

**ALLEGHENY INTERMEDIATE UNIT
2017-18 SERVICES AGREEMENT**

AND

ADDENDUM TO THE 2016-17 ALLEGHENY
INTERMEDIATE UNIT SERVICES AGREEMENT



ALLEGHENY INTERMEDIATE UNIT SERVICES AGREEMENT

This Agreement is made this _____ day of _____, 2017, by and between the ALLEGHENY INTERMEDIATE UNIT (AIU), and the _____ (District), intending to be legally bound hereby, for the provision of services by the AIU to the District.

Services Provided by AIU

The AIU provides specialized educational services to Allegheny County's 42 suburban school districts, five career technical schools, and numerous other organizations throughout the area. The AIU offers about 140 programs and services for infants, young children, students, and adults. The AIU is comprised of six divisions each of which provides a wide range of services. The divisions include the following:

1. Division of Early Childhood, Family and Community Services
2. Division of Finance and Business Operations
3. Division of Human Resources and Labor Relations
4. Division of Teaching and Learning Services
5. Division of Information Technology
6. Division of Special Education and Pupil Services

It is agreed that services provided by the AIU are rendered throughout the course of the school year and that the AIU will need to periodically invoice for fees for services provided to the District as outlined in the 2017-18 Services Guide. Fees for programs not listed in the 2017-18 Services Guide will be determined on a case-by-case basis and will require approval by the District and the AIU Board of Directors.

It is also agreed that the invoice will be paid no later than sixty (60) days from the invoice date. A late payment charge of 1% per month on any unpaid balance may be applied to any account that is over sixty (60) days past due.

SPECIAL EDUCATION and PUPIL SERVICES

1. Special Education Services Provided by AIU

For the 2017-2018 school year, the AIU shall provide and operate for the benefit of students assigned by the District, the special education service and programs delineated in the Allegheny Intermediate Unit Special Education Plan, submitted to and approved by the Department of Education by furnishing the following:

- Professional, instructional and support staff, as is required to implement the Plan in accordance with all applicable provisions of state and federal law;

- Administrative, supervisory, and clerical staff as is required to effectively and efficiently implement the Plan and this Agreement;
- Such supplies, equipment and other materials, as are necessary, to implement the Plan and as mutually agreed upon by the parties;
- Such classroom space or other facilities as are required to implement the Plan in accordance with state and federal law to the extent the program or service is provided or operated upon premises not owned or leased by the District; and
- Any other personnel, facility, material or service mutually agreed upon by the parties.
- Services provided include but are not limited to those outlined in the 2017-18 Services Guide. (Blind/Visually Impaired Services, Career Development Services, Deaf/Hard of Hearing Services, Center Based Educational Services at Mon Valley/Pathfinder/Sunrise Educational Centers, District Based Classrooms, Speech/Language Impaired Support, Pupil Personnel Services, Occupational and Physical Therapy.)

2. Programs Provided on District Premises by AIU

For special education programs and services to be provided on premises owned or leased by the District, the District shall provide the following:

- Classroom and other space;
- Assistance, cooperation and participation of District administrative, professional and support staff in the development and implementation of accommodations, supplementary aides and support services necessary to include, to the fullest extent appropriate, students assigned to special education programs in educational and extracurricular activities, regular education support, regular education instruction, and ancillary services, such as nursing, counseling, library, physical education, food, custodial and maintenance services, as is necessary to meet the needs of the students assigned to the program; and
- Any other personnel, facility, material or service mutually agreed upon by the parties.

3. Compliance with Applicable Law

The AIU shall ensure that the special education programs and services it provides comply with all requirements of state and federal law to the extent such compliance does not depend upon the performance or actions of any other individual or entity beyond the control of the AIU. The AIU

will provide leadership and encouragement to utilize best practices for assisting teachers, administrators and students in life-long learning. The District shall provide such action, assistance or cooperation as is required to ensure that students assigned to special education programs receive a free appropriate public education (FAPE) in compliance with all applicable provisions of state and federal law.

4. Multidisciplinary Evaluation and IEP Development for Services Provided On District Premises by the AIU

The District, in cooperation with the AIU, shall conduct student Multidisciplinary Evaluations (MDEs) and Reevaluations (RRs) and develop Individualized Education Plans (IEPs) and revise those plans as necessary for exceptional and thought-to-be exceptional students of the District. The District will provide the AIU staff with an opportunity to participate in the development of RR and IEPs. Services, accommodations, supplementary aides and support required by any IEP or any order of a hearing officer, appeals panel, the Secretary of Education, court, which are beyond the scope of the programs and services enumerated in the Plan, shall be provided as mutually agreed upon by the parties.

5. Multidisciplinary Evaluation and IEP Development for Student Placed in AIU Center Based Programs

The AIU, in cooperation with and participation by the District, shall conduct student MDEs and RR and develop IEPs and revision procedures for exceptional and thought to be exceptional students of the District. The District recognizes that it remains the Local Education Agency (LEA) for the student and is responsible for ensuring that the student's IEP provides for a free appropriate public education (FAPE). Therefore, the District will participate in the development of MDEs, RR and IEPs, that outline services, accommodations and supplementary aides and supports for students. Any order of a hearing officer or court, which is beyond the scope of the programs and services enumerated in the Plan, shall be provided as mutually agreed upon by the parties. In such instances, the AIU Administration will work with the Local Education Agency (LEA) in identifying the appropriate service. The district will be billed for all such services.

6. Invoicing and Payment for AIU Special Education Services

- Districts will be invoiced in accordance with the 2017-18 Services Guide. It is understood that the pricing outlined in the services guide has been developed by the AIU in collaboration with a representative committee that is comprised of district superintendents, business managers, and special education directors. Review of the pricing structure will be on-going with the above-mentioned representative committee. Pricing adjustment will be made annually and in accordance with the recommendations. Service options outlined and offered will be those services that may be enumerated in a student's Individualized Education Plan and will be as deemed appropriate by the student's (IEP) team.

- It is agreed that districts will be invoiced for all programs and services provided and utilized by each student, and the District agrees to pay the AIU the sum of the cost of each program or service.
- A late payment charge of 1% per month on any unpaid balance may be applied to any account that is over 60 days past due.
- The sum of the cost of Special Education Center programs and services, Speech services, Hearing services, and Vision services will be paid in installments in accordance with the following schedule (other programs and services may be invoiced on a different schedule, e.g. monthly):

Invoice Date	Special Education Invoicing for Tuition and Related Services
September 15, 2017	Billing for Special Education Services anticipated for August through October based on student information in the Special Education Database as of September 1, 2017.
November 15, 2017	Billing for Special Education Services anticipated for November through December based on student information in the Special Education Database as of November 1, 2017. ** Billing adjustments resulting from the September 15th billing will be included.
January 15, 2018	Billing for Special Education Services anticipated for January through February based on student information in the Special Education Database as of January 1, 2018. ** Billing adjustments resulting from the November 15th billing will be included.
March 15, 2018	Billing for Special Education Services anticipated for March through April based on student information in the Special Education Database as of March 1, 2018. ** Billing adjustments resulting from the January 15th billing will be included.
May 15, 2018	Billing for Special Education Services anticipated for May through June based on student information in the Special Education Database as of May 1, 2018. ** Billing adjustments resulting from the March 15th billing will be included.
June 15, 2018	A <u>FINAL INVOICE</u> will be issued whereby payments are reconciled with the actual FINAL 2017-2018 Special Education Database (verified in June). This may result in a credit to the District or payment due to the AIU.
NOTE: If additional services are requested by the District after the review of the Special Education Database as of September, they may be billed separately.	

