

# OCTOBER NEWS AND NOTES

OCTOBER 19, 2018

## **Secretary and Financial Reports:**

**Approval** of the Minutes recorded for the September 10, 2018, Board Work Session, and the Tuesday, September 18, 2018, Board Business Meeting.

**APPROVED 10/16/18**

**Approval** of the official financial reports and to pay the bills for October 2018.

**APPROVED 10/16/18**

## **Old Business**

### **District Policies:**

**Final approval** on the following amended policies for the Board Policy Manual:

**Policy #105** – Curriculum (Attachment 1)

**Policy #138** – Language Instruction Educational Program for English Learners (Attachment 2)

**Policy # 239** – Foreign Exchange Student (Attachment 3)

**Policy #918** – Title I Parent and Family Engagement (Attachment 4)

**APPROVED 10/16/18**

\*Board Policies are available on our Board Docs website: [BASD Policy](#)

## **New Business**

### **Personnel:**

- **Approval** of **Mrs. Christine Genua** to fill the Instructional Assistant Vacancy at BMS, effective start date of October 18, 2018.
- **Approval** to add **Mrs. Cindy Caddy** to the IU08 Substitute Teachers for the 18-19 school year.
- **Approval** of **Mrs. Jessica Claycomb** to the list of PA Certified Substitute Teachers for the 18-19 school year.

**APPROVED 10/16/18**

## **Extra Duty/Extra Pay Personnel/Fund Raisers**

- **BE- Approval** of **Rachel Morningstar** for the extra duty position of Intermediate Production
- **BHS- Approval** for **Van May** to participate in PIAA Indoor Track Meets representing Bedford High School. Parents assume all financial costs of transportation and liability associated with the events
- **Approval** of the attached list of coaches for winter sports. (ATTACHMENT #5)
- **Approval** of **Mrs. Tiffany Ulanowicz** and **Ms. Laura Scheeler** as Cheerleading Volunteers

**APPROVED 10/16/2018**

## **Policies**

**Approval** on the following amended policies for the Board Policy Manual:

- Policy #006 – Meeting (ATTACHMENT #6)
- Policy #108 – Adoption of Textbooks (ATTACHMENT #7)
- Policy #311 – Reduction of Staff (ATTACHMENT #8)
- Policy #906 – Public Complaint Procedures (ATTACHMENT #9)

**APPROVED 10/16/2018**

## **21<sup>st</sup> Century**

**Approval** of the following Tutors for the Bedford Middle School After 3 Program:

- **Jessica Pencil, Laura Scheeler, and Kelsey Lantz**
- **Approval** of **Lani Miller** as a childcare provider for the Strengthening Families Program at Bedford Middle School.

**APPROVED 10/16/2018**

## **Building, Grounds and Transportation**

- **Approval** of **Max Shaffer Jr.**, as a student transport driver for Bedford Area School District and Snyder Bus Lines LLC.
- **Approval** of **Kristi Nicole Morris**, as a student transport driver for Bedford Area School District and Helsel Transportation.
- **Approval** of **Bettie Jo Lieb**, as a student transport driver for Bedford Area School District and Helsel Transportation. Retroactive to September 19, 2018
- **Approve** hire **Cheri Lin Moskey**, as the full-time night shift Custodian for Bedford High School, effective October 21, 2018.
- **Approval** to add **Mr. Kyle Leighty** to the list of Substitute Custodians for the 18-19 school year.

**APPROVED 10/16/2018**

## School Highlights

### Bedford Elementary:

- Environmental Days have concluded for the Fall. Students were able to enjoy a wide variety of activities dealing with the environment.
- Parent Conferences were held on October 8<sup>th</sup>.
- Blue Crew students have helped cheer on activities at Bedford Middle School.
- BEST in Action will be participating in the Pink Walk on Saturday.
- Bedford Fire Department held an assembly for the Pre-K, K and 1<sup>st</sup> grade students on Friday, October 12<sup>th</sup>.
- Apple Crunch Day is October 24<sup>th</sup>.
- Fun in the Fall and the Character Day Parade will be Friday, October 26<sup>th</sup>.
- Our Weekend Backpack Committee, in conjunction with the BMS committee, will be 'Stuffing the Bus' at Weis on Saturday, October 27<sup>th</sup>, and during the Halloween Parade on Monday, October 29<sup>th</sup>.



### Bedford Middle:

- The week of September 24-29, BMS offered the Hunter Safety Course. 110 students were certified in Hunters/Trappers education, one of the single largest classes in the state of PA. 1 to 110 instructor to student ratio.
- The Junior High fall sports teams entered floats into the Homecoming Parade on September 21<sup>st</sup>.
- Mr. Cumo took 19 - 8th grade band students to the Chestnut Ridge football game. Students had the opportunity to play the Star Spangled Banner on the field and stand tunes with the HS marching band. The students said they enjoyed meeting and playing music with the high school students and they look forward to future gatherings.
- BMS students showed their love of reading during the Book Fair, starting October 15<sup>th</sup>. They could visit during their English or Reading class and also had the opportunity to visit with their parents on Monday the 15<sup>th</sup> until 6:30 and will also have the opportunity during Parent Involvement Day on Friday, October 19<sup>th</sup>. The Book Fair was led by Mrs. Deb Felix.
- Clubs are in full swing. Students have the opportunity to explore a variety of different interests, and forge friendships with peers and faculty throughout the school.



## **Bedford High:**

- Amber Thomas scored her 100<sup>th</sup> goal against Bishop Carroll. In addition to her 100 goals, she has 82 career assists. Amber scored 8 goals as a freshman, 30 as a sophomore, 49 as a junior, and 13 so far for her senior year. With a total of 58 games played, she has a career of 1.8 goals per game average. Amber is also Bedford's fourth girls' soccer player with 100 goals.
- 75 students went to the Bedford Springs to explore their college and career options. There were various colleges, universities, trade schools and military recruiters to provide students with a variety of options.



- 11<sup>th</sup> grader Emily Ruhlman, won her 3<sup>rd</sup> straight District Singles title. It was an all Bedford final with Ruhlman vs. Lindsay Shuke. Emily won her sets 6-1 and 6-3.



- Bedford High School took top honors during the 2018 Fall Foliage Queen scholarship competition. Young ladies from each of the county schools were tasked with delivering speeches during the first weekend of the event and with undergoing rigorous interviews during the second weekend. After many weeks of hard work and determination, Emily Ruhlman earned the place of third runner up and Ally Fetter earned the place of first runner up.



- Bison Pride Winners: (left picture- back row: Kelsey Price, Ben Kravets, Chandler Clark, Alexis Lantz/front row: Sophie Replogle, Madison Nail, Mackenzie Holland (middle picture: Chaddie Kidd) (right picture: Jade Oyler) \*\*missing from photos: Autumn Ickes
- Bison Grit Winners: (left picture- Brooke Yarnall and Sarah Richardson) (right picture: Davis Crawley)
- On October 3rd, 80 BHS students travelled to Manheim, PA for a day at The Pennsylvania Renaissance Faire. The high school students lived a day in the life of 16th century England by experiencing the daily life, customs, casts, and hardships of 16th century England through professional re-enactment. Alongside this, several educational seminars/talks and performances enhance the history of the period and bring it to life for the students.





