------------------|---------------------------------------------|
| Percent enrollment of Students with Disabilities in the District: 13.1% | Percentage has grown over the past 3 years. |

### Students Considered Economically Disadvantaged

| Data                                                                    | Comments/Notable Observations                                                                                                                                       |
|-------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Percent enrollment of Economically Disadvantaged in the District: 18.9% | Percentage has decreased over the past 3 years.                                                                                                                     |
| PSSA Assessments                                                        | Our Title I school had high levels of proficiency on all 3 PSSA Assessments.                                                                                        |
| Keystone Assessments                                                    | 73.7% of students identified as economically disadvantaged were proficient or advanced on the Literature Keystone, and 71.9% on the Algebra Keystone Exam in 24-25. |

### Student Groups by Race/Ethnicity

| Student Groups | Comments/Notable Observations                                                                                                                      |
|----------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| Black          | Percent enrollment in the District: 3.2%. A Student Group of 3.2% is considered an insufficient sample size for most schools 2033 Statewide Goals. |

## Summary

### Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

|                                                                                                                                                                                                                                                                              |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The district's Title I school had high levels of proficiency on the mathematics, ELA, and science PSSAs. 73.7% of students identified as economically disadvantaged were Proficient or Advanced on the Literature Keystone, and 71.9% on the Algebra Keystone Exam in 24-25. |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

|                                                                                                                       |
|-----------------------------------------------------------------------------------------------------------------------|
| Examine how to best support an increasing number of English Language Learners within our buildings.                   |
| Determine how the district can better provide individualized education to support the academic needs of all students. |

### Supplemental LEA Plans

| Programs and Plans                    | Comments/Notable Observations                                                                        |
|---------------------------------------|------------------------------------------------------------------------------------------------------|
| Special Education Plan                | Multi-Tiered System of Support (MTSS) is used to support students within this plan.                  |
| Title 1 Program                       | Multi-Tiered System of Support (MTSS) is used to support students within this plan.                  |
| Student Services                      | Multi-Tiered System of Support (MTSS) is used to support students within this plan.                  |
| K-12 Guidance Plan (339 Plan)         | Social-Emotional Learning is embedded into our Multi-Tiered System of Supports.                      |
| Technology Plan                       | Outlines how the district works to provide equitable services to all students that support learning. |
| English Language Development Programs | Multi-Tiered System of Support (MTSS) is used to support students within this plan.                  |

### Strengths

Review the comments and notable observations listed and record those which have had the most impact in improving your most pressing challenges.

|                                                                                                                                                  |
|--------------------------------------------------------------------------------------------------------------------------------------------------|
| The district's Multi-Tiered System of Supports is used to support all students within the district and helps the district's pressing challenges. |
| The district technology plan ensures equitable access to technology and devices for all students through the use of multiple strategies.         |

### Challenges

Review the comments and notable observations listed previously and record the 2-5 challenges which if improved would have the most impact in achieving your Mission and Vision.

|                                                                                                                                    |
|------------------------------------------------------------------------------------------------------------------------------------|
| Examine how the district can provide individualized education to support the academic needs of all students.                       |
| Examine how the district can best prepare new teachers to uphold the district's high level of growth and achievement for students. |

## Conditions for Leadership, Teaching, and Learning

### Empower Leadership for District Continuous Improvement

|                                                                                                                                         |           |
|-----------------------------------------------------------------------------------------------------------------------------------------|-----------|
| Foster a vision and culture of high expectations for success for all students, educators, and families.                                 | Exemplary |
| Establish and maintain a focused system for continuous improvement and ensure organizational coherence.                                 | Exemplary |
| Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district. | Exemplary |

### Focus on Continuous Improvement of Instruction

|                                                                                                                                                                            |           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| Ensure effective, standards-aligned curriculum and assessment.                                                                                                             | Exemplary |
| Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction.        | Exemplary |
| Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning. | Exemplary |

### Provide Student-Centered Supports so That All Students are Ready to Learn

|                                                                                                               |             |
|---------------------------------------------------------------------------------------------------------------|-------------|
| Coordinate and monitor supports aligned with students' and families' needs.                                   | Exemplary   |
| Partner with local businesses, community organizations, and other agencies to meet the needs of the district. | Operational |

### Implement Data-Driven Human Capital Strategies

|                                                                                                                                                                          |           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| Recruit and retain fully credentialed, experienced, and high-quality leaders and teachers.                                                                               | Exemplary |
| Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities. | Exemplary |

### Organize and Allocate Resources and Services Strategically and Equitably

|                                                                                                                                                  |           |
|--------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data. | Exemplary |
| Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities.                              | Exemplary |

## Summary

### Strengths

With your vision and goals in mind, identify and record which essential practices are currently Operational or Exemplary and could be leveraged to improve your most pressing concerns.

|                                                                                                                                                                                                                                                                                                                             |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The district has implemented systems and curriculums for identifying student needs and addressing them through individualized and differentiated instruction to meet the needs of all learners.                                                                                                                             |
| Professional development for school staff and administrators is ongoing and is used to keep educators informed on the newest challenges that our students and community are facing. Recent training includes districtwide professional development in artificial intelligence (AI) and support for neurodivergent students. |

### Challenges

With your vision and goals in mind, identify and record which essential practices that are currently Not Yet Evident or Emerging, that if improved, would greatly impact your progress in achieving your mission and vision.

|                                                                                                                                                                                                        |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Purpose: Determine the purpose of school and what key skills students need to learn while in school.                                                                                                   |
| Passion: Identify innovative ideas to elevate our district's success.                                                                                                                                  |
| Care: Examine the most effective ways of supporting the overall wellness of our school community. Implement practices to make students feel genuinely valued.                                          |
| Community: Explore partnerships and/or collaborations outside of traditional education to enhance student opportunities. Examine ways to strengthen partnerships with families and with the community. |

## Summary of Strengths and Challenges from the Needs Assessment

### Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

| Strength                                                                                                                                                                                                                                                                                                                   | Check for Consideration in Plan |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|
| English Language Arts: All Student Groups Meets/Exceeds 2033 Statewide Goal for Student Achieving Proficient or Advanced                                                                                                                                                                                                   | Yes                             |
| Mathematics Algebra: All Student Groups Meets/Exceeds 2033 Statewide Goal for Student Achieving Proficient or Advanced                                                                                                                                                                                                     | Yes                             |
| Multi-Tiered Systems of Support is active in all buildings and regularly looks at how students are growing and achieving.                                                                                                                                                                                                  | Yes                             |
| All schools within the district are exceeding statewide standards of performance for students meeting the Career Standards Benchmark.                                                                                                                                                                                      | Yes                             |
| The district has implemented systems and curriculums for identifying student needs and addressing them through individualized and differentiated instruction to meet the needs of all learners.                                                                                                                            | Yes                             |
| There is a continual review of instructional practices and resources on a defined schedule to ensure student needs are being met.                                                                                                                                                                                          | Yes                             |
| 917 AP exams were taken during the 2024-2025 school year and 96.6% of them scored a 3 (15.9%), 4 (37.6%), or 5 (43%).                                                                                                                                                                                                      | No                              |
| Benchmark assessments are used to monitor student growth throughout the school year (STAR 360 / LinkIt!).                                                                                                                                                                                                                  | No                              |
| The district's Title I school had high levels of proficiency on the mathematics, ELA, and science PSSAs.                                                                                                                                                                                                                   | No                              |
| The district's Multi-Tiered System of Supports is used to support all students within the district.                                                                                                                                                                                                                        | No                              |
| The district technology plan ensures equitable access to technology and devices for all students.                                                                                                                                                                                                                          | No                              |
| Professional development for school staff and administrators is ongoing and is used to keep educators informed on the newest challenges that our students and community are facing. Recent training includes districtwide professional development in artificial intelligence (AI) and support of neurodivergent students. | No                              |
| 73.7% of students identified as economically disadvantaged were proficient or advanced on the Literature Keystone, and 71.9% on the Algebra Keystone Exam in 24-25.                                                                                                                                                        | No                              |

## Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your District and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

| Strength                                                                                                                                                                                                    | Check for Consideration in Plan |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|
| Determine how the district can better provide individualized education to support the academic needs of all students.                                                                                       | Yes                             |
| Regular Attendance: All Student Group Meets Performance Standard.                                                                                                                                           | Yes                             |
| Continue to look for opportunities for student growth through changes in curriculum, instruction, and differentiation.                                                                                      | Yes                             |
| Create more opportunities for students to gain experience in the fields or trades that they hope to pursue after high school.                                                                               | Yes                             |
| English Language Arts: All Student Groups Meets/Exceeds the Standard Demonstrating Growth.                                                                                                                  | No                              |
| Create more diverse opportunities for students to earn more college-level credits prior to graduation.                                                                                                      | No                              |
| Purpose: Determine the purpose of school and what key skills students need to learn while in school.                                                                                                        | No                              |
| Passion: Identify innovative ideas to elevate our district's success.                                                                                                                                       | No                              |
| Care: Examine the most effective ways of supporting the overall wellness of our school community. Implement practices to make students feel genuinely valued.                                               | No                              |
| Continue to examine how the current curriculum is aligned to new PA STEELS standards.                                                                                                                       | No                              |
| Examine how the district can provide individualized education to support the academic needs of all students.                                                                                                | No                              |
| Determine how the district can best prepare new teachers to uphold the district's high level of growth and achievement for students.                                                                        | No                              |
| Community: What partnerships or collaborations outside of traditional education could we explore to enhance student opportunities? How can we strengthen partnerships with families and with the community? | No                              |

## Analyzing (Strengths and Challenges)

### Analyzing Challenges

| Analyzing Challenges                                                                                                                     | Discussion Points                                                                                                                                                                                                                                                                                                                 |
|------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Regular Attendance: All Student Groups Meets Performance Standard                                                                        | Beyond attendance rates, what qualitative indicators will tell us that a student truly feels they belong here?                                                                                                                                                                                                                    |
| Continue to look for opportunities for student growth through changes in curriculum, instruction, and differentiation.                   | What key skills do students need to learn while in school? "Individualized education" can mean different things to different people. Does it mean moving at your own pace, choosing your own topics, or having different assessment methods? What version of individual education would give students a greater sense of purpose? |
| How can we create more opportunities for students to gain experience in the fields or trades that they hope to pursue after high school? | How do we actively market "non-traditional" fields to students (e.g., women in trades, men in nursing, arts for STEM-focused students) to ensure genuine diversity in these pathways?                                                                                                                                             |

### Analyzing Strengths

|                                                                                                                                       |
|---------------------------------------------------------------------------------------------------------------------------------------|
| Analyzing Strengths                                                                                                                   |
| English Language Arts: All Student Groups Meets/Exceeds 2033 Statewide Goal for Student Achieving Proficient or Advanced              |
| Mathematics Algebra: All Student Groups Meets/Exceeds 2033 Statewide Goal for Student Achieving Proficient or Advanced                |
| Multi-Tiered System of Supports is active in all buildings and regularly looks at how students are growing and achieving.             |
| Continual review of instructional practices and resources to ensure student needs are being met.                                      |
| All schools within the district are exceeding statewide standards of performance for students meeting the Career Standards Benchmark. |

### Priority Challenges

|                               |                                                                                                                                                                                                                                                                                             |
|-------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Analyzing Priority Challenges | Priority Statements                                                                                                                                                                                                                                                                         |
|                               | Establish systematic, two-way communication channels with families that move beyond punitive notifications to collaborative partnerships, ensuring parents/guardians are equipped with resources to overcome academic, transportation, health, and/or social barriers to school attendance. |
|                               | Continuously refine educational practices to create a learning environment that proactively adapts to drive individual student growth.                                                                                                                                                      |

|  |                                                                                                                                       |
|--|---------------------------------------------------------------------------------------------------------------------------------------|
|  | Leverage community and industry resources to create sustainable opportunities for students to explore their post-secondary interests. |
|--|---------------------------------------------------------------------------------------------------------------------------------------|

### Goal Setting

**Priority: Establish systematic, two-way communication channels with families that move beyond punitive notifications to collaborative partnerships, ensuring parents/guardians are equipped with resources to overcome academic, transportation, health, and/or social barriers to school attendance.**

|                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                       |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Outcome Category</b>                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                       |
| Regular Attendance                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                       |
| <b>Measurable Goal Statement (Smart Goal)</b>                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                       |
| The district will increase the percentage of students demonstrating Regular Attendance (attending 90% or more of school days) to [Target 95%+] by ensuring that 100% of families with students at risk of chronic absenteeism engage in a collaborative, barrier-focused planning meeting.                                                           |                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                       |
| <b>Measurable Goal Nickname (35 Character Max)</b>                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                       |
| Chronic Absenteeism                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                       |
| <b>Target Year 1</b>                                                                                                                                                                                                                                                                                                                                 | <b>Target Year 2</b>                                                                                                                                                                                                                                                                                                                                 | <b>Target Year 3</b>                                                                                                                                                                                                                                                                                                                                  |
| The district will increase the percentage of students demonstrating Regular Attendance (attending 90% or more of school days) to [Target 85%+] by ensuring that 100% of families with students at risk of chronic absenteeism engage in a collaborative, barrier-focused planning meeting that focuses on improvement rather than punitive measures. | The district will increase the percentage of students demonstrating Regular Attendance (attending 90% or more of school days) to [Target 90%+] by ensuring that 100% of families with students at risk of chronic absenteeism engage in a collaborative, barrier-focused planning meeting that focuses on improvement rather than punitive measures. | "The district will increase the percentage of students demonstrating Regular Attendance (attending 90% or more of school days) to [Target 95%+] by ensuring that 100% of families with students at risk of chronic absenteeism engage in a collaborative, barrier-focused planning meeting that focuses on improvement rather than punitive measures. |

**Priority: Continuously refine educational practices to create a learning environment that proactively adapts to drive individual student growth.**

|                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                               |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Outcome Category</b>                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                               |
| English Language Arts                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                               |
| <b>Measurable Goal Statement (Smart Goal)</b>                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                               |
| The district will increase the percentage of students meeting their annual academic growth targets (as measured by Growth Assessment, e.g., PVAAS/STAR/LinkIt!), by ensuring 100% of instructional teams utilize instructional response data-based planning cycles, adjust instruction for individual student needs, and measure progress on a regular basis. |                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                               |
| <b>Measurable Goal Nickname (35 Character Max)</b>                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                               |
| ELA Growth Goal                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                               |
| <b>Target Year 1</b>                                                                                                                                                                                                                                                                                                                                          | <b>Target Year 2</b>                                                                                                                                                                         | <b>Target Year 3</b>                                                                                                                                                                                                                                                                                                                                          |
| Establish instructional response processes and examine benchmark data (STAR LinkIT) tracking growth throughout the school year, adjusting instruction to support individualized student needs                                                                                                                                                                 | Utilize instructional response processes and examine benchmark data (STAR LinkIT) tracking growth throughout the school year, adjusting instruction to support individualized student needs. | The district will increase the percentage of students meeting their annual academic growth targets (as measured by Growth Assessment, e.g., PVAAS/STAR/LinkIt!), by ensuring 100% of instructional teams utilize instructional response data-based planning cycles, adjust instruction for individual student needs, and measure progress on a regular basis. |

**Priority: Leverage community and industry resources to create sustainable opportunities for students to explore their post-secondary interests.**

|                                                                                                                                                                                          |                                                                                                                                                                         |                                                                                                                                                                                          |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Outcome Category</b>                                                                                                                                                                  |                                                                                                                                                                         |                                                                                                                                                                                          |
| Career Standards Benchmark                                                                                                                                                               |                                                                                                                                                                         |                                                                                                                                                                                          |
| <b>Measurable Goal Statement (Smart Goal)</b>                                                                                                                                            |                                                                                                                                                                         |                                                                                                                                                                                          |
| The district will increase the number of career-aligned learning experiences offered to students by incorporating community and industry partners into the general education curriculum. |                                                                                                                                                                         |                                                                                                                                                                                          |
| <b>Measurable Goal Nickname (35 Character Max)</b>                                                                                                                                       |                                                                                                                                                                         |                                                                                                                                                                                          |
| Career Goal                                                                                                                                                                              |                                                                                                                                                                         |                                                                                                                                                                                          |
| <b>Target Year 1</b>                                                                                                                                                                     | <b>Target Year 2</b>                                                                                                                                                    | <b>Target Year 3</b>                                                                                                                                                                     |
| The district will establish a baseline for career readiness participation and ensure students engage in at least one community-integrated career exploration activity.                   | The district will increase the percentage of students meeting career readiness benchmarks by expanding access to diverse industry partnerships across all grade levels. | The district will increase the number of career-aligned learning experiences offered to students by incorporating community and industry partners into the general education curriculum. |

