

**Jersey Shore Area School District**  
Board of Education – Regular Meeting  
(held virtually using video conference calling)  
Minutes of November 9, 2020

**A. Opening**

**1. Call to Order:** Mr. Allen, President, called the meeting to order at 7:04 p.m.

**2. Roll Call:**

Members Present: Mr. Craig Allen, Mr. David Becker, Mr. Harry Brungard, Ms. Patrice Doebler, Mrs. Angela Grant, Mr. Wayne Kinley, Mrs. Nancy Petrosky, Mrs. Michelle Stemler, Mrs. Mary Thomas and Dr. Brian T. Ulmer. Superintendent.

Others Present: Christopher Kenyon, Esq., Solicitor (during Executive Session held prior to the meeting), J. David Smith, Esq., Solicitor (during the Regular Meeting and Executive Session at the end of the meeting), Mr. Benjamin Enders, Board Secretary, Dr. Kenneth Dady, Jr., Assistant Superintendent and Robert Parker, Student Representative.

**3. Pledge of Allegiance**

**B. Presentations**

**1. Communications:** None

**2. President's Report:**

- a. an Executive Session was held at 6:00 pm for personnel and legal issues.
- b. Report from Angela Grant and Nancy Petrosky who represented JSASD at the PSBA Delegate Assembly (held virtually), they voted on updated PSBA by laws and the adoption of the PSBA platform.

**3. Intermediate Unit Report:** None

**4. Superintendent's Report:**

- a. Updated Board Policies: (Attachments)
  - Policy 109 - Resource Materials
  - Policy 110 - Instructional Supplies
  - Policy 112 - Guidance Counseling
  - Policy 113.2 - Behavior Support
  - Policy 114 - Gifted education
- b. University of Northwestern Ohio (UNOH) Articulation Agreement – Brian Ulmer (Attachment)
- c. 2020-2021 ESSER School Safety Funding - Brian Ulmer (Attachment)
- d. Congratulations to the Boys Soccer team on a season that carried them to playoffs and good luck to the Football team this Friday. Thanks to our friends at Bear Country Radio for livestreaming those games.
- e. The district has received \$65,000 in additional Health and Safety Funding.
- f. The district was notified of \$5,000 in EITC funds from PPL through the Jersey Shore Education Foundation.
- g. A One Call communication was sent regarding the potential for a Remote Learning Practice Day.
- h. Thank you to Matt Taylor, our District Employee of the Month.

**C. Courtesy of the Floor on Agenda Items and J. Courtesy of the Floor on Items not on the Agenda:**

Burt Francis-JS Boro – commented on JSASD School Board meetings and JS Borough meetings falling on the same night and having meetings in person.

**Motion:** A motion was made by Mary Thomas and seconded by Nancy Petrosky to close Courtesy of the Floor.

A roll call vote was taken as listed below:

David Becker	Yes	Harry Brungard	Yes
Patrice Doebler	Yes	Angela Grant	Yes
Wayne Kinley	Yes	Nancy Petrosky	Yes
Michelle Stemler	Yes	Mary Thomas	Yes
Craig Allen	Yes		

The vote was 9-yes and 0-no, motion carried.

**D. Personnel Items:**

**1. Personnel Items**

**Motion:** A motion was made by Mary Thomas and seconded by Harry Brungard to approve the following Personnel items as listed on the agenda:

- a. the 2020-21 Middle School Clubs and advisors per the attached listing. (Attachment)
- b. the 2020-21 High School Clubs and advisors per the attached listing. (Attachment)
- c. the 2020-21 Co-Curricular Advisor positions and stipends per the attached listing. (Attachment)
- d. FMLA from November 12, 2020 thru February 1, 2021 (approximately), for employee 2020-21-10.
- e. FMLA from December 15, 2020 thru January 4, 2021 (approximately), for employee 2020-21-11.
- f. FMLA from December 14, 2020 thru March 16, 2021 (approximately), for employee 2020-21-12.
- g. River Haines as a volunteer Boys Basketball coach effective the 2020-21 season.
- h. accepting the resignation of Lynn Klose, Assistant Accountant for Payroll and Human Resources, effective November 30, 2020.

A roll call vote was taken as listed below:

David Becker	Yes	Harry Brungard	Yes
Patrice Doebler	Yes	Angela Grant	Yes
Wayne Kinley	Yes	Nancy Petrosky	Yes
Michelle Stemler	Yes	Mary Thomas	Yes
Craig Allen	Yes		

The vote was 9-yes and 0-no, motion carried.

**E. Curriculum and Instruction:** None

**F. Building and Grounds:** None

**G. Finance:**

**1. Finance Items**

**Motion:** A motion was made by Mary Thomas and seconded by Wayne Kinley to approve the following Finance items as listed on the agenda:

- a. the BLaST IU17 2020-2021 IDEA-Section 619, Pass through Funds Agreement. (Attachment)
- b. an ESS Northeast, LLC (Source 4 Teachers) contract addendum, regarding Professional substitute hourly rate, effective October 27, 2020. (Attachment)

A roll call vote was taken as listed below:

David Becker	Yes	Harry Brungard	Yes
Patrice Doebler	Yes	Angela Grant	Yes
Wayne Kinley	Yes	Nancy Petrosky	Yes
Michelle Stemler	Yes	Mary Thomas	No to letter b
Craig Allen	Yes		

The vote was 9-yes and 0-no for letter a, 8-yes and 1-no for letter b., motion carried.

**H. Miscellaneous**

**1. Miscellaneous Items:**

**Motion:** A motion was made by Mary Thomas and seconded by Harry Brungard to approve the following Miscellaneous items as listed on the agenda:

- a. the following policies at first read: (Attachments)
  - Policy 108 - Adoption of Textbooks
  - Policy 113 - Special Education
  - Policy 113.1 - Discipline of Students with Disabilities
  - Policy 113.3 - Screening and Evaluations for Students with Disabilities
  - Policy 113.4 - Confidentiality of Special Education Student Information
  - Policy 626 - Federal Fiscal Compliance
- b. the following policies at second read: (Attachments)
  - Policy 318 - Attendance and Tardiness
  - Policy 331 - Job Related Expenses
  - Policy 332 - Working Periods
  - Policy 334 - Sick Leave
  - Policy 340 - Responsibility for Student Welfare

A roll call vote was taken as listed below:

David Becker	Yes	Harry Brungard	Yes
Patrice Doebler	Yes	Angela Grant	Yes

Wayne Kinley	Yes	Nancy Petrosky	Yes
Michelle Stemler	Yes	Mary Thomas	Yes
Craig Allen	Yes		

The vote was 9-yes and 0-no, motion carried.

**I. Old Business:** Clarification on the distribution of tickets for the football game on Friday November 13, 2020. At this level of play, PIAA mandates a 60-40 split, we are the visiting team at Crestwood School District so JSASD will receive 40% of the available tickets, following the current guidelines for stadium capacity, to sell.

**J. Executive Session:** An Executive Session was held beginning at 7:30 p.m. for legal and personnel matters after which no business was conducted.

The meeting resumed at 8:39 p.m.

**K. Adjournment:**

The November 9, 2020 Regular Board Meeting (held virtually using video conference calling) was adjourned at 8:40 p.m.

Respectfully submitted,

Benjamin J. Enders  
Board Secretary



Book	Board Policy Manual
Section	100 Programs
Title	Resource Materials
Code	109
Status	
Legal	<ol style="list-style-type: none"><li>1. <a href="#">24 P.S. 801</a></li><li>2. <a href="#">24 P.S. 803</a></li><li>3. Pol. 006 - Meetings</li><li>4. Pol. 105.1 - Review of Instructional Materials by Parents/Guardians and Students</li></ol> <p><a href="#">24 P.S. 807.1</a></p> <p>Pol. 610 - Purchases Subject to Bid/Quotation</p>

### **Authority**

The Board shall, **by an affirmative vote of a majority of the full Board**, provide **resource materials that** implement, support **and enrich** the educational **program of** district schools. [\[1\]](#)[\[2\]](#)[\[3\]](#)

### **Definition**

**Resource materials** shall include **nonfiction and fiction** books, **magazines**, reference books, supplementary titles, multimedia **and digital** materials, software and instructional material.

### **Delegation of Responsibility**

The Superintendent shall be responsible for the recommendation of all resource materials. No adoption or change of materials shall be made without the Superintendent's recommendation, except by a two-thirds vote of the Board. [\[2\]](#)

The Superintendent or designee shall **establish administrative regulations** for **the** selection **of** resource materials.

**A list of resource materials provided by the district shall be maintained by the Superintendent and shall be available to Board members, district staff, students, parents/guardians and community members.**[\[4\]](#)

### **Guidelines**

#### **Special Review Committee**

**The district Superintendent shall appoint a representative committee made up of**

**administrators, faculty and the Chairperson of the Curriculum Committee of the Board to consider the complaint. It is understood that the personnel of this committee would be comprised of people who would have a direct bearing on the issue. The best interests of the student, the school and the curriculum shall be given utmost consideration. The decision shall be by a majority vote of those present constituting a quorum and submitted, in writing, to the Superintendent. A copy of the report shall be sent to the complainant by the Superintendent.**



Book	Board Policy Manual
Section	100 Programs
Title	Instructional Supplies
Code	110
Status	
Legal	<a href="#">1. 24 P.S. 801</a> <a href="#">2. 22 PA Code 12.11</a>

### **Authority**

The Board shall supply each staff member and student with the supplies and equipment that are deemed necessary for implementation of the approved **educational** program. [\[1\]](#)

The Board may require that students provide certain supplies for participation in extracurricular activities.

### **Guidelines**

When individualized and nonreusable clothing or equipment is necessary for reasons of safety or health, students shall be required to provide their own clothing or equipment, which shall meet standards set by the school. Such standards shall be reasonably related to considerations of safety, health and protection of property. [\[2\]](#)

When provision of instructional supplies imposes a financial hardship on a student, the school district will assume the cost.

When students prepare useful items they are permitted to keep, they shall pay the district the cost of the materials used.

### **Delegation of Responsibility**

The Superintendent shall **establish administrative regulations to ensure** that no student is denied participation in the **educational** program for financial reasons and to guard the privacy of each student.



Book	Board Policy Manual
Section	100 Programs
Title	Guidance Counseling
Code	112
Status	Active
Legal	<ol style="list-style-type: none"><li>1. <a href="#">22 PA Code 4.34</a></li><li>2. <a href="#">22 PA Code 12.41</a></li><li>3. <a href="#">22 PA Code 12.16</a></li><li>4. Pol. 207 - Confidential Communications of Students</li><li>5. Pol. 103 - Discrimination/Title IX Sexual Harassment Affecting Students</li><li>6. Pol. 103.1 - Nondiscrimination - Qualified Students with Disabilities</li><li>Pol. 146 - Student Services</li></ol>
Adopted	September 8, 2008
Last Revised	October 12, 2020

### **Purpose**

A guidance counseling program is an integral part of the instructional program of district schools. Such a program can:

1. Assist students in achieving their optimum potential.
2. Enable students to significantly benefit from the offerings of the instructional program.
3. Identify intellectual, emotional, social and physical needs.
4. Aid students in recognizing options and making choices in vocational and academic educational planning. [\[1\]](#)
5. Assist students in identifying career options consistent with their abilities and goals.
6. Help students learn to make their own decisions and to solve problems independently.

### **Authority**

The Board directs that students shall be provided a program of guidance and counseling which involves the coordinated efforts of all staff members, under the professional leadership of certificated guidance and counseling personnel. [\[1\]](#)[\[2\]](#)



## **Delegation of Responsibility**

The Superintendent or designee is directed to implement and maintain a guidance program that serves the needs of students.

## **Guidelines**

The district's program of guidance counseling shall:

1. **Be an integral part of the instructional program at all levels of the school district.**
2. Involve staff members at every appropriate level.
3. Honor the individuality of each student.
4. Be coordinated with services provided by locally available social and human services agencies. [\[3\]](#)
5. Cooperate with parents/guardians and address their concerns regarding the development of their child.
6. Provide means for sharing information among appropriate staff members in the best interests of the student. [\[4\]](#)
7. Be available equally to all students. [\[5\]](#)[\[6\]](#)
8. Establish a referral system that utilizes resources offered by the school and community, guards the privacy of the student, and monitors the effectiveness of such referrals.



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

## 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 - Special Education
  10. Pol. 113.1 - Discipline of Student with Disabilities
  11. Pol. 113.3 - Screening and Evaluations for Students with Disabilities
  12. [22 PA Code 14.143](#)
  13. [24 P.S. 1302.1-A](#)
  14. [22 PA Code 10.2](#)
  15. [22 PA Code 10.21](#)
  16. [22 PA Code 10.22](#)
  17. [22 PA Code 10.23](#)
  18. [22 PA Code 10.25](#)
  19. [22 PA Code 14.104](#)
  20. [34 CFR 300.535](#)
  21. Pol. 103.1 - Nondiscrimination - Qualified Students with Disabilities
  22. Pol. 218 - Student Discipline
  23. Pol. 218.1 - Weapons
  24. Pol. 218.2 - Terroristic Threats
  25. Pol. 222 - Tobacco/Nicotine
  26. Pol. 227 - Controlled Substances/Paraphernalia
  27. Pol. 805.1 - Relations with Law Enforcement Agencies
  - [24 P.S. 1303-A](#)
  - [20 U.S.C. 1400 et seq](#)
  - [34 CFR Part 300](#)
- [Pennsylvania Training and Technical Assistance Network, Question and Answer Compendium, January 2020](#)

**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 seclusion, 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 local police department 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 local 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. [\[1\]](#)[\[6\]](#)[\[9\]](#)[\[10\]](#)[\[13\]](#)[\[14\]](#)[\[15\]](#)[\[16\]](#)[\[17\]](#)[\[18\]](#)[\[19\]](#)[\[20\]](#)[\[21\]](#)[\[22\]](#)[\[23\]](#)[\[24\]](#)[\[25\]](#)[\[26\]](#)[\[27\]](#)

**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][17]

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][17]

#### 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 local police department 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][17][19][27]

The district shall invite representatives of each local police department 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][17][19][27]



Book	Board Policy Manual
Section	100 Programs
Title	Gifted Education
Code	114
Status	
Legal	<ol style="list-style-type: none"><li>1. 24 P.S. 1371</li><li>2. 22 PA Code 4.28</li><li>3. 22 PA Code 16.1 et seq</li><li>4. 22 PA Code 4.13</li><li>5. 22 PA Code 16.4</li><li>6. Pol. 100 - Comprehensive Planning</li><li>7. 22 PA Code 16.2</li><li>8. 22 PA Code 16.21</li><li>9. 22 PA Code 16.22</li><li>10. 22 PA Code 16.23</li><li>11. 22 PA Code 16.32</li><li>12. 22 PA Code 16.33</li><li>13. 22 PA Code 16.63</li><li>14. 22 PA Code 16.61</li><li>15. 22 PA Code 16.62</li><li>16. 22 PA Code 16.41</li><li>17. 22 PA Code 16.65</li><li>18. 20 U.S.C. 1232g</li><li>19. Pol. 216 - Student Records</li></ol> <p>22 PA Code 11.12</p> <p>Pol. 113 - Special Education</p>

### **Authority**

In accordance with the Board's philosophy to develop the special abilities of each student, the district shall provide gifted education **services and** programs designed to meet the individual educational needs of **identified** students. [\[1\]](#)[\[2\]](#)[\[3\]](#)

**The district shall develop and implement a gifted education plan every six (6) years, as required by law and regulations. Prior to approval by the Board, the gifted education**



**plan shall be made available for public inspection and comment in the district's administrative offices and the publicly accessible district website for a minimum of twenty-eight (28) days.**[\[4\]](#)[\[5\]](#)[\[6\]](#)

The district's gifted education **plan** shall **address**:

1. **The district's process for identifying gifted children in need of specially designed instruction.**
2. **The gifted special education programs offered by the district.**
3. **Reports of gifted students, personnel and program elements, and costs, as required by the Department of Education.**

**The Board may enter into a cooperative agreement with BLaST Intermediate Unit No. 17 to provide gifted education services and programs.**[\[7\]](#)

**The Board directs that the district's gifted education program shall provide the following:**

1. **System to locate and identify all students within the district who are thought to be gifted and in need of specially designed instruction.**[\[8\]](#)
2. **Screening and** evaluation process **that meets state requirements,** to determine students' **educational needs.**[\[8\]](#)
3. **Procedures to determine whether a student is mentally gifted.**[\[8\]](#)
4. **Gifted Individualized Education Plan (GIEP) developed, and subsequently modified,** for each student **based on his/her unique needs and the** written **report of the** Gifted Multidisciplinary **Team (GMDT).**[\[9\]](#)[\[10\]](#)[\[11\]](#)[\[12\]](#)
5. **Safeguards for the due process rights of gifted students.**[\[13\]](#)
6. **Notification to teachers of their responsibilities to each of their identified gifted students, as provided in the student's Gifted Individualized Education Plan (GIEP).**[\[11\]](#)

The district shall provide **all required** notices **and information to** parents/guardians **of gifted students, document all** consents **and responses of parents/guardians, and adhere to all established timelines.**[\[11\]](#)[\[14\]](#)[\[15\]](#)

### **Guidelines**

The district shall make the Permission To Evaluate form readily available to parents/guardians. If an oral request is made to an administrator or professional employee, s/he shall provide the form to the parents/guardians within ten (10) calendar days of the oral request.[\[8\]](#)

### **Caseloads/Class Size**

**The Board directs the Superintendent and designated administrators** to annually assess the **district's** delivery of gifted **services and programs,** in order to:[\[16\]](#)

1. Ensure the ability of assigned staff to provide the services required in each identified student's GIEP.
2. Address the educational placements for gifted students within the district.
3. Limit the total number of gifted students that can be on an individual gifted teacher's

caseload to a maximum of **sixty-five (65)** students.

4. Limit the total number of gifted students that can be on an individual gifted teacher's class roster to a maximum of twenty (20) students.

The district **may** make a written request to the Secretary of Education to waive the applicable caseload and class size maximums in extenuating circumstances. [\[16\]](#)

#### Confidentiality of Student Records

All personally identifiable information regarding a gifted student shall be treated as confidential and disclosed only as permitted by the Family Educational Rights and Privacy Act (FERPA) and its implementing regulations, State Board of Education regulations, **and Board policy**. [\[17\]](#)[\[18\]](#)[\[19\]](#)

#### Awareness Activities

The Superintendent or designee shall annually conduct awareness activities to inform parents/guardians of school-aged children residing within the district of its gifted education services and programs, **and how to request these services and programs**. [\[8\]](#)

Awareness activities may include providing written notice of the district's gifted education program through **local** newspapers, **other media, student handbooks and the district website**.

#### Delegation of Responsibility

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

**Articulation Agreement**  
between  
College of Applied Technologies  
and

**Institution:** Jersey Shore Area School District

**Address:** 175 A & P Drive

Jersey Shore, PA 17740

**Phone:** 570-398-1561

The University of Northwestern Ohio believes that many high schools and career centers have extensive course work in technical areas that give students a solid foundation for college study. Students who have these technical skills may be granted college credit for their proficiencies.

A partnership agreement between the university and the high schools and career centers is appropriate to recognize and reward those graduates who have acquired the skills for proficiency credit in specific introductory classes. The university will grant advanced placement to high school graduates who fulfill course requirements agreed to in this document.

The advantages to advanced placement:

- There will be no expense to the student
- It will reduce the total tuition expense, book fees, and housing costs for your college program
- It may reduce the time necessary for completion of the program.

The decision on advanced placement will be determined by the following University of Northwestern Ohio authorized personnel: Provost / Vice President for Academic Affairs and the College Registrar.

The total number of credits to be awarded to a student may vary and will be decided on an individual basis. Awarded credit will be reflected on the students' transcript after completion of the first term.

**To take advantage of this agreement, the student should:**

- Contact the Admission Office at the University of Northwestern Ohio for a formal admissions application to the university (419)998-3120.
- Pick up the Articulation Application from your UNOH Admissions Representative or your high school counselor. You can also call the University to have the application form mailed or e-mailed to you at (419) 998-3120.

- The form should be taken to the high school where it should be completed and approved by the student's instructor and administrator. The student will also be required to sign the form stating the he or she has had the necessary training and has met the attached learning outcomes.
- After it is approved by the student's instructor and counselor, and signed by the student, the school's chief administrator should sign the form and mail it to the Admissions Office at the University of Northwestern Ohio, along with documentation of NATEF accreditation found on the web at natef.org.

After the materials are reviewed by University personnel, the student will be notified if advanced credit has been awarded. Awarded credit will be reflected on the students' transcript after completion of the first term.

## **COURSES AND CREDITS FOR ADVANCED PLACEMENT**

### **AU126 Suspension and Steering (6 credits)**

- Student must have 2 years of high school in an automotive or diesel training program, with a grade of "B" or higher each year, and the school must have NATEF, AST or higher accreditation.
- Schools with NATEF, MLR level of accreditation or schools that are not NATEF accredited, will have the opportunity to articulate with UNOH if the attached list of learning outcomes for AU 126, Steering and Suspension are met.

### **AU127 Hydraulic Brake Systems (6 credits)**

- Student must have 2 years of high school in an automotive or diesel training program, with a grade of "B" or higher each year, and the school must have NATEF, AST or higher accreditation.
- Schools with NATEF, MLR level of accreditation or schools that are not NATEF accredited, will have the opportunity to articulate with UNOH if the attached lists of learning outcomes for AU 127, Hydraulic Brake Systems are met.

## **CATALOG DESCRIPTIONS OF COURSES LISTED**

### **AU126 SUSPENSION AND STEERING**

The fundamentals of the chassis, including basic and power steering systems, variable effort power steering systems, suspension systems both basic and computer controlled, geometric centerline alignment, thrust line alignment and total four-wheel alignment provide the focus of this course. Proper procedures in diagnosis of components along with basic frame and body measuring for correct locations are covered. Also covered is the diagnosis of vehicle vibrations and tire pressure monitor systems. Lab work includes steering and suspension repair, tire balancing and alignment on computerized alignment equipment, and computerized wheel balancing, utilizing training aids and live vehicles.

### **AU127 HYDRAULIC BRAKE SYSTEMS**

The fundamental principles of hydraulics pertaining to the automotive and medium duty truck brake systems are presented. Students will study the theory of operation and advanced study of component principles. Students will use standard skills to diagnose and repair hydraulic systems, drum and disc brake systems, power assist units and anti-lock brake systems. Lab work includes demonstration, on-car practice to provide a working knowledge of diagnosis and repair of the hydraulic systems, drum and disc brake systems, power assist units and associated systems. Included will be coverage of wheel bearings, parking brakes, related electrical circuits and use of on-car brake lathes.

- \* NATEF, AST or higher accredited programs must attach a copy of their accreditation to process this agreement. NATEF Maintenance & Light Repair and non-NATEF programs see the next page.
- \* All Articulation Agreements will be revaluated every five years, to assure all students are getting, and have the necessary information to have credit granted to them.
- \* All schools desiring to articulate classes with the University of Northwestern Ohio must be NATEF, AST or higher accredited, or meet the learning outcomes @ for each class that articulation is desired. If your institution's accreditation has temporarily lapsed due to NATEF's inability to evaluate in a timely fashion, please attach documentation that an evaluation will be conducted.
- \* If an educational deficiency pattern is detected with a specific high school or career center, said school will have the opportunity to work with UNOH to remedy the concern.