- Many students took advantage of the various crafting demonstrations, such as hawking, glass blowing, blacksmithing, and leather working.
- The Bedford High School Cheerleaders raised \$388 for the Bedford County Pink Ribbon Fund through t-shirt sales and collected an additional \$762 to be donated to the family of David and Cara Moorhead, who are both battling cancer. The \$762 collection came from the generous fans in attendance at the football game on Friday, October 5 (against Chestnut Ridge), and from a \$100 donation from the Bison Quarterback Club.





Book	Policy Manual
Section	100 Programs
Title	Curriculum
Number	105
Status	Second Reading
Legal	<ul style="list-style-type: none"> <li>1. 22 PA Code 4.4</li> <li>2. 22 PA Code 4.3</li> <li>3. 22 PA Code 4.12</li> <li>4. Pol. 102</li> <li>5. 24 P.S. 1511</li> <li>6. 24 P.S. 1512</li> <li>7. Pol. 107</li> <li>8. Pol. 127</li> <li>9. Pol. 109</li> <li>10. Pol. 112</li> <li>11. Pol. 113</li> <li>12. 22 PA Code 4.26</li> <li>13. Pol. 138</li> <li>14. Pol. 103</li> <li>15. Pol. 103.1</li> <li>16. Pol. 115</li> <li>17. Pol. 114</li> <li>18. Pol. 805</li> <li>19. Pol. 105.1</li> <li>22 PA Code 4.21</li> <li>22 PA Code 4.22</li> <li>22 PA Code 4.23</li> <li>22 PA Code 4.25</li> <li>22 PA Code 4.27</li> <li>22 PA Code 4.29</li> <li>22 PA Code 4.82</li> <li>Pol. 100</li> <li>Pol. 106</li> <li>Pol. 116</li> </ul>

## **Purpose**

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

## **Definition**

For purposes of this policy, **curriculum** shall be defined as a series of planned instruction aligned with established academic standards in each subject that is coordinated, articulated and implemented in a manner designed to result in the achievement of academic standards at the proficient level by all students.[2][3][4]

## **Authority**

The Board shall be responsible for the curriculum of the district's schools. The curriculum shall be designed to provide students the opportunity to achieve the academic standards established by the Board. Attaining the academic standards requires students to demonstrate the acquisition and application of knowledge.[1][3][4]

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

## **Guidelines**

The district's curriculum shall provide the following:

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



## **Delegation of Responsibility**

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

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

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

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

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

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Last Modified by Casey Cover on October 7, 2018



Book	Policy Manual
Section	100 Programs
Title	Language Instruction Educational Program for English Learners
Number	138
Status	Second Reading

Legal

1. 42 U.S.C. 2000d et seq
2. Pol. 102
3. Pol. 103
4. 20 U.S.C. 6801 et seq
5. 22 PA Code 4.26
6. 20 U.S.C. 6312
7. 20 U.S.C. 6812
8. 20 U.S.C. 6826
9. 20 U.S.C. 6841
10. Pol. 100
11. 22 PA Code 11.11
12. Pol. 200
13. 20 U.S.C. 6823
14. 20 U.S.C. 1703
15. Pol. 115
16. Pol. 122
17. Pol. 123
18. 22 PA Code 4.51
19. 22 PA Code 4.51a
20. 22 PA Code 4.51b
21. 22 PA Code 4.51c
22. 22 PA Code 4.52
23. Pol. 127
24. Pol. 217
25. Pol. 304
26. Pol. 333
27. Pol. 103.1
28. Pol. 113
29. Pol. 114
30. 20 U.S.C. 6318
31. Pol. 918
32. Pol. 212
- 20 U.S.C. 7011
- 20 U.S.C. 7801
- 34 CFR Part 200
- Basic Education Circular, July 1, 2017: Educating English Learners (ELs)
- Pol. 105.1

Adopted

November 19, 2002

Last Revised

October 20, 2015

## **Purpose**

In accordance with the Board's philosophy to provide quality educational programs to all **district students and to increase the English language proficiency of students who are English Learners (EL)**, the district shall provide **an effective Language Instruction Educational Program (LIEP) that meets the needs of English Learners**. The goal of the **LIEP** shall be to **demonstrate success in increasing English language proficiency and student academic achievement** so that **EL students** can attain the academic standards adopted by the Board and achieve academic success. **EL students** shall be identified, assessed and provided **appropriate** instruction **in accordance with the LIEP**, and shall be provided an **equitable** opportunity to achieve their maximum potential in educational programs and extracurricular activities, consistent with federal and state laws and regulations.[\[1\]](#)[\[2\]](#)[\[3\]](#)[\[4\]](#)[\[5\]](#)

## **Authority**

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

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

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

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

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

## **Delegation of Responsibility**

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

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

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

## **Guidelines**

### **Identification and Placement of EL Students**

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

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

### **Program Access**

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

### **Assessment**

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

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

### **Program Exit**

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

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

### **Staff Qualifications and Professional Development**

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

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



**The district shall provide appropriate training in ELD for all professional staff as part of the Professional Development Plan.**[\[2\]](#)[\[26\]](#)

### **Special Education and Gifted Education Services**

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

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

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

### **Parent/Family Engagement and Communication**

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

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

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

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

### ***Parental Right to Opt Out of ELD Programs and Services -***

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

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

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

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

**Parents/Guardians of EL students who have been opted out of ELD programs and services shall be notified of their child's progress, including achievement of academic standards and assessment results, and shall be provided with opportunity and a form to opt their child back into ELD programs and services.[24][32]**

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Last Modified by Casey Cover on October 7, 2018



Book	Policy Manual
Section	200 Pupils
Title	Foreign Exchange Students
Number	239
Status	Second Reading
Legal	1. Pol. 203 2. Pol. 200 3. 20 U.S.C. 6801 et seq 4. 22 PA Code 11.11 5. 42 U.S.C. 2000d et seq 6. Pol. 138 22 PA Code 4.74 8 U.S.C. 1101 22 CFR Part 62
Adopted	September 21, 1999
Last Revised	September 21, 2010

### **Purpose**

In order to promote cultural awareness and understanding, and to provide diverse experiences to district students, the Board shall admit foreign exchange students into district schools.

### **Authority**

The Board shall accept foreign exchange students who meet the criteria **established in Board policy.**

The Board shall accept exchange students on a J-1 Visa who reside within the district as participants in group-sponsored exchange programs approved by the Board. Exchange students on a J-1 Visa shall not be required to pay tuition.

The Board shall accept privately sponsored exchange students on an F-1 Visa for attendance only in secondary schools upon payment of tuition at the established district rate; tuition payments may not be waived. The period of attendance shall not exceed twelve (12) months.

The Board reserves the right to limit the number of foreign exchange students admitted to the schools based on space availability and qualifying criteria.