7. Reconciliation for AIU Special Education Centers

Due to the fluctuating nature of student enrollment at the centers, it is agreed that the overall operating cost for each center will be continuously monitored to determine if revenue and expenses are in alignment with budgeted projections. The parties agree that at the conclusion of the 2017-2018 school year, the AIU will perform a reconciliation of its center-based revenues and expenses for the entire school year. If the AIU revenues from the center-based programs provided under this Agreement exceeds the expenses incurred in providing such services, the District will receive a pro-rata credit. If the AIU expenses incurred in providing services under this Agreement exceeds the revenues received by the AIU, the District will be responsible for and pay to the AIU a pro-rata share of the excess expenses. This payment will be due in September 2018.

Dates	Special Education Center Review and Reconciliation
March 15, 2018	Mid-year reconciliation (ytd January) of the Special Education Center revenues and expenses (excludes related services) will be completed and communicated to the districts.
August 15, 2018	<u>FINAL RECONCILIATION</u> of its revenues and expenses for the entire school year will be completed and issued to the districts. This may result in a credit to the District or payment due to the AIU.
January 31, 2019	School District payment to the AIU for the pro-rata share of the excess expenses OR an AIU credit will be issued to the School District for the pro-rata share of the excess revenues.

8. Cancellation

This Agreement or any services outlined in this agreement or purchased from the AIU may not be terminated by either party without 30 days written notice unless such termination is mandated by any IEP or any order of a hearing officer, the Secretary of Education or any Court of competent jurisdiction.

9. Liabilities

The parties agree to indemnify, defend and hold harmless each other, their respective directors, officers, employees and agents, against all claims, damages, losses, or penalties that result from the acts or omissions of their own employees or agents, any real property owned or leased by such party, or the operation or maintenance of any equipment or vehicles provided or used by such party. None of the administrative, professional, paraprofessional or support personnel provided by the parties shall be considered employees or agents of the other party hereto for any purpose. The parties agree to indemnify, defend and hold harmless each other against all claims,

damages, losses, or penalties resulting from any judicial, administrative or other determination that any staff member of one party hereto is an employee or agent of the other party hereto.

10. Compliance

To ensure that compliance to all laws, particularly those that emerge during the life of the agreement are met, both parties agree to a commitment for continued learning to deliver and coach on best practices. To enable this learning to take place, a mutually agreeable schedule shall be developed and agreed upon.

11. Entire Agreement

This Agreement constitutes the entire agreement and understanding between the AIU and the District concerning the programs and services to which it applies; supersedes all prior or contemporaneous agreements and understandings, written or oral on this subject; and any modification to this agreement shall be in writing and approved by the parties; respective board of directors.

12. Addendum to 2016-17 AIU Services Agreement

Paragraph seven of the 2016-17 AIU Services Agreement is hereby modified to change the date when School District payment to the AIU for the pro-rata share of the excess expense or an AIU credit will be issued to the School District for the pro-rata share of the excess revenues from September 30, 2017 to January 31, 2018.

ATTEST:

President, Board of School Directors

Date

Secretary

Date

ATTEST: ALLEGHENY INTERMEDIATE UNIT

President, Board of School Directors

Date

Secretary

Date

(ATTACHMENT A)
NOTICE OF ADOPTION OF
POLICIES, PROCEDURES AND USE OF FUNDS
BY SCHOOL DISTRICT

The _____ School District hereby gives notice of its adoption of the _____ Intermediate Unit’s policies and procedures under the federal requirements of 34 CFR PART 300¹. A copy of the policies and procedures are maintained for review in the administrative offices. The IU-adopted policies and procedures are implemented to fulfill the requirements of 22 PA Code Chapter 14 and the regulatory requirements under the Individuals with Disabilities Education Act – Part B. The Subgrantee has in effect policies and procedures whereby the SEA may, through corrective action for failure to comply with Part B of the act, exercise its general supervisory authority to withhold all direct or indirect subsidies for special education and related services provided by the SEA to public agencies with the responsibility to offer a free appropriate public education to eligible children. (20 U.S.C. Section 1412 (11), 34 C.F.R. Section 300.151, and 34 C.F.R. Section 300.608).

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Signature of Superintendent of the School District

Date

¹Federal requirements including, but not limited to:

- §300.101-§300.123 FAPE Requirements, LRE, Additional Eligibility Requirements
- §300.145-§300.148 Children with Disabilities in Private Schools Placed or Referred by Public Agencies
- §300.154 Parental Consent to Access Public Benefits or Insurance
- §300.200-§300.226 Local Educational Agency Eligibility
- §300.229 Disciplinary information
- §300.300-§300.536 Evaluations, Eligibility Determinations, IEP and Educational Placements, Procedural Safeguards, and Discipline Procedures
- §300.610-§300.624 Confidentiality of Information

March 2013

IDEA-Part B
Use of Funds Agreement
2017-2018

Sub-grant agreement for Implementation of Individuals with Disabilities Act – Part B, by and between Allegheny Intermediate Unit #3 (hereinafter called “IU”) and _____ (hereinafter called “School District”) enter into for the project period July 1, 2017 through June 30, 2018.

The School District hereby agrees and assures that:

- A. The development and execution of this agreement shall be in accordance with IDEA; program guides issued by USDE; guidelines and directives issued by Pennsylvania Department of Education; 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 Contract between Allegheny Intermediate Unit #3 and the Pennsylvania Department of Education.
- B. Funds shall be used to support appropriate services to school age children who are eligible for services through these funds.
- C. School District must submit to the Intermediate Unit how IDEA pass through funds will be used. Any changes in use of IDEA pass through funds must be submitted to the Intermediate Unit by March 31, 2018.
- D. School District will maintain complete cost records of all expenditures made in association with this agreement, as well as employee, programmatic, statistical records, and supporting documents, those records to be available for inspection by a representative and/or auditor of the Intermediate Unit or Pennsylvania Department of Education.

The Intermediate Unit agrees to cooperate with the School District in resolving any proposed disallowances the auditors of the School District 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 School District for such disallowed costs.

Payments will be contingent upon receipt of funds from the Pennsylvania Department of Education.

Assistant Executive Director for
Special Education and Pupil Services

Date

School District Superintendent Signature

Date

SHALER AREA SCHOOL DISTRICT

INFORMATION ON RECOMMENDED TEXTBOOK

DATE: November 29, 2016

GRADE LEVEL(s): 10-12

SUBJECT: Entrepreneurship & Small Business Management

SCHOOL: High School

Book Recommended:

Title: Entrepreneurship: Owning Your Future 12th Ed.

