



October 6, 2025

6:00 P.M.
Large Group
Instruction Room
H.S. Library

Mr. Todd Engel
President
Region III

Mr. Steve Rupert
Vice President
Region II

Mrs. Cathy Bachman
Treasurer
Region III

Mr. Ben Brigandi
Region I

Mrs. Summer Bukeavich
Region II

Mr. John Hitesman
Region III

Mr. Jason Lewis
Region II

Mr. Nathan Miller
Region I

Mr. Jason Young
Region I

Dr. Eric Briggs
Superintendent

Mrs. Jamie Mowrey
Board Secretary

Mr. Fred Holland
Solicitor

Agenda

Regular Board Meeting

Opening

Call to Order

Silent Meditation & Pledge of Allegiance

Student Recognition

Roll Call

Preliminary Comments on Agenda Items

Discussion Items

1. Summary from BOC Meeting

Action Items

1. Approval of Bills
2. Approval of Minutes
3. Approve Policies – First Reading
4. Approve Policies – Second Reading
5. Wellness Committee
6. High School GESA Amendment
7. eQUIP Online Learning Services Agreement
8. Approval of 2025-2026 Jr/Sr High School TSI Non-Title School Plan
9. Painting of Fitness Center (HS) & Weight Room (RRR)
10. Disposal of Weight Room Equipment
11. Nittany Learning Services
12. Unified Bocce Ball Team
13. Overnight Field Trip Request
14. Leave of Absence
15. Child-Bearing/Child-Rearing Leave
16. Employment

General Information

Old Business

New Business

Courtesy to the Floor

Final Remarks by Board Members

Adjournment

SUPERINTENDENT'S REPORT AND RECOMMENDATIONS
October 6, 2025

ITEMS FOR DISCUSSION

1. Summary from BOC Meeting

Dr. Briggs will give a summary to the Board from the BOC Meeting that was held on September 26, 2025.

ACTION ITEMS

1. Approval of Bills – Attachment #1

It is recommended the school board approve payment of bills from the General Fund in the amount of \$2,661,324.47, Food Service Fund in the amount of \$14,923.07, Capital Reserve Fund in the amount of \$76,411.32, GO Bond 2023 in the amount of \$109,684.63, and GO Bond 2024 in the amount of \$1,649,377.00 as funds become available.

2. Approval of Minutes – Attachment #2

It is recommended the school board approve the minutes from September 8, 2025 as written.

3. Approve Policies – First Reading – Attachment #3

It is recommended the school board approve the first reading of Policy No. 102 – Academic Standards; Policy No. 105 – Curriculum; Policy No. 122 – Extra Curricular Activities; Policy No. 122.1 – Non-School Sponsored Student Groups; Policy No. 123 – Interscholastic Athletics; Policy No. 209.2 – Diabetes Management; Policy No. 216 – Student Records; Policy No. 815 – Acceptable Use of Electronic Resources; Policy No. 815.2 – Use of Generative Artificial Intelligence in Education; and Policy No. 918 – Title I Parent and Family Engagement.

4. Approve Policies – Second Reading – Attachment #4

It is recommended the school board approve the second reading of Policy No. 011 – Principals for Governance and Leadership; Policy No. 113.1 – Discipline of Students with Disabilities; Policy No. 113.2 – Behavior Support; Policy No. 202 – Nonresident Students; Policy No. 236.1 – Threat Assessment; Policy No. 254 – Educational Opportunities for Military Children; Policy No. 607 – Tuition Students; and Policy No. 805.2 – School Security Personnel.

5. Wellness Committee – Attachment #5

Federal regulations (7 CFR 210.31) require schools participating in the National School Lunch Program to review their Wellness Policy every three years. It is recommended the school board approve the Wellness Policy Assessment Tool and Report Templates as created by the District's Wellness Committee.

6. High School GESA Amendment

It is recommended the school board approve an Amendment to the Guaranteed Energy Savings Act (GESA) Agreement with Reynolds Energy Services, Inc. d/b/a SitelogIQ Energy Services, Inc. at the Jr/Sr High School for continued mechanical improvements at a cost not to exceed \$2,300,000 subject to final review by the Administration and the District Solicitor.

7. eQUIP Online Learning Services Agreement – Attachment #6

It is recommended the school board approve the eQUIP Online Learning Services Agreement with BLAST Intermediate Unit 17. This Agreement is for our Mountie Academy program and will be replacing the previous online provider, Edmentum for the 2025-2026 school year.

8. Approval of 2025-26 Jr/Sr High School TSI Non-Title School Plan–Attachment #7

It is recommended the school board approve the 2025-26 Jr/Sr High School TSI Non-Title School Plan.

9. Painting of Fitness Center (HS) & Weight Room (Rommelt) – Attachment #8

It is recommended the school board approve the painting of the Fitness Center at the high school and weight room at Rommelt from B's Quality Painting. Cost will be \$17,594 for the high school and \$9,990 for Rommelt.

10. Disposal of Weight Room Equipment

It is recommended the school board approve the disposal of old fitness center equipment and weights.

11. Nittany Learning Services – Attachment #9

It is recommended the school board approve the 1-year agreement with Nittany Learning Services for a counseling support staff person at Central Elementary School for 1-2 days per week during the 2025-2026 school year. Funds for this position will come from Title I.

12. Unified Bocce Ball Team

It is recommended the school board approve the addition of a Unified Bocce Ball Team for Jr/Sr High School students. This will be a co-op team with the Loyalsock Township School District and will be a Winter sport with games starting on December 10, 2025.

13. Overnight Field Trip Request – Attachment #10

It is recommended the school board approve John Peters' overnight field trip request to take FBLA students to Kalahari Poconos Resort for a state leadership workshop on November 2-3, 2025.

14. Leave of Absence

It is recommended the school board approve the Leave of Absence for Tom O'Malley from his Junior High Head Softball Coach position effective August 22, 2025. His stipend will be pro-rated for time worked.

15. Child-Bearing/Child-Rearing Leave

It is recommended the school board approve EE #1299 child-bearing/child-rearing leave request. Employee is requesting leave from October 27, 2025 to January 30, 2026.

16. Employment

Resignations

The superintendent accepted letters of resignation from the following employees:

- Rebecca Sones from her Learning Support position at Central Elementary effective September 9, 2025

- Avery Eiswerth from her Junior High Assistant Softball Coach position effective August 29, 2025

Custodian

It is recommended the school board approve Rebecca Harner as a full-time custodian assigned to second shift effective September 29, 2025 at a base rate of \$14.00 per hour in accordance with the American Federation of State County and Municipal Employees Agreement.

Stipend Recommendations

It is recommended the school board approve the following extra duty positions for the 2025-2026 school year and their stipend/rate of pay:

1. Senior Class Advisors: Agnes Coder/Mike Steppe - \$335/person
2. Junior Class Advisors: Amy Pregent/John Peters - \$307.50/person
3. Sophomore Class Advisors: Amy Vance/Rachel Knipe - \$230/person
4. Freshman Class Advisors: To be determined - \$220/person
5. Yearbook Advisor: Kelly Shearer - \$1,700
6. Yearbook Business Advisor: Kelly Shearer - \$465
7. Builder's Club Advisor: Karen Fink - \$465
8. Jr High Yearbook Advisors: Karen Fink/Mike Rodgers - \$465/person
9. Key Club Advisors: Hailey Carson/Rachel Knipe - \$465/person
10. SADD Club Advisor: Mike Allison - \$930
11. FCCLA Advisor: Amy Vance - \$930
12. FBLA Advisor: John Peters - \$930
13. Mini-Thon Advisors: Anita Leahy/Brandi Smith - \$465/person
14. Academic Decathlon Advisor: Kyle Essick - \$1,050
15. Senior High National Honor Society Advisor: Manny Tsikitas - \$930
16. Junior High National Honor Society Advisor: 7th Grade Team - \$465
17. Leo Club Advisor: Hilarie German- \$930
18. Coordinator – Audio Visual: Keith Cremer - \$500
19. Academic Department Chairs - \$750/person
 - Jamie Bloom (Math), Matt Easley (Science), Jessica Kaledas (Non-Core), Josie Kennedy (Social Studies), and Kelly Shearer (English)
20. Transition Coordinator – Rachel Knipe - \$750

Mentors

It is recommended the board appoint the following staff as teacher mentors for the 2025-2026 school year. Mentor programs are a state school code requirement for all new teachers.

- Samara McLaughlin and Melanie Rojas (\$250 each) for McKenna Woodley
- Natasha Lehman (\$500) for Riley Frazier
- Karen Fink (\$500) for Dylan Freeman

Substitutes

It is recommended the school board approve the following District substitutes for the 2025-2026 school year:

Certified Substitutes: Elisha Hertwig, Kalyn Erb

Guest Teachers: Isabella Bachman, Emily Kline

Classified Substitutes: Heather Miller (Nurse) and Crystal Smith (Nurse)

Athletic Coaches

The Athletic Director is recommending school board approval of the following Coaches for the 2025-2026 season:

- **Softball:** Ashley Burger as Interim Head Junior High Softball Coach effective August 23, 2025 with a stipend of \$2,055
- **Boys Basketball:** Jesse Manikowski as 7th Grade Coach with a stipend of \$2,674 and Radley Knapp as a Volunteer
- **Girls Basketball:** Nick Koletar as JV Coach with a stipend of \$3,565
- **Baseball:** Chase Waller as Head Coach with a stipend of \$3,455
- **Bocce Ball:** Amy Pregent as Head Coach; Tracy Wright as Assistant Coach; and Isaiah Reed as a Volunteer. Stipends are paid by the Special Olympics through United Bocce.
- **Varsity/JH Wrestling Volunteers:** Robert Gardner, Ji Hamman, Nate Jones, Lane Lusk, Dave Murray, Sam Persun, and Kayvan Shams
- **Elementary Wrestling Volunteers:** Don Bower, Ben Foote, Luke Franzen, Shane Gephart, Travis Rogers, Kris Runner, and Jessica Smith

BOARD INFORMATION
October 6, 2025

BOARD MEETING DATES

October 6, 2025 – 6:00 p.m.

November 3, 2025 – 6:00 p.m.

November 17, 2025 – 6:00 p.m.

Tuesday, December 2, 2025 – Reorganization & Regular Meeting – 6:00 p.m.

ADDITIONAL INFORMATION

Wellness Committee Meeting Minutes from September 30, 2025 Meeting

FUND ACCOUNTING PAYMENT SUMMARY

Bank Account: GF - General Fund Payment Dates: 09/04/2025 - 10/02/2025

Payment Categories: Regular Checks, Non-negotiable Disbursements, Direct Deposits, Manual Checks, Procurement Cards, Credit Cards
Sort: Payment Number

Payment #	Paymnt Dt	Vendor Name	Description Of Purchase	Description Of Purchase	Amount
0000025516	09/05/2025	BLAST INTERMEDIATE UNIT 17	PROF ED SVCS IU	Support Services	216,538.19
0000025517	09/05/2025	BOB ROGERS TRAVEL	Nashville Band Trip - Nurse		315.00
0000025518	09/05/2025	ERIC BRIGGS	Professional Development		66.18
0000025519	09/05/2025	CANON FINANCIAL SERVICES	Repairs & Maintenance		1,408.41
0000025520	09/05/2025	ANGELA CONFAIR	GENERAL SUPPLIES		192.40
0000025521	09/05/2025	COMPU-GEN TECHNOLOGIES INC	Rommelt Gym Cameras		2,812.96
0000025522	09/05/2025	STEPHANIE FAY	GENERAL SUPPLIES		149.00
0000025523	09/05/2025	GBM	Repairs & Maintenance		115.92
0000025524	09/05/2025	HILARIE GERMAN	GENERAL SUPPLIES		100.00
0000025525	09/05/2025	GET MORE MATH	GENERAL SUPPLIES		1,800.00
0000025526	09/05/2025	GRAND RENTAL STATION	Repairs & Maintenance		572.00
0000025527	09/05/2025	HUMMER TURFGRASS SYSTEMS INC	Repairs & Maintenance		1,500.00
0000025528	09/05/2025	Labels By Pulizzi	GENERAL SUPPLIES		501.42
0000025529	09/05/2025	LAKESHORE LEARNING MATERIALS	GENERAL SUPPLIES		46.98
0000025530	09/05/2025	LCWSA	Sewer Service		1,940.00
0000025531	09/05/2025	LOWE'S COMPANIES INC	GENERAL SUPPLIES		36.99
0000025532	09/05/2025	MEIER SUPPLY CO INC	GENERAL SUPPLIES		64.12
0000025533	09/05/2025	DOTTIE WHITE MERTZ	Tax Collector Bills Payment		2,156.00
0000025534	09/05/2025	NITTANY OIL	Diesel	Gasoline	1,462.17
0000025535	09/05/2025	NITTANY LEARNING SERVICES	PURCHASE TECH SVCS		37,610.00
0000025536	09/05/2025	PAYROLL FUND	GROSS 9-5-25	ER RETIRE 9-5-25	453,289.76
0000025537	09/05/2025	RIVER ROCK ACADEMY LLC	Alternative Ed		14,561.56

* - Non-Negotiable Disbursement + - Procurement Card Non-Negotiable # - Payable within Payment P - Prenote D - Direct Deposit C - Credit Card ^ - Virtual Payment

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Bank Account: GF - General Fund Payment Dates: 09/04/2025 - 10/02/2025

Payment Categories: Regular Checks, Non-negotiable Disbursements, Direct Deposits, Manual Checks, Procurement Cards, Credit Cards
Sort: Payment Number

Payment #	Paymnt Dt	Vendor Name	Description Of Purchase	Description Of Purchase	Amount
0000025538	09/05/2025	SPHERO INC	GENERAL SUPPLIES		174.35
0000025539	09/05/2025	SUSQUEHANNA TRANSIT CO	CONTRACTED CARRIERS	Bussing	21,137.68
0000025540	09/05/2025	UNITED CONCORDIA COMPANIES INC	Dental		226.00
0000025541	09/05/2025	UNIVERSITY OF OREGON	GENERAL SUPPLIES		1,075.00
0000025542	09/05/2025	VARSITY SPIRIT FASHIONS	GENERAL SUPPLIES		6,616.60
0000025543	09/05/2025	WILLIAMSPORT MIRROR & GLASS CO	Repairs & Maintenance		808.57
0000025544	09/05/2025	TRACY WRIGHT	Grant Expense	GENERAL SUPPLIES	303.56
0000025545	09/11/2025	AIR FILTER MAINTENANCE INC	GENERAL SUPPLIES		1,454.00
0000025546	09/11/2025	AMPLIFY EDUCATION INC	Workbooks		638.40
0000025547	09/11/2025	ATHLETIC ACCOUNT IMPREST FUND	GAME OFFICIALS		3,579.74
0000025548	09/11/2025	BARR'S HARDWARE	GENERAL SUPPLIES		651.27
0000025549	09/11/2025	KEN BERGREN INC.	GENERAL SUPPLIES		35.25
0000025550	09/11/2025	MATT DEBLANDER	Dues and Fees		108.50
0000025551	09/11/2025	EPLUS TECHNOLOGY INC	APC - Smart UPS		1,933.26
0000025552	09/11/2025	J C EHRlich	Repairs & Maintenance		191.63
0000025553	09/11/2025	FLINN SCIENTIFIC INC	GENERAL SUPPLIES		249.00
0000025554	09/11/2025	GOPHER SPORTS	GENERAL SUPPLIES		2,022.83
0000025555	09/11/2025	HERITAGE PRINTING & DESIGN	GENERAL SUPPLIES		39.75
0000025556	09/11/2025	HUMMER TURFGRASS SYSTEMS INC	Repairs & Maintenance		4,403.00
0000025557	09/11/2025	HUDL	Purchase Service Tech		15,000.00
0000025558	09/11/2025	JUNIOR LIBRARY GUILD	BOOKS		2,261.42

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Sort: Payment Number

Payment #	Paymnt Dt	Vendor Name	Description Of Purchase	Description Of Purchase	Amount
0000025559	09/11/2025	JESSICA KALEDAS	GENERAL SUPPLIES		63.47
0000025560	09/11/2025	LEWISBURG ALL SPORTS BOOSTERS	Dues and Fees		70.00
0000025561	09/11/2025	MARKET STREET AUTO REPAIR LLC	Repairs & Maintenance		817.57
0000025562	09/11/2025	DOTTIE WHITE MERTZ	Tax Collector Bills Payment		1,988.00
0000025563	09/11/2025	MIDWEST TECHNOLOGY PRODUCTS	GENERAL SUPPLIES		2,008.21
0000025564	09/11/2025	MITTANY LEARNING SERVICES	Nittany Learning Services HS Room		29,708.50
0000025565	09/11/2025	NORTH CENTRAL GARAGE DOOR INC	Repairs & Maintenance		125.00
0000025566	09/11/2025	PITNEY BOWES GLOBAL FIN SERVICES	Repairs & Maintenance		196.77
0000025567	09/11/2025	RANKIN GROUP	Repairs & Maintenance		848.00
0000025568	09/11/2025	ROGERS UNIFORMS	Uniforms		1,721.71
0000025569	09/11/2025	SCHAEGLER YESCO DISTRIBUTION	GENERAL SUPPLIES		1,267.66
0000025570	09/11/2025	ROBERT M. SIDES INC.	GENERAL SUPPLIES		42.00
0000025571	09/11/2025	UGI ENERGY SERVICES	Natural Gas		1,004.89
0000025572	09/11/2025	UGI UTILITIES INC.	Gas		3,323.85
0000025573	09/11/2025	VERIZON WIRELESS	Wireless		214.57
0000025574	09/11/2025	WM CORPORATE SERVICES INC	Disposal Service		3,436.90
0000025575	09/11/2025	WILLIAMSPORT AREA SCHOOL DISTRICT	CTE Student Tuition		372,531.00 #
0000025576	09/11/2025	WOODLANDS BANK	Loan Interest Payment		140,470.14
0000025577	09/11/2025	TRACY WRIGHT	GENERAL SUPPLIES		118.84
0000025578	09/12/2025	NCSS MEMBERSHIP	Dues and Fees		90.00

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Payment Categories: Regular Checks, Non-negotiable Disbursements, Direct Deposits, Manual Checks, Procurement Cards, Credit Cards
Sort: Payment Number

Payment #	Paymnt Dt	Vendor Name	Description Of Purchase	Description Of Purchase	Amount
0000025579	09/12/2025	DELTA DENTAL OF PA	Dental		252.00 #
0000025580	09/18/2025	2310 APPAREL LLC	GENERAL SUPPLIES		104.00
0000025581	09/18/2025	ADAMS SEWER & DRAIN LLC	Repairs & Maintenance		650.00
0000025582	09/18/2025	BSN SPORTS LLC	GENERAL SUPPLIES		725.00
0000025583	09/18/2025	CINTAS	GENERAL SUPPLIES		226.52
0000025584	09/18/2025	DEGOL CARPET	Repairs & Maintenance		0.00
0000025585	09/18/2025	DEMANS SPORTS CENTER	GENERAL SUPPLIES		1,938.00
0000025586	09/18/2025	BLICK ART MATERIALS	GENERAL SUPPLIES		302.63
0000025587	09/18/2025	KURTZ BROTHERS	GENERAL SUPPLIES		68.28
0000025588	09/18/2025	Labels By Pulizzi	GENERAL SUPPLIES		772.22
0000025589	09/18/2025	LANDPRO EQUIPMENT LLC	Repairs & Maintenance		362.57
0000025590	09/18/2025	LEZZER LUMBER CO	GENERAL SUPPLIES		332.40
0000025591	09/18/2025	LIGONIER VALLEY SCHOOL DISTRICT	Alternative Ed		1,046.19 #
0000025592	09/18/2025	MARKET STREET AUTO REPAIR LLC	Repairs & Maintenance		46.95
0000025593	09/18/2025	MEIER SUPPLY CO INC	GENERAL SUPPLIES		18.85
0000025594	09/18/2025	MCNERNEY PAGE VANDERLIN & HALL	Professional Services		1,394.25
0000025595	09/18/2025	PITNEY BOWES GLOBAL FIN SERVICES	Repairs & Maintenance		395.46
0000025596	09/18/2025	PPL ELECTRIC UTILITIES	Electricity		0.00
0000025597	09/18/2025	PAYROLL FUND	GROSS 9-19-25	ER RETIRE 9-19-25	492,364.84
0000025598	09/18/2025	RANKIN GROUP	Repairs & Maintenance		500.00
0000025599	09/18/2025	SANICO INC	GENERAL SUPPLIES		7,389.25

* - Non-Negotiable Disbursement + - Procurement Card Non-Negotiable # - Payable within Payment P - Prenote D - Direct Deposit C - Credit Card ^ - Virtual Payment

FUND ACCOUNTING PAYMENT SUMMARY

Bank Account: GF - General Fund **Payment Dates:** 09/04/2025 - 10/02/2025

Payment Categories: Regular Checks, Non-negotiable Disbursements, Direct Deposits, Manual Checks, Procurement Cards, Credit Cards

Payment #	Paymnt Dt	Vendor Name	Description Of Purchase	Description Of Purchase	Amount
0000025600	09/18/2025	ROBERT M. SIDES INC.	GENERAL SUPPLIES		151.00
0000025601	09/18/2025	ALYSON REED	GENERAL SUPPLIES		274.40
0000025602	09/25/2025	AMPLIFY EDUCATION INC	Workbooks		518.40
0000025603	09/25/2025	ART OF EDUCATION UNIVERSITY	Tuition - K Billman Moore		1,275.00
0000025604	09/25/2025	ATHLETIC ACCOUNT IMPREST FUND	GAME OFFICIALS		3,872.00
0000025605	09/25/2025	BLAST INTERMEDIATE UNIT 17	PROF ED SVCS IU		93,207.21
0000025606	09/25/2025	BOB ROGERS TRAVEL	GENERAL SUPPLIES		215.00
0000025607	09/25/2025	ELAN FINANCIAL SERVICES	Professional Development	General Supplies	8,003.71
0000025608	09/25/2025	CGA-HUSKY FUND	Dues and Fees		175.00
0000025609	09/25/2025	CINTAS	GENERAL SUPPLIES		98.41
0000025610	09/25/2025	CM REGENT LLC	Life Insurance Premiums		759.28
0000025611	09/25/2025	BLICK ART MATERIALS	GENERAL SUPPLIES		4,464.83
0000025612	09/25/2025	JAMES GIRARDI	GENERAL SUPPLIES		224.70
0000025613	09/25/2025	LEIGH JONES	GENERAL SUPPLIES		46.40
0000025614	09/25/2025	KENDALL HUNT PUBLISHING COMPANY	Workbooks		501.12
0000025615	09/25/2025	KURTZ BROTHERS	GENERAL SUPPLIES		955.75
0000025616	09/25/2025	LEZZER LUMBER CO	GENERAL SUPPLIES		327.90
0000025617	09/25/2025	MADISON NATIONAL LIFE INSURANCE CO INC	Long Term Disability Insurance		1,098.54
0000025618	09/25/2025	DOTTIE WHITE MERTZ	Tax Collector Bills Payment		644.00
0000025619	09/25/2025	NOLAND COMPANY	GENERAL SUPPLIES		260.52
0000025620	09/25/2025	PENNSYLVANIA ACADEMIC DECATHLON	Dues and Fees		400.00

*	-	Non-Negotiable Disbursement	+	-	Procurement Card Non-Negotiable	#	-	Payable within Payment	P	-	Prenote	D	-	Direct Deposit	C	-	Credit Card	^	-	Virtual Payment
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FUND ACCOUNTING PAYMENT SUMMARY

Bank Account: GF - General Fund Payment Dates: 09/04/2025 - 10/02/2025

Payment Categories: Regular Checks, Non-negotiable Disbursements, Direct Deposits, Manual Checks, Procurement Cards, Credit Cards
Sort: Payment Number

Payment #	Paymnt Dt	Vendor Name	Description Of Purchase	Description Of Purchase	Amount
0000025621	09/25/2025	PPL ELECTRIC UTILITIES	Electricity		27,404.03
0000025622	09/25/2025	RIVER ROCK ACADEMY LLC	Alternative Ed		8,863.56
0000025623	09/25/2025	SCHAEDLER YESCO DISTRIBUTION	GENERAL SUPPLIES		33.74
0000025624	09/25/2025	ROBERT M. SIDES INC.	Equipment		2,516.00
0000025625	09/25/2025	TRIVIAL TRIVIA WITH CHASE SMITH	Parent Involvement		175.00
0000025626	09/25/2025	WMWA	Water		2,696.52
0000025627	09/25/2025	WILLIAMSPORT AREA SCHOOL DISTRICT	Dues and Fees		150.00
* 000E262561	10/01/2025	WOODLANDS BANK	Wire Transfer Fee		25.00
* 000E262562	10/01/2025	LYCOMING COUNTY INSURANCE CONSORTIUM	Sept 25 Health Insurance Premiums		201,432.90
* 000E262592	09/25/2025	WEX HEALTH INC	HSA Fee for Aug 2025		236.50
* 000E262593	09/08/2025	UNITED CONCORDIA COMPANIES INC	Dental Claims		796.77
* 000E262594	09/12/2025	Wilmington Trust	Payment on 2023 Bond		223,575.00
* 000E262595	09/12/2025	WOODLANDS BANK	Wire Transfer Fee - 23 Bond		25.00
* 000E262596	09/12/2025	Wilmington Trust	Payment on 2024 Bond		202,537.50
* 000E262597	09/12/2025	WOODLANDS BANK	Wire Transfer Fee - 24 Bond		25.00
* 000E262598	09/30/2025	PSERS	Employer POS		43.05
* 000E262599	09/15/2025	UNITED CONCORDIA COMPANIES INC	Dental Claims		2,961.53
* 000E262600	09/22/2025	UNITED CONCORDIA COMPANIES INC	Dental Claims		1,268.84

* - Non-Negotiable Disbursement + - Procurement Card Non-Negotiable # - Payable within Payment P - Prenote D - Direct Deposit C - Credit Card ^ - Virtual Payment

FUND ACCOUNTING PAYMENT SUMMARY

Bank Account: GF - General Fund **Payment Dates:** 09/04/2025 - 10/02/2025

Payment Categories: Regular Checks, Non-negotiable Disbursements, Direct Deposits, Manual Checks, Procurement Cards, Credit Cards

10 - GENERAL FUND	2,661,324.47
Grand Total All Funds	2,661,324.47
Grand Total Credit Cards	0.00
Grand Total Direct Deposits	0.00
Grand Total Manual Checks	(10,954.98)
Grand Total Other Disbursement Non-negotiables	632,927.09
Grand Total Procurement Card Other Disbursement Non-negotiables	0.00
Grand Total Regular Checks	2,039,352.36
Grand Total Virtual Payments	0.00
Grand Total All Payments	2,661,324.47

FUND ACCOUNTING PAYMENT SUMMARY

Bank Account: CF - CAFETERIA FUND Payment Dates: 09/04/2025 - 10/02/2025

Payment Categories: Regular Checks, Non-negotiable Disbursements, Direct Deposits, Manual Checks, Procurement Cards, Credit Cards
Sort: Payment Number

Payment #	Paymnt Dt	Vendor Name	Description Of Purchase	Description Of Purchase	Amount
00000006426	09/05/2025	PAYROLL FUND	GROSS 9-5-25	ER RETIRE 9-5-25	4,018.91
00000006427	09/18/2025	PAYROLL FUND	GROSS 9-19-25	ER RETIRE 9-19-25	10,904.16
50 - FOOD SERVICE FUND					14,923.07
Grand Total All Funds					14,923.07
Grand Total Credit Cards					0.00
Grand Total Direct Deposits					0.00
Grand Total Manual Checks					0.00
Grand Total Other Disbursement Non-negotiables					0.00
Grand Total Procurement Card Other Disbursement Non-negotiables					0.00
Grand Total Regular Checks					14,923.07
Grand Total Virtual Payments					0.00
Grand Total All Payments					14,923.07

FUND ACCOUNTING PAYMENT SUMMARY

Bank Account: CR - CAPITAL RESERVE Payment Dates: 09/04/2025 - 10/02/2025

Payment Categories: Regular Checks, Non-negotiable Disbursements, Direct Deposits, Manual Checks, Procurement Cards, Credit Cards
Sort: Payment Number

Payment #	Paymnt Dt	Vendor Name	Description Of Purchase	Description Of Purchase	Amount
0000001517	09/05/2025	MCKINLEY ARCHITECTURE & ENGINEERING INC	Rommelt Feasibility Study		6,637.76
0000001518	09/05/2025	SILVERTIP INC	HS Hot Water Heater		11,905.00
0000001519	09/19/2025	DEGOL CARPET	HS Girls Locker Room Floor Tile Repair		2,982.56
0000001520	10/01/2025	HONDRU FORD	2025 F350 Ford Truck		54,886.00
22 - CAPITAL RESERVE FUND					76,411.32
Grand Total All Funds					76,411.32
Grand Total Credit Cards					0.00
Grand Total Direct Deposits					0.00
Grand Total Manual Checks					76,411.32
Grand Total Other Disbursement Non-negotiables					0.00
Grand Total Procurement Card Other Disbursement Non-negotiables					0.00
Grand Total Regular Checks					0.00
Grand Total Virtual Payments					0.00
Grand Total All Payments					76,411.32

FUND ACCOUNTING PAYMENT SUMMARY

Bank Account: GO23 - GO BOND 2023 Payment Dates: 09/04/2025 - 10/02/2025

Payment Categories: Regular Checks, Non-negotiable Disbursements, Direct Deposits, Manual Checks, Procurement Cards, Credit Cards
Sort: Payment Number

Payment #	Paymnt Dt	Vendor Name	Description Of Purchase	Description Of Purchase	Amount
0000001086	09/25/2025	ELAN FINANCIAL SERVICES	Central Elem Project		257.45
0000001087	09/26/2025	J C ORR & SON INC	Central Elem Project		63,043.24
0000001088	09/26/2025	QUALITY AIR MECHANICAL INC	Central Elem Project		9,053.10
0000001089	09/26/2025	SILVERTIP INC	Central Elem Project		4,794.27
0000001090	09/26/2025	SITELOGIQ CONSTRUCTION MANAGEMENT	Central Elem Project		4,927.50
0000001091	09/26/2025	TURNKEY ELECTRIC INC	Central Elem Project		27,609.07
41 - DEBT SERVICE FUND					109,684.63
Grand Total All Funds					109,684.63
Grand Total Credit Cards					0.00
Grand Total Direct Deposits					0.00
Grand Total Manual Checks					109,684.63
Grand Total Other Disbursement Non-negotiables					0.00
Grand Total Procurement Card Other Disbursement Non-negotiables					0.00
Grand Total Regular Checks					0.00
Grand Total Virtual Payments					0.00
Grand Total All Payments					109,684.63

FUND ACCOUNTING PAYMENT SUMMARY

Bank Account: GO24 - GO BOND 2024 Payment Dates: 09/04/2025 - 10/02/2025

Payment Categories: Regular Checks, Non-negotiable Disbursements, Direct Deposits, Manual Checks, Procurement Cards, Credit Cards
Sort: Payment Number

Payment #	Paymnt Dt	Vendor Name	Description Of Purchase	Description Of Purchase	Amount
0000001043	09/26/2025	REYNOLDS CONSULTING ENGINEERS INC	High School Project		6,950.00
0000001044	09/26/2025	SITELOGIQ ENERGY SERVICES INC	GESA HS Project		1,642,427.00
41 - DEBT SERVICE FUND					1,649,377.00
Grand Total All Funds					1,649,377.00
Grand Total Credit Cards					0.00
Grand Total Direct Deposits					0.00
Grand Total Manual Checks					1,649,377.00
Grand Total Other Disbursement Non-negotiables					0.00
Grand Total Procurement Card Other Disbursement Non-negotiables					0.00
Grand Total Regular Checks					0.00
Grand Total Virtual Payments					0.00
Grand Total All Payments					1,649,377.00

* - Non-Negotiable Disbursement + - Procurement Card Non-Negotiable # - Payable within Payment P - Prenote D - Direct Deposit C - Credit Card ^ - Virtual Payment

Regular Meeting

SOUTH WILLIAMSPORT AREA SCHOOL DISTRICT Official Record

September 8, 2025

The regular meeting of the South Williamsport Area School Board was called to order at 6:04 PM in the Large Group Instruction Room in the Junior Senior High School by the President, Todd Engel.