NATEF Maintenance & Light Repair and non-NATEF programs, initial the learning outcomes your program meets:

Automotive:

\_\_\_ AU126 Suspension & Steering     \_\_\_ AU127 Hydraulic Brake Systems

Diesel:

\_\_\_ AU126 Suspension & Steering     \_\_\_ AU127 Hydraulic Brake Systems

We, the undersigned representatives of the cooperating university and high school/career centers, agree that a student completing career and technical education training in select automotive or diesel technology may be eligible for advanced placement credit. Guidelines for acceptance of the credit are covered in this document.

\_\_\_\_\_  
 University of Northwestern Ohio  
 Institution

\_\_\_\_\_  
 Institution

\_\_\_\_\_  
 Vice President for Academic  
 Affairs Provost

\_\_\_\_\_  
 Superintendent/Director

\_\_\_\_\_  
 Date  
 Agreement is active for five years

\_\_\_\_\_  
 Date

**Return agreement to:**

The University of Northwestern Ohio  
 Attention: Admissions  
 1441 N. Cable Rd., Lima, OH 45805

## UNOH Learning Outcomes AU-126

Learning outcomes do not apply to NATEF AST or Master accredited schools.

Students are required to meet the following learning outcomes to receive articulation credit for AU-126, Steering and Suspension at the University of Northwestern Ohio.

### **General: Suspension and Steering Systems**

1. Research applicable vehicle and service information, vehicle service history, service precautions, and technical service bulletins.
2. Identify and interpret suspension and steering system concerns; determine necessary action.

### **Steering Systems Diagnosis and Repair**

1. Disable and enable supplemental restraint system (SRS).
2. Inspect rack and pinion steering gear inner tie rod ends (sockets) and bellows boots; replace as needed.
3. Determine proper power steering fluid type; inspect fluid level and condition.
4. Flush, fill, and bleed power steering system.
5. Inspect for power steering fluid leakage; determine necessary action.
6. Remove, inspect, replace, and adjust power steering pump drive belt.
7. Inspect and replace power steering hoses and fittings.
8. Inspect and replace pitman arm, relay (center link/intermediate) rod, idler arm and mountings, and steering linkage damper.
9. Inspect, replace, and adjust tie rod ends (sockets), tie rod sleeves, and clamps.
10. Identify hybrid vehicle power steering system electrical circuits and safety precautions.
11. Inspect electric power-assisted steering.

### **Suspension Systems Diagnosis and Repair**

1. Diagnose short and long arm suspension system noises, body sway, and uneven ride height concerns; determine necessary action.
2. Diagnose strut suspension system noises, body sway, and uneven ride height concerns; determine necessary action.
3. Inspect, remove and install upper and lower control arms, bushings, shafts, and rebound bumpers.
4. Inspect, remove and install strut rods and bushings.
5. Inspect, remove and install upper and/or lower ball joints (with or without wear indicators).
6. Inspect, remove and install torsion bars and mounts
7. Inspect, remove and install front stabilizer bar (sway bar) bushings, brackets, and links.
8. Inspect, remove and install strut cartridge or assembly, strut coil spring, insulators (silencers), and upper strut bearing mount.
9. Inspect, remove and install track bar, strut rods/radius arms, and related mounts and bushings.
10. Inspect rear suspension system leaf spring(s), bushings, center pins/bolts, and mounts.

### **Related Suspension and Steering Service**

1. Inspect, remove, and replace shock absorbers; inspect mounts and bushings.
2. Describe the function of the power steering pressure switch.

### **Wheel Alignment Diagnosis, Adjustment, and Repair**

1. Perform pre-alignment inspection and measure vehicle ride height; perform necessary action.
2. Prepare vehicle for wheel alignment on alignment machine; perform four-wheel alignment by checking and adjusting front and rear wheel caster, camber and toe as required; center steering wheel.
3. Check toe-out-on-turns (turning radius); determine necessary action.
4. Check SAI (steering axis inclination) and included angle; determine necessary action.
5. Check rear wheel thrust angle; determine necessary action.
6. Check for front wheel setback; determine necessary action.

## **Wheels and Tires Diagnosis and Repair**

1. Inspect tire condition; identify tire wear patterns; check for correct tire size and application (load and speed ratings) and adjust air pressure; determine necessary action.
2. Diagnose wheel/tire vibration, shimmy, and noise; determine necessary action.
3. Rotate tires according to manufacturer's recommendations.
4. Dismount, inspect, and remount tire on wheel; balance wheel and tire assembly (static and dynamic).
5. Dismount, inspect, and remount tire on wheel equipped with tire pressure monitoring system sensor.
6. Inspect tire and wheel assembly for air loss; perform necessary action.
7. Repair tire using internal patch.
8. Identify and test tire pressure monitoring system (indirect and direct) for operation; calibrate system; verify operation of instrument panel lamps.
9. Demonstrate knowledge of steps required to remove and replace sensors in a tire pressure monitoring system.



### UNOH Learning Outcomes AU-127

Learning outcomes do not apply to NATEF AST or Master accredited schools.

Students are required to meet the following learning outcomes to receive articulation credit for AU-127, Hydraulic Brake Systems at the University of Northwestern Ohio.

#### **General: Brake Systems Diagnosis**

1. Research applicable vehicle and service information, vehicle service history, service precautions, and technical service bulletins.
2. Describe procedure for performing a road test to check brake system operation; including an anti-lock brake system (ABS).
3. Install wheel and torque lug nuts.

#### **Hydraulic System Diagnosis and Repair**

1. Diagnose pressure concerns in the brake system using hydraulic principles (Pascal's Law).
2. Measure brake pedal height, travel, and free play (as applicable); determine necessary action.
3. Check master cylinder for internal/external leaks and proper operation; determine necessary action.
4. Remove, bench bleed, and reinstall master cylinder.
5. Inspect brake lines, flexible hoses, and fittings for leaks, dents, kinks, rust, cracks, bulging, and wear; check for loose fittings and supports; determine necessary action.
6. Fabricate brake lines using proper material and flaring procedures (double flare and ISO types).
7. Select, handle, store, and fill brake fluids to proper level.
8. Identify components of brake warning light system.
9. Bleed and/or flush brake system.
10. Test brake fluid for contamination.

### **Drum Brake Diagnosis and Repair**

1. Remove, clean, inspect, and measure brake drum diameter; determine necessary action.
2. Refinish brake drum and measure final drum diameter; compare with specifications.
3. Remove, clean, and inspect brake shoes, springs, pins, clips, levers, adjusters/self-adjusters, other related brake hardware, and backing support plates; lubricate and reassemble.
4. Inspect wheel cylinders for leaks and proper operation; remove and replace as needed.
5. Pre-adjust brake shoes and parking brake; install brake drums or drum/hub assemblies and wheel bearings; perform final checks and adjustments.

### **Disc Brake Diagnosis and Repair**

1. Diagnose poor stopping, noise, vibration, pulling, grabbing, dragging, or pulsation concerns; determine necessary action.
2. Remove and clean caliper assembly; inspect for leaks and damage/wear to caliper housing; determine necessary action.
3. Clean and inspect caliper mounting and slides/pins for proper operation, wear, and damage; determine necessary action.
4. Remove, inspect, and replace pads and retaining hardware; determine necessary action.
5. Lubricate and reinstall caliper, pads, and related hardware; seat pads and inspect for leaks.
6. Clean and inspect rotor; measure rotor thickness, thickness variation, and lateral run out; determine necessary action.
7. Remove and reinstall rotor.
8. Refinish rotor on vehicle; measure final rotor thickness and compare with specifications.
9. Refinish rotor off vehicle; measure final rotor thickness and compare with specifications.
10. Retract and re-adjust caliper piston on an integrated parking brake system.
11. Check brake pad wear indicator; determine necessary action.
12. Describe importance of operating vehicle to burnish/break-in replacement brake pads according to manufacturer's recommendations.

### **Power-Assist Units Diagnosis and Repair**

1. Check brake pedal travel with, and without, engine running to verify proper power booster operation.
2. Check vacuum supply (manifold or auxiliary pump) to vacuum-type power booster.
3. Inspect vacuum-type power booster unit for leaks; inspect the check-valve for proper operation; determine necessary action.

### **Miscellaneous (Wheel Bearings, Parking Brakes, Electrical, Etc.), Diagnosis and Repair**


1. Remove, clean, inspect, repack, and install wheel bearings; replace seals; install hub and adjust bearings.
2. Check parking brake cables and components for wear, binding, and corrosion; clean, lubricate, adjust or replace as needed.
3. Check parking brake operation and parking brake indicator light system operation; determine necessary action.
4. Check operation of brake stop light system.
5. Replace wheel bearing and race.
6. Remove and reinstall sealed wheel bearing assembly.
7. Inspect and replace wheel studs.

### **Electronic Brake, Traction and Stability Control Systems Diagnosis and Repair**

1. Identify and inspect electronic brake control system components; determine necessary action.
2. Diagnose poor stopping, wheel lock-up, abnormal pedal feel, unwanted application, and noise concerns associated with the electronic brake control system; determine necessary action.
3. Diagnose electronic brake control system electronic control(s) and components by retrieving diagnostic trouble codes, and/or using recommended test equipment; determine necessary action.
4. Bleed the electronic brake control system hydraulic circuits.
5. Test, diagnose, and service electronic brake control system speed sensors (digital and analog), toothed ring (tone wheel), and circuits using a graphing multimeter (GMM)/digital storage oscilloscope (DSO) (includes output signal, resistance, shorts to voltage/ground, and frequency data).
6. Diagnose electronic brake control system braking concerns caused by vehicle modifications (tire size, curb height, final drive ratio, etc.).



Date: November 2, 2020  
Subject: COVID-19 School Health and Safety Grants FY20-21 (ESSER)  
To: School Districts  
From: Michael Pennington  
Executive Director



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The Office of Research, Evaluation and Strategic Policy Development of the Pennsylvania Commission on Crime and Delinquency (PCCD) announces the availability of School Safety and Security Fund funding to support COVID-19 Disaster Emergency School Health and Safety Grants for the 2020-2021 school year. School districts are immediately eligible to apply for these funds to address COVID-19-related health and safety needs.

Per Act 30 of 2020, \$49.8 million in School Safety and Security Fund funding supported with federal ESSER funding is being announced for this initiative. Awards will be made to 500 eligible school districts with budgets not to exceed the formula distribution included in the solicitation for a 30-month project period contingent on the school district making application to PCCD.

Questions concerning the Egrants System should be made directly to the Egrants Help Desk at either (717) 787-5887 or you may call toll-free at (800) 692-7292 and select option 9 and then option 6 when prompted, or by email at [RA-egrantssupport@pa.gov](mailto:RA-egrantssupport@pa.gov).

We look forward to receiving applications under this funding opportunity and supporting the needs of Pennsylvania's schools.



School Safety and Security Committee

## ESSER School Health and Safety Grants FY20-21

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### Fiscal Year 2020 Solicitation

**Please Note:** Applications are *only* accepted through PCCD's Egrants system. Applicants must register in Egrants prior to submitting an application. Applicants are strongly encouraged to familiarize themselves with the Egrants system and allow adequate time to prepare and submit an application.

**Recommended [Egrants Agency Registration](#) Date:**  
Wednesday, November 25, 2020

**Recommended [Egrants User Registration](#) Date:**  
Wednesday, December 2, 2020

**Suggested SAM Registration Date:**  
Thursday, November 12, 2020

[Federal Application Registration Process](#)

**Mandatory Egrants Application Deadline:**  
Wednesday, January 6, 2021

This funding guideline contains information not appearing in the Egrants application. Applicants are advised to print and review this document and refer to it while completing your Egrants application.

Please send questions via email to: [RA-CD-SSSC@pa.gov](mailto:RA-CD-SSSC@pa.gov) with "ESSER School Health and Safety Grants FY20-21" in the subject line. PCCD Staff will post responses to questions, as they are received, on [PCCD's website](#). Select the appropriate funding announcement to view questions and answers.

For any technical or system questions, contact and ask for the Egrants Help Desk at (717) 787-5887 or (800) 692-7292, or by emailing [RA-eGrantsSupport@pa.gov](mailto:RA-eGrantsSupport@pa.gov).

**PENNSYLVANIA COMMISSION ON CRIME AND DELINQUENCY**  
**School Safety and Security Committee**  
**Funding Stream: School Safety and Security Grant Program (ESSER)**

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**PENNSYLVANIA COMMISSION ON CRIME AND DELINQUENCY**  
**School Safety and Security Committee**

**Funding Announcement Title: ESSER School Health and Safety Grants FY20-21**

**Funding Stream: School Safety and Security Grant Program (ESSER)**

**Submission Requirements for Applications:**

- **Due Date** – Applications must be submitted electronically through PCCD’s Egrants system no later than 11:59 PM on Wednesday, January 6, 2021.
- **Technical Assistance** – Grant application and administrative guides can be accessed on [PCCD’s Website](#) under the Funding section. Applicants are strongly encouraged to review the application and administrative guides before calling the Egrants Help Desk for assistance. The Egrants Help Desk is available to assist with technical or system questions Monday through Friday until 4:00 PM and may be reached by calling (717) 787-5887 or (800) 692-7292, or by emailing [RA-eGrantsSupport@pa.gov](mailto:RA-eGrantsSupport@pa.gov).
- **Egrants Submission** – An application submitted in Egrants by the deadline is not considered complete until PCCD has received the signature page, as well as any other required documents.
- **Corrections** – If PCCD returns an application for corrections, the final application (including all corrections and required documents) must be returned to and approved by PCCD for the requested funding to be awarded.
- **Supplantation** – The ESSER Fund does not contain a supplanting prohibition. As a result, ESSER funds may take the place of State or local funds for allowable activities. However, the program does contain a Maintenance of Effort (MOE) requirement, which is designed to prevent a substantial reduction in the overall support the state provides for K-12 education.
- **Keywords** – Applicants are required to select “Keywords” from the dropdown menu located on the Main Summary screen in Egrants. The required keywords are below. Applicants may also select other keywords that apply specifically to their application.

Keywords: School Safety

**PENNSYLVANIA COMMISSION ON CRIME AND DELINQUENCY**  
**School Safety and Security Committee**

**1. Overview:**

The Pennsylvania Commission on Crime and Delinquency (PCCD) is now accepting applications for funding under the Elementary and Secondary School Emergency Relief Fund (ESSER), which was passed as part of the federal Coronavirus Aid, Relief, and Economic Security (CARES) Act. The primary purpose of ESSER funding is to provide school districts with emergency relief funds to address the impact of COVID-19.

Pennsylvania received \$523.8 million in ESSER funds. Per [Act 30 of 2020](#), \$49.8 million in reserve funds were transferred to PCCD from the Pennsylvania Department of Education (PDE) to support COVID-19 Disaster Emergency School Health and Safety Grants for the 2020-2021 school year. School districts are immediately eligible to apply for these funds to address COVID-19-related health and safety needs. Act 30 and [Section 18003\(d\)](#) of the CARES Act provides information on allowable activities covered by the grant.

**2. Funding Availability:**

A total of \$49.8 million in ESSER funding is being announced for this initiative. Awards will be made to eligible school districts with budgets not to exceed the formula distribution amount included in Appendix A. (NOTE: [Equitable Services](#) provisions apply to this funding. The PDE-established methodology related to the amount that each eligible school district must reserve is included as part of the allocation.)

Funding is being distributed via the formula outlined in Act 30 of 2020. Act 30 provides that ESSER funding distribution is determined by the 2018-2019 average daily membership for each school district.

PCCD is not liable for costs incurred prior to the official start date of the award.

**3. Project Dates:**

Applications will be considered on a rolling basis by PCCD as they are received. The project period is for 30 months, with a start date of March 13, 2020 and an end date no later than September 30, 2022. ESSER funds may be used to cover any allowable expenditure incurred on or after March 13, 2020 following approval of the submitted application.

Grant awards must be fully executed by May 5, 2021. Funding not awarded by that date will be returned to the federal government by PDE and the school district will no longer have access to that funding.

**4. Eligible Applicants:**

This funding announcement is open to eligible school districts ONLY.

**5. Eligible Program Activities and Expenses:**

Per 24 P.S. §13-1312-B(b), each school district shall be eligible for a COVID-19 Disaster Emergency School Health and Safety Grant for the following purposes:

- (1) Purchasing of cleaning and sanitizing products that meet the centers for disease control and prevention or department of health criteria.



- (2) Training and professional development of staff on sanitation and minimizing the spread of infectious diseases.
- (3) Purchasing of equipment, including personal protective equipment, thermometers, infrared cameras, and other necessary items.
- (4) Modification of existing areas to effectuate appropriate social distancing to ensure the health and safety of students and staff.
- (5) Providing mental health services and supports, including trauma-informed approaches for students impacted by the COVID-19 disaster emergency.
- (6) Purchasing educational technology for distance learning to ensure the continuity of education.
- (7) Other health and safety programs, items or services necessary to address the COVID-19 disaster emergency.

**NOTE:** Other health and safety programs, items or services noted in subsection (7) above may also refer to programs, items or services allowed by the ESSER but not explicitly referred to in the purposes above (e.g., see [CARES Act Section 18003\(d\)\(1\) through \(d\)\(12\)](#) as reference). School districts should refer to that list as well for eligible program activities and expenses.

## **6. Ineligible Program Activities and Expenses:**

Any items not related to addressing the COVID-19 disaster emergency as identified in section 5 - Eligible Program Activities and Expenses above are ineligible.

## **7. Required Egrants Sections/Documents:**

- a. Required Egrants Sections – All sections identified in Egrants are required. Applicants will not be able to submit their grant application in Egrants until all sections are marked as complete.
- b. Required Signed Documents – A successful application must be accompanied by the following:
  - The completed Signature Page must be uploaded in the attachment section of the grant (page 2 of the application).
  - The completed Equitable Services Affirmation of Consultation must be uploaded in the attachment section of the grant.

## **8. Application Procedures:**

Applications must be submitted electronically through PCCD's Egrants system. Applicants must submit the requested information for each section specified below:

### **i. Program Activities**

This section is a checklist included in the Egrants application process. Applicants are required to select one or more of the seven items or activities included in 24 P.S. §13-1312-B(b) that directly relate to their application. Applicants should determine which eligible program or expense best fits their project.

ii. **Program Description**

Per ESSER funding requirements, the following must be included with the detailed description of the proposed project:

- Explanation of how the District will determine its most important educational needs as a result of COVID-19.
- Explanation of the District's proposed timeline for providing services and assistance to students and staff in both public and nonpublic schools.
- Explanation of the extent to which the District intends to use ESSER funds to promote remote learning.
- Description of how the District intends to assess and address student learning gaps resulting from the disruption in educational services.
- Description of the District's proposed procedures for evaluating local COVID-19 impacts in relation to education programming and delivery.
- Description of the District's core set of strategies that will be used to guide local investment of CARES funding, associated with short-range (i.e., remainder of the 2019-20 school year) and long-range (2020-21 and 2021-22 school years) time horizons.
- Description of specific plans, measures, and longer-term evaluative strategies concerning student learning gaps - as well as opportunity to learn factors - stemming from COVID-19.

iii. **Budget Detail**

Applicants should create a budget that matches the activities selected in the Program Activities section and includes all expenses not exceeding the formula distribution for your school included in the funding announcement as approved by the School Safety and Security Committee. This budget can be for up to 30 months, but budget periods can be for shorter lengths as determined by the applicant.<sup>1</sup>

The budget detail section should identify what the funds will be used for and line items should be entered for each budgeted cost. Calculations should be clear and entered as the Egrants system requires in the budget detail section. For any budgeted cost that is not self-explanatory, clearly explain the relationship between the budgeted costs and the proposed project activities/operation. Describe how the item will be used in the implementation of the proposed project. This section may include additional explanation of the computations stated in the Budget Detail section; however, computations provided within the line items should not be replicated in the justification field(s).

**NOTE:** The equitable services costs should be entered as a separate line item in the correct budget category and clearly identified as equitable services costs.

**[Technical assistance tutorials/guides](#) for the Budget Detail section are posted on PCCD's website and will be referenced in the solicitation.**

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<sup>1</sup> The ESSER Fund **does not** contain a supplanting prohibition. As a result, ESSER funds may take the place of State or local funds for allowable activities. However, the program does contain a Maintenance of Effort (MOE) requirement, which is designed to prevent a substantial reduction in the overall support the state provides for K-12 education.

iv. **Certifications and Assurances**

Per Act 30, this section requires the applicant to certify in Egrants via a checkbox that the funds will be used for the stated purpose in the grant.

Section 18005 of the CARES Act requires school districts that receive Elementary and Secondary School Emergency Relief (ESSER) funds to provide equitable services to local nonpublic schools. School districts should refer to [PDE's Equitable Shares Guidance](#) for more information on this process.

Any school district receiving funding must file a set of assurances that meet the requirements of section 442 of the General Education Provisions Act (GEPA)(20 U.S.C. 1232e). These assurances will be provided in Egrants for completion of the grant.

The school district will include a description of how it will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.

**9. Competitive Bidding/Sole Source Procurement:**

All procurement transactions shall be conducted in a manner that provides open and free competition. Grant recipients must follow the Procurement Standards section in PCCD's [Applicant's Manual](#).

Procurements by noncompetitive proposal are strongly discouraged and must demonstrate an economic benefit or lack of alternate resources to be justified. If a request is made, the prospective applicant must identify the request as a procurement by noncompetitive proposal and provide a substantial justification for the request within their funding request (See PCCD's [Applicant's Manual](#) for Procurement by Noncompetitive Proposal Approval Procedure).

**10. Administrative Requirements:**

a. Egrants Agency and User Registration:

Prior to submitting a grant application, both the applicant agency and at least two users from the applicant agency must be registered in Egrants. Applicants are strongly advised to allow adequate time to work on application documents in Egrants prior to the submission deadline. Please go to the [Registering in Egrants](#) page on PCCD's website for further information.

b. Fiscal Accountability:

See the [Fiscal Accountability page](#) on PCCD's website for further information.

c. Time and Effort Reporting:

See the [Time and Effort Reports page](#) on PCCD's website for further information.

d. Grant Payments:

- Payments will not be released until all applicable special conditions on the grant award have been satisfied.
- All grantees are required, at a minimum, to submit quarterly fiscal reports. PCCD will only make payments to reimburse actual expenditures reported on the fiscal

reports. An agency experiencing cash flow problems may submit fiscal reports monthly and PCCD will reimburse reported expenditures. Non-submission or late submission of the required reports will result in payment delays.

- ACH Payments:
  - All payments to grant recipients will be made through ACH.
  - Either before or at the time an application is submitted to PCCD, the applicant agency must [register as a Non-Procurement Vendor](#) with the Commonwealth of Pennsylvania.
- e. Federal Transparency Act Certification:

This section is required for both state and federal funding streams. See the [Federal Application Requirements page](#) on PCCD's website for further information.
- f. Reporting Requirements:
  - Programmatic reports are due quarterly.
  - Fiscal reports are due quarterly.
  - Late submission of programmatic and fiscal reports will delay payments.
  - All reports must be submitted through PCCD's Egrants system.