### **Delegation of Responsibility**



Book	Policy Manual
Section	900 Community
Title	Title I Parent and Family Engagement
Number	918
Status	Second Reading
Legal	<ol style="list-style-type: none"> <li>1. 20 U.S.C. 6318</li> <li>2. Pol. 102</li> <li>3. 20 U.S.C. 6312</li> <li>4. 24 P.S. 510.2</li> <li>5. Pol. 138</li> <li>6. Pol. 916</li> <li>7. Pol. 127</li> <li>8. Pol. 814</li> <li>9. Pol. 333</li> <li>10. 20 U.S.C. 7845</li> <li>11. 29 U.S.C. 3271 et seq</li> <li>12. 29 U.S.C. 701 et seq</li> <li>13. 42 U.S.C. 11301 et seq</li> <li>14. 42 U.S.C. 9831 et seq</li> <li>15. Pol. 212</li> </ol>
Adopted	May 15, 2007
Last Revised	October 20, 2015

### **Purpose**

The Board recognizes that **meaningful** parent and **family engagement** contributes to the achievement of **state** academic standards by students participating in Title I programs. The Board views the education of students as a cooperative effort among the school, parents **and family members**, and community.[\[1\]](#)[\[2\]](#)

### **Definition**

**Parent and Family (Family Member) - these terms are used interchangeably and shall include caregivers, a legal guardian or other person standing in loco parentis such as a grandparent or stepparent with whom the child lives, a person who is legally responsible for the child's welfare, or a legally appointed Education Decision Maker of a child participating in a Title I program.**

## **Authority**

**The Board directs** the district and **each of its schools with a** Title I program **to:**[\[1\]](#)

1. **Conduct outreach to all parents and family members.**
2. **Include parents and family members** in development of the district's overall Title I Plan and process for school review and improvement.[\[3\]](#)
3. **Include parents and family members in the development of the Title I Parent and Family Engagement Policy. Following adoption of the policy by the Board, the policy shall be:**
  - a. **Distributed in writing to all parents and family members.**
  - b. **Incorporated into the district's Title I Plan.**[\[3\]](#)
  - c. **Posted to the district's publicly accessible website.**[\[4\]](#)
  - d. **Evaluated annually with parent and family involvement.**
4. **Provide opportunities and conduct meaningful collaborations with parents and family members in the planning and implementation of Title I programs, activities and procedures.**

## **Accessibility**

**The district and each of its schools with a Title I program shall provide communications, information and school reports to parents and family members who are migrants or who have limited English proficiency, a disability, limited literacy, or racial and ethnic minority backgrounds,** in a language they can understand.[\[1\]](#)[\[5\]](#)

## **Delegation of Responsibility**

The Superintendent or designee shall ensure that the district's Title I Parent **and Family Engagement** Policy, plan and programs comply with the requirements of federal law.[\[1\]](#)[\[3\]](#)

The Superintendent or designee shall ensure that **the district and its schools with Title I programs provide opportunities for the informed participation of parents and family members by providing resources,** information and **school** reports in an understandable and uniform format **or, upon request, in another format. Such efforts shall include:**

1. **Providing communications in clear and simple language.**
2. **Posting information for parents and family members on the district's website.**
3. **Including a telephone number for parents and family members to call with questions.**
4. **Partnering with community agencies which may include libraries, recreation centers, community-based organizations and faith-based organizations to assist in sharing information.**

The building principal and/or Title I staff shall **notify** parents **and family members of the existence of the** Title I programs **and** provide:

1. An explanation of the reasons supporting their child's selection for the program.
2. A set of **goals and expectations** to be addressed.



3. A description of the services to be provided.

4. **A copy of this policy and the School-Parent and Family Compact.**[\[1\]](#)

**Parents and family members shall actively carry out their responsibilities in accordance with this policy and the School-Parent and Family Compact. At a minimum, parents and family members shall be expected to:**[\[1\]](#)

1. **Volunteer in their child's classroom.**[\[6\]](#)

2. **Support their child's learning.**

3. **Participate, as appropriate, in decisions relating to the education of their child and positive use of extracurricular time.**

### **Guidelines**

**Each district school operating a Title I program shall hold** an annual meeting of parents **and family members at a convenient time**, to explain the goals and purposes of Title I programs **and to inform them of their right to be involved**. Parents **and family members** shall be given the opportunity to participate in the design, development, operation and evaluation of the program. Parents **and family members** shall be encouraged to participate in planning activities, to offer suggestions, and to ask questions regarding policies and programs.[\[1\]](#)

**The schools with Title I programs shall offer a flexible number of** meetings which shall be held at various times of the **morning** and evening. Title I funds may be used to **enable** parent **and family member** attendance at meetings through payment of transportation, child care costs **or home visits**.[\[1\]](#)

**The schools shall involve parents and family members in an organized, ongoing and timely way, in the planning, review and improvement of Title I programs, the Title I Parent and Family Engagement Policy and the joint development of the Title I Plan.**[\[1\]](#)[\[3\]](#)

At these meetings, parents **and family members** shall be provided:[\[1\]](#)

1. **Timely** information about programs provided under Title I.

2. Description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress, and the **achievement** levels **of the academic standards**.

3. Opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children.

**To ensure the continuous engagement of parents and family members in the joint development of the Title I Plan and with the school support and improvement process, the district shall:**

**Establish meaningful, ongoing two-way communication between the district, staff and parents and family members.**

**Communicate with parents and family members about the plan and seek their input and participation through the use of newsletters, the district website, email, telephone, parent and teacher conferences, and home visits if needed.**

**Distribute and discuss the School-Parent and Family Compact.**

**Host various parent and family nights at each school building with a Title I program.**

**Invite participation of parents and family members at the regular comprehensive planning committee meetings, Title I budget meetings and school improvement plan meetings to**

obtain input and propose school improvement initiatives.

If the Title I Plan is not satisfactory to parents and family members, the district shall submit any parent or family member comments with the plan when the school makes the plan available to the Board.[\[1\]](#)[\[3\]](#)

### **Building Capacity for Parent and Family Engagement**

The district shall provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools in planning and implementing effective parent and family involvement activities to improve academic achievement and school performance through:[\[1\]](#)

1. Providing assistance to parents and family members in understanding such topics as the academic standards, state and local academic assessments, the requirements of parent and family involvement, how to monitor a child's progress and work with teachers to improve the achievement of their children.[\[2\]](#)[\[7\]](#)
2. Providing material and training to help parents and family members work with their children to improve academic achievement and to foster parent and family engagement, such as:
  - a. Scheduling trainings in different locations on a variety of topics including how to support their child in school, literacy, school safety, cultural diversity and conflict resolution.
  - b. Using technology, including education about the harms of copyright piracy, as appropriate.[\[8\]](#)
  - c. Providing information, resources and materials in a user friendly format.
  - d. Providing, as requested by a parent or family member, other reasonable support for parent and family engagement activities.
  - e. Training on how to use the Parent Portal as a tool to monitor grades and achievement.
3. Educating teachers, specialized instructional support personnel, principals and other school leaders and staff, with the assistance of parents and family members, on the value and usefulness of contributions of parents and family members and in how to reach out to, communicate with, and work with them as equal partners, implement and coordinate parent and family programs, and build ties between parents and family members and the school.[\[9\]](#)
4. To the extent feasible and appropriate, coordinating and integrating Title I parent and family involvement efforts and activities with other federal, state and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents and family members in more fully participating in the education of their children.[\[1\]](#)[\[5\]](#)[\[10\]](#)[\[11\]](#)[\[12\]](#)[\[13\]](#)[\[14\]](#)[\[15\]](#)
5. Engage the PTA/PTO to actively seek out and involve parents and family members through regular updates, information sessions and assistance with the identification of effective communication strategies.
6. Engage community-based organizations and businesses in parent and family engagement activities.