Students from Mrs. Wright's Ready Set School program were recognized for their participation in the program while parents shared their positive review of how the program helped their students.

The meeting opened with a Moment of Silence and Pledge to the Flag.

Board Members Present: Bachman, Brigandi, Bukeavich, Engel, Hitesman, Lewis, Miller, Rupert and Young.

Others Present: Jesse Smith – High School Principal, Kim Bollinger – Junior High Principal, Dyan Frame – Elementary Principal, Dwight Woodley – Director of IT/Innovative Learning, Technology, Bill Reifsnyder – Director of Buildings and Grounds, Eric Briggs – Superintendent, Jamie Mowrey – Business Manager, and David Sterngold – Assistant Solicitor.

Visitors: Hilarie German, Christy Pinkerton, Dustin Isenberg, Richard Knecht, Kali Farnsworth, Jeff Mello, Corinn Sees, Dottie Mertz, and Matt Courter - SunGazette.

DISCUSSION ITEMS

DISTRICT CONSTRUCTION UPDATE

Dr. Eric Briggs, Superintendent, informed the school board that the District is in the final stages of the current construction projects at Central Elementary and at the Junior Senior High School and the contractors are working through their final punch lists.

ACTION ITEMS

TREASURERS REPORT

A motion to approve the August 2025 Treasurer's Report was moved by Bachman, seconded by Young. Roll call: Bachman-yes, Brigandi-yes, Bukeavich-yes, Engel-yes, Hitesman-yes, Lewis-yes, Miller-yes, Rupert-yes, and Young-yes; motion carried.

APPROVE BILLS

A motion to approve the payment of bills from the General Fund in the amount of \$954,360.71, Food Service Fund in the amount of \$83,315.00, Capital Reserve Fund in the amount of \$36,211.71, GO Bond 2023 in the amount of \$8,642.49 and GO Bond 2024 in the amount of \$99,942.85 as funds become available was moved by Hitesman, seconded by Miller. Roll call: Bachman-yes, Brigandi-yes, Bukeavich-yes, Engel-yes, Hitesman-yes, Lewis-yes, Miller-yes, Rupert-yes, and Young-yes; motion carried.

MINUTES

A motion to approve the minutes of August 18, 2025 as written was moved by Bukeavich, seconded by Bachman. Roll call: Bachman-yes, Brigandi-yes, Bukeavich-yes, Engel-yes, Hitesman-yes, Lewis-yes, Miller-yes, Rupert-yes, and Young-yes; motion carried.

EMPLOYMENT – INFORMATIONAL

Dr. Briggs accepted a letter of resignation from the following employee:

- Julie Anthony from her Assistant Girls Basketball Coach position effective August 20, 2025

EMPLOYMENT

A motion to approve the following employment was moved by Bachman, seconded by Lewis.

MAINTENANCE AND CUSTODIAN

- Transfer Charles Davis from custodian to maintenance effective September 2, 2025
- Approve Dennis Lowell as lead person on second shift effective September 2, 2025

CERTIFIED SUBSTITUTES FOR THE 2025-2026 SCHOOL YEAR – Kathleen Flerlage, Yvonne Lentz and Matthew Masters

GUEST TEACHERS FOR THE 2025-2026 SCHOOL YEAR – Kristie Harris, Jessica Smith, and Natalya Steppe

MENTORS FOR THE 2025-2026 SCHOOL YEAR at a stipend of \$500– Agnes Coder for Halle Sharp and Alyson Reed for Johnna Harper

JUNIOR HIGH MUSICAL STIPENDS

- Jared Whitford as Director at \$1,500
- Steve Bergerstock as Set Building at \$1,000

ATHLETIC VOLUNTEERS FOR THE 2025-2026 SCHOOL YEAR – Julie Anthony for Girls Basketball and Ashley Burger for Junior High Softball

Roll call: Bachman-yes, Brigandi-yes, Bukeavich-yes, Engel-yes, Hitesman-yes, Lewis-yes, Miller-yes, Rupert-yes, and Young-yes; motion carried.

TRANSPORTATION DRIVERS FOR 2025-2026

A motion to approve the following transportation drivers for the 2025-2026 school year was moved by Hitesman, seconded by Bukeavich.

- Assigned Drivers: Wesley Robey, Lee Bernstein, Bob Lunt, Julie Ranck, Sharon Andrade, Nancy Bieber, Ed Danneker, Paul Biblehimer, and Charlie Brooks.
- Substitute Drivers: Curt Clossen, Renee Dawes, Keith Doverspike, Shane Heydrich, Cameron Kephart, Becky Nettleton, Rexallen Schrum, Bob Smith, Jeremy Wilton, and Doug Wirth

Roll call: Bachman-yes, Brigandi-yes, Bukeavich-yes, Engel-yes, Hitesman-yes, Lewis-yes, Miller-yes, Rupert-yes, and Young-yes; motion carried.

TRANSPORTATION SCHEDULE FOR 2025-2026

A motion to approve the 2025-2026 Transportation Schedules was moved by Miller, seconded by Young. Roll call: Bachman-yes, Brigandi-yes, Bukeavich-yes, Engel-yes, Hitesman-yes, Lewis-yes, Miller-yes, Rupert-yes, and Young-yes; motion carried.

APPROVE POLICY – FIRST READING

A motion to approve first reading of Policy No. 011 – Principles for Governance and Leadership was moved by Miller, seconded by Brigandi. Roll call: Bachman-yes, Brigandi-yes, Bukeavich-yes, Engel-abstain, Hitesman-yes, Lewis-yes, Miller-yes, Rupert-yes, and Young-yes; motion carried.

EXECUTIVE SESSION

There will be an executive session after the meeting regarding personnel; no action to follow.

A motion to adjourn the meeting was made by Miller, seconded by Young. All members present voting yes, the meeting was adjourned at 6:30 PM.

Attest

Jamie Mowrey
Board Secretary



Book	Policy Manual
Section	100 Programs
Title	Academic Standards
Code	102
Status	Active
Adopted	February 3, 2003
Last Revised	August 4, 2014

Purpose

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

Definition

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

Authority

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

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

Guidelines

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

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

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

- Legal
- [1. 22 PA Code 4.11](#)
 - [2. 22 PA Code 4.12](#)
 - [3. 22 PA Code 4.3](#)
 4. Pol. 105
 5. Pol. 107
 6. Pol. 127
 7. Pol. 213
 8. Pol. 113

[22 PA Code 4.4](#)



Book	Policy Manual
Section	100 Programs
Title	Academic Standards
Code	102 Vol IV 2025
Status	From PSBA

Purpose

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

Definition

Academic standards means what a student should know and be able to do at a specified grade level. For purposes of **this** policy, the term **academic standards encompasses** Pennsylvania Core Standards, state academic standards and local academic standards.^[3]

Authority

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

1. English Language Arts (**reading, writing, speaking and listening**).
2. Mathematics.
3. **Science, Environment, Ecology, Technology and Engineering (Grades K-5).**
4. **Science, Environment and Ecology (Grades 6-12).**
5. **Technology and Engineering (Grades 6-12).**
6. Social Studies (history, geography, civics and government, economics) - to include reading in history and social studies, and writing for history and social studies.
7. Arts and Humanities.
8. Career Education and Work.
9. Health, Safety and Physical Education.
10. Family and Consumer **Sciences**.

Guidelines

The district's curriculum shall be designed to provide students with the planned instruction needed to attain established academic standards.^{[2][4][5]}

The district shall assess individual student attainment of established academic standards and provide assistance for students having difficulty attaining academic standards.^{[2][6][7]}

Students with disabilities may attain academic standards by completion of their Individualized Education Programs in accordance with law, regulations and Board policy.^{[2][8]}

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Legal	1. 22 PA Code 4.11
	2. 22 PA Code 4.12
	3. 22 PA Code 4.3
	4. Pol. 105
	5. Pol. 107
	6. Pol. 127

7. Pol. 212

8. Pol. 113

[22 PA Code 4.4](#)



Book	Policy Manual
Section	100 Programs
Title	Curriculum
Code	105
Status	Active
Last Revised	May 21, 2018

Purpose

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

Definition

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

Authority

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

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

Guidelines

The district's curriculum shall provide the following:

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

Delegation of Responsibility

As the educational leader of the district, the Superintendent shall be responsible to the Board for the district's curriculum. S/He shall establish procedures for curriculum development, evaluation and modification, which ensure the utilization of available resources, and effective participation of [1]

administrators

teaching staff members

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

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

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

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

Legal

- [1. 22 PA Code 4.4](#)
- [2. 22 PA Code 4.3](#)
- [3. 22 PA Code 4.12](#)
- 4. Pol. 102
- [5. 24 P.S. 1511](#)
- [6. 24 P.S. 1512](#)
- 7. Pol. 107
- 8. Pol. 127
- 9. Pol. 109
- 10. Pol. 112
- 11. Pol. 113
- [12. 22 PA Code 4.26](#)
- 13. Pol. 138
- 14. Pol. 103
- 15. Pol. 103.1
- 16. Pol. 115
- 17. Pol. 114
- 18. Pol. 805
- 19. Pol. 105.1
- [22 PA Code 4.21](#)
- [22 PA Code 4.22](#)
- [22 PA Code 4.23](#)
- [22 PA Code 4.25](#)
- [22 PA Code 4.27](#)
- [22 PA Code 4.29](#)
- [22 PA Code 4.82](#)
- Pol. 100
- Pol. 106
- Pol. 116

[105.2-AR-0-ExemptionFromInstruct.doc \(49 KB\)](#)

[105.2-AR-1-ReqForExmptFromInstruct.doc \(56 KB\)](#)

[105.2-AR-2-RespToReqForExmpt.doc \(54 KB\)](#)

[105.2-AR-3-ExemptFromDissAct.doc \(51 KB\)](#)

[105-AR-1-PropForPilotProg.doc \(61 KB\)](#)

[105-AR-2-EvalDispOfPilotProg.doc \(59 KB\)](#)



Book	Policy Manual
Section	100 Programs
Title	Curriculum
Code	105
Status	First Reading

Purpose

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

Definition

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

Authority

The Board shall be responsible for the curriculum of the district's schools. The curriculum shall be designed to provide students the opportunity to achieve the academic standards established by the Board. Attaining the academic standards requires students to demonstrate the acquisition and application of knowledge.[1][2][4]

In order to provide a quality educational program for district students, the Board shall adopt a curriculum plan that includes the requirements for courses to be taught; subjects to be taught in the English language; courses adapted to the age, development and needs of students; and strategies for assisting those students having difficulty attaining the academic standards.[1][2][5][6][7][8]

Special Instruction/Observances

The district's curriculum plan must also include provisions for special instruction and observances to comply with state and federal law including, but not limited to, Constitution Day and Citizenship Day, Arbor Day and the Bill of Rights Week. [9][10][11]

Guidelines

The district's curriculum shall provide the following:

1. {X} Continuous learning through effective collaboration among the schools of this district.
2. {X} Continuous access for all students to sufficient programs and services of a library/media facility and classroom collection to support the educational program.[12]
3. {X} Guidance and counseling services for all students to assist in career and academic planning.[13]
4. {X} A continuum of educational programs and services for all students with disabilities, pursuant to law and regulation.[14]
5. {X} Language Instruction Educational Program for English Learner students, pursuant to law, regulation and Board policy.[15][16]
6. {X} Compensatory education programs for students, pursuant to law and regulation.
7. {X} Equal educational opportunity for all students, pursuant to law and regulation.[17][18]
8. {X} Career awareness and vocational education, pursuant to law and regulation.[19]
9. {X} Educational opportunities for identified gifted students, pursuant to law and regulation.[20]
10. {X} Regular and continuous instruction in required safety procedures.[21]

Delegation of Responsibility

As the educational leader of the district, the Superintendent shall be responsible to the Board for the district's curriculum. **The Superintendent** shall establish procedures for curriculum development, evaluation and modification, which ensure the utilization of available resources, and effective participation of [1]

{X} administrators

{X} teaching staff members

{ } students

{ } community members

{ } Board members.

A listing of all curriculum materials shall be made available for the information of parents/guardians, students, staff and Board members.
[\[1\]\[22\]](#)

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

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

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

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Legal

[1. 22 PA Code 4.4](#)

[2. 22 PA Code 4.12](#)

[3. 22 PA Code 4.3](#)

4. Pol. 102

[5. 24 P.S. 1511](#)

[6. 24 P.S. 1512](#)

7. Pol. 107

8. Pol. 127

[9. 36 U.S.C. 106](#)

[10. P.L. 108-447](#)

[11. 24 P.S. 1541-1555](#)

12. Pol. 109

13. Pol. 112

14. Pol. 113

[15. 22 PA Code 4.26](#)

16. Pol. 138

17. Pol. 103

18. Pol. 103.1

19. Pol. 115

20. Pol. 114

21. Pol. 805

22. Pol. 105.1

[22 PA Code 4.21](#)

[22 PA Code 4.22](#)

[22 PA Code 4.23](#)

[22 PA Code 4.25](#)

[22 PA Code 4.27](#)

[22 PA Code 4.29](#)

[22 PA Code 4.82](#)

Pol. 100

Pol. 106

Pol. 116



Book	Policy Manual
Section	100 Programs
Title	Extracurricular Activities
Code	122
Status	Active
Adopted	February 3, 2003
Last Revised	August 20, 2012

Purpose

The Board recognizes the educational values inherent in student participation in extracurricular activities and supports the concept of student organizations for such purposes as building social relationships, developing interests in a specific area, and gaining an understanding of the elements and responsibilities of good citizenship.

Definition

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

Authority

The Board shall make school facilities, supplies and equipment available and shall assign staff members for the support of extracurricular activities for students. Such availability and assignment shall be in accordance with the Equal Access Act.[2][3][4][5]

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

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

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

1. The Board's responsibility for provision of supplies shall carry the same exemptions as listed in the Board's policy on regular school supplies.[6]
2. Students may assume all or part of the costs for travel and attendance at extracurricular events and trips.
3. Where eligibility requirements are necessary or desirable, the Board shall be informed and must approve the establishment of eligibility standards before they are operable.

Off-Campus Activities

This policy shall also apply to student conduct that occurs off school property and would otherwise violate the Code of Student Conduct if any of the following circumstances exist:[7]

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

Delegation of Responsibility

Each school year, prior to participation in an athletic activity, every student athlete and his/her parent/guardian shall sign and return the acknowledgement of receipt and review of the Concussion and Traumatic Brain Injury Information Sheet.[9][11]

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

Guidelines

Guidelines shall ensure that the program of extracurricular activities:

1. Assesses the needs and interests of and is responsive to district students.
2. Invites the participation of parents/guardians and community in developing extracurricular activities. Such participation shall be in accordance with the Equal Access Act.[3]
3. Involves students in developing and planning extracurricular activities.
4. Ensures provision of competent guidance and supervision by staff.
5. Guards against exploitation of students.
6. Provides a variety of experiences and diversity of organizational models.
7. Provides for continuing evaluation of the program and its components.
8. Ensures that all extracurricular activities are open to all students and that all students are fully informed of the opportunities available to them.[1][10]

Equal Access Act

The district shall provide secondary students the opportunity for noncurriculum- related student groups to meet on the school premises during noninstructional time for the purpose of conducting a meeting within the limited open forum on the basis of religious, political, philosophical, or other content of the speech at such meetings. Such meetings must be voluntary, student-initiated, and not sponsored in any way by the school, its agents or employees.[3]

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

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

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

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

Legal

[1. 22 PA Code 12.1](#)

[2. 24 P.S. 511](#)

[3. 20 U.S.C. 4071 et seq](#)

4. Pol. 103

5. Pol. 103.1

6. Pol. 110

7. Pol. 218

9. Pol. 123.1

[10. 22 PA Code 12.4](#)

[11. 24 P.S. 5323](#)

[24 P.S. 5321 et seq](#)

Pol. 000



Book	Policy Manual
Section	100 Programs
Title	Extracurricular Activities
Code	122
Status	First Reading

Purpose

The Board recognizes the educational values inherent in student participation in extracurricular activities and supports the concept of student organizations for such purposes as **enriching the educational experience**, building social relationships, developing interests in a specific area, **promoting civic engagement** and gaining an understanding of the elements and responsibilities of **teamwork, leadership and good citizenship**.

Definitions

For purposes of this policy, **extracurricular activities** refers to programs, **including athletic activities**, that are sponsored or approved by the **Board**, are conducted wholly or partly outside the regular school **day** and are equally available to all students who voluntarily elect to participate.

For purposes of this policy, an **athletic activity** shall mean all of the following: [\[1\]](#)[\[2\]](#)

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

Authority

The Board shall make school facilities, supplies and equipment available and shall assign staff members for the support of extracurricular activities for students. Such availability and assignment shall be in accordance with the Equal Access Act **and other applicable laws, regulations and Board policies.** [\[3\]](#)[\[4\]](#)[\[5\]](#)[\[6\]](#)[\[7\]](#)

The Board encourages secondary level students to pursue clubs and interests that may not be related directly to any of the curriculum programs offered in the district. In pursuit of such goal and in compliance with law, the Board maintains a limited open forum in which secondary students may meet for voluntary student-initiated activities unrelated directly to the curriculum, regardless of the religious, political, philosophical or other content of the speech related to such activities. [\[3\]](#)[\[7\]](#)

Any extracurricular activity shall be considered under the sponsorship of this Board when it has been

- {X} approved by the Board upon recommendation of the Superintendent.
- { } approved by the Superintendent and reported to the Board for its review.
- { } approved by the Superintendent upon recommendation of the building principal.

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

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

Where eligibility requirements are necessary or desirable, the Board shall **determine the standards for eligibility to be met by all students participating in an extracurricular activity.** [\[4\]](#)[\[9\]](#)

The Board directs that no student may participate in extracurricular activities who has not:

1. {X} **Met the requirements for academic eligibility.** [\[4\]](#)
2. {X} **Complied with the requirements of applicable Board policies and administrative regulations.** [\[10\]](#)[\[11\]](#)[\[12\]](#)
3. {X} **Attended school regularly.** [\[13\]](#)

4. {X} Been in attendance on the day of the activity, event or practice for the hours required.
5. {X} Returned all school equipment previously used as directed.
6. {X} Adhered to other applicable conduct standards.

Off-Campus Activities

Student conduct that occurs off school property or during nonschool hours shall be addressed in accordance with the provisions of the student discipline policy regarding on and off-campus activities.[12]

Delegation of Responsibility

Each school year, prior to participation in an athletic activity, every student athlete and their parent/guardian shall sign and return the **acknowledgment** of receipt and review of the following:[2][10][11][14]

1. Concussion and Traumatic Brain Injury Information Sheet.
2. Sudden Cardiac Arrest Symptoms and Warning Signs Information Sheet, **that includes information about electrocardiogram testing.**

The Superintendent or designee shall develop administrative regulations to implement the extracurricular activities program.

Guidelines

Guidelines shall ensure that the program of extracurricular activities:

1. {X} Assesses the needs and interests of and is responsive to district students.
2. {X} Invites the participation of parents/guardians and **the** community in developing extracurricular activities. Such participation shall be in accordance with the Equal Access Act.[3]
3. {X} Involves students in developing and planning extracurricular activities.
4. {X} Ensures provision of competent guidance and supervision by staff.
5. {X} Guards against exploitation of students.
6. {X} Provides a variety of experiences and diversity of organizational models.
7. {X} Provides for continuing evaluation of the program and its components.
8. {X} Ensures that all extracurricular activities are open to all students, **without discrimination**, and that all students are fully informed of the opportunities available to them.[15][16]

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Legal

[1. 24 P.S. 5322](#)

[2. 24 P.S. 1425](#)

[3. 20 U.S.C. 4071 et seq](#)

[4. 24 P.S. 511](#)

5. Pol. 103

6. Pol. 103.1

7. Pol. 122.1

8. Pol. 110

[9. 22 PA Code 12.3](#)

10. Pol. 123.1

11. Pol. 123.2

12. Pol. 218

13. Pol. 204

[14. 24 P.S. 5323](#)

[15. 22 PA Code 12.1](#)

[16. 22 PA Code 12.4](#)

[24 P.S. 5321 et seq](#)

Mahanoy Area School District v. B.L., 594 U.S. 180 (2021)



Book	Policy Manual
Section	100 Programs
Title	Nonschool-Sponsored Student Groups
Code	122.1 Vol IV 2025
Status	From PSBA

NOTE: It is important to distinguish that Policy 122.1 only applies to nonschool-sponsored student-initiated groups seeking permission to use district premises to meet. In this policy, it is the granting of the opportunity to meet that is approved; not the group itself.

- **Extracurricular activities that are sponsored or approved by the Board are governed by Policy 122. Extracurricular Activities.**
- **Nonschool organizations, groups and individuals initiating a request for use of school facilities or dissemination of materials are governed by policies 707. Use of School Facilities and 913. Nonschool Organizations/Groups/Individuals.**

Purpose

The district, by making a limited open forum available, provides the opportunity for nonschool-sponsored groups of secondary students to meet, without discrimination, on school district premises during noninstructional time for the purpose of conducting a meeting regardless of the religious, political, philosophical or other content of the speech at such meetings. [1][2][3]

Definitions

Noninstructional time - the time set aside by the school before actual classroom instruction begins, after actual classroom instruction ends or during time designated for lunch.

Limited open forum - a public secondary school has a limited open forum whenever such school grants an offering to or opportunity for one or more noncurriculum-related student groups to meet on school premises during noninstructional time. [1]

Authority

Meetings of nonschool-sponsored student groups (student groups) must be voluntary, student-initiated and conducted in accordance with applicable state and federal laws, regulations, Board policies and school rules. [1][2][3][4]

Such meetings must not be sponsored in any way by the school district, its agents or employees. [1]

The meetings of student groups cannot materially and substantially interfere with the orderly conduct of the educational activities in the school. [1]

Availability and assignment of facilities, supplies and equipment necessary to conduct such meetings shall be provided in accordance with the Equal Access Act. [1]

Delegation of Responsibility

The Superintendent or designee may establish procedures regarding the length of meetings, permissible number of meetings per week and other limitations deemed reasonably necessary.

The Superintendent or designee will designate areas within district buildings and outside areas authorized for meetings of student groups. Access to areas which have not been designated as meeting spaces by the Superintendent or designee is prohibited.

A district employee will be assigned to attend and monitor each student group meeting. Monitors will attend the meetings in a nonparticipatory capacity for the purpose of maintaining order. The assignment of a monitor does not constitute sponsorship of the student group or meeting. [1]

District employees will not be required to attend any meeting where the content of the speech is contrary to their beliefs. [1]

District administrators and staff retain the authority to: [1]

1. **Maintain order and discipline on district premises.**
2. **Protect the well-being of students and employees.**

3. Assure the attendance of students at such meetings is voluntary.**Guidelines**

Students seeking permission to form a student group to meet during noninstructional time must submit a written request to the building principal on the designated district form.

All activities of the student group must be led by the student members of the group. The meetings and activities may not be directed, conducted, controlled or regularly attended by individuals from outside the school.[1]

Guests may be invited but may not be regular participants in the student meetings. All guests must comply with Board policy regarding school visitors.[5]

Materials prepared for dissemination on district premises must comply with the provisions of Board policy relating to the dissemination of materials.[6]

Public funds may not be used for the operation of the meetings beyond the incidental cost of providing the space for the group to meet.

✂ The student group may not be advertised as a school-sponsored activity. All announcements and disseminated materials must include a disclaimer of school sponsorship or endorsement.

Students in violation of this policy and applicable rules may result in loss of the right to meet on school premises and/or disciplinary action.[4]

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Legal

[1. 20 U.S.C. 4071 et seq](#)

2. Pol. 103

3. Pol. 103.1

4. Pol. 218

5. Pol. 907

6. Pol. 220

Wolfe ex rel. Wolfe v. Twin Valley School District, No. 23-4501 (E.D. Pa. March 26, 2025), 2025 WL 920257



Book	Policy Manual
Section	100 Programs
Title	Interscholastic Athletics
Code	123
Status	Active
Adopted	December 3, 2003
Last Revised	August 20, 2012

Purpose

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

The program fosters the growth of school loyalty within the student body as a whole and stimulates community interest.

The game activities and practice sessions provide opportunities to teach the values of competition, sportsmanship, and teamwork.

Definition

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

Authority

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

The Board shall approve a program of interscholastic athletics and require that all facilities utilized in that program, whether or not the property of this Board, properly safeguard both players and spectators and are kept free from hazardous conditions.[5]

The Board shall determine the standards of eligibility to be met by all students participating in an interscholastic program. Such standards shall require that each student, before participating in any interscholastic activity, be covered by student accident insurance; be free of injury; and undergo a physical examination by a licensed physician.[5]

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

The Board directs that no student may participate in interscholastic athletics who has not:[5]

1. Met the requirements for academic eligibility.
2. Complied with the requirements of the Code of Conduct for Interscholastic Athletics and Board policies and administrative regulations related to student discipline.
3. Attended school regularly.[6]
4. Been in attendance on the day of the athletic event or practice for the hours required.
5. Returned all school athletic equipment previously used.
6. Adhered to applicable discipline standards.[7]

Off-Campus Activities

This policy shall also apply to student conduct that occurs off school property and would otherwise violate the Code of Student Conduct if any of the following circumstances exist:[7]

1. The conduct occurs during the time the student is traveling to and from school or traveling to and from school-sponsored activities, whether or not via school district furnished transportation.
2. The student is a member of an extracurricular activity and has been notified that particular off-campus conduct could result in exclusion from such activities.
3. Student expression or conduct materially and substantially disrupts the operations of the school, or the administration reasonably anticipates that the expression or conduct is likely to materially and substantially disrupt the operations of the school.

4. The conduct has a direct nexus to attendance at school or a school-sponsored activity, for example, a transaction conducted outside of school pursuant to an agreement made in school, that would violate the Code of Student Conduct if conducted in school.
5. The conduct involves the theft or vandalism of school property.
6. There is otherwise a nexus between the proximity or timing of the conduct in relation to the student's attendance at school or school-sponsored activities.

Delegation of Responsibility

Each school year, prior to participation in an interscholastic athletic activity, every student athlete and his/her parent/guardian shall sign and return the acknowledgement of receipt and review of the Concussion and Traumatic Brain Information Sheet.[9][12]

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

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

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

The Superintendent shall ensure that interscholastic athletics are open to all eligible students and that all students are fully informed of the opportunities available to them.[10][11]

Legal

[1. 22 PA Code 4.27](#)

[2. 34 CFR 106.41](#)

3. Pol. 103

4. Pol. 103.1

[5. 24 P.S. 511](#)

6. Pol. 204

7. Pol. 218

9. Pol. 123.1

[10. 22 PA Code 12.1](#)

[11. 22 PA Code 12.4](#)

[12. 24 P.S. 5323](#)

[24 P.S. 5321 et seq](#)



Book	Policy Manual
Section	100 Programs
Title	Interscholastic Athletics
Code	123
Status	First Reading

Purpose

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

{X} The **Interscholastic athletic** program fosters the growth of school loyalty within the student body as a whole and **inspires** community interest.

{X} **Interscholastic athletic** activities and practice sessions provide opportunities to teach the values of competition, sportsmanship, and teamwork.

Definition

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

Authority

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

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

The Board shall determine the standards of eligibility to be met by all students participating in **the interscholastic athletic** program. Such standards shall require that each student, before participating in any interscholastic **athletic** activity, be covered by student accident insurance and undergo a physical examination by a licensed physician **to ensure that there are no obvious illnesses and/or injuries that would place the student or others at enhanced risk of injury.**[6][7]

The **Board adopts the** eligibility standards set by the Constitution **and Bylaws** of the Pennsylvania Interscholastic Athletic Association (**P.I.A.A.**).

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

1. {X} Met the requirements for academic eligibility.
2. {X} Complied with the requirements of **applicable handbooks**, Board policies and administrative regulations.[8][9][10]
3. {X} Attended school regularly.[11]
4. {X} Been in attendance on the day of the athletic event or practice for the hours required.
5. {X} Returned all school athletic equipment previously used.
6. {X} Adhered to **other applicable conduct** standards.

Off-Campus Activities

Student conduct that occurs off school property **or during nonschool hours shall comply with the provisions of the student discipline policy addressing on and off-campus activities.**[10]

Delegation of Responsibility

Each school year, prior to participation in an interscholastic athletic activity, every student athlete and their parent/guardian shall sign and return the **acknowledgment** of receipt and review of the following:[8][9][12][13]

1. Concussion and Traumatic Brain Injury Information Sheet.

2. Sudden Cardiac Arrest Symptoms and Warning Signs Information Sheet, **that includes information about electrocardiogram testing.**

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

{ } The Superintendent shall inform the Board of changes in **the** schedule as they occur.

{ } The Superintendent shall secure Board approval before making any changes **to the** schedule.

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

The Superintendent shall ensure that similar athletic programs are offered to both sexes in proportion to the district's enrollment, **In accordance with Title IX regulations.** [\[3\]](#)

{ } The Superintendent shall ensure that interscholastic athletics are open to all eligible students and that all students are fully informed of the opportunities available to them. [\[14\]](#)[\[15\]](#)

Guidelines

Male/Female Athletic Opportunities Report

By October 15 of each year, on the designated disclosure form, the Superintendent or designee shall report to the PA Department of Education the interscholastic athletic opportunities and treatment for male and female secondary school students for the preceding school year. [\[16\]](#)

By November 1 of each year, the completed disclosure form shall be made available for public inspection during regular business hours and posted on the district's website. [\[16\]](#)

The availability of the completed disclosure form shall be announced by posting a notice on school bulletin boards, in the school newspaper, on any electronic mailing list or list serve, and by any other reasonable means. [\[16\]](#)

{ X } Name, Image and Likeness

Students and their parents/guardians are responsible for following the rules set by the P.I.A.A. for the student to maintain their amateur status in order to be continuously eligible to participate in the district's interscholastic athletics program. [\[17\]](#)

Students may use their own name, image and likeness for such permissible activities that include commercial endorsements, promotional activities, social media presence, product or service advertisements and unique digital items/assets. [\[17\]](#)

District employees and any individual affiliated with a P.I.A.A. member school, including booster clubs, coaches, collectives, administrators and alumni, are prohibited from soliciting, arranging, negotiating or paying for a student's use of their name, image and likeness and/or the provision of consideration to a student for the use of their name, image and likeness. This provision does not apply if the use of the name, image and likeness is for their own child. [\[17\]](#)

Students must notify the building principal or Athletic Director upon entering into any type of name, image and likeness contracts or agreements within seventy-two (72) hours of entering into such contract or agreement. Such notification does not serve as approval by the district of any name, image and likeness contract or agreement. [\[17\]](#)

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Legal

[1. 22 PA Code 4.27](#)

[2. 24 P.S. 1601-C et seq](#)

[3. 34 CFR 106.41](#)

4. Pol. 103

5. Pol. 103.1

[6. 24 P.S. 511](#)

[7. PIAA Bylaws, Article V](#)

8. Pol. 123.1

9. Pol. 123.2

10. Pol. 218

11. Pol. 204

[12. 24 P.S. 5323](#)

[13. 24 P.S. 1425](#)

[14. 22 PA Code 12.1](#)

[15. 22 PA Code 12.4](#)

[16. 24 P.S. 1603-C](#)

[17. PIAA Bylaws, Article II](#)



Book	Policy Manual
Section	200 Pupils
Title	Diabetes Management
Code	209.2 Vol IV 2025
Status	From PSBA

Purpose

The Board recognizes that an effective program of diabetes management in school is crucial to:

1. The immediate safety of students with diabetes.
2. The long-term health of students with diabetes.
3. Ensure that students with diabetes are ready to learn and participate fully in school activities.
4. Minimize the possibility that diabetes-related emergencies will disrupt classroom activities.