## Action Plan

### Measurable Goals

|                     |                 |
|---------------------|-----------------|
| Chronic Absenteeism | ELA Growth Goal |
| Career Goal         |                 |

### Action Plan For: ELA Growth Goal

|                                                                                                                                                                                                                                                                                                                                                               |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Measurable Goals:</b>                                                                                                                                                                                                                                                                                                                                      |  |
| The district will increase the percentage of students meeting their annual academic growth targets (as measured by Growth Assessment, e.g., PVAAS/STAR/LinkIt!), by ensuring 100% of instructional teams utilize instructional response data-based planning cycles, adjust instruction for individual student needs, and measure progress on a regular basis. |  |

| Action Step                                                                                                                                                                                           | Anticipated Start/Completion Date                                                                         | Com Step?       |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|-----------------|
| Utilize the district's response to data and instructional planning model through the incorporation of 3-4 benchmarking windows in English Language Arts. The focus will be on the growth of students. | 2026-09-01                                                                                                | 1               |
| <b>Lead Person/Position</b>                                                                                                                                                                           | <b>Material/Resources/Supports Needed</b>                                                                 | <b>PD Step?</b> |
| Administrators, Building Principals, Teachers                                                                                                                                                         | Instructional response plans by teacher, overseen by building principals, and reviewed by administrators. | Yes             |
|                                                                                                                                                                                                       |                                                                                                           | No              |

| Anticipated Output                                                      | Monitoring/Evaluation (People, Frequency, and Method)                                                                                                                        |
|-------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The number of students meeting their predicted PVAAS performance level. | Growth will be monitored throughout the year using the STAR 360 Reading and LinkIt! benchmark assessments. Yearly monitoring will take place with the release of PVAAS data. |

## Action Plan For: Absenteeism

|                          |                                                                                                                                                                                                                                                                                            |
|--------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Measurable Goals:</b> | The district will increase the percentage of students demonstrating Regular Attendance (attending 90% or more of school days) to [Target 95%+] by ensuring that 100% of families with students at risk of chronic absenteeism engage in a collaborative, barrier-focused planning meeting. |
|--------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                 |                                                                                      |                                          |                  |                  |
|-------------------------------------------------|--------------------------------------------------------------------------------------|------------------------------------------|------------------|------------------|
| <b>Action Step</b>                              | Implement early warning systems to identify students at risk of chronic absenteeism. | <b>Anticipated Start/Completion Date</b> | 2026-09-01       | 2029-09-01       |
| <b>Lead Person/Position</b>                     | <b>Material/Resources/Supports Needed</b>                                            | <b>PD Step?</b>                          | <b>Com Step?</b> | <b>Com Step?</b> |
| Building Principals and District Administrators | Software systems and forms for tracking student absences                             | No                                       | No               | No               |
| <b>Action Step</b>                              | Provide individualized support plans for students with chronic absenteeism.          | <b>Anticipated Start/Completion Date</b> | 2026-09-01       | 2029-09-01       |
| <b>Lead Person/Position</b>                     | <b>Material/Resources/Supports Needed</b>                                            | <b>PD Step?</b>                          | <b>Com Step?</b> | <b>Com Step?</b> |
| Building Principals and District Administrators | MTSS Resources and Outside Supports                                                  | No                                       | Yes              | Yes              |

|                                                                                                                     |                                                                                                                                 |
|---------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| <b>Anticipated Output</b>                                                                                           | <b>Monitoring/Evaluation (People, Frequency, and Method)</b>                                                                    |
| Monthly reports on at-risk students. Action plans, including tutoring, mentoring, counseling, or family engagement. | Review system reports monthly; track identification accuracy. Track completion and progress of each plan; monthly case reviews. |

## Professional Development

### Professional Development Action Steps

|                                |                                                                                                                                                                                                       |
|--------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Evidence-based Strategy</b> | Action Steps                                                                                                                                                                                          |
| ELA Growth Goal                | Utilize the district's response to data and instructional planning model through the incorporation of 3-4 benchmarking windows in English Language Arts. The focus will be on the growth of students. |

### PVAAS Professional Development

|                                        |                                                                                                                                                                                                                                        |                               |  |
|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|--|
| <b>Action Step</b>                     | Utilize the district's response to data and instructional planning model through the incorporation of 3-4 benchmarking windows in English Language Arts. The focus will be on the growth of students.                                  |                               |  |
| <b>Audience</b>                        | Teachers and Principals                                                                                                                                                                                                                |                               |  |
| <b>Topics to be Included</b>           | Understand what PVAAS measures, and explain the correlation between PVAAS data and student performance on PSSA and Keystone Assessment Provide resources for implementing strategies to differentiate learning based on student needs. |                               |  |
| <b>Evidence of Learning</b>            | Teachers will utilize PVAAS data to inform their instructional response plans.                                                                                                                                                         |                               |  |
| <b>Lead Person/Position</b>            | <b>Anticipated Start</b>                                                                                                                                                                                                               | <b>Anticipated Completion</b> |  |
| District Administrators and Principals | 2026-09-01                                                                                                                                                                                                                             | 2029-09-02                    |  |

### Learning Format

|                                                                                                                                        |                                                  |
|----------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|
| <b>Type of Activities</b>                                                                                                              | <b>Frequency</b>                                 |
| Coaching (peer-to-peer; school leader-to-teacher; other coaching models)                                                               | Quarterly ~ during benchmark assessment windows. |
| <b>Observation and Practice Framework Met in this Plan</b>                                                                             |                                                  |
| <ul style="list-style-type: none"> <li>1b: Demonstrating Knowledge of Students</li> <li>3d: Using Assessment in Instruction</li> </ul> |                                                  |
| <b>This Step Meets the Requirements of State Required Trainings</b>                                                                    |                                                  |
| Teaching Diverse Learners in Inclusive Settings                                                                                        |                                                  |

## Communications Activities

| Chronic Absenteeism Communications |                                  |                                                                     |                                                    |                                 |                                      |
|------------------------------------|----------------------------------|---------------------------------------------------------------------|----------------------------------------------------|---------------------------------|--------------------------------------|
| Action Step                        | Audience                         | Topics to be Included                                               | Type of Communication                              | Anticipated Timeline Start Date | Anticipated Timeline Completion Date |
|                                    | Students, Parents, and Guardians | Awareness campaign highlighting the importance of daily attendance. | Communications Team, Building Principals, Teachers | 09/01/2026                      | 09/01/2029                           |
| Communications                     |                                  |                                                                     |                                                    |                                 |                                      |
| Type of Communication              |                                  |                                                                     | Frequency                                          |                                 |                                      |
| Email                              |                                  |                                                                     | Quarterly or as needed based on trends             |                                 |                                      |
| Newsletter                         |                                  |                                                                     | Quarterly or as needed based on trends             |                                 |                                      |
| Letter                             |                                  |                                                                     | Quarterly or as needed based on trends             |                                 |                                      |

## Approvals & Signatures

|                       |
|-----------------------|
| <b>Uploaded Files</b> |
|                       |

|                                   |             |
|-----------------------------------|-------------|
| <b>Chief School Administrator</b> | <b>Date</b> |
|                                   |             |

# Fox Chapel Area School District

611 Field Club Road, Pittsburgh, PA 15238



## Board Affirmation Statement

As required by the Pennsylvania Department of Education and State Board Regulations, the Board of Education for the Fox Chapel Area School District reviewed and approved the plan(s) at the following Board Meeting, held on March 9, 2026 . The plan(s) was (were) approved by a vote of \_\_\_\_\_ (yes) and \_\_\_\_\_ (no).

Plan(s) Approved at School Board Meeting:

*Place a check in the box next to the board approved plan(s).*



Comprehensive Plan

Board Affirmation also includes review and approval of the following state reports:

- Induction Plan (Chapter 49)
- Professional Development Plan (Act 48)
- Gifted Education Plan Assurances\* (Chapter 16)

Affirmed on this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_

By: \_\_\_\_\_ (Signature of Board President)

\_\_\_\_\_ Marybeth Dadd (Print Name)

\_\_\_\_\_ Fox Chapel Area School District Board of Education

Fox Chapel Area School District

Agenda Study Session

March 2, 2026

Policies – Revised – First Reading

# FOX CHAPEL AREA SCHOOL DISTRICT

|                     |                            |
|---------------------|----------------------------|
| Book                | Policy Manual              |
| Section             | 100 PROGRAMS               |
| Title               | Exemption From Instruction |
| Code                | 105.2                      |
| Status              | First Reading              |
| Adopted             | May 10, 2010               |
| Last Revised        | December 5, 2022           |
| Last Reviewed       | February 3, 2026           |
| Prior Revised Dates | 4/13/2015                  |

## **Authority**

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

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

## **Guidelines**

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

1. To assist the school district in ensuring that the student is excused from the correct specific instruction, the request must be made in writing and must detail the specific instruction from which the student is to be excused, **including the reason(s) for the request**.
2. The written request to be excused shall be sent by the parent/guardian or student **who is eighteen (18) or older** to the building principal.

One (1) copy of the request shall be retained in the student's permanent school records, one (1) copy kept by the school principal, and one (1) copy submitted to the teacher from whose instruction the student is to be excused.

3. The written request must contain a statement that the specific instruction described conflicts with the **sincerely held** religious **and/or moral** beliefs of the student or of the parents/guardians.
4. The parent/guardian and/or student may request suggested replacement educational activities. The only permissible educational activity for this purpose shall be **substantially**

**similar** instruction that is consistent with the learning objectives set for the **course**.

5. It shall not be the responsibility of the district or any of its employees to ensure that the student exercises his/her right to be excused in accordance with a parental request. It shall be the responsibility of the student to request permission to leave class when the specific instruction objected to is presented. When the student seeks to be excused, the teacher shall excuse the student if the teacher or principal has a copy of the written request and the written request adequately describes the specific instruction.
6. The building principal shall determine where the student shall report during the time the student is excused.
7. All students excused from specific instruction shall be required to achieve the academic standards established by the district as necessary for graduation.[3][4]

### **Exemption from Dissection Activities**

**Students have the right to decline to participate in an education project involving dissection, vivisection, incubation, capture or other harm or destruction of an animal or any part of an animal.[5]**

**The district must notify students and parents/guardians of their right to decline participation in such activities at least three (3) weeks prior to the start of the education project. Students who do not participate in such activities will be assigned an alternative education project.[5]**

Legal

[1. 22 PA Code 11.7](#)

[2. 22 PA Code 4.4](#)

3. Pol. 102

4. Pol. 217

[5. 24 P.S. 1523](#)

Mahmoud v. Taylor, 606 U.S. \_\_\_, 145 S.Ct. 2332 (2025).

Tatel v. Mt. Lebanon School District, 752 F.Supp.3d 512 (W.D. Pa. 2024).

Troxel v. Granville, 530 U.S. 57 (2000).

# FOX CHAPEL AREA SCHOOL DISTRICT

|                     |                  |
|---------------------|------------------|
| Book                | Policy Manual    |
| Section             | 200 PUPILS       |
| Title               | Attendance       |
| Code                | 204              |
| Status              | First Reading    |
| Adopted             | May 10, 2010     |
| Last Revised        | April 11, 2023   |
| Last Reviewed       | February 3, 2026 |
| Prior Revised Dates | 2/10/2020        |

## **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 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 or designee, in coordination with the building principal and the Attendance Officer, 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. 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 Superintendent 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, foster care and other forms of educational instability. [\[3\]](#)[\[6\]](#)[\[30\]](#)

The district may limit the number and duration of nonschool-sponsored educational tours or trips or 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: [\[28\]](#)[\[31\]](#)
  - 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.[\[32\]](#)

The notice shall:[\[32\]](#)

1. Include a description of the consequences if the student becomes habitually truant;
2. Be in the mode and language of communication preferred by the person in parental relation **and:**
  - a. **Include notice that a habitually truant student may not transfer, during the school year, to a cyber charter school unless a judge determines that the transfer is in the best interest of the student; and**
  - b. **Include resources available to assist the student and the person in parental relation with returning the student to compliant compulsory attendance and opportunities for academic recovery in response to the truant behavior.**

When **the notice is** transmitted to a person who is not the biological or adoptive parent, **it shall** 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.[\[32\]](#)

The notice may include the offer of a School Attendance Improvement Conference.[\[32\]](#)

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.[\[32\]](#)

##### *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.[\[32\]](#)

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.[\[32\]](#)

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.[\[32\]](#)

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.[\[32\]](#)

*Student is Habitually Truant –*

When a student under fifteen (15) years of age is habitually truant, district staff:[\[33\]](#)

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.[\[33\]](#)

When a student fifteen (15) years of age or older is habitually truant, district staff shall:[\[33\]](#)

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.[\[33\]](#)

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.[\[33\]](#)

**Unless a judge determines that it is in the student's best interest, a habitually truant student will not be permitted to transfer to a cyber charter school during the school year.[\[32\]](#)**

*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.[\[34\]](#)

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.[\[34\]](#)

### 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.[\[16\]](#)[\[35\]](#)[\[36\]](#)[\[37\]](#)

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.[\[16\]](#)[\[35\]](#)[\[37\]](#)

### Discipline

The district shall not expel or impose out-of-school suspension, disciplinary reassignment or transfer for truant behavior.[\[32\]](#)

### 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. 24 P.S. 1546](#)

[32. 24 P.S. 1333](#)

[33. 24 P.S. 1333.1](#)

[34. 24 P.S. 1333.2](#)

35. Pol. 103.1

36. Pol. 113.3

37. Pol. 114

[24 P.S. 1333.3](#)

[22 PA Code 11.24](#)

[22 PA Code 11.8](#)

# FOX CHAPEL AREA SCHOOL DISTRICT

|                     |                   |
|---------------------|-------------------|
| Book                | Policy Manual     |
| Section             | 200 PUPILS        |
| Title               | Weapons           |
| Code                | 218.1             |
| Status              | First Reading     |
| Adopted             | January 10, 2022  |
| Last Revised        | November 11, 2024 |
| Last Reviewed       | February 3, 2026  |
| Prior Revised Dates | 9/9/2023          |

## **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 is not 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 or assigned storage area; or 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 district buildings, onto school property, to any school-sponsored activity and onto any public vehicle providing transportation to or from 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.[\[2\]](#)[\[4\]](#)[\[5\]](#)

The Superintendent may recommend modifications of such expulsion requirement on a case-by-case basis.[\[2\]](#)

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 law enforcement and Board policies.[\[2\]](#)[\[4\]](#)[\[6\]](#)[\[7\]](#)[\[8\]](#)[\[9\]](#)[\[10\]](#)[\[11\]](#)

### **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 the law enforcement agency that has jurisdiction over the school's property, and the district's emergency preparedness plan.[\[11\]](#)[\[12\]](#)[\[13\]](#)[\[14\]](#)

When the behavior of a student in possession of a weapon indicates a threat to the safety of the student, other students, school employees, school facilities, the community or others, district staff shall report the student to the threat assessment team, in accordance with applicable law and Board policy.[\[15\]](#)[\[16\]](#)

### **Reporting**

#### ***Law Enforcement Incident Report -***

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 law enforcement agency 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 law enforcement and Board policies.[\[2\]](#)[\[11\]](#)[\[13\]](#)[\[17\]](#)[\[18\]](#)[\[19\]](#)

#### ***Parental Report - Direct Involvement -***

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 law enforcement agency 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.[\[11\]](#)[\[12\]](#)[\[18\]](#)[\[20\]](#)

#### ***Additional Parental and Employee Notifications -***

**The Superintendent or designee shall, in accordance with applicable law, ensure notification of an incident involving possession of a weapon on school property, at a school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity, to employees and parents/guardians of students, as follows:**[\[12\]](#)[\[21\]](#)

- 1. Incident occurring at a school building - Notification to parents/guardians of students enrolled in or attending that school building and school employees assigned to that building.**
- 2. Incident occurring at a school building that shares a campus with other school buildings - Notification to parents/guardians of students enrolled or attending and school employees assigned to any building on the shared campus.**
- 3. Incident occurring at a school-sponsored activity or on a public conveyance providing transportation to or from a school or school-sponsored activity - Notification to the appropriate population of parents/guardians and school**

