



**May 1, 2023**

7:00 P.M.  
H.S. Library

**Mr. Todd Engel**  
President  
Region III

**Mr. Steve Rupert**  
Vice President  
Region II

**Mrs. Cathy Bachman**  
Treasurer  
Region III

**Mrs. Sue Bowman**  
Region I

**Mr. Ben Brigandi**  
Region I

**Mrs. Summer Bukeavich**  
Region II

**Mrs. Diane Cramer**  
Region II

**Mr. John Hitesman**  
Region III

**Mr. Nathan Miller**  
Region I

**Dr. Eric Briggs**  
Superintendent

**Mrs. Jamie Mowrey**  
Board Secretary

**Mr. Fred Holland**  
Solicitor

## **Agenda**

### **Work Session of the Board**

The board may vote on any items that properly come before the board.

#### **Opening**

#### **Call to Order**

#### **Silent Meditation & Pledge of Allegiance**

#### **Roll Call**

#### **Preliminary Comments on Agenda Items**

#### **Items for Discussion**

1. Nittany Learning Services
2. Debt Presentation
3. 2022-23 Superintendent Goal Artifacts & 2023-24 Performance Goals
4. Attendance Policy – Current and Revised
5. School Climate Survey
6. Mountie Hall of Fame By-Laws
7. Budget Discussion

#### **Additional Information**

#### **Old Business**

#### **New Business**

#### **Courtesy to the Floor**

#### **Final Remarks by Board Members**

#### **EXECUTIVE SESSION**

There will be an Executive Session after the work session regarding personnel.

#### **Adjournment**

## **ITEMS FOR DISCUSSION**

---

1. **Nittany Learning Services** – Attachment #1  
Nittany Learning Services will make a presentation to the board.
2. **Debt Presentation**  
Audrey Bear, Managing Director at Piper Sandler & Company, will make a debt presentation to the board.
3. **2022-23 Superintendent Goal Artifacts & 2023-24 Performance Goals**–Attachment#2  
Dr. Briggs will discuss his 2022-23 Goal Artifacts and 2023-24 Performance Goals with the board.
4. **Attendance Policy – Current and Revised** – Attachment #3  
Dr. Briggs will review the current and revised Attendance Policy with the board.
5. **School Climate Survey** – Attachment #4  
Dr. Briggs will discuss the School Climate Survey with the board.
6. **Mountie Hall of Fame By-Laws** – Attachment #5  
Dr. Briggs will provide information about the Mountie Hall of Fame and their By-Laws.
7. **Budget Discussion**  
Jamie Mowrey, Business Manager, will provide answers to board questions regarding the proposed final budget for 2023-2024.



**Nittany Learning Services**  
**PO Box 217**  
**Bellefonte, PA. 16823**  
**Phone: 814-353-4271**  
**Fax 814-424-7129**

## **CUSTOMIZED LEARNING PROGRAM (CLP) / POSITIVE EDUCATION PROGRAM (PEP)**

The Customized Learning Program (CLP) is a voluntary in-house program, located within the school district. The CLP follows the 180-day school district calendar and daily academic bell schedule providing 990 hours or more of instructional time. Instruction is provided at the secondary level with a standard aligned curriculum in accordance with Chapter 4 of the State Board of Education. Students in the CLP can be enrolled in Mathematics, Social Studies, Science, English, Physical Education and Health or other electives. During the school day, either an appropriately certified teacher in each of the 4 core subjects provides assignments and visits the classroom to aid or instruction is provided virtually with a certified staff. NLS staff mentors each student by providing close academic support and accountability.

This program provides Tier 1 and 2 support and functions within the school PBIS. The CLP was developed to foster and enhance the emotional, social, and academic needs of students. Students returning or entering the district from an outside placement will have the opportunity to participate in the CLP. The CLP can provide additional academic support, credit recovery and assistance to students who have difficulties in the traditional classroom. Each student can return to the traditional classroom setting upon request or by demonstrating improvement in areas where support was requested.

The goal of the CLP program is to present each student the opportunity to develop, grow, and receive the additional support they need to return to a traditional classroom environment with success and confidence. Students can attend the CLP on a part-time or full-time basis. Student performance is tracked daily and shared with school district personnel.

The PEP is a short term placement that addresses the academic needs in lieu of an out of school suspension.

The CLP/PEP staff are trained in Safe Crisis Management (SCM), de-escalation techniques, conflict resolution strategies, Choice Theory concepts and are Trauma Informed. The CLP/PEP staff focus their interventions on Restorative Practices.

The CLP/PEP staff build meaningful relationships with students and attempt to reconnect them to the academic environment. The CLP staff keeps in frequent communication with the students' parents or guardians to share successes and challenges. When a student is absent, CLP staff contact the students' parent or guardian and attempt to motivate the student to attend school on a consistent basis. CLP staff can also provide times for students to check in or check out of the program. During that time, CLP staff can teach strategies and skills for a successful day.

Placement of students with IEPs in the CLP must come through the IEP process. Instruction for students with IEP's and English Learners must be provided by appropriately certified teachers. Instruction must meet IEP and EL service plan requirements and this program complies with applicable requirements of the Public-School Code and regulations.

Students are not primarily placed into the CLP based on any one of the following reasons: disregard for school authority – persistent violation of school policy and rules, display or use of a controlled substance on school property / during a school affiliated activity, violent or threatening behavior on school property or during school affiliated activity, possession of a weapon on school property, commission of a criminal act on school property or during school affiliated activity, misconduct that would merit suspension or expulsion under school district policy. The students in this program are not considered "disruptive" based on the standards defined by the Pennsylvania Department of Education.

## CUSTOMIZED LEARNING PROGRAM/POSITIVE EDUCATIONAL PROGRAM (PEP) PROPOSAL

The South Williamsport Area School District (SWASD) agrees to contract with Nittany Learning Services (NLS) for a 2-year **Customized Learning Program (CLP) / Positive Education Program (PEP)** during the 2023-2024 and 2024-2025 school years.

NLS will charge a rate of \$59,417.00 per year (for two years) for a maximum of 15 students at one time in the Customized Learning Program/Positive Educational Program. SWASD agrees to pay NLS for half of the first yearly program cost \$29,708.50 by 8-31-2023 and the remainder of the program cost for year one \$29,708.50 by 1-31-2024.

SWASD will provide all curriculum materials, academic work, or virtual learning platforms including special education support and EL services as needed.

SWASD staff will provide desks, chairs, tables, and computers to each student in the Customized Learning Program/Positive Educational Program.

SWASD will provide transportation for the students to and from the Customized Learning Program/Positive Educational Program.

SWASD staff will have the option to hold a meeting/consultation with the student, parent and NLS personnel prior to enrollment and discharge to assure a smooth transition in and out of the Customized Learning Program.

The students will follow the course/graduation requirements identified by the SWASD personnel.

SWASD staff will complete a one-page Service Needs Form for each student in the Customized Learning Program.

SWASD will provide access to a printer/copier/scanner/fax machine.

SWASD will provide breakfast and lunches to all the students in the Customized Learning Program/Positive Educational Program.

SWASD will be responsible for covering all the program costs in the Customized Learning Program/Positive Educational Program.

NLS staff will follow the SWASD schedule.

NLS staff will provide a highly trained individual in the Customized Learning Program/Positive Educational Program.

NLS staff will implement a point tracking sheet to monitor each student's performance in the following areas: flexibility, problem solving, and frustration tolerance.

NLS staff will develop a Customized Learning Plan for each student in the Customized Learning Program that targets their areas of need, academic concerns, and goals for the future. Progress on these goals will be shared with each students' parent/guardian and a selected SWASD personnel bi-weekly on Symbaloo.

NLS staff will communicate with designated SWASD staff to review student performance including teachers and administration.

NLS staff will also communicate with a designated SWASD staff about the overall progress/challenges of the Customized Learning Program/Positive Educational Program.

NLS staff will carry general liability, professional liability, workers compensation and abuse and molestation insurance.

NLS staff in the Customized Learning Program will be an independent contractor with the SWASD and will not be considered as one of the SWASD's employees.

\_\_\_\_\_  
Jon Paul Pietraccini CEO- Nittany Learning Services

\_\_\_\_\_  
Date

\_\_\_\_\_  
South Williamsport Area School District representative

\_\_\_\_\_  
Date

## Moving Forward Strategically: Reflecting on Professional Goals for the 2022-2023

Dr. Eric Briggs  
South Williamsport Area School  
District




---

---

---

---

---

---

---

---

## Professional Goals

**Goal #1:** Utilizing valid and reliable measures for student achievement and growth during our academic recovery period from the pandemic, Dr. Briggs and the administrative team will utilize research-based best-practices and interventions so students in grades 3<sup>rd</sup> through 8<sup>th</sup> meet the PSSA Math and ELA Growth Standards.




---

---

---

---

---

---

---

---

## Goal Artifacts

- CKLA Implementation
- Carnegie Learning – Illustrative Math – Grades 5th-9th (Algebra)
- Title I Parent Engagement Liaison
- Designed Paraprofessional Trainings for In-service
- Developed 2-year 7th-12th grade summer school program for credit recovery




---

---

---

---

---

---

---

---



### Goal Artifacts cont.

- Future Ready PA Index (Attendance and Career Artifacts)
- Organizing a Curriculum Resource Guide (K-4th ELA, 5th-6th All Subjects, and 7th -12 all courses)
- Pilot Program with PATTAN – PBS – K-6<sup>th</sup>
- Expanded CKLA to Grade 5

---

---

---

---

---

---

---

---

### Goal Artifacts cont.

- Updated Attendance Policy and created an attendance handbook (May/June 2022)
- Expanded Second-Step curriculum (primary grade topics)



---

---

---

---

---

---

---

---

### Professional Goals

**Goal #2:** After developing an Entry Plan for the South Williamsport Area School District Board of Directors, the superintendent will report back to the Board by the Spring of 2023 the findings of stakeholder feedback (students, staff, community members, school board of directors, etc.) through data analysis to assist in the development of future goals for the district.



---

---

---

---

---

---

---

---

## Goal Artifacts

- Interviewed all staff
- Interviewed 30 students (10 per building)
- Community interviewed and responses analyzed
- Staff responses to survey analyzed
- Presented Entry Plan Data and Statewide Outlook on Education to the School Board
- Displayed findings of plan on district website




---

---

---

---

---

---

---



## Professional Goals

**Goal #3:** Throughout the 2022-2023 school year, Dr. Briggs will analyzing the current academic expectations through the K-12 system and explore the curriculum alignment to the PA Standards Aligned System.

---

---

---

---

---

---

---

## Goal Artifacts

- No longer PAETEP: PEERS and 321sos (informal evaluation tool)
- Developed New Supervision Plan for Teachers
- Met with High School Department Chairs(Monthly)
- Job descriptions—Instructional Coach, School Counselor, Rommelt Secretary




---

---

---

---

---

---

---



Goal Artifacts cont.