Authority

The Board adopts this policy in accordance with applicable state and federal laws and regulations, and Board policies and administrative regulations, regarding the provision of student health services.[1][2][3][4][5][6][7][8][9]

Definitions

Diabetes Medical Management Plan (DMMP) means a document describing the medical orders or diabetes regimen developed and signed by the student's health care practitioner and parent/guardian.[1]

Individualized Education Program (IEP) means the written educational statement for each student with a disability that is developed, reviewed and revised in accordance with federal and state laws and regulations. A **student with a disability** is a school-aged child within the jurisdiction of the district who has been evaluated and found to have one or more disabilities as defined by law, and who requires, because of such disabilities, special education and related services.[7]

Section 504 Service Agreement (Service Agreement) means an individualized plan for a qualified student with a disability which sets forth the specific related aids, services, or accommodations needed by the student, which shall be implemented in school, in transit to and from school, and in all programs and procedures, so that the student has equal access to the benefits of the school's educational programs, nonacademic services, and extracurricular activities. A **qualified student with a disability** means a student who has a physical or mental disability which substantially limits or prohibits participation in or access to an aspect of the district's educational programs, nonacademic services or extracurricular activities.[6]

Trained Diabetes Personnel means nonlicensed school employees who have successfully completed the required training.

Guidelines

Before a student can receive diabetes-related care and treatment in a school setting, the student's parent/guardian shall provide written authorization for such care and instructions from the student's health care practitioner. The written authorization may be submitted as part of a student's DMMP.[3]

Diabetes-related care shall be provided in a manner consistent with Board policy, district procedures and individualized student plans such as an IEP, Service Agreement or DMMP.[2][3][4][6][7][9]

In order to maintain a student's health and safety, each student's individualized plan shall address what information will be provided to school staff and other adults who have responsibility for the student in the school setting.[3][6][7][10][11]

Student health records shall be confidential and maintained in accordance with state and federal laws and regulations.[12][13][14]

Trained Diabetes Personnel

The school nurse, in consultation with the Superintendent or designee, may identify at least one (1) school employee, who is not the school nurse and who does not need to be a licensed health care practitioner, in each school building attended by a student with diabetes to perform diabetes care and treatment for students. The identified school employee has the right to decline this role.[2]

An identified school employee who has accepted this role shall complete the training developed by the state or training offered by a licensed health care practitioner with expertise in the care and treatment of diabetes, that includes at a minimum:[2]

1. An overview of all types of diabetes.

2. Means of monitoring blood glucose.
3. The symptoms and treatment for blood glucose levels outside of target ranges, as well as symptoms and treatment for hypoglycemia, hyperglycemia and other potential emergencies.
4. Techniques on administering glucagon and insulin.

The identified school employee shall complete such training on an annual basis.[2]

Upon successful completion of the required training, individual trained diabetes personnel may be designated in a student's Service Agreement or IEP to administer diabetes medications, use monitoring equipment and provide other diabetes care.[2]

If the diabetes-related care provided to a particular student by trained diabetes personnel will include administration of diabetes medication via injection or infusion, the Board shall require the following:[2]

1. The parent/guardian and the student's health care practitioner must provide written authorization for such administration; and
2. The trained diabetes personnel must receive annual training for such administration from a licensed health care practitioner with expertise in the care and treatment of diabetes.

Training of Other School Personnel

School employees, including classroom teachers, lunchroom staff, coaches and bus drivers, shall receive annual diabetes care training appropriate to their responsibilities for students with diabetes.

Student Possession and Use of Diabetes Medication and Monitoring Equipment

Prior to student possession or use of diabetes medication and monitoring equipment, the Board shall require the following:[4][15]

1. A written request from the parent/guardian that the school comply with the instructions of the student's health care practitioner. The request from the parent/guardian shall include a statement relieving the district and its employees of responsibility for the prescribed medication or monitoring equipment and acknowledging that the school is not responsible for ensuring that the medication is taken or the monitoring equipment is used.
2. A written statement from the student's health care practitioner that provides:
 - a. Name of the drug.
 - b. Prescribed dosage.
 - c. Times when medication is to be taken.
 - d. Times when monitoring equipment is to be used.
 - e. Length of time medication and monitoring equipment is prescribed.
 - f. Diagnosis or reason medication and monitoring equipment is needed.
 - g. Potential serious reactions to medication that may occur.
 - h. Emergency response.
 - i. Whether the child is competent and able to self-administer the medication or monitoring equipment and to practice proper safety precautions.
3. A written acknowledgement from the school nurse that the student has demonstrated that s/he is capable of self-administration of the medication and use of the monitoring equipment.
4. A written acknowledgement from the student that s/he has received instruction from the student's health care practitioner on proper safety precautions for the handling and disposal of the medications and monitoring equipment, including acknowledgement that the student will not allow other students to have access to the medication and monitoring equipment and that s/he understands appropriate safeguards.

The written request for student possession and use of diabetes medication and monitoring equipment shall be reviewed annually, along with the required written statements from the parent/guardian and the student's health care practitioner. If there is a change in the student's prescribed care plan, level of self-management or school circumstances during the school year, the parent/guardian and the student's health care practitioner shall update the written statements.

Students shall be prohibited from sharing, giving, selling and using diabetes medication and monitoring equipment in any manner other than which it is prescribed during school hours, at any time while on school property, at any school-sponsored activity and during the time spent traveling to and from school and school-sponsored activities. Violations of this policy, provisions of a Service Agreement or IEP, or demonstration of unwillingness or inability to safeguard the medication and monitoring equipment may result in loss of privilege to self-carry the diabetes medication and monitoring equipment, and may result in disciplinary action in accordance with Board policy and applicable procedural safeguards.[4][6][10][16][17]

If the district prohibits a student from possessing and self-administering diabetes medication and operating monitoring equipment, or if a student is not capable of self-administering diabetes medication or operating monitoring equipment, the district shall ensure that the diabetes medication and monitoring equipment is appropriately stored in a readily accessible location in the student's building. The school

nurse and other designated school employees shall be informed where the medication and monitoring equipment is stored and the means to access them.[4]

Delegation of Responsibility

The Superintendent or designee, in conjunction with the school nurse(s), shall develop administrative regulations for care and treatment of students with diabetes in the school setting.

The Superintendent or designee shall coordinate training for school employees. Such training may be included in the district's Professional Education Plan.[2][18][19]

The Superintendent or designee shall annually distribute to all staff, students and parents/guardians this policy along with the Code of Student Conduct. **In addition, the district must make the Type 1 Diabetes Fact Sheet developed by the PA Department of Health available to parents/guardians when their child is first enrolled in elementary school and again upon their child's entry into grade six. The Diabetes Fact Sheet must be made available in writing, electronically or on the school district's publicly accessible Internet website.**[16][20][21]

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Legal

[1. 24 P.S. 1401](#)

[2. 24 P.S. 1414.3](#)

[3. 24 P.S. 1414.4](#)

[4. 24 P.S. 1414.5](#)

[5. 24 P.S. 1414.7](#)

6. Pol. 103.1

7. Pol. 113

8. Pol. 209

9. Pol. 209.1

10. Pol. 113.1

11. Pol. 810

[12. 24 P.S. 1409](#)

13. Pol. 113.4

14. Pol. 216

[15. 22 PA Code 12.41](#)

16. Pol. 218

17. Pol. 227

18. Pol. 100

19. Pol. 333

[20. 22 PA Code 12.3](#)

[21. 24 P.S. 1414.12](#)

[24 P.S. 510](#)

Pol. 210



Book	Policy Manual
Section	200 Pupils
Title	Diabetes Management
Code	209.2
Status	Active
Adopted	September 11, 2017

Purpose

The Board recognizes that an effective program of diabetes management in school is crucial to:

1. The immediate safety of students with diabetes.
2. The long-term health of students with diabetes.
3. Ensure that students with diabetes are ready to learn and participate fully in school activities.
4. Minimize the possibility that diabetes-related emergencies will disrupt classroom activities.

Authority

The Board adopts this policy in accordance with applicable state and federal laws and regulations, and Board policies and administrative regulations, regarding the provision of student health services.[1][2][3][4][5][6][7][8][9]

Definitions

Diabetes Medical Management Plan (DMMP) means a document describing the medical orders or diabetes regimen developed and signed by the student's health care practitioner and parent/guardian.[2]

Individualized Education Program (IEP) means the written educational statement for each student with a disability that is developed, reviewed and revised in accordance with federal and state laws and regulations. A student with a disability is a school-aged child within the jurisdiction of the district who has been evaluated and found to have one or more disabilities as defined by law, and who requires, because of such disabilities, special education and related services.[7]

Section 504 Service Agreement (Service Agreement) means an individualized plan for a qualified student with a disability which sets forth the specific related aids, services, or accommodations needed by the student, which shall be implemented in school, in transit to and from school, and in all programs and procedures, so that the student has equal access to the benefits of the school's educational programs, nonacademic services, and extracurricular activities. A qualified student with a disability means a student who has a physical or mental disability which substantially limits or prohibits participation in or access to an aspect of the district's educational programs, nonacademic services or extracurricular activities.[1]

Trained Diabetes Personnel means nonlicensed school employees who have successfully completed the required training.

Guidelines

Before a student can receive diabetes-related care and treatment in a school setting, the student's parent/guardian shall provide written authorization for such care and instructions from the student's health care practitioner. The written authorization may be submitted as part of a student's DMMP.[5]

Diabetes-related care shall be provided in a manner consistent with Board policy, district procedures and individualized student plans such as an IEP, Service Agreement or DMMP.[1][3][4][5][7][9]

In order to maintain a student's health and safety, each student's Individualized plan shall address what information will be provided to school staff and other adults who have responsibility for the student in the school setting.[1][5][7][10][11]
Student health records shall be confidential and maintained in accordance with state and federal laws and regulations.[12][13][14]

Trained Diabetes Personnel

The school nurse, in consultation with the Superintendent or designee, may identify at least one (1) school employee, who is not the school nurse and who does not need to be a licensed health care practitioner, in each school building attended by a student with diabetes to perform diabetes care and treatment for students. The identified school employee has the right to decline this role.[4]

An identified school employee who has accepted this role shall complete the training developed by the state or training offered by a licensed health care practitioner with expertise in the care and treatment of diabetes, that includes at a minimum:[4]

1. An overview of all types of diabetes.

2. Means of monitoring blood glucose.

3. The symptoms and treatment for blood glucose levels outside of target ranges, as well as symptoms and treatment for hypoglycemia, hyperglycemia and other potential emergencies.

4. Techniques on administering glucagon and insulin.

The identified school employee shall complete such training on an annual basis.[4]

Upon successful completion of the required training, individual trained diabetes personnel may be designated in a student's Service Agreement or IEP to administer diabetes medications, use monitoring equipment and provide other diabetes care.[4]

If the diabetes-related care provided to a particular student by trained diabetes personnel will include administration of diabetes medication via injection or infusion, the Board shall require the following:[4]

1. The parent/guardian and the student's health care practitioner must provide written authorization for such administration; and

2. The trained diabetes personnel must receive annual training for such administration from a licensed health care practitioner with expertise in the care and treatment of diabetes.

Training of Other School Personnel

School employees, including classroom teachers, lunchroom staff, coaches and bus drivers, shall receive annual diabetes care training appropriate to their responsibilities for students with diabetes.

Student Possession and Use of Diabetes Medication and Monitoring Equipment

Prior to student possession or use of diabetes medication and monitoring equipment, the Board shall require the following:[3][15]

1. A written request from the parent/guardian that the school comply with the instructions of the student's health care practitioner. The request from the parent/guardian shall include a statement relieving the district and its employees of responsibility for the prescribed medication or monitoring equipment and acknowledging that the school is not responsible for ensuring that the medication is taken or the monitoring equipment is used.

2. A written statement from the student's health care practitioner that provides:

a. Name of the drug.

b. Prescribed dosage.

c. Times when medication is to be taken.

d. Times when monitoring equipment is to be used.

e. Length of time medication and monitoring equipment is prescribed.

f. Diagnosis or reason medication and monitoring equipment is needed.

g. Potential serious reactions to medication that may occur.

h. Emergency response.

i. Whether the child is competent and able to self-administer the medication or monitoring equipment and to practice proper safety precautions.

3. A written acknowledgement from the school nurse that the student has demonstrated that s/he is capable of self-administration of the medication and use of the monitoring equipment.

4. A written acknowledgement from the student that s/he has received instruction from the student's health care practitioner on proper safety precautions for the handling and disposal of the medications and monitoring equipment, including acknowledgement that the student will not allow other students to have access to the medication and monitoring equipment and that s/he understands appropriate safeguards.

The written request for student possession and use of diabetes medication and monitoring equipment shall be reviewed annually, along with the required written statements from the parent/guardian and the student's health care practitioner. If there is a change in the student's prescribed care plan, level of self-management or school circumstances during the school year, the parent/guardian and the student's health care practitioner shall update the written statements.

Students shall be prohibited from sharing, giving, selling and using diabetes medication and monitoring equipment in any manner other than which it is prescribed during school hours, at any time while on school property, at any school-sponsored activity and during the time spent traveling to and from school and school-sponsored activities. Violations of this policy, provisions of a Service Agreement or IEP, or demonstration of unwillingness or inability to safeguard the medication and monitoring equipment may result in loss of privilege to self-carry the diabetes medication and monitoring equipment, and may result in disciplinary action in accordance with Board policy and applicable procedural safeguards.[1][3][10][16][17]

If the district prohibits a student from possessing and self-administering diabetes medication and operating monitoring equipment, or if a student is not capable of self-administering diabetes medication or operating monitoring equipment, the district shall ensure that the diabetes medication and monitoring equipment is appropriately stored in a readily accessible location in the student's building. The school nurse and other designated school employees shall be informed where the medication and monitoring equipment is stored and the means to access them.[3]

Delegation of Responsibility

The Superintendent or designee, in conjunction with the school nurse(s), shall develop administrative regulations for care and treatment of students with diabetes in the school setting.

The Superintendent or designee shall coordinate training for school employees. Such training may be included in the district's Professional Education Plan.[4][18][19]

The Superintendent or designee shall annually distribute to all staff, students and parents/guardians this policy along with the Code of Student Conduct.[16][20]

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Legal

1. Pol. 103.1
- [2. 24 P.S. 1401](#)
- [3. 24 P.S. 1414.5](#)
- [4. 24 P.S. 1414.3](#)
- [5. 24 P.S. 1414.4](#)
- [6. 24 P.S. 1414.7](#)
7. Pol. 113
8. Pol. 209
9. Pol. 209.1
10. Pol. 113.1
11. Pol. 810
- [12. 24 P.S. 1409](#)
13. Pol. 216
14. Pol. 113.4
- [15. 22 PA Code 12.41](#)
16. Pol. 218
17. Pol. 227
18. Pol. 100
19. Pol. 333
- [20. 22 PA Code 12.3](#)
- [24 P.S. 510](#)
- Pol. 210



Book	Policy Manual
Section	200 Pupils
Title	Student Records
Code	216
Status	Active
Adopted	February 3, 2003
Last Revised	December 3, 2007

Purpose

The educational interests of students require the collection, retention, and use of data and information about individuals and groups of students while ensuring the individual's right to privacy. The school district will maintain educational records for students for legitimate educational purposes.

Authority

The Board recognizes its responsibility for compilation, retention, disposition and security of student records. The Board also recognizes the legal requirement to maintain the confidentiality of student records.[\[1\]](#)[\[12\]](#)[\[13\]](#)[\[14\]](#)[\[8\]](#)[\[15\]](#)

The Board shall adopt a comprehensive plan for the collection, maintenance and dissemination of student records that complies with federal and state laws and regulations and state guidelines. Copies of the adopted student records plan shall be maintained by the district and revised as required by changes in federal or state law.[\[3\]](#)[\[4\]](#)[\[6\]](#)[\[18\]](#)[\[16\]](#)[\[17\]](#)

Delegation of Responsibility

The Superintendent or designee shall be responsible for implementing and monitoring the adopted student records plan which meets all legal requirements.

The designated administrator shall establish safeguards to protect the student and his/her family from an invasion of privacy when collecting, retaining and disseminating student information and providing access to authorized persons.

District staff shall compile only those educational records mandated by federal and state laws and regulations.

In accordance with law, each district teacher shall prepare and maintain a record of the work and progress of each student, including the final grade and a recommendation for promotion or retention.[\[8\]](#)[\[9\]](#)[\[10\]](#)

Guidelines

The district's plan for compilation, retention, disclosure and security of student records shall provide for the following:

1. Informing parents/guardians and eligible students eighteen (18) years and older of their rights and the procedures to implement those rights, annually and upon enrollment.
2. Permitting appropriate access by authorized persons and officials, describing procedures for access, and listing copying fees.
3. Enumerating and defining the types, locations and persons responsible for student records maintained by the district.
4. Establishing guidelines for disclosure of information and data in student records.
5. Maintaining a record of access and release of information for each student's records.
6. Assuring appropriate retention and security of student records.
7. Transferring education records and appropriate disciplinary records to other school districts.[\[1\]](#)

Procedures for disclosure of student records shall apply equally to military recruiters and postsecondary institutions.[\[11\]](#)

Copies of the student records plan shall be submitted to the Department of Education, upon request of the Secretary.[\[4\]](#)

Legal

[1. 24 P.S. 1305-A](#)

[3. 22 PA Code 4.52](#)

[4. 22 PA Code 12.31](#)

[6. 20 U.S.C. 1232g](#)

[8. 24 P.S. 1532](#)

9. Pol. 213

10. Pol. 215

11. Pol. 250

[12. 24 P.S. 1306-A](#)

[13. 24 P.S. 1402](#)

[14. 24 P.S. 1409](#)

[15. 24 P.S. 1533](#)

[16. 22 PA Code 15.9](#)

[17. 34 CFR Part 99](#)

[18. 22 PA Code 12.32](#)

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Book	Policy Manual
Section	200 Pupils
Title	Student Records
Code	216
Status	First Reading

Authority

The Board recognizes its responsibility for the collection, retention, disclosure and protection of student records. The Board also recognizes the legal requirement to maintain the confidentiality of student records and prohibits the unauthorized access, reproduction, and/or disclosure of student education records and personally identifiable information from such records. [\[1\]](#)[\[2\]](#)[\[3\]](#)[\[4\]](#)[\[5\]](#)[\[6\]](#)[\[7\]](#)[\[8\]](#)[\[9\]](#)[\[10\]](#)[\[11\]](#)[\[12\]](#)[\[13\]](#)

The Board shall adopt a comprehensive plan for the collection, maintenance and dissemination of student education records that complies with federal and state laws and regulations and state guidelines. Copies of the adopted student records plan shall be maintained by the district and revised as required by changes in federal or state law and regulations.

Copies of the student records plan shall be submitted to the Department of Education, upon request.

Definitions

Attendance - includes, but is not limited to, attendance in person or by paper correspondence, videoconference, satellite, Internet, or other electronic information and telecommunications technologies for students who are not physically present in the classroom; and the period during which a person is working under a work-study program. [\[14\]](#)

Directory information - information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. Directory information includes, but is not limited to, the student's name; address; telephone listing; electronic mail address; photograph; date and place of birth; major field of study; grade level; enrollment status; dates of attendance; participation in officially recognized school activities and sports; weight and height of members of athletic teams; degrees, honors and awards received; and the most recent educational agency or institution attended. [\[11\]](#)[\[14\]](#)

Directory information does not include a student's Social Security Number; or student Identification (ID) number, except that directory information may include a student ID number, user ID, or other unique personal identifier displayed on a student ID card/badge or used by the student for purposes of accessing or communicating in electronic systems, but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a personal identification number (PIN), password, or other factor known or possessed only by the authorized user.

Disclosure - permitting access to or the release, transfer or other communication of personally identifiable information contained in education records by any means, including oral, written, or electronic means, to any party, except the party that provided or created the record. [\[14\]](#)

Education records - records that are directly related to a student, maintained by the school district or by a party acting for the school district. [\[11\]](#)[\[14\]](#)

The term does not include:

1. Records kept in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to another individual except a temporary substitute for the maker of the record.
2. Records created or received by the district after an individual is no longer a student in attendance and that are not directly related to the individual's attendance as a student.
3. Grades on peer-graded papers before they are collected and recorded by a teacher.
4. Other records specifically excluded from the definition of education records under the Family Educational Rights and Privacy Act (FERPA) and its implementing regulations.

Eligible student - a student who has attained eighteen (18) years of age or is attending an institution of postsecondary education. All rights accorded to and consent required of the parent of the student shall thereafter only be accorded to and required of the eligible student. In cases where an eligible student is dependent upon the parent as defined in the Internal Revenue Code, the district shall make the education records accessible to the parent of said student. [\[14\]](#)[\[15\]](#)

Parent - includes a natural parent, a guardian or an individual acting as a parent of a student in the absence of a parent/guardian. The district shall give full rights to either parent unless the district has been provided with evidence that there is a state law, court order, or a legally binding document governing such matters as divorce, separation, or custody that specifically revokes these rights. [\[14\]](#)[\[16\]](#)

Personally identifiable information - includes, but is not limited to: [\[14\]](#)

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

Student - includes any individual who is or has been in attendance at the district and regarding whom the district maintains education records. [\[14\]](#)

Delegation of Responsibility

The Superintendent or designee shall be responsible for developing, implementing, and monitoring the student records plan.

All district personnel having access to student education records shall receive training in the requirements of Board policy, student records plan, and applicable federal and state laws and regulations as directed by the Superintendent.

Each district teacher shall prepare and maintain a record of the work and progress of each student, including the final grade and a recommendation for promotion or retention. [\[5\]](#)[\[17\]](#)[\[18\]](#)

Guidelines

The district's plan for the collection, retention, disclosure and protection of student records shall provide for the following:

1. Safeguards to protect the student records when collecting, retaining and disclosing personally identifiable information.
2. Ensuring that parents and eligible students, including those who are disabled or have a primary language other than English, are effectively notified of their rights and the procedures to implement those rights, annually and upon enrollment. [\[19\]](#)
3. Procedures for the inspection, review, and copying of a student's education records by parents and eligible students. The district may charge a fee for copies of records that are made for parents so long as the fee does not effectively prevent parents from exercising their right to inspect and review those records. The district shall not charge a fee to search for or to retrieve information in response to a parental request. [\[20\]](#)[\[21\]](#)[\[22\]](#)
4. Procedures for requesting the amendment of a student's education records that the parent or eligible student believes to be inaccurate, misleading, or otherwise in violation of the student's privacy rights. [\[23\]](#)
5. Procedures for requesting and conducting hearings to challenge the content of the student's education records. [\[24\]](#)[\[25\]](#)
6. Enumerating and defining the types, locations and persons responsible for education records maintained by the district.
7. Determining the types of personally identifiable information designated as directory information. [\[14\]](#)[\[26\]](#)
8. Establishing guidelines for the disclosure and redisclosure of student education records and personally identifiable information from student records. [\[27\]](#)
9. Reasonable methods to ensure that school district officials obtain access to only those education records in which they have a legitimate educational interest. Such methods shall include criteria for determining who constitutes a school district official and what constitutes a legitimate educational interest. [\[19\]](#)[\[28\]](#)
10. Maintaining required records of requests for access and each disclosure of personally identifiable information from each student's education records. [\[29\]](#)
11. Ensuring appropriate review, retention, disposal and protection of student records. [\[30\]](#)
12. Transferring education records and appropriate disciplinary records to other school districts. [\[1\]](#)
13. It is the obligation of parents and guardians to provide the district with any custody documentation upon enrollment of a student and within two (2) weeks of any court orders. Failure to do so absolves the district officials from acting contrary to custody orders in the event that the parent has failed to contact the main office of the child's school and provide documentation.

Student Recruitment

Procedures for disclosure of student records and personally identifiable information shall apply equally to military recruiters and postsecondary institutions and shall comply with law and Board policy. [\[31\]](#)

Missing Child Registration

A missing child notation shall be placed on school records of a student under the age of eighteen (18) reported as missing to school officials by a law enforcement agency. Such notation shall be removed when the school district is notified by the appropriate law enforcement agency that a missing child has been recovered.[\[32\]](#)

In the event the district receives a request for information from the school records of a missing child, the district shall: [\[33\]](#)

1. Attempt to obtain information on the identity of the requester.
2. Contact the appropriate law enforcement agency to coordinate a response.

No information in the records shall be released to the requester without first contacting the appropriate law enforcement agency.

NOTES:

Family Policy Compliance Office
U.S. Dept. of Education
400 Maryland Avenue SW
Washington D.C. 20202-5920

DO NOT add guardian to this policy.

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[1. 24 P.S. 1305-A](#)
[2. 24 P.S. 1306-A](#)
[3. 24 P.S. 1402](#)
[4. 24 P.S. 1409](#)
[5. 24 P.S. 1532](#)
[6. 24 P.S. 1533](#)
[7. 22 PA Code 12.31](#)
[8. 22 PA Code 12.32](#)
[9. 22 PA Code 15.9](#)
[10. 22 PA Code 4.52](#)
[11. 20 U.S.C. 1232g](#)
[12. 34 CFR Part 300](#)
[13. 34 CFR Part 99](#)
[14. 34 CFR 99.3](#)
[15. 34 CFR 99.5](#)
[16. 34 CFR 99.4](#)
 17. Pol. 212
 18. Pol. 215
[19. 34 CFR 99.7](#)
[20. 34 CFR 99.10](#)
[21. 34 CFR 99.11](#)
[22. 34 CFR 99.12](#)
[23. 34 CFR 99.20](#)
[24. 34 CFR 99.21](#)
[25. 34 CFR 99.22](#)
[26. 34 CFR 99.37](#)
[27. 34 CFR 99.30-99.39](#)
[28. 34 CFR 99.31](#)
[29. 34 CFR 99.32](#)
 30. Pol. 113.4
 31. Pol. 250
[32. 35 P.S. 450.403-A](#)
[33. 35 P.S. 450.404-A](#)
[35 P.S. 450.401-A et seq](#)
[22 PA Code 16.65](#)
 Pol. 113

Pol. 113.1
Pol. 216.1



Book	Policy Manual
Section	800 Operations
Title	Acceptable Use of Electronic Resources
Code	815
Status	First Reading

Purpose

The South Williamsport Area School District provides its employees, students, and guests ("users") access to technology resources including, but not limited to, electronic communications systems, computers, computer networks, networked devices, hardware, software, internet access, mobile devices, peripherals, copiers, and cameras.

The Board supports the use of the District's technology resources to facilitate teaching and learning, to provide access to information, to aid in research and collaboration, to foster the educational mission of the District, and to carry out the legitimate business and operation of the District.

The use of the District's technology resources is for appropriate school-related educational and operational purposes and for the performance of job duties consistent with the educational mission of the District. Use for educational purposes is defined as use that is consistent with the curriculum adopted by the District as well as the varied instructional needs, learning styles, abilities and developmental levels of students. All use for any purpose must comply with this policy and all other applicable codes of conduct, policies, procedures, and rules and must not cause damage to the District's technology resources.

All employees and students are responsible for the lawful use of the District's technology resources in accordance with this policy. This policy is intended to ensure that all users continue to enjoy access to the District's technology resources and that such resources are utilized in an appropriate manner and for legitimate purposes.

Authority

The District's technology resources are the property of the District. The District provides these resources for educational and operational purposes as stated herein and are not provided as a public access service or to provide a public forum.

The Superintendent or his/her designee is ultimately responsible for overseeing the District's technology resources. The Superintendent will designate a network administrator who will serve as the coordinator and supervisor of the District's technology resources and networks, and who will work with other regional and state organizations as necessary to educate users, approve activities, provide leadership for proper training for all users in the use of the District's technology resources and the requirements of this policy.

The Superintendent or his/her designee is directed to implement Internet safety measures to effectively address the following, both through general policy and through the use of filtering technology:

1. Access by minors to inappropriate or harmful content.
2. Safety and security of minors when using electronic mail, chat rooms, and social networking.
3. Prevention of unauthorized access of District technology resources.
4. Prevention of unauthorized disclosure and dissemination of minors' personal information.

Definitions

District Technology Resources - District technology resources means all technology owned, operated, and/or licensed by the District, including computers, projectors, televisions, video and sound systems, mobile devices, calculators, scanners, printers, cameras, portable hard drives, hardware, software, accounts, applications, cloud storage, routers, and networks, including the Internet.

User - User means anyone who utilizes or attempts to utilize District technology resources while on or off District property. The term includes, but is not limited to, students, staff, parents and/or guardians, and any visitors to the District that may use District technology.

Guidelines

Un-authorized Use Prohibited

All users of District technology resources are subject to this policy. All students and staff shall be notified of and provided a copy of this policy annually. Unauthorized use, utilizing another user's District account, or exceeding one's authorization to use District technology resources is prohibited. Nothing in this policy, however, shall prevent a Parent or Guardian from assisting his or her child with the use of the District's technology resources, or from monitoring a student's use of the District's technology resources in the student's home.

Use of Personal Electronic Devices

The use of personal electronic devices on the District network is permitted only on designated networks. When a user connects a personal electronic device to a District network or District technology resources, this policy and its guidelines apply. Users are subject to the same levels of monitoring and access as if a District-owned device were being utilized. Users who connect a personal electronic device to a District network explicitly waive any expectation of privacy in the content exchanged over the District technology resources.

Privacy

The District reserves the right to monitor any user's utilization of District technology resources. Users have no expectation of privacy while using District technology resources whether on or off District property. The District may monitor, inspect, copy, and review any and all usage of District technology resources including information transmitted and received via the internet to ensure compliance with this and other District policies, and state and federal law. All e-mails and messages, as well as any files stored on District technology resources may be inspected at any time for any reason. The District may decrypt and inspect encrypted internet traffic and communications to ensure compliance with this policy.