### **Coordinating Parent and Family Engagement Strategies**

The district shall coordinate and integrate Title I parent and family engagement strategies with other parent and family engagement strategies required by federal, state, and local laws by:[1][5][10][11][12][13][14][15]

1. Involving district and program representatives to assist in identifying specific parent and family member needs.
2. Sharing data from other programs to assist in developing initiatives to advance academic achievement and school improvement.

#### Annual Parent and Family Engagement Policy Evaluation

The district shall conduct, with meaningful participation of parents and family members, an annual evaluation of the content and effectiveness of this policy in improving the academic quality of all district schools with a Title I program.[1]

The evaluation shall identify:[1]

1. Barriers to parent and family member participation, with particular attention to those who are migrants, are economically disadvantaged, have a disability, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority.
2. The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers.
3. Strategies to support successful school and parent and family interactions.

The evaluation shall be conducted through:

Documentation of parent and family member input regarding Title I programs and activities from throughout the year.

The district shall use the findings of the annual evaluation to design evidence-based strategies for more effective parent and family engagement, and to revise, if necessary, the district's Title I Parent and Family Engagement Policy.[1]

#### School-Parent and Family Compact

Each school in the district receiving Title I funds shall jointly develop with parents **and family members** a School-Parent and Family Compact outlining the manner in which parents **and family members, the entire** school staff and students will share responsibility for improved student academic achievement **and the means by which the school and parents and family members will build and develop partnerships to help children achieve the state's** academic standards. The compact shall:[1]

1. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment, enabling students in Title I programs to meet the academic standards.
2. **Describe** the ways in which parents **and family members** will be responsible for supporting their child's learning; volunteering in the classroom; and participating, as appropriate, in decisions related to their child's education and positive use of extracurricular time.[6]
3. Address the importance of **ongoing two-way, meaningful** communication **between** parents/**family members** and teachers through, at a minimum, **annual** parent-teacher conferences **at the elementary level**, frequent reports to parents **and family members on their child's progress**, reasonable access to staff, **opportunities to volunteer and participate in their child's class, and observation of classroom activities.**[6]

#### Title I Funds

Unless exempt by law, the district shall reserve at least one percent (1%) of its Title I funds to assist schools in conducting parent and family engagement activities. Parents and family members shall be involved in the decisions regarding how the Title I reserved funds are used for parent and family engagement activities.[\[1\]](#)

Not less than ninety percent (90%) of the reserved funds shall be distributed to district schools with a Title I program, with priority given to high need schools. The district shall use the Title I reserved funds to conduct activities and strategies consistent with this policy, including:[\[1\]](#)

Supporting programs that reach parents and family members at home, in the community, and at school.

Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members.

Engaging in any other activities and strategies that the district determines are appropriate and consistent with this policy.

#### **Documentation of Parent and Family Engagement Practices**

Documentation to track the implementation of this policy is an essential part of compliance and may include, but not be limited to, sign-in sheets at workshops, meetings and conferences; schedules, training and informational materials; communications and brochures; and meeting notes.

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School-Level Parent And Family Engagement Policy.docx (28 KB)

Last Modified by Casey Cover on October 7, 2018

The Superintendent or designee shall be responsible for determining the visa status and eligibility of foreign exchange students applying for admission to district schools and recommending admission of students to the Board.

All potential organizations or individuals applying for admission shall forward the request to the Superintendent or designee by July 1 preceding the school year of attendance.

### **Guidelines**

Foreign exchange students shall comply with all **enrollment and** immunization requirements for students. Once admitted, all exchange students shall be subject to all Board policies, administrative regulations and rules governing all district students.[1][2]

**The district shall administer the Home Language Survey to foreign exchange students enrolling in district schools. Students identified as English Learners shall be assessed and provided appropriate instruction in accordance with the district's Language Instruction Educational Program (LIEP) and Board policy.**[3][4][5][6]

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**WINTER SPORT COACHES 2018-2019**

Recommend the following Winter Sports:

Boys Varsity Basketball

Leo Brunelli – Position 1

Vacant – Position 2

Rene Lingenfelter – Position 3

Vacant – Position 4

Volunteer Assistants

Dave Miller

Pete Bordi

JT Black

Girls Varsity Basketball

Mark Dillow – Position 1

Amber Kaspar – Position 2 .5

Kari Brown – Position 2 .5

Vacant – Position 3

Vacant – Position 4

Varsity Wrestling

Joel Easter – Position 1

Ryan Easter – Position 2

Justin Roberts – Position 3

Brandon Hartrampf – Position 4

Volunteers Assistants:

Sam Carroll

Cody Buterbaugh

Jan Clark

Caleb Grimes

Kevin Cook



Book	Policy Manual
Section	000 Local Board Procedures
Title	Meetings
Number	006
Status	First Reading
Legal	<ol style="list-style-type: none"> <li>1. 24 P.S. 407</li> <li>2. 65 Pa. C.S.A. 701 et seq</li> <li>3. 24 P.S. 422</li> <li>4. 24 P.S. 405</li> <li>5. 24 P.S. 426</li> <li>6. 24 P.S. 427</li> <li>7. 24 P.S. 428</li> <li>8. 65 Pa. C.S.A. 703</li> <li>9. 65 Pa. C.S.A. 709</li> <li>10. 24 P.S. 423</li> <li>11. 24 P.S. 421</li> <li>12. 24 P.S. 425</li> <li>13. Pol. 903</li> <li>14. 24 P.S. 324</li> <li>15. 24 P.S. 508</li> <li>16. 24 P.S. 609</li> <li>17. 24 P.S. 687</li> <li>18. 24 P.S. 707</li> <li>19. 24 P.S. 671</li> <li>20. 24 P.S. 634</li> <li>21. 24 P.S. 1129</li> <li>22. 24 P.S. 640</li> <li>23. 24 P.S. 803</li> <li>24. Pol. 108</li> <li>25. 24 P.S. 1071</li> <li>26. 24 P.S. 1076</li> <li>27. Pol. 604</li> <li>28. Pol. 005</li> <li>29. Pol. 606</li> <li>30. Pol. 605</li> </ol>

30. Pol. 603  
31. Pol. 107  
32. 24 P.S. 621  
33. Pol. 608  
34. Pol. 610  
35. 24 P.S. 1080  
36. 24 P.S. 514  
37. 24 P.S. 702  
38. 24 P.S. 708  
39. 24 P.S. 315  
40. Pol. 004  
41. Pol. 003  
42. 24 P.S. 224  
43. 24 P.S. 212  
44. 65 Pa. C.S.A. 1102  
45. 65 Pa. C.S.A. 1103  
46. Pol. 827  
47. 24 P.S. 1111  
48. 24 P.S. 518  
49. 65 Pa. C.S.A. 706  
50. 65 Pa. C.S.A. 705  
51. 24 P.S. 433  
52. Pol. 800  
53. Pol. 801  
54. Pol. 006  
55. 65 Pa. C.S.A. 707  
56. 65 Pa. C.S.A. 708  
24 P.S. 408  
24 P.S. 1075  
24 P.S. 1077  
65 Pa. C.S.A. 1101 et seq  
Pol. 612

### **Parliamentary Authority**

All Board meetings shall be conducted in an orderly and business-like manner. (Fill in Board's current parliamentary procedure) shall govern the Board in its deliberations in all cases in which it is not inconsistent with law, state regulations or Board procedures.[\[1\]](#)[\[2\]](#)