**employees. Notification is not required if the incident is not directly related to the school-sponsored activity or the students or staff involved in the activity.**

**Such notification(s) must occur within twenty-four (24) hours of the incident using a method of communication likely to reach designated parents/guardians and employees, unless the circumstances of the incident necessitate otherwise.[12]**

### ***Annual School Safety and Security Incidents Report -***

In accordance with state law, the Superintendent shall annually, by July 31, report all incidents involving possession of a weapon to the PA Department of Education on the required form.[11] [13][17]

### **Guidelines**

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, in accordance with law, 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.[22][23]

### **Transfer Students**

When the 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][24]

Legal

- [1. 24 P.S. 1301-A](#)
- [2. 24 P.S. 1317.2](#)
3. Pol. 218
4. Pol. 113.1
5. Pol. 233
- [6. 20 U.S.C. 1400 et seq](#)
- [7. 22 PA Code 10.23](#)
8. Pol. 103.1
9. Pol. 113.2
10. Pol. 113.3
11. Pol. 805.1
- [12. 24 P.S. 1303.2-A](#)
- [13. 24 P.S. 1319-B](#)
14. Pol. 805
- [15. 24 P.S. 1302-E](#)
16. Pol. 236.1

[17. 24 P.S. 1306.2-B](#)

[18. 22 PA Code 10.2](#)

[19. 22 PA Code 10.21](#)

[20. 22 PA Code 10.25](#)

[21. 20 U.S.C. 1232g](#)

[22. 18 U.S.C. 921](#)

[23. 18 U.S.C. 922](#)

24. Pol. 200

[18 Pa. C.S.A. 912](#)

[20 U.S.C. 7114](#)

[20 U.S.C. 7961](#)

[22 PA Code 403.1](#)

[34 CFR Part 300](#)

# FOX CHAPEL AREA SCHOOL DISTRICT

|                     |                   |
|---------------------|-------------------|
| Book                | Policy Manual     |
| Section             | 200 PUPILS        |
| Title               | Hazing            |
| Code                | 247               |
| Status              | First Reading     |
| Adopted             | January 10, 2022  |
| Last Revised        | November 10, 2025 |
| Last Reviewed       | February 3, 2026  |
| Prior Revised Dates | 9/14/2020         |

## **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.

### **Discrimination/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 **or harassment** shall be handled as a joint, concurrent investigation into all allegations and coordinated with the full participation of the Compliance Officer and Title IX Coordinator. If, in the course of a hazing investigation, potential issues of discrimination **or harassment** are identified, the Title IX Coordinator shall be promptly notified, and the investigation shall be conducted jointly and concurrently to address the issues of alleged discrimination **or harassment** as well as the incidents of alleged hazing.[11][12]

### **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.

When a student's behavior indicates a threat to the safety of the student, other students, school employees, school facilities, the community or others, district staff shall report the student to the threat assessment team, as set forth in Policy 236.1, in accordance with applicable law and Board policy.[13][14]

### **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 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 they have 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~~ Law Enforcement**

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~~ **law enforcement** consistent with district practice and, as appropriate, consult with legal counsel about whether to report the matter to ~~the police~~ **law enforcement** at every stage of the proceeding. The decision to report a matter to ~~the police~~ **law enforcement**

**enforcement** 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~~ **law enforcement** in this regard.[\[15\]](#)

### *Referral to Law Enforcement and ~~Safe Schools Reporting Requirements~~ **School Safety and Security Incident Reporting** –*

For purposes of reporting hazing incidents to law enforcement in accordance with ~~Safe Schools Act~~ **school safety and security** 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 **products**; or conduct that constitutes an offense listed under the ~~Safe Schools Act~~ **school safety and security provisions of School Code**.[\[16\]](#)[\[17\]](#)[\[18\]](#)

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~~ **law enforcement agency** 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.[\[16\]](#)[\[17\]](#)[\[19\]](#)[\[20\]](#)[\[21\]](#)[\[22\]](#)

The Superintendent or designee shall notify the parent/guardian of any student directly involved in an ~~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~~ **law enforcement agency** 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.[\[17\]](#)[\[22\]](#)[\[23\]](#)

In accordance with state law, the Superintendent shall annually, by July 31, report all new incidents to the ~~Office for Safe Schools~~ **PA Department of Education** on the required form.[\[16\]](#)[\[19\]](#)[\[22\]](#)

### Confidentiality

Confidentiality of all parties, witnesses, the allegations, the filing of a complaint and the investigation shall be handled in accordance with applicable law, regulations, 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 the individual complies with the requirements under law, subject to the limitations set forth in law.[\[15\]](#)

#### *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.[\[4\]](#)[\[7\]](#)[\[15\]](#)[\[24\]](#)[\[25\]](#)

#### *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, the coach, sponsor, or volunteer 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.[\[26\]](#)

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.[\[4\]](#)

#### 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. 24 P.S. 1302-E](#)

14. Pol. 236.1

[15. 18 Pa. C.S.A. 2810](#)

[16. 24 P.S. 1319-B](#)

[17. 22 PA Code 10.2](#)

[18. 35 P.S. 780-102](#)

[19. 24 P.S. 1306.2-B](#)

[20. 22 PA Code 10.21](#)

[21. 22 PA Code 10.22](#)

22. Pol. 805.1

[23. 22 PA Code 10.25](#)

24. Pol. 218

25. Pol. 233

26. Pol. 317

[18 Pa. C.S.A. 2801 et seq](#)

[22 PA Code 10.23](#)

Pol. 113.1

Pol. 916

[247-Attach 1 Report Form.pdf \(161 KB\)](#)

# FOX CHAPEL AREA SCHOOL DISTRICT

|                     |                                                     |
|---------------------|-----------------------------------------------------|
| Book                | Policy Manual                                       |
| Section             | 600 Finances                                        |
| Title               | Purchases Subject to Bid/Quotation                  |
| Code                | 610                                                 |
| Status              | First Reading                                       |
| Adopted             | May 10, 2010                                        |
| Last Revised        | April 14, 2025                                      |
| Last Reviewed       | February 3, 2026                                    |
| Prior Revised Dates | 4/13/2015, 3/9/2020, 02/08/2021, 4/4/2022, 4/8/2024 |

## **Authority**

It is the policy of the Board to obtain competitive bids and price quotations for products and services where such bids or quotations are required by law or may result in monetary savings to the school district.[\[1\]](#)[\[2\]](#)

## **Supplies**

The Board shall, after due public notice advertising for competitive bids, purchase furniture, equipment, school supplies and appliances costing ~~\$23,800~~ **\$24,500** or more, unless exempt by law or available under a cooperative purchasing program. The Board shall advertise once a week for three (3) weeks in not less than two (2) newspapers of general circulation.[\[1\]](#)[\[2\]](#)

Furniture, equipment, school supplies and appliances to be purchased by the district costing more than ~~\$12,900~~ **\$13,200** but less than ~~\$23,800~~ **\$24,500** may be obtained on written or telephonic quotations, unless exempt by law. If it is not possible to obtain three (3) quotations, a memo must be kept on file showing that fewer than three (3) qualified vendors exist in the market area. The written price quotations, written records of telephonic price quotations and memoranda shall be kept on file for a period of three (3) years.[\[2\]](#)

## **Contracts**

The Board shall, after due public notice advertising for competitive bids, contract for construction, reconstruction, repairs, maintenance or work on any school building or property having a cost or value of more than ~~\$23,800~~ **\$24,500**, unless exempt by law.[\[1\]](#)

All contracts for construction, reconstruction, repairs, maintenance or work on any school building or property, having a cost or value of more than ~~\$12,900~~ **\$13,200** but not more than ~~\$23,800~~ **\$24,500**, may be obtained on written or telephonic quotations, unless exempt by law. If it is not possible to obtain three (3) quotations, a memo must be kept on file showing that

fewer than three (3) qualified vendors exist in the market area. The written price quotations, written records of telephonic price quotations and memoranda shall be kept on file for a period of three (3) years.[1]

The Board may authorize district employees to perform construction, reconstruction, repairs or work having a cost or value of less than ~~\$12,900~~ \$13,200.[1]

### Electronic Bidding

The Board may receive bids electronically for competitive contracts, except for construction and design services, in compliance with applicable laws and Board policy.[3][4]

The district shall electronically maintain the confidentiality of the bid until the bid opening.[4]

### Competitive Electronic Bidding

The Board may adopt a resolution approving the use of competitive electronic bidding for contracts for supplies, but not for construction or design services.[3][5]

An invitation for bids shall be issued and shall include:[5]

1. Procurement description.
2. All contractual terms, when practical.
3. Conditions applicable to procurement, including a notice that bids will be received in an electronic manner.

Public notice and advertisement of the invitation for bids shall be given in the manner required for non-electronic bidding.

Bids shall be accepted electronically at the time and in the manner designated in the invitation for bids.

At the conclusion of the electronic bidding process, the record of the bid prices received and the name of each bidder shall be open to public inspection.

After the bidding period has expired, the district shall grant in writing withdrawal of a bid when the bidder requests relief and presents credible evidence of a clerical mistake due to reasons permitted by law, within the time period established by the district.

The contract shall be awarded within sixty (60) days of the electronic bid by written notice to the lowest responsible bidder, or all bids may be rejected. Extensions of the award date may be made by written, mutual consent of both parties.

### **Delegation of Responsibility**

Bid specifications shall be prepared by the ~~Business Manager~~ Director of Finance.

Bid specifications shall provide for alternates wherever possible.

The ~~Business Manager~~ Director of Finance shall combine like items of supply and material whenever it is feasible and permissible under law and shall not split purchases to avoid requirements for bidding.[1][2]

Bids shall be opened publicly before one (1) or more witnesses at a previously designated time and place.

Contracts shall be awarded to the lowest responsible bidder upon resolution of the Board, unless the Board chooses to reject all bids.[\[2\]](#)

The Board recognizes that emergencies may occur when imminent danger exists to persons or property or continuance of existing school classes is threatened, and time for bidding cannot be provided because of the need for immediate action. Bidding decisions in the event of such emergencies shall be made in accordance with existing legal requirements.[\[1\]](#)

Legal

[1. 24 P.S. 751](#)

[2. 24 P.S. 807.1](#)

[3. 62 Pa. C.S.A. 4602](#)

[4. 62 Pa. C.S.A. 4603](#)

[5. 62 Pa. C.S.A. 4604](#)

[24 P.S. 120](#)

[62 Pa. C.S.A. 4601 et seq](#)

# FOX CHAPEL AREA SCHOOL DISTRICT

|                     |                    |
|---------------------|--------------------|
| Book                | Policy Manual      |
| Section             | 600 Finances       |
| Title               | Purchases Budgeted |
| Code                | 611                |
| Status              | First Reading      |
| Adopted             | May 10, 2010       |
| Last Revised        | April 14, 2025     |
| Last Reviewed       | February 3, 2026   |
| Prior Revised Dates | 6/10/2024          |

## **Authority**

It is the policy of the Board that when funds are available all purchases contemplated within the current budget and not subject to bid shall be made in a manner that ensures the best interests of the district.[\[1\]](#)[\[2\]](#)

## **Delegation of Responsibility**

All purchases that are within budgetary limits may be made upon authorization of the **Business Manager Director of Finance**, Board Secretary, Superintendent and/or purchasing agent, unless the contemplated purchase is for more than ~~\$23,800~~ **\$24,500**, in which case prior approval by the Board is required.[\[1\]](#)[\[2\]](#)[\[3\]](#)

All purchase order requests must be referred to the Purchasing Agent or designee, who shall check whether the proposed purchase is subject to bid; whether sufficient funds exist in the budget; and whether the material might be available elsewhere in the district.[\[1\]](#)[\[2\]](#)[\[3\]](#)

Legal

- [1. 24 P.S. 751](#)
- [2. 24 P.S. 807.1](#)
- [3. 24 P.S. 609](#)
- [24 P.S. 508](#)

# FOX CHAPEL AREA SCHOOL DISTRICT

|                     |                                                             |
|---------------------|-------------------------------------------------------------|
| Book                | Policy Manual                                               |
| Section             | 600 Finances                                                |
| Title               | Federal Fiscal Compliance                                   |
| Code                | 626                                                         |
| Status              | First Reading                                               |
| Adopted             | May 10, 2010                                                |
| Last Revised        | November 10, 2025                                           |
| Last Reviewed       | February 3, 2026                                            |
| Prior Revised Dates | 5/4/2020, 1/26/2022, 1/25/2024 (attachment only), 12/3/2024 |

## **Authority**

The Board shall ensure federal funds received by the district are administered in accordance with federal requirements, including but not limited to the federal Uniform Guidance.[\[1\]](#)

The Board shall review and approve all applications for federal funds submitted by the district.

## **Delegation of Responsibility**

The Board designates the Federal Programs Coordinator and ~~Business Manager~~ **Director of Finance** as the district contact for all federal programs and funding.

The Superintendent or designee, in collaboration with the Federal Programs Coordinator and ~~Business Manager~~ **Director of Finance**, shall establish and maintain a sound financial management system to include internal controls and federal grant management standards covering the receipt of both direct and state-administered federal grants, and to track costs and expenditures of funds associated with grant awards.[\[1\]](#)

The Superintendent, to assist in the proper administration of federal funds and implementation of this policy, may approve additional procedures as attachments to this policy.

## **Guidelines**

The district's financial management system shall be designed with strong internal controls, a high level of transparency and accountability, and documented procedures to ensure that all financial management system requirements are met.

The district's financial management system is subject to periodic internal and external audits. For any fiscal year in which the district expends \$1,000,000 or more in federal awards, the district is required to have a single or program-specific audit in compliance with federal requirements.[\[2\]](#)

District financial management standards and procedures shall include requirements for the following:

1. Identification – The district must identify, in its accounts, all federal awards received and expended, and the federal programs under which they were received.
2. Financial Reporting – Accurate, current, and complete disclosure of the financial results of each federal award or program must be made in accordance with the financial reporting requirements of federal regulations.
3. Accounting Records – The district must maintain records which adequately identify the source and application of funds provided for federally-assisted activities.
4. Internal Controls – Effective control and accountability, including segregation of duties, must be maintained for all funds, real and personal property and other assets. The district must adequately safeguard all such property and take steps to ensure that it is used solely for authorized purposes. Reasonable cybersecurity and other measures must be in place to protect personally identifiable information and other types of information.
5. Budget Control – Actual expenditures or outlays must be compared with budgeted amounts for each federal award. Procedures shall be developed to establish determination for allowability of costs for federal funds.
6. Cash Management – The district shall maintain written procedures to implement the cash management requirements found in federal regulations.
7. Allowability of Costs – The district shall ensure that allowability of all costs charged to each federal award is accurately determined and documented.

### Standards of Conduct

The district shall maintain standards of conduct covering conflicts of interest and the actions of employees and school officials engaged in the selection, award and administration of contracts. [3][4][5]

All employees shall be informed of conduct that is required for federal fiscal compliance and the disciplinary actions that may be applied for violation of Board policies, administrative regulations, rules and procedures.[6]

### Employees - Time and Effort Reporting

All district employees paid with federal funds shall document their time working in support of each federal program, in accordance with law. Time and effort reporting requirements do not apply to contracted individuals.[7]

District employees shall be reimbursed for travel costs incurred in the course of performing services related to official business as a federal grant recipient.[8]

The district shall establish and maintain employee policies and procedures on hiring, benefits and leave and outside activities, as approved by the Board. District procedures on payment of staff shall apply to employees paid with federal funds and shall include payment in extenuating or emergency conditions, in accordance with applicable law, regulations or emergency declarations by state or federal authorities.[9][10][11][12][13][14][15][16]

### Record Keeping

The district shall develop and maintain a Records Management Plan and related Board policy and administrative regulations for the retention, retrieval and disposition of manual and electronic records, including emails.[17][18]

The district shall comply with federal record conversion and quality control review requirements to safeguard the integrity of electronic records.[19]

The district shall ensure the proper maintenance of federal fiscal records documenting:[18][20][21][22]

1. Amount of federal funds.
2. How funds are used.
3. Total cost of each project.
4. Share of total cost of each project provided from other sources.
5. Other records to facilitate an effective audit.
6. Other records to show compliance with federal program requirements.
7. Significant project experiences and results to:
  - a. Determine progress.
  - b. Inform periodic review and continuous improvement of project plan.
  - c. Revise project objectives, if necessary.