- Entered a dual enrollment agreement with Commonwealth University for high school students. (Early College Program)
- Entered partnership with Commonwealth University for "early admittance" to the college by 12/15 of senior year
- Conducted a curriculum audit for the district
- Nittany Learning Services agreement – May/June 2023

---

---

---

---

---

---

---

---

Professional Goals



**Goal #4:** During the 2022-2023 school year, Dr. Briggs will analyze strategies aligned to social emotional learning for our students and staff in order to create and sustain a safe, inclusive and responsive environment for all to support the mental health needs of all students.

---

---

---

---

---

---

---

---



Goal Artifacts

- Developed new Panorama Survey with guidance staff
- Homeless Audit – 97.1%
- PAYS Data analyzed and shared publicly with families and school board
- 9/7/2022 Debrief
- Redesigned Threat Assessment Tool

---

---

---

---

---

---

---

---



### Goal Artifacts cont.

- "Thinking of You" Cards
- PCCD Health and Safety Grant
- "To Go" Bucket Donations
- Reviewed/Revised SWASD Health Services Policies and Procedures
- Crossroad Counseling Partnership – D&A and Mental Health Counseling
- Developed Safety Committee



---

---

---

---

---


---

---

---

### Goal Artifacts cont.

- Safe Schools Committee development
- Gaggle Program for student safety
- Sensory Room Grant (Central Elementary)
- PSP Training for all Staff on Implicit Bias and Cultural Diversity Awareness
- Installation of 11 new doors (PCCD Grant, Tier I)



---

---

---

---

---

---

---

---

### Other Accomplishments



- Approved a \$9.6 million base project for renovations at Central Elementary
- Approved a \$1.2 million renovation to the high school auditorium
- Working through alternate project opportunities to explore potential grade reconfigurations and/or additional facilities construction
- Committee member revising the SWASD Hall of Fame by laws
- Penn Strategies Partnership

---

---

---

---

---

---

---

---



## 2023-2024 District Goals

---

---

---

---

---

---

---

**Goal #1:** To establish strong and effective relationships with administration, teachers, students, and families to foster a positive and supportive educational community.



Meet with the school administration team regularly to discuss school goals and priorities, provide support, and address any concerns or issues that may arise.



Attend faculty meetings and engage with teachers to understand their needs, provide resources and support, and encourage collaboration and innovation in the classroom.



Communicate regularly with families through phone calls, emails, and parent-teacher conferences to keep them informed about school policies, events, and their child's academic progress.

---

---

---

---

---

---

---



Provide professional development opportunities for teachers and staff to enhance their skills and knowledge, and promote a culture of continuous learning and improvement.



Foster a culture of trust, respect, and collaboration by modeling these behaviors in all interactions with stakeholders.



Develop a system for gathering feedback from all stakeholders (administration, teachers, students, and families) to ensure that their voices are heard and their needs are being met.

---

---

---

---

---

---

---

**Goal #2:** To successfully move forward with the Central building project that provides a safe, healthy, and welcoming learning environment for all stakeholders




---

---

---

---

---

---

---

---

Communicate regularly with all stakeholders and school board members to keep them informed about the progress of the building project and address any concerns or issues that may arise.

Work closely with the construction team to ensure that the building project is completed on time, within budget, and to the highest standards of quality.

---

---

---

---

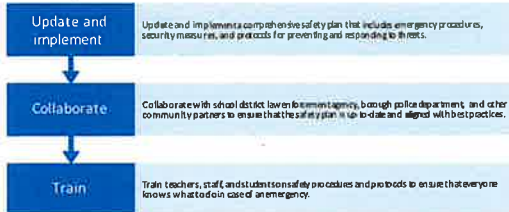
---

---

---

---

**Goal #3:** To provide a safe and secure learning environment for all students, teachers, and staff in the district.




---

---

---

---

---

---

---

---

Establish	Establish a culture of safety and security by promoting awareness, communication, and vigilance among all stakeholders.
Conduct	Conduct regular safety drills and exercises to test the effectiveness of the safety plan and identify areas for improvement.
Evaluate and Improve	Continuously evaluate and improve the safety plan to ensure that it remains effective and relevant in the face of changing threats and challenges.

---

---

---

---

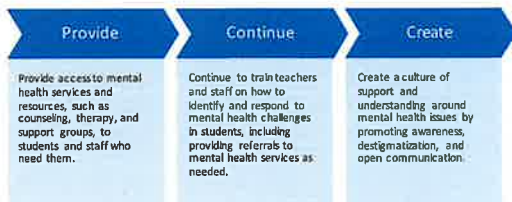
---

---

---

---

**Goal #4:** To promote and support the mental health and well-being of students and staff in the district.




---

---

---

---

---

---

---

---

Encourage students and staff to practice self-care and stress management techniques

Foster partnerships with mental health providers, community organizations, and other stakeholders to expand access to mental health resources and support services.

By the end of the 2023-2024, develop and implement a comprehensive mental health plan that addresses the needs of all students and staff, including those who may be at risk for mental health challenges for the 2024-2025 school year.

---

---

---

---

---

---

---

---



---

---

---

---

---

---

---



Book	Policy Manual
Section	200 Pupils
Title	Attendance
Code	204 Vol IV 2022
Status	

### **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

{X} local children and youth agency

{X} local magisterial district judges

about the district's attendance policy by publishing such policy in student handbooks and newsletters, on the district website and through other efficient communication methods.[\[1\]](#)[\[11\]](#)

{ } The Superintendent shall require the signature of the person in parental relation confirming that the policy has been reviewed and that the person in parental relation understands the compulsory school attendance requirements.

The Superintendent or designee, in coordination with the

{X} building principal,

{X} Attendance Officer,

{ } Home and School Visitor,

{X} (other) **County Outreach Personnel**,

shall be responsible for the implementation and enforcement of this policy.

The Superintendent or designee shall develop administrative regulations for the attendance of students which:

1. Govern the maintenance of attendance records in accordance with law.[\[12\]](#)[\[13\]](#)
2. Detail the process for submission of requests and excuses for student absences.
3. Detail the process for written notices, School Attendance Improvement Conferences, School Attendance Improvement Plans, and referrals to a school-based or community-based attendance improvement program, the local children and youth agency, or the appropriate magisterial district judge.
4. Clarify the district's responsibility for collaboration with nonpublic schools in the enforcement of compulsory school attendance requirements.
5. {X} 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. {X} 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. {X} Observance of a religious holiday observed by a bona fide religious group, upon prior written request from the person in parental relation.[\[28\]](#)
11. {X} 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.
  - c. {X} The adult directing and supervising the tour or trip is acceptable to the person in parental relation and the Superintendent.
  - d. { } (other) \_\_\_\_\_.
12. {X} 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

{X} nonschool-sponsored educational tours or trips

{X} college or postsecondary institution visits

for which excused absences may be granted up to **5 days** 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)

☐ five (5)

☐ (other) \_\_\_\_\_

days of the absence.

A maximum of

☐ eight (8)

☒ ten (10)

☐ (other) \_\_\_\_\_

days of cumulative lawful absences verified by parental notification shall be permitted during a school year. All absences beyond

☐ eight (8)

☒ ten (10)

☐ (other) \_\_\_\_\_

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. Be in the mode and language of communication preferred by the person in parental relation;
2. Include a description of the consequences if the student becomes habitually truant; and
3. When transmitted to a person who is not the biological or adoptive parent, also be provided to the student's biological or adoptive parent, if the parent's mailing address is on file with the school and the parent is not precluded from receiving the information by court order.

The notice may include the offer of a School Attendance Improvement Conference.[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]

#### *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]

## NOTES:

Remove language on withholding of credit or automatic grade deductions for students with unexcused/illegal absences (based on court decision). May include language on deduction of class participation grades only, if in response to unexcused/illegal absences.

See additional explanation on court case and info. from School Law Handbook.

**PSBA Revision 11/22 © 2022 PSBA**

## 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](#)



Book	Policy Manual
Section	200 Pupils
Title	Attendance
Code	204
Status	Active
Adopted	February 3, 2003
Last Revised	March 2, 2015

### **Purpose**

The Board requires that school age students enrolled in district schools attend school regularly, in accordance with state laws. The educational program offered by the district is predicated upon the presence of the student and requires continuity of instruction and classroom participation in order for students to achieve academic standards and consistent educational progress.[1][2][3][4][5][6][7][8]

### **Authority**

Attendance shall be required of all students enrolled in district schools during the days and hours that school is in session, except that a principal or teacher may excuse a student for temporary absences upon receipt of satisfactory evidence of mental, physical, or other urgent reasons that may reasonably cause the student's absence. Urgent reasons shall be strictly construed and do not permit irregular attendance.[3][9][10][11][12][7]

The Board considers the following conditions to constitute reasonable cause for absence from school:

1. Illness.[12]
2. Quarantine.
3. Family emergency.
4. Recovery from accident.
5. Required court attendance.
6. Death in family.
7. Family educational travel, with prior approval.
8. Educational tours and trips, with prior approval.[9][13]

Absences shall be treated as unlawful 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 physician.

The Board shall report to appropriate authorities infractions of the law regarding the attendance of students below the age of seventeen (17). The Board shall issue notice to those parents/guardians who fail to comply with the requirements of compulsory attendance that such infractions will be prosecuted according to law.[\[14\]](#)[\[15\]](#)[\[7\]](#)

Attendance need not always be within school buildings. 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.[\[3\]](#)[\[16\]](#)[\[11\]](#)[\[17\]](#)[\[18\]](#)[\[19\]](#)[\[20\]](#)[\[21\]](#)

Upon written request by a parent/guardian, an absence for observance of a student's religion on a day approved by the Board as a religious holiday shall be excused. A penalty shall not be attached to an absence for a religious holiday.[\[22\]](#)

The Board shall, upon written request of the parents/guardians, release from attendance a student participating in a religious instruction program acknowledged by the Board. Such instruction shall not require the child's absence from school for more than thirty-six (36) hours per school year, and its organizers must inform the Board of the child's attendance record. The Board shall not provide transportation to religious instruction. A penalty shall not be attached to an absence for religious instruction.[\[23\]](#)[\[22\]](#)

The Board shall permit a student to be excused for participation in a project sponsored by a statewide or countywide 4-H, FFA or combined 4-H and FFA group upon written request prior to the event.[\[9\]](#)[\[6\]](#)

The Board will recognize other justifiable absences for part of the school day. These shall include medical or dental appointments, court appearances, family emergencies, or other urgent reasons.[\[11\]](#)[\[12\]](#)

The Board shall excuse the following students 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.[\[9\]](#)[\[10\]](#)[\[24\]](#)
2. Students enrolled in nonpublic or private schools in which the subjects and activities prescribed by law are taught.[\[3\]](#)[\[25\]](#)
3. Students attending college who are also enrolled part-time in district schools.[\[26\]](#)
4. Students attending a home education program in accordance with law.[\[27\]](#)[\[28\]](#)
5. Students fifteen (15) or sixteen (16) years of age whose enrollment in private trade or business schools has been approved.[\[3\]](#)
6. Students fifteen (15) years of age, and fourteen (14) years of age who have completed the highest elementary grade, engaged in farm work or private domestic service under duly issued permits.[\[10\]](#)
7. Students sixteen (16) years of age regularly employed during the school session and holding a lawfully issued employment certificate.[\[10\]](#)[\[17\]](#)

The Board may excuse the following students 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.[3][16][19]
2. 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.[24]
3. Students enrolled in special schools conducted by all Intermediate Units or the Department of Education.[3]

#### Educational Tours/Trips

The Board may excuse a student from school attendance to participate in an educational tour or trip not sponsored by the district if the following conditions are met:[9][13]

1. The parent/guardian submits a written request for excusal prior to the absence.
  2. The student's participation has been approved by the Superintendent or designee.
  3. The adult directing and supervising the tour or trip is acceptable to the parents/guardians and the Superintendent.
- The Board may limit the number and duration of tours or trips for which excused absences may be granted to a student during the school term.