### **Quorum**

A quorum shall consist of a majority of the members of the Board. No business shall be transacted at a meeting without a quorum, but the **school directors** present at such a meeting may adjourn to another

time.[3]

### **Presiding Officer**

The President shall preside at all Board meetings. In the absence, disability or disqualification of the President, the Vice-President shall act instead. If neither person is present, a **school director** shall be elected President pro tempore by a **majority** of those present **and voting** to preside at that meeting only. **Where no such majority is achieved on the first vote, a second vote shall be cast for the two (2) candidates who received the greatest number of votes.**[4][5][6][7]

### **Notice**

Notice of all public Board meetings, including committee meetings and work sessions, shall be given by publication of the date, place, and time of such meetings in the newspaper(s) of general circulation designated by the Board and posting of such notice at the administrative offices of the Board.[8][9]

1. Notice of regular meetings shall be given by publication and posting of a schedule showing the date, place and time of all regular meetings for the calendar year at least three (3) days prior to the time of the first regular meeting.[8][9]
2. Notice of all special meetings shall be given by publication and posting of notice at least twenty-four (24) hours prior to the time of the meeting, except that such notice shall be waived when a special meeting is called to deal with an actual emergency involving a clear and present danger to life or property.[8][9]
3. Notice of all rescheduled meetings shall be given by publication and posting of notice at least twenty-four (24) hours prior to the time of the meeting.[8][9]
4. Notice of all recessed or reconvened meetings shall be given by posting a notice of the place, date and time of the meeting and sending copies of such notice to interested parties.[8]
5. Notice of all public meetings shall be given to any newspaper(s) circulating in Bedford County and any radio or television station which so requests. Notice of all public meetings shall be given to any individual who so requests and provides a stamped, addressed envelope for such notification.[9]

Notice of all rescheduled meetings and special meetings shall be given to **each school director** no later than twenty-four (24) hours prior to the time of the meeting.[9][10]

### **Regular Meetings**

Regular Board meetings shall be public and shall be held at specified places on the third Tuesday of each month at 6:30 p.m. [2][11]

1. Agenda

**It shall be the responsibility of the Superintendent, in cooperation with the Board Secretary, and as necessary in collaboration with the Board President, to prepare an agenda of the items of business to come before the Board at each regular meeting.**

The agenda, together with all relevant reports, shall be provided to each **school director** at least 3 days before the meeting.

**If the agenda includes an item of business related to removal of an officer of the Board, the agenda shall be provided to each school director at least seven (7) days before the meeting.**

Any additions or changes to the prepared agenda may be requested by a **school director** or the Superintendent and must be approved by a majority vote of the **school directors** present.

## Order of Business

The order of business for regular meetings shall be as follows, unless altered by the President or a majority of those present and voting:

Call to Order  
Pledge of Allegiance/Prayer  
Roll Call  
Public Comment  
Secretary's Report  
Adoption of Agenda  
Financial Reports  
Approval of Bids  
Communications  
Old Business  
New Business  
Information  
Adjournment

## **Special Meetings**

Special meetings may be called for special or general purposes and shall be public except when conducted as an executive session for purposes authorized by **law**.[\[2\]](#)[\[5\]](#)[\[10\]](#)[\[12\]](#)

The President may call a special meeting at any time and shall call a special meeting upon presentation of the written requests of three (3) **school directors**. Upon the President's failure or refusal to call a special meeting, such meeting may be called at any time by a majority of the **school directors**.[\[5\]](#)

No business shall be transacted at any special meeting except that named in the call sent to **school directors** for such special meeting.[\[10\]](#)

## **Public Participation**

**At each public Board meeting, prior to official action by the Board, an opportunity shall be provided for public comment** in accordance with law and Board procedures and policy.[\[2\]](#)[\[13\]](#)

## **Voting**

All motions shall require for adoption a majority vote of those **school directors** present and voting, except as provided by statute or Board procedures.

## ***Special Voting Requirements –***

***\*Indicates actions for which the minutes also must reflect how each school director voted.***

1. **Actions requiring the unanimous affirmative vote of all members of the Board remaining in office:**
  - a. **Appoint as Board Secretary a former school director who has resigned, before the expiration of the term for which the director was elected.\***[\[14\]](#)[\[15\]](#)
  - b. **Appoint as solicitor a former school director who has resigned, before the expiration of the term for which the director was elected.\***[\[14\]](#)[\[15\]](#)
2. **Actions requiring the affirmative votes of two-thirds of the full membership of the Board:**



- a. **Transferring, during the first three (3) months of the fiscal year, budgeted funds set apart or appropriated to a particular item of expenditure.\*[\[15\]](#)[\[16\]](#)[\[17\]](#)**
  - b. **Adding or increasing appropriations to meet an emergency or catastrophe.\*[\[15\]](#)[\[17\]](#)**
  - c. **Hiring as a teacher a former school director who has resigned, before the expiration of the term for which the director was elected.\*[\[14\]](#)[\[15\]](#)**
  - d. **Conveying land or buildings to certain charities or other public agencies without following prescribed valuation procedures or with more favorable financing.\*[\[15\]](#)[\[18\]](#)**
  - e. **Incurring temporary debt (non-emergency).\*[\[17\]](#)[\[20\]](#)**
  - f. **Dismissing a tenured professional employee after a hearing.\*[\[15\]](#)[\[21\]](#)**
  - g. **Borrowing in anticipation of current revenue.\*[\[15\]](#)[\[22\]](#)**
3. **Actions requiring the affirmative votes of two-thirds of those voting in the presence of a quorum:**
- a. **Incurring temporary debt to meet an emergency or catastrophe.\*[\[15\]](#)[\[17\]](#)**
  - b. **Adopting or changing textbooks without the recommendation of the Superintendent.\*[\[15\]](#)[\[23\]](#)**
4. **Actions requiring the affirmative votes of a majority of the full membership of the Board:**
- a. **Fixing the length of the school term.\*[\[15\]](#)**
  - b. **Adopting textbooks recommended by the Superintendent.\*[\[15\]](#)[\[24\]](#)**
  - c. **Appointing the district Superintendent and Assistant Superintendent(s).\*[\[15\]](#)[\[25\]](#)[\[26\]](#)**
  - d. **Appointing teachers and principals.\*[\[15\]](#)**
  - e. **Adopting the annual budget.\*[\[15\]](#)[\[27\]](#)**
  - f. **Appointing tax collectors and other appointees.\*[\[15\]](#)[\[28\]](#)[\[29\]](#)**
  - g. **Levying and assessing taxes.\*[\[15\]](#)[\[30\]](#)**
  - h. **Purchasing, selling, or condemning land.\*[\[15\]](#)**
  - i. **Locating new buildings or changing the location of old ones.\*[\[15\]](#)**
  - j. **Creating or increasing any indebtedness.\*[\[15\]](#)**
  - k. **Adopting planned instruction.[\[15\]](#)[\[31\]](#)**
  - l. **Establishing additional schools or departments.\*[\[15\]](#)**
  - m. **Designating depositories for school funds.\*[\[15\]](#)[\[32\]](#)[\[33\]](#)**
  - n. **Authorizing the transfer of any unencumbered balance, or portion thereof, from one appropriation to another, or from one spending agency to another during the last nine (9) months of the fiscal year.\*[\[15\]](#)[\[17\]](#)**