All records must be retrievable and available for programmatic or financial audit.

The district shall provide the federal awarding agency, Inspectors General, the Comptroller General of the United States, and the pass-through entity, or any of their authorized representatives, the right of access to any documents, papers, or other district records which are pertinent to the federal award. The district shall also permit timely and reasonable access to the district's personnel for the purpose of interview and discussion related to such documents.[23]

Records shall be retained for a minimum of three (3) years from the date of submission of the final financial report, or as otherwise specified in the requirements of the federal award, unless a written extension is provided by the awarding agency, cognizant agency for audit, oversight agency for audit or cognizant agency for indirect costs.[20]

If any litigation, claim or audit is started before the expiration of the standard record retention period, the records shall be retained until all litigation, claims or audits have been resolved and final action taken.[20]

Records for property and equipment acquired with federal funds shall be retained for three (3) years after final disposition of the property or equipment.[20]

As part of the Records Management Plan, the district shall develop and maintain a records retention schedule, which shall delineate the record retention format, retention period and method of disposal.[18]

The Records Management Plan shall include identification of staff authorized to access records, appropriate training, and preservation measures to protect the integrity of records and data.[18][20]

The district shall ensure that all personally identifiable data protected by law or regulations is handled in accordance with the requirements of applicable law, regulations, Board policy and administrative regulations.[24][25][26][27][28]

### Subrecipient Monitoring

In the event that the district awards subgrants, the district shall establish written procedures to: [29]

1. Assess the risk of fraud and noncompliance.
2. Monitor grant subrecipients to ensure compliance with federal, state, and local laws and Board policy and procedures.
3. Ensure the district's record retention schedule addresses document retention on assessment and monitoring.[18]

### Compliance Violations

Employees and contractors involved in federally funded programs and subrecipients shall be made aware that failure to comply with federal law, regulations or terms and conditions of a federal award may result in the federal awarding agency or pass-through entity imposing additional conditions or terminating the award in whole or in part.[30][31]

### Mandatory Reporting of Violations

An applicant, recipient or subrecipient of a federal award must promptly disclose whenever, in connection with the federal award (including any related activities or subawards) it has credible evidence of a violation of federal criminal law involving fraud, conflict of interest, bribery or gratuity violations under Title 18 of the United States Code or a violation of the federal civil False Claims Act. The written disclosure must be made to the federal agency, the agency's Office of Inspector General, and pass-through entity (if applicable). Recipients and subrecipients are also required to report issues related to a recipient integrity and performance in accordance with Appendix XII to 2 CFR Part 200. Failure to make required disclosures can result in compliance violations.[32]

### Whistleblower Protections

District employees may not be discharged, demoted or otherwise discriminated against as a reprisal for making a protected disclosure of information that the employee reasonably believes to be:[33][34]

1. Evidence of gross mismanagement of a federal contract or grant; or
2. Gross waste of federal funds; or
3. An abuse of authority relating to a federal contract or grant; or
4. A substantial and specific danger to public health or safety; or
5. A violation of law, rule or regulation related to a federal contract, including the competition for or negotiation of a contract or grant.

District employees may disclose such information to any of the following:

1. The Superintendent or designee authorized to investigate, discover or address such misconduct.

2. A federal employee responsible for contract or grant oversight or management of the relevant agency.
3. An authorized official of the United States Department of Justice or other law enforcement agency.
4. A member of Congress or a representative of a committee of Congress.
5. A federal Inspector General.
6. The federal Government Accountability Office.
7. A court or grand jury, including providing evidence of misconduct in any judicial or administrative proceeding relating to waste, fraud or abuse on a federal contract or grant.

A district employee who believes that they have been subjected to a reprisal for making a protected disclosure may submit a complaint to the Inspector General of the federal executive agency that is responsible for the relevant federal funding or federal contract. The federal agency and the agency's Inspector General have the authority to investigate such complaints and provide appropriate remedies for substantiated complaints.

The district shall provide written notification to employees of their rights and protections under the Whistleblower Law by posting notices on the district's website.

Legal

- [1. 2 CFR Part 200](#)
- [2. 2 CFR 200.501](#)
- [3. 2 CFR 200.318](#)
4. Pol. 827
5. Pol. 828
6. Pol. 317
- [7. 2 CFR 200.430](#)
8. Pol. 626.1
- [9. 24 P.S. 1153](#)
10. Pol. 304
11. Pol. 319
12. Pol. 336
13. Pol. 337
14. Pol. 624
15. Pol. 805
16. Pol. 813
- [17. 2 CFR 200.334-200.338](#)
18. Pol. 800
- [19. 2 CFR 200.336](#)
- [20. 2 CFR 200.334](#)
- [21. 34 CFR 75.730-75.732](#)
- [22. 34 CFR 76.730-76.732](#)
- [23. 2 CFR 200.337](#)

24. Pol. 113.4

25. Pol. 216

26. Pol. 324

27. Pol. 830

28. Pol. 830.1

[29. 2 CFR 200.331-200.332](#)

[30. 2 CFR 200.339](#)

[31. 2 CFR 200.340](#)

[32. 2 CFR 200.113](#)

[33. 2 CFR 200.217](#)

[34. 41 U.S.C. 4712](#)

Pol. 610

Pol. 611

Pol. 612

Pol. 613

Pol. 625

## Procurement – Federal Programs

This document is intended to integrate standard district purchasing procedures with additional requirements applicable to procurements that are subject to the federal Uniform Guidance regulations, federal guidance of the Office of Management and Budget and/or U.S. Department of Agriculture (USDA) regulations governing school food service programs. The district maintains the following purchasing procedures, in accordance with federal and state laws, regulations and Board policy. (2 CFR 200.102, 200.318-200.325; 7 CFR 210.16, 210.19, 210.21, 215.14a, 220.16; 24 P.S. 120, 24 P.S. 504, 24 P.S. 508, 24 P.S. 521, 24 P.S. 607, 24 P.S. 609, 24 P.S. 751, 24 P.S. 807.1; 62 Pa. C.S.A. 4601 et seq; Pol. 610, 611, 612, 613, 808)

| <b>2024 Procurement Thresholds</b>       |                                   |                                                                                                                                                 |
|------------------------------------------|-----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| PA State Quotation Threshold             | <del>\$12,900</del><br>\$13,200   | Adjusted based on Consumer Price Index published in PA Bulletin (24 P.S. Sec. 120)                                                              |
| PA State Bid Threshold                   | <del>\$23,800</del><br>\$24,500   | Adjusted based on Consumer Price Index published in PA Bulletin (24 P.S. Sec. 120)                                                              |
| Federal Micro-Purchase Threshold         | <del>\$10,000</del><br>\$15,000   | Adjusted periodically and published in Federal Register (48 CFR Subpart 2.1) or through guidance of the federal Office of Management and Budget |
| Federal Simplified Acquisition Threshold | <del>\$250,000</del><br>\$350,000 | Adjusted periodically and published in Federal Register (48 CFR Subpart 2.1) or through guidance of the federal Office of Management and Budget |

\*Please review this Procurement attachment annually and update amounts accordingly

The district implements exceptions to the Micro-Purchase and Simplified Acquisition Threshold amounts announced by the federal Office of Management and Budget as part of its procurement procedures.

### **Responsibility for Purchasing**

The Board has outlined standard district purchasing responsibility, methods of purchasing, price quotations and bid requirements in the following Board policies and their accompanying administrative regulations or procedures:

- Policy 610. Purchases Subject to Bid/Quotation
- Policy 611. Purchases Budgeted
- Policy 612. Purchases Not Budgeted
- Policy 613. Cooperative Purchasing

## **Purchase Methods**

When a request for purchase of equipment, supplies or services has been submitted and approved as outlined below, the procurement method to be used will be determined based on the type of purchase and the total cost of the purchase as further outlined below. This procedure outlines how the cost thresholds for determining when the quote or formal bidding procedures that are required by state law as reflected in Policy 610 must be modified when making purchases for federally funded purposes to which the Uniform Grant Guidance or USDA regulations apply, so as to comply with both state and federal requirements. At each point where requirements for food service-related procurement under USDA regulations differ, a note will refer to the Food Service Program Notes at the end of this procedure. Final determination of which purchasing procedures are to be applied is delegated to the ~~Business Manager~~ **Director of Finance** under the authority of the Board.

## **Standard Procurement Documents and Purchase Request Process**

The district shall use purchase orders and/or requisitions for purchase requests in accordance with the applicable purchase method.

The district shall use paper and/or electronic purchasing records, which are pre-numbered and are accessible to designated purchasing staff in the Business Office.

Purchase requests by an employee must be submitted to the building administrator or immediate supervisor. Purchase of all budgeted items or items approved by an administrator or supervisor must be initiated by use of a purchase order or requisition submitted to the **Director of Finance**.

Purchase orders and requisitions shall contain information including, but not limited to:

1. Description of the services to be performed or goods to be delivered.
2. Location of where services will be performed, or goods will be delivered.
3. Appropriate dates of service or delivery.

Documentation on purchase orders and requisitions shall be maintained in accordance with the district's Records Management Policy and records retention schedule. (Pol. 800)

Contracts shall be reviewed by the Board Secretary, ~~Business Manager~~ **Director of Finance**, Superintendent and the school solicitor prior to submission to the Board for approval.

Contracts to which the Uniform Grant Guidance apply shall contain the clauses specified in Appendix II to 2 CFR Part 200 (Contract Provisions for Non-Federal Entity Contracts Under Federal Awards), when applicable.

**[See Food Service Program Notes below for specific clauses required by USDA regulations to be included in cost reimbursable procurement contracts.]**

### **Micro-Purchases Not Requiring Quotes or Bidding**

For purposes of this procedure, **micro-purchase** means a purchase of equipment, supplies or services for use in federally funded programs using simplified acquisition procedures, the aggregate amount of which does not exceed a base amount of ~~\$10,000~~ **\$15,000**. The micro-purchase dollar threshold is adjusted periodically by the federal government, and the threshold most recently established and published in the Federal Register or announced as an exception by the federal Office of Management and Budget shall apply if other than ~~\$10,000~~ **\$15,000**.(48 CFR Subpart 2.1)

**Note: The micro-purchase maximum for federal purposes is lower than the amount below which the School Code allows purchase for nonfederal purposes to be made without obtaining at least three (3) written or telephonic quotes or using formal competitive bidding.**

The micro-purchase method is used in order to expedite the completion of its lowest dollar small purchase transactions and minimize the associated administrative burden and cost. Procurement by micro-purchase is the acquisition of equipment, supplies or services, the aggregate dollar amount of which does not exceed the micro-purchase threshold.

To the extent practicable, the district distributes micro-purchases equitably among qualified suppliers when the same or materially interchangeable products are identified and such suppliers offer effectively equivalent rates, prices and other terms. The ~~Business Manager~~ **Director of Finance** will be responsible to determine the equitable distribution of micro-purchases.

Micro-purchases may be awarded without soliciting competitive quotations if the district considers the price to be reasonable. The district will maintain evidence of this reasonableness in the records of all micro-purchases. Reasonable means that sound business practices were followed and the purchase is comparable to market prices for the geographic area. Such determinations of reasonableness may include comparison of the price to previous purchases of the same item or comparison of the price of items similar to the item being purchased.

Even if the cost of a purchase qualifies it as a micro-purchase, bidding or small purchase procedures may be used optionally when those procedures may result in cost savings.

### **Small Purchase Procedures**

For purposes of this procedure, **small purchase procedures** are those relatively simple and informal procurement methods for securing equipment or supplies that cost more than the amount qualifying as a micro-purchase and do not ~~\$23,800~~ **\$24,500** or more, or in the case of services other than construction, maintenance or repair on school facilities, where the total cost does not exceed the ~~\$250,000~~ **\$350,000** federal Simplified Acquisition Threshold at which formal competitive bidding or competitive proposals are required. Small purchase procedures cannot be used for purchases of equipment or supplies or for construction, repair or maintenance services costing ~~\$23,800~~ **\$24,500** or more because the School Code requires formal competitive bidding at that level of cost.

The base amount at which bidding is required under state law for purchases of equipment, supplies and construction, maintenance or repair services on school facilities is adjusted for inflation annually, and the adjusted amount most recently determined and published in the Pennsylvania Bulletin shall apply if other than ~~\$23,800~~ ~~\$24,500~~. (24 P.S. Sec. 120)

The federal Simplified Acquisition Threshold at which competitive bidding or competitive proposals are required is adjusted periodically by the federal government, and the threshold most recently established and published in the Federal Register or announced as an exception by the federal Office of Management and Budget shall apply if other than ~~\$250,000~~ ~~\$350,000~~. (48 CFR Subpart 2.1, 2 CFR 200.102)

Because state law does not require competitive bidding for the purchase of services other than construction, maintenance or repairs on school facilities regardless of total cost, small purchase procedures, including a request for proposal (RFP) procedure, may be used for procurement of such other services except when the estimated total cost will be at or over the federal threshold at which formal competitive bidding or competitive proposals are required (~~\$250,000~~ ~~\$350,000~~).

**[See Food Service Program Notes below for exemption from bidding for purchases of perishable food items costing less than ~~\$250,000~~ ~~\$350,000~~.]**

If small purchase procedures are used, written or telephonic price or rate quotations are obtained from at least three (3) qualified sources and records of quotes are maintained as provided in Policy 610. (Pol. 610)

### **Formal Competitive Bidding**

#### **Publicly Solicited Sealed Competitive Bids:**

For purchases of equipment or supplies, or of services for construction, maintenance or repairs of school facilities, sealed competitive bids are publicly solicited and awarded to the lowest responsive and responsible bidder as provided in Policy 610 when the total cost is estimated to be ~~\$23,800~~ ~~\$24,500~~ or more. (Pol. 610)

**Note: The amount at which formal competitive bidding or competitive proposals are required by federal regulations is much higher than the base amount at which the School Code requires competitive bidding. Therefore, the lower base amount specified by the School Code, as annually adjusted, is used to determine when bidding will be used for purchases of equipment or supplies, or for obtaining services for construction, maintenance or repairs on school facilities. (24 P.S. Sec. 120)**

State law does not require bidding for the purchase of services other than construction, maintenance or repairs on school facilities regardless of total cost. For procurement of such other services for federally funded purposes to which the Uniform Grant Guidance applies, formal competitive bidding or competitive proposals will be used when the estimated total cost will be at or over the federal threshold of ~~\$250,000~~ ~~\$350,000~~.

The federal Simplified Acquisition Threshold at which competitive bidding or competitive proposals are required is adjusted periodically by the federal government, and the threshold most recently established and published in the Federal Register or announced as an exception by the federal Office of Management and Budget shall apply if other than ~~\$250,000~~ **\$350,000**. (48 CFR Subpart 2.1, 2 CFR 200.102)

For procurement of services costing at or over the ~~\$250,000~~ **\$350,000** federal threshold other than for construction, maintenance or repairs on school facilities, the use of competitive sealed bidding is considered feasible and appropriate when:

1. A complete, adequate, and realistic specification or purchase description is available;
2. Two (2) or more responsible bidders are willing and able to compete effectively for the business; and
3. The procurement lends itself to a firm fixed-price contract and the selection of the successful bidder can be made principally on the basis of price.

Where specified in bidding documents, factors such as discounts, transportation cost, and life cycle costs must be considered in determining which bid is lowest. Payment discounts will only be used to determine the low bid when prior experience indicates that such discounts are usually taken advantage of. Any or all bids may be rejected if there is a sound documented reason.

**[See Food Service Program Notes below for reference to state requirements regarding contracts with food service management companies and contractors of pre-plated meals.]**

### **Competitive Proposals**

State law does not require public school entities to solicit competitive bids for services other than construction, repairs or maintenance of school facilities, for which competitive bidding is required if the cost will be a base amount of ~~\$23,800~~ **\$24,500** or more. State law allows competitive proposals relating to work on facilities in lieu of bidding only in the context of guaranteed energy savings contracts.

Federal regulations allow the use of competitive proposals as an alternative to formal competitive bidding when conditions are not appropriate for the use of sealed bids.

In the case of services other than for construction, repairs or maintenance of school facilities costing less than that threshold, the district may use small purchase procedures or micro-purchase procedures as applicable based on total cost. A request for proposal (RFP) process can also meet or exceed the small purchase competition requirements under state law and Policy 610 for the acquisition of services other than for construction, repairs or maintenance of school facilities, and can be used if the total cost will be less than ~~\$250,000~~ **\$350,000**.