## **11. PCCD Contact Information and Resources:**

- a. Staff Contacts:

Questions regarding this funding announcement should be directed as follows:

  - E-mail your funding announcement questions to [RA-CD-SSSC@pa.gov](mailto:RA-CD-SSSC@pa.gov) with "ESSER School Health and Safety Grants FY20-21" in the subject line.
  - Questions must be received by close of business on Tuesday, January 5, 2021.
  - All questions and answers will be posted under this funding announcement title on the [Funding Announcement Q&A page](#) of the PCCD website.
- b. Egrants Funding Announcement:

Log into the Egrants system and search under the "Funding Announcement" tab for "ESSER School Health and Safety Grants FY20-21."
- c. PCCD Guidelines and Documents:

Applicants should be familiar with the [Applicant's Manual](#), Standard Subgrant Conditions, and other documents common to PCCD's grant application process, all of which are available on the [Grant Information](#) page of the PCCD website. Additionally, grant application and administrative guides can be accessed on [PCCD's Website](#) under the Funding link.
- d. Egrants Technical Questions:

For any technical or system questions, contact and ask for the Egrants Help Desk at (717) 787-5887 or (800) 692-7292, or by emailing [RA-eGrantsSupport@pa.gov](mailto:RA-eGrantsSupport@pa.gov).
- e. PCCD Webmaster:

Please address any technical problems you may have with the website or online forms to the [PCCD Web Master](#).
- f. Reporting Potential Fraud, Waste and Abuse:

Information about waste, fraud, abuse, conflict of interest, bribery, gratuity, or other similar misconduct, or whistleblower reprisal relating to a PCCD employee, program, contract or grant, may be reported to the PCCD Fraud Hotline at (717) 525-5031. For more information, visit the [Reporting Fraud, Waste and Abuse](#) page on PCCD's website.

## 12. Submission Information:

The application must be entered into Egrants **no later than Wednesday, January 6, 2021 by 11:59 PM.**

The signature page (page 2 of the application) must be attached to the Required Attachments section of the application upon submission or emailed to [ra-cd-grantsigs@pa.gov](mailto:ra-cd-grantsigs@pa.gov) **by Friday, January 22, 2021.** This page must be signed by an official with documented signature authority such as Superintendent or president of the school board. Another official of the organization must sign as the Attesting Officer attesting to the authenticity of the authorized official's signature (e.g., business manager for school districts, etc.). Controller and solicitor signatures are not required on page 2 of the application. A notary seal is not required on page 2 of the application.

The Pennsylvania Commission on Crime and Delinquency is an equal opportunity employer.

**Appendix A**  
**School Health and Safety Allocation (ESSER Fund)**

<b>AUN</b>	<b>Local Education Agency (LEA)</b>	<b>LEA Share ESSER Funding</b>	<b>NONPUBLIC EQUITABLE SHARE PERCENTAGE EXTRACTED FROM 2019 TITLE I APPLICATION</b>	<b>NONPUBLIC SHARE OF 2019-20 ESSER FUNDS</b>
119350303	Abington Heights SD	\$104,504	0.2991%	\$313
123460302	Abington SD	\$260,852	1.7660%	\$4,607
101260303	Albert Gallatin Area SD	\$96,100	2.0460%	\$1,966
127040503	Aliquippa SD	\$34,205	2.5100%	\$859
103020603	Allegheny Valley SD	\$25,058	0.3601%	\$90
106160303	Allegheny-Clarion Valley SD	\$18,586	0.0000%	\$0
121390302	Allentown City SD	\$653,852	2.3460%	\$15,339
108070502	Altoona Area SD	\$216,180	2.1510%	\$4,650
127040703	Ambridge Area SD	\$77,888	3.6380%	\$2,834
113380303	Annville-Cleona SD	\$44,176	0.0000%	\$0
114060503	Antietam SD	\$36,214	7.9080%	\$2,864
128030603	Apollo-Ridge SD	\$32,157	1.6181%	\$520
128030852	Armstrong SD	\$152,873	1.7700%	\$2,706
117080503	Athens Area SD	\$59,459	1.2020%	\$715
109530304	Austin Area SD	\$4,841	0.0000%	\$0
101630504	Avella Area SD	\$13,818	1.0755%	\$149
124150503	Avon Grove SD	\$169,077	0.3920%	\$663
103020753	Avonworth SD	\$58,475	2.3261%	\$1,360
110141003	Bald Eagle Area SD	\$43,201	0.0000%	\$0
103021102	Baldwin-Whitehall SD	\$133,092	4.1200%	\$5,483
120480803	Bangor Area SD	\$86,731	1.2881%	\$1,117
127041203	Beaver Area SD	\$60,569	3.7970%	\$2,300

108051003	Bedford Area SD	\$52,038	0.0000%	\$0
107650603	Belle Vernon Area SD	\$73,969	1.9130%	\$1,415
110141103	Bellefonte Area SD	\$79,883	4.0825%	\$3,261
108071003	Bellwood-Antis SD	\$37,053	0.0000%	\$0
122091002	Bensalem Township SD	\$235,167	1.1960%	\$2,813
116191004	Benton Area SD	\$19,234	0.0000%	\$0
101630903	Bentworth SD	\$33,546	1.3451%	\$451
108561003	Berlin Brothersvalley SD	\$20,474	0.0000%	\$0
112011103	Bermudian Springs SD	\$57,009	0.8701%	\$496
116191103	Berwick Area SD	\$85,499	2.1129%	\$1,807
103021252	Bethel Park SD	\$115,306	7.0058%	\$8,078
120481002	Bethlehem Area SD	\$452,553	1.8300%	\$8,282
101631003	Bethlehem-Center SD	\$33,284	0.3400%	\$113
127041503	Big Beaver Falls Area SD	\$52,631	1.5540%	\$818
115210503	Big Spring SD	\$72,552	0.6520%	\$473
127041603	Blackhawk SD	\$64,962	2.9130%	\$1,892
108110603	Blacklick Valley SD	\$18,786	6.0189%	\$1,131
128321103	Blairsville-Saltsburg SD	\$42,956	0.2511%	\$108
116191203	Bloomsburg Area SD	\$45,321	0.3590%	\$163
129540803	Blue Mountain SD	\$70,631	0.0000%	\$0
119581003	Blue Ridge SD	\$27,596	0.3950%	\$109
114060753	Boyertown Area SD	\$207,012	0.4440%	\$919
109420803	Bradford Area SD	\$72,708	0.4053%	\$295
114060853	Brandywine Heights Area SD	\$40,237	0.0000%	\$0
103021453	Brentwood Borough SD	\$35,866	2.2150%	\$794
122091303	Bristol Borough SD	\$39,164	1.6360%	\$641
122091352	Bristol Township SD	\$207,861	5.3090%	\$11,035
106330703	Brockway Area SD	\$29,131	1.6131%	\$470

106330803	Brookville Area SD	\$45,019	0.0000%	\$0
101260803	Brownsville Area SD	\$47,231	1.3331%	\$630
123460504	Bryn Athyn SD	\$0	0.0000%	\$0
101631203	Burgettstown Area SD	\$27,745	0.0000%	\$0
107650703	Burrell SD	\$51,042	1.0854%	\$554
104101252	Butler Area SD	\$183,809	7.0710%	\$12,997
101631503	California Area SD	\$23,511	1.1492%	\$270
108111203	Cambria Heights SD	\$35,873	7.3090%	\$2,622
109122703	Cameron County SD	\$13,398	0.5880%	\$79
115211003	Camp Hill SD	\$40,917	4.8395%	\$1,980
101631703	Canon-McMillan SD	\$169,040	5.9949%	\$10,134
117081003	Canton Area SD	\$24,106	0.0000%	\$0
119351303	Carbondale Area SD	\$46,291	0.1620%	\$75
115211103	Carlisle Area SD	\$158,148	2.2152%	\$3,503
103021603	Carlynton SD	\$40,105	3.0660%	\$1,230
101301303	Carmichaels Area SD	\$31,969	0.0000%	\$0
121391303	Catasauqua Area SD	\$47,242	0.5619%	\$265
122092002	Centennial SD	\$161,149	0.8991%	\$1,449
122092102	Central Bucks SD	\$524,454	0.8030%	\$4,211
108111303	Central Cambria SD	\$45,741	4.2550%	\$1,946
116191503	Central Columbia SD	\$58,108	3.2491%	\$1,888
115221402	Central Dauphin SD	\$415,374	3.1920%	\$13,259
111291304	Central Fulton SD	\$30,557	0.0000%	\$0
101301403	Central Greene SD	\$46,456	0.0000%	\$0
127042003	Central Valley SD	\$67,259	3.2048%	\$2,156
112671303	Central York SD	\$173,460	1.0109%	\$1,754
112281302	Chambersburg Area SD	\$282,785	0.6380%	\$1,804
101631803	Charleroi SD	\$42,086	2.1079%	\$887



103021752	Chartiers Valley SD	\$96,825	4.9459%	\$4,789
101631903	Chartiers-Houston SD	\$34,198	2.1279%	\$728
123461302	Cheltenham SD	\$125,870	3.3812%	\$4,256
125231232	Chester-Upland SD	\$196,563	8.0898%	\$15,901
108051503	Chestnut Ridge SD	\$34,093	0.0000%	\$0
125231303	Chichester SD	\$101,702	1.1350%	\$1,154
103021903	Clairton City SD	\$30,277	1.6040%	\$486
106161203	Clarion Area SD	\$20,741	1.3640%	\$283
106161703	Clarion-Limestone Area SD	\$22,156	1.1860%	\$263
108071504	Claysburg-Kimmel SD	\$23,068	0.0000%	\$0
110171003	Clearfield Area SD	\$58,362	3.4480%	\$2,012
124151902	Coatesville Area SD	\$267,717	3.5470%	\$9,496
113361303	Cocalico SD	\$90,362	2.0789%	\$1,879
123461602	Colonial SD	\$160,329	0.0000%	\$0
113361503	Columbia Borough SD	\$39,878	6.5689%	\$2,620
104431304	Commodore Perry SD	\$12,117	0.6579%	\$80
108561803	Conemaugh Township Area SD	\$24,771	2.1052%	\$521
108111403	Conemaugh Valley SD	\$19,955	1.1109%	\$222
113361703	Conestoga Valley SD	\$122,277	2.1920%	\$2,680
112011603	Conewago Valley SD	\$119,895	2.4119%	\$2,892
105201033	Conneaut SD	\$50,593	1.0680%	\$540
101261302	Connellsville Area SD	\$119,330	3.5650%	\$4,254
114061103	Conrad Weiser Area SD	\$67,473	0.0000%	\$0
103022103	Cornell SD	\$15,970	7.1646%	\$1,144
113381303	Cornwall-Lebanon SD	\$154,516	1.3829%	\$2,137
105251453	Corry Area SD	\$55,321	2.2650%	\$1,253
109531304	Coudersport Area SD	\$19,925	0.0000%	\$0
122092353	Council Rock SD	\$310,338	2.5361%	\$7,870

106611303	Cranberry Area SD	\$31,055	1.2901%	\$401
105201352	Crawford Central SD	\$95,644	0.9350%	\$894
118401403	Crestwood SD	\$81,469	1.2691%	\$1,034
115211603	Cumberland Valley SD	\$299,567	1.5110%	\$4,526
110171803	Curwensville Area SD	\$28,647	0.3299%	\$95
118401603	Dallas SD	\$70,994	0.5880%	\$417
112671603	Dallastown Area SD	\$193,724	2.6200%	\$5,075
114061503	Daniel Boone Area SD	\$95,313	3.3900%	\$3,231
116471803	Danville Area SD	\$71,256	1.4291%	\$1,018
103022253	Deer Lakes SD	\$53,360	2.0760%	\$1,108
120522003	Delaware Valley SD	\$122,830	0.0000%	\$0
107651603	Derry Area SD	\$58,326	0.6101%	\$356
115221753	Derry Township SD	\$108,186	2.4790%	\$2,682
113362203	Donegal SD	\$92,381	1.9470%	\$1,799
112671803	Dover Area SD	\$103,636	0.3191%	\$331
124152003	Downingtown Area SD	\$406,587	1.5349%	\$6,241
106172003	Dubois Area SD	\$98,780	5.9310%	\$5,859
119352203	Dunmore SD	\$40,964	1.5750%	\$645
103022503	Duquesne City SD	\$27,091	7.3451%	\$1,990
103022803	East Allegheny SD	\$49,936	1.3591%	\$679
117412003	East Lycoming SD	\$48,857	0.0000%	\$0
121392303	East Penn SD	\$258,437	4.5520%	\$11,764
115212503	East Pennsboro Area SD	\$77,900	1.3050%	\$1,017
120452003	East Stroudsburg Area SD	\$194,919	0.7900%	\$1,540
113362303	Eastern Lancaster County SD	\$88,851	3.1904%	\$2,835
113382303	Eastern Lebanon County SD	\$76,020	1.2620%	\$959
112672203	Eastern York SD	\$70,783	0.7130%	\$505
120483302	Easton Area SD	\$273,669	1.0891%	\$2,980

103023153	Elizabeth Forward SD	\$69,101	0.7810%	\$540
113362403	Elizabethtown Area SD	\$115,978	1.9691%	\$2,284
119582503	Elk Lake SD	\$33,259	0.0000%	\$0
104372003	Ellwood City Area SD	\$49,835	0.8061%	\$402
113362603	Ephrata Area SD	\$128,788	3.2179%	\$4,144
105252602	Erie City SD	\$355,494	8.0420%	\$28,589
108053003	Everett Area SD	\$33,934	0.0000%	\$0
114062003	Exeter Township SD	\$108,584	1.2100%	\$1,314
112013054	Fairfield Area SD	\$26,670	3.6590%	\$976
105253303	Fairview SD	\$55,687	5.5562%	\$3,094
112282004	Fannett-Metal SD	\$12,365	0.0000%	\$0
104432503	Farrell Area SD	\$18,224	2.7780%	\$506
108112003	Ferndale Area SD	\$19,282	5.5938%	\$1,079
114062503	Fleetwood Area SD	\$68,190	2.6869%	\$1,832
111292304	Forbes Road SD	\$10,525	0.0000%	\$0
106272003	Forest Area SD	\$9,920	0.0000%	\$0
119583003	Forest City Regional SD	\$23,883	0.0000%	\$0
108112203	Forest Hills SD	\$51,395	0.2110%	\$108
101632403	Fort Cherry SD	\$28,172	0.4410%	\$124
105253553	Fort LeBoeuf SD	\$59,978	3.1850%	\$1,910
103023912	Fox Chapel Area SD	\$116,112	3.2060%	\$3,723
106612203	Franklin Area SD	\$55,002	1.0822%	\$595
107652603	Franklin Regional SD	\$93,855	3.7041%	\$3,477
101262903	Frazier SD	\$32,829	0.0000%	\$0
127042853	Freedom Area SD	\$38,096	2.5740%	\$981
128033053	Freeport Area SD	\$54,388	1.6672%	\$907
109532804	Galeton Area SD	\$11,148	0.0000%	\$0
125234103	Garnet Valley SD	\$137,158	1.4082%	\$1,931

103024102	Gateway SD	\$101,943	2.5461%	\$2,596
105253903	General McLane SD	\$58,548	0.6830%	\$400
112013753	Gettysburg Area SD	\$91,791	2.1980%	\$2,018
105254053	Girard SD	\$45,245	1.2949%	\$586
110173003	Glendale SD	\$21,608	0.0000%	\$0
114063003	Governor Mifflin SD	\$115,706	2.5120%	\$2,907
124153503	Great Valley SD	\$139,105	0.5849%	\$814
108112502	Greater Johnstown SD	\$90,481	6.6300%	\$5,999
107653102	Greater Latrobe SD	\$101,080	3.7159%	\$3,756
118402603	Greater Nanticoke Area SD	\$68,439	0.6230%	\$426
112283003	Greencastle-Antrim SD	\$90,061	0.4180%	\$376
107653203	Greensburg Salem SD	\$76,154	1.8010%	\$1,372
104432803	Greenville Area SD	\$35,070	3.5530%	\$1,246
115503004	Greenwood SD	\$22,842	1.5381%	\$351
104432903	Grove City Area SD	\$53,180	0.0000%	\$0
115222504	Halifax Area SD	\$27,142	0.0000%	\$0
114063503	Hamburg Area SD	\$61,633	0.2240%	\$138
103024603	Hampton Township SD	\$78,835	3.2523%	\$2,564
118403003	Hanover Area SD	\$61,225	0.5650%	\$346
112672803	Hanover Public SD	\$62,374	2.6460%	\$1,650
105254353	Harbor Creek SD	\$60,623	1.9050%	\$1,155
110173504	Harmony Area SD	\$6,077	0.0000%	\$0
115222752	Harrisburg City SD	\$242,653	4.4204%	\$10,726
123463603	Hatboro-Horsham SD	\$138,302	0.2021%	\$280
125234502	Haverford Township SD	\$211,976	6.2798%	\$13,312
118403302	Hazleton Area SD	\$367,639	1.2750%	\$4,687
107653802	Hempfield Area SD	\$155,537	1.7111%	\$2,661
113363103	Hempfield SD	\$211,665	1.2720%	\$2,692

104433303	Hermitage SD	\$61,748	0.2149%	\$133
103024753	Highlands SD	\$65,108	2.9670%	\$1,932
108073503	Hollidaysburg Area SD	\$93,187	2.8649%	\$2,670
128323303	Homer-Center SD	\$23,735	1.1411%	\$271
127044103	Hopewell Area SD	\$65,977	1.8751%	\$1,237
111312503	Huntingdon Area SD	\$55,334	0.0000%	\$0
128323703	Indiana Area SD	\$82,003	4.0230%	\$3,299
125235103	Interboro SD	\$99,961	0.3029%	\$303
105256553	Iroquois SD	\$35,964	1.3640%	\$491
104433604	Jamestown Area SD	\$10,545	5.6153%	\$592
107654103	Jeannette City SD	\$30,831	0.9570%	\$295
101303503	Jefferson-Morgan SD	\$21,958	0.0000%	\$0
123463803	Jenkintown SD	\$22,488	0.0000%	\$0
117414003	Jersey Shore Area SD	\$65,560	1.3621%	\$893
121135003	Jim Thorpe Area SD	\$65,739	0.3810%	\$250
109243503	Johnsonburg Area SD	\$16,413	1.1830%	\$194
111343603	Juniata County SD	\$73,260	3.7313%	\$2,734
111312804	Juniata Valley SD	\$22,114	0.0000%	\$0
109422303	Kane Area SD	\$29,343	0.0000%	\$0
104103603	Karns City Area SD	\$34,817	1.6291%	\$567
124154003	Kennett Consolidated SD	\$120,996	0.1160%	\$140
110183602	Keystone Central SD	\$118,852	2.0260%	\$2,408
103025002	Keystone Oaks SD	\$58,472	7.1209%	\$4,164
106166503	Keystone SD	\$24,571	0.0000%	\$0
107654403	Kiski Area SD	\$104,649	2.1980%	\$2,300
114064003	Kutztown Area SD	\$40,457	0.4952%	\$200
119665003	Lackawanna Trail SD	\$29,369	0.0000%	\$0
119354603	Lakeland SD	\$41,853	0.0000%	\$0

118403903	Lake-Lehman SD	\$49,851	0.0000%	\$0
104433903	Lakeview SD	\$23,360	0.0000%	\$0
113363603	Lampeter-Strasburg SD	\$90,863	5.6309%	\$5,116
113364002	Lancaster SD	\$310,144	3.6980%	\$11,469
101264003	Laurel Highlands SD	\$82,386	1.7140%	\$1,412
104374003	Laurel SD	\$26,115	1.2270%	\$320
113384603	Lebanon SD	\$174,384	0.8510%	\$1,484
128034503	Leechburg Area SD	\$21,686	2.9849%	\$647
121135503	Lehighton Area SD	\$69,777	0.8469%	\$591
116604003	Lewisburg Area SD	\$57,810	0.0000%	\$0
107654903	Ligonier Valley SD	\$43,962	0.6129%	\$269
116493503	Line Mountain SD	\$30,089	0.0000%	\$0
112015203	Littlestown Area SD	\$58,801	3.1791%	\$1,869
115224003	Lower Dauphin SD	\$111,962	1.2321%	\$1,379
123464502	Lower Merion SD	\$268,325	3.7971%	\$10,189
123464603	Lower Moreland Township SD	\$68,533	1.5999%	\$1,096
117414203	Loyalsock Township SD	\$48,470	0.0000%	\$0
129544503	Mahanoy Area SD	\$29,562	4.2081%	\$1,244
113364403	Manheim Central SD	\$90,936	5.6011%	\$5,093
113364503	Manheim Township SD	\$172,453	2.1920%	\$3,780
128325203	Marion Center Area SD	\$34,020	1.9722%	\$671
125235502	Marple Newtown SD	\$104,692	3.9330%	\$4,118
104105003	Mars Area SD	\$98,517	9.3748%	\$9,236
101633903	McGuffey SD	\$45,001	0.3560%	\$160
103026002	McKeesport Area SD	\$107,531	4.1240%	\$4,435
115216503	Mechanicsburg Area SD	\$139,463	1.5600%	\$2,176
104435003	Mercer Area SD	\$28,821	0.0000%	\$0
123465303	Methacton SD	\$140,833	1.3700%	\$1,929

108565203	Meyersdale Area SD	\$23,188	0.0000%	\$0
119355503	Mid Valley SD	\$56,671	1.0810%	\$613
115226003	Middletown Area SD	\$76,232	0.8650%	\$659
116555003	Midd-West SD	\$59,720	1.8072%	\$1,079
127045303	Midland Borough SD	\$10,427	0.0000%	\$0
111444602	Mifflin County SD	\$141,820	4.4540%	\$6,317
116605003	Mifflinburg Area SD	\$58,818	0.0000%	\$0
105257602	Millcreek Township SD	\$178,950	5.4980%	\$9,839
115226103	Millersburg Area SD	\$22,704	4.1180%	\$935
116195004	Millville Area SD	\$18,051	0.0000%	\$0
116495003	Milton Area SD	\$57,867	0.0000%	\$0
129544703	Minersville Area SD	\$33,942	2.8041%	\$952
104375003	Mohawk Area SD	\$43,678	0.0000%	\$0
107655803	Monessen City SD	\$20,728	1.8989%	\$394
104105353	Moniteau SD	\$34,333	0.3621%	\$124
117415004	Montgomery Area SD	\$25,763	0.3071%	\$79
103026303	Montour SD	\$85,418	5.3101%	\$4,536
117415103	Montoursville Area SD	\$54,914	0.8770%	\$482
119584503	Montrose Area SD	\$34,914	1.0102%	\$353
103026343	Moon Area SD	\$120,457	1.6390%	\$1,974
122097203	Morrisville Borough SD	\$30,218	2.0621%	\$623
110175003	Moshannon Valley SD	\$25,128	0.9089%	\$228
116495103	Mount Carmel Area SD	\$43,174	4.9470%	\$2,136
107655903	Mount Pleasant Area SD	\$59,372	3.0990%	\$1,840
111316003	Mount Union Area SD	\$35,196	0.0000%	\$0
119584603	Mountain View SD	\$25,394	3.0608%	\$777
103026402	Mt Lebanon SD	\$166,514	0.6939%	\$1,155
114065503	Muhlenberg SD	\$127,288	3.1000%	\$3,946