#### Delegation of Responsibility

The Superintendent or designee shall annually notify students, parents/guardians and staff about the district's attendance policy by publishing such policy in the student handbook, parent newsletters, district website and other efficient methods.[6]

The Superintendent or designee shall develop administrative regulations for the attendance of students which:

1. Ensure a school session that conforms with requirements of state law and regulations.[29][30][31][32][40][41]
2. Govern the keeping of attendance records in accordance with law.[34][35]
3. Distribute annually to staff, students, and parents/guardians Board policies and school rules and regulations governing student attendance, absences and excusals.[6]
4. Impose on truant students appropriate incremental disciplinary measures for infractions of school rules, but no penalty may have an irredeemably negative effect on the student's record beyond that which naturally follows absence from classroom learning experiences.[14][36][15][37][38]
5. Identify the habitual truant, investigate the causes of truant behavior, and consider modification of the student's educational program to meet particular needs and interests.
6. Ensure that students legally absent have an opportunity to make up work.
7. Issue written notice to any parent/guardian who fails to comply with the compulsory attendance law, within three (3) days of any proceeding brought under that law. Such notice shall inform the parent/guardian of the date(s) the absence occurred; that the absence was unexcused and in violation of law; that the parent/guardian is being notified and informed of his/her liability under law for the absence of the student; and that further violations during the school term will be prosecuted without notice.[14][15]

Repeated infractions of Board policy requiring the attendance of enrolled students may constitute misconduct and disobedience that warrant the student's suspension or expulsion from the regular school program or provision of alternative education services.[39][37][38]

## Legal

- [1. 24 P.S. 1301](#)
- [2. 24 P.S. 1326](#)
- [3. 24 P.S. 1327](#)
- [4. 22 PA Code 11.12](#)
- [5. 22 PA Code 11.13](#)
- [6. 22 PA Code 11.41](#)
- [7. 22 PA Code 12.1](#)
8. Pol. 200
- [9. 24 P.S. 1329](#)
- [10. 24 P.S. 1330](#)
- [11. 22 PA Code 11.23](#)
- [12. 22 PA Code 11.25](#)
- [13. 22 PA Code 11.26](#)
- [14. 24 P.S. 1333](#)
- [15. 24 P.S. 1354](#)
- [16. 22 PA Code 11.22](#)
- [17. 22 PA Code 11.28](#)
18. Pol. 115
19. Pol. 116
20. Pol. 117
21. Pol. 118
- [22. 22 PA Code 11.21](#)
- [23. 24 P.S. 1546](#)
- [24. 22 PA Code 11.34](#)
- [25. 22 PA Code 11.32](#)
- [26. 22 PA Code 11.5](#)
- [27. 24 P.S. 1327.1](#)
28. Pol. 137
- [29. 24 P.S. 1501](#)
- [30. 24 P.S. 1504](#)
- [31. 22 PA Code 4.4](#)
- [32. 22 PA Code 11.1](#)
- [34. 24 P.S. 1332](#)
- [35. 24 P.S. 1339](#)
- [36. 24 P.S. 1338](#)
37. Pol. 218
38. Pol. 233
- [39. 24 P.S. 1318](#)
- [40. 22 PA Code 11.2](#)

[41. 22 PA Code 11.3](#)

[22 PA Code 11.24](#)

[22 PA Code 11.8](#)

[24 P.S. 510](#)

Pol. 000



# STUDENT ATTENDANCE MANUAL

## **SOUTH WILLIAMSPORT AREA SCHOOL DISTRICT**

515 West Central Avenue  
South Williamsport, PA 17702

Contents

Overview .....2

Pennsylvania Compulsory Education Laws .....2

Absence from School.....4

    Unlawful Absence (under 18 years of age)/Unexcused Absence (18 years of age or older).....4

    Lawful Absence.....4

    Educational Trips .....5

    Medical Appointments.....5

    Tardiness .....5

District Accountability for Absences .....6

    Written Notification for Absences .....6

    School-Family Conference & Student Attendance Improvement Plan (SAIP) .....6

Appendices .....7

## Overview

The South Williamsport Area School District is committed to working with students and parents/guardians to provide a framework that supports consistent and regular attendance for all children. We value the education of our students, recognizing the relationship between regular attendance and student achievement. We work with our families to ensure that whenever possible, their children are in attendance at school.

The purpose of this attendance manual is to provide information about the laws and regulations governing school attendance, and the procedures followed by the District to maintain compliance with these mandated policies. Through utilization of the guidelines and forms provided in this manual, the District reinforces consistent implementation of attendance procedures across all K-12 schools. These procedures help ensure students attend school on a regular basis.

## Pennsylvania Compulsory Education Laws

The term *compulsory school age* in Pennsylvania refers to the period of a child's life from the time the child enters school as a beginner (kindergarten or first grade), which may be no later than six years of age, until the age of eighteen or graduation from a high school, whichever occurs first. It is mandatory for all children of compulsory school age having a legal residence in Pennsylvania to attend a day school in which the subjects and activities prescribed by the Standards of the State Board of Education are taught in the English language, except in certain situations found in sections 1327, 1327.1, 1329, and 1330 of the Pennsylvania School Code.

All students from age 6 until age 18 are required to participate in an approved educational program. Parents or guardians are required by law to ensure that their children attend an approved educational program.

The following chart provides a quick overview of Pennsylvania's educational laws regarding compulsory school attendance.

Code Section	Tit. 24 §§13-1326, et seq.
Age at Which School Attendance is Required	Between 6 and 18 or at the time of the child's life that they have entered school
Exceptions to Attendance Requirements	Graduated high school; 15 and with approval, child may enroll in private trade school; enrolled in home education program pursuant to Tit. 24 §13-1327.1 or private school; physical/mental defects rendering education impracticable; Children who are 16 and regularly engaged in useful and lawful employment during the school session with a valid employment certificate. Regularly engaged means 35 or more hours per week of employment.; 15 and engaged in farming or domestic service or 14 if engaged in same having achieved highest elementary grade; resides over 2 miles from nearest public highway, school or free public transportation is not furnished

Home School Provisions	File annual notice with a notarized affidavit of various information including proposed education objectives and immunization record; evaluation by teacher or administrator; minimum course requirements at each educational level; portfolio of records and materials
Penalties on Parents for Noncompliance	<p>For the first offense, the fine may not exceed \$300, together with court costs. For the second offense, a person in parental relation may not be fined more than \$500, together with court costs. For a third and any subsequent offense, a person in parental relation may not be fined more than \$750, together with court costs.</p> <p>If a person in parental relation does comply with the penalties imposed, that person may be sentenced to jail for up to three days, but only if the court determines that the person had reasonable ability to comply with the penalty and that noncompliance was willful. If a child fails to satisfy the penalties imposed, it shall not be considered a delinquent act, but may result in a dependency determination under the Juvenile Act. Additionally, if a child is convicted and fails to comply with the penalty imposed, the judge may send the record of conviction to the Pennsylvania Department of Transportation (PennDOT). If PennDOT receives such record, PennDOT is required to take action against the child's operating privileges. For example, for a first offense, PennDOT must suspend the child's operating privileges for 90 days; for a second or subsequent conviction, PennDOT must suspend the child's operating privileges for six months. For a child who does not have a driver's license, the child will be ineligible to apply for a driver's license for 90 days or six months, depending on the offense. The period of ineligibility will begin to run when the child turns 16.</p>
Penalties on Students for Noncompliance	Where a child's license has been suspended, he or she may seek to have his or her operating privileges restored by providing PennDOT with a form that indicates that the child (1) has attended school for a period of at least two months after the first conviction or four months after the second conviction without an unexcused absence or tardy, (2) is subject to exception to the compulsory school attendance law, or (3) has graduated, withdrawn from school, has received a GED, or enlists in the military. Additionally, a child whose operating privileges have been revoked remains eligible for an occupational limited license.
Source: <a href="http://law.findlaw.com/state-laws/compulsory-education/pennsylvania/">http://law.findlaw.com/state-laws/compulsory-education/pennsylvania/</a>	

Although the compulsory education law defines the starting age as 6 years, the South Williamsport Area School District implements these regulations as soon as a student enrolls in the school system. For example, if a student is enrolled in kindergarten at the age of 5 or 6 years old, the district will implement the attendance laws for that child. All students enrolled in the district prior to the age of 6 must abide by the attendance laws.

## Absence from School

Absence is defined as the nonattendance of a student on a day that school is in session. It is expected that a parent/guardian notify the school about the student's illness or family emergency on the day of the absence.

### Unlawful Absence (under 18 years of age)/Unexcused Absence (18 years of age or older)

Parents/guardians must provide a written explanation for the absence of their student. All absences should be treated as unlawful until the school district receives a written excuse explaining the reason(s) for an absence. Parents/guardians and students should submit the written explanation within three (3) school days of the absence. If no written explanation is provided, the absence is recorded as unexcused/unlawful. Likewise, if a written explanation offers an excuse for absence that is not allowable (as outlined in Board policy no. 204 of this attendance manual), the absence will be recorded as unexcused/unlawful. If a written explanation is questionable in nature, the absence will be investigated. An absence only becomes excused when the school codes it accordingly.

When students under the age of 18 have an unexcused absence, the absence will be counted as unlawful. As per the Pennsylvania Department of Education, all unlawful absences are considered truant.

Unexcused absences include absence from school due to parental neglect, parental consent for reasons other than those specifically excused, illegal employment, and truancy.

### Lawful Absence

A lawful absence from school is broadly defined by the state. Excused absences from school at the South Williamsport Area School District include the following:

- Illness
- Prearranged medical, dental, clinic, or hospital appointment
- Court appearances
- Funeral of relative
- Educational trips preapproved by the appropriate administrator not to exceed a total of (5) school days
- Pre-approved annual visits to post-secondary options: college, trade schools, or job sites
- Authorized school activities
- Family emergencies
- Observance of student's religious holiday
- Participation in religious instruction program - maximum of 36 hours annually
- Attendance at PA State Farm Show - one (1) day only
- Participation in a 4-H, FFA or combined 4-H and FFA project - upon written request
- Participation in a musical performance in conjunction with a national veterans' organization or incorporated unit, as defined in law, for an event or funeral.

The building administrator may require a doctor's certificate in situations where frequent absences are occurring and/or it appears absences are unexcused and/or unlawful. This requirement may remain in effect for the remainder of the school year.



A maximum of ten (10) days of cumulative lawful absences verified by parental notification are permitted during a school year. All cumulative lawful absences verified by parent note beyond ten (10) days will require an excuse from a physician. Students who are legally absent have the opportunity to make up any work missed. It is expected that students complete the work within the time frame allotted by school staff.