- o. Entering into contracts of any kind, including contracts for the purchase of fuel or any supplies where the amount involved exceeds \$100 (including items subject to bid requirements).\*[15][34]
- p. Fixing salaries or compensation of officers, teachers, or other appointees of the Board.\*[15]
- q. Entering into contracts with and making appropriations to the intermediate unit for the district's proportionate share of the cost of services provided or to be provided by the intermediate unit.\*[15]
- r. Dismissing, after a hearing, a Superintendent, Assistant Superintendent or non-tenured teacher.\*[15][35][36]
- s. Determining the location and amount of any real estate required by the school district for school purposes.\*[15][37]
- t. Vacating and abandoning property to which the Board has title.\*[15][38]
- u. Appointing a school director to fill a vacancy on the Board.\*[15][39]
- v. Calling a special meeting when the President has failed to do so after written request of three (3) members of the Board.[5]
- w. Declaring that a vacancy exists on the Board by reason of the failure or neglect of a school director to qualify.[40]
- x. Adopting, amending or repealing Board procedures and policy.[41]
- y. Combining or reorganizing into a larger school district.[42]
- z. Adopting a corporate seal for the district.[43]

### **Abstention from Voting**

A school director shall be required to abstain from voting when the issue involves either one of the following:

1. Conflict of interest under the Ethics Act.[44][45][46]

Prior to the vote being taken, the school director shall verbally disclose the nature of the conflict in public, and shall also provide the Board Secretary with a written memorandum stating the nature of the conflict, which shall be attached to the Board minutes as a public record.

Conflict of interest - use by a public official of the authority of his/her office or any confidential information received through his/her holding public office for the private pecuniary benefit of him/herself, a member of his/her immediate family or a business with which s/he or a member of his/her immediate family is associated. The term does not include an action having a de minimis economic impact or which affects to the same degree a class consisting of the general public or a subclass consisting of an industry, occupation or other group which includes the public official, a member of his/her immediate family or a business with which s/he or a member of his/her immediate family is associated.[44]

De minimis economic impact – an economic consequence which has an insignificant effect.[44]

Immediate family – parent, spouse, child, brother or sister.[44]

**Business with which associated – any business in which the person or a member of the person's immediate family is a director, officer, owner, employee or has a financial interest.**[\[44\]](#)

2. **Relative recommended for appointment to or dismissal from a teaching position.**[\[21\]](#)  
[\[47\]](#)

**Relative – father, mother, brother, sister, husband, wife, son, daughter, stepson, stepdaughter, grandchild, nephew, niece, first cousin, sister-in-law, brother-in-law, uncle, or aunt.**

**The Board is encouraged to seek the guidance of the district solicitor or the State Ethics Commission for questions related to conflict of interest.**[\[45\]](#)[\[46\]](#)

### **Minutes**

The Board shall cause to be made, and shall retain as a permanent record of the district, minutes of all public Board meetings. Said minutes shall be comprehensible and complete and shall show:[\[48\]](#)[\[49\]](#)

1. Date, place, and time of the meeting.
2. Names of **school directors** present.
3. Presiding officer.
4. Substance of all official actions.
5. Actions taken.
6. Recorded votes and a record by individual members of all roll call votes taken.[\[50\]](#)
7. Names of all residents who appeared officially and the subject of their testimony.

The Board Secretary shall provide each **school director** with a copy of the minutes of the last meeting prior to the next regular meeting.[\[1\]](#)

The minutes of Board meetings shall be approved at the next succeeding meeting and signed by the Board Secretary.[\[51\]](#)

Notations and any tape or audiovisual recordings shall not be the official record of a public Board meeting but may be available for public access, upon request, in accordance with Board policy. Any notations and/or audiovisual recordings of a Board meeting shall be retained and disposed of in accordance with the district's records retention schedule.[\[1\]](#)[\[52\]](#)[\[53\]](#)

### **Recess/Reconvene**

The Board may at any time recess or reconvene to a reconvened meeting at a specified date and place, upon the majority vote of those present. The reconvened meeting shall immediately take up its business at the point in the agenda where the motion to recess was acted upon. Notice of the reconvened meeting shall be given as provided in Board policy.[\[8\]](#)[\[9\]](#)[\[54\]](#)

### **Executive Session**

The Board may hold an executive session, which is not an open meeting, before; during; at the conclusion of a public meeting; or at some other time. The presiding officer shall announce the reason for holding the executive session; the announcement can be made at the public meeting prior to or after the executive session.[\[12\]](#)[\[55\]](#)[\[56\]](#)

The Board may discuss the following matters in executive session:

1. Employment issues.
2. Labor relations.
3. Purchase or lease of real estate.
4. Consultation with an attorney or other professional advisor regarding potential litigation or identifiable complaints that may lead to litigation.
5. Matters that must be conducted in private to protect a lawful privilege or confidentiality.
6. **School safety and security, of a nature that if conducted in public, would:**[\[12\]](#)

- a. **Be reasonably likely to impair the effectiveness of school safety measures.**
- b. **Create a reasonable likelihood of jeopardizing the safety or security of an individual or a school, including a building, public utility, resource, infrastructure, facility or information storage system.**

Official actions based on discussions held in executive session shall be taken at a public meeting.

### **Work Sessions**

The Board may meet as a Committee of the Whole in a public meeting to vote on or to discuss issues. Public notice of such meetings shall be made in accordance with Board procedures.[\[2\]](#)[\[54\]](#)

A meeting of the Committee of the Whole, not regularly scheduled, may be called at any time by the President; the President shall call such a meeting when requested to do so by **school directors**. Public notice of the meeting shall be made in accordance with Board procedures.

The Board Secretary shall provide notice of a meeting of the Committee of the Whole in accordance with Board procedures.[\[8\]](#)[\[9\]](#)

### **Committee Meetings**

Standing committee meetings may be called at any time by the committee chairperson, with proper public notice, or when requested to do so by a majority of the members of the committee.[\[8\]](#)[\[9\]](#)[\[54\]](#)

A majority of the total membership of a committee shall constitute a quorum.

Unless held as an executive session, standing committee meetings shall be open to the public, other **school directors**, and the Superintendent.[\[2\]](#)

A majority of the committee or the chairperson may invite Board employees, consultants or other persons who have special knowledge of an area under discussion.

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

### **Authority.**

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

### **Definition**

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

### **Delegation of Responsibility**

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

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

### **Guidelines**

Guidelines for selecting textbooks:

1. Professional staff members selected by the Superintendent or designee and approved by the Board shall participate in the selection process.

2. The staff shall continually research new sources of textbooks including electronic resources.
3. Textbooks currently in use shall be evaluated annually by professional staff members for their continue usefulness and relevance.
4. A course of study offered district-wide will use the same textbook.

In considering the approval of any proposed textbook, the Board will evaluate its:

1. Suitability for maturity level and educational accomplishment of the students who will be using the book.
2. Freedom from bias.
3. Relationship to the curriculum.
4. Relationship to a continuous multigrade program.
5. impact on community standards of taste.
6. manner of selection.
7. cost.
8. Appearance and durability.