Author: Network for Teaching Entrepreneurship (Mariotti, Towle, Delgatto)

ISBN: 13: 978-0-13-432-482-1 10: 0-13-432482-X

Publisher: Pearson

Copyright Date: 2017

Number of Student Texts: 30

Unit Price: \$103.00 Total Cost: \$3090.00

(6-yr online also)

Number of Teacher Manuals: 1

Unit Price: FREE Total Cost: -----

Supplemental Materials: 1

Unit Price: Free Total Cost: -----

Book Selection Committee*

- | | |
|-----------------|----|
| 1. Autumn Sprys | 4. |
| 2. Lisa Klugh | 5. |
| 3. | 6. |

**The selection committee should have a minimum of two members.*

Note: Please return the entire packet of information, along with the textbook to be selected.

Department Chairperson: Lisa Klugh Date: Dec. 1, 2016

Building Principal: [Signature] Date: 12-12-16

Assistant Superintendent: [Signature] Date: 3-24-17
(Final Disposition)

Action of School Board (Approved/Disapproved): _____ Date: _____

CRITERIA FOR EVALUATING TEXTBOOK

	Poor	Good	Excellent	Not Applicable
I. SCOPE				
1. The text covers all the course concepts included in the scope of the curriculum guide for this course.			X	
2. The sequence and organization of course concepts is consistent and predictable, logical, and developmentally sound.			X	
II. FORMAT OF TEXT				
1. Table of contents is usable and complete.			X	
2. Glossary definitions as well as the pronunciation key are simple, clear, and understandable.			X	No pronun key
3. Index is complete.			X	
4. Appendices of charts, graphs, tables, and supplementary materials appear as necessary.			X	
5. Binding is of good quality and durable.			X	
6. Cover is durable and coated.			X	
7. Paper quality is good.		X		
8. Color of paper is not tiring to the eyes.			X	
9. Size of print is adequate.			X	
10. Print is clear and readable.			X	
11. Book is durable enough for the use and reuse that will be demanded of it.			X	
12. The appearance of the text is appealing to students.			X	
13. Illustrations are functional -- they serve a practical purpose and assist with motivation.			X	
14. The layout and design of the text contributes to its readability.			X	
15. Females and males are equally represented in illustrations and are shown in varied and non-stereotyped roles.			X	
III. CONCEPTS				
1. Main concepts presented are in accordance with the course of study prescribed by the school system.				X
2. Main concepts are presented in an orderly, logical, and understandable manner, and skills are sequenced properly.			X	
3. Main concepts and ideas are presented sequentially and at a pace that is appropriate for the students.			X	
4. Concepts are at the level of the students who will be using the text - stimulating and challenging, yet not frustrating.			X	
5. The text presents the material in an appropriate and logical sequence.			X	
6. Material is related to other content areas and is interdisciplinary in nature.			X	
IV. READABILITY				
1. Reading level as provided by the publisher: <u>Lexile Level 1070</u>				
2. Reading level as determined by person evaluating this text: <u>10th gr</u>				
3. Formula used by evaluator (Fry, Raygar, etc.): <u>Fry</u>				
4. Reading level appears realistic for students who will be using this text.	Yes			

	Poor	Good	Excellent	Not Applicable
V. VOCABULARY				
1. Text presents vocabulary words which are most vital to the key concepts of each chapter or unit.			X	
2. Key vocabulary words are easily recognizable.			X	
3. Words are defined either within the text or in a glossary.			X	
4. Definitions are readable, understandable and clear.			X	
5. Pronunciation aids are provided where appropriate.				X
VI. EXERCISES AND/OR SUPPLEMENTARY MATERIALS				
1. Supplemental materials are included.			X	
2. Exercises have definite educational value.			X	
3. Directions for students are clear and easy to follow.			X	
4. Exercises reinforce both vocabulary and concepts.			X	
5. Post-reading questions and applications are challenging and stimulate thinking.			X	
6. Practice exercises follow a sequence of skills and development.			X	
7. Practice exercises involve students' own experiences and everyday situations.			X	
8. Challenging and enrichment materials are available for advanced students.			X	
9. Appropriate materials are provided for average and below average readers.			X	
10. Self-help materials are such that students can do them with a minimum of teacher guidance and help.			X	
11. Practice exercises are graded according to difficulty.			X	
12. There are sufficient corrective practice exercises for those students who need extensive practice.			X	
VII. SKILLS DEVELOPMENT				
1. A sound, workable method is presented for problem-solving.			X	
2. Important skills and concepts are reviewed at the end of each chapter or unit.			X	
3. There are enough practice and maintenance exercises so that all students can master the skills.			X	
VIII. ASSESSMENT DEVICES				
1. The text provides for periodic cumulative review and testing in order to determine student strengths and weaknesses.			X	
2. The text contains review, summary, and unit tests for practice and reinforcement. Included are free response type tests.			X	
IX. AUTHORITY				
1. Reading level of text appears to be realistic for intended student audience.			X	
2. Author is well qualified and reliable in the field.			X	
3. Copyright date is up to date and reliable in the field.			X	
4. Text has adequate field testing.			X	
5. Publisher has a reputation for high quality publications.			X	

	Poor	Good	Excellent	Not Applicable
X. TECHNOLOGY				
1. A computer management system is available.			X	
2. Computer assisted instruction courseware is available.			X	
XI. COST				
1. Cost is not unreasonable in light of the number of students that will make use of the text.			X	
XII. VISUAL AIDS				
1. There are sufficient illustrations, charts, graphs, maps, etc., to help reinforce students' understanding of materials.			X	
2. Illustrations, charts, maps, and graphs are clear and meaningful.			X	
3. Photographs or pictures illustrate the text.			X	
4. Photographs and pictures are clear, interesting, important, as well as accurate.			X	
5. Photographs and illustrations are colorful, of high artistic value, and appealing to readers.			X	
6. Illustrations help to motivate and stimulate class discussion.			X	
7. Illustrations aid students in thinking or problem solving.			X	
XIII. PRESENTATION OF MATERIALS				
1. The book covers the material: ___ chronologically ___ by unit ___ by category ___ by sequence x by topic				
2. Bibliography of supplementary materials is presented at the end of each chapter or unit, or at the end of the book.			X	
3. Material is related to other content areas and is interdisciplinary in nature.			X	
XIV. TEACHER'S MANUAL				
1. Manual, guidebook, or resource book is available.			X	
2. Answer key is available.			X	
3. Objectives and goals of the text are clearly stated in the manual.			X	
4. Concrete and practical suggestions are presented for the teacher.			X	
5. Alternative materials are listed for use with students.			X	
6. Resource materials are beneficial to the teacher.			X	
7. Supplementary materials correlate positively with basic text.			X	

SHALER AREA SCHOOL DISTRICT

INFORMATION ON RECOMMENDED TEXTBOOK

DATE: November 29, 2016

GRADE LEVEL(s): 9-11

SUBJECT: Intro to Business

SCHOOL: High School

Book Recommended:

Title: Principles of Business 9e

Author: Dlabay, Burrow, Kleindl

ISBN: 13: 978-1-305-65303-0
10: 1-305-65303-3

Publisher: South-Western Cengage Learning Copyright Date: 2017

Number of Student Texts: 30 Unit Price: \$110.50 Total Cost: \$3315.00
(ePack – Student Ed of text plus 6-year
bundle of MindTap (180 codes)

Number of Teacher Manuals: 1 Unit Price: \$157.50 Total Cost: \$157.50

Supplemental Materials: see quote Unit Price: \$ Total Cost: \$300.25

Book Selection Committee*

- | | |
|-----------------|----|
| 1. Autumn Sprys | 4. |
| 2. Lisa Klugh | 5. |
| 3. | 6. |

**The selection committee should have a minimum of two members.*

Note: Please return the entire packet of information, along with the textbook to be selected.