When permitted, the technique of competitive proposals is normally conducted with more than one (1) source submitting an offer, and either a fixed price or cost-reimbursement type contract is awarded. Competitors' qualifications are evaluated and the most qualified competitor is selected,

subject to negotiation of fair and reasonable compensation. The district shall comply with other applicable state and federal law and regulations, Board policy and administrative regulations regarding purchasing; the district may consult with the school solicitor or other qualified counsel in determining the required process for purchasing through competitive proposals when necessary.

If this method is used, the following requirements apply:

1. Requests for proposals must be publicized and identify all evaluation factors and their relative importance. Any response to publicized requests for proposals must be considered to the maximum extent practical.
2. Proposals must be solicited from an adequate number of qualified sources.
3. Contracts must be awarded to the responsible firm whose proposal is most advantageous to the program, with price and other factors considered.

An alternative form of competitive proposal is permitted only for qualifications-based procurement of architectural and engineering services, in which price is not a selection factor and reasonable compensation is negotiated after source selection. This alternative is not permitted for procurement of other types of services.

Competitive proposals shall be evaluated by the **Business Manager Director of Finance** and/or the Federal Programs Coordinator based on factors including but not limited to:

1. Cost, Experience of contractor, Availability, Personnel qualifications, Financial stability, Minority business, women's business enterprise, or labor surplus area firm status, Project management expertise, and Understanding of district needs.

Evaluations shall be completed in a timely manner, documented and shall be reviewed by the **Business Manager Director of Finance** and/or the Federal Programs Coordinator.

### **Contract/Price Analysis**

The district performs a cost or price analysis in connection with every procurement action in excess of ~~\$250,000~~ **\$350,000**, including contract modifications. (2 CFR Sec. 200.323(a)).

A **cost analysis** generally means evaluating the separate cost elements that make up the total price, while a **price analysis** means evaluating the total price, without looking at the individual cost elements.

The method and degree of analysis is dependent on the facts surrounding the particular procurement situation; however, the **Business Manager Director of Finance** and the Federal Programs Coordinator must come to an independent estimate prior to receiving bids or proposals. (2 CFR Sec. 200.323(a)). As part of the analysis, the **Business Manager Director of Finance** will enact established business practices which may include evaluation of similar prior procurements and a review process.

## Negotiated Profit

In any procurement in which there has been no price competition, or in which a cost-analysis is performed, profit must be negotiated separately as an element of price. Accordingly, solicitations of bids, proposals or quotes shall require that bids, proposals or quotes be limited to costs other than profit, and exclude profit.

To establish a fair and reasonable profit, consideration is given to the complexity of the work to be performed, the risk borne by the contractor, the contractor's investment, the amount of subcontracting, the quality of its record of past performance, and industry profit rates in the surrounding geographical area for similar work. (2 CFR Sec. 200.323(b)).

When profit must be negotiated as a separate element of the total price, it shall be negotiated by the ~~Business Manager~~ **Director of Finance** and the Federal Programs Coordinator.

## Noncompetitive Proposals (Sole Sourcing)

**Procurement by noncompetitive proposals** means procurement through solicitation of a proposal from only one (1) source and may be used only when one or more of the following circumstances apply:

1. The item is available only from a single source.
2. The public exigency or emergency for the requirement will not permit a delay resulting from competitive solicitation. An **emergency** exists whenever the time required for the Board to act in accordance with regular procedures would endanger life or property or threaten continuance of existing school classes.
3. The federal awarding agency or pass-through entity expressly authorizes noncompetitive proposals in response to a written request from the district.
4. After solicitation of a number of sources, the district determines the competition is inadequate.

In addition to standard procurement policy and procedures, the district will document the grounds for using the noncompetitive method in lieu of an otherwise required competitive method of procurement, which may include written confirmation from the contractor as the sole source of the item. Documentation must be submitted to and maintained by the Business Office.

All noncompetitive proposals will ultimately be approved by the Board. The district may utilize legal advice from the solicitor regarding noncompetitive proposals.

Profit must be negotiated separately for noncompetitive proposals, and a cost or price analysis will also be performed for noncompetitive proposals when the price exceeds ~~\$250,000~~ **\$350,000**.

## **Purchase Cards**

The district approves the use of procurement cards for permissible purchases by designated employees to improve the efficiency of purchasing activities, reduce processing expenses, improve controls for small-dollar purchases, and streamline contractor payment.

Procurement cards may be used for purchases under federal programs. The use of procurement cards is governed by Board policy 625 Procurement Cards and established administrative regulations. (Pol. 625)

## **Full and Open Competition**

All procurement transactions must be conducted in a manner providing full and open competition consistent with 2 CFR Sec. 200.319. In order to ensure objective contractor performance and eliminate unfair competitive advantage, contractors that develop or draft specifications, requirements, statements of work, or invitations for bids or requests for proposals must be excluded from competing for such procurements. Some of the situations considered to be restrictive of competition include but are not limited to:

1. Placing unreasonable requirements on firms in order for them to qualify to do business.
2. Requiring unnecessary experience and excessive bonding.
3. Noncompetitive pricing practices between firms or between affiliated companies.
4. Noncompetitive contracts to consultants that are on retainer contracts.
5. Organizational conflicts of interest.
6. Specifying only a “brand name” product instead of allowing “an equal” product to be offered and describing the performance or other relevant requirements of the procurement.
7. Any arbitrary action in the procurement process.

## **Minority Businesses, Women’s Business Enterprises, Labor Surplus Area Firms**

The district must take necessary affirmative steps to assure that minority businesses, women’s business enterprises, and labor surplus area firms are used when possible. Affirmative steps must include: (2 CFR Sec. 200.321)

1. Placing qualified small and minority business and women’s business enterprises on solicitation lists.
2. Assuring that small and minority businesses, and women’s business enterprises are solicited whenever they are potential sources.

3. Dividing total purchasing requirements, when economically feasible, into smaller tasks or quantities to permit maximum participation by small and minority business and women's business enterprises.
4. Establishing delivery schedules, where the requirement permits, which encourage participation by small and minority businesses and women's business enterprises.
5. Using the services and assistance, as appropriate, of such organizations as the Small Business Administration and the Minority Business Development Agency of the Department of Commerce.
6. Requiring the prime contractor, if subcontracts are let, to take the affirmative steps listed above.

### **Geographical Preferences Prohibited**

The district must conduct procurements in a manner that prohibits the use of statutorily or administratively imposed state, local, or tribal geographical preferences in the evaluation of bids or proposals, except in those cases where applicable federal statutes expressly mandate or encourage geographic preference. When contracting for architectural and engineering (A/E) services, geographic location may be a selection criterion provided its application leaves an appropriate number of qualified firms, given the nature and size of the project, to compete for the contract.

**[See Food Service Program Notes below for permissibility of geographic preferences and "Buy American" practices in purchasing certain food products]**

### **Prequalified Lists**

The district must ensure that all prequalified lists of persons, firms, or products which are used in acquiring goods and services are current and include enough qualified sources to ensure maximum open and free competition. Also, the district must not preclude potential bidders from qualifying during the solicitation period.

**[See Food Service Program Notes below for reference to state requirements regarding contracts with food service management companies and contractors of pre-plated meals.]**

### **Solicitation Language**

The district must ensure that all solicitations incorporate a clear and accurate description of the technical requirements for the material, product, or service to be procured. Such description must not, in competitive procurements, contain features which unduly restrict competition. The description may include a statement of the qualitative nature of the material, product or service to be procured and, when necessary, must set forth those minimum essential characteristics and standards to which it must conform if it is to satisfy its intended use. Detailed product specifications should be avoided if at all possible.

When it is impractical or uneconomical to make a clear and accurate description of the technical requirements, a “brand name or equivalent” description may be used as a means to define the performance or other salient requirements of procurement. The specific features of the named brand which must be met by offers must be clearly stated; and identify all requirements which the offerors must fulfill and all other factors to be used in evaluating bids or proposals.

### **Avoiding Acquisition of Unnecessary or Duplicative Items**

The district must avoid the acquisition of unnecessary or duplicative items. Additionally, consideration must be given to consolidating or breaking out procurements to obtain a more economical purchase; and, where appropriate, an analysis must be made of leases versus purchase alternatives, and any other appropriate analysis to determine the most economical approach.

These considerations are given as part of the process to determine the allowability of each purchase made with federal funds. Such considerations are accessible in the procedure attached to Policy 626: Allowability of Costs – Federal Programs.

### **Use of Intergovernmental Agreements and Cooperative Purchasing**

To foster greater economy and efficiency, the district enters into state and local intergovernmental agreements where appropriate for cooperative purchasing or use of common or shared goods and services, as permitted by the Intergovernmental Cooperation Act, the School Code and the Commonwealth Procurement Code. (Pol. 613; 53 Pa. C.S. Ch. 23; 24 P.S. 521; 62 Pa. C.S. Ch. 19)

When procuring supplies or services for federally funded purposes to which the Uniform Grant Guidance applies, the district shall verify that the organization conducting the procurement pursuant to such agreements complies with the applicable procurement methods, requirements and standards of the Uniform Grant Guidance as outlined in this procedure.

### **Use of Federal Excess and Surplus Property**

The district considers the use of federal excess and surplus property in lieu of purchasing new equipment and property whenever such use is feasible and reduces project costs.

### **Debarment and Suspension**

The district awards contracts only to responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement. Consideration will be given to such matters as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources.

**[See Food Service Program Notes below for reference to state requirements regarding contracts with food service management companies and contractors of pre-plated meals.]**

The district may not subcontract with or award subgrants to any person or company who is debarred or suspended. For all contracts over \$25,000 the district verifies that the contractor with whom the district intends to do business is not excluded or disqualified. (2 CFR Part 200, Appendix II, and 2 CFR Sec. 180.220 and 180.300).

All successful contractors must provide written certification that they have not been suspended or debarred from federal projects. The ~~Business Manager~~ **Director of Finance** and/or the Federal Programs Coordinator will be responsible for verification. Such verification may include accessing the online federal System for Award Management (SAM) to determine whether any relevant party is subject to any suspension or debarment restrictions.

### **Maintenance of Procurement Records**

The district must maintain records sufficient to detail the history of all procurements. These records will include, but are not necessarily limited to the following: rationale for the method of procurement, selection of contract type, contractor selection or rejection, the basis for the contract price (including a cost or price analysis), and verification that the contractor is not suspended or debarred.

Maintenance of records of procurement will be governed by Board policy 800 Records Management and the district's established records retention schedule. (Pol. 800)

### **Time and Materials Contracts**

The district may use a time and materials type contract only: (1) after a determination that no other contract is suitable; and (2) if the contract includes a ceiling price that the contractor exceeds at its own risk. **Time and materials type contract** means a contract whose cost to the district is the sum of: the actual costs of materials, and direct labor hours charged at fixed hourly rates that reflect wages, general and administrative expenses, and profit.

Since this formula generates an open-ended contract price, a time-and-materials contract provides no positive profit incentive to the contractor for cost control or labor efficiency. Therefore, each contract must set a ceiling price that the contractor exceeds at its own risk. Further, the district must assert a high degree of oversight in order to obtain reasonable assurance that the contractor is using efficient methods and effective cost controls.

### **Settlements of Issues Arising Out of Procurements**

The district alone is responsible, in accordance with good administrative practice and sound business judgment, for the settlement of all contractual and administrative issues arising out of procurements. These issues include, but are not limited to, source evaluation, protests, disputes, and claims. These standards do not relieve the district of any contractual responsibilities under its contracts. Violations of law will be referred to the local, state, or federal authority having proper jurisdiction.

## Protest Procedures to Resolve Dispute

The district maintains protest procedures to handle and resolve disputes relating to procurements and, in all instances, discloses information regarding the protest to the awarding agency. Protest procedures will be acted on in accordance with current state law and regulations, established district administrative regulations and the advice of the solicitor. (Pol. 610)

## Food Service Program Notes:

### *Exemption from Bidding for Perishable Food Items -*

The School Code exempts purchases of perishable food items from bidding requirements. Bidding for perishable food items is required only if the cost would be at or over the federal threshold at which formal competitive bidding is required (~~\$250,000~~ **\$350,000**). Small purchase procedures may be used for purchases below ~~\$250,000~~ **\$350,000**, or micro-purchase procedures for purchases below ~~\$10,000~~ **\$15,000**. Use of bidding should be considered as an option if it is feasible and likely to result in cost savings.(24 P.S. Sec. 504(d))

### *Geographic Preferences -*

The district is permitted to apply a geographic preference when procuring unprocessed locally grown or locally raised agricultural products. When a geographic preference is applied, the district has discretion to determine the local area to which the geographic preference option will be applied.

**Unprocessed locally grown or locally raised agricultural products** means only those agricultural products that retain their inherent character. The effects of the following food handling and preservation techniques shall not be considered as changing an agricultural product into a product of a different kind or character: cooling; refrigerating; freezing; size adjustment made by peeling, slicing, dicing, cutting, chopping, shucking, and grinding; forming ground products into patties without any additives or fillers; drying/dehydration; washing; packaging (such as placing eggs in cartons), vacuum packing and bagging (such as placing vegetables in bags or combining two (2) or more types of vegetables or fruits in a single package); the addition of ascorbic acid or other preservatives to prevent oxidation of produce; butchering livestock and poultry; cleaning fish; and the pasteurization of milk. (7 CFR Sec. 210.21, 215.14a, 220.16)

### *Buy American -*

The district shall purchase, to the maximum extent practicable, domestic commodities or products for food service purposes. The term **domestic commodity or product** means: (7 CFR Sec. 210.21, 220.16)

1. An agricultural commodity that is produced in the United States; and
2. A food product that is processed in the United States substantially using agricultural commodities that are produced in the United States.

*Mandatory Contract Clauses -*

The following provisions shall be included in all cost reimbursable contracts for food services purchases, including contracts with cost reimbursable provisions, and in solicitation documents prepared to obtain offers for such contracts: (7 CFR Sec. 210.21, 215.14a, 220.16)

1. Allowable costs will be paid from the nonprofit school food service account to the contractor net of all discounts, rebates and other applicable credits accruing to or received by the contractor or any assignee under the contract, to the extent those credits are allocable to the allowable portion of the costs billed to the school food authority;
2. (a) The contractor must separately identify for each cost submitted for payment to the school food authority the amount of that cost that is allowable (can be paid from the nonprofit school food service account) and the amount that is unallowable (cannot be paid from the nonprofit school food service account); or  
  
(b) The contractor must exclude all unallowable costs from its billing documents and certify that only allowable costs are submitted for payment and records have been established that maintain the visibility of unallowable costs, including directly associated costs in a manner suitable for contract cost determination and verification;
3. The contractor's determination of its allowable costs must be made in compliance with the applicable departmental and program regulations and Office of Management and Budget cost circulars;
4. The contractor must identify the amount of each discount, rebate and other applicable credit on bills and invoices presented to the school food authority for payment and individually identify the amount as a discount, rebate, or in the case of other applicable credits, the nature of the credit. If approved by the state agency, the school food authority may permit the contractor to report this information on a less frequent basis than monthly, but no less frequently than annually;
5. The contractor must identify the method by which it will report discounts, rebates and other applicable credits allocable to the contract that are not reported prior to conclusion of the contract; and
6. The contractor must maintain documentation of costs and discounts, rebates and other applicable credits, and must furnish such documentation upon request to the school food authority, the state agency, or the department.

*Contracts with Food Service Management Companies -*

Procedures for selecting and contracting with a food service management company (FSMC) shall comply with guidance provided by the Pennsylvania Department of Education, Division of Food and Nutrition, including standard forms, procedures and timelines for solicitation, selection and approval of proposals and contracts. (7 CFR Sec. 210.16, 210.19, 210.21, 215.14a, 220.16)

*Pre-Plated Meals -*

Procedures for selecting and contracting with contractors of pre-plated meals shall comply with guidance provided by the Pennsylvania Department of Education, Division of Food and Nutrition, including standard forms, procedures and timelines for solicitation, selection and approval of proposals and contracts. (7 CFR Sec. 210.16, 210.19, 210.21, 220.16)

# FOX CHAPEL AREA SCHOOL DISTRICT

|                     |                                         |
|---------------------|-----------------------------------------|
| Book                | Policy Manual                           |
| Section             | 800 Operations                          |
| Title               | Relations With Law Enforcement Agencies |
| Code                | 805.1                                   |
| Status              | First Reading                           |
| Adopted             | September 9, 2013                       |
| Last Revised        | November 11, 2024                       |
| Last Reviewed       | February 3, 2026                        |
| Prior Revised Dates | 2/10/2020                               |

## **Purpose**

The Board recognizes that cooperation with law enforcement agencies is considered essential for protecting students and staff, maintaining a safe environment in schools and safeguarding district property.