Internet Filtering and CIPA Compliance

The District utilizes content and message filters to prevent users from accessing material through District technology resources that has been determined to be obscene, offensive, pornographic, harmful to minors, or otherwise inconsistent with the District's educational mission. The Superintendent or his/her designee shall establish a procedure for users to request that a legitimate website or educational resource not be blocked by the District's filters for a bona fide educational purpose. Such requests must be either granted or rejected within three school days pursuant to the established procedure.

The Board directs that the Superintendent or his/her designee ensure that students at the elementary, middle school, and high school levels are educated about appropriate online behavior including interacting via social networks and in chat rooms, cyber-bullying, and disclosure of personal information.

Monitoring

District technology resources shall be periodically monitored to ensure compliance with this and other District policies including monitoring of users' online activities. The network administrator designated by the Superintendent shall ensure that regular monitoring is completed pursuant to this section. However, the Superintendent, or his/her designee, shall also implement procedures to ensure that District technology resources are not utilized to track the whereabouts or movements of individuals, and that remotely activated cameras, audio, and/or location tracking are not utilized except where necessary to recover lost or stolen District technology, or to help locate a student or staff member in the event of an emergency.

District Provided Resources

District technology resources may be assigned or allocated to an individual user for his or her use (e.g. individual e-mail accounts, laptop computers, etc.) Despite being allocated to a particular user, the technology resources remain the property of the District and may be revoked, suspended, restricted, or inspected at any time to ensure compliance with this and other District policies. Users do not have an expectation of privacy in any District provided technology resource or any of its contents.

Artificial Intelligence

Artificial intelligence websites, applications, and tools may only be used on District Technology Resources in accordance with the District's Artificial Intelligence Policy, which is hereby incorporated by reference.

General Prohibitions

The following uses of District technology resources are prohibited:

1. Use of technology resources to violate the law, facilitate illegal activity, or to encourage others to do so.
2. Use of technology resources to violate any other District policy.
3. Use of technology resources to engage in any intentional act which might threaten the health, safety, or welfare of any person or persons.
4. Use of technology resources to cause, or threaten to cause harm to others or damage to their property.
5. Use of technology resources to bully, or to communicate terroristic threats, discriminatory remarks, or hate.
6. Use of technology resources to communicate words, photos, videos, or other depictions that are obscene, indecent, vulgar, rude, profane, or that advocate illegal drug use.
7. Use of technology resources to create, access, or to distribute obscene, profane, lewd, vulgar, pornographic, harassing, or terroristic materials, firearms, or drug paraphernalia.
8. Use of technology resources to attempt to interfere with or disrupt District technology systems, networks, services, or equipment including, but not limited to, the propagation of computer "viruses" and "worms", Trojan Horse and trapdoor program codes.
9. Altering or attempting to alter other users' or system files, system security software, system or component settings, or the systems themselves, without authorization.
10. The attempted physical harm or attempted destruction of District technology resources.
11. Use of technology resources in a manner that jeopardizes the security of the District's technology resources, or in a manner that attempts to circumvent any system security measures.
12. Use of technology resources to intentionally obtain or modify files, passwords, and/or data belonging to other users or to the District.
13. Use that conceals or attempts to conceal a user's identity, including the use of anonymizers, or the impersonation of another user.
14. Unauthorized access, interference, possession, or distribution of confidential or private information.
15. Using technology resources to send any District information to another party, except in the ordinary course of business as necessary or appropriate for the advancement of the District's business or educational interests.
16. Use of technology resources to commit plagiarism or other academic dishonesty, including unauthorized use of artificial intelligence in contravention of clear notice that such use is not permitted.
17. Installing, loading, or running software programs, applications, browser extensions, or utilities not explicitly authorized by the District technology staff.

18. Installing unauthorized computer hardware, peripheral devices, network hardware, or system hardware onto technology resources.
19. Copying District software without express authorization from a member of the District's technology staff.
20. Use of technology resources for commercial purposes.
21. Use of technology resources for political lobbying or campaigning, not including student elections (e.g. student government, club officers, homecoming queen, etc.)
22. Use of District technology resources to tether or otherwise connect to a non-District owned device to access an unfiltered and/or unmonitored internet connection.
23. The use of proxies or other means to bypass internet content filters and monitoring.
24. The use of technology resources to gamble.
25. Unauthorized access into a restricted system or changing settings or access rights to a restricted system or account.
26. The use of encryption software that has not been previously approved by the District.
27. Sending unsolicited mass-email messages, also known as spam.
28. Scanning the District's technology resources for security vulnerabilities.

Consequences for Inappropriate Use of District Technology

Violations of this policy may result in the temporary or permanent revocation of a user's right to access District technology resources, or the imposition of restrictions on an individual user's access. Additionally, students may be subject to other forms of disciplinary actions for violations of this policy and/or local, state, and/or federal law.

Delegation of Responsibility

The Superintendent shall develop procedures, in cooperation with the District technology staff, for the acceptable use of all District technology resources including, but not limited to: software, hardware, electronic devices, servers, and networks.

Limitation of Liability

The District makes no warranties of any kind, whether express or implied, for the service it is providing through its various technology resources. The District is not responsible, and will not be responsible, for any damages, including loss of data resulting from delays, non-deliveries, missed deliveries, or services interruption. Use of any information obtained through the District's technology resources is at the user's own risk.



Book	Policy Manual
Section	800 Operations
Title	Use of Generative Artificial Intelligence in Education
Code	815.2
Status	First Reading

Purpose

The district recognizes the potential that Generative Artificial Intelligence (Generative AI) offers in enhancing educational opportunities, streamlining operations and preparing students for a future that demands adaptability, critical thinking and digital literacy. When incorporated and used in a responsible and ethical manner, Generative AI can support a dynamic working and learning experience.

This policy addresses guidelines for the proper management and responsible use of Generative AI in the district's educational environment.

Authority

The Board directs that the use of Generative AI in the educational environment shall be limited to approved educational purposes and shall comply with applicable state and federal laws, regulations, Board policies, administrative regulations and school rules including, but not limited to, the Family Educational Rights and Privacy Act (FERPA), the Individuals with Disabilities Education Act (IDEA), the Americans with Disabilities Act (ADA), the Children's Internet Protection Act (CIPA), the Children's Online Privacy Protection Act (COPPA), as well as Board policies related to acceptable use of computers and network resources, student and staff conduct, copyright protections, student records, personnel records, bullying and cyberbullying, nondiscrimination and harassment, data security and staff and student expression.[1][2][3][4][5][6][7][8][9][10][11][12][13][14][15][16][17][18][19][20][21][22][23][24][25][26][27]

The availability of access to Generative AI tools and resources by students and staff does not imply endorsement by the district of the Generative AI tool or resource, nor does the district guarantee the accuracy of the information received from Generative AI tools or resources. The district shall not be responsible for any information that may be lost, damaged or unavailable when using a Generative AI tool or resource.

The district shall not be responsible for the dissemination, replication or alteration of information or data input by any student or staff into any Generative AI tool or resource. Nothing in this policy is intended to limit the district's obligations under applicable law or regulations.

The district shall not be responsible for any unauthorized charges or fees resulting from access or use of Generative AI tools or resources.

Definitions

AI literacy – the ability to understand, use and interact with AI systems effectively, efficiently and responsibly.

Artificial Intelligence (AI) – technology designed to mimic human intelligence, such as analyzing data, recognizing patterns and making decisions.

Generative Artificial Intelligence (Generative AI) – an advanced subset of AI that is capable of generating new content from learned data and pattern recognition across various mediums such as text, code, images, audio and video data. Generative AI is the focus of this policy.

Open-source AI – AI tools and resources that are built on publicly accessible platforms and use and share data among all users who access the platform, both within and outside of the district.

Delegation of Responsibility

The district shall make every effort to ensure that Generative AI tools and resources are used responsibly by students and staff. The effective integration of Generative AI into education requires a collaborative effort between administration, teachers, staff, students and families.

The district shall inform staff, students, parents/guardians and other users about this policy by posting on the district website and by other efficient methods.

{ } The district shall obtain prior informed consent from parents/guardians before allowing a student to use Generative AI tools and resources in school.[3]

Generative AI tools and resources used in district schools and programs shall be evaluated and authorized on an ongoing basis for age-appropriateness, bias, privacy protections, accessibility standards and data security by the following individuals:[8][9][10][27][28]

1. { } Superintendent.
2. { } Building principals.

3. { } Solicitor.
4. {X} Director of Innovative Learning & Information Systems
5. { } Director of Curriculum and Instruction.
6. { } School librarian.
7. { } _____ Other.

The Board directs that only district-authorized Generative AI tools and resources may be used on district computers and in district schools and programs. Staff shall consult the district's list of authorized Generative AI tools and resources prior to implementation in the educational environment. Unauthorized Generative AI tools and resources may not adhere to required data privacy, monitoring and security standards.[3][25][27]

The Superintendent or designee shall be responsible for developing procedures to address student safety measures and to determine whether Generative AI tools and resources are being used for purposes prohibited by law, Board policy or for accessing sexually explicit materials.[2][25][29][30][31][32][33]

The district solicitor, in coordination with the Director of Information Technology, shall evaluate new and existing vendor contracts, collective bargaining agreements and related agreements for impacts related to district use of Generative AI.[34][35]

Guidelines

AI Literacy

Staff –

The district shall provide staff with professional development opportunities addressing the effective and safe integration of Generative AI to enhance teaching and learning. Professional development opportunities may include, but not be limited to:

1. Ethical use of Generative AI.
2. The capabilities and limitations of Generative AI.
3. Critical analysis of content produced by Generative AI.
4. How to monitor and evaluate student inputs into Generative AI systems.
5. The parameters established by the district for integrating Generative AI tools into classroom instructional design.
6. _____ Other.

{ } Beyond formal professional development opportunities, the district encourages staff to explore Generative AI to discover lesson plan ideas, create templates or assessments and to generate ideas for the personalization of student learning. Generative AI tools and resources shall be used in accordance with applicable laws, regulations and this Board policy.

Students –

The district shall provide training for students, which may include, but not be limited to:

1. Establishment of expectations regarding the ethical use of Generative AI.
2. The capabilities and limitations of Generative AI.
3. Critical analysis of content produced by Generative AI.
4. How to disclose use and cite Generative AI resources.
5. The importance of not disclosing personally identifiable information when using an open-source Generative AI tool or resource.
6. _____ Other.

Ethical Considerations

The district shall prioritize the educational value in the use of Generative AI tools and resources and will take measures to mitigate associated risks. The district shall only authorize Generative AI systems and platforms appropriately equipped for preventing breach of personally identifiable information and addressing the district's prohibitions against discrimination, harassment, bullying, bias and access to sexually explicit materials, or those which are harmful to minors or prohibited by Board policy.[8][9][10][20][25]

The district's technology protection measures shall be enforced during use of Generative AI on district computers and network resources.[25]

The district shall provide additional training, when needed, and address accessibility needs to provide equitable access to Generative AI tools and resources for students and staff including, but not limited to, individuals with disabilities and English Learner students.[8][9][10][11][36]

The district prohibits the use of Generative AI in making decisions regarding employee recruitment, hiring, retention, promotion, transfer, evaluation, demotion or dismissal.[10]

The district prohibits the use of Generative AI in making final determinations on student assessments and evaluations.[8][9][11][14][37][38]

Academic Integrity –

The use of Generative AI by students to complete assignments or assessments shall only be allowed to the extent stated and outlined by the teacher for the individual assignment or course. Students shall be notified in advance of the parameters for use of Generative AI in assignments and assessments.

{ } Teachers shall outline use of Generative AI tools and resources in their required lesson plans.[39]

Students and staff shall receive training and be expected to appropriately cite original sources for quotations, facts, information, statistics, dates or the paraphrased statements of others. A Generative AI resource shall be cited when the system's generated content is quoted, paraphrased or otherwise used in the student's work. Lack of citation to AI generated work improperly implies that the work is entirely that of the student.[16]

The Board permits the use of AI detection tools as an aid to identify potential academic integrity issues, but prohibits reliance on results from AI detection tools as the sole determination of academic integrity.

Copyright –

Individuals using Generative AI tools and resources must comply with federal law and Board policy regarding the duplication or use of copyrighted materials.[4][24]

AI-Generated Content Verification –

Individuals using Generative AI tools and resources have a responsibility to apply proper oversight and evaluation of generated information. Generative AI tools shall not be the sole determining factor used to make decisions related to student learning, assessment, academic integrity or conduct. Staff and students should critically evaluate content produced by Generative AI for potential biases or inaccuracies and understand the importance of cross-referencing with trusted resources.

Evaluation and Monitoring of Generative AI

Administrators, network supervisors and teaching staff shall establish processes for ongoing evaluation and monitoring of Generative AI tools and resources used within the district and on district computers and network resources, including periodic assessments of the impact on student learning.

Issues identified during the evaluation and monitoring process shall be reported to the

{ } Superintendent.

{ } Building principal.

{X} Director of Innovative Learning & Information Systems

{ } Director of Curriculum and Instruction.

{ } _____ Other.

Consequences for Inappropriate Use

Failure to comply with this policy or district rules regarding appropriate use of Generative AI including, but not limited to, acceptable use of computer and network resources, shall result in usage restrictions, loss of access privileges, disciplinary action and/or referral to legal authorities.[12][16][21][25][40]

Students and staff must immediately report any violations or suspicious activity to the building principal or designee.

Users of Generative AI shall be responsible for damages to the equipment, systems, platforms and software resulting from deliberate, malicious or willful acts.[25][41]

Illegal use of Generative AI; intentional modification without permission or damage to files or data belonging to others; copyright violations; and theft of services shall be reported to the appropriate legal authorities for possible prosecution.

This policy shall also apply to student conduct that occurs off school property or during nonschool hours to the same extent as provided in Board policy on student discipline.[12][16][25][40]

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Legal

[1. 24 P.S. 4601 et seq](#)

[2. 47 U.S.C. 254](#)

[3. 15 U.S.C. 6501 et seq](#)

[4. 17 U.S.C. 101 et seq](#)

[5. 20 U.S.C. 1232g](#)

[6. 20 U.S.C. 1400 et seq](#)

[7. 42 U.S.C. 12101 et seq](#)

8. Pol. 103

9. Pol. 103.1

10. Pol. 104

11. Pol. 113
12. Pol. 113.1
13. Pol. 113.4
14. Pol. 114
15. Pol. 216
16. Pol. 218
17. Pol. 220
18. Pol. 237
19. Pol. 247
20. Pol. 249
21. Pol. 317
22. Pol. 320
23. Pol. 324
24. Pol. 814
25. Pol. 815
26. Pol. 830
27. Pol. 830.1
28. Pol. 105
- [29. 18 Pa. C.S.A. 5903](#)
- [30. 18 Pa. C.S.A. 6312](#)
- [31. 18 U.S.C. 2256](#)
- [32. 20 U.S.C. 7131](#)
- [33. 47 CFR 54.520](#)
34. Pol. 308
35. Pol. 818
36. Pol. 138
37. Pol. 113.3
38. Pol. 127
39. Pol. 111
40. Pol. 233
- [41. 24 P.S. 4604](#)
- [18 Pa. C.S.A. 2709](#)
- [29 U.S.C. 794](#)
- [28 CFR Part 35](#)
- [28 CFR Part 36](#)
- [34 CFR Part 99](#)
- [34 CFR Part 104](#)
- [34 CFR Part 300](#)
- Pol. 304
- Pol. 824



Book	Policy Manual
Section	900 Community
Title	Title I Parent and Family Engagement
Code	918
Status	Active
Adopted	May 21, 2018

Purpose

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

Definition

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

Authority

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

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

Accessibility

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

Delegation of Responsibility

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

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

1. Providing communications in clear and simple language.
2. Posting information for parents and family members on the district's website.
3. Including a telephone number for parents and family members to call with questions.
4. Partnering with community agencies which may include libraries, recreation centers, community-based organizations and faith-based organizations to assist in sharing information.
5. Provide language access services to families with limited English proficiency through on-site or telephonic translation and interpretation services, as appropriate.[5]

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

1. An explanation of the reasons supporting their child's selection for the program.
 2. A set of goals and expectations to be addressed.
 3. A description of the services to be provided.
 4. A copy of this policy and the School-Parent and Family Compact.^[1]
- Parents and family members shall actively carry out their responsibilities in accordance with this policy and the School-Parent and Family Compact. At a minimum, parents and family members shall be expected to:^[1]
1. Volunteer in their child's classroom.^[6]
 2. Support their child's learning.
 3. Participate, as appropriate, in decisions relating to the education of their child and positive use of extracurricular time.

Guidelines

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

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

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

At these meetings, parents and family members shall be provided:^[1]

1. Timely information about programs provided under Title I.
 2. Description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress, and the achievement levels of the academic standards.
 3. Opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children.
- To ensure the continuous engagement of parents and family members in the joint development of the Title I Plan and with the school support and improvement process, the district shall:

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

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

Train personnel on how to collaborate effectively with parents and family members with diverse backgrounds that may impede their participation, such as limited literacy or language difficulty.

Analyze and share the results of the Title I Parent/Family Survey.

Distribute and discuss the School-Parent and Family Compact.

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

Actively recruit parents and family members to participate in school review and improvement planning.

Invite participation of parents and family members at the regular comprehensive planning committee meetings, Title I budget meetings and school improvement plan meetings to obtain input and propose school improvement initiatives.

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

Building Capacity for Parent and Family Engagement

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

1. Providing assistance to parents and family members in understanding such topics as the academic standards, state and local academic assessments, the requirements of parent and family involvement, how to monitor a child's progress and work with teachers to improve the achievement of their children.^{[2][7]}
2. Providing material and training to help parents and family members work with their children to improve academic achievement and to foster parent and family engagement, such as:
 - a. Scheduling trainings in different locations on a variety of topics including how to support their child in school, literacy, school safety, cultural diversity and conflict resolution.
 - b. Using technology, including education about the harms of copyright piracy, as appropriate.^[8]
 - c. Providing information, resources and materials in a user friendly format.

d. Providing, as requested by a parent or family member, other reasonable support for parent and family engagement activities.

e. Training on how to use the Parent Portal as a tool to monitor grades and achievement.

3. Educating teachers, specialized instructional support personnel, principals and other school leaders and staff, with the assistance of parents and family members, on the value and usefulness of contributions of parents and family members and in how to reach out to, communicate with, and work with them as equal partners, implement and coordinate parent and family programs, and build ties between parents and family members and the school.[9]
4. To the extent feasible and appropriate, coordinating and integrating Title I parent and family involvement efforts and activities with other federal, state and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents and family members in more fully participating in the education of their children.[1][5][10][11][12][13][14][15]
5. Engage the PTA/PTO to actively seek out and involve parents and family members through regular updates, information sessions and assistance with the identification of effective communication strategies
6. Adopt and implement model approaches to improving parent and family engagement.
7. Engage community-based organizations and businesses in parent and family engagement activities.

Coordinating Parent and Family Engagement Strategies

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

1. Involving district and program representatives to assist in identifying specific parent and family member needs.

2. Sharing data from other programs to assist in developing initiatives to advance academic achievement and school improvement.

Annual Parent and Family Engagement Policy Evaluation

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

The evaluation shall identify:[1]

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

The evaluation shall be conducted through:

An evaluation of the effectiveness of the content and communication methods through a variety of methods.

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

A parent and family advisory council comprised of a sufficient number and representative group of parents and family members to adequately represent the needs of the district's Title I population.

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

School-Parent and Family Compact

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

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

Title I Funds

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

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

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

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

Documentation of Parent and Family Engagement Practices

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

Legal

[1. 20 U.S.C. 6318](#)

2. Pol. 102

[3. 20 U.S.C. 6312](#)[4. 24 P.S. 510.2](#)

5. Pol. 138

6. Pol. 916

7. Pol. 127

8. Pol. 814

9. Pol. 333

[10. 20 U.S.C. 7845](#)[11. 29 U.S.C. 3271 et seq](#)[12. 29 U.S.C. 701 et seq](#)[13. 42 U.S.C. 11301 et seq](#)[14. 42 U.S.C. 9831 et seq](#)

15. Pol. 212



Book	Policy Manual
Section	900 Community
Title	Title I Parent and Family Engagement
Code	918
Status	First Reading

Purpose

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

Definition

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

Authority

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

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

Accessibility

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

Delegation of Responsibility

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

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

1. Providing communications in clear and simple language.
2. Posting information for parents and family members on the district's website.
3. Including a telephone number for parents and family members to call with questions.
4. Partnering with community agencies which may include libraries, recreation centers, community-based organizations and faith-based organizations to assist in sharing information.
5. { } Provide language access services to families with limited English proficiency through on-site or telephonic translation and interpretation services, as appropriate.[5]

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

1. An explanation of the reasons supporting their child's selection for the program.
2. A set of goals and expectations to be addressed.
3. A description of the services to be provided.
4. A copy of this policy and the School-Parent and Family Compact.^[1]

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

1. Volunteer in their child's classroom.^[6]
2. Support their child's learning.
3. Participate, as appropriate, in decisions relating to the education of their child and positive use of extracurricular time.

Guidelines

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

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

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

At these meetings, parents and family members shall be provided:^[1]

1. Timely Information about programs provided under Title I.
2. Description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress, and the achievement levels of the academic standards.
3. Opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children.

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

- {X} Establish meaningful, ongoing two-way communication between the district, staff and parents and family members.
- {X} Communicate with parents and family members about the plan and seek their input and participation through the use of newsletters, the district website, email, telephone, parent and teacher conferences, and home visits if needed.
- {X} Train personnel on how to collaborate effectively with parents and family members with diverse backgrounds that may impede their participation, such as limited literacy or language difficulty.
- {X} Analyze and share the results of the Title I Parent/Family Survey.
- {X} Post school performance data on the district's website.
- {X} Distribute and discuss the School-Parent and Family Compact.
- {X} Host various parent and family nights at each school building with a Title I program.
- { } Establish and support active and engaged Title I parent and family advisory councils. The council will include a majority of parents and family members of students participating in Title I programs, as well as the building principal, teachers or other appropriate staff, students and community members. The purpose of the council shall be to focus on improved student achievement, effective classroom teaching, parent/family/community engagement in the educational process, and to facilitate communications and support.
- {X} Actively recruit parents and family members to participate in school review and improvement planning.
- { } Assign district representatives to be available to work collaboratively with parents and family members, and to conduct school-level trainings to promote understanding of school data, comprehensive plans and the budgeting process.
- {X} Invite participation of parents and family members at the regular comprehensive planning committee meetings, Title I budget meetings and school improvement plan meetings to obtain input and propose school improvement Initiatives.
- { } Other _____.

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

Building Capacity for Parent and Family Engagement

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

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

Coordinating Parent and Family Engagement Strategies

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

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

Annual Parent and Family Engagement Policy Evaluation

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

The evaluation shall identify: [1]

1. Barriers to parent and family member participation, with particular attention to those who are migrants, are economically disadvantaged, have a disability, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority.
 2. The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers.
 3. Strategies to support successful school and parent and family interactions.
- { } The evaluation shall be conducted through:
- { } Establishment of a schedule and process for the policy review and revision by parents and family members.
 - {X} An evaluation of the effectiveness of the content and communication methods through a variety of methods.
 - { } A parent and family member and teacher survey designed to collect data on school level and district-wide parent and family engagement outcomes.
 - { } Focus groups. Parents and family members, and community members, unable to attend the focus groups in person shall have an opportunity to participate in an alternate format.

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

{X} A parent and family advisory council comprised of a sufficient number and representative group of parents and family members to adequately represent the needs of the district's Title I population.

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

School-Parent and Family Compact

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

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

Title I Funds

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

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

{ } Supporting schools and nonprofit organizations in providing professional development for the district and school personnel regarding parent and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents and family members.[9]

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

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

{ } Collaborating or providing subgrants to schools to enable such schools to collaborate with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement.

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

Documentation of Parent and Family Engagement Practices

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

PSBA Reviewed 8/25 ©2025 PSBA

Legal

[1. 20 U.S.C. 6318](#)

2. Pol. 102

[3. 20 U.S.C. 6312](#)

[4. 24 P.S. 510.2](#)

5. Pol. 138

6. Pol. 916

7. Pol. 127

8. Pol. 814

9. Pol. 333

[10. 20 U.S.C. 7845](#)

[11. 29 U.S.C. 3271 et seq](#)

[12. 29 U.S.C. 701 et seq](#)

[13. 42 U.S.C. 11301 et seq](#)



Book	Policy Manual
Section	000 Local Board Procedures
Title	Principles for Governance and Leadership
Code	011
Status	First Reading

This board policy supports the Principles for Governance and Leadership adopted by the board and signed by individual school directors.

Pennsylvania school boards are committed to providing every student the opportunity to grow and achieve. **Our actions, as elected and appointed board members,** ultimately have both short and long-term impact in the classroom. Therefore, **we pledge that we will . . .**

Lead Responsibly

- Prepare for, attend, and actively participate in board meetings
- Work together **with civility and** cooperation, **respecting that individuals hold differing opinions and ideas**
- Participate in professional development, training, and board retreats
- Collaborate with the Superintendent, **acknowledging their role as the 10th member of the board and commissioned officer of the Commonwealth**

Act Ethically

- Never use the position for improper benefit to self or others
- **Avoid** actual or perceived conflicts of interest
- Recognize **school directors do not possess any** authority outside of the collective board
- **Accept that when a board has made a decision, it is time to move forward collectively and constructively**

Plan Thoughtfully

- **Implement** a collaborative **strategic** planning process
- Set annual goals that are aligned with comprehensive plans, **recognizing the need to adapt as situations change**
- Develop a **comprehensive** financial plan **and master facilities plan** that anticipates short and long-term needs
- **Allocate resources to effectively impact student success**

Evaluate Continuously

- **Make** data-informed decisions
- **Evaluate** the Superintendent **annually**
- **Conduct a board self-assessment on a recurring basis**
- **Focus on** student growth and achievement
- Review effectiveness of **all** comprehensive **and strategic plans**

Communicate Clearly

- Promote open, honest, and respectful dialogue among the board, staff, and community
- **Acknowledge and listen to varied** input **from all stakeholders**
- **Promote transparency while protecting necessary confidential matters**
- **Set expectations and guidelines for individual board member communication**

Advocate Earnestly

- Promote public education as a keystone of **our Commonwealth**
- Engage the community by seeking input, building support networks, and generating action
- Champion public education by **engaging** local, state, and federal **officials**

Govern Effectively

- **Establish and** adhere to rules and procedures for board operations
- Develop, adopt, revise, and review policy **routinely**
- Align **board** decisions to policy **ensuring compliance with the PA School Code and other local, state, and federal laws**
- **Remain focused on the role of** governance, **effectively** delegating management tasks to **the** administration

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Book	Policy Manual
Section	100 Programs
Title	Discipline of Students With Disabilities
Code	113.1
Status	First Reading

Purpose

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

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

Definitions

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

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

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

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

Authority

The Board directs that the district shall comply with provisions and procedural safeguards of the Individuals with Disabilities Education Act (IDEA) and federal and state regulations when disciplining students with disabilities for violations of Board policy or district rules or regulations. No student with a disability shall be subjected to a disciplinary change in placement if the student's particular misconduct is a manifestation of the student's disability. However, under certain circumstances a student with a disability may be placed in an interim alternative educational setting by school personnel or the IEP team could, if appropriate, change the student's educational placement to one which is more restrictive than the placement where the misconduct occurred.[4][5][9]

Provision of Education During Disciplinary Exclusions

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

Suspension From School

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

Changes in Educational Placement/Manifestation Determinations

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

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

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

A due process hearing may be requested by a parent/guardian of a student with a disability who disagrees with a disciplinary placement or manifestation determination, or by the district if the district believes that the current placement is substantially likely to result in injury to the student or others. On parent/guardian appeal, or when the district requests a due process hearing, the hearing officer may return the

student to the placement from which the student was removed or order the student's removal to an appropriate interim alternative educational setting for up to forty-five (45) school days if the hearing officer determines that maintaining the student's current placement is substantially likely to result in an injury to the student or others.^{[9][12]}

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

Students Not Identified as Disabled/Pending Evaluation

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

Administrative Removal to Interim Alternative Educational Setting for Certain Infractions

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

1. Carries a weapon to or possesses a weapon at school, on school property or at school functions under the jurisdiction of the district. For purposes of this provision, **weapon** is defined as a weapon, device, instrument, material or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than two and one-half (2 ½) inches in length.^{[5][9][15][16]}
2. Knowingly possesses or uses illegal drugs, as defined by law, or sells or solicits the sale of a controlled substance, as defined by law, while at school, on school property or at school functions under the jurisdiction of the district.^{[5][9][17][18]}
3. Has inflicted serious bodily injury upon another person while at school, on school property or at school functions under the jurisdiction of the district. For purposes of this provision, **serious bodily injury** means bodily injury which involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement or protracted loss or impairment of the function of a bodily member, organ or mental faculty.^{[5][9][19]}

Referral to Law Enforcement and Reporting Requirements

For reporting purposes, the term **incident** shall mean an instance involving an act of violence; the possession of a weapon; the possession, use or sale of a controlled substance or drug paraphernalia as defined in the Pennsylvania Controlled Substance, Drug, Device and Cosmetic Act; the possession, use or sale of alcohol or tobacco **products**; or conduct that constitutes an offense listed in the **school safety and security provisions of School Code**.^{[20][21][22]}

The Superintendent or designee shall immediately report required incidents and may report discretionary incidents committed on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity by a student with a disability, including a student for whom an evaluation is pending, to the **law enforcement agency** that has jurisdiction over the school's property, in accordance with state and federal laws and regulations, the procedures set forth in the memorandum of understanding with **law enforcement** and Board policies. The Superintendent or designee shall respond to such incidents in accordance with the district's Special Education Plan and, if applicable, the procedures, methods and techniques defined in the student's Positive Behavior Support Plan.^{[1][2][3][6][9][16][18][20][21][23][24][25][26][27][28][29][30][31][32][33][34]}

For a student with a disability who does not have a Positive Behavior Support Plan, subsequent to notification to law enforcement, the district shall convene the student's IEP team to consider whether a Positive Behavior Support Plan should be developed to address the student's behavior, in accordance with law, regulations and Board policies.^{[1][3][26][31]}

When reporting an incident committed by a student with a disability to the appropriate authorities, the district shall provide the information required by state and federal laws and regulations and shall ensure that copies of the special education and disciplinary records of the student are transmitted for consideration by these authorities. The district shall ensure compliance with the Family Educational Rights and Privacy Act when transmitting copies of the student's special education and disciplinary records.^{[9][21][24][25][26][29][34][35][36][37][38]}

In accordance with state law, the Superintendent shall annually, by July 31, report to the **PA Department of Education** on the required form all new incidents committed by students with disabilities, including students for whom an evaluation is pending, which occurred on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity.^{[20][23][34]}

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Legal

[1. 22 PA Code 14.133](#)

2. Pol. 113

3. Pol. 113.2

[4. 22 PA Code 14.143](#)

[5. 34 CFR 300.530](#)

6. Pol. 218

7. Pol. 233

[8. 22 PA Code 12.6](#)

[9. 20 U.S.C. 1415](#)

[10. 20 U.S.C. 1412](#)
[11. 34 CFR 300.536](#)
[12. 34 CFR 300.532](#)
[13. 34 CFR 300.533](#)
[14. 34 CFR 300.534](#)
[15. 18 U.S.C. 930](#)
16. Pol. 218.1
[17. 21 U.S.C. 812](#)
18. Pol. 227
[19. 18 U.S.C. 1365](#)
[20. 24 P.S. 1319-B](#)
[21. 22 PA Code 10.2](#)
[22. 35 P.S. 780-102](#)
[23. 24 P.S. 1306.2-B](#)
[24. 22 PA Code 10.21](#)
[25. 22 PA Code 10.22](#)
[26. 22 PA Code 10.23](#)
[27. 22 PA Code 10.25](#)
[28. 22 PA Code 14.104](#)
[29. 34 CFR 300.535](#)
30. Pol. 103.1
31. Pol. 113.3
32. Pol. 218.2
33. Pol. 222
34. Pol. 805.1
[35. 20 U.S.C. 1232g](#)
[36. 34 CFR Part 99](#)
37. Pol. 113.4
38. Pol. 216
[24 P.S. 510](#)
[20 U.S.C. 1400 et seq](#)
[34 CFR Part 300](#)



Book	Policy Manual
Section	100 Programs
Title	Behavior Support
Code	113.2
Status	First Reading

Purpose

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

Authority

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

Definitions

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

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

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

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

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

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

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

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

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

Delegation of Responsibility

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

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

The Superintendent or designee shall provide regular training and retraining of staff in the use of specific procedures, methods and techniques, including de-escalation techniques, emergency responses, restraints and seclusions, that will be used to implement positive behavior supports or interventions in accordance with students' IEPs, Positive Behavior Support Plans and Board policy.^[1]

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

Guidelines

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

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

Physical Restraints

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

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

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

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

Mechanical Restraints

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

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

Seclusion

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

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

Aversive Techniques

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

1. Corporal punishment.
2. Punishment for a manifestation of a student's disability.
3. Locked rooms, locked boxes, other locked structures or spaces from which the student cannot readily exit.
4. Noxious substances.
5. Deprivation of basic human rights, such as withholding meals, water or fresh air.
6. Suspensions constituting a pattern as defined in state regulations.^[12]
7. Treatment of a demeaning nature.