Department Chairperson: Lisa Klugh Date: Dec. 1, 2016

Building Principal: [Signature] Date: 12-12-16

Assistant Superintendent: [Signature] Date: 3-24-17
(Final Disposition)

Action of School Board (Approved/Disapproved): _____ Date: _____

CRITERIA FOR EVALUATING TEXTBOOK

	Poor	Good	Excellent	Not Applicable
I. SCOPE				
1. The text covers all the course concepts included in the scope of the curriculum guide for this course.			X	
2. The sequence and organization of course concepts is consistent and predictable, logical, and developmentally sound.			X	
II. FORMAT OF TEXT				
1. Table of contents is usable and complete.			X	
2. Glossary definitions as well as the pronunciation key are simple, clear, and understandable.			X	
3. Index is complete.			X	
4. Appendices of charts, graphs, tables, and supplementary materials appear as necessary.			X	
5. Binding is of good quality and durable.			X	
6. Cover is durable and coated.			X	
7. Paper quality is good.			X	
8. Color of paper is not tiring to the eyes.			X	
9. Size of print is adequate.			X	
10. Print is clear and readable.			X	
11. Book is durable enough for the use and reuse that will be demanded of it.			X	
12. The appearance of the text is appealing to students.			X	
13. Illustrations are functional -- they serve a practical purpose and assist with motivation.			X	
14. The layout and design of the text contributes to its readability.			X	
15. Females and males are equally represented in illustrations and are shown in varied and non-stereotyped roles.			X	
III. CONCEPTS				
1. Main concepts presented are in accordance with the course of study prescribed by the school system.			X	
2. Main concepts are presented in an orderly, logical, and understandable manner, and skills are sequenced properly.			X	
3. Main concepts and ideas are presented sequentially and at a pace that is appropriate for the students.			X	
4. Concepts are at the level of the students who will be using the text - stimulating and challenging, yet not frustrating.			X	
5. The text presents the material in an appropriate and logical sequence.			X	
6. Material is related to other content areas and is interdisciplinary in nature.			X	
IV. READABILITY				
1. Reading level as provided by the publisher: _____				
2. Reading level as determined by person evaluating this text: <u>9.2</u>				
3. Formula used by evaluator (Fry, Raygar, etc.): <u>FRY</u>				
4. Reading level appears realistic for students who will be using this text.	Yes			
				Not

	Poor	Good	Excellent	Applicable
V. VOCABULARY				
1. Text presents vocabulary words which are most vital to the key concepts of each chapter or unit.			X	
2. Key vocabulary words are easily recognizable.			X	
3. Words are defined either within the text or in a glossary.			X	
4. Definitions are readable, understandable and clear.			X	
5. Pronunciation aids are provided where appropriate.				X
VI. EXERCISES AND/OR SUPPLEMENTARY MATERIALS				
1. Supplemental materials are included.			X	
2. Exercises have definite educational value.			X	
3. Directions for students are clear and easy to follow.			X	
4. Exercises reinforce both vocabulary and concepts.			X	
5. Post-reading questions and applications are challenging and stimulate thinking.			X	
6. Practice exercises follow a sequence of skills and development.			X	
7. Practice exercises involve students' own experiences and everyday situations.			X	
8. Challenging and enrichment materials are available for advanced students.			X	
9. Appropriate materials are provided for average and below average readers.		X		
10. Self-help materials are such that students can do them with a minimum of teacher guidance and help.			X	
11. Practice exercises are graded according to difficulty.			X	
12. There are sufficient corrective practice exercises for those students who need extensive practice.			X	
VII. SKILLS DEVELOPMENT				
1. A sound, workable method is presented for problem-solving.			X	
2. Important skills and concepts are reviewed at the end of each chapter or unit.			X	
3. There are enough practice and maintenance exercises so that all students can master the skills.			X	
VIII. ASSESSMENT DEVICES				
1. The text provides for periodic cumulative review and testing in order to determine student strengths and weaknesses.			X	
2. The text contains review, summary, and unit tests for practice and reinforcement. Included are free response type tests.			X	
IX. AUTHORITY				
1. Reading level of text appears to be realistic for intended student audience.			X	
2. Author is well qualified and reliable in the field.			X	
3. Copyright date is up to date and reliable in the field.			X	
4. Text has adequate field testing.				
5. Publisher has a reputation for high quality publications.			X	

	Poor	Good	Excellent	Not Applicable
X. TECHNOLOGY				
1. A computer management system is available.			X	
2. Computer assisted instruction courseware is available.			X	
XI. COST				
1. Cost is not unreasonable in light of the number of students that will make use of the text.			X	
XII. VISUAL AIDS				
1. There are sufficient illustrations, charts, graphs, maps, etc., to help reinforce students' understanding of materials.			X	
2. Illustrations, charts, maps, and graphs are clear and meaningful.			X	
3. Photographs or pictures illustrate the text.			X	
4. Photographs and pictures are clear, interesting, important, as well as accurate.			X	
5. Photographs and illustrations are colorful, of high artistic value, and appealing to readers.			X	
6. Illustrations help to motivate and stimulate class discussion.			X	
7. Illustrations aid students in thinking or problem solving.			X	
XIII. PRESENTATION OF MATERIALS				
1. The book covers the material: _____ chronologically _____ x _____ by unit _____ by category _____ by sequence _____ by topic				
2. Bibliography of supplementary materials is presented at the end of each chapter or unit, or at the end of the book.			x	
3. Material is related to other content areas and is interdisciplinary in nature.			X	
XIV. TEACHER'S MANUAL				
1. Manual, guidebook, or resource book is available.			X	
2. Answer key is available.			X	
3. Objectives and goals of the text are clearly stated in the manual.			X	
4. Concrete and practical suggestions are presented for the teacher.			X	
5. Alternative materials are listed for use with students.			X	
6. Resource materials are beneficial to the teacher.			X	
7. Supplementary materials correlate positively with basic text.			X	

SHALER AREA SCHOOL DISTRICT

INFORMATION ON RECOMMENDED TEXTBOOK

DATE: December 2, 2016

GRADE LEVEL(s): 9-12

SUBJECT: Marketing & Advertising

SCHOOL: High School

Book Recommended:

Title: Marketing, 4E

Author: Burrow / Fowler

ISBN: **SBN-13:** 9781133962489

Publisher: Cengage Learning / National Geographic Copyright Date: 2016

Number of Student Texts: 30 Unit Price: \$107. Total Cost: \$3210.