117415303	Muncy SD	\$29,478	0.0000%	\$0
120484803	Nazareth Area SD	\$145,704	1.3449%	\$1,960
122097502	Neshaminy SD	\$271,593	0.6080%	\$1,651
104375203	Neshannock Township SD	\$35,334	1.6528%	\$584
127045653	New Brighton Area SD	\$39,854	0.9799%	\$391
104375302	New Castle Area SD	\$94,226	2.3322%	\$2,198
122097604	New Hope-Solebury SD	\$34,626	0.0000%	\$0
107656303	New Kensington-Arnold SD	\$59,667	6.1680%	\$3,680
115504003	Newport SD	\$31,266	0.0000%	\$0
123465602	Norristown Area SD	\$243,378	1.9640%	\$4,780
103026852	North Allegheny SD	\$268,301	4.9998%	\$13,415
106167504	North Clarion County SD	\$18,752	5.1556%	\$967
105258303	North East SD	\$48,601	3.5000%	\$1,701
103026902	North Hills SD	\$133,855	1.5149%	\$2,028
123465702	North Penn SD	\$374,355	1.1740%	\$4,395
119356503	North Pocono SD	\$89,595	0.0000%	\$0
129545003	North Schuylkill SD	\$62,637	1.6470%	\$1,032
108565503	North Star SD	\$30,462	0.0000%	\$0
120484903	Northampton Area SD	\$167,207	4.6621%	\$7,795
117083004	Northeast Bradford SD	\$18,490	1.8181%	\$336
112674403	Northeastern York SD	\$120,598	0.7759%	\$936
108056004	Northern Bedford County SD	\$24,839	0.0000%	\$0
108114503	Northern Cambria SD	\$28,135	6.1144%	\$1,720
113385003	Northern Lebanon SD	\$74,256	3.0880%	\$2,293
121394503	Northern Lehigh SD	\$45,004	1.4560%	\$655
109535504	Northern Potter SD	\$14,216	0.0000%	\$0
117596003	Northern Tioga SD	\$66,954	0.0000%	\$0
115674603	Northern York County SD	\$100,756	0.0000%	\$0



103026873	Northgate SD	\$30,987	3.6409%	\$1,128
118406003	Northwest Area SD	\$29,050	0.0000%	\$0
121394603	Northwestern Lehigh SD	\$64,899	0.0000%	\$0
105258503	Northwestern SD	\$39,457	0.0000%	\$0
107656502	Norwin SD	\$166,097	1.0041%	\$1,668
124156503	Octorara Area SD	\$66,851	0.0000%	\$0
106616203	Oil City Area SD	\$53,339	3.8514%	\$2,054
119356603	Old Forge SD	\$28,849	0.3560%	\$103
114066503	Oley Valley SD	\$46,582	1.6529%	\$770
109537504	Oswayo Valley SD	\$12,159	0.0000%	\$0
109426003	Otto-Eldred SD	\$15,612	0.0000%	\$0
124156603	Owen J Roberts SD	\$176,264	0.4850%	\$855
124156703	Oxford Area SD	\$112,488	1.6279%	\$1,831
122098003	Palisades SD	\$43,911	0.5431%	\$239
121136503	Palmerton Area SD	\$56,015	1.4439%	\$809
113385303	Palmyra Area SD	\$110,217	2.0410%	\$2,250
121136603	Panther Valley SD	\$48,964	2.4930%	\$1,221
121395103	Parkland SD	\$284,945	1.5320%	\$4,365
120485603	Pen Argyl Area SD	\$43,068	2.1509%	\$926
108116003	Penn Cambria SD	\$48,237	8.8890%	\$4,288
103027352	Penn Hills SD	\$113,923	13.4550%	\$15,328
113365203	Penn Manor SD	\$169,064	1.4300%	\$2,418
105204703	Penncrest SD	\$75,602	2.2760%	\$1,721
125236903	Penn-Delco SD	\$104,773	1.4411%	\$1,510
122098103	Pennridge SD	\$201,365	1.8830%	\$3,792
128326303	Penns Manor Area SD	\$21,155	2.1619%	\$457
110147003	Penns Valley Area SD	\$42,498	1.3721%	\$583
122098202	Pennsbury SD	\$296,716	0.5400%	\$1,602

107657103	Penn-Trafford SD	\$114,269	0.6160%	\$704
113365303	Pequea Valley SD	\$41,650	8.1030%	\$3,375
123466103	Perkiomen Valley SD	\$163,187	0.8359%	\$1,364
101636503	Peters Township SD	\$119,639	18.0854%	\$21,637
126515001	Philadelphia City SD	\$5,960,480	9.8410%	\$586,571
110177003	Philipsburg-Osceola Area SD	\$48,109	0.5810%	\$280
124157203	Phoenixville Area SD	\$133,548	1.1050%	\$1,476
129546003	Pine Grove Area SD	\$45,635	0.0000%	\$0
103021003	Pine-Richland SD	\$140,097	6.0607%	\$8,491
102027451	Pittsburgh SD	\$738,155	7.6610%	\$56,550
118406602	Pittston Area SD	\$93,328	1.1730%	\$1,095
120455203	Pleasant Valley SD	\$131,622	1.2700%	\$1,672
103027503	Plum Borough SD	\$99,377	7.8009%	\$7,752
120455403	Pocono Mountain SD	\$257,604	0.5380%	\$1,386
109426303	Port Allegany SD	\$26,166	0.0000%	\$0
108116303	Portage Area SD	\$26,016	0.2872%	\$75
123466303	Pottsgrove SD	\$92,207	1.1551%	\$1,065
123466403	Pottstown SD	\$105,217	0.1870%	\$197
129546103	Pottsville Area SD	\$67,998	3.3850%	\$2,302
106338003	Punxsutawney Area SD	\$59,782	2.9780%	\$1,780
128327303	Purchase Line SD	\$21,873	0.5651%	\$124
103027753	Quaker Valley SD	\$63,202	0.0000%	\$0
122098403	Quakertown Community SD	\$150,618	2.9181%	\$4,395
125237603	Radnor Township SD	\$105,269	0.0000%	\$0
114067002	Reading SD	\$577,256	4.3105%	\$24,883
112675503	Red Lion Area SD	\$161,155	1.0600%	\$1,708
106168003	Redbank Valley SD	\$34,500	0.0000%	\$0
104435303	Reynolds SD	\$29,364	0.2340%	\$69

108116503	Richland SD	\$41,934	3.9150%	\$1,642
109246003	Ridgway Area SD	\$23,085	11.5702%	\$2,671
125237702	Ridley SD	\$166,449	0.8580%	\$1,428
101637002	Ringgold SD	\$85,070	5.1461%	\$4,378
127045853	Riverside Beaver County SD	\$41,317	0.3767%	\$156
119357003	Riverside SD	\$48,171	0.4021%	\$194
103028203	Riverview SD	\$30,239	0.0000%	\$0
127046903	Rochester Area SD	\$23,057	1.4290%	\$329
108566303	Rockwood Area SD	\$18,047	1.8989%	\$343
125237903	Rose Tree Media SD	\$121,010	0.9291%	\$1,124
129546803	Saint Clair Area SD	\$21,769	2.0292%	\$442
109248003	Saint Marys Area SD	\$55,629	13.3429%	\$7,423
121395603	Salisbury Township SD	\$48,467	1.0471%	\$507
108567004	Salisbury-Elk Lick SD	\$7,392	0.0000%	\$0
120486003	Saucon Valley SD	\$63,918	0.0000%	\$0
117086003	Sayre Area SD	\$32,310	0.9041%	\$292
129547303	Schuylkill Haven Area SD	\$33,188	0.6098%	\$202
114067503	Schuylkill Valley SD	\$61,204	1.6262%	\$995
119357402	Scranton SD	\$336,753	2.7023%	\$9,100
116557103	Selinsgrove Area SD	\$76,832	0.2070%	\$159
104107903	Seneca Valley SD	\$222,131	3.7740%	\$8,383
108567204	Shade-Central City SD	\$9,585	0.3155%	\$30
103028302	Shaler Area SD	\$114,545	2.3441%	\$2,685
116496503	Shamokin Area SD	\$69,014	4.0370%	\$2,786
108567404	Shanksville-Stonycreek SD	\$9,567	0.0000%	\$0
104435603	Sharon City SD	\$56,555	1.7260%	\$976
104435703	Sharpsville Area SD	\$29,968	2.0082%	\$602
129547203	Shenandoah Valley SD	\$34,369	4.4971%	\$1,546

104376203	Shenango Area SD	\$33,491	1.9496%	\$653
116496603	Shikellamy SD	\$90,557	1.4820%	\$1,342
115218003	Shippensburg Area SD	\$98,055	0.0000%	\$0
104107503	Slippery Rock Area SD	\$55,328	0.8899%	\$492
109427503	Smethport Area SD	\$20,761	0.0000%	\$0
113367003	Solanco SD	\$94,966	1.3660%	\$1,297
108567703	Somerset Area SD	\$55,912	5.5780%	\$3,119
123467103	Souderton Area SD	\$195,688	1.6229%	\$3,176
103028653	South Allegheny SD	\$47,133	0.3880%	\$183
104107803	South Butler County SD	\$60,936	12.0629%	\$7,351
112676203	South Eastern SD	\$75,074	0.0000%	\$0
103028703	South Fayette Township SD	\$114,286	0.0000%	\$0
115218303	South Middleton SD	\$63,188	0.3601%	\$228
103028753	South Park SD	\$50,333	4.2169%	\$2,122
127047404	South Side Area SD	\$28,258	0.0000%	\$0
112676403	South Western SD	\$133,380	1.2271%	\$1,637
117416103	South Williamsport Area SD	\$38,048	0.0000%	\$0
125238402	Southeast Delco SD	\$144,784	2.0840%	\$3,017
101306503	Southeastern Greene SD	\$16,424	0.0000%	\$0
116197503	Southern Columbia Area SD	\$39,200	0.0000%	\$0
111297504	Southern Fulton SD	\$19,546	0.0000%	\$0
111317503	Southern Huntingdon County SD	\$30,507	0.0000%	\$0
121395703	Southern Lehigh SD	\$95,330	2.1831%	\$2,081
117597003	Southern Tioga SD	\$55,481	0.0000%	\$0
112676503	Southern York County SD	\$86,894	1.3509%	\$1,174
107657503	Southmoreland SD	\$56,844	0.3971%	\$226
108077503	Spring Cove SD	\$44,552	0.0000%	\$0
112676703	Spring Grove Area SD	\$123,477	0.5419%	\$669

125238502	Springfield SD	\$129,697	0.6128%	\$795
123467203	Springfield Township SD	\$80,752	2.1370%	\$1,726
123467303	Spring-Ford Area SD	\$245,158	0.5211%	\$1,277
110148002	State College Area SD	\$205,260	3.0580%	\$6,277
103028833	Steel Valley SD	\$44,680	5.0260%	\$2,246
115228003	Steelton-Highspire SD	\$44,811	4.1370%	\$1,854
103028853	Sto-Rox SD	\$54,298	8.1501%	\$4,425
120456003	Stroudsburg Area SD	\$153,301	0.6640%	\$1,018
117576303	Sullivan County SD	\$19,314	0.0000%	\$0
119586503	Susquehanna Community SD	\$26,376	3.8601%	\$1,018
115228303	Susquehanna Township SD	\$98,459	3.4880%	\$3,434
115506003	Susquenita SD	\$52,798	0.2959%	\$156
129547603	Tamaqua Area SD	\$66,403	1.1799%	\$784
106617203	Titusville Area SD	\$57,651	0.0710%	\$41
117086503	Towanda Area SD	\$47,135	2.3259%	\$1,096
124157802	Tredyffrin-Easttown SD	\$223,652	0.0000%	\$0
101638003	Trinity Area SD	\$93,023	0.0000%	\$0
129547803	Tri-Valley SD	\$26,180	0.0000%	\$0
117086653	Troy Area SD	\$44,297	0.0000%	\$0
114068003	Tulpehocken Area SD	\$41,040	0.6909%	\$284
118667503	Tunkhannock Area SD	\$61,102	0.0000%	\$0
108568404	Turkeyfoot Valley Area SD	\$8,651	1.9234%	\$166
112286003	Tuscarora SD	\$67,231	2.2561%	\$1,517
108058003	Tussey Mountain SD	\$24,855	0.0000%	\$0
114068103	Twin Valley SD	\$95,574	2.4390%	\$2,331
108078003	Tyrone Area SD	\$54,622	3.2091%	\$1,753
104377003	Union Area SD	\$22,850	1.4601%	\$334
105259103	Union City Area SD	\$30,433	0.0000%	\$0

106169003	Union SD	\$17,296	0.0000%	\$0
101268003	Uniontown Area SD	\$81,157	3.2280%	\$2,620
124158503	Unionville-Chadds Ford SD	\$115,554	0.0000%	\$0
128328003	United SD	\$26,924	2.4141%	\$650
112018523	Upper Adams SD	\$51,893	0.9900%	\$514
125239452	Upper Darby SD	\$414,018	2.5370%	\$10,504
115229003	Upper Dauphin Area SD	\$31,854	0.2889%	\$92
123468303	Upper Dublin SD	\$114,974	0.0000%	\$0
123468402	Upper Merion Area SD	\$134,332	0.2480%	\$333
123468503	Upper Moreland Township SD	\$96,551	1.0830%	\$1,046
123468603	Upper Perkiomen SD	\$102,998	0.9931%	\$1,023
103029203	Upper Saint Clair SD	\$119,285	9.0909%	\$10,844
106618603	Valley Grove SD	\$22,335	0.6849%	\$153
119358403	Valley View SD	\$76,905	0.8110%	\$624
119648303	Wallenpaupack Area SD	\$81,390	0.0000%	\$0
125239603	Wallingford-Swarthmore SD	\$110,260	0.8472%	\$934
105628302	Warren County SD	\$120,803	2.2360%	\$2,701
116498003	Warrior Run SD	\$44,103	0.0000%	\$0
113369003	Warwick SD	\$112,213	2.0723%	\$2,325
101638803	Washington SD	\$45,329	2.1540%	\$976
105259703	Wattsburg Area SD	\$38,168	3.1960%	\$1,220
119648703	Wayne Highlands SD	\$69,832	0.0000%	\$0
112289003	Waynesboro Area SD	\$133,318	1.4120%	\$1,882
121139004	Weatherly Area SD	\$19,225	0.9618%	\$185
117598503	Wellsboro Area SD	\$45,786	0.0000%	\$0
103029403	West Allegheny SD	\$97,738	0.7941%	\$776
110179003	West Branch Area SD	\$27,347	0.4520%	\$124
124159002	West Chester Area SD	\$377,181	4.4010%	\$16,600

101308503	West Greene SD	\$18,742	0.0000%	\$0
103029553	West Jefferson Hills SD	\$100,880	0.6902%	\$696
104437503	West Middlesex Area SD	\$20,726	1.7540%	\$364
103029603	West Mifflin Area SD	\$71,850	3.2950%	\$2,367
115508003	West Perry SD	\$68,325	1.0200%	\$697
115219002	West Shore SD	\$234,829	1.2780%	\$3,001
112678503	West York Area SD	\$94,942	1.8909%	\$1,795
127049303	Western Beaver County SD	\$18,690	3.5902%	\$671
119648903	Western Wayne SD	\$54,493	0.0000%	\$0
108118503	Westmont Hilltop SD	\$43,727	2.2081%	\$966
121397803	Whitehall-Coplay SD	\$137,941	3.9290%	\$5,420
118408852	Wilkes-Barre Area SD	\$242,792	1.9210%	\$4,664
103029803	Wilkesburg Borough SD	\$31,504	11.0200%	\$3,472
125239652	William Penn SD	\$181,672	3.4410%	\$6,251
129548803	Williams Valley SD	\$31,081	0.0000%	\$0
108079004	Williamsburg Community SD	\$15,059	0.0000%	\$0
117417202	Williamsport Area SD	\$143,676	1.0990%	\$1,579
104378003	Wilmington Area SD	\$31,163	0.4001%	\$125
120488603	Wilson Area SD	\$71,355	1.1560%	\$825
114069103	Wilson SD	\$179,188	1.3459%	\$2,412
108569103	Windber Area SD	\$35,917	1.0140%	\$364
123469303	Wissahickon SD	\$144,918	0.5211%	\$755
103029902	Woodland Hills SD	\$122,057	4.6550%	\$5,682
117089003	Wyalusing Area SD	\$38,228	2.1921%	\$838
118409203	Wyoming Area SD	\$61,733	1.5990%	\$987
118409302	Wyoming Valley West SD	\$154,122	0.5700%	\$879
114069353	Wyomissing Area SD	\$56,506	2.2992%	\$1,299
112679002	York City SD	\$245,641	2.9170%	\$7,165

112679403	York Suburban SD	\$98,395	0.0000%	\$0
107658903	Yough SD	\$50,390	0.9049%	\$456



## JSAMS Club Information

Club	Brief Description:	Advisor
Band/Jazz Band	Jazz Band, meets TBA. We play pop and jazz music different from the regular band music.	Nick Eischeid
Builders Club (Sponsored by the Jersey Shore Area Kiwanis Club)	Community service projects (i.e. Jared Boxes, Pennies for Patients, Positive Community Initiatives like Builders Club Week & cards for Seniors).	Tracy Silvis
C3: Committed Christians Club	Host Friday night activity nights for the Middle School throughout the year. Share and spread positive and kind message. Gather food for the foodbank, and clothing for love center.	Matthew Hartman Christina Nagle Monica Richards Kurt Jones
Chorus/Select Singers	Select Singers	Andrea Bowers
Constitutional Convention	Goes to Constitutional Convention and Model U.N conventions yearly.	Rebecca Ball-Schaller Jeffrey Klugh
Future Business Leaders of America - Middle Level	Prepares members for careers in business. Develops leadership and communication skills through competitive events and community service projects.	Jan Wasson
Healthy Hearts Club	Promotes healthy lifestyles throughout the school year. Club members make posters, meet to have wellness activities, and support the high school's branch of the club. The club also promotes and supports the American Heart Association through the annual Hoops For Heart event.	Jodie Chappel Erin Bonsell
Military and Law Enforcement Support Club	Collects items and ships care packages and Easter eggs to deployed service men and women. Care baskets and cards to local veterans. Police appreciation gifts throughout the year.	Ruth LeVan
Outdoor Club	-Service, education and fun activities to promote conservation of environment. -School Recycling program	Vacant
Student Council	Student leadership within the building. Service to the local community.	Lynnann Charnego
Yearbook: Bullpup Memories	Works throughout the year to create the middle school yearbook.	Vacant
TAG Club: DC Trip (similar to a Class Advisor)	Small group to organize DC trip	<del>Nichole Bechdel</del> Not happening 2020/21

# JERSEY SHORE AREA SENIOR HIGH SCHOOL CLUBS AND ORGANIZATIONS

Club	Brief Description	Advisor
<b>American Red Cross Club</b>	An extension of the local Red Cross Unit. Hosting blood drives for community.	Melissa Williamson
<b>Bible Club</b>	Provides opportunity to read/discuss Bible passages and teachings. Student run & led.	James Watson
<b>Drama Club</b>	Learn more about and to actively participate in technical and performance aspects of theatre.	Michele Long
<b>FBLA 9th</b>	To further the goals of FBLA within the Jersey Shore Area School District. All participate in Regional Competition, may qualify for States or Nationals.	Jeff Miller
<b>FBLA</b>	To further the goals of FBLA within the Jersey Shore Area School District. All participate in Regional Competition, may qualify for States or Nationals. <i>FBLA is a CTSO (Career &amp; Technical Student Organization)</i>	Dolly Oden
<b>Jazz Band</b>	Offers students additional time to practice their instruments. It is also used as additional time to listen and discuss jazz music and concepts. Occasionally club time is used for additional rehearsal time for the extra-curricular jazz band.	Chris Lahr
<b>IT Club</b>	Promotes Information Technology/Computer related fields. Organizational skills/LAN Party fundraisers	Scott Alexander
<b>Indoor Track &amp; Field Club</b>	Allows winter training for spring track preparation, all students welcome.	Robert Fox
<b>Manufacturing Club</b>	Design and fabricate mass production/large scale real life projects.	Brent Wheeland
<b>Mock Constitutional Convention &amp; Model UN</b>	Academic competitions with other districts.	Jessica George Timothy Greene Mike Harvey James Smith

Club	Brief Description	Advisor
<b>Key Club</b>	Key Club is part of Kiwanis International, making it an international organization as well. Activities focus on community service, fundraising, and leadership development	Jodi English
<b>National Art Honor Society</b>	Promotes art advocacy with art projects in school/community. Must have GPA of 90% or higher in all art classes.	Sarah Keim
<b>National English Honor Society</b>	Supports development of hardworking/diligent students striving to support community and excel in academics. Required 90% in English.	Brooke Menzen
<b>Outdoor Club</b>	Extension of Physical Education and our life time fitness activities. The clubs purpose is to connect high school age students to our amazing Tiadaghton state forest. Community service.	Eric Hess Bill Ferguson Jeff Miller James Smith
<b>National Honors Society</b>	Student who meet specific academic, extra-curricular, and volunteer requirements are eligible to be inducted into this organization.	Brooke Menzen
<b>Pep Club</b>	Meet with information regarding student-section and athletics events	Serena Henry, AD
<b>Renaissance Club</b>	Executive committee of carefully selected students to work with teachers to improve school climate and atmosphere. Extension of School Wide Positive Behavior program using Jostens Renaissance program.	Jonathan Palumbo Teri Bauman
<b>Rho Kappa National Social Studies Honor Society</b>	Academic club of seniors only, students participate in the numerous competitions like Con-Con & Mock Trial, Government Day and Law Day.	James Smith Tim Greene
<b>YDTF (Youth Development Task Force)</b>	YDTF's mission is to empower young people to successfully lead regional community initiatives through collaborative leadership roles across various school districts.	Jodi English
<b>Sign Language Club</b>	Teaches students American Sign Language as well as different aspects to the Deaf Culture.	Julie Wagner

Club	Brief Description	Advisor
<b>Skills USA</b>	SkillsUSA is a national membership association serving high school, college and middle school students who are preparing for careers in trade, technical and skilled service occupations, including health occupations, and for further education. <i>SkillsUSA is a CTSO (Career &amp; Technical Student Organization)</i>	<b>NO ADVISOR</b>
<b>Spanish National Honor Society/Club</b>	Academic Society focused on Spanish Language, excellence in Secondary education & promoting continuity of interest in Spanish culture, must maintain cumulative average of 90%, 94% in Spanish. 10th grade or above.	Debra Bressler Sarah Yorks
<b>Spectrum Club</b>	Provides students of all gender, race, religion, culture, sexual orientation, and economic background a safe place to socialize and support each other.	Michele Long
<b>Student Council</b>	Government body for the high school. A member of the National Association of Student Councils & the PA Association.	Michele Persun Charlotte Bierly
<b>Teen Talk</b>	Allows students to explore issues that most affect them. Goal to keep students in school, improve respect and grades in classrooms.	Scott Vairo
<b>TSA (Technology Student Association)</b>	A national, non-profit organization of student members who are engaged in STEM competitions, intra-curricular activities, leadership opportunities, and community service. <i>TSA is a CTSO (Career &amp; Technical Student Organization)</i>	<b>NO ADVISOR</b>
<b>Young Democrats</b>	Intends to allow people to express and discuss political opinions. Allows students to take part in community service through local organizations.	Jessica George