### Educational Trips

A student may be permitted to take, with his/her parents/guardians, a total of five (5) school days. These trips are to be preapproved and comply with program requirements as described in the Student Handbook. When an educational trip requires an absence of one day from school, an Educational Trip Request Form must be completed and given to the building administrator for prior approval.

Educational trips for the first and last ten (10) days of school and during scheduled testing times (for state-mandated assessments – PSSA, Keystone Exams; final exams) are strongly discouraged and may not be approved during these windows. The testing calendar is available in your student's school office.

Educational trips will not be approved for students who are failing their subjects or have unexcused absences. Shopping trips and similar activities will not be approved as educational trips. Parents/guardians are encouraged to contact the student's building administrator for details relating to excused absences for educational trips.

### Medical Appointments

Students with an appointment to visit a doctor or dentist during school hours may be excused for the absence if a signed written request is provided by the parent/guardian prior to the event. The written request should include the name of the physician and appointment time. A note from the doctor/dentist must be given to the office upon the student's return to school. If a student does not bring a note to school before leaving for an appointment, the absence will be marked unexcused.

If an appointment becomes necessary at the last minute, the parent/guardian should contact the building to provide authorization for the student to leave school. A note from the doctor/dentist should follow the student's return to school, recognizing the three-day grace period.

Student athletes are strongly encouraged to make appointments after school hours. If students in extracurricular activities have a doctor's appointment prior to 1:00 p.m., they must return to school before the end of the school day with a note from the doctor/dentist in order to participate in the after-school events.

### Tardiness

Tardiness is defined as arriving late to a student's homeroom or class. Tardiness can have a significant negative impact on the learning process. Students must be in their homeroom classes by the starting time of the school. Below are the starting and ending times for the elementary schools, middle school, and high school.

- Elementary (Central Elementary, K-4): 8:35 a.m. – 2:55 p.m.
- Elementary (Rommelt Elementary): 8:35 a.m. – 3:00 p.m.
- High School (Grades 7 -12): 7:50 a.m. – 2:31 p.m.

## District Accountability for Absences

It is the responsibility of each school to maintain accountability for student attendance. Building administrators are responsible for assuring that all regulations are followed. If there are situations that cannot be addressed at the building level, and/or issues that directly relate to district policy regarding attendance, the District Office will provide guidance.

As per Board policy no. 204, the Superintendent or designee shall annually notify students, parents/guardians and staff about the district's attendance policy by publishing it in the student handbook, parent newsletters, district web site and other efficient methods. School rules and procedures governing student attendance, absences and excusals will be shared annually with these stakeholders.

## Written Notification for Absences

The South Williamsport Area School District has implemented the following guidelines for monitoring attendance and providing written notification to parents/guardians about their student's absences.

- Lawful Absences
  - After a student has ten (10) lawful absences (excuses consist of approved lawful absences), a Doctor's Excuse Required Letter is sent to the parent/guardian. Subsequent absences that do not have an accompanying doctor's note will be considered unlawful.
  - Students must be in school by 8:30 AM to participate in extra-curricular activities unless medically excused.
  - The written excuse is to be submitted within three (3) days of the absence.
- Unlawful Absences
  - Absences are treated as unlawful until the school receives a written excuse, to be submitted within three (3) days of the absence.
  - After a student has three (3) unlawful absences, the school sends an Unlawful Absence Letter (the first official notice), which includes: (a) dates of the three (3) unlawful absences (or accumulated school time missed), and (b) legal penalties resulting from additional unlawful absences.
  - After the third unlawful absence, the school may coordinate a School Attendance Improvement Plan (SAIP) meeting to resolve the issue. All parties (student, parent/guardian, school staff, etc.) sign the SAIP at the conclusion of the meeting.
  - Any additional unlawful absences (4 or more) that occur after the SAIP meeting may result in citations from the District Magistrate's office. Any future attendance issues should be referred to the district magistrate.

## School-Family Conference & Student Attendance Improvement Plan (SAIP)

Pursuant to the BEC 24 P.S. 13-1327, schools are required to notify the parent/guardian regarding the need for a joint conference upon the third unlawful student absence. The SAIP (Section IV(A)(3) BEC 24 P.S. 13-1327) is developed cooperatively with involved stakeholders through a school-family conference.

The school-family conference engages all participants involved in the student's life to explore possible solutions to increase the student's school attendance. Maintaining open communication between the

student and adults will facilitate positive outcomes. The purpose of the school- family conference is to discuss the cause(s) of the truancy and to develop a mutually agreed upon plan to assure regular school attendance. The school-family conference provides all individuals the opportunity to identify, understand, and explore all issues contributing to the student's truant behavior.

The school will make 3 attempts to have the full team present for the SAIP development meeting. If the parent/guardian does not respond to the attempts, or if the parent/guardian refuses to attend the meeting, the school team will develop the SAIP and email it to the parent or send a copy home with the student.

The SAIP should include, but not be limited to, the following components as appropriate:

- Identification and provision of appropriate academic supports by the school and/or community organization(s)
- Identification and provision of appropriate social, emotional, physical, mental, and behavioral health support from the school and/or community organization(s)
- Identification of the school environment issues that affect the student's success and solutions to address these issues
- Explanation of the student's strengths and responsibilities related to the SAIP
- Explanation of the family's strengths and responsibilities related to the SAIP
- Clarification of method(s) used for monitoring the effectiveness of the SAIP
- Explanation of the consequences for each stakeholder if the SAIP is not fully implemented
- Discussion of the benefits for successfully implementing the SAIP
- Follow up and report the outcome of the SAIP

The SAIP substantiates efforts made by the school, family, and other vested third parties to assist the student in addressing and resolving school attendance issues. This comprehensive system of supports and services provides documentation of the "good faith" effort between the school and the student's family should future action be required (e.g., citation to the magisterial district judge. A referral to the county children and youth agency may occur anytime following an initial truancy letter.

## Appendices

School Board Policy no. 204 – *Attendance*

Relevant Sections from the Law – PA School Code: Sections 1326, 1327, 1333 and 1354

Educational Trip Request Form – Request for Preapproval

Doctor's Excuse Warning Letter (for seven lawful absences)

Doctor's Excuse Required Letter (ten lawful absences)

Unlawful Absence Warning Letter (for first unlawful absence)

Unlawful Absence Letter (for third unlawful absence - first "official" notice)

Student Attendance Improvement Plan (SAIP)

## Parent and Guardian Survey 2022-2023

We want to hear from parents, guardians, and family members of our students. Your feedback is important to us! We will use your feedback to inform our annual school planning. Your answers are CONFIDENTIAL. They will only be presented together with other responses.

All questions are optional.

Please answer the following questions thinking about your experience with our school for the 2022-2023 school year.

If you have more than one child enrolled in this school, please think about your experience with your oldest child as you answer the questions. Although it is not required, if you prefer, you may complete multiple surveys, one for each child enrolled in our school.

There will be a space at the end of the survey for additional comments.

1. What grade is your child in for the 2022-2023 school year?

Check all that apply.

- ☐ Kindergarten
- ☐ First Grade
- ☐ Second Grade
- ☐ Third Grade
- ☐ Fourth Grade
- ☐ Fifth Grade
- ☐ Sixth Grade
- ☐ Seventh Grade
- ☐ Eighth Grade
- ☐ Ninth Grade
- ☐ Tenth Grade
- ☐ Eleventh Grade
- ☐ Twelfth Grade

### Section II

How much do you agree with the following statements?

2. Parent activities are scheduled at times that I can attend.

Mark only one oval.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Agree
- ☐ Strongly Agree
- ☐ Don't Know

3. I know how to contact my child's teacher(s).

Mark only one oval.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Agree
- ☐ Strongly Agree
- ☐ Don't Know

4. I am treated with respect at my child's school.

Mark only one oval.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Agree
- ☐ Strongly Agree
- ☐ Don't Know

5. I am satisfied with the response I get when I contact my child's school with questions or concerns.

Mark only one oval.

- ☐ Strongly Disagree  
☐ Disagree  
☐ Agree  
☐ Strongly Agree  
☐ Don't Know

6. The principal or special education director is accessible to me.

Mark only one oval.

- ☐ Strongly Disagree  
☐ Disagree  
☐ Agree  
☐ Strongly Agree  
☐ Don't Know

7. I feel welcome at my child's school.

Mark only one oval.

- ☐ Strongly Disagree  
☐ Disagree  
☐ Agree  
☐ Strongly Agree  
☐ Don't Know

### Section III

How often do the following things happen at your child's school?

8. Adults at my child's school treat my child with respect.

Mark only one oval.

- ☐ Never  
☐ Rarely  
☐ Occasionally  
☐ Most or All of the time  
☐ Does not apply to me

9. My child is bullied at school.

Mark only one oval.

- ☐ Never  
☐ Rarely  
☐ Occasionally  
☐ Most or All of the time  
☐ Does not apply to me

10. My child is treated badly at school because of his or her race or ethnicity or background.

Mark only one oval.

- ☐ Never  
☐ Rarely  
☐ Occasionally  
☐ Most or All of the time  
☐ Does not apply to me

11. My child is treated badly at school because of his or her gender identity.

Mark only one oval.

- ☐ Never  
☐ Rarely  
☐ Occasionally  
☐ Most or All of the time  
☐ Does not apply to me

12. My child is treated badly at school because of his or her sexual orientation.

Mark only one oval.

- ☐ Never  
☐ Rarely  
☐ Occasionally  
☐ Most or All of the time  
☐ Does not apply to me

13. My child is treated badly at school because he or she has a disability.

Mark only one oval.

- ☐ Never  
☐ Rarely  
☐ Occasionally  
☐ Most or All of the time  
☐ Does not apply to me

14. My child feels safe going to and from school.

Mark only one oval.

- ☐ Never  
☐ Rarely  
☐ Occasionally  
☐ Most or All of the time  
☐ Does not apply to me

15. My child feels safe at school.

Mark only one oval.

- ☐ Never  
☐ Rarely  
☐ Occasionally  
☐ Most or All of the time  
☐ Does not apply to me

16. My child's school is clean.

Mark only one oval.

- ☐ Never  
☐ Rarely  
☐ Occasionally  
☐ Most or All of the time  
☐ Does not apply to me

#### Section IV

How much do you agree with the following statements?

17. My child's school communicates with me in a manner that is clear and timely.

Mark only one oval.

- ☐ Strongly Disagree  
☐ Disagree  
☐ Agree  
☐ Strongly Agree  
☐ Don't Know

18. My child's school gives me information about how i can help my child be successful in school.

Mark only one oval.

- ☐ Strongly Disagree  
☐ Disagree  
☐ Agree  
☐ Strongly Agree  
☐ Don't Know

19. My child's school gives me information about what my child is expected to learn.

Mark only one oval.

- ☐ Strongly Disagree  
☐ Disagree  
☐ Agree  
☐ Strongly Agree  
☐ Don't Know

20. My child's school does a good job of letting me know about school rules and policies.

Mark only one oval.