## **Authority**

It shall be the policy of the Board to establish and maintain a cooperative relationship between the school district and law enforcement agencies with jurisdiction over school property of the school district in maintaining school safety and security; responding to school safety and security reports; and reporting and resolution of incidents that occur on school property, at any school-sponsored activity or on any conveyance providing transportation to or from a school or school-sponsored activity.[\[1\]](#)[\[2\]](#)[\[3\]](#)[\[4\]](#)[\[5\]](#)

The Board directs the Superintendent to execute and update, on a biennial basis, a memorandum of understanding with each law enforcement agency that has jurisdiction over school property in accordance with state law and regulations.[\[1\]](#)[\[2\]](#)[\[6\]](#)

## **Definition**

**Incident** - an instance involving an act of violence; the possession of a weapon by any person; 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 products by any person on school property; or conduct that constitutes an offense listed in the school safety and security provisions of School Code.[\[2\]](#)[\[7\]](#)[\[8\]](#)[\[9\]](#)[\[10\]](#)[\[11\]](#)[\[12\]](#)[\[13\]](#)[\[14\]](#)[\[15\]](#)[\[16\]](#)

## **Guidelines**

Memorandum of Understanding

In accordance with state law and regulations, the Superintendent shall form an advisory committee composed of relevant school staff to assist in the development of a memorandum of understanding with law enforcement. The Superintendent shall execute and update, every two (2) years, a memorandum of understanding with each law enforcement agency that has jurisdiction over school property. The memorandum of understanding shall be signed by the Superintendent, chief of police of the law enforcement agency with jurisdiction over the relevant school property and each building principal, and be filed with the PA Department of Education.[\[1\]](#)  
[\[2\]](#)[\[6\]](#)

In developing and updating the memorandum of understanding, the district shall consult and consider the model memorandum of understanding, in accordance with applicable law and regulations.[\[1\]](#)[\[2\]](#)[\[6\]](#)

The memorandum of understanding shall comply with state law and regulations and set forth:[\[1\]](#)  
[\[2\]](#)[\[6\]](#)

1. A procedure for law enforcement agency review of the district's annual incident report required by law, prior to the Superintendent filing the report with the PA Department of Education.
2. A procedure for the resolution of incident data discrepancies in the report prior to filing the report.
3. **A procedure for the timely coordination between the district's threat assessment team and the law enforcement agency, as necessary.**[\[17\]](#)
4. Additional matters pertaining to crime prevention agreed to between the Superintendent and the law enforcement agency.

#### Students With Disabilities

The district shall provide a copy of its administrative regulations and procedures for behavior support, developed in accordance with the Special Education Plan, to each law enforcement agency that has jurisdiction over school property. Updated copies shall be provided each time the administrative regulations and procedures for behavior support are revised by the district.[\[18\]](#)  
[\[19\]](#)[\[20\]](#)[\[21\]](#)

The district shall invite representatives of each law enforcement agency that has jurisdiction over school property to participate in district training on the use of positive behavior supports, de-escalation techniques and appropriate responses to student behavior that may require intervention, as included in the district's Special Education Plan and positive behavior support program.[\[18\]](#)[\[19\]](#)[\[20\]](#)[\[21\]](#)[\[22\]](#)

#### Training

The district shall invite representatives of each law enforcement agency that has jurisdiction over school property to participate in district training related to subjects that enhance understanding of and build positive relationships with students, which may include but not be limited to training on trauma-informed approaches, restorative practices, suicide awareness and prevention, child abuse recognition and reporting, maintaining confidentiality of students' personally identifiable information and maintaining professional adult/student boundaries.[\[4\]](#)[\[23\]](#)[\[24\]](#)[\[25\]](#)[\[26\]](#)[\[27\]](#)[\[28\]](#)

#### Referral to Law Enforcement

The Superintendent or designee shall immediately report required incidents and may report discretionary incidents committed on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity, to the law

enforcement agency 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 law enforcement and Board policies.[\[1\]](#)[\[2\]](#)[\[7\]](#)[\[9\]](#)[\[10\]](#)[\[11\]](#)[\[12\]](#)[\[13\]](#)[\[14\]](#)[\[15\]](#)[\[16\]](#)[\[21\]](#)[\[29\]](#)[\[30\]](#)[\[31\]](#)[\[32\]](#)

### School Safety and Security Incidents Report

Annually, by July 31, the Superintendent shall report on the designated form, to the PA Department of Education, all new incidents as required by state law.[\[2\]](#)

Prior to submitting the incidents report, the Superintendent and each law enforcement agency having jurisdiction over school property shall do all of the following:[\[2\]](#)

1. No later than thirty (30) days prior to the deadline for submitting the report to the PA Department of Education, the Superintendent shall submit the report to the law enforcement agency that has jurisdiction over the relevant school property. The law enforcement agency shall review the report and compare the data regarding criminal offenses and notification of law enforcement to determine whether the report accurately reflects law enforcement incident data.
2. No later than fifteen (15) days prior to the deadline for the Superintendent to submit the report to the PA Department of Education, the law enforcement agency shall notify the Superintendent, in writing, whether the report accurately reflects law enforcement incident data. Where the law enforcement agency determines that the report accurately reflects law enforcement incident data, the chief of police shall sign the report. Where the law enforcement agency determines that the report does not accurately reflect law enforcement incident data, the law enforcement agency shall indicate any discrepancies between the report and law enforcement incident data.
3. Prior to submitting the report to the PA Department of Education, the Superintendent and the law enforcement agency shall attempt to resolve any discrepancy between the report and law enforcement incident data. If a discrepancy remains unresolved, the law enforcement agency shall notify the Superintendent and the PA Department of Education in writing.
4. Where a law enforcement agency fails to take action as required above, the Superintendent shall submit the report to the PA Department of Education and indicate that the law enforcement agency failed to take the required action.

Legal

[1. 24 P.S. 1306.2-B](#)

[2. 24 P.S. 1319-B](#)

[3. 22 PA Code 10.1](#)

4. Pol. 805

5. Pol. 805.2

[6. 22 PA Code 10.11](#)

[7. 22 PA Code 10.2](#)

[8. 35 P.S. 780-102](#)

9. Pol. 218

10. Pol. 218.1

11. Pol. 218.2

12. Pol. 222
13. Pol. 227
14. Pol. 323
15. Pol. 351
16. Pol. 904
- [17. 24 P.S. 1302-E](#)
- [18. 22 PA Code 10.23](#)
- [19. 22 PA Code 14.104](#)
20. Pol. 113
21. Pol. 113.2
- [22. 22 PA Code 14.133](#)
23. Pol. 113.4
24. Pol. 216
25. Pol. 333
26. Pol. 806
27. Pol. 819
28. Pol. 824
- [29. 22 PA Code 10.21](#)
- [30. 22 PA Code 10.22](#)
31. Pol. 103.1
32. Pol. 113.1
- [22 PA Code 10.24](#)
- [75 Pa. C.S.A. 3345.1](#)
- Pol. 909

# FOX CHAPEL AREA SCHOOL DISTRICT

|               |                           |
|---------------|---------------------------|
| Book          | Policy Manual             |
| Section       | 800 Operations            |
| Title         | School Security Personnel |
| Code          | 805.2                     |
| Status        | First Reading             |
| Adopted       | May 8, 2023               |
| Last Revised  | January 13, 2025          |
| Last Reviewed | February 3, 2026          |

## **Authority**

The Board shall employ, contract for and/or assign staff to coordinate the safety and security of district students, staff, visitors and facilities.

The district shall employ or contract for at least one (1) full-time school security personnel who has completed the training required by law and this Board policy to be on duty during the school day.[\[1\]](#)

The district shall certify to the state School Safety and Security Committee annually that it has met the requirements for school security personnel or has received a waiver, in accordance with applicable law.[\[1\]](#)

## **Definitions**

**School security personnel** - school police officers, school resource officers and school security guards.[\[2\]](#)

**Independent contractor** - an individual, including a retired federal agent or retired state, municipal or military police officer or retired sheriff or deputy sheriff, whose responsibilities, including work hours, are established in a written contract with the district for the purpose of performing school security services.[\[2\]](#)

**School day** - the hours between the morning opening of a school building and the afternoon dismissal of students on a day which classes are in session.[\[1\]](#)

**Third-party vendor** - a company or entity approved by the PA Commission on Crime and Delinquency that provides school security services in accordance with law.[\[2\]](#)

## **Delegation of Responsibility**

The Superintendent shall appoint a school administrator to serve as the School Safety and Security Coordinator, in accordance with law. When a vacancy occurs in the role of the School Safety and Security Coordinator, the Superintendent shall appoint another school administrator

to serve as the School Safety and Security Coordinator within thirty (30) days of the vacancy and shall notify the Board regarding the appointment.[3]

The Superintendent or designee shall submit the name and contact information for the appointed School Safety and Security Coordinator to the state's School Safety and Security Committee within thirty (30) days of the appointment.[3]

The School Safety and Security Coordinator shall report directly to the Superintendent, and shall be responsible for the following:[3]

1. Oversee all school police officers and school security guards.
2. Review and provide oversight of all Board policies, administrative regulations and procedures related to school safety and security, and ensure compliance with federal and state laws and regulations regarding school safety and security.
3. Coordinate training and resources for students and staff related to situational awareness, trauma-informed approaches, behavioral health awareness, suicide and bullying awareness, substance use awareness, emergency procedures and training drills, and identification or recognition of student behavior that may indicate a threat to the safety of the student, other students, school employees, other individuals, school facilities or the community, in accordance with the standards established by the state's School Safety and Security Committee and the requirements of applicable law and regulations.[4][5][6][7][8][9][10][11][12][13]
4. Coordinate a tour of the district's buildings and grounds biennially, or when a building is first occupied or reconfigured, with law enforcement and first responders responsible for protecting and securing the district to discuss and coordinate school safety and security matters.
5. Serve as the liaison with law enforcement and other state committees and agencies on matters of school safety and security.
6. Serve on the district's threat assessment team(s) and participate in required training and the threat assessment process.[7][14]
7. Coordinate School Safety and Security Assessments, School Safety and Security grant requirements and respond to School Safety and Security surveys, as applicable.[11][15]
8. **Meet regularly with building leadership.**

The School Safety and Security Coordinator shall, within one (1) year of appointment, complete required training as specified by the state's School Safety and Security Committee for serving in the role of a School Safety and Security Coordinator. This training shall be in addition to other training requirements for school administrators, but shall count toward professional education credit, where applicable.[3][16][17][18]

**The School Safety and Security Coordinator must complete any additional continuing education as required by the School Safety and Security Committee.[3]**

By June 30 of each year, the School Safety and Security Coordinator shall make a report to the Board at an executive session on the district's current safety and security practices, and identify strategies to improve school safety and security.[3][19]

The Board directs the School Safety and Security Coordinator to include the following information in the annual report:

1. Threat assessment team information, including verification of compliance with law and regulations, the number and composition of the district's threat assessment team(s), the total number of threats assessed in the past year and additional information on threat assessment required by the Superintendent or designee, in accordance with Board policy. [7][14]
2. The number and type(s) of school security personnel contracted or employed by the district, including:[3]
  - a. The number of school security personnel that are armed, listed by type(s) of personnel.
  - b. The school building at which each school security personnel is assigned, listed by type(s) of personnel.
  - c. The training, including the type of training and completion dates, of each school security personnel, listed by type(s) of personnel.
  - d. A listing of other individuals utilized by the district for school safety-related duties.
3. **An attendance report of the school and building personnel present at each school safety and security meeting, including yearly attendance totals.**
4. Reports of required emergency preparedness, fire, bus evacuation and school security drills.[11]
5. Information on required school safety and security training and resources provided to students and staff.[11]
6. Safe2Say Something aggregate data, including a breakdown of Life Safety and Non-Life Safety reports received.
7. School safety and security incident reports for the previous year(s) and/or data collected to date for the current year.[21]
8. Updates regarding the district's memorandum of understanding with law enforcement agencies.[21]
9. Updates to laws, regulations and/or Board policies related to school safety and security.
10. Information on tours, inspections and/or School Safety and Security Assessments of school facilities and programs.
11. Information on grants or funding applied for and/or received in support of school safety and security efforts.

A copy of the report, including the required information on threat assessment and school security personnel, shall be submitted to the state's School Safety and Security Committee.[3]

The Superintendent or designee shall implement job descriptions and procedures to address the responsibilities and requirements specific to each category of school security personnel in carrying out their duties.

School security personnel shall carry weapons, including firearms, in performance of their duties only if, and to the extent, authorized by the Board, including as provided in an agreement with a law enforcement agency for the stationing of a School Resource Officer or in a contract with an

independent contractor or third-party vendor approved by the Board.

## **Guidelines**

### **School Police Officers**

The district shall employ and/or contract for one or more school police officers and apply to the appropriate court for appointment and powers of authority, in accordance with the provisions of law.[\[2\]](#)[\[22\]](#)[\[23\]](#)[\[24\]](#)[\[25\]](#)[\[26\]](#)

Within thirty (30) days of court approval for appointment of a school police officer, the district shall notify the School Safety and Security Committee and submit a copy of the court's order.  
[\[22\]](#)

### **School police officer - [\[2\]](#)[\[23\]](#)[\[24\]](#)**

1. A law enforcement officer employed by the district whose responsibilities, including work hours, are established by the district; or
2. An independent contractor or an individual provided through a third-party vendor who has been appointed in accordance with law, and who meets the requirements of contracted services personnel, in accordance with Board policy.[\[26\]](#)

### ***Background Checks -***

Prior to receiving an offer of employment, all school police officers shall comply with the requirements for background checks/certifications and employment history reviews for all school employees, in accordance with applicable law, Board policy and administrative regulations. These requirements are addressed separately in Board policy 304 for school police employed by the district and Board policy 818 for school police employed by an independent contractor or third-party vendor.[\[25\]](#)[\[26\]](#)[\[27\]](#)[\[28\]](#)[\[29\]](#)[\[30\]](#)

The district shall conduct a law enforcement agency background investigation in compliance with applicable law and regulations for all school police employed by the district and shall review a background investigation conducted for all school police employed by an independent contractor or third-party vendor.[\[31\]](#)[\[32\]](#)

Following an offer of employment, the district shall request the separation record for a school police officer employed or contracted by the district, in accordance with applicable law and regulations for a law enforcement agency.[\[33\]](#)[\[34\]](#)

### ***Requirements -***

The district shall annually report the following information regarding school police officers receiving required training to the PA Department of Education, the School Safety and Security Committee and the PA Commission on Crime and Delinquency:[\[35\]](#)

1. The district's name and the number of school police officers employed or contracted by the district.
2. The municipalities comprising the district.
3. The date and type of training provided to each school police officer.

The district shall make reports regarding hiring and separation, and shall maintain all records, as required for a law enforcement agency, in accordance with applicable law and regulations.[\[32\]](#)  
[\[36\]](#)

School police officers shall take and subscribe to the Oath of Office required by law.[\[37\]](#)

The district shall request that the court grant the school police officer authority to carry a firearm, in accordance with law. The school police officer shall maintain all applicable firearm license and training requirements, in accordance with applicable law and Board policy.[\[22\]](#)[\[38\]](#)

School police officers shall successfully complete required training, in accordance with law, and other required staff training, including district training on the use of positive behavior supports, de-escalation techniques and appropriate responses to behavior for students with disabilities, in accordance with law, regulations and Board policy.[\[38\]](#)[\[39\]](#)[\[40\]](#)[\[41\]](#)[\[42\]](#)

School police officers shall possess and exercise the following duties:[\[43\]](#)

1. Enforce good order in school buildings, on school buses or vehicles owned or leased by the district, and on school grounds.
2. If authorized by the court, issue summary citations or detain individuals who are in school buildings, on school buses and on school grounds in the district until local law enforcement is notified.
3. If authorized by the court, a school police officer who is a law enforcement officer employed by the district whose responsibilities, including work hours, are established by the district, may exercise the same powers as exercised under authority of law or ordinance by the police of the municipality in which the school property is located.