2020-2021 Contracted Stipend Positions

<b>Building</b>	<b>Position</b>	<b>First Name</b>	<b>Last Name</b>	<b>Annual Stipend</b>
AE	School Wide Positive Behavior	Nicole	Allison	\$200
AE	School Wide Positive Behavior	Alison	Confer	\$200
AE & SE	Energy Leader	Holly	Dittmar	\$400
SE	School Wide Positive Behavior	Roxanne	Crist	\$200
SE	School Wide Positive Behavior	Rachel	Barth	\$200
JSAE	School Wide Positive Behavior	Adrienne	Miller	\$200
JSAE	School Wide Positive Behavior	Jodi	Woleslagle	\$200
All Elem.	Band/Chorus	Melissa	Becker	\$800
All Elem.	Grade Level Leader - Gr. 1	Ann	Knipe	\$1,000
All Elem.	Grade Level Leader - Gr. 2	Mary	Engel	\$1,000
All Elem.	Grade Level Leader - Gr. 3	Rachel	Barth	\$500
All Elem.	Grade Level Leader - Gr. 3	Diane	Mantek	\$500
All Elem.	Grade Level Leader - Gr. 4	Alison	Confer	\$1,000
All Elem.	Grade Level Leader - Gr. 5	Nicole	Allison	\$1,000
All Elem.	Grade Level Leader - Gr. K	Lisa	Cenimo	\$1,000
District	Department Co-Coordinator - Music	Nicholas	Eischeid	\$2,350
District	Department Co-Coordinator - Music	Christopher	Lahr	\$2,350
District	Department Coordinator - Art	Charlotte	Bierly	\$2,350
District	Department Coordinator - CTE	Brent	Wheeland	\$2,350
District	Department Coordinator - English	Michele	Long	\$2,350
District	Department Coordinator - Library/Media	Katie	Wert	\$2,350
District	Department Coordinator - Math	Robert	Fox	\$2,350
District	Department Coordinator - Nurses	Judy	Morlock	\$2,350
District	Department Coordinator - Reading	Jennifer	Ingraham	\$2,350
District	Department Coordinator - Science	William	Ferguson	\$2,350
District	Department Coordinator - Tech Ed	Heather	Reeder	\$2,350
District	Dept Coordinator - Counselors	Mallory	Myers	\$2,350
District	Dept Coordinator - Foreign Language	Thomas	Neuschafer	\$2,350
District	Dept Coordinator - PE/Health	Eric	Eiswerth	\$2,350
District	Dept Coordinator - Social Studies	Tim	Greene	\$2,350
District	Dept Coordinator -Business/Computer Technologies	Rock	Griswold	\$2,350
District/HS	Energy Champ	Heath	Rager	\$500
HS	Band Director	Christopher	Lahr	\$4,302
HS	Chorus Director	Charlotte	White	\$2,145
HS	Culinary Arts Event Advisor	Matthew	Wolford	\$2,800
HS	Graduation Project Advisor	Janna	Riggle	\$1,000
HS	School Wide Positive Behavior	Teri	Bauman	\$400
HS	Ninth Grade Advisor	Michele	Persun	\$857
HS	Ninth Grade Advisor	Zoraida	Pagan	\$857
HS	Tenth Grade Advisor	Charlotte	Bierly	\$857
HS	Tenth Grade Advisor	Sarah	Keim	\$857

HS	Eleventh Grade Advisor	Jessica	George	\$1,285
HS	Eleventh Grade Advisor	Julie	Wagner	\$1,285
HS	Twelfth Grade Advisor	Melissa	Williamson	\$1,285
HS	Twelfth Grade Advisor	Brooke	Menzen	\$1,285
HS	Yearbook Financial Advisor	Janna	Riggle	\$1,662
HS	Yearbook Publication Advisor	Janna	Riggle	\$2,237
MS	Band Director	Nicholas	Eischeid	\$2,145
MS	Chorus Director	Andrea	Bower	\$2,145
MS	Energy Leader	Tracy	Silvis	\$400
MS	School Wide Positive Behavior	Krista	Callahan	\$200
MS	School Wide Positive Behavior	Erin	Bonsell	\$200



33 Springbrook Drive  
Canton, PA 17724  
Phone 570-673-6001  
Fax 570-673-6007

**IDEA-Section 619  
Pass Through Funds  
Use of Funds Agreement  
2020-2021**

Sub-grant agreement for Implementation of Individuals with Disabilities Act – Section 619, State EI by and between *BLaST IU 17* (hereinafter called "IU") and *Jersey Shore Area School District* (hereinafter called "LEA") enter into for the project period July 1, 2020 through June 30, 2021.

The LEA hereby agrees and assures that:

- A. The development and execution of this agreement shall be in accordance with IDEA Section 619; program guides issued by USDE; guidelines and directives issued by the Pennsylvania Departments of Education and Public Welfare, Office of Child Development and Early Learning (OCDEL); the terms of this agreement; and the provisions of the State IDEA Plan applicable to the period of this agreement. This agreement shall be subject to the provisions of all pertinent Federal and Pennsylvania laws, regulations, and standards, as outlined in the IDEA Section 619 Contract and Contract between BLaST Intermediate Unit # 17 and the Pennsylvania Departments of Education and Public Welfare, OCDEL.
- B. Funds must be used to provide special education and related services to five-year-old children with disabilities enrolled in kindergarten.
- C. The LEA will maintain complete cost records of all expenditures made in association with this agreement, as well as employee, programmatic, statistical records, and supporting documents. Allowable costs as outlined in **attachment A**. Those records are to be available for inspection by a representative and/or auditor of the IU or Pennsylvania Departments of Education and Public Welfare, OCDEL, if needed.

D. **Project Number:** 131-20-0020

**CFDA Number:** 84.173

**Allocation:** \$7,308.00

**Project Name:** IDEA 619 Pass Through

The IU agrees to cooperate with the LEA in resolving any proposed disallowances the auditors of the LEA recommend as a result of audits, or any final audit disallowances imposed by the appropriate authorities. The Intermediate Unit shall not be held liable by the LEA for such disallowed costs.

Payments will be contingent upon receipt of funds from the Pennsylvania Departments of Education and Public Welfare, OCDEL.

  
BLaST IU 17 Representative

Date: 10/21/2020

\_\_\_\_\_  
Jersey Shore Area School District Representative Signature

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

## Attachment A

### Allowable costs for IDEA 619 can include, but may not be limited to:

- Salaries for the following positions as related to kindergarten special education expenses:
  - Teachers
  - Teacher Aides/Assistants
  - Paraprofessionals
  - Substitutes
  - Audiologists, Psychologists, Speech/Language Pathologists, Nursing Services (if the school district is the payer of last resort), OT, PT, Personal Care
  - Assistants, Physician Services, Psychiatry, Social Work, Vision Services
- Benefits for salaried positions as related to kindergarten special education expenses including:
  - FICA. Please ensure a rate of 3.825% is used OR an explanation is provided why that rate was not used.
  - Employer contribution rate. Ensure the rate used doesn't exceed 16.72% of salaries.
  - Unemployment Compensation
  - Workman's Compensation
  - Group Insurance
  - Other benefits required through a collective bargaining agreement
- As related to Kindergarten special education expenses:
  - Contracts for technical services supporting the instructional program
  - Rentals for instructional, assessment, therapy services
  - Equipment leases that support State EI personnel
  - Maintenance (charged as a pro-rated share of all funding)
  - Operational costs such as communications (e.g. telephone, printing and binding, and postage), utilities etc. that support State EI personnel
  - Advertising
  - Field Trips
  - Staff travel costs for service delivery for staff charged to the State EI budget
  - Audit Costs (charged as a pro-rated share of all funding)
  - Supplies, books and other pertinent reference materials
  - Equipment
  - Dues and Fees for organizational memberships
  - Indirect Costs not to exceed the school district's approved rate

### The following costs are not allowable for State EI:

- Any expenditure made before the beginning of the grant period or after the end of the grant period
- School transportation (except for field trips)
- Administrators
- Construction
- Business Office costs
- Dues and fees for individual memberships
- Travel costs EXCEPT for State EI paid staff or attendance at State EI paid activities
- Any costs in excess of the school district's allocation



**ADDENDUM**

This is an Addendum to the Agreement between the **Jersey Shore Area School District** (hereinafter referred to as "LEA" for Local Education Agency) and **ESS Northeast, LLC** (the "Company") for the services of Substitute Teachers and Staff:

The parties hereby agree to modify the Agreement as follows:

1. Effective October 27, 2020 the following positions are added in Exhibit A:

Position	Pay Rate	Discounted Bill Rate 2020/2021
Daily Sub Hourly	\$13.33	\$17.78

2. All other provisions of the Agreement shall remain in full force and effect during the term of the Agreement.

IN WITNESS WHEREOF, the parties have executed this Agreement on the date set forth below.

**Jersey Shore Area School District**

By \_\_\_\_\_  
Signature

\_\_\_\_\_  
Name and Title

Date \_\_\_\_\_

**ESS Northeast, LLC**

By \_\_\_\_\_  
W. Andrew Hall, Executive V.P.

Date \_\_\_\_\_



Book	Board Policy Manual
Section	100 Programs
Title	Adoption of Textbooks
Code	108
Status	
Legal	<ol style="list-style-type: none"><li>1. <a href="#">24 P.S. 508</a></li><li>2. <a href="#">24 P.S. 801</a></li><li>3. <a href="#">24 P.S. 803</a></li><li>4. Pol. 006 - Meetings</li><li>5. Pol. 105.1 - Curriculum Review</li></ol> <p><a href="#">22 PA Code 14.106</a></p> <p><a href="#">24 P.S. 807.1</a></p> <p>Pol. 103.1 - Nondiscrimination-Qualified Students with Disabilities</p> <p>Pol. 610 - Purchases Subject to Bid/Quotation</p>

### **Authority**

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

### **Definition**

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

### **Delegation of Responsibility**

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

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

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





Book	Board Policy Manual
Section	100 Programs
Title	Special Education
Code	113
Status	

## Legal

1. [22 PA Code 4.28](#)
2. [22 PA Code 12.1](#)
3. [22 PA Code 12.4](#)
4. [22 PA Code 14.102](#)
5. [22 PA Code 14.104](#)
6. [34 CFR 300.1](#)
7. [24 P.S. 502](#)
8. [22 PA Code 14.101](#)
9. [20 U.S.C. 1401](#)
10. [34 CFR 300.8](#)
11. [Pol. 103.1 - Nondiscrimination - Qualified Students with Disabilities](#)
12. [22 PA Code 14.131](#)
13. [34 CFR 300.320-300.324](#)
14. [34 CFR 300.30](#)
15. [24 P.S. 1372](#)
16. [22 PA Code 12.41](#)
17. [22 PA Code 14.101 et seq](#)
18. [20 U.S.C. 1400 et seq](#)
19. [29 U.S.C. 794](#)
20. [42 U.S.C. 12101 et seq](#)
21. [34 CFR Part 300](#)
22. [22 PA Code 4.13](#)
23. [Pol. 100 - Comprehensive Planning](#)
24. [34 CFR 300.201 et seq](#)
25. [22 PA Code 14.145](#)
26. [20 U.S.C. 1414](#)
27. [34 CFR 300.320-300.327](#)
28. [Pol. 103 - Discrimination/Title IX Sexual Harassment Affecting Students](#)
29. [22 PA Code 14.121](#)
30. [34 CFR 300.111](#)
31. [22 PA Code 14.122](#)
32. [Pol. 209 - Health Examinations/Screenings](#)
33. [22 PA Code 15.9](#)
34. [34 CFR 300.611-300.627](#)
35. [Pol. 113.4 - Confidentiality of Special Education Student Information](#)  
[24 P.S. 1371](#)  
[Pennsylvania Training and Technical Assistance Network \(PaTTAN\)](#)
- [Pol. 113.1 - Discipline of Students with Disabilities](#)
- [Pol. 113.2 - Behavior Support](#)
- [Pol. 113.3 - Screening and Evaluations for Students with Disabilities](#)

## Purpose

The district shall offer each student with a disability education programs and services that appropriately meet the student's needs for educational, instructional, transitional and related services. A student who requires special education shall receive programs and services according to an individualized education program (IEP). The IEP shall provide access to the district's general curriculum and participation in state and local assessments, including supplemental aids and services that permit the student to be educated, to the maximum extent appropriate, with nondisabled peers. The district shall provide a continuum of placement options to appropriately meet the needs of students with disabilities. [\[1\]](#)[\[2\]](#)[\[3\]](#)[\[4\]](#)[\[5\]](#)[\[6\]](#)

## 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. School-aged children who have identified disabilities but do not require special education may be entitled to accommodations or services or to enroll in courses of study in the district which serve students with disabilities pursuant to other law or Board policy. [\[7\]](#)[\[8\]](#)[\[9\]](#)[\[10\]](#)[\[11\]](#)

**Individualized Education Program (IEP)** - 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. [\[12\]](#)[\[13\]](#)

**Parent/Guardian** - for purposes of this policy and Board policies related to special education, parent/guardian shall have the definition of parent in IDEA statute and regulations, which includes a biological or adoptive parent of a child; a foster parent, unless prohibited by state law or regulations; a guardian authorized to act as the child's parent, in accordance with law or regulations; an individual acting in the place of a parent, including a grandparent or other relative, with whom the child lives or an individual legally responsible for the child's welfare; or an appointed surrogate parent, in accordance with law and regulations. [\[9\]](#)[\[14\]](#)

## Authority

The Board directs that all students with disabilities shall be identified, evaluated, and provided with appropriate educational programs and services, in accordance with federal and state laws and regulations. The district shall establish and implement a system of procedural safeguards and parent/guardian notification as part of its special education plan. [\[15\]](#)[\[1\]](#)[\[2\]](#)[\[16\]](#)[\[17\]](#)[\[18\]](#)[\[19\]](#)[\[20\]](#)[\[21\]](#)

The district shall develop and submit a special education plan to the Department of Education for approval every three (3) years, and shall implement such plan as required by law and regulations. The district's special education plan shall include procedures for identifying and educating students with disabilities and describe the elements required by law, regulations and Board policy. Prior to approval by the Board and submission to the Department of Education, the special education plan shall be made available for public inspection and comment in the district's administrative offices and the nearest public library for a minimum of twenty-eight (28) days. [\[22\]](#)[\[5\]](#)[\[23\]](#)

The district's special education plan shall comply with the requirements of state and federal laws and regulations, and shall be submitted in accordance with the guidelines and in the form established by the Department of Education. The district shall establish procedures to ensure the plan is updated and implemented as necessary. [\[22\]](#)[\[5\]](#)[\[24\]](#)

The Board shall determine the facilities, programs, services and staff that shall be provided by the district for the instruction of students with disabilities, based upon the identified needs of the

district's special education population. [\[15\]](#) [\[5\]](#)

In order to maintain an effective special education plan, the Board may participate in special education programs of BLaST Intermediate Unit No. 17. [\[5\]](#)

### **Delegation of Responsibility**

The Superintendent or designee is directed to annually recommend to the Board the employment and retention of necessary, qualified staff and provision of required facilities, programs and services to provide for the needs of students with disabilities.

The Superintendent or designee shall develop procedures for evaluating the effectiveness of the district's special education plan and shall periodically report to the Board the criteria and results of such evaluation.

### **Guidelines**

Each student with a disability shall be educated pursuant to an IEP which shall provide an appropriate education in the least restrictive environment, in accordance with federal and state laws and regulations. [\[1\]](#) [\[25\]](#) [\[26\]](#) [\[27\]](#)

The district prohibits discrimination based on disability. Students with disabilities are entitled to receive services and accommodations which will permit them to participate in district programs, services and activities as required by law. [\[28\]](#) [\[11\]](#)

If the district is identified with significant disproportionality, the special education plan shall include prevention measures for inappropriate over identification and disproportionate representation by race or ethnicity of children with disabilities. [\[5\]](#)

### **Fiscal and Program Compliance**

The Superintendent or designee shall establish procedures to ensure that the district complies with all federal and state laws and regulations and program requirements for special education-related funding and reimbursement.

The district may coordinate with BLaST Intermediate Unit No. 17 to establish procedures, fulfill reporting requirements and participate in applicable programs.

### **Child Find/Outreach**

The Superintendent or designee shall ensure that the district annually conducts awareness and outreach programs and activities designed to reach district residents including parents/guardians of students with disabilities who are enrolled in the district, preschool-aged children, students who attend private schools, homeless children and children who are wards of the state. [\[29\]](#) [\[30\]](#)

The district's public awareness activities shall include annual publication of a written notice in newspapers and other media notifying residents about child identification activities; available special education services and programs and how to request them; and procedures used to ensure confidentiality of student information. Written information shall be published in district handbooks and on the district website. Public awareness activities must include information regarding potential signs of developmental delays and other risk factors that could indicate disabilities.

The Intermediate Unit shall be responsible for conducting child find activities necessary to provide equitable participation services to students with disabilities who are enrolled by their parents/guardians in private schools.

### **Screening**

The district shall establish a system of screening, including hearing and vision screenings. Screenings shall be conducted at reasonable intervals to determine whether all students are performing based on grade-appropriate standards in core academic subjects. [\[31\]](#)[\[32\]](#)

### Confidentiality

The district shall maintain a system of safeguards to protect the confidentiality of students' educational records and personally identifiable information when collecting, storing, disclosing and destroying student records. [\[33\]](#)[\[34\]](#)[\[35\]](#)

District staff shall maintain the confidentiality of student records and personally identifiable information, as required by law, regulations and Board policy.

### Recording of Meetings

The district shall permit audio recording of a meeting between parents/guardians and district teachers, paraprofessionals, program specialists, consultants or administrators when the parent/guardian submits, at least five (5) days prior to the meeting, notification to the building principal of the intent to record the meeting.

When permission to record a meeting is granted, the district employee responsible for the meeting shall arrange to record the meeting by similar means. Such recording shall be considered part of the student's educational record and be subject to relevant law and regulations.

The district may permit videotaping of a meeting when written consent is given by all participants at the meeting.





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

## Legal

1. [22 PA Code 14.133](#)
2. Pol. 113 - Special Education
3. Pol. 113.2 - Behavior Support
4. [22 PA Code 14.143](#)
5. [34 CFR 300.530](#)
6. Pol. 218 - Student Discipline
7. Pol. 233 - Suspension and Expulsion
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 - Weapons
17. [21 U.S.C. 812](#)
18. Pol. 227 - Controlled Substances/Paraphernalia
19. [18 U.S.C. 1365\(h\)\(3\)](#)
19. [24 P.S. 1303-A](#)
20. [22 PA Code 10.2](#)
21. [35 P.S. 780-102](#)
22. [24 P.S. 1302.1-A](#)
23. [22 PA Code 10.21](#)
24. [22 PA Code 10.22](#)
25. [22 PA Code 10.23](#)
26. [22 PA Code 10.25](#)
27. [22 PA Code 14.104](#)
28. [34 CFR 300.535](#)
29. Pol. 103.1 - Nondiscrimination/Title IX Sexual Harrassment Affecting Students
30. Pol. 113.3 - Screening and Evaluations for Students with Disabilities
31. Pol. 218.2 - Terroristic Threats
32. Pol. 222 - Tobacco/Nicotine
33. Pol. 805.1 - Relations with Law Enforcement Agencies
34. Pol. 113.4 - Confidentiality of Special Education Student Information
35. Pol. 216 - Student Records
- [24 P.S. 510](#)
- [20 U.S.C. 1400 et seq](#)
- [34 CFR Part 300](#)

## **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 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 his/her 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 his/her 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 education, in accordance with law. [10][5][8]

## **Guidelines**

### 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. [\[8\]](#)[\[4\]](#)[\[5\]](#)[\[9\]](#)[\[11\]](#)

#### 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 his/her 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 his/her 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 s/he was removed or order his/her removal to an appropriate interim alternative educational setting for up to forty-five (45) school days if the hearing officer determines that maintaining the child's current placement is substantially likely to result in an injury to the student or others. [\[12\]](#)[\[9\]](#)

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. [\[13\]](#)[\[9\]](#)

#### **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. [\[14\]](#)[\[9\]](#)

#### 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. [\[15\]](#)[\[16\]](#)[\[5\]](#)[\[9\]](#)
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. [\[17\]](#)[\[18\]](#)[\[5\]](#)[\[9\]](#)

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. [\[19\]](#) [\[5\]](#) [\[9\]](#)

#### Referral to Law Enforcement and Reporting Requirements

For reporting purposes, the term incident shall mean an instance involving an act of violence; the possession of a weapon; the possession, use, or sale of a controlled substance or drug paraphernalia as defined in the Pennsylvania Controlled Substance, Drug, Device and Cosmetic Act; the possession, use, or sale of alcohol or tobacco; or conduct that constitutes an offense listed under the Safe Schools Act. [\[19\]](#) [\[20\]](#) [\[21\]](#)

The Superintendent or designee shall immediately report required incidents and may report discretionary incidents committed 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 local police department 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 local 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 Behavior Support Plan. [\[16\]](#) [\[18\]](#) [\[1\]](#) [\[20\]](#) [\[22\]](#) [\[23\]](#) [\[24\]](#) [\[25\]](#) [\[26\]](#) [\[27\]](#) [\[28\]](#) [\[29\]](#) [\[2\]](#) [\[30\]](#) [\[31\]](#) [\[32\]](#) [\[33\]](#) [\[3\]](#) [\[6\]](#) [\[9\]](#)

For a student with a disability who does not have a Behavior Support Plan, subsequent to notification to law enforcement, the district shall convene the student's IEP team to consider whether a Behavior Support Plan should be developed to address the student's behavior, in accordance with law, regulations and Board policies. [\[1\]](#) [\[25\]](#) [\[30\]](#) [\[3\]](#)

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 transmit copies of the student's special education and disciplinary records only to the extent that the transmission is permitted by the Family Educational Rights and Privacy Act. [\[20\]](#) [\[23\]](#) [\[24\]](#) [\[25\]](#) [\[28\]](#) [\[33\]](#) [\[34\]](#) [\[35\]](#) [\[9\]](#)

In accordance with state law, the Superintendent shall annually, by July 31, report to the Office for Safe Schools 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. [\[19\]](#) [\[33\]](#)



Book	Board Policy Manual
Section	100 Programs
Title	Screening and Evaluations for Students With Disabilities
Code	113.3
Status	
Legal	<ol style="list-style-type: none"><li>1. <a href="#">22 PA Code 14.122</a></li><li>2. <a href="#">22 PA Code 14.123</a></li><li>3. <a href="#">22 PA Code 14.124</a></li><li>4. <a href="#">22 PA Code 14.125</a></li><li>5. <a href="#">22 PA Code 14.133</a></li><li>6. <a href="#">20 U.S.C. 1414</a></li><li>7. <a href="#">34 CFR 300.226</a></li><li>8. <a href="#">34 CFR 300.301-300.311</a></li><li>9. <a href="#">34 CFR 300.502</a></li><li>10. <a href="#">34 CFR 300.530</a></li><li>11. Pol. 113 - Special Education</li><li>12. Pol. 113.2 - Behavior Support</li><li>13. Pol. 209 - Health Examinations/Screenings</li><li>14. Pol. 113.1 - Discipline of Students with Disabilities</li><li>15. <a href="#">34 CFR 300.300-300.311</a></li><li>16. <a href="#">34 CFR 300.503</a></li><li>17. <a href="#">34 CFR 300.303-300.306</a></li><li>18. <a href="#">34 CFR 300.307-300.311</a></li><li>19. <a href="#">34 CFR 300.303</a></li><li>20. <a href="#">PA Ass'n for Retarded Children (PARC) v. Com. of Pa., 343 F. Supp. 279 (E.D. Pa. 1975)</a></li><li>21. Pol. 138 - English as a Second Language/Bilingual Education Program</li></ol> <p><a href="#">20 U.S.C. 1400 et seq</a></p> <p><a href="#">34 CFR Part 300</a></p> <p><a href="#">Pennsylvania Training and Technical Assistance Network (PaTTAN)</a></p>

## Purpose

The Board adopts this policy to define the minimum requirements for screening; educational evaluations conducted to determine eligibility for special education services, instructional levels and programming requirements for students with disabilities, including functional behavioral assessments; and requirements for independent educational evaluations. [\[1\]](#)[\[2\]](#)[\[3\]](#)[\[4\]](#)[\[5\]](#)[\[6\]](#)[\[7\]](#)[\[8\]](#)[\[9\]](#)[\[10\]](#)[\[11\]](#)[\[12\]](#)

### **Authority**

The Board shall adopt a system of screening that may include early intervening services and must be designed to accomplish identification and initial screening for students prior to district referral for a special education evaluation. The system shall provide support to staff to improve working effectively with students in the general education curriculum, identify students who may require special education services and programs, and must include hearing and vision screening and screening at reasonable intervals to determine whether students are performing at grade appropriate levels in core academic subjects. [\[1\]](#)[\[7\]](#)[\[13\]](#)

Early intervening services shall comply with the requirements of state and federal law and regulations in order to address academic concerns or behaviors that may be impeding success, but which can be resolved through research-based intervention programs in the regular education setting. [\[7\]](#)

The Board authorizes the use of functional behavioral assessments (FBAs) as an evaluation to gather information to understand the purpose of the student's behaviors and to assist with developing a positive Behavior Support Plan. FBAs must be conducted when: [\[5\]](#)[\[10\]](#)[\[11\]](#)[\[14\]](#)[\[12\]](#)

1. A student's behavior interferes with his/her learning or the learning of others and information is necessary to provide appropriate educational programming.
2. A student's behavior violates the Code of Student Conduct and is determined to be a manifestation of a student's disability.
3. A student is placed in an interim alternative educational placement for a qualifying reason permitting such placement for up to forty-five (45) school days for certain offenses.
4. The school contacts law enforcement regarding a student who already has a positive Behavior Support Plan.