- ☐ Strongly Disagree  
☐ Disagree  
☐ Agree  
☐ Strongly Agree  
☐ Don't Know

21. My child's school lets me know about meetings and special school events.

Mark only one oval.

- ☐ Strongly Disagree  
☐ Disagree  
☐ Agree  
☐ Strongly Agree  
☐ Don't Know

22. My child's school invites me to be included in decisions that affect my child's education.

Mark only one oval.

- ☐ Strongly Disagree  
☐ Disagree  
☐ Agree  
☐ Strongly Agree  
☐ Don't Know

23. My child's school values my feedback.

Mark only one oval.

- ☐ Strongly Disagree  
☐ Disagree  
☐ Agree  
☐ Strongly Agree  
☐ Don't Know

Section V

How often does someone from your child's school do the following?

24. Contact me about my child's achievements and successes.

Mark only one oval.

- ☐ Never  
☐ 1-4 times a year  
☐ 5-7 times a year  
☐ Monthly or about monthly  
☐ Weekly or about weekly  
☐ Daily or about daily  
☐ Does not apply

25. Provide me with regular feedback about my child's progress.

Mark only one oval.

- ☐ Never  
☐ 1-4 times a year  
☐ 5-7 times a year  
☐ Monthly or about monthly  
☐ Weekly or about weekly  
☐ Daily or about daily  
☐ Does not apply

26. Send emails, newsletters, or notes home telling me what my child is learning in school.

Mark only one oval.

- ☐ Never  
☐ 1-4 times a year  
☐ 5-7 times a year  
☐ Monthly or about monthly  
☐ Weekly or about weekly  
☐ Daily or about daily  
☐ Does not apply

27. Contact me if my child is struggling academically.

Mark only one oval.

- ☐ Never  
☐ 1-4 times a year  
☐ 5-7 times a year  
☐ Monthly or about monthly  
☐ Weekly or about weekly  
☐ Daily or about daily  
☐ Does not apply



28. Contact me if my child misbehaves or breaks school rules.

Mark only one oval.

- ☐ Never  
☐ 1-4 times a year  
☐ 5-7 times a year  
☐ Monthly or about monthly  
☐ Weekly or about weekly  
☐ Daily or about daily  
☐ Does not apply

29. Provide me with information about how to help my child with homework.

Mark only one oval.

- ☐ Never  
☐ 1-4 times a year  
☐ 5-7 times a year  
☐ Monthly or about monthly  
☐ Weekly or about weekly  
☐ Daily or about daily  
☐ Does not apply

#### Section VI

How much do you agree with the following statements?

30. My child's school has high expectations for my child's learning.

Mark only one oval.

- ☐ Strongly Disagree  
☐ Disagree  
☐ Agree  
☐ Strongly Agree  
☐ Don't Know

31. My child's school meets the specific nonacademic needs of my child (for example behavioral and social-emotional needs).

Mark only one oval.

- ☐ Strongly Disagree  
☐ Disagree  
☐ Agree  
☐ Strongly Agree  
☐ Don't Know

32. Teachers at my child's school encourage my child to work hard.

Mark only one oval.

- ☐ Strongly Disagree  
☐ Disagree  
☐ Agree  
☐ Strongly Agree  
☐ Don't Know

33. Teachers at my child's school give helpful comments on homework, classwork, and tests.

Mark only one oval.

- ☐ Strongly Disagree  
☐ Disagree  
☐ Agree  
☐ Strongly Agree  
☐ Don't Know

34. I am pleased with the quality of education my child's school is providing for my child.

Mark only one oval.

- ☐ Strongly Disagree  
☐ Disagree  
☐ Agree  
☐ Strongly Agree  
☐ Don't Know

Section VII

This year, how much of a challenge are these things in making sure your child attends school every day?

35. This year, how much of a challenge are these things in making sure your child attends school every day? **Transportation provided by the school district (school bus or van)**

Mark only one oval.

- ☐ Not a Challenge  
☐ A Slight Challenge  
☐ A Moderate Challenge  
☐ A Great Challenge  
☐ Does Not Apply

36. This year, how much of a challenge are these things in making sure your child attends school every day? **Family responsibilities (for example taking care of a family member, must work).**

Mark only one oval.

- ☐ Not a Challenge  
☐ A Slight Challenge  
☐ A Moderate Challenge  
☐ A Great Challenge  
☐ Does Not Apply

37. This year, how much of a challenge are these things in making sure your child attends school every day? **My child does not feel safe at school.**

Mark only one oval.

- ☐ Not a Challenge  
☐ A Slight Challenge  
☐ A Moderate Challenge  
☐ A Great Challenge  
☐ Does Not Apply

38. This year, how much of a challenge are these things in making sure your child attends school every day? **My child has chronic or ongoing medical issues.**

Mark only one oval.

- ☐ Not a Challenge  
☐ A Slight Challenge  
☐ A Moderate Challenge  
☐ A Great Challenge  
☐ Does Not Apply

39. This year, how much of a challenge are these things in making sure your child attends school every day? **Out of School Suspensions.**

Mark only one oval.

- ☐ Not a Challenge  
☐ A Slight Challenge  
☐ A Moderate Challenge  
☐ A Great Challenge  
☐ Does Not Apply

40. This year, how much of a challenge are these things in making sure your child attends school every day? **Lack of Interests in Classes**

Mark only one oval.

- ☐ Not a Challenge  
☐ A Slight Challenge  
☐ A Moderate Challenge  
☐ A Great Challenge  
☐ Does Not Apply

41. This year, how much of a challenge are these things in making sure your child attends school every day? **Lack of meaningful relationships with adults in the school.**

Mark only one oval.

- ☐ Not a Challenge  
☐ A Slight Challenge  
☐ A Moderate Challenge  
☐ A Great Challenge  
☐ Does Not Apply

42. This year, how much of a challenge are these things in making sure your child attends school every day? **Housing instability.**

Mark only one oval.

- ☐ Not a Challenge  
☐ A Slight Challenge  
☐ A Moderate Challenge  
☐ A Great Challenge  
☐ Does Not Apply

43. This year, how much of a challenge are these things in making sure your child attends school every day? **Involvement with Child Welfare System**

Mark only one oval.

- ☐ Not a Challenge  
☐ A Slight Challenge  
☐ A Moderate Challenge  
☐ A Great Challenge  
☐ Does Not Apply

44. This year, how much of a challenge are these things in making sure your child attends school every day? **Peer Pressure**

Mark only one oval.

- ☐ Not a Challenge  
☐ A Slight Challenge  
☐ A Moderate Challenge  
☐ A Great Challenge  
☐ Does Not Apply

45. This year, how much of a challenge are these things in making sure your child attends school every day? **Other (Please Specify)**

---

46. If you have any additional feedback you would like to provide about your child's school: **Please write in the box below**

---

---

---

---

## Staff Survey 2022-2023

Thank you for participating in this survey. Your feedback is invaluable to your school! Please answer this survey from the experiences you have with the South Williamsport Area School District

\* Indicates required question

1. Email \*

---

2. Do you teach students in your current role with the district? \*

Mark only one oval.

☐ No

☐ Yes

3. This school year, how often have you observed another teacher's classroom to offer feedback? \*

Mark only one oval.

☐ Never

☐ Once or Twice

☐ 3-9 times

☐ 10 or more times

4. This school year, how often have you observed another teacher's classroom to get ideas for your own instruction? \*

Mark only one oval.

☐ Never

☐ Once or Twice

☐ 3-9 times

☐ 10 or more times

5. This school year, how often have you gone over student assessment data with other teachers to make instructional decisions? \*

Mark only one oval.

☐ Never

☐ Once or Twice

☐ 3-9 times

☐ 10 or more times

6. This school year, how often have you worked with other teachers to develop materials or activities for particular classes? \*

Mark only one oval.

☐ Never

☐ Once or Twice

☐ 3-9 times

☐ 10 or more times

7. This school year, how often have you worked on instructional strategies with other teachers? \*

Mark only one oval.

☐ Never

☐ Once or Twice

☐ 3-9 times

☐ 10 or more times

8. For the students you teach this year, how many of their parents or guardians attended parent / teacher conferences when you requested them? \*

Mark only one oval.

- ☐ Did not request  
☐ None  
☐ Some  
☐ About Half  
☐ Most  
☐ All

9. For the students you teach this year, how many of their parents or guardians volunteered time to support the school (e.g. volunteer in classroom, help with school-wide events, etc)? \*

Mark only one oval.

- ☐ Did not request  
☐ None  
☐ Some  
☐ About Half  
☐ Most  
☐ All

10. For the students you teach this year, how many of their parents or guardians contacted you about their child's performance? \*

Mark only one oval.

- ☐ None  
☐ Some  
☐ About Half  
☐ Most  
☐ All

11. For the students you teach this year, how many of their parents or guardians responded to your suggestions for helping their child? \*

Mark only one oval.

- ☐ None  
☐ Some  
☐ About Half  
☐ Most  
☐ All

12. During a typical week, how much time is formally set aside for you to collaborate with one or more teachers during work hours? \*

Mark only one oval.

- ☐ None  
☐ Less than 30 minutes  
☐ 30-59 minutes  
☐ 60 minutes or more

Section II

13. How many faculty and staff in our school building take responsibility for improving the school?

Mark only one oval.

- ☐ None  
☐ Some  
☐ About Half  
☐ Most  
☐ All

14. How many faculty and staff in our school building feel responsible to help each other do their best?

Mark only one oval.

- ☐ None  
☐ Some  
☐ About Half  
☐ Most  
☐ All

15. How many faculty and staff in our school building feel responsible that all students learn?

Mark only one oval.

- ☐ None  
☐ Some  
☐ About Half  
☐ Most  
☐ All

16. How many faculty and staff in our school building feel responsible for helping students develop self-control?

Mark only one oval.

- ☐ None  
☐ Some  
☐ About Half  
☐ Most  
☐ All

17. How many faculty and staff in our school building feel responsible when students in this school fail?

Mark only one oval.

- ☐ None  
☐ Some  
☐ About Half  
☐ Most  
☐ All

### Section III

18. Please indicate the extent to which you agree with each of the following: **I usually look forward to each working day at this school.**

Mark only one oval.

- ☐ Strongly disagree  
☐ Disagree  
☐ Agree  
☐ Strongly Agree

19. Please indicate the extent to which you agree with each of the following: **I wouldn't want to work in any other school.**

Mark only one oval.

- ☐ Strongly disagree  
☐ Disagree  
☐ Agree  
☐ Strongly Agree

20. Please indicate the extent to which you agree with each of the following: **I feel loyal to this school.**

Mark only one oval.

- ☐ Strongly disagree  
☐ Disagree  
☐ Agree  
☐ Strongly Agree

21. Please indicate the extent to which you agree with each of the following: **I would recommend this school to parents seeking a place for their child.**

Mark only one oval.

- ☐ Strongly disagree  
☐ Disagree  
☐ Agree  
☐ Strongly Agree

#### Section IV

How much do you agree with the following statements?

22. How much do you agree with the following statements? The leadership team in my school building **sets high standards for student learning.**

Mark only one oval.

- ☐ Strongly Disagree  
☐ Disagree  
☐ Agree  
☐ Strongly Agree

23. How much do you agree with the following statements? The leadership team in my school building **sets high standards for faculty and staff.**

Mark only one oval.