School police officers shall wear the assigned metallic shield or badge provided by the district in plain view when on duty.[\[44\]](#)

### School Security Guards

The district shall employ and/or contract for one or more school security guards, in accordance with the provisions of law.[\[2\]](#)[\[25\]](#)[\[26\]](#)[\[47\]](#)

**School security guard** - an individual employed by the district or a third-party vendor or an independent contractor who is assigned to a school for routine safety and security duties, and has not been granted powers by the court to issue citations, detain individuals or exercise the same powers as exercised by police of the municipality in which the school property is located, in accordance with law. An independent contractor or individual employed by a third-party vendor contracted with the district shall meet the requirements of contracted services personnel, in accordance with Board policy and the provisions of applicable law.[\[2\]](#)[\[24\]](#)[\[26\]](#)[\[47\]](#)

### *Background Checks –*

Prior to receiving an offer of employment, all school security guards shall comply with the requirements for background checks/certifications and employment history reviews for all school employees, in accordance with applicable law, Board policy and administrative regulations. These requirements are addressed separately in Board policy 304 for school security guards employed by the district and Board policy 818 for school security guards employed by an independent contractor or third-party vendor.[\[25\]](#)[\[26\]](#)[\[27\]](#)[\[28\]](#)[\[29\]](#)[\[30\]](#)

The district shall conduct a law enforcement agency background investigation in compliance with applicable law and regulations for all school security guards employed by the district and shall review a background investigation conducted for all school security guards employed by an independent contractor or third-party vendor.[\[31\]](#)[\[32\]](#)

Following an offer of employment, the district shall request the separation record for a school security guard employed or contracted by the district, in accordance with applicable law and regulations for a law enforcement agency.[\[33\]](#)[\[34\]](#)

#### *Requirements -*

School security guards shall provide the following services, as directed by the district:[\[47\]](#)

1. School safety support services.
2. Enhanced campus supervision.
3. Assistance with disruptive students.
4. Monitoring visitors on campus.[\[48\]](#)
5. Coordination with law enforcement officials, including school police officers.
6. Security functions which improve and maintain school safety.

School security guards shall successfully complete required training, in accordance with law, and applicable staff training in accordance with Board policy.[\[47\]](#)

The district shall make reports regarding hiring and separation, and shall maintain all records, as required for a law enforcement agency, in accordance with applicable law and regulations.[\[32\]](#)  
[\[36\]](#)

#### Other Agreements

The district shall enter into a cooperative police service agreement(s) with a municipality(ies), in accordance with the provisions of law.[\[45\]](#)[\[49\]](#)[\[50\]](#)[\[51\]](#)

#### Legal

- [1. 24 P.S. 1316-C](#)
- [2. 24 P.S. 1301-C](#)
- [3. 24 P.S. 1309-B](#)
4. Pol. 146.1
5. Pol. 227
6. Pol. 236
7. Pol. 236.1
8. Pol. 249
9. Pol. 333
10. Pol. 351
11. Pol. 805
12. Pol. 819
- [13. 24 P.S. 1310-B](#)
- [14. 24 P.S. 1302-E](#)
- [15. 24 P.S. 1305-B](#)

[16. 24 P.S. 1316-B](#)  
[17. 24 P.S. 1205.1](#)  
[18. 24 P.S. 1205.5](#)  
19. Pol. 006  
20. Pol. 235.1  
21. Pol. 805.1  
[22. 24 P.S. 1302-C](#)  
[23. 24 P.S. 1310-C](#)  
[24. 24 P.S. 1311-C](#)  
25. Pol. 304  
26. Pol. 818  
[27. 24 P.S. 111](#)  
[28. 24 P.S. 111.1](#)  
[29. 23 Pa. C.S.A. 6344](#)  
[30. 23 Pa. C.S.A. 6344.3](#)  
[31. 37 PA Code 241.5](#)  
[32. 44 Pa. C.S.A. 7301 et seq](#)  
[33. 37 PA Code 241.6](#)  
[34. 44 Pa. C.S.A. 7310](#)  
[35. 24 P.S. 1303-C](#)  
[36. 37 PA Code 241.1 et seq](#)  
[37. 24 P.S. 1304-C](#)  
[38. 24 P.S. 1305-C](#)  
[39. 22 PA Code 10.23](#)  
[40. 22 PA Code 14.104](#)  
[41. 22 PA Code 14.133](#)  
42. Pol. 113.2  
[43. 24 P.S. 1306-C](#)  
[44. 24 P.S. 1307-C](#)  
45. Pol. 909  
[46. 24 P.S. 1313-C](#)  
[47. 24 P.S. 1314-C](#)  
48. Pol. 907  
[49. 24 P.S. 1309-C](#)  
[50. 42 Pa. C.S.A. 8953](#)  
[51. 53 Pa. C.S.A. 2303](#)  
[24 P.S. 1306.2-B](#)  
[24 P.S. 1319-B](#)  
[53 Pa. C.S.A. 2301 et seq](#)  
Pol. 705



Fox Chapel Area School District

Agenda Study Session

March 2, 2026

Inter-State Studio – School Portrait Agreement – All Schools



## School Portrait Agreement

School Name: **Fox Chapel Area School District**

Agreement Term: 2026/27 At school district's option, agreement may be extended annually through the 2030-2031 school year according to the terms and prices of this agreement.

As the local owner and operator of an Inter-State Studio Franchise, we bring Inter-State Studio's 90 years of proven quality to your school while maintaining local control of our business. Our focus is simple:

- Execute an efficient, successful Picture Day.
- Deliver quality products and services to your school accurately, in a timely fashion.
- Provide families with a product they value.
- Support your school locally - you know who to call to get a quick answer.

In addition, to assist with equity within the schools we service, EVERY STUDENT photographed receives the following items FREE, regardless of whether they make a purchase:

- FREE Operation Child ID
- FREE Digital Download of Operation Child ID
- FREE Image Storage with FREE Online Account Creation

We look forward to creating an incredible partnership with you this coming school year.

The Photography Programs below are offered at no cost to the school or school district. Each program may be viewed individually in nature, and we agree that some programs may be offered to a different photographer, i.e. Sports Teams and Individual photos/yearbook action photography.

### o Underclass Individual Portraits

- o Portraits will be scheduled on a mutually agreeable date.
  - All photography will be completed on one day or scheduled over multiple days.
  - All picture retakes are offered on absentee day, at no cost for families. Our portraits are all guaranteed with 100% satisfaction.
- o All underclass students, faculty and staff members will be photographed for administrative purposes, no purchase necessary.
- o 10 complimentary package vouchers will be provided for families in need for the Fox Chapel Area High School. Your representative will work directly with the building to assist in the ordering process.
- o 50 complimentary package vouchers (10 per school) will be provided for the elementary and middle school buildings. Your representative will work directly with the buildings to assist in the ordering process.
- o Administrative images will be available 7-10 days after each portrait day.
- o Electronic yearbook images will be shared 7-10 days following the completion of fall portrait days.
- o \$2000 will be provided back to the high school or yearbook committee following the completion of fall photos, approximately 12/1 of each partnering year.
- o \$6000 will be provided yearly to the Fox Chapel Area School District following the completion of fall photos, approximately 12/1 of each partnering year. (\$1000 to each Elementary Building and \$2000 to the Middle School.)
- o Class composites are provided to each elementary student yearly.

- *Over 40 background styles for parents to choose from and **free** with all packages offered by Inter-State!*
- **Senior Portraits**
  - All seniors will be photographed with no yearbook sitting fee for the yearbook.
  - Portraits will be scheduled at a mutually agreeable time during the school year to capture the head and shoulder image required by the yearbook.
  - Images will be provided electronically to the Yearbook Advisor.
  - 1 complimentary 8x10 donated to each senior photographed each year of the agreement.
- **Sports Teams and Individual Photos (Optional Program)**
  - Will be scheduled at a time specified by the school.
  - Seniors will be honored with full length images for school use.
  - Images will be shared with the yearbook advisor and athletic director for social media and marketing opportunities.
  - Green screen sports for individuals or traditional images may be offered. Talk to your representative about which program is best for your school.
- **Yearbook Action Photography Coverage**
  - Sports Photography
    - 1<sup>st</sup> game of the season (home or away) or another game throughout the season as determined in partnership with the district contact.
    - One additional Varsity Game
    - Special events and championship games, as needed.
  - Clubs and Groups
  - Theatrics
  - Musical Ensembles
  - Dances
  - School Events
  - *Additional activities as coordinated with yearbook and/or athletic director.*
- **Spring Individual Portraits (Optional program for elementary buildings)**
  - Portraits will be scheduled on a mutually agreeable date.
    - All photography will be completed on one day or scheduled over multiple days.
    - All picture retakes are offered on absentee day, at no cost for families. Our portraits are all guaranteed with 100% satisfaction.
  - 10% Commission will be provided back to the school district or each building for the spring underclass programs. Payment occurs approximately 45 days after photography of each partnering year.

**The following services will be provided annually, at no charge.**

- All underclass pictures for use in your SIS system and access to the Inter-State **InfoSpot** software, our online ID card designer and printing solution. There is no installation as this is a web-based tool that works on any platform.
- **Operation Child ID** - our community service/Child Safety project that provides two photo ID cards along with a free digital download of the card for each student photographed regardless of purchase.
- Bar-coded staff and student ID cards updated yearly.
- Student images for your yearbook publication.
- Record photos (sticky pictures) if applicable.
- Multiple ordering options for your families for the picture day programs.
  - Online for convenience and security.

- Image Direct provides parent immediate gratification by making their child's image available to view and purchase in as little as 48 hours after picture day.
- Picture Day purchase via cash or check via the payment envelope provided.
- Makeup/Retake Day for students absent or newly enrolled along with retakes as needed.
- Event Coverage in support of the HS Yearbook programs.
- For your parents, free image storage whether they place an order or not. Parents are provided an opportunity to create a free account to save their child's image indefinitely.
- **Customized Background Options** - Background choice is offered at No Additional Fee and is included in all Inter-State packages.
- Our School Pride program offers schools custom background options with mascots, logos, or school images as well.

**Chris Kukla**

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Chris Kukla,  
 Owner of an independently owned & operated.  
 Inter-State Studio Franchise

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Marybeth Dadd  
 School Board President  
 Fox Chapel Area School District

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March 9, 2026

Date

*THE SERVICES AND PRODUCTS TO BE PROVIDED ARE SUBJECT TO THE APPROVAL OF INTER-STATE STUDIO & PUBLISHING CO. IT IS AGREED THAT THE SCHOOL OR ORGANIZATION WILL REMIT DIRECTLY TO: KBC Photo LLC, an independently owned & operated Franchise of Inter-State Studio Franchise, LLC | 108 Dubbs Lane| Butler, PA | 16001.*

# PACKAGES & PRICING 2026-2031

## Elementary School Pricing with Class Picture – Fall Underclass

Every family will receive a free low-resolution image download, free child safety cards, and free image storage indefinitely at Inter-State.com. Best of all, background choice is FREE with every package option.

| Add-On Sheets     | Price |
|-------------------|-------|
| 1-8x10            | \$12  |
| 2-5x7             | \$12  |
| 4-3x5             | \$12  |
| 9-Wallets         | \$12  |
| 1-Class Composite | \$12  |
| 4-2x3 Magnets     | \$15  |

**STAFF Package = Digital Image & "Welcome" Sign**

**FREE**

| Pkg | Content                                                                                                                                                                                                             | Price |
|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 1   | <b>2-3x5 4-Wallets 1-8x10 Class Picture</b> and 2-Child Safety Cards and 1-low-res digital image with unlimited sharing / Free Image Storage                                                                        | \$10  |
| 2   | <b>2-5x7 2-3x5 9-Wallets 1-8x10 Class Picture</b> and 2-Child Safety Cards and 1-low-res digital image with unlimited sharing / Free Image Storage                                                                  | \$17  |
| 3   | <b>1-8x10 2-5x7 4-3x5 9-Wallets 1-8x10 Class Picture</b> and 2-Child Safety Cards and 1-low-res digital image with unlimited sharing / Free Image Storage                                                           | \$28  |
| 4   | <b>1-8x10 4-5x7 4-3x5 9-Wallets 1-8x10 Class Picture</b> and 2-Child Safety Cards and 1-low-res digital image with unlimited sharing / Free Image Storage                                                           | \$37  |
| 5   | <b>2-8x10 3-5x7 6-3x5 9-Wallets 1-Hi-Res Digital Image w/copyright release 1-8x10 Class Picture</b> and 2-Child Safety Cards and 1-low-res digital image with unlimited sharing / Free Image Storage                | \$45  |
| 6   | <b>2-8x10 4-5x7 4-3x5 18-Wallets 4-2x3 Magnets 1-Hi-Res Digital Image w/copyright release 1-8x10 Class Picture</b> and 2-Child Safety Cards and 1-low-res digital image with unlimited sharing / Free Image Storage | \$52  |
| 7   | <b>1-Hi-Res Digital Image w/copyright release 1-8x10 Class Picture</b> and 2-Child Safety Cards and 1-low-res digital image with unlimited sharing / Free Image Storage                                             | \$26  |

# PACKAGES & PRICING 2026-2031

## Middle School/High School – Fall Underclass

Every family will receive a free low-resolution image download, free child safety cards, and free image storage indefinitely at Inter-State.com. Best of all, background choice is FREE with every package option.

| Add-On Sheets | Price |
|---------------|-------|
| 1-8x10        | \$12  |
| 2-5x7         | \$12  |
| 4-3x5         | \$12  |
| 9-Wallets     | \$12  |
| 4-2x3 Magnets | \$15  |

**STAFF Package = Digital Image & "Welcome" Sign**

**FREE**

| Pkg | Content                                                                                                                                                                                        | Price |
|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 1   | <b>2-3x5 4-Wallets</b> and 2-Child Safety Cards and 1-low-res digital image with unlimited sharing / Free Image Storage                                                                        | \$10  |
| 2   | <b>2-5x7 2-3x5 9-Wallets</b> and 2-Child Safety Cards and 1-low-res digital image with unlimited sharing / Free Image Storage                                                                  | \$17  |
| 3   | <b>1-8x10 2-5x7 4-3x5 9-Wallets</b> and 2-Child Safety Cards and 1-low-res digital image with unlimited sharing / Free Image Storage                                                           | \$28  |
| 4   | <b>1-8x10 4-5x7 4-3x5 9-Wallets</b> and 2-Child Safety Cards and 1-low-res digital image with unlimited sharing / Free Image Storage                                                           | \$37  |
| 5   | <b>2-8x10 3-5x7 6-3x5 9-Wallets 1-Hi-Res Digital Image w/copyright release</b> and 2-Child Safety Cards and 1-low-res digital image with unlimited sharing / Free Image Storage                | \$45  |
| 6   | <b>2-8x10 4-5x7 4-3x5 18-Wallets 4-2x3 Magnets 1-Hi-Res Digital Image w/copyright release</b> and 2-Child Safety Cards and 1-low-res digital image with unlimited sharing / Free Image Storage | \$52  |
| 7   | <b>1-Hi-Res Digital Image w/copyright release</b> and 2-Child Safety Cards and 1-low-res digital image with unlimited sharing / Free Image Storage                                             | \$26  |

# SENIOR PACKAGES & PRICING 2026-2031

| Pkg | Content                                                                                     | Price |
|-----|---------------------------------------------------------------------------------------------|-------|
| 1   | 1-11x14, 3-8x10, 4-5x7, 4-3x5, 48 Wallet w/Year, 1-Hi Res Digital Image w/copyright release | \$139 |
| 2   | 2-8x10, 4-5x7, 4-3x5, 36 Wallet w/Year                                                      | \$95  |
| 3   | 2-8x10, 2-5x7, 4-3x5, 24 Wallet w/Year                                                      | \$85  |
| 4   | 1-8x10, 4-5x7, 2-3x5, 16 Wallet w/Year                                                      | \$75  |
| 5   | 1-8x10, 2-5x7, 2-3x5, 16 Wallet w/Year                                                      | \$65  |
| 6   | 1-5x7, 2-3x5, 8 Wallet w/Year                                                               | \$40  |
| 7   | 1-16x20                                                                                     | \$36  |
| 8   | 1-11x14                                                                                     | \$33  |
| 9   | 1-10x13                                                                                     | \$29  |
| 10  | 1-8x10                                                                                      | \$25  |
| 11  | 2-5x7                                                                                       | \$25  |
| 12  | 4-3x5                                                                                       | \$25  |
| 13  | 16 Wallet w/Year                                                                            | \$39  |
| 14  | 8 Wallet w/Year                                                                             | \$25  |
| 15  | 4-2x3 Magnets                                                                               | \$23  |
| 16  | 4-2x3 Clings                                                                                | \$20  |
| 18  | Hi-Res Digital Image w/copyright release                                                    | \$55  |

**No Background Charge**

**\$8 – Retouching**

**\$6 – Name Added**

***Additional packages and offerings along with specials (i.e., free shipping) will be made throughout the year. The packages and prices noted throughout this agreement will not change for the duration of our agreement and these prices will remain should you opt for the additional 4-year extension.***

Fox Chapel Area School District

Agenda Study Session

March 2, 2026

IN Community Magazines, Inc. – Agreement

## AGREEMENT

This Agreement is entered as of July 1, 2026, by the Fox Chapel Area School District with offices at 611 Field Club Road, Pittsburgh, Pennsylvania (the “DISTRICT”) and IN Community Magazines, Inc., with an office at 33 Mayview Road, Canonsburg, Pennsylvania (“IN Community Magazines”) (the “Agreement”).