(includes 6-yr access to MindTap- 180)

Number of Teacher Manuals: 1 Unit Price: FREE Total Cost: \$-----

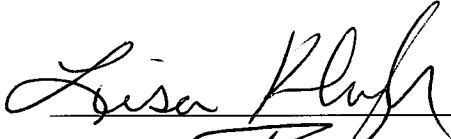

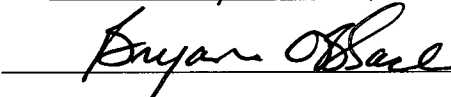
Supplemental Materials: See Quote Unit Price: FREE Total Cost: \$-----

Book Selection Committee*

- | | |
|-----------------|----|
| 1. Autumn Sprys | 4. |
| 2. Lisa Klugh | 5. |
| 3. | 6. |

**The selection committee should have a minimum of two members.*

Note: Please return the entire packet of information, along with the textbook to be selected.

Department Chairperson:  Date: 12-12-16
Building Principal:  Date: 12-12-16
Assistant Superintendent:  Date: 3-24-17
(Final Disposition)

Action of School Board (Approved/Disapproved): _____ Date: _____

CRITERIA FOR EVALUATING TEXTBOOK

	Poor	Good	Excellent	Not Applicable
I. SCOPE				
1. The text covers all the course concepts included in the scope of the curriculum guide for this course.			X	
2. The sequence and organization of course concepts is consistent and predictable, logical, and developmentally sound.			X	
II. FORMAT OF TEXT				
1. Table of contents is usable and complete.			X	
2. Glossary definitions as well as the pronunciation key are simple, clear, and understandable.			X	No Pron Key
3. Index is complete.			X	
4. Appendices of charts, graphs, tables, and supplementary materials appear as necessary.			X	
5. Binding is of good quality and durable.			X	
6. Cover is durable and coated.			X	
7. Paper quality is good.			X	
8. Color of paper is not tiring to the eyes.			X	
9. Size of print is adequate.			X	
10. Print is clear and readable.			X	
11. Book is durable enough for the use and reuse that will be demanded of it.			X	
12. The appearance of the text is appealing to students.			X	
13. Illustrations are functional -- they serve a practical purpose and assist with motivation.			X	
14. The layout and design of the text contributes to its readability.			X	
15. Females and males are equally represented in illustrations and are shown in varied and non-stereotyped roles.			X	
III. CONCEPTS				
1. Main concepts presented are in accordance with the course of study prescribed by the school system.				X
2. Main concepts are presented in an orderly, logical, and understandable manner, and skills are sequenced properly.			X	
3. Main concepts and ideas are presented sequentially and at a pace that is appropriate for the students.			X	
4. Concepts are at the level of the students who will be using the text - stimulating and challenging, yet not frustrating.			X	
5. The text presents the material in an appropriate and logical sequence.			X	
6. Material is related to other content areas and is interdisciplinary in nature.			X	
IV. READABILITY				
1. Reading level as provided by the publisher: <u>appropriate for 9-12</u>				
2. Reading level as determined by person evaluating this text: <u>9.0 +</u>				
3. Formula used by evaluator (Fry, Raygar, etc.): <u>FRY</u>				
4. Reading level appears realistic for students who will be using this text.	Yes			

	Poor	Good	Excellent	Not Applicable
V. VOCABULARY				
1. Text presents vocabulary words which are most vital to the key concepts of each chapter or unit.			X	
2. Key vocabulary words are easily recognizable.			X	
3. Words are defined either within the text or in a glossary.			X	
4. Definitions are readable, understandable and clear.			X	
5. Pronunciation aids are provided where appropriate.				X
VI. EXERCISES AND/OR SUPPLEMENTARY MATERIALS				
1. Supplemental materials are included.			X	
2. Exercises have definite educational value.			X	
3. Directions for students are clear and easy to follow.			X	
4. Exercises reinforce both vocabulary and concepts.			X	
5. Post-reading questions and applications are challenging and stimulate thinking.			X	
6. Practice exercises follow a sequence of skills and development.			X	
7. Practice exercises involve students' own experiences and everyday situations.			X	
8. Challenging and enrichment materials are available for advanced students.			X	
9. Appropriate materials are provided for average and below average readers.		X		
10. Self-help materials are such that students can do them with a minimum of teacher guidance and help.			X	
11. Practice exercises are graded according to difficulty.			X	
12. There are sufficient corrective practice exercises for those students who need extensive practice.			X	
VII. SKILLS DEVELOPMENT				
1. A sound, workable method is presented for problem-solving.			X	
2. Important skills and concepts are reviewed at the end of each chapter or unit.			X	
3. There are enough practice and maintenance exercises so that all students can master the skills.			X	
VIII. ASSESSMENT DEVICES				
1. The text provides for periodic cumulative review and testing in order to determine student strengths and weaknesses.			X	
2. The text contains review, summary, and unit tests for practice and reinforcement. Included are free response type tests.			X	
IX. AUTHORITY				
1. Reading level of text appears to be realistic for intended student audience.			X	
2. Author is well qualified and reliable in the field.			X	
3. Copyright date is up to date and reliable in the field.			X	
4. Text has adequate field testing.			X	
5. Publisher has a reputation for high quality publications.			X	

	Poor	Good	Excellent	Not Applicable
X. TECHNOLOGY				
1. A computer management system is available.			X	
2. Computer assisted instruction courseware is available.			X	
XI. COST				
1. Cost is not unreasonable in light of the number of students that will make use of the text.			X	
XII. VISUAL AIDS				
1. There are sufficient illustrations, charts, graphs, maps, etc., to help reinforce students' understanding of materials.			X	
2. Illustrations, charts, maps, and graphs are clear and meaningful.			X	
3. Photographs or pictures illustrate the text.			X	
4. Photographs and pictures are clear, interesting, important, as well as accurate.			X	
5. Photographs and illustrations are colorful, of high artistic value, and appealing to readers.			X	
6. Illustrations help to motivate and stimulate class discussion.			X	
7. Illustrations aid students in thinking or problem solving.			X	
XIII. PRESENTATION OF MATERIALS				
1. The book covers the material: __X__ chronologically ___ by unit ___ by category ___ by sequence ___ by topic				
2. Bibliography of supplementary materials is presented at the end of each chapter or unit, or at the end of the book.		X		
3. Material is related to other content areas and is interdisciplinary in nature.			X	
XIV. TEACHER'S MANUAL				
1. Manual, guidebook, or resource book is available.			X	
2. Answer key is available.			X	
3. Objectives and goals of the text are clearly stated in the manual.			X	
4. Concrete and practical suggestions are presented for the teacher.			X	
5. Alternative materials are listed for use with students.			X	
6. Resource materials are beneficial to the teacher.			X	
7. Supplementary materials correlate positively with basic text.			X	