- ☐ Strongly Disagree  
☐ Disagree  
☐ Agree  
☐ Strongly Agree

24. How much do you agree with the following statements? The leadership team in my school building **sets clear expectations for faculty and staff.**

Mark only one oval.

- ☐ Strongly Disagree  
☐ Disagree  
☐ Agree  
☐ Strongly Agree

25. How much do you agree with the following statements? The leadership team in my school building **is committed to shared decision-making.**

Mark only one oval.

- ☐ Strongly Disagree  
☐ Disagree  
☐ Agree  
☐ Strongly Agree

26. How much do you agree with the following statements? The leadership team in my school building **works to create a sense of community in this school building.**

Mark only one oval.

- ☐ Strongly Disagree  
☐ Disagree  
☐ Agree  
☐ Strongly Agree

27. How much do you agree with the following statements? The leadership team in my school building **creates buy-in among faculty and staff.**

Mark only one oval.

- ☐ Strongly Disagree  
☐ Disagree  
☐ Agree  
☐ Strongly Agree

28. How much do you agree with the following statements? The leadership team in my school building **encourages students to be involved in the school community.**

Mark only one oval.

- ☐ Strongly Disagree  
☐ Disagree  
☐ Agree  
☐ Strongly Agree

29. How much do you agree with the following statements? The leadership team in my school building **promotes parent, guardian, and community involvement in the school.**

Mark only one oval.

- ☐ Strongly Disagree  
☐ Disagree  
☐ Agree  
☐ Strongly Agree

Section V

30. Please indicate the extent to which you agree with each of the following: **Faculty and staff in this school building trust each other.**

Mark only one oval.

- ☐ Strongly disagree  
☐ Disagree  
☐ Agree  
☐ Strongly agree

31. Please indicate the extent to which you agree with each of the following: **It's OK in this school building to discuss feelings, worries, and frustrations with other faculty and staff.**

Mark only one oval.

- ☐ Strongly disagree  
☐ Disagree  
☐ Agree  
☐ Strongly agree

32. Please indicate the extent to which you agree with each of the following: **Faculty and staff respect others who take the lead in school improvement efforts.**

Mark only one oval.

- ☐ Strongly disagree  
☐ Disagree  
☐ Agree  
☐ Strongly agree

33. Please indicate the extent to which you agree with each of the following: **Faculty and staff in this school building respect those colleagues who are experts at their craft.**

Mark only one oval.

- ☐ Strongly disagree  
☐ Disagree  
☐ Agree  
☐ Strongly agree

Section VI

34. Please indicate the extent to which you agree with each of the following: **Teachers and parents at this school think of each other as partners in educating children and young adults.**

Mark only one oval.

- ☐ Strongly Agree  
☐ Agree  
☐ Disagree  
☐ Strongly Disagree



35. Please indicate the extent to which you agree with each of the following: **Faculty and staff at this school work hard to build trusting relationships with parents.**

*Mark only one oval.*

- ☐ Strongly Agree  
☐ Agree  
☐ Disagree  
☐ Strongly Disagree

Section VII

36. Please indicate the extent to which you agree with each of the following: **A member of the school leadership team make clear to faculty and staff the leadership's expectations for meeting instructional goals.**

*Mark only one oval.*

- ☐ Strongly Disagree  
☐ Disagree  
☐ Agree  
☐ Strongly Agree

37. Please indicate the extent to which you agree with each of the following: **A member of the school leadership team presses faculty and staff to implement what they have learned in professional development.**

*Mark only one oval.*

- ☐ Strongly Disagree  
☐ Disagree  
☐ Agree  
☐ Strongly Agree

38. Please indicate the extent to which you agree with each of the following: **A member of the school leadership team knows what is going on in classrooms this year.**

*Mark only one oval.*

- ☐ Strongly Disagree  
☐ Disagree  
☐ Agree  
☐ Strongly Agree

39. Please indicate the extent to which you agree with each of the following: **A member of the school leadership team provides me with useful feedback to improve my teaching instruction.**

*Mark only one oval.*

- ☐ Strongly Disagree  
☐ Disagree  
☐ Agree  
☐ Strongly Agree

40. Please indicate the extent to which you agree with each of the following: **A member of the school leadership team has provided me with the support that I need to improve my teaching.**

*Mark only one oval.*

- ☐ Strongly Disagree  
☐ Disagree  
☐ Agree  
☐ Strongly Agree

Section VIII

41. How much influence do faculty and staff have over school policy in each other the areas described: **Planning how discretionary school funds should be used.**

Mark only one oval.

- ☐ No influence  
☐ A little influence  
☐ Some influence  
☐ A great deal of influence

42. How much influence do faculty and staff have over school policy in each other the areas described: **Determining which books and other instructional materials are used in classrooms.**

Mark only one oval.

- ☐ No influence  
☐ A little influence  
☐ Some influence  
☐ A great deal of influence

43. How much influence do faculty and staff have over school policy in each other the areas described: **Establishing the curriculum and instructional program.**

Mark only one oval.

- ☐ No influence  
☐ A little influence  
☐ Some influence  
☐ A great deal of influence

44. How much influence do faculty and staff have over school policy in each other the areas described: **Determining the content of in-service programs.**

Mark only one oval.

- ☐ No influence  
☐ A little influence  
☐ Some influence  
☐ A great deal of influence

45. How much influence do faculty and staff have over school policy in each other the areas described: **Setting standards for student behavior.**

Mark only one oval.

- ☐ No influence  
☐ A little influence  
☐ Some influence  
☐ A great deal of influence

46. To what extent does this school building: **Involve parents and guardians in development of programs aimed at improving students' academic outcomes?**

Mark only one oval.

- ☐ Not at all  
☐ A little  
☐ Somewhat  
☐ A great deal

47. To what extent does this school building: **Involve parents and guardians in comment on school curricula?**

Mark only one oval.

- ☐ Not at all  
☐ A little  
☐ Somewhat  
☐ A great deal

48. To what extent does this school building: **Develop formal networks to link all families with each other (for example: sharing parent directories, providing a website for parents or guardians to connect with one another, social media)?**

Mark only one oval.

- ☐ Not at all  
☐ A little  
☐ Somewhat  
☐ A great deal

49. To what extent does this school building: **Encourage more involved parents and guardians to reach out to less involved parents and guardians.**

Mark only one oval.

- ☐ Not at all  
☐ A little  
☐ Somewhat  
☐ A great deal

Section IX

50. How often have you professional development activities this year: **been sustained and coherently focused, rather than short-term and unrelated.**

Mark only one oval.

- ☐ Never  
☐ Rarely  
☐ Occasionally  
☐ Most of all of the time

51. How often have you professional development activities this year: **included enough time to think carefully about, try, and evaluate new ideas.**

Mark only one oval.

- ☐ Never  
☐ Rarely  
☐ Occasionally  
☐ Most or all of the time

52. How often have you professional development activities this year: **included opportunities to work productively with colleagues in my school.**

Mark only one oval.

- ☐ Never  
☐ Rarely  
☐ Occasionally  
☐ Most or all of the time

53. How often have you professional development activities this year: **included opportunities to analyze student work or data.**

Mark only one oval.

- ☐ Never  
☐ Rarely  
☐ Occasionally  
☐ Most or all of the time

Section X

54. To what extent do you agree with the following: **Once we start a new program in this school, we follow up to make sure that it's working.**

Mark only one oval.

- ☐ Strongly Disagree  
☐ Disagree  
☐ Agree  
☐ Strongly Agree  
☐ Does not apply

55. To what extent do you agree with the following: **We have so many different programs in this school that I can't keep track of them all.**

Mark only one oval.

- ☐ Strongly Disagree  
☐ Disagree  
☐ Agree  
☐ Strongly Agree  
☐ Does not apply

56. To what extent do you agree with the following: **Many special programs come and go at this school.**

Mark only one oval.

- ☐ Strongly Disagree  
☐ Disagree  
☐ Agree  
☐ Strongly Agree  
☐ Does not apply

57. To what extent do you agree with the following: **Curriculum, Instruction, and Learning Materials are well coordinated across the different grade levels at this school.**

Mark only one oval.

- ☐ Strongly Disagree  
☐ Disagree  
☐ Agree  
☐ Strongly Agree  
☐ Does not apply

58. To what extent do you agree with the following: **There is consistency in curriculum, instruction, and learning materials among teachers in the same grade level or in the same department (content area) at this school.**

Mark only one oval.

- ☐ Strongly Disagree  
☐ Disagree  
☐ Agree  
☐ Strongly Agree  
☐ Does not apply

59. If you have additional feedback you would like to provide, please rite it in the box below:

---

---

---

---

This content is neither created nor endorsed by Google.

Google Forms

## SWASD Student Survey 2022-2023

Dear Student,

Thank you for participating in this year's survey. Your feedback is important to your school!

Please note that your responses to the following questions help us to improve our school. Thank you for taking your time and answering these questions with your best efforts.

\* Indicates required question

1. Email \*

2. What grade are you in this school year? \*

Mark only one oval.

- ☐ 3rd Grade Skip to question 33
- ☐ 4th Grade Skip to question 33
- ☐ 5th Grade Skip to question 12
- ☐ 6th Grade Skip to question 12
- ☐ 7th Grade Skip to question 12
- ☐ 8th Grade Skip to question 12
- ☐ 9th Grade Skip to question 3
- ☐ 10th Grade Skip to question 3
- ☐ 11th Grade Skip to question 3
- ☐ 12th Grade Skip to question 3

### 9-12 Grades Only Section II

How much do you agree or disagree with the following statements? At my high school ...

3. Teachers make sure that all students are planning for life after graduation. \*

Mark only one oval.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Agree
- ☐ Strongly Agree

4. Teachers work hard to make sure that all students are learning. \*

Mark only one oval.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Agree
- ☐ Strongly Agree

5. High School is seen as preparation for the future. \*

Mark only one oval.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Agree
- ☐ Strongly Agree

6. Teachers pay attention to all students, not just the top students. \*

Mark only one oval.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Agree
- ☐ Strongly Agree

7. Teachers work hard to make sure that students stay in school. \*

Mark only one oval.

- ☐ Strongly Disagree  
☐ Disagree  
☐ Agree  
☐ Strongly Agree

9-12 Grades Only Section III

How much do you agree or disagree with the following statements?

8. My classes give me useful preparation for what I plan to do in life. \*

Mark only one oval.

- ☐ Strongly Disagree  
☐ Disagree  
☐ Agree  
☐ Strongly Agree

9. High school teaches me valuable skills. \*

Mark only one oval.

- ☐ Strongly Disagree  
☐ Disagree  
☐ Agree  
☐ Strongly Agree

10. Working hard in high school matters for success in the work force. \*

Mark only one oval.

- ☐ Strongly Disagree  
☐ Disagree  
☐ Agree  
☐ Strongly Agree

11. What we learn in class is necessary for success in the future. \*

Mark only one oval.

- ☐ Strongly Disagree  
☐ Disagree  
☐ Agree  
☐ Strongly Agree

(Grades 5-12) How often do you do the following?