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

**The District shall dispose of textbooks acquired with federal funds in accordance with applicable federal regulations, Board policy and administrative regulations.**

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Last Modified by Casey Cover on October 7, 2018



Book	Policy Manual
Section	300 Employees
Title	Reduction of Staff
Number	311
Status	First Reading
Legal	<ol style="list-style-type: none"> <li>1. 22 PA Code 4.4</li> <li>2. 24 P.S. 1106</li> <li>3. 24 P.S. 406</li> <li>4. 24 P.S. 1124</li> <li>5. 24 P.S. 1125.1</li> <li>6. 24 P.S. 524</li> <li>7. 24 P.S. 1123</li> <li>8. Pol. 313</li> <li>9. 2 Pa. C.S.A. 551 et seq</li> </ol>

***\*This policy is in compliance with the provisions of Act 55 of 2017 and Act 39 of 2018. All collective bargaining agreements for professional employees negotiated or renewed after November 6, 2017, must comply with the provisions governing suspensions as stated in Act 55, including during the period of status quo after the expiration of a contract.***

***\*The suspension provisions of a collective bargaining agreement in place prior to November 6, 2017 shall be honored until the date the collective bargaining agreement expires.***

### **Authority**

The Board is responsible for maintaining appropriate numbers of administrative, professional and support employees to effectively manage and operate the district and its schools. This policy establishes the manner in which necessary reductions of staff shall be accomplished.[\[1\]](#)[\[2\]](#)[\[3\]](#)

**In the exercise of its authority to reduce staff through suspensions (furloughs) and elimination of positions, the Board shall give primary consideration to the staffing needs of the district, the effect upon the educational program and the financial stability of the district, and shall ensure compliance with law, regulations, collective bargaining agreements, individual contracts and Board resolutions.**[\[4\]](#)[\[5\]](#)[\[6\]](#)

**The Board shall not prevent any professional employee from engaging in another occupation during the period of suspension.**[\[5\]](#)

**Nothing in this policy shall be construed to limit the cause for which a temporary professional employee, or any employee other than a professional employee, may be suspended.**[\[5\]](#)

### **Delegation of Responsibility**

The Superintendent shall be responsible for the continuous review of the efficiency and effectiveness of district organization and staffing, and shall present recommendations for reduction in staff for Board consideration when such actions are deemed to be in the best interests of the district.

The Superintendent shall consult with the district solicitor as necessary to ensure that reduction of staff is implemented in accordance with applicable laws.[\[4\]](#)[\[5\]](#)

### **Guidelines**

#### **Employees Other Than Professional Employees and Temporary Professional Employees**

The employment status of employees other than professional employees and temporary professional employees may be terminated or temporarily suspended whenever deemed necessary in the best interests of the school district, subject to limitations and procedures provided for in collective bargaining agreements, if any.

#### **Temporary Professional Employees**

The employment status of a temporary professional employee may be nonrenewed when the employee's position has been eliminated or when the conditions for which professional employees may be suspended otherwise exist, subject to limitations and procedures provided for in collective bargaining agreements, if any.

#### **Professional Employees**

The necessary number of professional employees may be suspended for the following reasons:[\[4\]](#)

1. **Substantial decrease in student enrollment in the district.**
2. **Curtailment or alteration of the educational program as a result of substantial decline in class or course enrollments or to conform with standards of organization or educational activities required by law or recommended by the Pennsylvania Department of Education. Such curtailment or alteration must be recommended by the Superintendent, agreed to by the Board, and approved by the Pennsylvania Department of Education. If not prevented by an existing or future provision of a collective bargaining agreement or employment contract, such a suspension may be effectuated without approval of the Pennsylvania Department of Education provided that, where an educational program is altered or curtailed, the district shall notify the Pennsylvania Department of Education of such action.**
3. **Consolidation of schools, whether within the district, through a merger of districts, or as a result of Joint Board agreements, when such consolidation makes it unnecessary to retain the full staff of professional employees.**
4. **When new school districts are established as the result of reorganization of school districts and such reorganization makes it unnecessary to retain the full staff of professional employees.**
5. **Economic reasons that require a reduction in professional employees; however, the district is prohibited from using an employee's compensation in the suspension determination. A Superintendent knowingly in violation of this prohibition shall have a letter from the Secretary of Education placed in his/her permanent employee record.**

#### ***Economic Suspension Requirements -***

The Board may suspend professional employees for economic reasons if all of the following apply:[\[4\]](#)



1. **The Board approves the proposed suspensions by a majority vote of all school directors at a public meeting.**
2. **No later than sixty (60) days prior to the adoption of the final budget, the Board adopts a resolution of intent to suspend professional employees in the following fiscal year, setting forth:**
  - a. **The economic conditions necessitating the proposed suspensions and how the economic conditions will be alleviated by the proposed suspensions, including:**
    - i. **The total cost savings expected from the proposed suspensions.**
    - ii. **A description of other cost-saving actions taken by the Board, if any.**
    - iii. **The projected district expenditures for the following fiscal year with and without the proposed suspensions.**
    - iv. **The projected total district revenues for the following fiscal year.**
  - b. **The number and percentage of employees to be suspended who are:**
    - i. **Professional employees assigned to provide instruction directly to students.**
    - ii. **Administrative staff.**
    - iii. **Professional employees who are not assigned to provide instruction directly to students and who are not administrative staff.**
  - c. **The impact of the proposed suspensions on academic programs to be offered to students following the proposed suspensions, as well as the impact on academic programs to be offered to students if the proposed suspensions are not undertaken, compared to the current school year, and the actions if any, that will be taken to minimize the impact on student achievement.**

***Professional Employees Assigned to Provide Instruction Directly to Students -***

**Suspensions, due to economic reasons, of professional employees assigned to provide instruction directly to students may be approved by the Board only if the Board also suspends at least an equal percentage proportion of administrative staff, except when all of the following apply:[4]**

1. **The Secretary of Education determines that the district's operations are already sufficiently streamlined or that the suspension of administrative staff would cause harm to the school stability and student programs.**
2. **The Secretary of Education submits the determination to the State Board of Education.**
3. **The State Board of Education approves the determination by a majority of its members.**

**The Board may choose to exempt from this requirement any five (5) administrative positions, one of which shall be the Business Manager or another staff member with the primary responsibility of managing the district's business operation.[4]**

**Order of Suspensions**

**Data necessary for computation of each professional employee's performance rating and seniority status shall be recorded and maintained to ensure compliance with the required order for suspensions.[7][8]**

### ***Performance Evaluation Rating -***

Professional employees shall be suspended, within the area of certification required by law for the professional employee's current position, in the following order based on the two (2) most recent annual performance evaluations:[5][7][8]

1. Consecutive unsatisfactory ratings.
2. One (1) unsatisfactory rating and one (1) satisfactory rating.
3. Consecutive satisfactory ratings which are either consecutive ratings of proficient, or a combination of one (1) proficient or distinguished rating and one (1) needs improvement rating.
4. Consecutive satisfactory ratings which are consecutive distinguished, or a combination of one (1) rating of proficient and one (1) rating of distinguished.