SHALER AREA SCHOOL DISTRICT

No: 827

SECTION: OPERATIONS
TITLE: CONFLICT OF INTEREST
ADOPTED:

827. CONFLICT OF INTEREST	
1. Purpose	This policy shall affirm standards of conduct established to ensure that Board members and employees avoid potential and actual conflicts of interest, as well as the perception of a conflict of interest.
2. Definitions 65 Pa. C.S.A. Sec. 1101 et seq	Confidential information shall mean information not obtainable from reviewing a public document or from making inquiry to a publicly available source of information.
65 Pa. C.S.A. Sec. 1101 et seq	Conflict or Conflict of interest shall mean use by a Board member or district employee of the authority of his/her office or employment, or any confidential information received through his/her holding public office or employment, for the private pecuniary benefit of him/herself, a member of his/her immediate family or a business with which s/he or a member of his/her immediate family is associated. The term does not include an action having a de minimis economic impact, or which affects to the same degree a class consisting of the general public or a subclass consisting of an industry, occupation or other group which includes the Board member or district employee, a member of his/her immediate family or a business with which s/he or a member of his/her immediate family is associated.
65 Pa. C.S.A. Sec. 1101 et seq	De minimis economic impact shall mean an economic consequence which has an insignificant effect.
65 Pa. C.S.A. Sec. 1101 et seq	Financial interest shall mean any financial interest in a legal entity engaged in business for profit which comprises more than five percent (5%) of the equity of the business or more than five percent (5%) of the assets of the economic interest in indebtedness.
65 Pa. C.S.A. Sec. 1101 et seq	Honorarium shall mean payment made in recognition of published works, appearances, speeches and presentations, and which is not intended as consideration for the value of such services which are nonpublic occupational or professional in nature. The term does not include tokens presented or provided which are of de minimis economic impact.
65 Pa. C.S.A. Sec. 1101 et seq	Immediate family shall mean a parent, parent-in-law, spouse, child, spouse of a child, brother, brother-in-law, sister, sister-in-law, or the domestic partner of a parent, child, brother or sister.
	Business partner shall mean a person who, along with another person, plays a significant role in owning, managing, or creating a company in which both individuals have a financial interest in the company.

3. Delegation of Responsibility	Each employee and Board member shall be responsible to maintain standards of conduct that avoid conflicts of interest. The Board prohibits members of the Board and district employees from engaging in conduct that constitutes a conflict of interest as outlined in this policy.
4. Guidelines	All Board members and employees shall be provided with a copy of this policy and acknowledge in writing that they have been made aware of it. Additional training shall be provided to designated individuals.
Pol. 004	<p><u>Disclosure of Financial Interests</u></p> <p>No Board member shall be allowed to take the oath of office or enter or continue upon his/her duties, nor shall s/he receive compensation from public funds, unless s/he has filed a statement of financial interests as required law.</p>
65 Pa. C.S.A. Sec. 1104 Title 51 Sec. 15.2	<p>The district solicitor and designated district employees shall file a statement of financial interests as required by law and regulations.</p> <p><u>Standards of Conduct</u></p>
2 CFR Sec. 200.318	The district maintains the following standards of conduct covering conflicts of interest and governing the actions of its employees and Board members engaged in the selection, award and administration of contracts.
2 CFR Sec. 200.318	No employee or Board member may participate in the selection, award or administration of a contract supported by a federal award if s/he has a real or apparent conflict of interest as defined above, as well as any other circumstance in which the employee, Board member, any member of his/her immediate family, his/her business partner, or an organization which employs or is about to employ any of them, has a financial or other interest in or a tangible personal benefit from a firm considered for a contract.
65 Pa. C.S.A. Sec. 1101 et seq	<p>The district shall not enter into any contract with a Board member or employee, or his/her spouse or child, or any business in which the person or his/her spouse or child is associated valued at \$500 or more, nor in which the person or spouse or child or business with which associated is a subcontractor unless the Board has determined it is in the best interests of the district to do so, and the contract has been awarded through an open and public process, including prior public notice and subsequent public disclosure of all proposals considered and contracts awarded. In such a case, the Board member or employee shall not have any supervisory or overall responsibility for the implementation or administration of the contract.</p> <p>When advertised formal bidding is not required or used, an open and public process shall include at a minimum:</p> <ol style="list-style-type: none"> 1. Public notice of the intent to contract for goods or services;

<p>65 Pa. C.S.A. Sec. 1101 et seq</p>	<p>2. A reasonable amount of time for potential contractors to consider whether to offer quotes; and</p> <p>3. Post-award public disclosure of who made bids or quotes and who was chosen.</p> <p>Any Board member or employee who in the discharge of his/her official duties would be required to vote on a matter that would result in a conflict of interest shall abstain from voting and, prior to the vote being taken, publicly announce and disclose the nature of his/her interest as a public record.</p>
<p>65 Pa. C.S.A. Sec. 1101 et seq</p>	<p>No public official or public employee shall accept an honorarium.</p>
<p>2 CFR Sec. 200.318 Pol. 322</p>	<p>Board members and employees may neither solicit nor accept gratuities, favors or anything of monetary value from contractors or parties to subcontracts, unless the gift is an unsolicited item of nominal value. Gifts of a nominal value may be accepted in accordance with Board policy.</p> <p><u>Improper Influence</u></p>
<p>65 Pa. C.S.A. Sec. 1101 et seq</p>	<p>No person shall offer or give to a Board member, employee or nominee or candidate for the Board, or a member of his/her immediate family or a business with which s/he is associated, anything of monetary value, including a gift, loan, political contribution, reward or promise of future employment based on the offeror's or donor's understanding that the vote, official action or judgment of the Board member, employee or nominee or candidate for the Board would be influenced thereby.</p>
<p>65 Pa. C.S.A. Sec. 1101 et seq</p>	<p>No Board member, employee or nominee or candidate for the Board shall solicit or accept anything of monetary value, including a gift, loan, political contribution, reward or promise of future employment, based on any understanding of that Board member, employee or nominee or candidate that the vote, official action or judgment of the Board member, employee or nominee or candidate for the Board would be influenced thereby.</p> <p><u>Organizational Conflicts</u></p>
<p>2 CFR Sec. 200.318</p>	<p>Organizational conflicts of interest may exist when due to the district's relationship with a subsidiary, affiliated or parent organization that is a candidate for award of a contract in connection with federally funded activities, the district may be unable or appear to be unable to be impartial in conducting a procurement action involving a related organization.</p> <p>In the event of a potential organizational conflict, the potential conflict shall be reviewed by the Superintendent or designee to determine whether it is likely that the district would be unable or appear to be unable to be impartial in making the award. If such a likelihood exists, this shall not disqualify the related organization; however, the following measures shall be applied:</p>

1. The organizational relationship shall be disclosed as part of any notices to potential contractors;
2. Any district employees or officials directly involved in the activities of the related organization are excluded from the selection and award process;
3. A competitive bid, quote or other basis of valuation is considered; and
4. The Board has determined that contracting with the related organization is in the best interests of the program involved.