FBAs may also constitute part of the initial evaluation to determine eligibility for special education.

The district shall comply with requirements of state and federal laws and regulations when conducting evaluations. [\[2\]](#)[\[6\]](#)[\[15\]](#)[\[9\]](#)[\[16\]](#)

An appropriate evaluation of a student, whether conducted by district staff or individuals not employed by the district, shall consist of the administration of all testing and the use of all assessment procedures required to determine the existence of all legally defined disabilities reasonably suspected by district staff, parents/guardians, or the evaluator. An appropriate evaluation shall assist in determining the content of the IEP to enable a student with a disability to be involved in and progress in the general curriculum.

A student shall be assessed in all areas related to the suspected disability including, as appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status and motor abilities.

A re-evaluation of a student who currently has an IEP shall be conducted as required by state and federal law and regulations. [\[3\]](#)[\[6\]](#)[\[17\]](#)[\[16\]](#)

### **Guidelines**

## Parent/Guardian Requests

Parents/Guardians may request an evaluation at any time. The parent/guardian request must be in writing. If a request is made orally to any professional employee or administrator, that individual shall provide a copy of the permission to evaluate form to the parents/guardians within ten (10) calendar days of the oral request. [1][2]

The evaluation shall be completed and a copy of the evaluation report presented to parents/guardians no later than sixty (60) calendar days after receipt of written parent/guardian consent for an evaluation, exclusive of the period following the last day of the spring school term to the first day of the subsequent fall term.

## Appropriate Evaluations

An appropriate evaluation shall use a variety of assessment tools and strategies to gather relevant functional, developmental and academic information about a student. [2][6][8][9]

An appropriate evaluation shall include:

1. Testing and assessment techniques required in light of information currently available from previous evaluations.
2. Information from parents/guardians and school staff familiar with the performance of the student.
3. The student's education records.

The evaluator shall review all such sources of information prior to conducting testing and assessment. The evaluator shall review assessments conducted by others that indicate how the student is responding to early intervening services and scientific research-based instruction and/or include such assessments as part of his/her evaluation.

To the extent that the results of such instructional assessments are inconsistent with the results of norm or criterion-referenced testing and assessments that the evaluator has administered, the evaluator shall explain the reason for the inconsistency in his/her report, if possible.

When assessing the presence of a specific learning disability, the evaluation shall be consistent with procedures adopted by the district and comply with state and federal law and regulations. [4][18]

Testing and assessment procedures shall be selected and administered to yield valid measurement or assessment of the construct or quality they purport to measure or assess. The evaluator shall administer any testing or assessment procedures in a manner consistent with the requirements and recommendations of the publisher of the test or procedure and in compliance with applicable and authoritatively recognized professional principles and ethical tenets. S/He shall report any factor that might affect the validity of any results obtained.

All assessments and evaluation materials shall be selected and administered so as not to be discriminatory on a racial or cultural basis. Where feasible, assessments and evaluations shall be administered in a language and form most likely to provide accurate information about the student.

The evaluation shall include an observation of the student in an educational setting, unless the student is not currently in such a setting. The evaluator shall obtain information concerning the performance of the student directly from at least one (1) current teacher of the student, unless s/he does not have a current teacher.

The evaluator shall hold an active certification that qualifies the evaluator to conduct that type of



evaluation. If certification is not issued for the particular area of professional practice in which the evaluator is lawfully engaged, the evaluator shall hold such license or other credentials as required for the area of professional practice under state law.

The evaluator shall prepare and sign a full report of the evaluation containing:

1. Clear explanation of the testing and assessment results.
2. Complete summary of all test scores, including, for all standardized testing administered, all applicable full scale or battery scores; domain or composite scores; and subtest scores reported in standard, scaled, or T-score format.
3. Complete summary of all information obtained or reviewed from sources other than testing conducted by the evaluator.
4. Identification of all special education and related services needs and relevant information that directly assists persons in determining the educational needs of the student.
5. Specific, individualized recommendations for consideration by the IEP team for educational programming and placement to enable the student to participate as appropriate in the general education curriculum in the least restrictive environment, as defined by federal and state law and regulations.

### Re-Evaluations

Re-evaluations shall be conducted within the timeframes required by state and federal laws and regulations unless the parent/guardian and the district agree in writing that a re-evaluation is unnecessary. For students with intellectual disability, the re-evaluation cannot be waived. The group of qualified professionals that reviews the evaluation materials to determine whether the child is a student with a disability shall include a certified school psychologist when evaluating a student for autism, emotional disturbance, intellectual disability, multiple disabilities, other health impairment, specific learning disability and traumatic brain injury. [\[3\]](#)[\[19\]](#)[\[20\]](#)

Copies of the re-evaluation report shall be disseminated to parents/guardians at least ten (10) days prior to the meeting of the IEP team unless this requirement is waived in writing.

### Independent Educational Evaluations

A parent/guardian who disagrees with the results or content of an evaluation performed or obtained by the district may request an independent educational evaluation at district expense. A parent/guardian is entitled to only one (1) independent educational evaluation at public expense each time the district conducts an evaluation with which the parent/guardian disagrees. The independent educational evaluation must arise from parents'/guardians' disagreement with the district's most recent evaluations or re-evaluations of the student. The district shall be entitled to a copy of all results of independent educational evaluations conducted at public expense. If an oral request for an independent educational evaluation is made to a professional employee or administrator, that person shall inform the parent/guardian that the request must be in writing. If the native language of the parent/guardian is other than English, the requirement that the parent/guardian make his/her request in writing shall be conveyed by whatever means practicable and in the native language of the parent/guardian. [\[9\]](#)[\[21\]](#)

A written request for an independent educational evaluation at district expense shall be immediately forwarded to the Director of Special Education, who may, upon receipt of the written parent/guardian request, ask that the parent/guardian state his/her reasons for disagreement with the evaluation conducted or proposed by the district. The district cannot require the parent/guardian to do so, and the refusal of the parent/guardian shall not delay the process required by this policy.

The criteria under which the independent educational evaluation at public expense is obtained must be the same as the criteria used by the district in conducting an appropriate evaluation, including the location of the evaluation and the qualifications of the examiner, to the extent those criteria are consistent with the parent's/guardian's right to an independent educational evaluation at public expense. The qualified examiners who conduct the independent educational evaluation may not be employed by the public agency responsible for the education of the student.

Within ten (10) school days of receipt of a request for an independent educational evaluation in writing from a parent/guardian, the Director of Special Education shall either initiate a due process hearing to show that the district's evaluation is appropriate and notify the parent/guardian in writing that s/he has done so or issue to the parent/guardian correspondence containing:

1. Assurance that the district will pay for an independent educational evaluation as long as the evaluation meets all of the requirements of an appropriate evaluation and is in compliance with this policy.
2. Statement that the district will not pay for the evaluation until it receives directly from the evaluator a complete copy of a report of that evaluation and determines that the evaluation is in compliance with this policy.
3. Request that the parents/guardians consider accessing reimbursement for all or part of the evaluation from public or private sources of insurance or reimbursement, together with a clear assurance that the parent/guardian is not required to do so and that the district will pay any cost not covered by such sources.
4. Directions that the parent/guardian is responsible for arranging for the evaluation and ensuring that the evaluator contacts the Director of Special Education to arrange for payment of the evaluation.

Upon request, the district shall provide to parents/guardians information about where an independent educational evaluation may be obtained.

If the evaluation has already been conducted and paid for, the district shall issue correspondence advising the parent/guardian that the district will not reimburse the parent/guardian for the evaluation until it receives a complete and unredacted copy of the report of the evaluation and determines that the evaluation is in compliance with this policy. The district shall require documentation substantiating that the parents/guardians paid for or incurred the obligation to pay for the evaluation without reimbursement from a public or private source of insurance or reimbursement.

The Director of Special Education shall send the correspondence to the parent/guardian by certified mail or by other independently verifiable means of conveyance and enclose a copy of this policy.

The Director of Special Education shall maintain a list of qualified independent evaluators in each of the various disciplines commonly relied upon to provide education-related evaluations and assessments and shall promptly make that list available to any parent/guardian who requests it.



Book	Board Policy Manual
Section	100 Programs
Title	Confidentiality of Special Education Student Information
Code	113.4
Status	

## Legal

1. Pol. 113 - Special Education
2. Pol. 216 - Student Records
3. [34 CFR 300.611-300.627](#)
4. [34 CFR 300.520](#)
5. [34 CFR 300.625](#)
6. [34 CFR 300.611](#)
7. [34 CFR 99.3](#)
8. [20 U.S.C. 1232g](#)
9. [34 CFR 300.32](#)
10. [34 CFR 300.613](#)
11. [34 CFR 99.10](#)
12. [34 CFR 99.4](#)
13. [34 CFR 300.615](#)
14. [34 CFR 99.12](#)
15. [34 CFR 300.616](#)
16. [34 CFR 300.617](#)
17. [34 CFR 99.11](#)
18. [34 CFR 300.614](#)
19. [34 CFR 300.618](#)
20. [34 CFR 99.20](#)
21. [34 CFR 300.510-300.516](#)
22. [34 CFR 300.619](#)
23. [34 CFR 99.21](#)
24. [34 CFR 300.621](#)
25. [34 CFR 99.22](#)
26. [34 CFR 300.620](#)
27. [34 CFR 300.623](#)
28. [34 CFR 300.624](#)
29. [34 CFR 99.30](#)
30. [34 CFR 99.31](#)
31. [34 CFR 300.154](#)
32. [34 CFR 300.622](#)
33. Pol. 113.1 - Discipline of Students with Disabilities
34. Pol. 113.2 - Behavior Support
35. [22 PA Code 10.2](#)
36. [22 PA Code 10.21](#)
37. [22 PA Code 10.22](#)
38. [22 PA Code 10.23](#)
39. [20 U.S.C. 1415](#)
40. [34 CFR 300.535](#)

## **Authority**

The Board recognizes the need to protect the confidentiality of personally identifiable information in the education records of students with disabilities. [1][2]

The district shall maintain a system of safeguards to protect the confidentiality of students' educational records and personally identifiable information when collecting, retaining, disclosing and destroying student special education records, in accordance with Board policy, state requirements, and federal and state law and regulations. [2][3]

The rights provided by this policy apply to parents/guardians of students who receive special education programming and services from the district or an outside program provided through the district. [4][5]

## **Definitions**

**Destruction** shall mean the physical destruction or removal of personal identifiers from information so that the information is no longer personally identifiable. [6]

**Disclosure** shall mean to permit 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 identified as the party that provided or created the record. [7]

**Education records**, for purposes of this policy, shall include the records and information covered under the definition of education records in the Family Educational Rights and Privacy Act (FERPA) and its implementing regulations. [2][7][8]

**Personally identifiable information** includes, but is not limited to: [7][9]

1. The name of a student, the student's parents/guardians 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.

## **Guidelines**

### **Parental Access Rights**

The district shall permit parents/guardians to inspect and review any education records relating to their child(ren) that are collected, retained, or used by the district in connection with providing special education services to the student. [10][11]

The district shall comply with a parental request to inspect and review education records without unnecessary delay and before any meeting regarding an Individualized Education Program (IEP); any impartial due process hearing relating to the identification, evaluation, educational placement,

or the provision of a free and appropriate public education (FAPE) to a student; a hearing related to the discipline of the student; and a resolution meeting.

The district shall presume a parent/guardian has authority to inspect and review records relating to their child unless it has been provided documentation that the requesting parent/guardian does not have this authority under applicable state law. [\[10\]](#)[\[12\]](#)

The district shall comply with a parental request for review within forty-five (45) days following receipt of the request. [\[10\]](#)[\[11\]](#)

A parent's/guardian's right to inspect and review education records includes the right to:

1. A response from the district to reasonable requests for explanations and interpretations of the records;
2. Request that the district provide copies of the records if failure to provide copies would effectively prevent the parent/guardian from exercising the right to inspect and review the records; and
3. Have a representative inspect and review the records.

If an education record includes information on more than one (1) student, the parents/guardians shall have access only to the information relating to their child or shall be informed of the information in the record. [\[13\]](#)[\[14\]](#)

The district shall provide parents/guardians, upon request, a list of the types and locations of education records collected, maintained, or used by the district. [\[15\]](#)

#### Fees

The district may charge a fee for copies of records that are made for parents/guardians so long as the fee does not effectively prevent parents/guardians from exercising their right to inspect and review those records. [\[16\]](#)[\[17\]](#)

The district shall not charge a fee to search for or to retrieve information in response to a parental request.

#### Record of Access

The district shall keep a record of parties obtaining access to education records collected, maintained, or used in providing special education and related services to students with disabilities, except access by parents/guardians and authorized district employees. [\[18\]](#)

The district's record of access shall include the name of the party, the date access was given, and the purpose for which the party is authorized to use the records.

#### Amendment of Records Upon Parental Request

If a parent/guardian believes that information in the student's education records is inaccurate, misleading or violates the privacy or other rights of the student, the parent/guardian may request that the district amend the information. [\[19\]](#)[\[20\]](#)

The district shall decide whether to amend the information within a reasonable period of time from receipt of the request.

If the district declines to amend the information in accordance with a parental request, the district shall inform the parent/guardian of the refusal and advise the parent/guardian of the right to a hearing.

#### Records Hearing

The district shall, on request, provide parents/guardians with an opportunity for a hearing to challenge information in the student's education records to ensure that the information is not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights. The district recognizes that parents/guardians who believe that there is a due process violation relating to an alleged violation of confidentiality may also request a special education due process hearing. [\[21\]](#)[\[22\]](#)[\[23\]](#)

#### Hearing Procedures

A hearing to challenge information in education records must meet the following requirements: [\[24\]](#)[\[25\]](#)

1. The district shall hold the hearing within a reasonable time after receiving the request for a hearing.
2. The district shall give the parent/guardian reasonable advanced written notice of the date, time, and place of the hearing.
3. The hearing may be conducted by any individual, including a district official, who does not have a direct interest in the outcome of the hearing.
4. The district shall give the parent/guardian a full and fair opportunity to present relevant evidence. The parent/guardian may, at their own expense, be assisted or represented by one (1) or more individuals of their choice, including an attorney.
5. The district shall inform parents/guardians of its decision in writing within a reasonable period of time after the hearing.
6. The decision must be based solely on the evidence presented at the hearing, and must include a summary of the evidence and the reasons for the decision.

#### Result of Hearing

If, as a result of the hearing, the district decides that the information is inaccurate, misleading, or otherwise in violation of the student's privacy or other rights, the district shall amend the information accordingly and inform the parent/guardian in writing. [\[23\]](#)[\[26\]](#)

If, as a result of the hearing, the district decides that the information is not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights, the district shall inform the parent/guardian of the parent's/guardian's right to place in the student's records a statement commenting on the information and/or providing any reasons for disagreeing with the district's decision.

Any explanation placed in the student's records shall be:

1. Maintained by the district as part of the student's records as long as the record or contested portion is maintained by the district; and
2. Included with the record or contested portion if the record or contested portion are disclosed to any party.

#### Storage, Retention and Destruction of Information

The district shall store all education records and personally identifiable information of students receiving special education services in such a way as to protect the confidentiality and integrity of the records and information, prevent unauthorized access to and disclosure of records and information, and ensure compliance with other legal and regulatory requirements regarding records retention. [\[27\]](#)

The district shall maintain, for public inspection, a current listing of the names and positions of those district employees who have access to personally identifiable information. [27]

In order to comply with state compliance monitoring requirements, the district shall maintain education records for students receiving special education services for at least six (6) years. [2]

The district shall inform parents/guardians when personally identifiable information collected, maintained, or used is no longer needed to provide educational services to the student. After notice, such information shall be destroyed upon parental request. [28]

No education record shall be destroyed if there is an outstanding request to inspect or review the record or if a litigation hold exists. [11]

The district shall maintain a permanent record of the student's name, address, phone number, grades, attendance record, classes attended, grade level completed, and year completed. [28]

The district shall ensure the destruction of education records in a manner that protects the confidentiality and privacy rights of the student and the student's family. [27]

#### Disclosure to Third Parties

The district shall obtain parental consent before disclosing personally identifiable information to parties other than school district officials with a legitimate educational interest or other educational institutions that provide special education services to the student for the purposes of meeting a requirement of law or regulation unless the information is contained in education records and the disclosure is permitted without parental consent under law and regulations. [2][29][30][31][32][33][34]

Parental consent must be obtained before personally identifiable information is released to officials of participating agencies providing or paying for transition services. [32]

If a student is enrolled, or is going to enroll in a private school that is not located in the district of the parent's/guardian's residence, parental consent must be obtained before any personally identifiable information about the student is released between officials in the district where the private school is located and officials in the district of the parent's/guardian's residence. [32]

#### **Disclosure to Law Enforcement**

When reporting an incident committed by a student with a disability to the appropriate authorities, in accordance with applicable law, regulations and Board policy, 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. [2][8][33][35][36][37][38][39][40][41][42]

#### **Delegation of Responsibility**

In order to maintain the confidentiality of the educational records and personally identifiable information of students with disabilities, the Board designates the Director of Pupil Services to coordinate the district's efforts to comply with this policy and applicable laws and regulations. [27]

All district employees collecting or using personally identifiable information shall receive training or instruction regarding Board policy, administrative regulations, and state and federal law and regulations regarding confidentiality of education records and personally identifiable information. [27]





Book	Board Policy Manual
Section	600 Finances
Title	Federal Fiscal Compliance
Code	626
Status	

## Legal

1. [2 CFR Part 200](#)
2. Pol. 827 - Conflict of Interest
3. Pol. 828 - Fraud
4. Pol. 317 - Conduct/Disciplinary Procedures
5. [2 CFR 200.430](#)
6. Pol. 626.1 - Travel Reimbursement - Federal Programs
7. [24 P.S. 1153](#)
8. Pol. 304 - Employment of District Staff
9. Pol. 319 - Outside Activities
10. Pol. 336 - Personal Necessity Leave
11. Pol. 337 - Vacation
12. Pol. 624 - Taxable Fringe Benefits
13. Pol. 805 - Emergency Preparedness
14. Pol. 813 - Other Insurance
15. [2 CFR 200.333-200.337](#)
16. Pol. 800 - Records Management
17. [34 CFR 75.730-75.732](#)
18. [34 CFR 76.730-76.731](#)
19. [2 CFR 200.336](#)
20. [2 CFR 200.333](#)
21. Pol. 113.4 - Confidentiality of Special Education Student Information
22. Pol. 216 - Student Records
23. Pol. 324 - Personnel Files
24. [2 CFR 200.330-200.331](#)
25. [2 CFR 200.338](#)
26. [2 CFR 200.339](#)
- Pol. 610 - Purchases Subject to Bid/Quotation
- Pol. 611 - Purchases Budgeted
- Pol. 612 - Purchases not Budgeted
- Pol. 613 - Cooperative Purchasing
- Pol. 625 - Procurement Cards

Adopted

June 27, 2016

**Authority**

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

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

**Delegation of Responsibility**

The Board designates the Superintendent as the district contact for all federal programs and funding.

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

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

### **Guidelines**

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

Financial management standards and procedures shall assure that the following responsibilities are fulfilled:

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

### **Standards of Conduct**

The district shall maintain standards of conduct covering conflicts of interest and the actions of employees and school officials engaged in the selection, award and administration of contracts. [2][3]

All employees shall be informed of conduct that is required for federal fiscal compliance and the disciplinary actions that may be applied for violation of Board policies, administrative regulations, rules and procedures. [4]

### **Employees - Time and Effort Reporting**

All district employees paid with federal funds shall document the time they expend in work performed in support of each federal program, in accordance with law. Time and effort reporting

requirements do not apply to contracted individuals. [5]

District employees shall be reimbursed for travel costs incurred in the course of performing services related to official business as a federal grant recipient. [6]

The district shall establish and maintain employee policies and procedures on hiring, benefits and leave and outside activities, as approved by the Board. District procedures on payment of staff shall apply to employees paid with federal funds and shall include payment in extenuating or emergency conditions, in accordance with applicable law, regulations or emergency declarations by state or federal authorities. [7][8][9][10][11][12][13][14]

### Record Keeping

The district shall develop and maintain a Records Management Plan and related Board policy and administrative regulations for the retention, retrieval and disposition of manual and electronic records, including emails. [15][16]

The district shall ensure the proper maintenance of federal fiscal records documenting: [16][17][18]

1. Amount of federal funds.
2. How funds are used.
3. Total cost of each project.
4. Share of total cost of each project provided from other sources.
5. Other records to facilitate an effective audit.
6. Other records to show compliance with federal program requirements.
7. Significant project experiences and results.