12. In English / Reading / Literature class, how often do you do the following? Debate the meaning of a reading or text.

Mark only one oval.

- ☐ Never  
☐ Once or twice in the Fall and Once or twice in the Spring  
☐ Once or twice each month  
☐ Once or twice each week  
☐ Almost every day

13. In English / Reading / Literature class, how often do you do the following? Discuss connections between a reading and real life people or situations.

Mark only one oval.

- ☐ Never
- ☐ Once or twice in the Fall and Once or twice in the Spring
- ☐ Once or twice each month
- ☐ Once or twice each week
- ☐ Almost every day

14. In English / Reading / Literature class, how often do you do the following? Discuss how a culture, time, or place affects the author's writing.

Mark only one oval.

- ☐ Never
- ☐ Once or twice in the Fall and Once or twice in the Spring
- ☐ Once or twice each month
- ☐ Once or twice each week
- ☐ Almost every day

15. In English / Reading / Literature class, how often do you do the following? Improve a piece of writing as a class or with partners.

Mark only one oval.

- ☐ Never
- ☐ Once or twice in the Fall and Once or twice in the Spring
- ☐ Once or twice each month
- ☐ Once or twice each week
- ☐ Almost every day

16. In MATH class, how often do you do the following? Apply math to situations in life outside of school.

Mark only one oval.

- ☐ Never
- ☐ Once or twice in the Fall and Once or twice in the Spring
- ☐ Once or twice each month
- ☐ Once or twice each week
- ☐ Almost every day

17. In MATH class, how often do you do the following? Discuss possible solutions to problems with other students.

Mark only one oval.

- ☐ Never
- ☐ Once or twice in the Fall and Once or twice in the Spring
- ☐ Once or twice each month
- ☐ Once or twice each week
- ☐ Almost every day

18. In MATH class, how often do you do the following? Explain how you solved a problem to the class.

Mark only one oval.

- ☐ Never
- ☐ Once or twice in the Fall and Once or twice in the Spring
- ☐ Once or twice each month
- ☐ Once or twice each week
- ☐ Almost every day

19. In MATH class, how often do you do the following? Write a few sentences to explain how you solved a math problem.

Mark only one oval.

- ☐ Never  
☐ Once or twice in the Fall and Once or twice in the Spring  
☐ Once or twice each month  
☐ Once or twice each week  
☐ Almost every day

20. In MATH class, how often do you do the following? Write a math problem for other students to solve.

Mark only one oval.

- ☐ Never  
☐ Once or twice in the Fall and Once or twice in the Spring  
☐ Once or twice each month  
☐ Once or twice each week  
☐ Almost every day

21. In SCIENCE class, how often do you do the following? Write summaries, explain why something happened, or write lab reports.

Mark only one oval.

- ☐ Never  
☐ Once or twice in the Fall and Once or twice in the Spring  
☐ Once or twice each month  
☐ Once or twice each week  
☐ Almost every day

22. In SCIENCE class, how often do you do the following? Generate your own hypotheses.

Mark only one oval.

- ☐ Never  
☐ Once or twice in the Fall and Once or twice in the Spring  
☐ Once or twice each month  
☐ Once or twice each week  
☐ Almost every day

23. In SCIENCE class, how often do you do the following? Use evidence or data to support an argument or hypothesis.

Mark only one oval.

- ☐ Never  
☐ Once or twice in the Fall and Once or twice in the Spring  
☐ Once or twice each month  
☐ Once or twice each week  
☐ Almost every day

24. In SCIENCE class, how often do you do the following? Find information from graphs and tables.

Mark only one oval.

- ☐ Never  
☐ Once or twice in the Fall and Once or twice in the Spring  
☐ Once or twice each month  
☐ Once or twice each week  
☐ Almost every day

(Grades 5-12) How much do you agree with the following statements about teachers across your classes? My teachers...



25. My teachers often connect what I am learning to life outside of the classroom.

Mark only one oval.

- ☐ Strongly Disagree  
☐ Disagree  
☐ Agree  
☐ Strongly Agree

26. My teachers encourage students to share their ideas about things we are studying in class.

Mark only one oval.

- ☐ Strongly Disagree  
☐ Disagree  
☐ Agree  
☐ Strongly Agree

27. My teachers often require me to explain my answers.

Mark only one oval.

- ☐ Strongly Disagree  
☐ Disagree  
☐ Agree  
☐ Strongly Agree

28. My teachers encourage us to consider different solutions or points of view.

Mark only one oval.

- ☐ Strongly Disagree  
☐ Disagree  
☐ Agree  
☐ Strongly Agree

29. My teachers do not let students give up when the work gets difficult.

Mark only one oval.

- ☐ Strongly Disagree  
☐ Disagree  
☐ Agree  
☐ Strongly Agree

30. My teachers explain information in a way I understand.

Mark only one oval.

- ☐ Strongly Disagree  
☐ Disagree  
☐ Agree  
☐ Strongly Agree

31. My teachers expect everyone to work hard.

Mark only one oval.

- ☐ Strongly Disagree  
☐ Disagree  
☐ Agree  
☐ Strongly Agree

32. My teachers want us to become better thinkers, not just memorize things.

Mark only one oval.

- ☐ Strongly Disagree  
☐ Disagree  
☐ Agree  
☐ Strongly Agree

School Safety: Agree or Disagree:

How much do you agree with the following statements about your school?

33. I worry about crime and violence in this school

Mark only one oval.

- ☐ Strongly Disagree  
☐ Disagree  
☐ Agree  
☐ Strongly Agree

34. Students at this school are often teased or picked on.

Mark only one oval.

- ☐ Strongly Disagree  
☐ Disagree  
☐ Agree  
☐ Strongly Agree

35. Students at this school are often threatened or bullied.

Mark only one oval.

- ☐ Strongly Disagree  
☐ Disagree  
☐ Agree  
☐ Strongly Agree

School Safety: How safe do you feel?

36. How safe do you feel in the hallways of the school? \*

Mark only one oval.

- ☐ Not Safe  
☐ Somewhat Safe  
☐ Mostly Safe  
☐ Very Safe

37. How safe do you feel in the bathrooms of the school? \*

Mark only one oval.

- ☐ Not Safe  
☐ Somewhat Safe  
☐ Mostly Safe  
☐ Very Safe

38. How safe do you feel outside around the school? \*

Mark only one oval.

- ☐ Not Safe  
☐ Somewhat Safe  
☐ Mostly Safe  
☐ Very Safe

39. How safe do you feel traveling between home and school? \*

Mark only one oval.

- ☐ Not Safe  
☐ Somewhat Safe  
☐ Mostly Safe  
☐ Very Safe

40. How safe do you feel in your classes? \*

Mark only one oval.

- ☐ Not Safe  
☐ Somewhat Safe  
☐ Mostly Safe  
☐ Very Safe

Other Students: How much do you agree with the following statement about the students in your school?

Most students in my school....

41. Most students in my school like to put others down. \*

Mark only one oval.

- ☐ Strongly disagree  
☐ Disagree  
☐ Agree  
☐ Strongly agree

42. Most students in my school help each other learn. \*

Mark only one oval.

- ☐ Strongly disagree  
☐ Disagree  
☐ Agree  
☐ Strongly agree

43. Most students in my school do not get along together very well. \*

Mark only one oval.

- ☐ Strongly disagree  
☐ Disagree  
☐ Agree  
☐ Strongly agree

44. Most students in my school treat each other with respect. \*

Mark only one oval.

- ☐ Strongly disagree  
☐ Disagree  
☐ Agree  
☐ Strongly agree

Other Students: How many students in your school....

45. How many students in your school feel it is important to come to school each day?

Mark only one oval.

- ☐ None  
☐ Some  
☐ About Half  
☐ Most  
☐ All

46. How many students in your school feel it is important to pay attention in class?

Mark only one oval.

- ☐ None  
☐ Some  
☐ About Half  
☐ Most  
☐ All

47. How many students in your school think doing homework is important?

Mark only one oval.

- ☐ None  
☐ Some  
☐ About Half  
☐ Most  
☐ All

48. How many students in your school try hard to get good grades?

Mark only one oval.

- ☐ None  
☐ Some  
☐ About Half  
☐ Most  
☐ All

How much do you agree with the following statements?

49. I always study for tests.

Mark only one oval.

- ☐ Strongly Disagree  
☐ Disagree  
☐ Strongly Agree

50. I set aside time to do my homework and study.

Mark only one oval.

- ☐ Strongly Disagree  
☐ Disagree  
☐ Strongly Agree

51. I try to do well on my schoolwork even when it is not interesting to me.

Mark only one oval.

- ☐ Strongly Disagree  
☐ Disagree  
☐ Strongly Agree

52. If I need to study, I do not go out with my friends.

Mark only one oval.

- ☐ Strongly Disagree  
☐ Disagree  
☐ Strongly Agree

How much do you agree with the following statements?

53. I feel safe and comfortable with my teachers at this school.

Mark only one oval.

- ☐ Strongly disagree  
☐ Disagree  
☐ Agree  
☐ Strongly agree

54. My teachers always listen to students' ideas.

Mark only one oval.

- ☐ Strongly disagree  
☐ Disagree  
☐ Agree  
☐ Strongly agree

55. My teachers treat me with respect.

Mark only one oval.

- ☐ Strongly disagree  
☐ Disagree  
☐ Agree  
☐ Strongly agree

How often do the following things happen in your classes?

56. In my classes, it is clear to me what I need to do to show that I know the skills we are learning.

Mark only one oval.

- ☐ Never  
☐ Rarely  
☐ Sometimes  
☐ Most or All of the time

57. In my classes, we stay busy and do not waste time.

Mark only one oval.

- ☐ Never  
☐ Rarely  
☐ Sometimes  
☐ Most or All of the time

58. In my classes, I learn interesting things in my classes.

Mark only one oval.

- ☐ Never  
☐ Rarely  
☐ Sometimes  
☐ Most or All of the time

59. In my classes, my teachers make sure I understand lessons before teaching something new.

Mark only one oval.

- ☐ Never  
☐ Rarely  
☐ Sometimes  
☐ Most or All of the time

60. In my classes, I learn a lot from teacher feedback on my work.

Mark only one oval.

- ☐ Never  
☐ Rarely  
☐ Sometimes  
☐ Most or All of the time

61. I work hard to do my best in my classes.

Mark only one oval.

- ☐ Never  
☐ Rarely  
☐ Sometimes  
☐ Most or All of the time

62. The topics we are studying are interesting and challenging.

Mark only one oval.

- ☐ Never  
☐ Rarely  
☐ Sometimes  
☐ Most or All of the time

63. My teachers help me catch up if I am behind in my work.

Mark only one oval.

- ☐ Never  
☐ Rarely  
☐ Sometimes  
☐ Most or All of the time

64. My teachers are willing to give me extra help on schoolwork if I need help.

Mark only one oval.

- ☐ Never  
☐ Rarely  
☐ Sometimes  
☐ Most or All of the time

65. My teachers notice if I have trouble learning something.

Mark only one oval.

- ☐ Never  
☐ Rarely  
☐ Sometimes  
☐ Most or All of the time

66. My teachers give me specific suggestions about how I can improve my work in my classes.

Mark only one oval.