8. Electric shock.
9. Methods implemented by untrained personnel.
10. Prone restraints, which are restraints by which a student is held face down on the floor.

Referral to Law Enforcement

The Superintendent or designee shall immediately report required incidents and may report discretionary incidents committed on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity by a student with a disability, including a student for whom an evaluation is pending, to the **law enforcement agency** that has jurisdiction over the school's property, in accordance with state and federal laws and regulations, the procedures set forth in the memorandum of understanding with **law** enforcement and Board policies. The Superintendent or designee shall respond to such incidents in accordance with the district's Special Education Plan and, if applicable, the procedures, methods and techniques defined in the student's Positive Behavior Support Plan. [\[1\]\[6\]\[9\]\[10\]\[13\]\[14\]\[15\]\[16\]\[17\]\[18\]\[19\]\[20\]\[21\]\[22\]\[23\]\[24\]\[25\]\[26\]\[27\]\[28\]](#)

For a student with a disability who has a Positive Behavior Support Plan at the time of referral, subsequent to notification to law enforcement, the district shall convene the student's IEP team and an updated functional behavioral assessment and Positive Behavior Support Plan shall be required. [\[1\]\[11\]\[18\]](#)

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

For a student with a disability who does not have a Positive Behavior Support Plan, subsequent to notification to law enforcement, the district shall convene the student's IEP team to consider whether a Positive Behavior Support Plan should be developed to address the student's behavior, in accordance with law, regulations and Board policy. [\[1\]\[18\]](#)

Relations With Law Enforcement

The district shall provide a copy of its administrative regulations and procedures for behavior support, developed in accordance with the Special Education Plan, to each **law enforcement agency** that has jurisdiction over school property. Updated copies shall be provided each time the administrative regulations and procedures for behavior support are revised by the district. [\[9\]\[18\]\[20\]\[28\]](#)

The district shall invite representatives of each **law enforcement agency** that has jurisdiction over school property to participate in district training on the use of positive behavior supports, de-escalation techniques and appropriate responses to student behavior that may require intervention, as included in the district's Special Education Plan and positive behavior support program. [\[1\]\[9\]\[18\]\[20\]\[28\]](#)

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Legal

- [1. 22 PA Code 14.133](#)
- [2. 22 PA Code 14.145](#)
- [3. 20 U.S.C. 1414](#)
- [4. 34 CFR 300.114](#)
- [5. 34 CFR 300.324](#)
- [6. 20 U.S.C. 1415](#)
- [7. 34 CFR 300.34](#)
- [8. 34 CFR 300.530](#)
9. Pol. 113
10. Pol. 113.1
11. Pol. 113.3
- [12. 22 PA Code 14.143](#)
- [13. 24 P.S. 1306.2-B](#)
- [14. 24 P.S. 1319-B](#)
- [15. 22 PA Code 10.2](#)
- [16. 22 PA Code 10.21](#)
- [17. 22 PA Code 10.22](#)
- [18. 22 PA Code 10.23](#)
- [19. 22 PA Code 10.25](#)
- [20. 22 PA Code 14.104](#)
- [21. 34 CFR 300.535](#)
22. Pol. 103.1
23. Pol. 218
24. Pol. 218.1
25. Pol. 218.2
26. Pol. 222

27. Pol. 227

28. Pol. 805.1

[20 U.S.C. 1400 et seq](#)

[34 CFR Part 300](#)

[Pennsylvania Training and Technical Assistance Network, Question and Answer Compendium, January 2020](#)



Book	Policy Manual
Section	200 Pupils
Title	Eligibility of Nonresident Students
Code	202
Status	First Reading

Purpose

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

Authority

{X} It shall be the policy of the Board not to permit the admission of nonresident students, except as required by law or court order.[\[4\]](#)[\[5\]](#)
[\[6\]](#)[\[7\]](#)[\[8\]](#)[\[9\]](#)

The Board reserves the right to verify claims of residency, dependency and guardianship, and to remove from school attendance a nonresident student whose claim is invalid **and who is not otherwise entitled to enrollment within this district.**[\[11\]](#)

The district may disenroll a student following a determination that the student does not reside in the district and is not otherwise entitled to free school privileges in the district. The district shall provide notice to the parents/guardians or other person having charge or care of the student of the reason(s) for the district's determination to disenroll the student. The district may not disenroll the student until:[\[11\]](#)

1. The parents/guardians or any other person having charge or care of the student have been provided an opportunity for a hearing with the Board or a committee of the Board to appeal the decision and the appeal process has been exhausted; or[\[11\]](#)[\[12\]](#)
2. The parents/guardians or other person having charge or care of the student, after being notified of the opportunity for a hearing, decline to participate in the hearing or the appeals process.[\[11\]](#)

Prior to disenrolling a student, the district's liaison for homeless children and youth shall provide the parents/guardians or other person having charge or care of the student with information regarding the educational rights of homeless students.[\[11\]](#)[\[13\]](#)

The district shall comply with a court order directing a student to be disenrolled and enrolled in a different school.[\[11\]](#)

Guidelines

{X} The Board shall not be responsible for transportation to or from school for any nonresident student residing outside school district boundaries, except in accordance with law and Board policy.[\[13\]](#)

Tuition rates shall be determined annually in accordance with law. Tuition shall be charged monthly, in advance of attendance.[\[10\]](#)[\[14\]](#)[\[15\]](#)

Nonresident Children Placed in Resident's Home

Any child placed in the home of a district resident by a court or government agency shall be admitted to district schools and shall receive the same benefits and be subject to the same responsibilities as resident students.[\[6\]](#)[\[16\]](#)

Residents of Institutions

A child who is living in or assigned to a facility or institution for the care or training of children that is located within this district is not a legal resident of the district by such placement; but the student shall be admitted to district schools, and a charge shall be made for tuition in accordance with law.[\[7\]](#)[\[14\]](#)[\[16\]](#)[\[17\]](#)[\[18\]](#)[\[19\]](#)[\[20\]](#)[\[21\]](#)[\[22\]](#)

Students Experiencing Educational Instability

The district shall immediately admit students experiencing homelessness, foster care and other forms of educational instability, even if the required documents are unavailable, in accordance with Board policy, law and regulation.[\[5\]](#)[\[13\]](#)[\[16\]](#)

Children of Military Families

Children of military families shall be eligible for enrollment in this district in accordance with the Interstate Compact on Educational Opportunity for Military Children, state law and Board policy.[\[5\]](#)[\[8\]](#)[\[9\]](#)[\[11\]](#)[\[23\]](#)

Other Nonresident Students

A nonresident student may be admitted to district schools without payment of tuition where attendance is justified on the grounds that the student lives full-time and not just for the school year with district residents who have assumed legal dependency or guardianship or full residential support of the student.[\[11\]](#)[\[24\]](#)

The Board shall require that appropriate legal documentation showing dependency or guardianship or a sworn statement of full residential support be filed with the Board Secretary before an eligible nonresident student may be accepted as a student in district schools. The Board may require a resident to submit additional, reasonable information to substantiate a sworn statement, in accordance with guidelines issued by the PA Department of Education.[\[11\]](#)[\[24\]](#)

☒ Prospective Residents

A student eligible for attendance whose parent/guardian has executed a contract to buy, build or rent a residence in this district for occupancy ~~by~~ may be enrolled [\[10\]](#)

~~() with payment of tuition~~

(X) without payment of tuition

~~() for _____ previous to the anticipated date of residency.~~

(X) at the beginning of the school year, provided that the anticipated date of residency is not later than November 1 of the same school year.

If the student does not become a resident of the district by the end of the period for which

~~() free attendance is given,~~

~~() reduced rate tuition is charged,~~

tuition shall be required until residency is established.

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

☒ Former Residents

Regularly enrolled students whose parents/guardians have moved out of the district may be permitted to finish the [\[10\]](#)

(X) school year

~~() semester~~

~~() marking period~~

~~() with payment of tuition.~~

(X) without payment of tuition.

~~() when the parents/guardians move from the district during the _____ immediately previous to the end of the school year.~~

(X) when the student is completing the senior year and will graduate. **If the parent(s)/guardians of a student move out of South Williamsport Area School District on or after April 1, and before the end of the school year, the student of any grade level shall be permitted to complete only that school year in the South Williamsport Area School district without the payment of tuition, provided that the students parents/guardians assume responsibility for transportation.**

Delegation of Responsibility

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

The Superintendent shall

1. Admit such students on the proper paper application and submission of required documentation by the parent/guardian.
2. Verify claims of residency.
3. Not exclude any eligible student on the basis of race, creed, color, gender, sexual orientation, national origin, ancestry, or disability.
4. Deny admission where the educational facilities or program maintained for the district students is inadequate to meet the needs of the applicant.
5. Make continued enrollment of a nonresident student contingent upon maintaining established standards of attendance, discipline, and academics.

The superintendent shall be permitted to enroll nonresident students per statute or policy

NOTES:

Incarcerated Juveniles

Convicted – SC 1306.2, 1318

Charged – SC 1306.2

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Legal

[1. 24 P.S. 501](#)[2. 24 P.S. 502](#)[3. 24 P.S. 503](#)[4. 24 P.S. 1301](#)

5. Pol. 200

[6. 24 P.S. 1305](#)[7. 24 P.S. 1306](#)[8. 24 P.S. 1302.1](#)[9. 24 P.S. 1184](#)[10. 24 P.S. 1316](#)[11. 24 P.S. 1302](#)

12. Pol. 906

13. Pol. 251

[14. 24 P.S. 2561](#)

15. Pol. 607

[16. 24 P.S. 1331.1](#)[17. 24 P.S. 1307](#)[18. 24 P.S. 1308](#)[19. 24 P.S. 1309](#)[20. 24 P.S. 1310](#)[21. 24 P.S. 2562](#)[22. 22 PA Code 11.18](#)

23. Pol. 254

[24. 22 PA Code 11.19](#)[22 PA Code 11.41](#)[24 P.S. 1306.2](#)[24 P.S. 2503](#)[24 P.S. 7302](#)

Pol. 103

Pol. 103.1

Interstate Compact on Educational Opportunity for Military Children (MIC3)



Book	Policy Manual
Section	200 Pupils
Title	Threat Assessment
Code	236.1
Status	First Reading

Purpose

The Board is committed to protecting the health, safety and welfare of its students and the school community and providing the resources and support to address identified student needs. The Board adopts this policy to address student behavior that may indicate a threat to the safety of the student, other students, school employees, school facilities, the community and others.[1]

Authority

The Board directs the Superintendent or designee, in consultation with the School Safety and Security Coordinator, to establish a threat assessment team and develop procedures for assessing and intervening with students whose behavior may indicate a threat to the safety of the student, other students, school employees, school facilities, the community and others.[1]

Definitions

Behavioral service providers – includes, but is not limited to, a state, county or local behavioral health service provider, crisis intervention center or psychiatric hospital. The term includes a private service provider which contracts with a state, county or local government to act as a behavioral health agency.[2]

Bias – the attitudes or beliefs we have about a person or group that affects our understanding, actions and decisions in a conscious or subconscious manner.[3]

Individualized Management Plan – a plan developed for a student who is referred to the threat assessment team that documents the concerns that brought a student to the team's attention, as well as the resources and supports a student might need based on the information gathered during the assessment.

Threat assessment – a fact-based process for the assessment of and intervention with students whose behaviors may indicate a threat to the safety of the student, other students, school employees, school facilities, the community or others.

Delegation of Responsibility

The Superintendent or designee, in consultation with the School Safety and Security Coordinator, shall appoint [1]

[Note: districts should only select one of the appropriate options if the designated team is made up of required personnel under 24 P.S. 1302-E]

{ } individuals to a district threat assessment team.

{ } individuals to a threat assessment team at each school building in the district.

{ } the district's Student Assistance Program team to serve as the threat assessment team.

{X} the district's Safe2Say Something crisis team to serve as the threat assessment team.

{ } the district's suicide prevention crisis response/crisis intervention team to serve as the threat assessment team.

{ } the district's _____ to serve as the threat assessment team.

The Superintendent or designee shall designate a member of the team as team leader for the threat assessment team.[1]

The threat assessment team shall include the School Safety and Security Coordinator and individuals with expertise in school health; counseling, school psychology or social work; special education and school administration.[1]

{ } members of the Student Assistance Program team.[4]

{ } school security personnel.[5]

{X} law enforcement agency representatives.

{ } behavioral health professionals.

{X} members of the Safe2Say Something crisis team.[6]

{ } suicide prevention coordinators and/or members of the crisis response/crisis intervention team.[7]

{ } juvenile probation professionals.

{X} The Superintendent or designee may assign additional staff members or designated community resources to the threat assessment team for assessment and response support.

The Superintendent or designee shall develop and implement administrative regulations to support the threat assessment process.

Guidelines

Training

The

{ } Superintendent or designee

{X} School Safety and Security Coordinator

shall ensure that threat assessment team members are provided individual and/or group training **annually** on:[1]

1. Responsibilities of threat assessment team members.
2. Process of identifying, reporting, assessing, responding to and intervening with threats.
3. Identifying and avoiding racial, cultural or disability bias.[3][8]
4. Confidentiality requirements under state and federal laws and regulations, and Board policies.[4][6][9][10][11]
5. {X} Student Assistance Program process.[4]
6. { } Youth suicide awareness, prevention and response.[7]
7. { } Trauma-informed approach.[12]
8. {X} Safe2Say Something procedures.[6]
9. { } Multi-tiered systems of support.
10. { } Positive Behavioral Intervention and Support.

Threat assessment team training shall be credited toward professional education requirements and school safety and security training requirements for staff, in accordance with applicable law and Board policy.[1][6][13][14][15][16]

Information for Students, Parents/Guardians and Staff

The district shall **annually** notify students, staff and parents/guardians about the existence and purpose of the threat assessment team through posting information on the district website, publishing in handbooks and through other appropriate methods.[1]

The threat assessment team shall make available age-appropriate informational materials to students regarding recognition of threatening or at-risk behavior that may present a threat to the student, other students, school employees, school facilities, the community or others and how to report concerns, including through the Safe2Say Something program and other district reporting hotlines or methods. Informational materials shall be available for review by parents/guardians.[1][7][8][17][18][19]

The threat assessment team shall make available informational materials for school employees regarding recognition of threatening or at-risk behavior that may present a threat to the student, other students, school employees, school facilities, the community or others and how to report concerns, including through the Safe2Say Something program and other district reporting hotlines or methods. Information for school employees shall include a list of the staff members who have been appointed to the threat assessment team.[1][7][8][17][19]

The district shall annually provide mandatory training for school staff on identification or recognition of student behavior that may indicate a threat to the safety of the student, other students, school employees, other individuals, school facilities or the community, in accordance with law, Board policy and the standards specified by the state's School Safety and Security Committee.[6][15]

Reporting and Identification

The threat assessment team shall document, assess and respond to reports received regarding students whose behavior may indicate a threat to the safety of the student, other students, school employees, school facilities, the community or others.[1]

The threat assessment team shall assist in assessing and responding to reports that are received through the Safe2Say Something Program identifying students who may be a threat to themselves or others.[1][6]

The threat assessment team shall assist in assessing and responding to reports of students exhibiting self-harm or suicide risk factors or warning signs, as identified in accordance with applicable law and Board policy.[1][7]

When the threat assessment team has made a preliminary determination that a student's reported behavior may indicate a threat to the safety of the student, other students, school employees, school facilities, the community or others, the team shall immediately take the following steps:[1]

1. Notify the Superintendent or designee and School Safety and Security Coordinator of the reported threat.
2. Notify the building principal of the school the student attends of the reported threat, who shall notify the student's parent/guardian of the reported threat.

When a reported student's behavior indicates that there may be an imminent threat to the safety of the student or others, or an emergency situation, a threat assessment team member shall take immediate action, which may include promptly reporting to the appropriate law enforcement agency and school administration.[1][5][6][20]

Where a threat assessment team member has reasonable cause to suspect that a reported situation indicates that a student may be a victim of child abuse, the member shall make a report of suspected child abuse in accordance with law and Board policy.[1][21][22]

Inquiry and Assessment

In investigating, assessing and responding to threat reports, the threat assessment team shall make a determination if the report should be addressed under one or more specific Board policies or administrative regulations, based on the subject matter of the report and the requirements of law, regulations and Board policy, including, but not limited to, reports involving:

1. Discrimination/Title IX Sexual Harassment.[8][17]
2. Bullying/Cyberbullying.[19]
3. Suicide Awareness, Prevention and Response.[7]
4. Hazing.[23]
5. Dating Violence.[24]

Members of the threat assessment team shall engage in an assessment of the reported student behavior that may indicate a threat, in accordance with training and established procedures. This process may include, but is not limited to:

1. {X} Interviewing the student, other students, staff, parents/guardians or others regarding the subject(s) of the reported threat.
2. {X} Reviewing existing academic, health and disciplinary records and assignments, as appropriate, regarding the subject(s) of the report.
3. {X} Conducting searches of lockers, storage spaces, and other possessions on school property as applicable, in accordance with applicable law, regulations and Board policy.[25]
4. {X} Examining outside resources such as social media sites, in coordination with law enforcement, or contacting law enforcement, juvenile probation, or community agencies to request additional information about the subject(s) of the report, in accordance with law, regulations and Board policies.
5. {X} Where appropriate, convening the appropriate team to assess and/or address the situation that is the subject of the report, such as the Individualized Education Program (IEP) team, Section 504 Team, Behavior Support team, Student Assistance Program team, or others.[4][26][27][28][29][30]

The threat assessment team shall establish and implement procedures, in accordance with the district's Memorandum of Understanding, to address situations where the investigation of a reported threat shall be transferred to the appropriate law enforcement agency.[5][20]

The threat assessment team may request that the county agency or juvenile probation department consult and cooperate with the team in assessing the student who is the subject of a preliminary determination regarding a threat.[1]

When assessment of a student's behavior determines that it is not a threat to the student, other students, school employees, school facilities, the community or others, the threat assessment team shall document the assessment and may refer the student to other appropriate resources such as a child study team, the Student Assistance Program team, an IEP or Section 504 Team or other district supports and services.

Response and Intervention

The threat assessment team shall develop an Individualized Management Plan for each student identified and assessed as posing a threat to the student, other students, school employees, school facilities, the community or others. The plan should document the team's evaluation of the threat and recommendations for disposition of the threat, including the information gathered during the assessment and recommendations for response and intervention.

Following notification to the student's parent/guardian, the threat assessment team may refer the student to an appropriate program or take action to address the reported situation in accordance with applicable Board policy, which may include, but is not limited to:[1]

1. A referral to the Student Assistance Program.[4]
2. A referral to the appropriate law enforcement agency.[5][6][20]
3. An appropriate evaluation to determine whether the student is a qualified student with a disability in need of a Section 504 Service Agreement or in need of special education services through an Individualized Education Program (IEP), in accordance with applicable law and Board policy.[26][27][30]
4. A referral to the student's IEP Team to review and address the student's IEP and/or Positive Behavior Support Plan. This could include, but is not limited to, a manifestation determination or functional behavioral assessment in accordance with applicable law, regulations and Board policy.[27][28][29][30]
5. A referral to the student's Section 504 Team to review and address the student's Section 504 Service Agreement and/or Positive Behavior Support Plan.[26]
6. With prior parental consent, a referral to a behavioral service provider, health care provider or county agency.[31]

7. Addressing behavior in accordance with applicable discipline policies and the Code of Student Conduct.[32][33][34][35]
8. Ongoing monitoring of the student by the threat assessment team, a child study team, Student Assistance Program team or other appropriate school personnel.
9. Taking steps to address the safety of any potential targets identified by the reported threat.[6][36]

Safe Schools Incident Reporting –

For Safe Schools reporting purposes, the term **incident** means an instance involving an act of violence; the possession of a weapon; the possession, use or sale of a controlled substance or drug paraphernalia as defined in the Pennsylvania Controlled Substance, Drug, Device and Cosmetic Act; the possession, use or sale of alcohol or tobacco; or conduct that constitutes an offense listed under the Safe Schools Act.[20][37][38][39]

When a reported threat also meets the definition of an incident under the Safe Schools Act, in accordance with reporting requirements, the Superintendent or designee shall immediately report required incidents, if not previously reported by district staff, and may report discretionary incidents committed by students on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity to the local police department that has jurisdiction over the school's property, in accordance with state law and regulations, the procedures set forth in the Memorandum of Understanding with local law enforcement and Board policies.[20][32][37][38][40][41][42]

The Superintendent or designee shall notify the parent/guardian, if not previously notified by district staff, of any student directly involved in an incident on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity, who is a victim or suspect, immediately, as soon as practicable. The Superintendent or designee will inform the parent/guardian whether or not the local police department that has jurisdiction over the school property has been or may be notified of the incident. The Superintendent or designee will document attempts made to reach the parent/guardian.[20][38][43]

Students With Disabilities –

When reporting an incident committed by a student with a disability or referring a student with a disability to a law enforcement agency, the district shall provide the information required by state and federal laws and regulations and shall ensure that copies of the special education and disciplinary records of the student are transmitted for consideration by these authorities. The district shall ensure compliance with the Family Educational Rights and Privacy Act when transmitting copies of the student's special education and disciplinary records.[9][11][44][45][46][47]

Monitoring and Management

If a student has an Individualized Management Plan, the threat assessment team shall monitor the Individualized Management Plan and coordinate with the designated team or resource to provide support and follow-up assessment as necessary. Follow-up assessments, referrals, re-entry plans and other supports shall be documented as part of the student's Individualized Management Plan.

The threat assessment team, in coordination with other appropriate teams and supports, shall determine when the student's Individualized Management Plan is no longer needed for disposition of the threat(s), and may transfer appropriate information in accordance with applicable law, regulations and Board policy.[4][7][9][11][26][27]

Records Access and Confidentiality

In order to carry out their duties and facilitate the timely assessment of and intervention with students whose behavior may indicate a threat, the threat assessment team shall have access to the following student information to the extent permitted under applicable law and regulations:[1]

1. Student health records.[48][49]
2. Prior school disciplinary records.[9][11][50]
3. Records related to adjudication under applicable law and regulations.[50][51][52][53][54][55]
4. Records of prior behavioral or mental health or psychological evaluations or screenings maintained by the district.
5. Other records or information that may be relevant to evaluating a threat or determining treatment or referral options for a student that are maintained by the district.

The threat assessment team shall use all information or records obtained in fulfilling the team's duty in accordance with law to evaluate a threat or to recommend disposition of a threat. Team members shall not redisclose any record or information obtained or otherwise use any record of a student beyond the purpose for which the disclosure was made to the team, in accordance with law.[1]

The threat assessment team shall maintain confidentiality and handle all student records in accordance with applicable law, regulations, Board policy, the Student Records Plan and the district's legal and investigative obligations.[4][7][9][10][11][19][44][46][50][56]

Threat assessment members whose other assignments and roles require confidentiality of specific student communications, in accordance with law, shall ensure that all confidential communications and information are addressed in accordance with applicable law, regulations, Board policy and administrative regulations.[10][57][58][59][60]

Annual Board Report

The threat assessment team shall provide the required information to the Superintendent, in consultation with the School Safety and Security Coordinator, to annually develop and present to the Board, at an executive session, a report outlining the district's approach to threat assessment, which shall include:[1]

1. Verification that the district's threat assessment team and process complies with applicable law and regulations.

2. The number of threat assessment teams assigned in the district, and their composition.
3. The total number of threats assessed that year.
4. A summary of interactions with outside law enforcement agencies, juvenile probation and behavioral service providers.
5. An assessment of the district's threat assessment team(s) operation.
6. Recommendations for improvement of the district's threat assessment processes.
7. Any additional information required by the Superintendent or designee.

{X} The annual threat assessment report shall be presented as part of the annual report to the Board by the School Safety and Security Coordinator on district safety and security practices.[\[1\]](#)[\[5\]](#)

The threat assessment team's information addressing verification of compliance with law and regulations, the number of threat assessment teams assigned in the district and their composition, the total number of threats assessed that year, and **additional** information required by the Superintendent or designee shall be included in the School Safety and Security Coordinator's annual report on district safety and security practices that is submitted to the state's School Safety and Security Committee.[\[1\]](#)[\[5\]](#)[\[61\]](#)

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Legal

[1. 24 P.S. 1302-E](#)

[2. 24 P.S. 1301-E](#)

3. Pol. 832

4. Pol. 236

5. Pol. 805.2

6. Pol. 805

7. Pol. 819

8. Pol. 103

9. Pol. 113.4

10. Pol. 207

11. Pol. 216

12. Pol. 146.1

[13. 24 P.S. 1205.2](#)

[14. 24 P.S. 1205.5](#)

[15. 24 P.S. 1310-B](#)

16. Pol. 333

17. Pol. 104

18. Pol. 105.1

19. Pol. 249

20. Pol. 805.1

[21. 23 Pa. C.S.A. 6311](#)

22. Pol. 806

23. Pol. 247

24. Pol. 252

25. Pol. 226

26. Pol. 103.1

27. Pol. 113

28. Pol. 113.1

29. Pol. 113.2

30. Pol. 113.3

31. Pol. 146

32. Pol. 218

33. Pol. 218.1

34. Pol. 218.2

35. Pol. 233

36. Pol. 709

[37. 24 P.S. 1303-A](#)

[38. 22 PA Code 10.2](#)

[39. 35 P.S. 780-102](#)

[40. 24 P.S. 1302.1-A](#)

[41. 22 PA Code 10.21](#)

[42. 22 PA Code 10.22](#)

[43. 22 PA Code 10.25](#)

[44. 20 U.S.C. 1232g](#)

[45. 20 U.S.C. 1415](#)

[46. 34 CFR Part 99](#)

[47. 34 CFR Part 300](#)

[48. 24 P.S. 1409](#)

49. Pol. 209

50. Pol. 216.1

[51. 24 P.S. 1304-A](#)

[52. 24 P.S. 1305-A](#)

[53. 24 P.S. 1307-A](#)

[54. 42 Pa. C.S.A. 6341](#)

55. Pol. 218.3

[56. 24 P.S. 1304-D](#)

[57. 22 PA Code 12.12](#)

[58. 42 Pa. C.S.A. 5945](#)

[59. 42 Pa. C.S.A. 8337](#)

[60. 42 CFR Part 2](#)

[61. 24 P.S. 1309-B](#)

[20 U.S.C. 1400 et seq](#)

[35 P.S. 7601 et seq](#)

Pol. 203.1

[PA Commission on Crime and Delinquency, School Safety and Security Committee Model K-12 Threat Assessment Procedures and Guidelines](#)



Book	Policy Manual
Section	200 Pupils
Title	Educational Opportunity for Military Children
Code	254
Status	First Reading

Purpose

The Board recognizes the challenges encountered by children of military families due to the frequent moves and deployment of their parents/guardians. The Board is committed to eliminating barriers to student attendance, education and graduation; and to providing additional supports to children of military families in compliance with federal and state laws, regulations and Board policy.

Definitions

Active duty – means full-time duty status in the active uniformed services of the United States, including members of the National Guard and reserve on active duty orders.[1][2]

Children of military families - means a school-aged child, enrolled in kindergarten through twelfth grade, normally residing in the household of an active duty member **or in accordance with applicable law**. Specifically, this includes children of:[3][4]

1. Active duty members of the uniformed services.
2. Members or veterans of the uniformed services who are severely injured and medically discharged or retired for a period of one (1) year after medical discharge or retirement.
3. Members of the uniformed services who die on active duty or as a result of injuries sustained on active duty for a period of one (1) year after death.
4. **Members of the National Guard or reserve who are required to move to perform responsibilities in their service, which results in the child having to transfer from a public school in another state to a public school in this state.**[4]

This does not include the children of:[3]

1. Inactive members of the National Guard and military reserves.
2. Members of the uniformed services now retired, except as otherwise stated in this policy.
3. Veterans of the uniformed services, except as otherwise stated in this policy.
4. Other United States Department of Defense personnel and other federal agency civilian and contract employees not defined as active duty members of the uniformed services.

State Council – an entity to coordinate the state's participation and compliance among its government agencies, school entities and military installations.

Uniformed services – means the U.S. armed forces, Commissioned Corps of the National Oceanic and Atmospheric Administration, and the Commissioned Corps of the Public Health Service.[5]

U.S. armed forces – means the Army, Navy, Air Force, Marine Corps, Coast Guard and Space Force.[5]

Authority

The Board directs the district to comply with the provisions of the Interstate Compact on Educational Opportunity for Military Children (Compact) and this Board policy by:[3][6]

1. Facilitating the timely enrollment of children of military families and ensuring that they are not placed at a disadvantage due to difficulty in the transfer of education records from previous school districts or variations in entrance/age requirements.[7][8][9][10]
2. Facilitating the student placement process through which children of military families are disadvantaged by variations in attendance requirements, scheduling, sequencing, grading, course content or assessment.[11][12][13][14][15]
3. Facilitating the qualification and eligibility for enrollment, educational programs and participation in extracurricular, academic, athletic and social activities.[16][17][18]
4. Facilitating the on-time graduation of children of military families.[19]
5. Providing for the promulgation and enforcement of administrative rules implementing the provisions of the Compact.

6. Providing for the uniform collection and sharing of information between and among states, schools and military families under the Compact.
7. Promoting coordination between the Compact and other compacts affecting military children.
8. Promoting flexibility and cooperation between the educational system, parents/guardians and the student in order to achieve educational success for the student.