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

The district shall provide the federal awarding agency, Inspectors General, the Comptroller General of the United States, and the pass-through entity, or any of their authorized representatives, the right of access to any documents, papers, or other district records which are pertinent to the federal award. The district shall also permit timely and reasonable access to the district's personnel for the purpose of interview and discussion related to such documents. [19]

Records shall be retained for a minimum of five (5) years from the date on which the final Financial Status Report is submitted, or as otherwise specified in the requirements of the federal award, unless a written extension is provided by the awarding agency, cognizant agency for audit, oversight agency for audit or cognizant agency for indirect costs. [20]

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

As part of the Records Management Plan, the district shall develop and maintain a records retention schedule, which shall delineate the record retention format, retention period and method of disposal. [16]

The Records Management Plan shall include identification of staff authorized to access records, appropriate training, and preservation measures to protect the integrity of records and data. [16]

The district shall ensure that all personally identifiable data protected by law or regulations is handled in accordance with the requirements of applicable law, regulations, Board policy and

administrative regulations.[21][22][23]

### Subrecipient Monitoring

In the event that the district awards subgrants, the district shall establish procedures to: [\[24\]](#)


1. Assess the risk of noncompliance.
2. Monitor grant subrecipients to ensure compliance with federal, state, and local laws and Board policy and procedures.
3. Ensure the district's record retention schedule addresses document retention on assessment and monitoring.[16]

### Compliance Violations

Employees and contractors involved in federally funded programs and subrecipients shall be made aware that failure to comply with federal law, regulations or terms and conditions of a federal award may result in the federal awarding agency or pass-through entity imposing additional conditions or terminating the award in whole or in part. [\[25\]](#) [\[26\]](#)

 [626-Attach-Costs\\_Obligations\\_Property.doc \(57 KB\)](#)

 [626-Attach-SubrecipientMonitoring.doc \(54 KB\)](#)

 [626-Attach-AllowabilityofCosts.doc \(89 KB\)](#)

 [626-Attach-CashManagement.docx \(18 KB\)](#)

 [626-Attach-Procurement.doc \(102 KB\)](#)

## **Allowability of Costs – Federal Programs**

Expenditures must be aligned with approved budgeted items. Any changes or variations from the state-approved budget and grant application need prior approval from the state.

### **Delegation of Responsibility**

When determining how the school district will spend its grant funds, the Federal Programs Coordinator will review the proposed cost to determine whether it is an allowable use of federal grant funds *before* obligating and spending those funds on the proposed good or service.

### **Allowability Determinations**

All costs supported by federal education funds must meet the standards outlined in EDGAR, 2 CFR Part 3474 and 2 CFR Part 200, Subpart E, which are listed below. The Federal Programs Coordinator must consider these factors when making an allowability determination. A section entitled, *Helpful Questions for Determining Whether Costs are Allowable*, is located at the end of this document.

Part 200 sets forth general cost guidelines that must be considered, as well as rules for specific types of items, both of which must be considered when determining whether a cost is an allowable expenditure of federal funds. The expenditure must also be allowable under the applicable program statute (e.g., Title I of the Elementary and Secondary Education Act (ESEA), or the Carl D. Perkins Career and Technical Education Act (Perkins)), along with accompanying program regulations, nonregulatory guidance and grant award notifications.

Restrictions in state and local rules or policy also must be considered. For example, travel and other job-related expenses incurred by employees are not allowable unless they also are in compliance with Board Policy 331 (Job Related Expenses) and related administrative regulations.

Whichever allowability requirements are stricter will govern whether a cost is allowable.

General allowability determination factors include the following:

1. **Be Necessary and Reasonable for the performance of the federal award.** A cost is reasonable if, in its nature and amount, it does not exceed that which would be incurred by a prudent person under the circumstances prevailing at the time the decision to incur the cost was made. For example, **reasonable** means that sound business practices were followed, and purchases were comparable to market prices.

When determining reasonableness of a cost, consideration must be given to:

- Whether the cost is a type generally recognized as ordinary and necessary for the operation of the district or the proper and efficient performance of the federal award.

- The restraints or requirements imposed by factors, such as: sound business practices; arm's-length bargaining; federal, state and other laws and regulations; and terms and conditions of the federal award.
- Market prices for comparable goods or services for the geographic area.
- Whether the individual incurring the cost acted with prudence in the circumstances considering responsibilities to the district, its employees, its students, the public at large, and the federal government.
- Whether the district significantly deviates from its established practices and policies regarding the incurrence of costs, which may unjustifiably increase the federal award's cost. (2 CFR Sec. 200.404)

Whether a cost is **necessary** will be determined based on the needs of the program. Specifically, the expenditure must be necessary to achieve an important program objective. A key aspect in determining whether a cost is necessary is whether the district can demonstrate that the cost addresses an existing need, and can prove it. For example, the school entity may deem a language skills software program necessary for a Language Instruction Education Program.

When determining whether a cost is necessary, consideration may be given to:

- Whether the cost is needed for the proper and efficient performance of the federal award program.
  - Whether the cost is identified in the approved budget or application.
  - Whether there is an educational benefit associated with the cost.
  - Whether the cost aligns with identified needs based on results and findings from a needs assessment.
  - Whether the cost addresses program goals and objectives and is based on program data.
2. **Allocable to the federal award.** A cost is allocable to the federal award if the goods or services involved are chargeable or assignable to the federal award in accordance with the relative benefit received. This means that the federal grant program derived a benefit in proportion to the funds charged to the program. (2 CFR Sec. 200.405)

For example, if fifty percent (50%) of a teacher's salary is paid with grant funds, then that teacher must spend at least fifty percent (50%) of his/her time on the grant program.

3. **Consistent with policies and procedures that apply uniformly to both federally-financed and other activities of the school entity.**

4. **Conform to any limitations or exclusions set forth as cost principles in Part 200 or in the terms and conditions of the federal award.**
5. **Consistent treatment.** A cost cannot be assigned to a federal award as a direct cost if any other cost incurred for the same purpose in like circumstances has been assigned as an indirect cost under another award.
6. **Adequately documented.** All expenditures must be properly documented.
7. **Be calculated in accordance with generally accepted accounting principles (GAAP), unless provided otherwise in Part 200.**
8. **Not included as a match or cost-share, unless the specific federal program authorizes federal costs to be treated as such.** Some federal program statutes require the nonfederal entity to contribute a certain amount of nonfederal resources to be eligible for the federal program.
9. **Be the net of all applicable credits.** The term “applicable credits” refers to those receipts or reduction of expenditures that operate to offset or reduce expense items allocable to the federal award. Typical examples of such transactions are: purchase discounts; rebates or allowances; recoveries or indemnities on losses; and adjustments of overpayments or erroneous charges. To the extent that such credits accruing to or received by the state relate to the federal award, they shall be credited to the federal award, either as a cost reduction or a cash refund, as appropriate. (2 CFR Sec. 200.406)

### **Selected Items of Cost**

Subpart E of Part 200 sets forth principles to be applied in establishing the allowability of fifty-five (55) specific cost items (commonly referred to as Selected Items of Cost), at 2 CFR Sec. 200.420-200.475. These specific cost items are listed in the chart below along with the citation to the section of Subpart E addressing the allowability of that item. These principles are in addition to the other general allowability standards, and apply whether or not a particular item of cost is properly treated as direct cost or indirect (F&A) cost. Meeting the specific criteria for a listed item does not by itself mean the cost is allowable, as it may be unallowable under other standards or for other reasons, such as restrictions contained in the terms and conditions of a particular grant or restrictions established by the state or in Board policy. If an item is unallowable for any of these reasons, federal funds cannot be used to purchase it.

School district personnel responsible for spending federal grant funds and for determining allowability must be familiar with and refer to the Part 200 selected items of cost section. These rules must be followed when charging these specific expenditures to a federal grant. When applicable, employees must check costs against the selected items of cost requirements to ensure the cost is allowable, and also check state, district and program-specific rules.

The selected item of cost addressed in Part 200 includes the following (in alphabetical order):



<b>Item of Cost</b>	<b>Citation of Allowability Rule</b>
Advertising and public relations costs	2 CFR § 200.421
Advisory councils	2 CFR § 200.422
Alcoholic beverages	2 CFR § 200.423
Alumni/ae activities	2 CFR § 200.424
Audit services	2 CFR § 200.425
Bad debts	2 CFR § 200.426
Bonding costs	2 CFR § 200.427
Collection of improper payments	2 CFR § 200.428
Commencement and convocation costs	2 CFR § 200.429
Compensation – personal services	2 CFR § 200.430
Compensation – fringe benefits	2 CFR § 200.431
Conferences	2 CFR § 200.432
Contingency provisions	2 CFR § 200.433
Contributions and donations	2 CFR § 200.434
Defense and prosecution of criminal and civil proceedings, claims, appeals and patent infringements	2 CFR § 200.435
Depreciation	2 CFR § 200.436
Employee health and welfare costs	2 CFR § 200.437
Entertainment costs	2 CFR § 200.438
Equipment and other capital expenditures	2 CFR § 200.439
Exchange rates	2 CFR § 200.440
Fines, penalties, damages and other settlements	2 CFR § 200.441
Fund raising and investment management costs	2 CFR § 200.442
Gains and losses on disposition of depreciable assets	2 CFR § 200.443

General costs of government	2 CFR § 200.444
Goods and services for personal use	2 CFR § 200.445
Idle facilities and idle capacity	2 CFR § 200.446
Insurance and indemnification	2 CFR § 200.447
Intellectual property	2 CFR § 200.448
Interest	2 CFR § 200.449
Lobbying	2 CFR § 200.450
Losses on other awards or contracts	2 CFR § 200.451
Maintenance and repair costs	2 CFR § 200.452
Materials and supplies costs, including costs of computing devices	2 CFR § 200.453
Memberships, subscriptions, and professional activity costs	2 CFR § 200.454
Organization costs	2 CFR § 200.455
Participant support costs	2 CFR § 200.456
Plant and security costs	2 CFR § 200.457
Pre-award costs	2 CFR § 200.458
Professional services costs	2 CFR § 200.459
Proposal costs	2 CFR § 200.460
Publication and printing costs	2 CFR § 200.461
Rearrangement and reconversion costs	2 CFR § 200.462
Recruiting costs	2 CFR § 200.463
Relocation costs of employees	2 CFR § 200.464
Rental costs of real property and equipment	2 CFR § 200.465
Scholarships and student aid costs	2 CFR § 200.466
Selling and marketing costs	2 CFR § 200.467
Specialized service facilities	2 CFR § 200.468
Student activity costs	2 CFR § 200.469

Taxes (including Value Added Tax)	2 CFR § 200.470
Termination costs	2 CFR § 200.471
Training and education costs	2 CFR § 200.472
Transportation costs	2 CFR § 200.473
Travel costs	2 CFR § 200.474
Trustees	2 CFR § 200.475

*Helpful Questions for Determining Whether Costs are Allowable -*

In addition to applying the cost principles and standards described above, district staff involved in expending federal funds should ask the following questions when assessing the allowability of a particular cost:

1. Is the proposed cost allowable under the relevant program?
2. Is the proposed cost consistent with an approved program plan and budget?
3. Is the proposed cost consistent with program specific fiscal rules? For example, the school entity may be required to use federal funds only to supplement the amount of funds available from nonfederal (and possibly other federal) sources, or only as a match for funds from nonfederal sources.
4. Is the proposed cost consistent with EDGAR?
5. Is the proposed cost consistent with specific conditions imposed on the grant (if applicable)?
6. Is the proposed cost consistent with the underlying needs of the program? For example, program funds must benefit the appropriate population of students for which they are allocated. This means that, for instance, funds allocated under Title III of the Elementary and Secondary Education Act (ESEA) governing language instruction programs for English Learner (EL) students must only be spent on EL students and cannot be used to benefit non-EL students.
7. Will the cost be targeted at addressing specific areas of weakness that are the focus of the program, as indicated by available data?

Any questions related to specific costs should be forwarded to the Business Manager, who shall consult with the school solicitor for clarification as appropriate.

## **Cash Management – Federal Programs**

Generally, the school district receives payment from the Pennsylvania Department of Education (PDE) on a reimbursement basis. In some circumstances, the district may receive an advance of federal grant funds. This attachment addresses responsibilities of the district and district staff under those alternative payment methods. In either case, the district shall maintain accounting methods and internal controls and procedures that assure those responsibilities are met.

### **Payment Methods**

#### **Reimbursements -**

The school district will initially charge federal grant expenditures to nonfederal funds.

The Federal Programs Coordinator will request reimbursement for actual expenditures incurred under the federal grants quarterly.

Such requests shall be submitted with appropriate documentation and signed by the requestor.

Requests for reimbursements will be approved by the Federal Programs Coordinator.

Reimbursement will be submitted on the appropriate form to the PDE portal. All reimbursements are based on actual disbursements, not on obligations. PDE will process reimbursement requests within the timeframes required for disbursement.

Consistent with state and federal requirements, the school district will maintain source documentation supporting the federal expenditures (invoices, time sheets, payroll stubs, etc.) and will make such documentation available for PDE to review upon request.

Reimbursements of actual expenditures do not involve interest calculations.

#### **Advances -**

When the district receives advance payments of federal grant funds, it must minimize the time elapsing between the transfer of funds to the district and the expenditure of those funds on allowable costs of the applicable federal program. (2 CFR Sec. 200.305(b)) The district shall attempt to expend all advances of federal funds within seventy-two (72) hours of receipt.

When applicable, the district shall use existing resources available within a program before requesting additional advances. Such resources include program income (including repayments to a revolving fund), rebates, refunds, contract settlements, audit recoveries, and interest earned on such funds. (2 CFR Sec. 305(b)(5))

The district shall hold federal advance payments in insured, interest-bearing accounts.

The school district is permitted to retain for administrative expense up to \$500 per year of interest earned on federal grant cash balances. Regardless of the federal awarding agency, interest earnings exceeding \$500 per year shall be remitted annually to the Department of Health and Human Services Payment Management System (PMS) through an electronic medium using

either Automated Clearing House (ACH) network or a Fedwire Funds Service payment. (2 CFR Sec. 200.305(b)(9))

Pursuant to federal guidelines, interest earnings shall be calculated from the date that the federal funds are drawn down from the G5 system until the date on which those funds are disbursed by the district. Consistent with state guidelines, interest accruing on total federal grant cash balances shall be calculated on cash balances per grant and applying the actual or average interest rate earned.

Remittance of interest shall be responsibility of the Business Manager.

## **Administration of Federal Funds Type of Costs, Obligations and Property Management**

The district establishes and maintains Board policies, administrative regulations and procedures on administration of federal funds in federal programs as required by the Uniform Grant Guidance and other federal, state and local laws, regulations and requirements. The district's financial management system includes internal controls and grant management standards in the following areas.

### Direct and Indirect Costs

**Direct costs** – costs that can be identified specifically with a particular final cost objective, such as a federal award, or other internally or externally funded activity, or that can be directly assigned to such activities relatively easily with a high degree of accuracy.

**Indirect costs** – costs incurred for a common or joint purpose benefiting more than one (1) cost objective, and not readily assignable to the cost objectives specifically benefitted, without effort disproportionate to the results achieved.

Costs incurred for the same purpose in like circumstances must be treated consistently as either direct or indirect costs. (2 CFR Sec. 200.405, 200.413)

Identification with the federal award rather than the nature of the goods and services involved is the determining factor in distinguishing direct from indirect costs.

Direct and indirect costs shall be determined in accordance with law, regulations, the terms and conditions of the federal award, and the district's negotiated indirect cost rate.

The district shall develop an indirect cost rate proposal and cost allocation plan in accordance with law, regulations and the terms and conditions of the federal award.

### Timely Obligation of Funds

**Obligations** – orders placed for property and services, contracts and subawards made, and similar transactions during a given period that require payment by the district during the same or a future period.

The following table illustrates when funds must be obligated under federal regulations:

<b>Obligation is for:</b>	<b>Obligation is made:</b>
Acquisition of property	On the date on which the district makes a binding written commitment to acquire the property
Personal services by a district employee	When the services are performed

Personal services by a contractor who is not a district employee	On the date on which the district makes a binding written commitment to obtain the services
Public utility services	When the district receives the services
Travel	When the travel occurs
Rental of property	When the district uses the property
A pre-agreement cost that was properly approved by the Secretary under the cost principles in 2 CFR Part 200, Subpart E - Cost Principles	On the first day of the project period

34 CFR §75.707; 34 CFR §76.707

All obligations must occur between the beginning and ending dates of the federal award project, which is known as the period of performance. The period of performance is dictated by law and regulations and will be indicated in the federal award. Specific requirements for carryover funds may be specified in the federal award and must be adhered to by the district. (2 CFR Sec. 200.77, 200.309)

The district will handle obligations and carry over of state-administered and direct grants in accordance with state and federal law and regulations, and the terms and conditions of the federal award. Carryover will be calculated and documented by the Business Manager.

The district may exercise an extension of the period of performance under a direct grant in accordance with law, regulations and the terms and conditions of the federal award when written notice is provided to the federal awarding agency at least ten (10) calendar days prior to the end of the period of performance. (2 CFR Sec. 200.308(d)(2))

The Federal Programs Coordinator will decide when an extension of the period of performance is necessary and will recommend that the Superintendent approve this process.

The Federal Programs Coordinator will develop the required written notice, including the reasons for the extension and revised period of performance; the notice will be issued no later than ten (10) calendar days prior to the end of the currently documented period of performance in the federal award.

The district must seek approval from the federal awarding agency for an extension of the period of performance when the extension is not contrary to federal law or regulations, and the following conditions apply:

1. The terms and conditions of the federal award prohibit the extension;
2. The extension requires additional federal funds; or
3. The extension involves any change in the approved objectives or scope of the project. (2 CFR Sec. §200.308)

The Superintendent will determine when an extension must be requested for approval by the federal awarding agency, draft the written request and notify the Board of the requested extension.

### Management of Property Acquired With Federal Funds

#### *Contract and Purchasing Administration -*

The district maintains internal controls, administrative regulations and procedures to ensure that contractors deliver goods and services in accordance with the terms, conditions and specifications of the designated contract, purchase order or requisition.

#### *Property Classifications -*

Property shall be classified as **equipment, supplies, computing devices and capital assets** as defined and specified in accordance with law, regulations and Board policy. (Pol. 622)

#### *Inventory Control/Management -*

All property purchased with federal funds, regardless of cost, will be inventoried as a safeguard.

Inventory will be received by the department or program requesting the item; designated staff will inspect the property, compare it to the applicable purchase order or requisition, and ensure it is appropriately logged and tagged in the district's property management system.

Items acquired will be physically labeled by source of funding and acquisition date.

Inventory records of equipment and computing devices must be current and available for review and audit, and include the following information:

1. Description of the item, including any manufacturer's model number.
2. Manufacturer's serial number or other identification number.
3. Identification of funding source.
4. Acquisition date and unit cost.
5. Source of items, such as company name.
6. Percentage of federal funds used in the purchase.
7. Present location, use, condition of item, and date information was reported.
8. Pertinent information on the ultimate transfer, replacement or disposition of the item and sale price of the property.

Inventory will be updated as items are sold, lost or stolen, or cannot be repaired, and new items are purchased.



### *Physical Inventory -*

Physical inventory of property will be completed by designated district staff in accordance with applicable federal and state law and regulation and Board policy. (Pol. 622, 706)

The physical inventory of items will be conducted annually, and the results will be reconciled with the inventory records and reported to the federal awarding agency.

### *Maintenance -*

The district establishes adequate maintenance procedures to ensure that property is maintained in good condition in accordance with law, regulation and Board policy. (Pol. 704, 708, 710)

### *Safeguards -*

The district ensures that adequate safeguards are in place to prevent loss, damage or theft of property:

1. Any loss, damage or theft will be reported to the Superintendent, and investigated and fully documented, and may be reported to local law enforcement.
2. If stolen items are not recovered, the district will submit copies of the investigative report and insurance claim to the federal awarding agency.
3. The district may be responsible for replacing or repairing lost, damaged, destroyed or stolen items.
4. Replaced equipment is property of the originally funded program and should be inventoried accordingly.
5. District property may only be loaned in accordance with Board policy and administrative regulations. (Pol. 707, 708, 710)

### *Disposition of Property Acquired with Federal Funds –*

When the district determines that real property, including land, land improvements structures and accessories thereto, acquired under a federal award is no longer needed for the originally authorized purpose, the district must obtain disposition instructions from the federal awarding agency or pass-through entity administering the program, in accordance with applicable law and regulations. (2 CFR Sec. 200.311)

When the district determines that equipment or supplies acquired under a federal award are no longer needed for the original project or program or for other activities currently or previously supported by a federal awarding agency, the Federal Programs Coordinator will contact the federal awarding agency or pass-through entity administering the program to obtain disposition instructions, based on the fair market value of the equipment or supplies.

Generally, items with a fair market value of \$5,000 or less that are no longer effective may be retained, sold, purged, or transferred to the district. For items with a fair market value greater than \$5,000, the federal awarding agency is entitled to the federal share of the current market value or sales proceeds.

If the district will be replacing the equipment or supplies, the district may use the existing equipment or supplies as a trade-in or sell the property and use the proceeds to offset the cost of the replacement property. The Federal Programs Coordinator will be responsible for contacting the federal awarding agency and determining the process for disposition of equipment or supplies.

The district may use the following methods in disposing of unnecessary equipment or supplies acquired with federal funds:

Public auction and/or online sale – generally conducted by a licensed auctioneer.

Salvage – scrap sold to local dealers.

Negotiated sale – normally used when disposing of items of substantial value.

Sealed bid – normally used for items of substantial value or unique qualities.

Pre-priced sale – large quantities of obsolete or surplus equipment or supplies may be sold by this method.

Donation to charitable organizations, for equipment or supplies with little to no value.

Disposition to trash for equipment or supplies with no value.

The Business Manager will be responsible for maintaining records of obsolete and surplus property disposed of, and will report to the federal awarding agency when required.

## Procurement – Federal Programs

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

<b>2020 Procurement Thresholds</b>		
PA State Quotation Threshold	<b>\$11,300</b>	Adjusted based on Consumer Price Index published in PA Bulletin (24 P.S. Sec. 120)
PA State Bid Threshold	<b>\$21,000</b>	Adjusted based on Consumer Price Index published in PA Bulletin (24 P.S. Sec. 120)
Federal Micro-Purchase Threshold	<b>\$10,000</b>	Adjusted periodically and published in Federal Register (48 CFR Subpart 2.1) or through guidance of the federal Office of Management and Budget
Federal Simplified Acquisition Threshold	<b>\$250,000</b>	Adjusted periodically and published in Federal Register (48 CFR Subpart 2.1) or through guidance of the federal Office of Management and Budget

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

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

### **Responsibility for Purchasing**

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

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

## **Purchase Methods**

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

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

The district shall use purchase orders for purchase requests in accordance with the applicable purchase method.

The district shall use electronic purchasing records, which are pre-numbered and are accessible to designated purchasing staff in the district office.

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

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

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

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

Contracts shall be reviewed by the school solicitor prior to submission to the Board for approval.

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

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

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

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

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

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

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

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

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

### **Small Purchase Procedures**

For purposes of this procedure, **small purchase procedures** are those relatively simple and informal procurement methods for securing equipment or supplies that cost more than the amount qualifying as a micro-purchase and do not cost \$21,000 or more, or in the case of services other than construction, maintenance or repair on school facilities, where the total cost does not exceed the \$250,000 federal Simplified Acquisition Threshold at which formal competitive bidding or competitive proposals are required. Small purchase procedures cannot be used for purchases of equipment or supplies or for construction, repair or maintenance services

costing \$21,000 or more because the School Code requires formal competitive bidding at that level of cost.