- ☐ Never  
☐ Rarely  
☐ Sometimes  
☐ Most or All of the time

67. My teachers explain things in a different way if I do not understand something in class.

Mark only one oval.

- ☐ Never  
☐ Rarely  
☐ Sometimes  
☐ Most or All of the time

This content is neither created nor endorsed by Google.

Google Forms



**South Williamsport High School**  
**Bylaws of the Mountie Hall of Fame**

**ARTICLE I: NAME**

The name of this organization shall be the Mountie Hall of Fame. The logo above will be the official logo used for all publications, advertising, and marketing.

**ARTICLE II: PURPOSE**

The purpose of this organization is to recognize and celebrate alumni of the South Williamsport Area High School who have achieved excellence in their professional and personal lives, who have made outstanding contributions to society, and who have served as role models for youth. By recognizing the achievements of past graduates, it is the expectation that present students will be encouraged to excel scholastically and be motivated to participate in community service.

Additionally, this program will increase awareness and appreciation throughout the district for the value of academic preparation experienced within the local schools and become a source for school and community pride.

**ARTICLE III: POWERS**

**Section 1.** The organization operates under the direction of the Mountie Hall of Fame Selection Committee.

**Section 2.** The Mountie Hall of Fame Selection Committee will consist of eight members: two SWASD Foundation members, a student representative, two community members, the high school principal, the superintendent, and a school board member.

**Section 3.** The Selection Committee will meet each year in December to review nomination materials and select new HOF members.



**Section 4.** Nondiscrimination. This organization maintains a policy of nondiscrimination, which applies to all practices such as membership on the Selection Committee as well as the nomination and induction of candidates.

## **ARTICLE IV: MEMBERSHIP**

**Section 1.** Election to this organization is an honor bestowed on outstanding graduates who have been judged by the Selection Committee as exceptional representatives of the South Williamsport Area High School alumni body.

**Section 2.** Criteria considered in determining eligibility:

- a. Graduated, minimally, 10 years prior to nomination
- b. Excelled in career and /or achieved local, state, national, or international recognition
- c. Embodies the qualities of scholarship, leadership, service, and character
- d. Demonstrates that goals are achieved through persistence, dedication, and knowledge
- e. Maintains high moral standards and serves as a role model for youth
- f. Community involvement through volunteer work or public service
- g. Deceased eligible candidates may be nominated

## **ARTICLE V: SELECTION OF MEMBERS**

**Section 1.** Procedure for nomination. The nominator initiates the nomination process by completing and submitting the contact information form found at [swasd.org/Hall of Fame](http://swasd.org/Hall of Fame).

**Section 2.** Application materials required for consideration:

- a. Nomination letter (not to exceed two pages) which includes rationale for nomination, applicability the criteria set forth in Article IV Section 2, and biographical information about the nominee
- b. Two letters of reference from individuals other than the nominator
- c. All application materials must be received by November 30 for review in December.

**Section 3:** Procedure for selection of candidates in the December meeting

- a. Discussion and consideration of nominees
- b. Vote tallied by selection committee Chair or designee
- c. Majority affirmative vote of Committee members required for acceptance
- d. No more than two nominees may be approved annually for induction

**Section 4.** Post-voting procedure

- a. The superintendent will inform prospective alumni of their nomination
- b. Resumes of nominees not selected in a given year are retained for two additional years.

**Section 5.** Dismissal. Any member of the Mountie Hall of Fame who violates the standards by which he/she was selected may be dismissed from the organization. The member will receive written

notification from the Committee indicating the reason for dismissal. Majority affirmative vote of entire Committee required for dismissal.

## **ARTICLE VI: INDUCTION OF CANDIDATES**

### **Section 1. Ceremony.**

- a. Media announcement made prior to ceremony
- b. Ceremony occurs in May during Senior Awards Night
- c. Ceremony takes place in the South Williamsport JR/SR High School auditorium
- d. Arrangements will be made through the district photographer for photo the evening of the ceremony

### **Section 2. Inductee Recognition.**

- a. Inductee is introduced at the awards ceremony by a member of the Selection Committee
- b. A plaque is presented designating the individual as a member of the Mountie Hall of Fame
- c. Photo and plaque highlighting major life achievements is placed in the school building area designated as Mountie Hall of Fame

Revised on: April 24, 2023

Signatures:

---

South Williamsport Area School District Superintendent

---

South Williamsport Jr./Sr. High School Principal

---

Selection Committee Chairperson

---

School Board Member



## South Williamsport High School

### Hall of Fame Nomination, Application Processing Procedure

1. Nominator completes and submits the “**Contact Information Form**” found on the Hall of Fame dropdown on the district website [swasd.org](http://swasd.org).\*
2. Nominator completes and submits a nomination letter (not to exceed two pages) which addresses the applicability of selection criteria and provides biographical highlights of the candidate.
3. Upon receipt of the nomination letter, Dr. Briggs or another member of the Selection Committee will contact the nominator (**Letter to the Nominator**). This letter is designed to thank him/her for the submission and to provide guidelines for completing the application process by November 30.
4. The Selection Committee member will forward a letter (**Letter to the Nominee**) congratulating the nominee.
5. The Selection Committee collects the required elements of the application process. All components must be in the committee’s possession by November 30 to be considered for selection the following spring.
6. The HOF Selection Committee meets December/January to review all applications from nominees
7. The HOF committee selects no more than two alumni for Hall of Fame induction in a given year.
8. Successful candidates are notified by the Committee of their selection (**Selection Letter**). Candidates not selected are notified by letter (**Application Filed**) they will be reconsidered for selection for two more years.
9. From January through May, the HOF Selection Committee will correspond with inductees to coordinate their presence at the Senior Awards assembly.
10. During that same time period, arrangements will be made for pictures and plaques. The plaques are presented to the new member(s) and the pictures go on the wall in the school library.



## Nomination Form

The Mountie Hall of Fame recognizes and celebrates South Williamsport Area High School alumni who have achieved excellence in their professional and personal lives, made outstanding contributions to society, and served as role models for youth. By recognizing the achievements of past graduates, it is the expectation that present students will be encouraged to excel scholastically and be motivated to participate in community service.

Election to this organization is an honor bestowed on outstanding graduates whom the Selection Committee has judged as exceptional representatives of the South Williamsport Area High School alumni body.

## Nominee Information

Name \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_ Phone \_\_\_\_\_

Please attach a nomination letter (not to exceed two pages) that addresses the applicability of selection criteria and provides biographical highlights of the candidate.

## Nominator Information

Name \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_ Phone \_\_\_\_\_

Email \_\_\_\_\_

Please complete and return this form and a nomination letter to the South Williamsport District Office:

South Williamsport District Office

Attn: Mountie Hall of Fame

515 W. Central Ave

South Williamsport, PA 17702

( Date of mailing )



Dear Mountie Hall of Fame Nominator,

The Mountie Hall of Fame Selection Committee thanks you for referring ( NAME ) for induction into the Hall of Fame. Becoming a member of the Mountie Hall of Fame is a prestigious honor. Previous inductees include some of the most well-rounded, influential, and successful individuals to graduate from the South Williamsport Area High School.

We have received the contact information you provided as well as the nomination letter. We have contacted ( NAME ) and informed them of your nomination.

In order for the HOF Selection Committee to give further consideration to your candidate, we will need two reference letters submitted to us. Either you or the nominee should reach out to two or more individuals who are well acquainted with ( NAME ) and can attest to ( his/her ) character and accomplishments. When contacting them, you may want to refer them to the same list of "criteria" you considered in your letter.

In December of 2023, the seven member Selection Committee reviews documentation submitted for all qualified individuals. HOF bylaws restrict us to two selections per year. Successful candidates will be notified by the committee of our decision. Those alumni not chosen in a given year will be reconsidered in each of two subsequent years.

Please keep in mind there is a strict deadline of November 30 for receipt of materials if there is to be consideration in the spring of 2024.

Again, thank you for nominating a distinguished South Williamsport graduate for the Mountie Hall of fame. If you have questions at any time, please contact Dr. Eric Briggs at [ebriggs@swasd.org](mailto:ebriggs@swasd.org) and either he or another Selection Committee member will get back to you.

Sincerely,

Dr. Eric Briggs, Superintendent

Juliana Shatzer, Student Representative



(Date)

Dear nominee's name:

Congratulations! You have been nominated by Name to be inducted into the South Williamsport Area School District's Mountie Hall of Fame. The purpose of this organization is to recognize and celebrate those alumni who have achieved excellence in their professional and personal lives, who have made outstanding contributions to society, and who have served as role models for youth. By recognizing the achievements of past graduates, it is the expectation that present students will be encouraged to excel scholastically and be motivated to become productive members of their community.

Name has initiated the process by providing your contact information to the HOF Selection Committee. Name will be asked to submit a nomination letter which includes both their rationale for choosing you and your biographical information. In addition, He/she will be asked to coordinate with you to acquire letters of recommendation from two individuals who can attest to your qualifications.

We have informed Name that all nomination materials must be submitted by November 30 in order for you to be considered for induction the following Spring. If you have any questions about any aspect of the selection process, feel free to reach out to Dr. Eric Briggs, Superintendent of Schools, at [dbriggs@swasd.org](mailto:dbriggs@swasd.org).

Thank you for considering this prestigious honor.

---

Dr. Eric Briggs, Superintendent of Schools

---

Juliana Shatzer, Student Representative





 [www.swasd.org](http://www.swasd.org)  [hofcommittee@swasd.org](mailto:hofcommittee@swasd.org)  [@mountiehof](https://www.instagram.com/mountiehof)



**Do you know a South Williamsport alumni making a positive impact in their community or professional field?**

## About Us

The Mountie Hall of Fame recognizes and celebrates alumni of the South Williamsport Area High School who have achieved excellence in their professional and personal lives, who have made outstanding contributions to society, and who have served as role models for youth. By recognizing the achievements of past graduates, it is the expectation that present students will be encouraged to excel scholastically and be motivated to participate in community service.

## Nominations

Nominating is as easy as 1, 2, 3. Follow the steps below to nominate an outstanding SWASD Alumni!

1

Visit [www.swasd.org](http://www.swasd.org) and select Mountie Hall of Fame from the General Information drop-down menu.

2

Complete the Contact Information Form and submit your nomination letter for your nominee.

3

Acquire letters from two references for your nominee by November 30th!

## Eligibility

Outstanding graduates meeting the following criteria are eligible for nomination:

- 10 years post-graduation
- Excelled in their career and/or achieved local, state, national or international recognition
- Embodies the qualities of scholarship, leadership, service and character
- Demonstrates persistence, dedication and knowledge in pursuit of goals
- Maintains high moral standards and serves as a role model for youth
- Serves their community through volunteer work or public service
- Deceased alumni are eligible for nomination



## Selection Committee

Dr. Eric Briggs, SWASD Superintendent  
Jesse Smith, SWASD High School Principal  
Juliana Shatzer, SWASD Student Representative  
Diane Cramer, SWASD School Board  
Fred Wood, South Williamsport Community Member  
Adam Thompson, South Williamsport Education Foundation  
Christa Matlack, South Williamsport Education Foundation