Advance Enrollment

In addition to the provisions of the Compact, the district shall enroll children of a parent/guardian who is an active duty member of the U.S. armed forces, including a reserve component, that has received official military orders to transfer into or within Pennsylvania, prior to establishing residency in this district.[7][9][20]

The parent/guardian shall provide the following:[7][20][21]

1. A copy of the official military order.
2. Proof of intent to move into this district, which may include:[20]
 - a. A signed contract to buy a home.
 - b. A signed lease agreement.
 - c. A statement from the parent/guardian stating their intent to move into the district.

Within forty-five (45) days after the arrival date specified in the military orders, the parent/guardian shall provide the district with proof of residence in this district.[20]

The Board shall ensure that children of military families have equal access to the same educational programs, activities and services provided to other district students.

Delegation of Responsibility

The Superintendent shall be authorized to waive specific requirements in Board policies, procedures and administrative regulations to the extent that they create barriers for the enrollment, placement and attendance of children of military families.[7][8][9][12][16][17][19][22]

The Superintendent or designee shall collaborate with the military family education liaison designated by the State Council, school staff, sending schools, local agencies and other entities in supporting the needs of children of military families.

Guidelines

Children of military families enrolled in this district shall be provided support and services, as appropriate to each individual student's needs, in accordance with the Compact and Board policy.[23][24][25][26][27]

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Legal

[1. 10 U.S.C. 12301 et seq](#)

[2. 10 U.S.C. 12401 et seq](#)

[3. 24 P.S. 7302](#)

[4. 24 P.S. 1184](#)

[5. 10 U.S.C. 101](#)

[6. 24 P.S. 7301](#)

7. Pol. 200

8. Pol. 201

9. Pol. 202

10. Pol. 216

11. Pol. 127

12. Pol. 204

13. Pol. 206

14. Pol. 212

15. Pol. 215

16. Pol. 122

17. Pol. 123

18. Pol. 231

19. Pol. 217

[20. 24 P.S. 1302.1](#)

[21. 24 P.S. 1302](#)

22. Pol. 203

23. Pol. 103.1

24. Pol. 113

25. Pol. 114

26. Pol. 138

27. Pol. 918

Pol. 113.4

Pol. 115

Pol. 146

Pol. 209

Interstate Compact on Educational Opportunity for Military Children (MIC3)

[254-Attach.docx \(24 KB\)](#)



Book	Policy Manual
Section	600 Finances
Title	Tuition Income
Code	607
Status	First Reading

Authority

Tuition shall be assessed for those students who are residents of another school district but whose attendance within this district has been approved by the Board, in accordance with applicable law and Board policy. [\[1\]](#)[\[2\]](#)[\[3\]](#)

Delegation of Responsibility

It shall be the responsibility of the Business Manager to invoice tuition for approved students.

Guidelines

Tuition rates shall be determined annually. [\[1\]](#)[\[3\]](#)

Tuition billings will be made

☒ monthly

☐ quarterly

☐ in advance of

☒ immediately following

the attendance period.

When payment is more than

☒ thirty (30) days

☐ forty five (45) days

☐ sixty (60) days

overdue, services will be terminated, **and a student may be disenrolled in accordance with applicable law and Board policy.** [\[2\]](#)

~~When a student attends more than~~

☐ one (1) week,

☐ two (2) weeks,

~~the sender will be charged for a full month of tuition.~~

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Legal	1. 24 P.S. 1316
	2. Pol. 202
	3. 24 P.S. 2561
	24 P.S. 1301
	24 P.S. 1302
	24 P.S. 1306
	24 P.S. 1307
	24 P.S. 1308
	24 P.S. 1309
	24 P.S. 1310

[24 P.S. 1313](#)

[24 P.S. 2503](#)



Book	Policy Manual
Section	800 Operations
Title	School Security Personnel
Code	805.2
Status	First Reading

Authority

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

Definitions

School security personnel - school police officers, school resource officers and school security guards.[1]

Independent contractor - an individual, including a retired federal agent or retired state, municipal or military police officer or retired sheriff or deputy sheriff, whose responsibilities, including work hours, are established in a written contract with the district for the purpose of performing school security services.[1]

Third-party vendor - a company or entity approved by the **PA Commission on Crime and Delinquency** that provides school security services in accordance with law.[1]

Delegation of Responsibility

The Superintendent shall appoint a school administrator to serve as the School Safety and Security Coordinator, in accordance with law. When a vacancy occurs in the role of the School Safety and Security Coordinator, the Superintendent shall appoint another school administrator to serve as the School Safety and Security Coordinator within thirty (30) days of the vacancy and shall notify the Board regarding the appointment.[2]

The Superintendent or designee shall submit the name and contact information for the appointed School Safety and Security Coordinator to the state's School Safety and Security Committee within thirty (30) days of the appointment.[2]

The School Safety and Security Coordinator shall report directly to the Superintendent, and shall be responsible for the following:[2]

1. Oversee all

{X} school police officers and event security staff

~~{ } School Resource Officers (SROs)~~

~~{ } school security guards.~~

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

The School Safety and Security Coordinator shall, within one (1) year of appointment, complete required training as specified by the state's School Safety and Security Committee for serving in the role of a School Safety and Security Coordinator. This training shall be in addition to other training requirements for school administrators, **but shall count toward professional education credit, where applicable.**[2][15][16][17]

By June 30 of each year, the School Safety and Security Coordinator shall make a report to the Board at an executive session on the district's current safety and security practices, and identify strategies to improve school safety and security.[2][18]

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

1. Threat assessment team information, including verification of compliance with law and regulations, the number and composition of the district's threat assessment team(s), the total number of threats assessed in the past year and additional information on threat assessment required by the Superintendent or designee, in accordance with Board policy.[6][13]
2. {X} Reports of required emergency preparedness, fire, bus evacuation and school security drills.[10]
3. {X} Information on required school safety and security training and resources provided to students and staff.[10]
4. {X} Safe2Say Something aggregate data, including a breakdown of Life Safety and Non-Life Safety reports received.
5. {X} Behavioral health and school climate information, including aggregate data from surveys and assessments issued in the district, information on referrals and services accessed by students and families, and identification of additional resources needed in the district.[19]
6. {X} **School safety and security incident** reports for the previous year(s) and/or data collected to date for the current year.[20]
7. {X} Updates regarding the district's memorandum of understanding with **law** enforcement agencies.[20]
8. {X} Updates to laws, regulations and/or Board policies related to school safety and security.
9. {X} Information on tours, inspections and/or School Safety and Security Assessments of school facilities and programs.
10. {X} Information on grants or funding applied for and/or received in support of school safety and security efforts.

A copy of the report shall be submitted to the state's School Safety and Security Committee.[2]

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

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

[NOTE: Select the applicable option(s) below with the appropriate corresponding language for each option, based on the district's school security personnel.]

Guidelines

{X} School Police Officers

The district shall

{X} employ

{ } contract for

one or more school police officers and apply to the appropriate court for appointment and powers of authority, in accordance with the provisions of law.[1][21][22][23][24][25]

Within thirty (30) days of court approval for appointment of a school police officer, the district shall notify the School Safety and Security Committee and submit a copy of the court's order.[21]

School police officer - [1][22][23]

1. A law enforcement officer employed by the district whose responsibilities, including work hours, are established by the district; or
2. An independent contractor or an individual provided through a third-party vendor who has been appointed in accordance with law, and who meets the requirements of contracted services personnel, in accordance with Board policy.[25]

Background Checks -

Prior to receiving an offer of employment, all school police officers shall comply with the requirements for background checks/certifications and employment history reviews for all school employees, in accordance with applicable law, Board policy and administrative regulations. These requirements are addressed separately in Board policy 304 for school police employed by the district and Board policy 818 for school police employed by an independent contractor or third-party vendor.[24][25][26][27][28][29]

The district shall conduct a law enforcement agency background investigation in compliance with applicable law and regulations for all school police employed by the district and shall review a background investigation conducted for all school police employed by an independent contractor or third-party vendor.[30][31]

Following an offer of employment, the district shall request the separation record for a school police officer employed or contracted by the district, in accordance with applicable law and regulations for a law enforcement agency.[32][33]

Requirements -

The district shall annually report the following information regarding school police officers receiving required training to the PA Department of Education, **the School Safety and Security Committee** and the PA Commission on Crime and Delinquency: [34]

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

The district shall make reports regarding hiring and separation, and shall maintain all records, as required for a law enforcement agency, in accordance with applicable law and regulations. [31][35]

School police officers shall take and subscribe to the Oath of Office required by law. [36]

{X} The district shall request that the court grant the school police officer authority to carry a firearm, in accordance with law. The school police officer shall maintain all applicable firearm license and training requirements, in accordance with **applicable** law and Board policy. [21][37]

School police officers shall successfully complete required training, in accordance with law, and other required staff training, including district training on the use of positive behavior supports, de-escalation techniques and appropriate responses to behavior for students with disabilities, in accordance with law, regulations and Board policy. [37][38][39][40][41]

School police officers shall possess and exercise the following duties: [42]

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

School police officers shall wear the assigned metallic shield or badge provided by the district in plain view when on duty. [43]

{ } School Resource Officers (SROs)

The district shall establish an agreement with _____, in accordance with the provisions of law, for the assignment of a School Resource Officer(s) to specified district schools. [1][44]

School Resource Officer (SRO) - a law enforcement officer commissioned and employed by a law enforcement agency whose duty station is located in the district and whose stationing is established by an agreement between the law enforcement agency and the district. The term includes an active-certified sheriff or deputy sheriff whose stationing in the district is established by a written agreement between the county, the sheriff's office and the district. [1]

The agreement shall address the powers and duties conferred on SROs, which shall include but not be limited to: [45]

1. Assist in identification of physical changes in the environment which may reduce crime in or around a school.
2. Assist in developing Board policy, administrative regulations or procedures which address crime, and recommending procedural changes.
3. Develop and educate students in crime prevention and safety.
4. Train students in conflict resolution, restorative justice and crime awareness.
5. Address crime and violence issues, gangs and drug activities affecting or occurring in or around a school.
6. Develop or expand community justice initiatives for students.
7. Other duties as agreed upon between the district and municipal agency.

Prior to assignment in the district, the district shall confirm that the law enforcement agency has completed a law enforcement agency background investigation and received the SRO's separation record, when required, in compliance with applicable law and regulations. The district shall coordinate with the law enforcement agency in making required reports regarding hiring and separation, and maintaining all required records, in accordance with applicable law and regulations. [31][35]

SROs shall successfully complete required training, in accordance with law. [45]

{ } School Security Guards

The district shall

{ } employ

{ } contract for

one or more school security guards, in accordance with the provisions of law. [1][24][25][46]

School security guard - an individual employed by the district or a third-party vendor or an independent contractor who is assigned to a school for routine safety and security duties, and has not been granted powers by the court to issue citations, detain individuals or exercise the same powers as exercised by police of the municipality in which the school property is located, in accordance with law. An independent contractor or individual employed by a third-party vendor contracted with the district shall meet the requirements of contracted services personnel, in accordance with Board policy and the provisions of applicable law.[\[1\]](#)[\[23\]](#)[\[25\]](#)[\[46\]](#)

Background Checks –

Prior to receiving an offer of employment, all school security guards shall comply with the requirements for background checks/certifications and employment history reviews for all school employees, in accordance with applicable law, Board policy and administrative regulations. These requirements are addressed separately in Board policy 304 for school security guards employed by the district and Board policy 818 for school security guards employed by an independent contractor or third-party vendor.[\[24\]](#)[\[25\]](#)[\[26\]](#)[\[27\]](#)[\[28\]](#)[\[29\]](#)

The district shall conduct a law enforcement agency background investigation in compliance with applicable law and regulations for all school security guards employed by the district and shall review a background investigation conducted for all school security guards employed by an independent contractor or third-party vendor.[\[30\]](#)[\[31\]](#)

Following an offer of employment, the district shall request the separation record for a school security guard employed or contracted by the district, in accordance with applicable law and regulations for a law enforcement agency.[\[32\]](#)[\[33\]](#)

Requirements –

School security guards shall provide the following services, as directed by the district:[\[46\]](#)

1. School safety support services.
2. Enhanced campus supervision.
3. Assistance with disruptive students.
4. Monitoring visitors on campus.[\[47\]](#)
5. Coordination with law enforcement officials,
 - {X} including school police officers.
 - ~~{ } including SROs.~~
6. Security functions which improve and maintain school safety.

School security guards shall successfully complete required training, in accordance with law, and applicable staff training in accordance with Board policy.[\[46\]](#)

~~{ } School security guards authorized to carry a firearm shall maintain an appropriate license and successfully complete required firearm training in accordance with law.[\[46\]](#)~~

The district shall make reports regarding hiring and separation, and shall maintain all records, as required for a law enforcement agency, in accordance with applicable law and regulations.[\[31\]](#)[\[35\]](#)

{X} Other Agreements

{X} The district shall enter into a cooperative police service agreement(s) with a municipality(ies), in accordance with the provisions of law.[\[44\]](#)[\[48\]](#)[\[49\]](#)[\[50\]](#)

~~{ } The district shall enter into an intergovernmental agreement(s) otherwise providing for School Resource Officers with other political subdivisions, in accordance with the provisions of law.[\[44\]](#)[\[45\]](#)[\[50\]](#)~~

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Legal	1. 24 P.S. 1301-C
	2. 24 P.S. 1309-B
	3. Pol. 146.1
	4. Pol. 227
	5. Pol. 236
	6. Pol. 236.1
	7. Pol. 249
	8. Pol. 333
	9. Pol. 351
	10. Pol. 805
	11. Pol. 819
	12. 24 P.S. 1310-B

[13. 24 P.S. 1302-E](#)
[14. 24 P.S. 1305-B](#)
[15. 24 P.S. 1316-B](#)
[16. 24 P.S. 1205.1](#)
[17. 24 P.S. 1205.5](#)
18. Pol. 006
19. Pol. 235.1
20. Pol. 805.1
[21. 24 P.S. 1302-C](#)
[22. 24 P.S. 1310-C](#)
[23. 24 P.S. 1311-C](#)
24. Pol. 304
25. Pol. 818
[26. 24 P.S. 111](#)
[27. 24 P.S. 111.1](#)
[28. 23 Pa. C.S.A. 6344](#)
[29. 23 Pa. C.S.A. 6344.3](#)
[30. 37 PA Code 241.5](#)
[31. 44 Pa. C.S.A. 7301 et seq](#)
[32. 37 PA Code 241.6](#)
[33. 44 Pa. C.S.A. 7310](#)
[34. 24 P.S. 1303-C](#)
[35. 37 PA Code 241.1 et seq](#)
[36. 24 P.S. 1304-C](#)
[37. 24 P.S. 1305-C](#)
[38. 22 PA Code 10.23](#)
[39. 22 PA Code 14.104](#)
[40. 22 PA Code 14.133](#)
41. Pol. 113.2
[42. 24 P.S. 1306-C](#)
[43. 24 P.S. 1307-C](#)
44. Pol. 909
[45. 24 P.S. 1313-C](#)
[46. 24 P.S. 1314-C](#)
47. Pol. 907
[48. 24 P.S. 1309-C](#)
[49. 42 Pa. C.S.A. 8953](#)
[50. 53 Pa. C.S.A. 2303](#)
[24 P.S. 1306.2-B](#)
[24 P.S. 1319-B](#)
[53 Pa. C.S.A. 2301 et seq](#)
Pol. 705
Pol. 709



Wellness Policy Assessment Tool and Report Template

Background

Federal regulations at [7 CFR 210.31](#) require local education agencies (LEAs) participating in the National School Lunch Program to complete an assessment of their local school wellness policy at least once every three years and make the results available to the public. This triennial assessment must measure the implementation of the local school wellness policy and include:

- The extent to which schools under the jurisdiction of the LEA are in compliance with the local school wellness policy;
- The extent to which the LEA's local school wellness policy compares to model local school wellness policies; and
- A description of the progress made in attaining the goals of the local school wellness policy.

LEAs may use a variety of methods to assess compliance and determine progress of their goals and objectives. Action planning documents that contain timelines, goals, and key tasks may assist in assessing changes over time. For example, the [School Health Index](#) (SHI) from the Centers for Disease Control and Prevention is a comprehensive self-assessment tool that helps with action planning and recordkeeping (a shorter version of the SHI is available from [Alliance for a Healthier Generation](#)), and the [WellSAT 3.0](#) is an online tool that indicates the strengths and weaknesses of your written policy.

Triennial Assessment Tool and Report Template

When completed in full, this form may serve as both a triennial assessment tool and public report to meet the requirements in federal regulations and prepare for the Administrative Review by the Pennsylvania Department of Education (PDE), Division of Food and Nutrition. This document is intended to be completed using LEA-level information; however, the LEA may determine that a report from each school site, or alternatively, each school level (i.e., elementary, middle, high school) works better in assessing compliance and progress over time. For larger school districts, reporting on a district level may be challenging due to variation in sites' programs and progress in attaining wellness goals. If completing this report for the entire LEA, answer questions using the best available information and consider noting individual building variations or concerns in the "notes" sections.

In the left columns, indicate whether the listed goal or practice is included in your local school wellness policy. **Bolded** policy elements are required by federal regulation. When bolded items are not in the local policy, include an explanation. This tool uses the Pennsylvania School Boards Association's school wellness policy template (available on PDE's [Local School Wellness Policy Information webpage](#)) as the model wellness policy for comparison purposes, but it can be used regardless of the template used to develop your local policy.

In the right columns, indicate implementation of the goal or practice at schools within the LEA. LEAs are always encouraged to develop additional policy elements and goals for schools under their jurisdiction to create a supportive environment for student nutrition and physical activity.

Space is provided at the end of the form for the LEA to describe the progress made in attaining the goals of the local school wellness policy as required.

Wellness Policy Assessment Tool and Report Template

LEA / District Name: South Williamsport

Date Completed: 09/30/2025

Name(s) of Reviewer(s): Eric Briggs, Chelsea Eck, Tara School Name (if applicable): SWAHS

Select grades:

PK ☐ K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☒ 7 ☒ 8 ☒ 9 ☒ 10 ☒ 11 ☒ 12 ☒

Included in the
written policy?

Yes No

Implemented in the
school building(s)?
Fully in Place Partially in Place Not in Place

Public Involvement, Notification, and Assessment

☒	☐	We have LEA official(s)/designee(s) in charge of wellness policy compliance. Name(s)/Title(s): Dr. Eric Briggs	☒	☐	☐
☒	☐	We complete an assessment of the local school wellness policy at least every three years ("triennial assessment"). Triennial assessment results are made available to the public in an easily accessible manner. Website address and/or description of how to access copy: https://go.boarddocs.com/pa/swil/Board.nsf/Public?open&id=policies#	☒	☐	☐
☒	☐	At least every three years we use the results of the triennial assessment to update or modify the wellness policy as needed. The LEA informs and updates the public about the contents, updates, and implementation of the wellness policy at least annually and the policy is accessible to the public. Website address for policy and/or description of how to access copy: https://go.boarddocs.com/pa/swil/Board.nsf/Public?open&id=policies# We retain records as required by federal regulations including: ☒ The written school wellness policy,	☒	☐	☐
☒	☐	☒ Documentation of making the wellness policy publicly available, ☒ Documentation of outreach efforts inviting stakeholders to participate in the wellness committee / wellness policy process, and ☒ Copy of triennial assessment and documentation of reporting results to public. The LEA utilizes a wellness committee that includes these community stakeholders in the development, implementation, review, and update of the wellness policy:	☒	☐	☐
☒	☐	☒ Administrators ☒ Food service staff ☒ School health professionals ☒ Parents ☒ School board members ☒ PE teachers ☒ Students ☒ Public Other stakeholders (describe):	☒	☐	☐

Notes on public involvement, notification, and assessment:

Nutrition Education*

☒	☐	Nutrition education is provided within PDE's sequential, comprehensive health education standards.	☒	☐	☐
☒	☐	We teach, model, encourage, and support healthy eating through nutrition education.	☒	☐	☐

Wellness Policy Assessment Tool and Report Template

Included in the written policy?

Yes No

- | | | |
|----------------------------------|----------------------------------|--|
| ☒ | ☐ | We provide all students with knowledge and skills for healthy lives via nutrition education. |
| ☒ | ☐ | We offer age-appropriate nutrition education and activities to students in:
☒ Elementary School ☒ Middle School ☒ High School |
| ☒ | ☐ | Our nutrition education curriculum teaches behavior-focused skills such as menu-planning, reading nutrition labels, and media awareness. |
| ☒ | ☐ | School food service and nutrition education classes work together to create a learning laboratory. |
| ☐ | ☒ | In addition to meeting academic standards for nutrition education, we integrate nutrition education into a variety of subjects (e.g., math, science, language arts). |
| ☒ | ☐ | We reinforce lifelong lifestyle balance by linking nutrition and physical activity. |
| ☒ | ☐ | Staff providing nutrition education receive standards-based training and professional development. |
| ☒ | ☐ | We engage and involve families and the community in nutrition education efforts. |
| | | Other goal (describe): |

Implemented in the school building(s)?

Fully in Place Partially in Place Not in Place

- | | | |
|----------------------------------|----------------------------------|----------------------------------|
| ☒ | ☐ | ☐ |
| ☒ | ☐ | ☐ |
| ☐ | ☒ | ☐ |
| ☐ | ☐ | ☒ |
| ☐ | ☒ | ☐ |
| ☒ | ☐ | ☐ |
| ☐ | ☒ | ☐ |
| ☐ | ☒ | ☐ |

Notes on goals for nutrition education:

Nutrition Promotion*

- | | | | | | |
|----------------------------------|----------------------------------|--|----------------------------------|----------------------------------|----------------------------------|
| ☒ | ☐ | We use evidence-based techniques and nutrition messages in school and encourage participation in school meal programs. | ☒ | ☐ | ☐ |
| ☒ | ☐ | We participate in Farm to School activities such as having a school garden, taste-testing local products, incorporating local foods into school meals, and educating students in the classroom and on field trips about local agriculture. | ☒ | ☐ | ☐ |
| ☐ | ☒ | We cooperate with community agencies and organizations to provide opportunities for student projects related to nutrition. | ☐ | ☒ | ☐ |
| ☒ | ☐ | We implement behavioral economics techniques in the cafeteria to encourage consumption of whole grains, fruits, and vegetables and to decrease plate waste. | ☒ | ☐ | ☐ |
| ☒ | ☐ | We display and disseminate consistent nutrition messages in schools, classrooms, cafeterias, homes, community, and media. | ☒ | ☐ | ☐ |
| ☒ | ☐ | Our staff model healthy eating in front of students and avoid using unhealthy foods in classroom lesson plans. | ☒ | ☐ | ☐ |
| ☒ | ☐ | We offer health and nutrition resources to parents to help them provide healthy meals for their children. | ☐ | ☐ | ☒ |
| | | Other goal (describe): | | | |

Notes on goals for nutrition promotion:

Physical Activity*

- | | | | | | |
|----------------------------------|-----------------------|--|----------------------------------|-----------------------|-----------------------|
| ☒ | ☐ | We provide a variety of developmentally appropriate opportunities for physical activity during the school day for all students. | ☒ | ☐ | ☐ |
| ☒ | ☐ | We contribute to the effort to provide students daily opportunities to accumulate at least sixty minutes of age-appropriate physical activity daily as recommended by the CDC. | ☒ | ☐ | ☐ |

Wellness Policy Assessment Tool and Report Template

Included in the written policy?

Yes No

Implemented in the school building(s)?

Fully in Place Partially in Place Not in Place

- | | | | | | |
|----------------------------------|----------------------------------|--|----------------------------------|----------------------------------|----------------------------------|
| ☐ | ☒ | In addition to planned physical education, we offer activities such as indoor and outdoor recess, before and after school programs, intramurals, interscholastic athletics, and clubs to meet the needs and interests of our students. | ☐ | ☒ | ☐ |
| ☒ | ☐ | We maintain a physical and social environment that encourages safe and enjoyable activity for all students. | ☒ | ☐ | ☐ |
| ☒ | ☐ | We discourage extended periods of inactivity (two hours or more) for students. | ☒ | ☐ | ☐ |
| ☒ | ☐ | We provide physical activity breaks in the classroom. | ☒ | ☐ | ☐ |
| ☐ | ☒ | We offer before and/or after-school programs that include physical activity for participating children. | ☒ | ☐ | ☐ |
| ☐ | ☒ | We partner with parents/guardians and community members and organizations (e.g., YMCA, Boys & Girls Clubs, local parks, hospitals, etc.) to offer programs supporting lifelong physical activity. | ☐ | ☐ | ☒ |
| ☒ | ☐ | We do not use physical activity as a punishment (e.g., running laps). | ☒ | ☐ | ☐ |
| ☐ | ☒ | We do not withhold physical activity as a punishment (e.g., taking away recess). | ☐ | ☒ | ☐ |
| ☒ | ☐ | We encourage walking and biking to school. | ☒ | ☐ | ☐ |
| ☒ | ☐ | We encourage students and families to use our physical activity facilities, such as playgrounds and ball fields, outside of school hours in accordance with school rules. | ☒ | ☐ | ☐ |

Other goal (describe):

not possible (e.g. stationary bike if desired or walking with an adult, etc.).

Notes on goals for physical activity:

Physical Education (PE)

- | | | | | | |
|----------------------------------|-----------------------|--|----------------------------------|-----------------------|-----------------------|
| ☒ | ☐ | We implement a PE program consistent with state academic standards. All students participate in PE. | ☒ | ☐ | ☐ |
| ☒ | ☐ | PE instruction promotes skills and knowledge necessary for lifelong physical activity. | ☒ | ☐ | ☐ |
| ☒ | ☐ | PE classes provide the means for students to learn, practice, and be assessed on developmentally appropriate skills. | ☒ | ☐ | ☐ |
| ☒ | ☐ | Our curriculum promotes both team and individual activities. | ☒ | ☐ | ☐ |
| ☒ | ☐ | We offer a comprehensive PE course of study with planned instruction time for students to meet standards at the proficient level. | ☒ | ☐ | ☐ |
| ☒ | ☐ | We use a local assessment system to track student progress on state standards. Students are moderately to vigorously active as much time as possible during PE class. Accommodations are made in class for documented medical conditions and disabilities. | ☒ | ☐ | ☐ |
| ☒ | ☐ | We provide safe and adequate equipment, facilities, and resources for PE class. | ☒ | ☐ | ☐ |
| ☒ | ☐ | Certified health and PE teachers teach our classes. | ☒ | ☐ | ☐ |
| ☒ | ☐ | We provide professional development for PE staff. | ☒ | ☐ | ☐ |
| ☒ | ☐ | PE classes have a teacher-student ratio similar to other courses for safe and effective instruction. | ☒ | ☐ | ☐ |
| ☒ | ☐ | We do not use or withhold physical activity as a form of punishment in PE class. | ☒ | ☐ | ☐ |

Other goal (describe):

Notes on goals for physical education:

Wellness Policy Assessment Tool and Report Template

Included in the written policy?

Yes No

Implemented in the school building(s)?

Fully in Place Partially in Place Not in Place

Other School-Based Wellness Activities*

- | | | | | | |
|----------------------------------|----------------------------------|---|----------------------------------|----------------------------------|----------------------------------|
| ☒ | ☐ | Free drinking water is available and accessible to students during meal periods and throughout the school day. | ☒ | ☐ | ☐ |
| ☒ | ☐ | School nutrition staff meet local hiring criteria and in compliance with federal regulations. | ☒ | ☐ | ☐ |
| ☒ | ☐ | We provide continuing education to school nutrition staff as required by federal regulations. | ☒ | ☐ | ☐ |
| ☒ | ☐ | We provide adequate space for eating and serving school meals. | ☒ | ☐ | ☐ |
| ☒ | ☐ | We provide a safe and clean meal environment for students. | ☒ | ☐ | ☐ |
| ☒ | ☐ | We offer students enough time to eat (10 minutes sit down time for breakfast; 20 minutes sit down time for lunch) and schedule meal periods at appropriate hours. | ☒ | ☐ | ☐ |
| ☒ | ☐ | We implement alternate school breakfast service models to increase participation, such as "grab & go," breakfast served in the classroom, and breakfast after first period. | ☒ | ☐ | ☐ |
| ☒ | ☐ | Students have access to hand washing or sanitizing before meals. | ☒ | ☐ | ☐ |
| ☒ | ☐ | Only authorized staff have access to the food service operation. | ☒ | ☐ | ☐ |
| ☒ | ☐ | We provide the nutrition content of school meals to the school community. | ☒ | ☐ | ☐ |
| ☒ | ☐ | We include students/parents in menu selections through taste-testing and surveys. | ☒ | ☐ | ☐ |
| ☐ | ☒ | We utilize outside funding and programs to enhance school wellness. | ☐ | ☐ | ☒ |
| ☐ | ☒ | We train all staff on the components of the school wellness policy. | ☐ | ☒ | ☐ |
| ☒ | ☐ | School based activities are planned with wellness policy goals in mind. | ☒ | ☐ | ☐ |
| ☒ | ☐ | Fundraising projects submitted for approval are supportive of healthy eating and student wellness. | ☒ | ☐ | ☐ |
| ☒ | ☐ | We encourage administrators, teachers, school nutrition professionals, students, parents/guardians, and community members to serve as positive role models through district programs, communications, and outreach. | ☒ | ☐ | ☐ |
| ☒ | ☐ | We communicate information to parents/guardians to support their efforts to provide a healthy diet and daily physical activity for their children. | ☐ | ☐ | ☒ |
| ☒ | ☐ | Indoor air quality is in accordance with our healthy learning environment program and applicable laws and regulations. | ☒ | ☐ | ☐ |

Other goal (describe):

Notes on goals for other school-based activities:

Nutrition Guidelines for All Foods and Beverages at School

- | | | | | | |
|----------------------------------|-----------------------|--|----------------------------------|-----------------------|-----------------------|
| ☒ | ☐ | We consider promoting student health and reducing obesity when offering foods and beverages to students at school. | ☒ | ☐ | ☐ |
| ☒ | ☐ | Foods and beverages provided through the National School Lunch and School Breakfast Programs comply with federal meal standards. | ☒ | ☐ | ☐ |
| ☒ | ☐ | We offer healthy food and beverage options at school-sponsored events, such as dances and sporting events. | ☒ | ☐ | ☐ |
| ☒ | ☐ | Foods and beverages outside of the school meal, which are sold to students at school during the school day, meet or exceed the established federal competitive food standards (USDA Smart Snacks in School). Venues include vending, school stores, non-exempt fundraisers, and a la carte items. | ☒ | ☐ | ☐ |

Wellness Policy Assessment Tool and Report Template

Included in the written policy?			Implemented in the school building(s)?		
Yes	No		Fully in Place	Partially in Place	Not in Place
☒	☐	We limit the number of food fundraisers at school and have procedures in place for requesting a fundraiser exemption (i.e., selling foods that do not meet Smart Snacks) in accordance with limits set by PDE.	☒	☐	☐
☒	☐	We have local standards in our written policy for foods and beverages offered for free to students at school, including food rewards, items offered at classroom parties and celebrations, and foods/beverages provided to the class as shared classroom snacks.	☒	☐	☐
☒	☐	We provide a list of nonfood ideas and healthy food/beverage alternatives to staff and parents/guardians.	☒	☐	☐
☒	☐	Only foods and beverages that meet or exceed federal nutrition standards (USDA Smart Snacks in School) are permitted to be marketed or promoted to students during the school day. Examples: posters, vending machines, menu boards, cups for beverage dispensing, coolers, trash cans.	☒	☐	☐

Notes on nutrition guidelines for foods and beverages at school:

*** At least one goal for these categories must be included in the written policy per federal regulations.**

Report on the progress made in attaining the goals of the wellness policy (REQUIRED):

The district will look to move at least 1 topic under each category from 'partially in place' or 'not in place' to 'partially in place' or 'fully in place.'