The base amount at which bidding is required under state law for purchases of equipment, supplies and construction, maintenance or repair services on school facilities is adjusted for inflation annually, and the adjusted amount most recently determined and published in the Pennsylvania Bulletin shall apply if other than \$21,000. (24 P.S. Sec. 120)

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

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

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

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

### **Formal Competitive Bidding**

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

For purchases of equipment or supplies, or of services for construction, maintenance or repairs of school facilities, sealed competitive bids are publicly solicited and awarded to the lowest responsive and responsible bidder as provided in Policy 610 when the total cost is estimated to be \$21,000 or more. (Pol. 610)

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

State law does not require bidding for the purchase of services other than construction, maintenance or repairs on school facilities regardless of total cost. For procurement of such other services for federally funded purposes to which the Uniform Grant Guidance applies, formal

competitive bidding or competitive proposals will be used when the estimated total cost will be at or over the federal threshold of \$250,000.

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

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

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

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

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

### **Competitive Proposals**

State law does not require public school entities to solicit competitive bids for services other than construction, repairs or maintenance of school facilities, for which competitive bidding is required if the cost will be a base amount of \$21,000 or more. State law allows competitive proposals relating to work on facilities in lieu of bidding only in the context of guaranteed energy savings contracts.

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

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

When permitted, the technique of competitive proposals is normally conducted with more than one (1) source submitting an offer, and either a fixed price or cost-reimbursement type contract is awarded. Competitors' qualifications are evaluated and the most qualified competitor is selected, subject to negotiation of fair and reasonable compensation. The district shall comply with other applicable state and federal law and regulations, Board policy and administrative regulations regarding purchasing; the district may consult with the school solicitor or other qualified counsel in determining the required process for purchasing through competitive proposals when necessary.

If this method is used, the following requirements apply:

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

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

Competitive proposals shall be evaluated by the Business Manager based on factors including but not limited to:

1. Cost.

Experience of contractor.

Availability.

Personnel qualifications.

Financial stability.

Project management expertise.

Understanding of district needs.

Evaluations shall be completed in a timely manner, documented and shall be reviewed by the Superintendent.



## **Contract/Price Analysis**

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

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

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

## **Negotiated Profit**

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

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

When profit must be negotiated as a separate element of the total price, it shall be negotiated by the Business Manager.

## **Noncompetitive Proposals (Sole Sourcing)**

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

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

4. After solicitation of a number of sources, the district determines the competition is inadequate.

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

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

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

### **Purchase Cards**

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

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

### **Full and Open Competition**

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

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

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

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

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

### **Geographical Preferences Prohibited**

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

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

### **Prequalified Lists**

The district must ensure that all prequalified lists of persons, firms, or products which are used in acquiring goods and services are current and include enough qualified sources to ensure

maximum open and free competition. Also, the district must not preclude potential bidders from qualifying during the solicitation period.

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

### **Solicitation Language**

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

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

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

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

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

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

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

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

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

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

### **Debarment and Suspension**

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

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

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

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

### **Maintenance of Procurement Records**

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

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

### **Time and Materials Contracts**

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

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

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

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

### **Protest Procedures to Resolve Dispute**

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

### **Food Service Program Notes:**

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

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

#### *Geographic Preferences -*

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

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

*Buy American -*

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

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

*Mandatory Contract Clauses -*

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

1. Allowable costs will be paid from the nonprofit school food service account to the contractor net of all discounts, rebates and other applicable credits accruing to or received by the contractor or any assignee under the contract, to the extent those credits are allocable to the allowable portion of the costs billed to the school food authority;
2. (a) The contractor must separately identify for each cost submitted for payment to the school food authority the amount of that cost that is allowable (can be paid from the nonprofit school food service account) and the amount that is unallowable (cannot be paid from the nonprofit school food service account); or  
  
(b) The contractor must exclude all unallowable costs from its billing documents and certify that only allowable costs are submitted for payment and records have been

established that maintain the visibility of unallowable costs, including directly associated costs in a manner suitable for contract cost determination and verification;

3. The contractor's determination of its allowable costs must be made in compliance with the applicable departmental and program regulations and Office of Management and Budget cost circulars;
4. The contractor must identify the amount of each discount, rebate and other applicable credit on bills and invoices presented to the school food authority for payment and individually identify the amount as a discount, rebate, or in the case of other applicable credits, the nature of the credit. If approved by the state agency, the school food authority may permit the contractor to report this information on a less frequent basis than monthly, but no less frequently than annually;
5. The contractor must identify the method by which it will report discounts, rebates and other applicable credits allocable to the contract that are not reported prior to conclusion of the contract; and
6. The contractor must maintain documentation of costs and discounts, rebates and other applicable credits, and must furnish such documentation upon request to the school food authority, the state agency, or the department.

*Contracts with Food Service Management Companies -*

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

*Pre-Plated Meals -*

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



## **Grant Subrecipient Monitoring Procedures – Federal Programs**

In the event the district disperses federal funds received through a federal award to other entities and assigns responsibilities to the outside entity to conduct a portion of the work, the district shall be responsible for determining, on a case-by-case basis, whether the agreement with such entity places the outside entity in the role of a subrecipient receiving a subaward of federal funding, or the role of a contractor.

If the district grants subawards of federal funding to other entities as subrecipients, the district shall be responsible for:

1. Evaluating the entity for risk of noncompliance to determine appropriate monitoring practices.
2. Monitoring the subrecipient entity's implementation to ensure compliance with federal, state and local laws, conditions of the federal funding award, and Board policy and procedures.
3. Notifying the subrecipient entity of identified deficiencies found during the monitoring process and ensuring that identified deficiencies are corrected.
4. Documenting and retaining records on subrecipient identification, notification, evaluation, monitoring and corrective actions taken.

### Definitions

For purposes of policies and procedures related to federal programs, the following definitions shall apply:

**Contract** – a legal instrument by which a non-federal entity purchases property or services needed to carry out the project or program under a federal award. The term as used here does not include a legal instrument, even if the entity considers it a contract, when the substance of the transaction meets the definition of a federal program award or subaward. (2 CFR 200.22)

**Contractor** – an entity that receives a contract, as defined in law and regulations, by which a non-federal entity purchases property or services needed to carry out the project or program under a federal award. (2 CFR 200.23)

**Pass-through entity** – a non-federal entity that provides a subaward to a subrecipient to carry out part of a federal program. The district serves as the pass-through entity in cases where it awards federal funding to a subrecipient as defined in this procedure. (2 CFR 200.74)

**Subaward** – an award provided by a pass-through entity to a subrecipient in order to carry out part of a federal award received by the pass-through entity. It does not include payments to a contractor or payments to an individual that is a beneficiary of a federal program. A subaward may be provided through any form of legal agreement, including an agreement that the pass-through entity considers a contract. (2 CFR 200.92)

**Subrecipient** – a non-federal entity that receives a subaward to carry out part of a federal program; but does not include an individual that is a beneficiary of such program. (A subrecipient may also be a recipient of other federal awards directly from a federal awarding agency.) (2 CFR 200.93)

Subrecipient Versus Contractor

The district must determine, on a case-by-case basis, whether an entity receiving funds from the district as part of a federal funding program serves in a role of subrecipient or contractor. (2 CFR 200.330)

The Federal Programs Coordinator shall be responsible for analyzing the criteria listed in the chart below and evaluating the relationship with the entity based on the substance of the legal agreement, rather than the form of the agreement. The Federal Programs Coordinator may consult with the school solicitor or other qualified counsel in making such determination.

Subrecipient	Contractor
Creates a Federal assistance relationship	Purpose is to obtain goods and services for the non-Federal entity's own use and creates a procurement relationship
Determines who is eligible to receive what Federal assistance	Provides the goods and services within normal business operations
Has its performance measured in relation to whether objectives of a Federal program were met	Provides similar goods or services to many different purchasers
Has responsibility for programmatic decision making	Normally operates in a competitive environment
Is responsible for adherence to applicable Federal program requirements specified in the Federal award; and	Provides goods or services that are ancillary to the operation of the Federal program; and
In accordance with its agreement, uses the Federal funds to carry out a program for a public purpose specified in authorizing statute, as opposed to providing goods or services for the benefit of the pass-through entity (PTE)	Is not subject to compliance requirements of the Federal program as a result of the agreement, though similar requirements may apply for other reasons

\*chart provided by © American Institute of CPAs (AICPA)

The district shall notify subrecipients that they have been identified as a subrecipient and that the funding qualifies as a subaward. The district shall provide the subrecipient with the following information as specified at 2 CFR Sec. 200.331(a) regarding the federal funding award, and any subsequent changes:

- 1) Federal Award Identification information, including:
  - (i) Subrecipient name (which must match the name associated with its unique entity identifier);

- (ii) Subrecipient's unique entity identifier;
  - (iii) Federal Award Identification Number (FAIN);
  - (iv) Federal Award Date (see §200.39 federal award date) of award to the recipient by the federal agency;
  - (v) Subaward Period of Performance Start and End Date;
  - (vi) Amount of Federal Funds Obligated by this action by the pass-through entity to the subrecipient;
  - (vii) Total Amount of Federal Funds Obligated to the subrecipient by the pass-through entity including the current obligation;
  - (viii) Total Amount of the Federal Award committed to the subrecipient by the pass-through entity;
  - (ix) Federal award project description, as required to be responsive to the Federal Funding Accountability and Transparency Act (FFATA);
  - (x) Name of federal awarding agency, pass-through entity, and contact information for awarding official of the pass-through entity;
  - (xi) CFDA Number and Name; the pass-through entity must identify the dollar amount made available under each federal award and the CFDA number at time of disbursement;
  - (xii) Identification of whether the award is R&D; and
  - (xiii) Indirect cost rate for the federal award (including if the de minimis rate is charged per §200.414 Indirect (F&A) costs).
- 2) All requirements imposed by the pass-through entity on the subrecipient so that the federal award is used in accordance with federal statutes, regulations and the terms and conditions of the federal award;
  - 3) Any additional requirements that the pass-through entity imposes on the subrecipient in order for the pass-through entity to meet its own responsibility to the federal awarding agency including identification of any required financial and performance reports;
  - 4) An approved federally recognized indirect cost rate negotiated between the subrecipient and the federal government or, if no such rate exists, either a rate negotiated between the pass-through entity and the subrecipient (in compliance with this part), or a de minimis indirect cost rate as defined in §200.414 Indirect (F&A) costs, paragraph (f);

- 5) A requirement that the subrecipient permit the pass-through entity and auditors to have access to the subrecipient's records and financial statements as necessary for the pass-through entity to meet the requirements of this part; and
- 6) Appropriate terms and conditions concerning closeout of the subaward.

### Evaluation of Risk

The district shall evaluate each subrecipient's risk of noncompliance with law, regulations and the terms and conditions of the subaward to determine appropriate monitoring practices. (2 CFR 200.331)

The Federal Programs Coordinator or designee shall be responsible for evaluating risk based on the following factors:

1. The subrecipient's prior experience with the same or similar subawards;
2. The results of previous audits, including whether the subrecipient receives a single audit and the extent to which the same or similar subaward has been audited;
3. Whether the subrecipient has new personnel, or new or substantially changed systems and processes;
4. The extent and results of any federal award agency's monitoring of the subrecipient.

The Federal Programs Coordinator or designee shall request adequate documentation from the subrecipient to conduct the evaluation of risk; such documentation may include, but shall not be limited to, audit reports, financial reports, policies and procedures, detailed descriptions or users' guides of current systems and processes.

The district shall evaluate subrecipients for risk of noncompliance as specified in the legal agreement or contract.

Based on the results of the risk evaluation, the district may consider imposing specific conditions on implementation of the subaward, in accordance with applicable law and regulations. (2 CFR 200.207, 200.331)

### Monitoring

The district shall monitor the implementation and activities of each subrecipient as necessary to ensure that the subaward is used for authorized purposes, in accordance with law, regulations and the terms and conditions of the subaward. The district shall notify subrecipients of monitoring requirements, and may provide technical assistance to subrecipients in complying with monitoring requirements.

As part of the monitoring process, the district shall complete the following steps: (2 CFR 200.331)

1. Review financial and performance reports required by the district.
2. Follow-up and ensure that the subrecipient takes timely and appropriate action on all deficiencies pertaining to the subaward detected during monitoring through audits, on-site reviews and other means.
3. Issue a management decision for audit findings pertaining to the subaward provided to the subrecipient, in accordance with applicable law and regulations. (2 CFR 200.521)

*Monitoring –*

The Federal Programs Coordinator or designee shall be responsible for monitoring of subrecipients. Monitoring activities may include, but shall not be limited to:

1. Review of progress reports, financial reports and data quality.
2. On-site visits.
3. Review of federal or state debarment lists.
4. Review of other agreed-upon procedures specified in the legal agreement or contract. (2 CFR 200.425)

The district shall verify that subrecipients are audited as required by applicable law and regulations. (2 CFR 200.331, 2 CFR 200.500-200.521, Pol. 619)

*Follow-Up Actions –*

The Federal Programs Coordinator or designee shall provide subrecipients with written documentation detailing their monitoring results and listing any identified deficiencies. The district shall consider whether the results of monitoring indicate the need to revise existing district policy and procedures. (2 CFR 200.331)

The district shall require subrecipients to take immediate action on issues involving ineligible or illegal use of federal funding, and notify the district of corrective action taken.

The district shall require subrecipients to develop a corrective action plan to address other identified deficiencies or noncompliance issues; such plan shall be submitted to the district as specified in the agreed-upon procedures, and the district shall evaluate and monitor the activities taken by the subrecipient under the corrective action plan. The district may provide technical assistance and/or training to subrecipients in complying with corrective action requirements.

The Federal Programs Coordinator or designee shall maintain all documentation on monitoring of subrecipients and corrective action taken during the monitoring process.

The district shall report issues of noncompliance to the appropriate federal agency where required by law, regulations, or requirements of the federal funding program.

*Remedies for Noncompliance –*

When monitoring activities identify issues of noncompliance that are not addressed through corrective action, the district may take the following actions: (2 CFR 200.331, 200.338)

1. Impose specific conditions on the subrecipient, in accordance with applicable law and regulations. (2 CFR 200.207)
2. Temporarily withhold cash payments, in accordance with applicable law and regulations.
3. Disallow or deny use of funds for all or part of the cost of the activity or action not in compliance.
4. Wholly or partially suspend or terminate the agreement for the federal award.
5. Recommend that the federal agency initiate suspension and debarment proceedings.
6. Withhold further awards or agreements for the project or program.
7. Take other remedies legally available, in consultation with the school solicitor or other qualified counsel.

Record Retention

The Federal Programs Coordinator shall ensure that all documentation regarding subrecipient identification, notification, evaluation, monitoring activities and corrective action is maintained in accordance with Board policy and procedures. (Pol. 800)

Records shall be retained in accordance with applicable law, regulations, specific requirements of the federal program and the district's records retention schedule. (2 CFR 200.333-200.337, Pol. 800)



Book	Board Policy Manual
Section	300 Employees
Title	Attendance and Tardiness
Code	318
Status	
Legal	<ol style="list-style-type: none"><li>1. 24 P.S. 510</li><li>2. Pol. 332 - Working Periods</li><li>3. Pol. 334 - Sick Leave</li><li>4. Pol. 335 - Family and Medical Leave</li><li>5. Pol. 336 - Personal Necessity Leave</li><li>6. Pol. 339 - Uncompensated Leave</li></ol>

### **Authority**

Punctual and reliable attendance by administrative, professional and support employees is essential for the operation of district schools. Therefore, a prerequisite for efficient performance of job functions by employees is the punctual commencement and proper completion of all assigned duties. [\[1\]](#)[\[2\]](#)

The district shall establish processes for staff to report unexpected absences, which shall be addressed in accordance with Board policy and an applicable individual contract, collective bargaining agreement or Board resolution. [\[3\]](#)[\[4\]](#)[\[5\]](#)[\[6\]](#)

### **Delegation of Responsibility**

It shall be the responsibility of the Superintendent or designee to assess penalties when a district employee fails to meet attendance requirements. Whether tardiness is excusable shall be determined by the immediate supervisor.



Book	Board Policy Manual
Section	300 Employees
Title	Job Related Expenses
Code	331
Status	
Legal	<ol style="list-style-type: none"><li>1. <a href="#">24 P.S. 517</a></li><li>2. Pol. 309.1 - Telework</li><li>3. Pol. 624 - Taxable Fringe Benefits</li></ol> Pol. 626.1 - Travel Reimbursement - Federal Programs

### **Authority**

The Board shall reimburse administrative, professional and support employees for the actual and necessary expenses, including travel expenses, they incur in the course of performing services for the district, in accordance with Board policy. [\[1\]](#)

### **Delegation of Responsibility**

The validity of payments for job related expenses for all district employees shall be determined by the Superintendent or designee.

The Superintendent or designee shall report all reimbursed expenses for travel outside the district by employees at the next Board meeting.

The Superintendent or designee shall develop administrative regulations for approval and reimbursement of job related expenses, including travel expenses, which shall require employees to provide adequate documentation of expenses.

### **Guidelines**

The Board shall reimburse staff, who are assigned to work remotely for designated assignments, for actual expenses that are reasonable and necessary expenses incurred by staff in direct consequence or discharge of their assigned duties, approved in advance and in accordance with an individual contract, collective bargaining agreement or Board resolution. Such expenses may include, but are not limited to, Internet connectivity, telecommunications services or physical materials needed to develop and implement instruction or services for students and the district.

### **[2][3]**

The use of a personal vehicle shall be considered a legitimate job expense if travel is among the employee's assigned schools, but not between home and school, and is authorized in advance by the building principal and Superintendent or designee.



Use of a personal vehicle for approved purposes is reimbursable at the rate per mile approved by the Board.

Use of a personal vehicle requires that liability insurance be provided by the employee.

Use of personal vehicle does not permit reimbursement of insurance deductible.

Actual and necessary expenses incurred when attending functions outside the district shall be reimbursed to an employee if approval has been obtained in advance from the Superintendent. [1]

Attendance at approved events outside the district shall be without loss of regular pay, unless otherwise stipulated prior to attendance.



Book	Board Policy Manual
Section	300 Employees
Title	Working Periods
Code	332
Status	
Legal	<ol style="list-style-type: none"><li>1. <a href="#">24 P.S. 510</a></li><li>2. <a href="#">24 P.S. 1504</a></li><li>3. Pol. 804 - School Day</li><li>4. Pol. 803 - School Calendar</li><li>5. <a href="#">24 P.S. 520.1</a></li><li>6. Pol. 805 - Emergency Preparedness</li></ol> Pol. 318 - Attendance and Tardiness

### **Authority**

Work schedules required for administrative, professional and support employees shall be clearly specified to ensure regular attendance by employees and consistent operation of the district.

The Board has the authority and responsibility to determine the hours and days during which district programs and services shall be available to students and the community, consistent with the administrative compensation plan, individual contracts, applicable collective bargaining agreements, and Board resolutions. [\[1\]](#)[\[2\]](#)[\[3\]](#)[\[4\]](#)

The Board has the authority to make modifications to the school calendar and the school schedule as necessary to meet the instructional and health and safety needs of students and staff. Modifications to staff working periods shall be addressed in accordance with the administrative compensation plan, individual contracts, applicable collective bargaining agreements, Board resolutions and/or Board-approved health and safety or other emergency preparedness and response plans. [\[4\]](#) [\[5\]](#) [\[6\]](#)

### **Delegation of Responsibility**

The Superintendent or designee shall develop administrative regulations to ensure district employees are informed of and adhere to their assigned work schedules.

Professional personnel shall have a duty-free lunch period of not less than thirty (30) minutes. [\[2\]](#)

Staff may be assigned extra or alternative duties, distributed equitably when possible, at the discretion of the immediate supervisor.

All professional staff members are expected to attend each faculty meeting unless specifically

excused by the responsible administrator.



Book	Board Policy Manual
Section	300 Employees
Title	Sick Leave
Code	334
Status	
Legal	<ol style="list-style-type: none"><li>1. 24 P.S. 1154</li><li>2. 24 P.S. 510</li><li>3. Pol. 317 - Conduct/Disciplinary Procedures</li></ol>

### **Authority**

Board policy for certificated administrative and professional employees shall ensure that eligible employees receive paid sick leave days annually, in accordance with law, administrative compensation plan, individual contract, collective bargaining agreement, or Board resolution. Unused leave shall be cumulative. [\[1\]](#)

Board policy for noncertificated administrative and support employees shall ensure that eligible employees receive paid sick leave days annually, in accordance with the administrative compensation plan, individual contract, collective bargaining agreement or Board resolution. Unused leave shall be cumulative.

The Board reserves the right to require any employee claiming paid or unpaid sick leave to submit sufficient proof, including documentation from a licensed physician, certified registered nurse practitioner or a licensed physician assistant, of the employee's illness, disability or need to quarantine. [\[1\]](#)[\[2\]](#)

Misuse of sick leave shall be considered a serious infraction subject to disciplinary action. [\[3\]](#)

The Board shall consider the written request of any eligible employee for an extension of sick leave, with or without pay, when the employee's own accumulated sick leave or other paid or unpaid leave has been exhausted, pursuant to law or collective bargaining agreement provisions where applicable. [\[1\]](#)[\[2\]](#)

### **Delegation of Responsibility**

The Superintendent shall report to the Board the names of employees absent for noncompensable cause or whose claim for sick leave pay cannot be justified.

### **Guidelines**

Whatever the claims of disability, no day of absence shall be considered a sick leave day if the employee has engaged in or prepared for other gainful employment, or has engaged in any

activity that would raise doubts regarding the validity of the sick leave request.

### **Records**

The district's personnel records shall show the attendance of each employee; and the days absent shall be recorded, with the reason for such absence noted. [\[1\]](#)[\[2\]](#)

A record shall be made of the unused sick leave days accumulated by each district employee, which shall be reported to the employee. [\[1\]](#)[\[2\]](#)

The Board shall pay a specified amount for each unused sick leave day, up to a designated number of days, upon the retirement of an employee, as provided in the administrative compensation plan, individual contract, collective bargaining agreement or Board resolution.



Book	Board Policy Manual
Section	300 Employees
Title	Responsibility for Student Welfare
Code	340
Status	
Legal	<ol style="list-style-type: none"><li>1. 24 P.S. 510</li><li>2. Pol. 705 - Facilities and Workplace Safety</li><li>3. Pol. 805 - Emergency Preparedness and Response</li></ol>

### **Authority**

The Board adopts this policy to ensure appropriate oversight of and responsibility for student welfare by administrative, professional and support employees. [\[1\]](#)

District employees are responsible for the safety of students in their charge within school buildings and on district property.

Each employee is responsible for supervision, control and protection of students, commensurate with assigned duties and directives.

Each employee is responsible to ensure that students are supervised by a teacher or other staff member at all times while engaged in district activities.

An employee should not voluntarily assume responsibility for duties the employee cannot reasonably perform. Voluntary assumption carries the same responsibilities as assigned duties.

Teachers and designated staff shall provide proper instruction in and enforcement of safety rules and procedures included in the Board-approved health and safety plan and assigned curriculum. **[2][3]**

Each employee has the responsibility to report immediately to the building principal or designated staff an accident, safety hazard, unsafe or dangerous condition, or to immediately address observed violations of district safety rules. **[2]**

Employees may not send students on any personal errands.

Employees may not transport students in a personal vehicle, except when specifically authorized by the building principal or designee.

Employees shall not require a student to perform services that may be detrimental to the student's health.

### **Delegation of Responsibility**

Building principals shall monitor employees' adherence to this policy to ensure the maintenance of standards that protect student welfare.

Building principals shall annually develop and implement a plan of supervision for the following:

1. Student arrivals and departures, including buses.
2. Halls, restrooms and playgrounds.
3. Cafeteria.
4. Before and after school.
5. Field trips.
6. School activities.