Reporting

Any perceived conflict of interest that is detected or suspected by any employee or third party shall be reported to the Superintendent. If the Superintendent is the subject of the perceived conflict of interest, the employee or third party shall report the incident to the Board President.

Any perceived conflict of interest of a Board member that is detected or suspected by any employee or third party shall be reported to the Board President. If the Board President is the subject of the perceived conflict of interest, the employee or third party shall report the incident to the Superintendent, who shall report the incident to the solicitor.

No reprisals or retaliation shall occur as a result of good faith reports of conflicts of interest.

Investigation

Investigations based on reports of perceived violations of this policy shall comply with state and federal laws and regulations. No person sharing in the potential conflict of interest being investigated shall be involved in conducting the investigation or reviewing its results.

In the event an investigation determines that a violation of this policy has occurred, the violation shall be reported to the federal awarding agency in accordance with that agency's policies.

Disciplinary Actions

If an investigation results in a finding that the complaint is factual and constitutes a violation of this policy, the district shall take prompt, corrective action to ensure that such conduct ceases and will not recur. District staff shall document the corrective action taken and, when not prohibited by law, inform the complainant.

Violations of this policy may result in disciplinary action up to and including discharge, fines and possible imprisonment. Disciplinary actions shall be consistent

Pol. 317

with Board policies, procedures, applicable collective bargaining agreements and state and federal laws.

References:

State Ethics Commission Regulations – 51 PA Code Sec. 15.2

Public Official and Employee Ethics Act – 65 Pa. C.S.A. Sec. 1101 et seq.

Uniform Administrative Requirements for Federal Awards, Title 2, Code of Federal Regulations – 2 CFR Sec. 200.318

Board Policy – 004, 011, 317, 319, 322, 609, 702

SHALER AREA SCHOOL DISTRICT

No: 005

SECTION: LOCAL BOARD PROCEDURES

TITLE: ORGANIZATION

ADOPTED: OCTOBER 21, 1998

REVISED: JULY 12, 2004; FEBRUARY 16, 2011; JULY 10, 2013

005. ORGANIZATION	
	Section 1. <u>Organization Meeting</u>
SC 401, 402, 404, 421	The Board members shall meet and organize annually during the first week of December. Notice of the time and place of the organization meeting shall be given to all Board members by mail at least five (5) days before the meeting by the Board Secretary. The organization meeting shall be a regular meeting.
	Section 2. <u>Order</u>
SC 402, 426	The organization meeting shall be called to order by the current President or Vice-President of the outgoing Board, or any hold-over member of the Board. A temporary President shall be elected from among the hold-over members of the Board. The Board Secretary shall be secretary of the meeting. In an election year, the certificates of election or appointment of all new Board members shall be read, and a list shall be prepared of the legally elected or appointed and qualified Board members.
SC 321, 402	At the organization meeting, the temporary President may administer the oath or affirmation of office to those Board members who have not previously taken and subscribed to the same.
	Section 3. <u>Officers</u>
	Election of officers shall be by a majority vote of those present and voting. Where no such majority is achieved on the first ballot, a second ballot shall be cast for the two (2) candidates who received the greatest number of votes.
SC 404	a. The school directors shall annually, during the first week of December, elect from their members a President and Vice-President who shall serve for one (1) year.
SC 404	b. The school directors shall annually, during the month of May, elect a Treasurer who shall serve for one (1) year beginning the first day of July after such election. The Treasurer may be a corporation duly qualified and legally authorized to transact a fiduciary business in the Commonwealth, and may be a member of the Board or the district administration.
SC 436, 438 Pol. 811	The Treasurer shall not enter upon his/her duties until furnishing bond in accordance with law and with Board approval. The Treasurer shall be compensated in the manner and at the rate determined by the Board.

005. ORGANIZATION

SC 404	<p>c. The school directors shall, during the month of May in every fourth year, elect a Secretary and Assistant Secretary who shall serve a term of four (4) years beginning the first day of July following such election, and shall not be a member of the Board.</p> <p>d. In order to foster a more active leadership role by all members of the board, the number of terms for Board Officers (President, Vice President) shall be limited to two (2) three (3) consecutive one (1) year terms. If a board member serves two (2) three (3) successive terms, s/he may not be considered as a candidate for the same board position for no less than two (2) years.</p>
SC 431, 432 Pol. 811	<p>The Secretary shall not enter upon his/her duties until furnishing bond in accordance with law and with Board approval. The Secretary and Assistant Secretary shall be compensated in the manner and at the rate determined by the Board.</p> <p>Vacancies in any office shall be filled by Board election; such officers shall serve for the remainder of the unexpired term.</p>
SC 324, 404	<p>The same school director may not hold more than one (1) office of the Board. No commissioned officer or professional employee of the Board shall serve, temporarily or permanently, as an officer of the Board.</p>
PA Const. Art. VI Sec. 7 Pol. 006	<p>Officers of the Board serve at the pleasure of the Board and may be removed from such office by the affirmative vote of a majority of those present and voting.</p> <p>Section 4. <u>Appointments</u></p> <p>The Board shall have the authority to appoint:</p>
SC 508, 683	<p>a. A tax collector, where a tax collector is not elected to collect taxes, there is a vacancy, or an elected tax collector refuses to qualify.</p>
SC 324, 406	<p>b. Solicitor.</p>
SC 434	<p>c. Assistant Secretary.</p>
SC 2401	<p>d. Independent auditor.</p>
SC 516	<p>e. Delegates to a state convention or association of school directors.</p>
	<p>f. Other appointments the Board deems necessary.</p>
PA Const. Art. VI Sec. 7 Pol. 006	<p>Appointees serve at the pleasure of the Board and may be removed from such appointment in accordance with the provisions of law.</p>

005. ORGANIZATION

SC 621	<p>Section 5. <u>Resolutions</u></p> <p>The Board may at the organization meeting, but shall prior to July 1 next following, designate:</p> <ul style="list-style-type: none">a. Depositories for school funds.b. Newspaper(s) of general circulation as defined in law.c. Normal day, place and time for regular meetings.d. Normal day, place and time for open committee meetings.e. Normal day, place and time for executive sessions of the Board.
SC 106	
SC 421	
65 Pa. C.S.A. Sec. 701 et seq Pol. 006	<p>Section 6. <u>Board Committees</u></p> <p>The Board has the authority to approve Board committees. Board committees authorized to take official action or render advice on district business shall operate in accordance with the provisions of the Sunshine Act.</p> <ul style="list-style-type: none">• Committees shall not include a majority of the membership of the Board.• Members shall be appointed by the President<ul style="list-style-type: none">○ Who shall serve as an ex-officio member on all committees.○ Who shall appoint the Superintendent as an ex-officio member of all committees.• A member may request or refuse appointment to a committee.• Refusal to serve on any one committee shall not be grounds for failure to appoint a member to another committee.• Each Board committee shall be convened by a chairperson who shall report for the committee.<ul style="list-style-type: none">○ and prepare minutes of open committee meetings.○ and be appointed by the President.• The President may appoint as soon after the organization meeting as practicable members of the Board to the following standing committees, where they shall serve a term of one (1) year:<ul style="list-style-type: none">○ Athletic Committee○ Buildings and Grounds Committee○ Education Committee

005. ORGANIZATION

- Finance Committee
- Policy Committee
- Transportation Committee

- Ad hoc committees may be created, charged, and assigned a fixed termination date, which may be extended by the President.