Wellness Policy Assessment Tool and Report Template

Background

Federal regulations at [7 CFR 210.31](#) require local education agencies (LEAs) participating in the National School Lunch Program to complete an assessment of their local school wellness policy at least once every three years and make the results available to the public. This triennial assessment must measure the implementation of the local school wellness policy and include:

- The extent to which schools under the jurisdiction of the LEA are in compliance with the local school wellness policy;
- The extent to which the LEA's local school wellness policy compares to model local school wellness policies; and
- A description of the progress made in attaining the goals of the local school wellness policy.

LEAs may use a variety of methods to assess compliance and determine progress of their goals and objectives. Action planning documents that contain timelines, goals, and key tasks may assist in assessing changes over time. For example, the [School Health Index](#) (SHI) from the Centers for Disease Control and Prevention is a comprehensive self-assessment tool that helps with action planning and recordkeeping (a shorter version of the SHI is available from [Alliance for a Healthier Generation](#)), and the [WellSAT 3.0](#) is an online tool that indicates the strengths and weaknesses of your written policy.

Triennial Assessment Tool and Report Template

When completed in full, this form may serve as both a triennial assessment tool and public report to meet the requirements in federal regulations and prepare for the Administrative Review by the Pennsylvania Department of Education (PDE), Division of Food and Nutrition. This document is intended to be completed using LEA-level information; however, the LEA may determine that a report from each school site, or alternatively, each school level (i.e., elementary, middle, high school) works better in assessing compliance and progress over time. For larger school districts, reporting on a district level may be challenging due to variation in sites' programs and progress in attaining wellness goals. If completing this report for the entire LEA, answer questions using the best available information and consider noting individual building variations or concerns in the "notes" sections.

In the left columns, indicate whether the listed goal or practice is included in your local school wellness policy. **Bolded** policy elements are required by federal regulation. When bolded items are not in the local policy, include an explanation. This tool uses the Pennsylvania School Boards Association's school wellness policy template (available on PDE's [Local School Wellness Policy Information webpage](#)) as the model wellness policy for comparison purposes, but it can be used regardless of the template used to develop your local policy.

In the right columns, indicate implementation of the goal or practice at schools within the LEA. LEAs are always encouraged to develop additional policy elements and goals for schools under their jurisdiction to create a supportive environment for student nutrition and physical activity.

Space is provided at the end of the form for the LEA to describe the progress made in attaining the goals of the local school wellness policy as required.

Wellness Policy Assessment Tool and Report Template

LEA / District Name: South Williamsport

Date Completed: 09/30/2025

Name(s) of Reviewer(s): Eric Briggs, Chelsea Eck, Tara ⁺ School Name (if applicable): Central Elementary School

Select grades:

PK ☐ K ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐

Included in the
written policy?

Yes No

Implemented in the
school building(s)?

Fully in
Place Partially
in Place Not in
Place

Public Involvement, Notification, and Assessment

☒	☐	We have LEA official(s)/designee(s) in charge of wellness policy compliance. Name(s)/Title(s): Dr. Eric Briggs ⁺	☒	☐	☐
☒	☐	We complete an assessment of the local school wellness policy at least every three years ("triennial assessment"). Triennial assessment results are made available to the public in an easily accessible manner. Website address and/or description of how to access copy: https://go.boarddocs.com/pa/swil/Board.nsf/Public?open&id=policies#	☒	☐	☐
☒	☐	At least every three years we use the results of the triennial assessment to update or modify the wellness policy as needed. The LEA informs and updates the public about the contents, updates, and implementation of the wellness policy at least annually and the policy is accessible to the public. Website address for policy and/or description of how to access copy: https://go.boarddocs.com/pa/swil/Board.nsf/Public?open&id=policies# We retain records as required by federal regulations including: ☒ The written school wellness policy,	☒	☐	☐
☒	☐	☒ Documentation of making the wellness policy publicly available, ☒ Documentation of outreach efforts inviting stakeholders to participate in the wellness committee / wellness policy process, and ☒ Copy of triennial assessment and documentation of reporting results to public. The LEA utilizes a wellness committee that includes these community stakeholders in the development, implementation, review, and update of the wellness policy:	☒	☐	☐
☒	☐	☒ Administrators ☒ Food service staff ☒ School health professionals ☒ Parents ☒ School board members ☒ PE teachers ☒ Students ☒ Public Other stakeholders (describe):	☒	☐	☐

Notes on public involvement, notification, and assessment:

Nutrition Education*

☒	☐	Nutrition education is provided within PDE's sequential, comprehensive health education standards.	☒	☐	☐
☒	☐	We teach, model, encourage, and support healthy eating through nutrition education.	☒	☐	☐

Wellness Policy Assessment Tool and Report Template

Included in the written policy?

Yes No

- | | | |
|----------------------------------|----------------------------------|--|
| ☒ | ☐ | We provide all students with knowledge and skills for healthy lives via nutrition education. |
| ☒ | ☐ | We offer age-appropriate nutrition education and activities to students in:
☒ Elementary School ☒ Middle School ☒ High School |
| ☒ | ☐ | Our nutrition education curriculum teaches behavior-focused skills such as menu-planning, reading nutrition labels, and media awareness. |
| ☒ | ☐ | School food service and nutrition education classes work together to create a learning laboratory. |
| ☐ | ☒ | In addition to meeting academic standards for nutrition education, we integrate nutrition education into a variety of subjects (e.g., math, science, language arts). |
| ☒ | ☐ | We reinforce lifelong lifestyle balance by linking nutrition and physical activity. |
| ☐ | ☒ | Staff providing nutrition education receive standards-based training and professional development. |
| ☐ | ☒ | We engage and involve families and the community in nutrition education efforts. |
| | | Other goal (describe): |

Implemented in the school building(s)?

Fully in Place Partially in Place Not in Place

- | | | |
|----------------------------------|----------------------------------|----------------------------------|
| ☒ | ☐ | ☐ |
| ☒ | ☐ | ☐ |
| ☐ | ☒ | ☐ |
| ☐ | ☐ | ☒ |
| ☐ | ☒ | ☐ |
| ☒ | ☐ | ☐ |
| ☐ | ☒ | ☐ |
| ☐ | ☒ | ☐ |

Notes on goals for nutrition education:

Nutrition Promotion*

- | | | | | | |
|----------------------------------|----------------------------------|--|----------------------------------|----------------------------------|-----------------------|
| ☒ | ☐ | We use evidence-based techniques and nutrition messages in school and encourage participation in school meal programs. | ☒ | ☐ | ☐ |
| ☒ | ☐ | We participate in Farm to School activities such as having a school garden, taste-testing local products, incorporating local foods into school meals, and educating students in the classroom and on field trips about local agriculture. | ☒ | ☐ | ☐ |
| ☐ | ☒ | We cooperate with community agencies and organizations to provide opportunities for student projects related to nutrition. | ☐ | ☒ | ☐ |
| ☒ | ☐ | We implement behavioral economics techniques in the cafeteria to encourage consumption of whole grains, fruits, and vegetables and to decrease plate waste. | ☒ | ☐ | ☐ |
| ☐ | ☒ | We display and disseminate consistent nutrition messages in schools, classrooms, cafeterias, homes, community, and media. | ☒ | ☐ | ☐ |
| ☒ | ☐ | Our staff model healthy eating in front of students and avoid using unhealthy foods in classroom lesson plans. | ☒ | ☐ | ☐ |
| ☒ | ☐ | We offer health and nutrition resources to parents to help them provide healthy meals for their children. | ☒ | ☐ | ☐ |
| | | Other goal (describe): | | | |

Notes on goals for nutrition promotion:

Physical Activity*

- | | | | | | |
|----------------------------------|----------------------------------|--|----------------------------------|-----------------------|----------------------------------|
| ☒ | ☐ | We provide a variety of developmentally appropriate opportunities for physical activity during the school day for all students. | ☒ | ☐ | ☐ |
| ☐ | ☒ | We contribute to the effort to provide students daily opportunities to accumulate at least sixty minutes of age-appropriate physical activity daily as recommended by the CDC. | ☐ | ☐ | ☒ |

Wellness Policy Assessment Tool and Report Template

Included in the written policy?			Implemented in the school building(s)?		
Yes	No		Fully in Place	Partially in Place	Not in Place
☐	☒	In addition to planned physical education, we offer activities such as indoor and outdoor recess, before and after school programs, intramurals, interscholastic athletics, and clubs to meet the needs and interests of our students.	☐	☒	☐
☒	☐	We maintain a physical and social environment that encourages safe and enjoyable activity for all students.	☒	☐	☐
☒	☐	We discourage extended periods of inactivity (two hours or more) for students.	☒	☐	☐
☒	☐	We provide physical activity breaks in the classroom.	☒	☐	☐
☐	☒	We offer before and/or after-school programs that include physical activity for participating children.	☒	☐	☐
☐	☒	We partner with parents/guardians and community members and organizations (e.g., YMCA, Boys & Girls Clubs, local parks, hospitals, etc.) to offer programs supporting lifelong physical activity.	☐	☐	☒
☒	☐	We do not use physical activity as a punishment (e.g., running laps).	☒	☐	☐
☐	☒	We do not withhold physical activity as a punishment (e.g., taking away recess).	☐	☒	☐
☒	☐	We encourage walking and biking to school.	☒	☐	☐
☒	☐	We encourage students and families to use our physical activity facilities, such as playgrounds and ball fields, outside of school hours in accordance with school rules.	☒	☐	☐
		Other goal (describe):			

Notes on goals for physical activity:

Physical Education (PE)

☒	☐	We implement a PE program consistent with state academic standards. All students participate in PE.	☒	☐	☐
☒	☐	PE instruction promotes skills and knowledge necessary for lifelong physical activity.	☒	☐	☐
☒	☐	PE classes provide the means for students to learn, practice, and be assessed on developmentally appropriate skills.	☒	☐	☐
☒	☐	Our curriculum promotes both team and individual activities.	☒	☐	☐
☒	☐	We offer a comprehensive PE course of study with planned instruction time for students to meet standards at the proficient level.	☒	☐	☐
☒	☐	We use a local assessment system to track student progress on state standards. Students are moderately to vigorously active as much time as possible during PE class. Accommodations are made in class for documented medical conditions and disabilities.	☒	☐	☐
☒	☐	We provide safe and adequate equipment, facilities, and resources for PE class.	☒	☐	☐
☒	☐	Certified health and PE teachers teach our classes.	☒	☐	☐
☒	☐	We provide professional development for PE staff.	☒	☐	☐
☒	☐	PE classes have a teacher-student ratio similar to other courses for safe and effective instruction.	☒	☐	☐
☒	☐	We do not use or withhold physical activity as a form of punishment in PE class.	☒	☐	☐
		Other goal (describe):			

Notes on goals for physical education:

Wellness Policy Assessment Tool and Report Template

Included in the
written policy?

Yes No

Implemented in the
school building(s)?

Fully in
Place Partially
in Place Not in
Place

Other School-Based Wellness Activities*

- | | | | | | |
|----------------------------------|----------------------------------|---|----------------------------------|----------------------------------|----------------------------------|
| ☒ | ☐ | Free drinking water is available and accessible to students during meal periods and throughout the school day. | ☒ | ☐ | ☐ |
| ☒ | ☐ | School nutrition staff meet local hiring criteria and in compliance with federal regulations. | ☒ | ☐ | ☐ |
| ☒ | ☐ | We provide continuing education to school nutrition staff as required by federal regulations. | ☒ | ☐ | ☐ |
| ☒ | ☐ | We provide adequate space for eating and serving school meals. | ☒ | ☐ | ☐ |
| ☒ | ☐ | We provide a safe and clean meal environment for students. | ☒ | ☐ | ☐ |
| ☒ | ☐ | We offer students enough time to eat (10 minutes sit down time for breakfast; 20 minutes sit down time for lunch) and schedule meal periods at appropriate hours. | ☒ | ☐ | ☐ |
| ☒ | ☐ | We implement alternate school breakfast service models to increase participation, such as "grab & go," breakfast served in the classroom, and breakfast after first period. | ☒ | ☐ | ☐ |
| ☒ | ☐ | Students have access to hand washing or sanitizing before meals. | ☒ | ☐ | ☐ |
| ☒ | ☐ | Only authorized staff have access to the food service operation. | ☒ | ☐ | ☐ |
| ☒ | ☐ | We provide the nutrition content of school meals to the school community. | ☒ | ☐ | ☐ |
| ☒ | ☐ | We include students/parents in menu selections through taste-testing and surveys. | ☒ | ☐ | ☐ |
| ☐ | ☒ | We utilize outside funding and programs to enhance school wellness. | ☐ | ☐ | ☒ |
| ☐ | ☒ | We train all staff on the components of the school wellness policy. | ☐ | ☒ | ☐ |
| ☒ | ☐ | School based activities are planned with wellness policy goals in mind. | ☒ | ☐ | ☐ |
| ☒ | ☐ | Fundraising projects submitted for approval are supportive of healthy eating and student wellness. | ☒ | ☐ | ☐ |
| ☒ | ☐ | We encourage administrators, teachers, school nutrition professionals, students, parents/guardians, and community members to serve as positive role models through district programs, communications, and outreach. | ☒ | ☐ | ☐ |
| ☒ | ☐ | We communicate information to parents/guardians to support their efforts to provide a healthy diet and daily physical activity for their children. | ☐ | ☒ | ☐ |
| ☒ | ☐ | Indoor air quality is in accordance with our healthy learning environment program and applicable laws and regulations. | ☒ | ☐ | ☐ |

Other goal (describe):

Notes on goals for other school-based activities:

Nutrition Guidelines for All Foods and Beverages at School

- | | | | | | |
|----------------------------------|-----------------------|--|----------------------------------|-----------------------|-----------------------|
| ☒ | ☐ | We consider promoting student health and reducing obesity when offering foods and beverages to students at school. | ☒ | ☐ | ☐ |
| ☒ | ☐ | Foods and beverages provided through the National School Lunch and School Breakfast Programs comply with federal meal standards. | ☒ | ☐ | ☐ |
| ☒ | ☐ | We offer healthy food and beverage options at school-sponsored events, such as dances and sporting events. | ☒ | ☐ | ☐ |
| ☒ | ☐ | Foods and beverages outside of the school meal, which are sold to students at school during the school day, meet or exceed the established federal competitive food standards (USDA Smart Snacks in School). Venues include vending, school stores, non-exempt fundraisers, and a la carte items. | ☒ | ☐ | ☐ |

Wellness Policy Assessment Tool and Report Template

Included in the written policy?			Implemented in the school building(s)?		
Yes	No		Fully in Place	Partially in Place	Not in Place
☒	☐	We limit the number of food fundraisers at school and have procedures in place for requesting a fundraiser exemption (i.e., selling foods that do not meet Smart Snacks) in accordance with limits set by PDE.	☒	☐	☐
☒	☐	We have local standards in our written policy for foods and beverages offered for free to students at school, including food rewards, items offered at classroom parties and celebrations, and foods/beverages provided to the class as shared classroom snacks.	☒	☐	☐
☒	☐	We provide a list of nonfood ideas and healthy food/beverage alternatives to staff and parents/guardians.	☒	☐	☐
☒	☐	Only foods and beverages that meet or exceed federal nutrition standards (USDA Smart Snacks in School) are permitted to be marketed or promoted to students during the school day. Examples: posters, vending machines, menu boards, cups for beverage dispensing, coolers, trash cans.	☒	☐	☐

Notes on nutrition guidelines for foods and beverages at school:

*** At least one goal for these categories must be included in the written policy per federal regulations.**

Report on the progress made in attaining the goals of the wellness policy (REQUIRED):

The district will look to move at least 1 topic under each category from 'partially in place' or 'not in place' to 'partially in place' or 'fully in place.'

EQUIP ONLINE LEARNING SERVICES AGREEMENT

Proposal by:

Coordinator of Online Learning
BLaST Intermediate Unit 17



BLAST INTERMEDIATE UNIT 17

As an educational service agency, BLaST Intermediate Unit 17 is proud to support its schools and communities across Bradford, Lycoming, Sullivan, and Tioga Counties, as well as its business partners throughout Pennsylvania. At BLaST, our vision is to transform lives and communities through educational services. We strive to achieve this vision through our mission of providing, facilitating, and creating high-quality educational solutions.

EQUIP ONLINE LEARNING SERVICES

eQUIP Online Learning Services was created by BLaST Intermediate Unit to meet the online learning needs of our region's school districts, private schools, and communities. Established in 2014, we provide learners, teachers, and administrators with personalized, engaging, and meaningful learning opportunities. Currently, we have over 15 member school districts who have joined us on the journey to integrate online learning into their programs.

eQUIP's vision is the integration of online learning in all of our school districts, non public schools, and internal programs.

The mission of eQUIP is to provide learners, teachers, and administrators with personalized, engaging, and meaningful learning opportunities.

eQUIP offers opportunities for member school districts to offer online learning, summer school, industry credentials, personalized learning, program customization, and course customizations.

Equipping learners digitally

eQUIP Online Services Overview

eQUIP Online Services, a program of BLaST IU 17, provides services to Districts who wish to offer online learning options for students. eQUIP services assist the District in providing an in-house online learning alternative to students and families that are considering enrolling in alternate online education programs. In addition, eQUIP provides options for enrichment and credit recovery. Students who enroll in the District in-house online learning program remain enrolled at the District. eQUIP, by name, is used to describe the services provided to the District and is not intended to be used as the name for the District in-house program. Students do not "attend eQUIP" or become "eQUIP students" when enrolling in the District eQUIP-supported online learning program.

Responsibilities of eQUIP and Services

1. Provide consultation and training in regards to the design of the District program.
2. Provide consultation on curriculum options available for student enrollments.
3. Training/Ongoing Support
 - a. Train the District Point of Contact (PoC) and additional support staff on the use of all eQUIP systems.
 - b. Provide regular virtual touchpoints with district PoCs to provide updates and general support.
 - c. Provide 3 professional development opportunities (in-person or virtual) for PoCs throughout the year.
 - d. Provide technical support through an online ticket system and live phone support.
 - i. Support hours are Monday through Friday, 8:00 a.m. to 4:00 p.m., excluding IU-designated holidays.
 - e. Communicate eQUIP news, service updates and system notices to the district PoC.
4. Work with third parties to establish the District portal.
5. Collaborate with curriculum providers to ensure District needs are met through existing or proposed curriculum.
6. Maintain confidentiality and FERPA obligations regarding District student information.



**Equipping learners
digitally**



District Responsibilities:

1. The District agrees to pay all associated fees (see Pricing Guide).
 - a. Service Cost Recovery for Non-Utilizing Members: If a member requests and receives onboarding or support services (e.g., training, consultations, meetings, data analysis, etc) but does not engage in billable use of our products, BLAST may invoice the member at current hourly billable amount to recover the value of services provided in anticipation of active membership.
2. The District agrees to provide a PoC to serve as a liaison to the eQUIP program. The District acknowledges that the PoC is authorized to make programmatic decisions regarding the eQUIP program on behalf of the District.
3. All PoCs will be expected to attend initial training.
4. The District shall be responsible for the day-to-day management of the Online Learning Program, including, but not limited to:
 - a. Course Completion and Transfer Credits: Establish requirements for Course completion (including awarding transfer credit where applicable), grade attainment, and attendance to meet the minimum requirements for graduation with a School diploma.
 - b. Diplomas: Track graduation requirements and issue diplomas (if applicable), all in accordance with customer policies.
 - c. Counseling and Special Education Services: Deliver all counseling and Special Education Services, including identification of students with special needs. In the case of courses with district teachers, the district will be responsible for meeting accommodations for students with IEPs, 504 plans, and GIEPs.
 - d. Course Placement Changes: Initiate all requests for course placement changes for enrolled students.
 - e. Reporting: File all information directly with the State of Pennsylvania or other regulatory authorities associated with the operation of the School, as required by any applicable state or federal law.
 - f. Standardized Testing Administration: The Customer shall be responsible for administering any required standardized tests at its own cost.

No Third Party Rights

The district signing this contract must be the district of record for students enrolled in eQUIP Online Services courses.

Pricing and Invoicing

1. Pricing is effective for the 2025-26 academic year, including summer school.
2. Pricing may be subject to change at the time of renewal.
3. Course invoicing occurs quarterly.
 - a. Quarter 1: August, September and October
 - b. Quarter 2: November, December and January
 - c. Quarter 3: February, March and April
 - d. Quarter 4: May, June and July
4. PoCs will be given an opportunity to review bills prior to submission to the school's business office for payment. PoCs are responsible for communicating billing issues within the review period designated at the time of billing.

**Equipping learners
digitally**



2025-26

PRICING GUIDE

June 1, 2025 to May 31, 2026

Accelerate Education

Curriculum for Grades K-12

Synchronous Sessions are available and included in the cost. **

Accelerate Education Courses K-12	25/26 Price	
Grades K-5	AE Teacher	Local Teacher
Grades K-5 – Semester, Single Enrollment	\$332	\$49
Grades K-5 – Part, Single Enrollment	\$165	\$25
Grades K-5 – Trimester, Single Enrollment	\$227	\$35
Grades 6-12	AE Teacher	Local Teacher
Grades 6-12 –Semester, Single Enrollment	\$325	\$42
Grades 6-12 –Part, Single Enrollment	\$163	\$21
Grades 6-8 –Trimester, Single Enrollment	\$222	\$30
NCAA Grades 9-12 –Semester, Single Enrollment	\$325	\$42
Credit Recovery –Semester, Single Enrollment	\$94	\$34
Keystone Remediation –Single Enrollment	\$144	\$34
Advanced Placement (AP) –Semester, Single Enrollment	\$339	\$42

Workbooks K-5 only

Workbook activities are embedded in the K-5 Core digital content. Families will need a printer, scanner, and ink to complete the activities. LEAs do have the option of purchasing complete workbooks for families. The average student will need four workbooks each semester. No refunds are issued after a workbook order is placed, and the 14-calendar day grace drop period does not apply to workbook orders. A colored workbook and a full-year bundle (8 core workbooks) are available. If interested, inquire about pricing.

Workbooks: B/W Printed format (Price is for one workbook)	\$24
Workbooks: Digital PDF format (Price is for one workbook)	\$12

Elementary Supplies K-5 Only

K-5 students will need supplies to complete STEM, Art, and PE activities. One supply kit includes the required materials for six courses (four core, PE, and Art) each semester. The kits are intended for full-time online students and are ordered by grade level every semester. An average student will need two kits for an entire year. Orders cannot be changed once placed, and refunds will only be issued for damaged supplies. The 14-calendar day grace drop period does not apply to elementary kits.

Elementary Supply Kits: A student will need one kit per semester	TBD
--	-----

**Additional instructional services, such as customized and specific synchronous instruction, may be available from AE at an additional rate. Please inquire through the BLaST IU17 Online Learning Coordinator.

Accelerate Education Seat and Site License Options		25/26 Price
Full-Time Seat License: This is an ideal option for LEAs that want to support full-time online learners with LEA teachers but do not need a building or district-wide option. No minimum purchase is required. The online teacher can fully customize the curriculum. • Includes content hosting & support. • Regular AE full catalog: 292 courses. • The license is from 8/1 to 6/30 (school year). • Full-Time Seat Licenses include up to 7 courses/Per Student/Per Semester for 6-12 (6 courses for K-5) for the academic school year. The price listed is a one-time per-seat price for the entire school year. • Once a student completes or drops from a full-time seat, the seat is open for another student. • Physical materials, including printed or full digital workbooks, are not included in the price. • No refunds after quote acceptance; and the 14-calendar day grace drop period does not apply.		
Grades 6-12, Price per student		\$308
Grades K-5, Price per student		\$496
Personalized Learning Site License (Buzz & Canvas): Ideal choice for LEAs that want a district-wide online learning program. The curriculum can be purchased for specific grade bands. LEAs will use their own teachers. The curriculum can be fully customized by the online teacher. • Personalized License includes Content, Hosting & Support (Content only if Canvas). • A reduced personalized learning catalog: 198 courses (No honors, no AP, and limited electives). • Personalized Learning License includes up to 6 courses/Per Student/Per Semester per academic school year. The price listed is a one-time per student rate for the entire school year. • Physical materials, including printed or full digital workbooks, are not included in the price. No refunds after quote acceptance, and the 14-calendar day grace drop period does not apply.		
K-12 population, Price per student		\$34
K-5 population, Price per student		\$40
6-12 population, Price per student		\$29
Personalized Learning Site License (Schoolology): This is an ideal choice for LEAs who want to use Schoolology for a building—or district-wide online learning program. LEAs will use their own teachers, and the online teacher can fully customize the curriculum. • Personalized License includes content only. • A reduced personalized learning catalog: 198 courses (No honors, no AP, and limited electives). • Personalized Learning License includes up to 6 courses/Per Student/Per Semester per academic school year. The price listed is a one-time per-student rate for the entire school year. • Physical materials, including printed or full digital workbooks, are not included in the price. No refunds after quote acceptance, and the 14-calendar day grace drop period does not apply.		
K-12 population, Price per student		\$39
K-5 population, Price per student		\$45
6-12 population, Price per student		\$34

Edison Virtual Learning

Curriculum for Grades 6-12

Synchronous Sessions are available and included in the cost.**

Edison Singleton Courses		25/26 Price	
		Edison Teacher	Local Teacher
Grades 6-12 –Part, Single Enrollment		\$163	\$27
Grades 6-12 – Credit Recovery –Part, Single Enrollment		\$109	\$24
Internet Safety - Single Enrollment		\$163	No charge
Cyber & Digital Citizenship (HS & MS) – Single Enrollment		No Charge	
Edison CTE & SEL Courses		Edison Teacher	Local Teacher
Career and Technical Education Courses		\$340	\$52
Social Emotional Learning Course - 10 modules "Own It"		\$217	\$108
Edison Dual Enrollment			
Grades 11-12 – College Teacher – three or four credit college credit		\$688	
Edison Seat and Site License Options			25/26 Price
<u>eCourse Seat License, Content Only (LEA Teacher) (This option works well for schools who want to manage a virtual program in accordance with the number of students served). Allows a set number of students in a single building full-time access to core and elective eCourse content</u>			
• The LEA provides a teacher of record. • Open access to core and elective EdisonLearning eCourses, which include Competency-Based, Foundation, Honors, and Credit Recovery eCourses. (CTE and SEL courses are NOT included.) Pricing is for content only. (Content includes all parts available per eCourse.) • The price listed is a one-time per-student rate for the entire school year. • Licenses are transferable within the fiscal year, June 1st – May 31st (subscription may be reused to enroll another student if they complete or withdraw from all their enrolled courses). • Available in quantities beginning at 25 licenses (after 25 can be sold as single). • No refunds after quote acceptance, and the 14-calendar day grace drop period does not apply.			
eCourse Seat License, Content only – LEA Teacher 25-500 students			\$110/student
Minimum			(25*110=\$2750)
eCourse Seat License, Content only – LEA Teacher 501-1000 students			Pricing upon req.
eCourse Seat License, Content only – LEA Teacher 1001-2500 students			Pricing upon req.
eCourse Seat License, Content only – LEA Teacher 2501-5000 students			Pricing upon req.
eCourse Seat License, Content only – LEA Teacher 5001+			Pricing upon req.

**Additional instructional services, such as customized and specific synchronous instruction, may be available from Edison at an additional rate. Please inquire through the BLAST IU17 Online Learning Coordinator.

eCourse Site License, Content Only (LEA Teacher) (This option works well when the product is purchased for an entire school building or district, but the number of students may fluctuate):

The LEA provides a teacher of record.

Open access to core and elective EdisonLearning eCourses, which include Competency-Based, Foundation, Honors, and Credit Recovery eCourses. (CTE and SEL courses are NOT included.) Pricing is for content only. (Content includes all parts available per eCourse.)

- Licenses are transferable within the fiscal year, June 1st – May 31st (subscription may be reused to enroll another student if they complete or withdraw from all their enrolled courses).

Schools that exceed their license package quantities will be charged at the individual student seat license rate.

No refunds after quote acceptance, and the 14-day grace drop period does not apply.

eCourse Site License, Content Only – LEA Teacher 1 - 500 Students	\$35,900
eCourse Site License, Content Only – LEA Teacher 501 - 1000 Students	Pricing upon req.
eCourse Site License, Content Only – LEA Teacher 1001 - 2500 Students	Pricing upon req.
eCourse Site License, Content Only – LEA Teacher 2501 - 5000 Students	Pricing upon req.
eCourse Site License, Content Only – LEA Teacher 5001 + Students	Pricing upon req.

Custom eCourse or eSchoolware Enhancements and Professional Development Training and Courses are available upon request. Please inquire through the BLAST IU17 Online Learning Coordinator.

eDynamic

Electives, CTE, and Career Pathway Courses Curriculum for Grades 6-12

Synchronous Sessions are available and included in the cost.

eDynamic Courses Grade 6-12	25/26 Price
Grades 6-12 – eDynamic Teacher – Semester, Single Enrollment	\$310
Grades 6-12 – LEA Teacher – Semester, Single Enrollment	\$99
eDynamic Site License Options	25/26 Price
This site license is for an entire school building with unlimited enrollments. • The LEA provides a teacher of record, as the price is for content only. • Course access is valid for the 2025-26 school year and must be pre-paid for the 1-year term. • No refunds are issued after quote acceptance, and the 14-day grace drop period does not apply.	
Middle School Site License – Access to Middle School Library only.	
High School Elective Only Site License – Access to Electives Library only	\$7,700
High School CTE Only Site License – Access to CTE and Career Library only	\$16,500
High School Elective & CTE Site License – Access to CTE and Career Library and Electives Library	\$24,000
Knowledge Matters: High School Virtual Business Site License	\$27,300
Access to all nine Virtual Business simulations , all 6 Collaboration simulations, and the Multiplayer functionality for both the Retailing and Management simulations.	\$4,675

Keys to Driving

This is an online 30-hour classroom theory course for driver education approved by the Pennsylvania Department of Education. It is asynchronous, auto-graded, and designed as a pass/fail course.