### ***Seniority -***

**When** the number of professional employees within each certification area receiving the same performance rating is greater than the number of suspensions, **professional employees with the least seniority within each certification area shall be suspended before employees with greater seniority having the same performance rating.**[5]

**In addition, professional employees shall be realigned to ensure that employees with more seniority have the opportunity to fill other positions within the district for which they are certificated and which are currently filled by less senior employees with the same or lower overall performance rating.**

**Seniority shall continue to accrue during a suspension and all approved leaves of absence.**[5]

**When there is or has been a consolidation of schools, departments or programs, all professional employees shall retain the seniority rights they had prior to the reorganization or consolidation.**[5]

### **Reinstatement**

**Suspended professional employees, or professional employees demoted for reasons of this policy, shall be reinstated within the area of certification required by law for the vacancy being filled in the district, in the inverse order by which they were suspended and on the basis of their seniority within the district.**[5]

**No new appointment shall be made while there is a suspended or demoted professional employee available who is properly certificated to fill such vacancy.**[5]

**Positions from which professional employees are on approved leaves of absence shall be considered temporary vacancies.**[5]

**To be considered available, suspended professional employees shall annually report in writing to the Board their current address and intent to accept the same or similar position when offered.**[5]

**A suspended professional employee enrolled in a college program during a period of suspension and who is recalled shall be given the option of delaying a return to service until the end of the current semester.**[5]

### **Local Agency Law Hearings**

**The decision to suspend a professional employee shall be considered an adjudication for the purposes of the Local Agency Law, and a professional employee subject to such a decision shall have the right to a Local Agency Law hearing before the Board, if a hearing is requested within ten (10) days after being notified of suspension.**[\[5\]](#)[\[9\]](#)

**A decision to nonrenew the employment of a temporary professional employee whose position has been eliminated or who is being nonrenewed for reasons for which professional employees may be suspended, shall be considered an adjudication for purposes of the Local Agency Law, and the employee shall be entitled to a Local Agency Law hearing, if a hearing is requested within ten (10) days after being notified of the decision to nonrenew.**[\[9\]](#)

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Book	Policy Manual
Section	900 Community
Title	Public Complaint Procedures
Number	906
Status	First Reading

## Legal

1. 20 U.S.C. 7844

2. 24 P.S. 510.2

24 P.S. 510

Pol. 103

Pol. 103.1

Pol. 104

Pol. 105.1

Pol. 108

Pol. 109

Pol. 116

Pol. 127

Pol. 137

Pol. 150

Pol. 202

Pol. 206

Pol. 247

Pol. 249

Pol. 251

Pol. 252

Pol. 255

Pol. 610

Pol. 621

Pol. 626

Pol. 718

Pol. 801

Pol. 808

Pol. 815

Pol. 824

Pol. 827

Pol. 828

## **Purpose**

The Board welcomes inquiries, suggestions, and constructive criticism **from** parents/guardians, **district** residents or community groups regarding the district's programs, personnel, operations and facilities. **The Board adopts this policy to establish procedures** for seeking appropriate resolution **to complaints.**

## **Authority**

**The Board encourages parents/guardians, district residents or community groups who have general complaints about Board policy and district procedures, district programs, personnel, operations and facilities to follow the general complaint procedure established in this policy.**

The Board **directs** parents/guardians, other individuals and organizations alleging violations **of law** in the **district's** administration of **federally-funded** programs to submit complaints **in accordance with the separate federal program complaint procedure established in this policy.**[\[1\]](#)

**The Board shall ensure that this policy is posted on the district's publicly accessible website in accordance with law.**[\[2\]](#)

### **Delegation of Responsibility**

**The district shall annually notify parents/guardians, employees and the public of this policy and established complaint procedures via the district website, newsletters, posted notices and/or other efficient communication methods.**

### **Guidelines**

#### **General Complaint Procedure**

**It is the intent of the Board that complaints, concerns and suggestions be addressed and/or resolved at the lowest appropriate level.**

**At all levels of this procedure, district employees shall make a determination as to whether the complaint should proceed as outlined in this policy or if the complaint should be submitted through a specialized complaint process addressed in a separate Board policy, district procedure or administrative regulation that is directly related to the nature of the complaint.**

General complaints about Board policy and district procedures, programs, personnel, operations and facilities shall **begin with an informal, direct discussion between the complainant and district employee who is most directly involved.**

**The employee** shall attempt to provide a reasonable explanation or take appropriate action within the employee's authority. The employee shall report the matter and the resolution to the building principal or immediate supervisor.

**When an informal discussion fails to resolve the complaint, the following procedure shall be used.**

**First Level - If a satisfactory resolution is not achieved by discussion with the employee, the complainant shall submit a written complaint to the building principal or designee and a conference shall be scheduled with the complainant. The written complaint shall include the contact information of the person or group filing the complaint, the specific nature of the complaint, a brief statement of relevant facts, how the complainant has been affected adversely, and the action requested. The building principal or designee shall provide a written response to the complainant.**

**Second Level - If a satisfactory resolution is not achieved through a conference with the building principal or designee, the complaint shall be referred to the Superintendent or designee. The Superintendent or designee shall review the complaint and may schedule a conference with the complainant. The Superintendent or designee shall provide a written response to the complainant.**

**Third Level - If a satisfactory resolution is not achieved through referral to the Superintendent or designee or if resolution of the complaint is beyond his/her authority and requires Board action, the Superintendent or designee shall refer the complaint to the Board.**

**The Board**, after reviewing all information relative to the complaint, shall provide the complainant with its written **response. The Board may, at its discretion,** grant a hearing before the Board or a

committee of the Board. **If a hearing is granted**, the complainant shall be advised of the Board's **response**, in writing, no more than **thirty (30)** days following the hearing.

Any requests, suggestions or complaints **first** directed to individual Board members and/or the Board shall be referred to the Superintendent for consideration, **investigation** and action. If further action is warranted, based on the initial investigation, such action shall be in accordance with the **procedures outlined above**.

#### Complaint Procedure for Federal Programs

Complaints alleging violations of law in the district's administration of federally-funded programs shall be processed in accordance with the following procedure.[\[1\]](#)

**The complainant shall submit** a written, signed statement **to the district's administration office** that **includes**:

1. **Contact information of the individual or organization filing the complaint.**
2. Alleged federal program violation.
3. Facts supporting the alleged violation.
4. Supporting documentation, such as information on discussions, correspondence or meetings with district **staff** regarding the complaint.

**District staff shall forward** complaints to the **district administrator responsible for federal programs**, who will notify the Superintendent **and acknowledge receipt of the complaint in writing**.

The **district administrator responsible for federal programs shall** conduct an independent investigation, which **may** include, but not be limited to:

1. On-site visit to the building that is the subject of the complaint.
2. Opportunity to present evidence by all individuals and/or organizations involved.
3. Opportunity for **participants to ask questions of each other** and witnesses.

When the investigation is completed, the **district administrator responsible for federal programs shall** prepare a **written** report with a recommendation for resolving the complaint. The report **shall** include:

1. Name of the individual or organization filing the complaint.
2. Nature of the complaint.
3. Summary of the investigation.
4. Recommended resolution.
5. Reasons for the recommended resolution.

The **district administrator responsible for federal programs shall** submit the **written** report to the Superintendent, who will determine whether further investigation is required and/or the district's final response.

All **individuals and/or organizations making the complaint or that are the subject of** the complaint **shall** be notified of the resolution of the complaint by the **Superintendent or designee**.

The **district administrator responsible for federal programs shall** ensure that the resolution of the complaint is implemented.

The time period between receipt and resolution of a complaint **shall** not exceed sixty (60) calendar days, unless circumstances require additional time.

**The complainant** may appeal the final resolution to the Pennsylvania Department of Education.

**Division Chief**

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