## RECITALS

**WHEREAS**, IN Community Magazines is in the business of writing, designing, producing and distributing full-color, quarterly, high-quality magazines.

**WHEREAS**, the “DISTRICT” serves Fox Chapel, O’Hara, Sharpsburg, Indiana, Blawnox and Aspinwall.

**WHEREAS**, under the terms of this Agreement, IN Community Magazines agrees to write, edit, design and print “IN Fox Chapel Area” community magazine and distribute the magazine, through the U.S. Postal Service, to each household in the DISTRICT (currently numbering approximately 14,000 households). IN Community Magazines will maintain ownership of the magazine and the DISTRICT will receive the sponsorship benefits outlined in Article II of this Agreement.

## ARTICLE I PRODUCTION TIMELINE

The four, quarterly mailing dates for IN Fox Chapel Area magazine will be determined in cooperation with the District.

## ARTICLE II BENEFITS AND CONTENT

2.1 **Content.** Each new quarterly “IN Fox Chapel Area” magazine that is created will be: unique to the community, full-color and printed on gloss paper, and contain no less than 32 pages plus a four-page cover. The content and quality will be consistent with that of the existing “IN” community magazines.

2.2 **DISTRICT Specific Benefits.** As a major sponsor of the “IN” community magazines, the DISTRICT will receive 20-21 pages in each issue to promote DISTRICT news and events.

- a. IN Community Magazines will be solely responsible for the design, printing and mailed distribution of IN Fox Chapel Area magazine.
- b. DISTRICT pages will be placed on page 9 or before in even numbered page spreads and will not be interspersed with advertisements on facing pages. The District agrees not to use any of their 20-21 pages to sell advertisements.
- c. **Non-Offensive Ads and Content.** The District will be provided the opportunity to review all magazine content prior to publication and distribution of each issue. The magazines shall not contain inappropriate language, pictures/images, or other depictions of an inappropriate, illegal, or immoral nature including, but not limited to, advertising/promotion of tobacco products, illegal drugs, depictions of a sexual nature, material of a harassing or discriminatory nature, or political advertising. Religious advertising/editorial of an intolerant nature will not be allowed. No cyber schools, parochial or private schools will be permitted to advertise or submit content. In the event the magazine contains any inappropriate material discussed above, the DISTRICT has the right to reject such information. If IN Community Magazines fails to remove such content, the DISTRICT may terminate this Agreement immediately and without regard to the notice requirement in Article IV.

- d. Front Cover. Three mutually satisfactory front covers per year will be reserved for use of the DISTRICT. The DISTRICT shall have complete discretion as to the contents of this cover, subject to the standard cover layout utilized by IN Fox Chapel Area community magazine and the terms of this Agreement.
- e. Mailing and Distribution. ICM will print and mail IN Fox Chapel Area to all households in the Fox Chapel School District Area at ICM's expense.

### **ARTICLE III PRICING AND PAYMENT TERMS**

3.1 Pricing and Additional Pages. Regardless of the magazine page count or advertiser involvement, the DISTRICT, starting with the fall 2026 issue, shall pay a fee of Seven Thousand Dollars (\$7,000) per each quarterly issue from July 1, 2026-June 30, 2027, allowing for 20-21 pages per issue. Additional District pages can be purchased for Three Hundred and Fifty Dollars (\$350) each. The fee shall remain fixed for the term of this Agreement regardless of changes in circulation. IN Community Magazines agrees to publish and distribute four (4) issues of IN Fox Chapel Area per year on a quarterly basis (See Article I).

3.2 Printing. IN Community Magazines will overprint Three Hundred (300) copies of each issue for additional DISTRICT distribution purposes. The DISTRICT will not be financially responsible for these copies. Additional copies in excess of Three Hundred (300)-count overprint may be purchased at fifty cents (\$0.50) per copy.

3.3 Invoice Submission. IN Community Magazines will submit invoices to the DISTRICT after the time of production. The DISTRICT shall not be obligated to make payment as to any publication that is not approved by the DISTRICT as provided in Section 2.2

### **ARTICLE IV PAYMENT TERMS AND TERMINATION RIGHTS**

4.1 Term. The term of this Agreement is July 1, 2026 to June 30, 2027, to include the Fall 2026 Winter 2026, Spring 2027 and Summer 2027 issues.

4.2 Termination Rights. Either party reserves the right to terminate this Agreement at any time, with or without cause, upon sixty (60) days written notice to the other party. Upon receipt of such notice from the DISTRICT, IN Community Magazines shall immediately discontinue reproducing DISTRICT material for future use.

4.3 Community Support. It will be IN Community Magazines' objective and right to develop financial and content partnerships with other advertisers and local governments.

### **ARTICLE V MISCELLANEOUS**

5.1 Ownership. IN Community Magazines will maintain exclusive ownership rights of the IN Fox Chapel Area magazine.

5.2 Relationship of Parties. The DISTRICT and IN Community Magazines are independent contracting parties and shall be independent contracting parties during the term of this Agreement. Nothing in this Agreement shall be construed to create a principal/agent, employer/employee, master/servant, or partnership or joint venture relationship.

5.3 IN Community Magazines Disclosure. IN Community Magazines shall be entitled to (a) place portions of IN Fox Chapel Area on the IN Community Magazines' websites or any other websites, and (b) reproduce

all or a portion of any IN Fox Chapel Area magazine produced during the term of this Agreement for free distribution.

5.4 DISTRICT Disclosure. The DISTRICT shall be entitled to (a) place portions of IN Fox Chapel Area on the DISTRICT's websites or any other websites, and (b) reproduce all or a portion of any "IN" magazine produced during the term of this Agreement for free distribution.

5.5 Expenses. Except as otherwise provided in this Agreement, the DISTRICT and IN Community Magazines shall pay their own fees, expenses and disbursements, including the fees and expenses of their respective counsel, accountants and other experts, in connection with the subject matter of this Agreement and all other costs and expenses incurred in performing and complying with all conditions to be performed under this Agreement.

5.6 Waivers. The waiver by either Party hereto of a breach of any provision of this Agreement shall not operate or be construed as a waiver of any subsequent breach.

5.7 Binding Agreement. This Agreement shall be binding upon and inure to the benefit of the Parties hereto and their respective successors, assigns, subsidiaries and affiliated companies.

5.8 Entire Agreement. This Agreement and the documents delivered pursuant hereto constitute the entire agreement and understanding between the Parties hereto as to the matters set forth herein and supersedes and revokes all prior agreements and understandings, oral and written, between the Parties hereto or otherwise with respect to the subject matter hereof. No change, amendment, termination or attempted waiver of any of the provisions hereof shall be binding upon any Party unless set forth in an instrument in writing signed by both parties or their respective successors in interest.

5.9 Counterparts. This Agreement may be executed simultaneously in two or more counterparts, including facsimiles, each of which shall be deemed an original and all of which together shall constitute one and the same instrument.

5.10 Headings. The article, section and other headings contained in this Agreement are for reference purposes only and shall not be deemed to be a part of this Agreement or to affect the meaning or interpretation of this Agreement.

5.11 Construction. Within this Agreement, the singular shall include the plural and the plural shall include the singular, and any gender shall include all genders, as the meaning and the context of this Agreement shall require.

5.12 Governing Law and Choice of Forum. The validity and interpretation of this Agreement shall be construed in accordance with, and governed by, the internal laws of the Commonwealth of Pennsylvania. All claims, disputes or causes of action relating to or arising out of this Agreement shall be brought, heard and resolved solely and exclusively by the Allegheny County Court of Common Pleas in Pittsburgh, Pennsylvania and/or the U.S. District Court for the Western District of Pennsylvania in Pittsburgh, Pennsylvania.

5.13 IN Community Magazines will defend, indemnify, and hold harmless the Fox Chapel Area School District from and against any and all losses, liabilities, claims, causes of action, suits, and damages based upon, arising out of or in connection with any content except such content expressly identified in Section 5.14.

5.14 Subject to and without waiver of any immunities or limitations of liability provided by applicable law, including the provisions of the Political Subdivision Tort Claims Act, 42 Pa.C.S. §§ 8541, et seq., Fox Chapel Area School District will defend, indemnify, and hold harmless IN Community Magazines from and against all losses, liabilities, claims, causes of action, suits, and damages based upon, arising out of or in connection with any DISTRICT specific content submitted by or written for the DISTRICT that was expressly reviewed and accepted by the District for inclusion in the IN Fox Chapel Area magazine.

5.15 Severability. If any term, covenant, condition or provision of this Agreement or the application thereof to any circumstance shall be invalid or unenforceable to any extent, the remaining terms, covenants, conditions and provisions of this Agreement shall not be affected thereby and each remaining term, covenant, condition and provision of this Agreement shall be valid and shall be enforceable to the fullest extent permitted by law. If any provision of this Agreement is so broad as to be unenforceable, such provision shall be interpreted to be only as broad as is enforceable.

5.16 Attorney Fees. If a dispute arises among the Parties as a result of which an action is commenced to interpret or enforce any of the terms of this Agreement, each Party hereto shall be solely responsible for its own legal fees, except whereas otherwise permitted by law.

5.17 The Fox Chapel Area School District is an agency subject to the Pennsylvania Right-to-Know Law, 65 P.S §§ 67.101 et seq. Pursuant to the Pennsylvania Right-to-Know Law this Agreement and other records and documents in the possession of IN Community may be subject to production upon request, and IN Community, as a party with whom the district has contracted, may be required to produce records and documents as requested. (Added per request of FC 5/29/15).

IN WITNESS WHEREOF, the parties set their hands and seals intending to be legally bound hereby as of the day and year first above written.

**WITNESS/ATTEST:**

**FOX CHAPEL AREA SCHOOL DISTRICT**

By: \_\_\_\_\_  
Name: Marybeth Dadd  
Title: School Board President

**IN COMMUNITY MAGAZINES, INC.**

By: \_\_\_\_\_  
Name: \_\_\_\_\_  
Title: \_\_\_\_\_

Fox Chapel Area School District

Agenda Study Session

March 2, 2026

Care Solace – Amendment to Renew the Service Agreement

## AMENDMENT TO RENEW SERVICE AGREEMENT

This amendment to renew the Service Agreement (the “**Amendment**”) is effective as of the date of the last signature between Fox Chapel Area School District, a Pennsylvania public school district (hereinafter “**School District**”), and Care Solace, Inc., a Delaware corporation (hereinafter “**Care Solace**”). School District and Care Solace may be referred to individually as “**Party**,” or collectively as “**Parties**.”

### RECITALS

**WHEREAS**, School District and Care Solace have entered into a Service Agreement dated January 10, 2022, with a current term from July 1, 2025, through June 30, 2026 (the “**Service Agreement**”); and

**WHEREAS**, the Parties agree that they wish to renew the Service Agreement for a term beginning on July 1, 2026 and continuing through June 30, 2027 (the “**Renewal Term**”); and

**WHEREAS**, the Parties agree that it is their mutual intention by execution of this Amendment that the Service Agreement and any addenda or amendments thereto shall be renewed in full for the Renewal Term, subject to the revisions expressly set forth herein, and that the Service Agreement and any addenda or amendments, as modified by this Amendment, shall be binding upon the Parties.

**NOW, THEREFORE**, in consideration of the matters described above and of the mutual benefits and obligations set forth in the Service Agreement and any addenda or amendments thereto, the receipt and sufficiency of which are hereby acknowledged, the Parties agree as follows:

#### **A. Additional Service Agreement Terms**

The Parties hereby agree that the below referenced additional terms shall be incorporated into the Service Agreement and shall be binding upon the Parties:

11.4 A Renewal Term of this Agreement will begin on July 1, 2026, and continue through June 30, 2027.

For the Renewal Term from July 1, 2026 through June 30, 2027, School District will pay \$14,000 to Care Solace on or around July 1, 2026.

#### **B. Incorporation of Service Agreement Terms and Conditions**

Other than the Addition set forth in Section A above, the Service Agreement and any addenda or amendments thereto are incorporated here by this reference as though fully set forth herein and the Parties agree that all of the Terms and Conditions of the Service Agreement are in effect during the Renewal Term.

**SIGNATURES ON NEXT PAGE – REMAINDER OF PAGE INTENTIONALLY BLANK**

**IN WITNESS WHEREOF** the Parties hereto have executed this Amendment as of the date of the last signature below.

**Care Solace, Inc. (“Care Solace”)**

Printed Full Name: Natasha Conahan

Title: Chief Operations Officer

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Fox Chapel Area School District (“School District”)**

Printed Full Name: Marybeth Dadd

Title: School Board President

Signature: \_\_\_\_\_

Date: March 9, 2026

Fox Chapel Area School District

Agenda Study Session

March 2, 2026

Enrollment and Fire Drills

**Fox Chapel Area School District**

**Enrollment  
March 2026**

| School                      | Pre-K     | K          | 1          | 2          | 3          | 4          | 5          | 6          | 7          | 8          | 9          | 10         | 11         | 12         | Total        |
|-----------------------------|-----------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|--------------|
| Fairview Elementary School  |           | 18         | 20         | 22         | 20         | 22         | 26         |            |            |            |            |            |            |            | 397          |
| Hartwood Elementary School  |           | 18         | 18         | 19         | 19         | 23         | 26         |            |            |            |            |            |            |            | 405          |
| Kerr Elementary School      | 20        | 23         | 24         | 19         | 23         | 22         | 25         |            |            |            |            |            |            |            | 454          |
| O'Hara Elementary School    |           | 22         | 22         | 20         | 20         | 21         | 26         |            |            |            |            |            |            |            | 758          |
| Dorseyville Middle School   |           |            |            |            |            |            |            | 328        | 338        | 315        |            |            |            |            | 981          |
| Fox Chapel Area High School |           |            |            |            |            |            |            |            |            |            | 334        | 358        | 332        | 306        | 1,330        |
| <b>TOTAL</b>                | <b>20</b> | <b>343</b> | <b>325</b> | <b>293</b> | <b>325</b> | <b>349</b> | <b>359</b> | <b>328</b> | <b>338</b> | <b>315</b> | <b>334</b> | <b>358</b> | <b>332</b> | <b>306</b> | <b>4,325</b> |

As of Feb 2026

**Fire Drills**

|                             |         |            |            |                       |
|-----------------------------|---------|------------|------------|-----------------------|
| Fairview Elementary School  | 2/10/26 | 08 Minutes | 00 Seconds | (Administrative Hold) |
| Hartwood Elementary School  | 2/18/26 | 07 Minutes | 09 Seconds | (Administrative Hold) |
| Kerr Elementary School      | 2/13/26 | 02 Minutes | 55 Seconds | (Administrative Hold) |
| O'Hara Elementary School    | 2/24/26 | 07 Minutes | 00 Seconds | (Lockdown Drill)      |
| Dorseyville Middle School   | 2/10/26 | 07 Minutes | 00 Seconds | (Lockdown Drill)      |
| Fox Chapel Area High School | 2/19/26 | 02 Minutes | 00 Seconds | (Lockdown Drill)      |