Keys to Driving	25/26 Price
HS Single Enrollment	\$88

School District Representative Signature

Date

BLaST Intermediate Unit 17 Representative Signature

Date

Profile and Plan Essentials

School	AUN/Branch	
South Williamsport Area Junior/Senior High School	117416`103	
Address 1		
700 Percy Street		
Address 2		
City	State	Zip Code
South Williamsport	PA	17702
Chief School Administrator	Chief School Administrator Email	
Dr. Eric Briggs	ebriggs@swasd.org	
Principal Name		
Mr. Jesse Smith		
Principal Email		
jsmith@swasd.org		
Principal Phone Number	Principal Extension	
(570) 326-2684		
School Improvement Facilitator Name	School Improvement Facilitator Email	
Dr. Eric Briggs	ebriggs@swasd.org	

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Dr. Eric Briggs	Chief School Administrator	SWASD	ebriggs@swasd.org
Mr. Jesse Smith	Principal	Junior/Senior High School	jsmith@swasd.org
Dr. Kim Bollinger	Principal	Junior/Senior High School	kimbollinger@swasd.org
Mrs. Kelly Shearer	Teacher	Junior/Senior High School	kshearer@swasd.org
Mr. Matt Easley	Teacher	Junior/Senior High School	meisley@swasd.org
Mr. Jamie Bloom	Teacher	Junior/Senior High School	jbloom@swasd.org
Mrs. Jessica Kaledas	Teacher	Junior/Senior High School	jkaledas@swasd.org
Mrs. Joann Kennedy	Teacher	Junior/Senior High School	jkennedy@swasd.org
Mrs. Heather Bower	Parent	Parent	hbower02@gmail.com
Mrs. Cathy Bachman	Board Member	SWASD School Board	cbachman@swasd.org
Mr. Todd Engel	Board Member	SWASD School Board	tengel@swasd.org
Mrs. Brandi Smith	Paraprofessional	SWASD	bsmith@swasd.org
Mr. Fred Wood	Community Member	Community Member	fwood332@yahoo.com
Mrs. Cindy Sullivan	Parent	Parent	cindyhamm@comcast.net
Jack Bower	Student	Student	jbower@swasd.org

Vision for Learning

Vision for Learning

"Achieving Educational Excellence through Partnership: Collaborating with Families, Educators, and the Community to Support Student Success."

Future Ready PA Index

Select the grade levels served by your school. Select all that apply.

False K	False 1	False 2	False 3	False 4	False 5	True 6
True 7	True 8	True 9	True 10	True 11	True 12	

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
All student group met the standard for demonstrating growth in ELA.	The all student group jumped from 54% to 74%
All student group increased its performance in the area of academic growth expectation for Mathematics/Algebra 1	The all student group jumped from 54% to 64%
All student group met the standard demonstrating growth for science /biology	The all student group went from 50% to 73.5 %
All student group met the statewide goal for percent four-year graduation cohort.	92% of the all student group met the statewide goal for 4 year graduation cohort

Challenges

Indicator	Comments/Notable Observations
All student group in math/Algebra 1 did not meet the interim goal target or the statewide goal.	22% of the all student group was proficient/advanced. 63% met the math/Algebra 1 growth target.
The student with disabilities and economically disadvantaged subgroups did not meet the growth or achievement target in ELA.	Economically disadvantaged = 35% and Students with Disabilities - 13.5%
The all student group did not meet the performance standard for regular attendance.	Economically disadvantaged - 61, Students with Disabilities - 50%

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

Strengths

Indicator	Comments/Notable Observations
English Language Arts/Literature - All Student Group Meets the Standard Demonstrating Growth ESSA Student Subgroups White, Economically Disadvantaged	Met or Exceeded the Interim Target
Science/Biology - All Student Group Meets the Standard Demonstrating Growth ESSA Student Subgroups White, Economically Disadvantaged, Students with Disabilities	Met or Exceeded the Interim Target

Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator Four-Year Cohort Graduation Rate ESSA Student Subgroups White, Economically Disadvantaged	Comments/Notable Observations Met or Exceeded the Interim Target

Challenges

Indicator Mathematics/Algebra - All Student Group Did Not Meet Interim Goal/Improvement Target ESSA Student Subgroups Combined Ethnicity, Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations Did no Meet or Exceed the Interim Target
Indicator Mathematics/Algebra - All Student Group Did Not Meet the Standard Demonstrating Growth ESSA Student Subgroups Students with Disabilities	Comments/Notable Observations Did no Meet or Exceed the Interim Target
Indicator Career Standards Benchmark - All Student Group Did Not Meet Performance Standard ESSA Student Subgroups Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations Did no Meet or Exceed the Interim Target
Indicator Regular Attendance - All Student Group Did Not Meet Performance Standard ESSA Student Subgroups Combined Ethnicity, White, Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations Did not meet the interim target, showed growth in this performance area

Summary

Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

All student group met the standard for demonstrating growth in ELA.
All student group met the standard demonstrating growth for science /biology

Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

Regular Attendance

Mathematics/Algebra - All Student Group Did Not Meet Interim Goal/Improvement Target

Local Assessment

English Language Arts

Data	Comments/Notable Observations
59% of our incoming 6th graders performed at or above grade level for reading based on our local assessment (Acadience)	Although this number may be considered low, it grew by 3 % from the prior year.
76% of our incoming 7th graders performed at or above grade level for reading based on our local assessment (Acadience)	Only 50% of the students met the interim target for performance and 63% met the target for growth in ELA

English Language Arts Summary

Strengths

With the implementation of the CKLA (K-5) curriculum, our goal is to improve both academic growth and achievement in ELA
We have noticed a remarkable increase in performance in our localized assessments in the area of ELA.

Challenges

Attendance rates continues to be an issue at our high school. If we can improve attendance, we believe we will improve achievement and growth in the area of statewide assessments.
If we can put a system in place to support our teachers and school counselors, we believe we can improve in the collection of artifacts for the career benchmark scores.

Mathematics

Data	Comments/Notable Observations
Only 23% of the currently 6th grade students scored proficient or advanced in their 5th grade PSSA. (Math)	These numbers are lower than the statewide trends.
Only 47% of the currently 6th grade students scored proficient or advanced in their 6th grade PSSA. (Math)	These numbers are lower than the statewide trends.
Only 20% of the currently 6th grade students scored proficient or advanced in their 7th grade PSSA.	These numbers are lower than the statewide trends.

Mathematics Summary

Strengths

We recently adopted a new math curriculum for grades K-8th that we believe will address the math deficiencies.
Through our informal observation evaluation system, we have determined that our teachers are implementing the curriculum with fidelity.

Challenges

If we could provide students with more support in grades in K-6th, we feel our students could perform better in this area.
--

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
All students grade K-6 receive an elective course in STEM.	We will be expanding STEM opportunities for 7th and 8th graders through new curriculum that we are opening in the technical education area of our school.

Science, Technology, and Engineering Education Summary

Strengths

Our students, through informal surveying, have shared a great interest in their STEM elective.
Students have been able to participate in opportunities outside of school with various STEM competitions.

Challenges

The greatest challenge we have is finding time in the schedule for students to take this course.
--

Related Academics

Career Readiness

Data	Comments/Notable Observations
Our school has not met the benchmark for collection of career artifacts collection.	The superintendent is working with the school counselors to continue to improve this work. Over the past two years, the district has seen great growth in this area.
Students are completing artifacts, but the information is not being sent to the guidance department or a student is absent and the work is not "made up."	A system has been created and is monitored by school counselors where students create artifacts in specific courses. This past year, our biggest issue in this area was attaining artifacts for students in our school cyber program.

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

False Family and Consumer Sciences Omit

Data	Comments/Notable Observations
We are going to continue to embed career readiness activities into our Family Consumer courses so students have the ability to create artifacts in 8th grade and later on in their high school years by potentially making a "Career Readiness" course a mandatory course for all students in the high school.	The principal and superintendent continue to work with this program on career readiness opportunities. —

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

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

True Social Studies (Civics and Government, Economics, Geography, History) Omit

Summary

Strengths

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

We have a new school counseling staff who is eager and excited and have identified the problem and is willing to work with administration and teaching staff to develop a system for artifact collection.
The district will be partnering for a third year with the Lycoming/Clinton Joinder to have a full-time county caseworker to deal with attendance issues. The focus of the attendance issues, based on the 2024-2025 data will be on the 6th-12th grade population. Realignment of staff will allow an additional staff member to work on the attendance issues from K-5th

Challenges

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

Because attendance continues to be an issue, we are unable to collect artifacts for students. This is especially an issue with students who are using our online program (Mountie Academy)
--

Equity Considerations

English Learners

True This student group is not a focus in this plan.

Students with Disabilities

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
The district is looking to improve both growth and achievement in the area of PSSA's and Keystone Exams.	This subgroup has struggled in this area in the past. We are hoping with the new curriculum adoption (CKLA and Illustrative Math) this will assist in the statewide assessment results.

Students Considered Economically Disadvantaged

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
The district is looking to improve both growth and achievement in the area of PSSA's and Keystone Exams.	This subgroup has struggled in this area in the past. We are hoping with the new curriculum adoption (CKLA and Illustrative Math) this will assist in the statewide assessment results.

Student Groups by Race/Ethnicity

True This student group is not a focus in this plan.

Summary

Strengths

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

We believe over time, as students have the full scope and sequence of our math and ELA curriculum results will improve. Our local data in ELA (Acadience) is supporting this.
Through our informal observation process, we have determined administratively that the teachers are implementing the math and ELA curriculum with fidelity.
—

Challenges

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

If we could hire additional staff to support the students and staff in the areas of ELA and math (instructional coaches), we believe this would have a positive impact on student achievement and growth.
If our budget could support Title math support, that would also help in supporting students in math.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous Improvement of Instruction

Align curricular materials and lesson plans to the PA Standards		Operational
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	—	Operational
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices		Operational
Identify and address individual student learning needs		Emerging
Provide frequent, timely, and systematic feedback and support on instructional practices		Emerging

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members		Emerging
Collectively shape the vision for continuous improvement of teaching and learning		Emerging
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school		Operational
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community		Emerging
Continuously monitor implementation of the school improvement plan and adjust as needed		Operational

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically		Operational
Implement an evidence-based system of schoolwide positive behavior interventions and supports		Emerging
Implement a multi-tiered system of supports for academics and behavior		Emerging
Implement evidence-based strategies to engage families to support learning		Emerging
Partner with local businesses, community organizations, and other agencies to meet the needs of the school		Emerging

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data		Operational
Use multiple professional learning designs to support the learning needs of staff		Emerging
Monitor and evaluate the impact of professional learning on staff practices and student learning		Emerging

Summary

Strengths

Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing challenges?

The district has attempted to provide professional development opportunities that are relevant to the student learner. In the last 3 years, there has been a strong emphasis on trauma and poverty and building relationships with students who experience these issues in the classroom. This year our focus will be on professional learning in the area of restorative practices.
Based on survey data collected from students and staff, the parents and students truly believe teachers care about them, and push them academically to do the best they can in their classrooms.
The district has continues the partnership with Nittany Learning services to provide additional support to Tier II students. This partnership will be entering its third year and has decreased dramatically the number of students receiving in and out of school suspension.

Challenges

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?
The high school will be implementing a Tier I PBIS program for the 2025-2026 school year.
The high school is also looking to implement a schoolwide goal for administrators and teachers to improve the attendance of students at the high school. This will be done through the Act 13 process.

Summary of Strengths and Challenges from the Needs Assessment

Strengths

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

Strength	Check for Consideration in Plan
All student group met the standard for demonstrating growth in ELA.	False
All student group met the standard demonstrating growth for science /biology	False
With the implementation of the CKLA (K-5) curriculum, our goal is to improve both academic growth and achievement in ELA	False
We have noticed a remarkable increase in performance in our localized assessments in the area of ELA.	False
Our students, through informal surveying, have shared a great interest in their STEM elective.	False
Students have been able to participate in opportunities outside of school with various STEM competitions.	False
We have a new school counseling staff who is eager and excited and have identified the problem and is willing to work with administration and teaching staff to develop a system for artifact collection.	False
We recently adopted a new math curriculum for grades K-8th that we believe will address the math deficiencies.	False
Through our informal observation evaluation system, we have determined that our teachers are implementing the curriculum with fidelity.	False
We believe over time, as students have the full scope and sequence of our math and ELA curriculum results will improve. Our local data in ELA (Acadience) is supporting this.	False
Through our informal observation process, we have determined administratively that the teachers are implementing the math and ELA curriculum with fidelity.	False
The district has attempted to provide professional development opportunities that are relevant to the student learner. In the last 3 years, there has been a strong emphasis on trauma and poverty and building relationships with students who experience these issues in the classroom. This year our focus will be on professional learning in the area of restorative practices.	True
Based on survey data collected from students and staff, the parents and students truly believe teachers care about them, and push them academically to do the best they can in their classrooms.	False
The district will be partnering for a third year with the Lycoming/Clinton Joinder to have a full-time county caseworker to deal with attendance issues. The focus of the attendance issues, based on the 2024-2025 data will be on the 6th-12th grade population. Realignment of staff will allow an additional staff member to work on the attendance issues from K-5th	True
The district has continues the partnership with Nittany Learning services to provide additional support to Tier II students. This partnership will be entering its third year and has decreased dramatically the number of students receiving in and out of school suspension.	False

Challenges

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

Strength	Check for Consideration in Plan
Regular Attendance	True
Mathematics/Algebra - All Student Group Did Not Meet Interim Goal/Improvement Target	False
Attendance rates continues to be an issue at our high school. If we can improve attendance, we believe we will improve achievement and growth in the area of statewide assessments.	False
Because attendance continues to be an issue, we are unable to collect artifacts for students. This is especially an issue with students who are using our online program (Mountie Academy)	True
If we could provide students with more support in grades in K-6th, we feel our students could perform better in this area.	False
If we can put a system in place to support our teachers and school counselors, we believe we can improve in the collection of artifacts for the career benchmark scores.	True
The greatest challenge we have is finding time in the schedule for students to take this course.	False
If we could hire additional staff to support the students and staff in the areas of ELA and math (instructional coaches), we believe this would have a positive impact on student achievement and growth.	False
If our budget could support Title math support, that would also help in supporting students in math.	False
The high school will be implementing a Tier I PBIS program for the 2025-2026 school year.	False
The high school is also looking to implement a schoolwide goal for administrators and teachers to improve the attendance of students at the high school. This will be done through the Act 13 process.	False

Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Regular Attendance	The district as updated their policy and improved attendance through the development of goals from teachers and administrators. Data from the 2024-2025 school year shows growth in this area	True
Because attendance continues to be an issue, we are unable to collect artifacts for students. This is especially an issue with students who are using our online program (Mountie Academy)	The district is going to develop a procedure to address this issue.	False
If we can put a system in place to support our teachers and school counselors, we believe we can improve in the collection of artifacts for the career benchmark scores.	The district has developed a fully functional system (2024-2025) and will be implementing it for its second full year starting the 2025-2026 school year.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
The district has attempted to provide professional development opportunities that are relevant to the student learner. In the last 3 years, there has been a strong emphasis on trauma and poverty and building relationships with students who experience these issues in the classroom. This year our focus will be on professional learning in the area of restorative practices.	The hope is that the district will continue to support professional learning in the area of trauma informed education and attendance areas.
The district will be partnering for a third year with the Lycoming/Clinton Jolinder to have a full-time county caseworker to deal with attendance issues. The focus of the attendance issues, based on the 2024-2025 data will be on the 6th-12th grade population. Realignment of staff will allow an additional staff member to work on the attendance issues from K-5th	This support continue to provide us data that is improving relationships with students and families and increasing attendance with the greatest growth evident at the elementary level.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	The South Williamsport Area School District intends to meet the attendance goals, developed by PDE for all students in the Junior/Senior High School.
	90% of the students at the high school will have collected all their artifacts, by grade level, as reported by the PA Future Ready Index.

Goal Setting

Priority: 90% of the students at the high school will have collected all their artifacts, by grade level, as reported by the PA Future Ready Index.

Outcome Category				
Career Standards Benchmark				
Measurable Goal Statement (Smart Goal)				
90% of all the students will have collected the required career artifacts for their portfolio to meet the high school Career Benchmark goal as measured by the PA Future Ready Index				
Measurable Goal Nickname (35 Character Max)				
Career Artifacts				
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter	
60% of all the students will have collected the required career artifacts for their portfolio to meet the high school Career Benchmark goal as measured by the PA Future Ready Index	70% of all the students will have collected the required career artifacts for their portfolio to meet the high school Career Benchmark goal as measured by the PA Future Ready Index	80% of all the students will have collected the required career artifacts for their portfolio to meet the high school Career Benchmark goal as measured by the PA Future Ready Index	90% of all the students will have collected the required career artifacts for their portfolio to meet the high school Career Benchmark goal as measured by the PA Future Ready Index	

Priority: The South Williamsport Area School District intends to meet the attendance goals, developed by PDE for all students in the Junior/Senior High School.

Outcome Category				
Regular Attendance				
Measurable Goal Statement (Smart Goal)				
By the end of the academic year, student will achieve a minimum attendance rate of 90% in all my classes.				
Measurable Goal Nickname (35 Character Max)				
Attendance				
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter	
By the end of the academic year, student will achieve a minimum attendance rate of 60% in all my classes.	By the end of the academic year, student will achieve a minimum attendance rate of 70% in all my classes.	By the end of the academic year, student will achieve a minimum attendance rate of 80% in all my classes.	By the end of the academic year, student will achieve a minimum attendance rate of 90% in all my classes.	

Outcome Category				
Mathematics				
Measurable Goal Statement (Smart Goal)				

By the end of the academic year, 40% of 7th and 8th-grade students will achieve a proficient or advanced score on the PSSA math assessment.				
Measurable Goal Nickname (35 Character Max)				
Mathematic Achievement				
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter	
By the end of the first quarter of the academic year, 20% of 7th and 8th-grade students will achieve a proficient or advanced score the Firefly Assessment.	By the end of the second quarter of the academic year, 25% of 7th and 8th-grade students will achieve a proficient or advanced score the Firefly Assessment.	By the end of the third quarter of the academic year, 30% of 7th and 8th-grade students will achieve a proficient or advanced score the Firefly Assessment.	By the end of the fourth quarter of the academic year, 40% of 7th and 8th-grade students will achieve a proficient or advanced score the Firefly Assessment.	

Action Plan

Measurable Goals

Career Artifacts	Attendance
Mathematic Achievement	

Action Plan For: Support from the school counseling office on career artifact development and collection

Measurable Goals:	
90% of all the students will have collected the required career artifacts for their portfolio to meet the high school Career Benchmark goal as measured by the PA Future Ready Index	

Action Step	Anticipated Start/Completion Date	
Support teachers in designated classes on developing valid, reliable career artifacts covering al career benchmark standards.	2025-09-01	2026-06-01
Lead Person/Position School Counseling Department	Material/Resources/Supports Needed	
	Career Artifact Benchmarks	PD Step? No

Anticipated Output	
Career artifacts for student career portfolio	Monitoring/Evaluation (People, Frequency, and Method) PA Future Ready Index

Action Plan For: High school has developed a PBIS Tier I team and implementation of PBIS Tier one supports will begin in the 2025-2026 school year.

Measurable Goals:	
By the end of the academic year, student will achieve a minimum attendance rate of 90% in all my classes.	

Action Step	Anticipated Start/Completion Date	
Team wil meet monthly to launch program for Tier I supports for the 2025-2026 school year.	2025-09-01	2026-06-01
Lead Person/Position Dr. Kim Bollinger	Material/Resources/Supports Needed	
	PATTAN, BLaST IU 17, Tier I Team	PD Step? No

Anticipated Output	
	Monitoring/Evaluation (People, Frequency, and Method)

SWIS behavioral Data	Tier I Team will meet monthly and analyze student behavioral data
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Action Plan For: Math Achievement and Growth

Measurable Goals:	
By the end of the academic year, 40% of 7th and 8th-grade students will achieve a proficient or advanced score on the PSSA math assessment.	

Action Step		Anticipated Start/Completion Date
High School math staff will be provided multiple professional learning opportunities to determine how AI can best support math instruction		2025-10-13
Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Mr. Jesse Smith	BLaST IU17, team of high school teachers who have been trianed	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Math artifacts for our math curriculum	Quarterly meetings looking at individual student scores

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

True School does not receive Schoolwide Title 1 funding.

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Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Math Achievement and Growth	High School math staff will be provided multiple professional learning opportunities to determine how AI can best support math instruction

4 AI courses through the BLAST IU 17

Action Step	Anticipated Start	Anticipated Completion
High School math staff will be provided multiple professional learning opportunities to determine how AI can best support math instruction		
Audience		
6th-12th math staff		
Topics to be Included		
Artificial Intelligence tools		
Evidence of Learning		
Artifacts will be produced at the end of each of the professional learning days.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Mr. Jesse Smith	2025-10-13	2026-06-01

Learning Format

Type of Activities	Frequency
Inservice day	4 times during the 2025-2026 school year
Observation and Practice Framework Met in this Plan	
1a: Demonstrating Knowledge of Content and Pedagogy 1c: Setting Instructional Outcomes 1d: Demonstrating Knowledge of Resources 1e: Designing Coherent Instruction 1f: Designing Student Assessments 2b: Establishing a Culture for Learning 3c: Engaging Students in Learning 3d: Using Assessment in Instruction	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	Date
School Improvement Facilitator Signature	Date

South Williamsport Area School District
South Williamsport High School
Attn: Bill Reifsnyder
700 Percy Street
South Williamsport, PA 17702
570-326-2684
570-772-5975
breifsnyder@swasd.org

B's Quality Painting



405 Pearson Avenue
Williamsport, PA 17701
(570)560-8365
rabdoc4@hotmail.com
beesqualitypainting.com
PA118357

Bill,

First let us say thank you for this opportunity. The following outlines the interior painting work at 700 Percy Street in South Williamsport, PA.

We propose to:

-  **Fully prep all areas to be painted**
-  **Lay drop cloths and plastic sheeting (to protect areas not being painted from drips and splatter)**
-  **Use Sherwin Williams paint provided by contractor**
-  **Prime all bare substrates prior to application of finish coats**
-  **Paint all block walls using Loxon (2 coats) in the color of your choosing**
-  **Paint all metal duct work and ceilings (2 coats)**
-  **Paint all metal doors and surrounding trim (2 coats)**
-  **The following areas are included in this estimate: Weight room (to include all block walls, metal duct work, metal doors & surrounding trim, ceilings)**
-  **Clean up thoroughly each day and finish in a prompt fashion**

Your project cost is: \$17,594

We would need ½ down prior to commencement of project. Final balance due upon completion. Any additions/changes to this proposal will be billed/credited on final invoice as time & material.

We are fully insured and have references available should you request them. Any information you may need we would be happy to provide. We are also licensed with the state of Pennsylvania and are EPA Lead Certified Renovators.

Please feel free to contact us with any questions or concerns that you may have.

We look forward to collaborating with you.

Respectfully,

B's Quality Painting

South Williamsport Area School District
Rommelt Elementary School
Attn: Bill Reifsnyder
515 West Central Avenue
South Williamsport, PA 17702
570-320-4443
570-772-5975
breifsnyder@swasd.org

B's Quality Painting



405 Pearson Avenue
Williamsport, PA 17701
(570)560-8365
rabdoc4@hotmail.com
beesqualitypainting.com
PA118357

Bill,

First let us say thank you for this opportunity. The following outlines the interior painting work at 515 West Central Ave (Rommelt) in South Williamsport, PA.

We propose to:

-  Fully prep all areas to be painted
-  Lay drop cloths and plastic sheeting (to protect areas not being painted from drips and splatter)
-  Use scaffolding to access ceiling and other higher areas
-  Use Sherwin Williams paint provided by SWASD
-  Make all necessary repairs to ceiling drywall (re-tape all cracked seams, skim coat and sand)
-  Prime all bare substrates prior to application of finish coats
-  Paint 10' perimeter of ceiling using flat white ceiling paint
-  Paint all block walls using Loxon (2 coats) in the color of your choosing
-  Paint all railings/metal doors/windows using Pro Industrial Acrylic DTM (2 coats) in the color of your choosing
-  The following areas are included in this estimate: Gymnasium Ceiling (only 10' perimeter/damaged area), All walls/block, All railings, All windows
-  Clean up thoroughly each day and finish in a prompt fashion

Your project cost is: \$9,990

We would need ½ down prior to commencement of project. Final balance due upon completion. Any additions/changes to this proposal will be billed/credited on final invoice as time & material.

We are fully insured and have references available should you request them. Any information you may need we would be happy to provide. We are also licensed with the state of Pennsylvania and are EPA Lead Certified Renovators.

Please feel free to contact us with any questions or concerns that you may have.

We look forward to collaborating with you.

Respectfully,

B's Quality Painting



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

The South Williamsport Area School District (SWASD) agrees to a 1-year contract with Nittany Learning Services (NLS) for 2 days of counseling during the 2025 - 2026 school year.

NLS will charge a fixed rate of \$37,030 for 2 days of counseling). The SWASD agrees to pay NLS for the the cost of the program \$37,030 by 10-17-2025

The SWASD will provide a room/space for the counselor in the South Williamsport Area School District.

Nittany Learning Service (NLS) will employ a part time counselor for 2 days a week to perform these services.

The counselor will assist in managing student behaviors.

The counselor will assist in completing a behavior assessment with the use of the Strength and Difficulty Questionnaire (SDQ) or Functional Assessment Checklist (FACTs).

The counselor will coordinate interventions based on student needs.

The counselor will develop Customized Learning Plans in conjunction with the Elementary Support Staff that target areas of improvement, behavior concerns, academic needs, strengths and interests.

The counselor will provide individual and group counseling to the identified students.

The counselor will provide trauma-informed, resiliency-based, restorative interventions, and de-escalation techniques to achieve positive outcomes with the identified students.

The counselor will provide parent resources and participate in parent meetings to support a team approach to helping students as advised by the building and/or district administration.

NLS staff will communicate with designated South Williamsport Area School District personnel to review the progress/challenges of the students.

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

NLS staff will be independent contractors with the South Williamsport Area School District and will not be considered as one of the South Williamsport Area School Districts employees.

The payment obligation of the South Williamsport Area School District shall not be suspended or otherwise modified as a result of closure of the South Williamsport Area School District, for any reason, provided that Nittany Learning Services has made any and all efforts to fulfill its obligations pursuant to this agreement in maintaining the continuity of the South Williamsport Area School District's education plan.

Nittany Learning Service Representative Date

SWASD Representative

Date

Field Trip Request

South Williamsport Area School District

515 West Central Avenue
South Williamsport, PA 17702



Teacher: _____ John Peters _____

Grade/Club: _____ FBLA 7-12 _____

Building: High School _____

Date of Application: _____ 9/25/25 _____

General Information

Place to be Visited: _____ Kalahari _____

Date of Visitation: _____ November 2-3, 2025 _____

Number of Students: _____ 20-25 _____

Number of Faculty: _____ 1 _____

Additional Chaperones: _____

Fees

Admission Fees: _____ >\$3,040 _____

Funding Source for Admission:

SW FBLA DUES

Funding Source for Transportation:

SW FBLA

Transportation

Transportation Needs:

☒ School Bus(s)

☐ Accessible Bus with Lift

School Van

Charter Bus(s)

☐ None Required

Departure Time: _____ Sunday November 2, 2025 @ 6AM _____

Time Leaving Destination: _____ Monday November 3, 2025 _____
@ 1-3PM

Explain how this trip is related to specific course objectives or will enhance other learning outcomes:

Students involved in the FBLA Student Leadership Workshop will enjoy numerous State academic workshops and showcase professionalism at the state level.

Additional Information if Needed:

Final Roster will be available after students submit dues.
ROOM COST \$270 per room (7 rooms). Registration \$50 per student (22 students)

Please provide a student roster for all field trips for the nurse to review any medical needs.

Substitute Coverage

Number of Subs Needed:

1

Duration of Coverage Needed:

Full Day

Is this an out of state trip?

Yes

☒ No

Is this an overnight trip?

☒ Yes

☐ No

Approval / Signatures Required / Date:

Nurse:

Cheyl Johnson / RN 9/29/25
Will likely need a nurse.

Principal:

Jesse Smith

Superintendent:

10/2/2025

School Board Approval is required for all overnight and /or out of state field trips.

Principal Spotlight Central Elementary October Board Meeting

- The Central Elementary PBIS team met on August 26th to plan the beginning of the year activities, as well as to create committees focused on the different areas to be addressed this school year, with a goal of increasing fidelity of delivery of the PBIS components throughout the school.
- Open House on August 28th was very well attended by almost 100% of our families!
- Thank you to our maintenance and custodial staff for working so hard to get our newly renovated building looking clean and beautiful for the arrival of our families and students.
- The school year has started smoothly, with families, staff and students falling into the routine nicely.
- Our PBIS kickoff was held on Friday, September 26th at the football stadium. Special thanks to our Jr/Sr. High marching band/color guard and cheer squad for leading this kickoff for us!

Principal Spotlight 10/6—Jr/Sr High School

ASVAB Test Monday, 10/6

Homecoming Friday, 10/17

Homecoming Dance Saturday, 10/18

Picture Retakes Monday, 10/27

Special Education Spotlight
October 6th, 2025 Board Meeting

As part of our continued efforts to prepare students for life beyond high school, the district will be partnering with the Office of Vocational Rehabilitation (OVR) on October 28th, 2025 to conduct mock interviews for our 11th and 12th grade special education students. Representatives from different agencies will be coming to school to interview these students. This activity will give the students the opportunity to practice real-world job interview skills in a supportive environment. The agencies will provide feedback on students' communication presentation and job readiness, while reinforcing workplace expectations. Hopefully this experience will help build our students' confidence, improve their self-advocacy skills, and provide continued support in the transition planning process.

Wellness Committee
September 30, 2025

- Meeting called to order by Dr. Eric Briggs at 3:30 PM
- **Attendance:** Eric Briggs, Jimmy Girardi, Chelsea Eck, Tara Stryker, Jamie Mowrey, John Hitesman, Cheryl Schonewolf
- Dr. Briggs will reach out to guidance to get an updated backpack program report.
- Mrs. Stryker shared they have started out slow. She looked at 6th, 7th, and 8th graders. Breakfast counts for 6th - 8th (by week) – 203, 307, 315, 320. Numbers are similar as in the past. There are two breakfast items that the number consumed is four times more than the other items (Dutch waffle with powdered sugar and donut with icing).
- Mrs. Stryker shared that, in her opinion, going to breakfast in the classroom will not impact the numbers.
- Dr. Briggs asked how CEP and school breakfast and lunch counts connect. Mrs. Mowrey shared that whatever food is taken will cover the expense of Nutrition Group. Mrs. Mowrey then explained how CEP works. If we have a high enough percentage of CEP eligible students, it covers the cost of the rest of the students.
- Mrs. Stryker has shared that Ms. Frame is working with her to assist in having the before and after school program stop providing snacks before breakfast so kids consume breakfast.
- Mrs. Stryker shared that they will be celebrating foods from around the world with the cafeteria being decorated as various countries/cultures.
- Mrs. Stryker is planning on two YAC (Youth Advisory Council) meeting. Dr. Briggs and Mrs. Stryker will schedule a meeting date for the first YAC meeting
- Mr. Hitesman shared that a friend of his over the weekend who works for MASD Nutrition shared that they have the same pattern with the waffles and donuts.
- Mrs. Stryker says she is teaching a class where students will learn to not waste food. Students sign the poster to pledge they will reduce waste.
- Ms. Frame shares that the lunch monitors do a good job distributing the condiments to the kids.

- Mrs. Eck asked that if we shared a hot breakfast and numbers went down, does that mean that students who are not CEP eligible would have to pay. Mrs. Mowrey shared that if we go to a different option and lose customers, then the district makes less revenue.
- Mrs. Eck shared that as a parent, her child is not allowed to have the breakfast with so much sugar. Ms. Frame shared that other teachers have shared the same.
- The meeting adjourned at 3:55 PM

Respectfully submitted,

Eric Briggs