- Members of committees shall serve until the committee is discharged.

The Board shall develop Board Operation Guidelines that describe the duties and establish procedures for the operation of standing committees.

Section 7. Consultants

The Board may appoint, employ or retain consultants to provide the district with specialized services not normally required on a continuing basis. Compensation shall be determined and approved by the Board.

The function of a consultant shall be to make studies and present recommendations to the Board. A consultant shall not be charged with the implementation of a report.

A consultant has no administrative authority over any facet of district schools, but shall act solely as advisor to the Board, officers and employees.

The use of consultants from outside the district who promote a particular commercial product is discouraged.

References:

Pennsylvania Constitution – PA Const. Art. VI Sec. 7

School Code – 24 P.S. Sec. 106, 321, 324, 401, 402, 404, 406, 421, 426, 431, 432, 434, 436, 438, 508, 516, 621, 683, 1410, 2401

Sunshine Act – 65 Pa. C.S.A. Sec. 701 et seq.

Board Policy – 006, 811

SHALER AREA SCHOOL DISTRICT

No: 404

SECTION: PROFESSIONAL EMPLOYEES

TITLE: EMPLOYMENT OF SUPPLEMENTAL EMPLOYEES

ADOPTED: SEPTEMBER 16, 1998

REVISED: JUNE 16, 1999; JULY 18, 2007; DECEMBER 3, 2014

	404. EMPLOYMENT OF SUPPLEMENTAL CONTRACT EMPLOYEES
1. Purpose	The Board recognizes the importance of securing personnel to fill all vacant supplemental contract positions within the school district. To that end, the Board commits itself to a policy which recognizes that the first and over-riding consideration in filling such positions is to select the best-qualified candidate.
2. Authority	<p>The supplemental contract positions and compensation are set forth in the master contract between the district and the Shaler Area Education Association under Appendix C.</p> <p>The board retains its sole discretion to add or delete activities and its sole discretion to assign or remove the person or persons appointed to supplemental contract positions without limitation when it deems it necessary to do so and to assign or remove the person or persons appointed to such positions when it deems it to be in the best interest of the activity or the education system to do so.</p>
3. Guidelines	<p><u>Posting/Advertisement of Vacancies</u></p> <p>When a supplemental contract position becomes vacant or a new position is approved, then it is the responsibility of the building activity or athletic director to either post the vacancy and provide all of the information relevant to the vacancy or to request the Office of Human Resources to post it. A posting system shall be used to make all of those who are presently employed by the district aware of the vacant position. Applications or inquiries by persons not employed by the district will be accepted until the closing date specified on the posting. When additional applications are deemed necessary, the news media may be used to advertise supplemental contract vacancies. It may include local, suburban, and city newspapers as well as various association publications.</p> <p><u>Application Files</u></p> <p>Application files for persons applying for supplemental contract positions will be maintained by the Office of Human Resources. No candidate shall be employed until such candidate has finalized the mandatory background check requirements for criminal history, child abuse, and FBI fingerprinting, and the District has evaluated the results of that screening process. However, the candidate can begin employment while these various background checks are being processed. When possible, the candidate should provide a copy of applications and money orders submitted.</p> <p><u>Preliminary Screening of Application Files</u></p> <p>The building principal and/or building athletic or activity coordinator will review the application files to recommend the applicants to be interviewed. The Superintendent or</p>
SC 111 23 Pa. CSA 6301 20 U.S.C. Sec. 1681 et seq 42 U.S.C. Sec. 2000 et seq Pol. 104	

designee shall reserve the right to be part of the process. Applicants will be selected for interviews based upon qualifications specified in the vacancy notice.

Initial Interviews

Initial interviews will be conducted by the building principal and/or the building activity or athletic director. Additional persons can be added to the interview committee at the direction of either the building principal or the Superintendent.

Confidential Telephone Reference Checks

Confidential telephone reference checks for applicant(s) considered for recommendation for employment to the Board will be conducted by either the building principal, the building activity or the athletic director. When possible, at least two (2) confidential telephone reference checks will be completed with current or former supervisors of the applicant(s) being considered for employment.

Evaluation

The building principal and/or the building activity or athletic director will meet with the head coach or sponsor of a club or activity prior to the beginning of the athletic season or program year for the purpose of establishing goals for the activity or sport. At the conclusion of the season or program year, the same supervisor will meet with the head coach or sponsor of the club or activity and share the completed district's evaluation form which will include a review of goals established for the sport or activity.

The evaluation shall be completed within 60 calendar days after the close of the athletic season or the club or activity program year.

Board Appointments

Upon initial hiring for a supplemental head coaching position, the candidate shall be granted a two year contract. ~~At the end of the first year, each candidate will be granted a one year extension if he/she receives a satisfactory evaluation.~~ **If he/she receives a satisfactory evaluation at the end of the first contract year, a one year contract extension will be recommended to the board for approval.** The one year extension shall be based on the recommendation of the athletic director, the evaluation, and the coach's performance in light of the established goals for the preceding sports season **and contingent upon board approval.** Subsequent appointments to a one year term will follow the same criteria, and where reappointments are for a one year term, a plan for improvement may be implemented as a means of strengthening the coach's performance.

All other appointments to coaching positions and activity sponsorship shall be for one year. Accordingly, the Board may authorize the posting of positions annually. The Board also retains the discretion to appoint an incumbent to a supplemental contract position without advertising.

SHALER AREA SCHOOL DISTRICT

No: 701.1

SECTION: PROPERTY

TITLE: NAMING/RENAMING DISTRICT FACILITIES

ADOPTED: DECEMBER 9, 2009

701.1. NAMING/RENAMING DISTRICT FACILITIES	
1. Purpose	The Board recognizes that students, parents/guardians, graduates, employees, and/or community members may want to honor distinguished persons by naming and/or renaming school district facilities after them. This policy provides guidelines for the Board in naming and/or renaming school district facilities.
2. Definition	<p>For the purposes of this policy, facilities within the school district are considered to fall within one (1) of the following categories:</p> <ol style="list-style-type: none">1. A school district building.2. A portion of a school district building.3. A school district athletic field/facility.4. Other area(s) of school district premises.
3. Guidelines	<p>The guidelines which follow relate to the aforementioned categories and the naming or renaming of any facility, portion of a facility, or other area of school district premises that falls within those categories:</p> <ol style="list-style-type: none">1. Requests to name or rename a school district facility, portion of a facility, or other area of school district premises shall be made in writing and submitted to the Superintendent who, after reviewing the request to ensure that it contains all necessary information, adequate detail, and appropriateness shall forward the request to the committee. All requests shall provide the name of the person to be considered for recognition as well as a detailed rationale for naming or renaming a facility, portion of a facility, or other area of school district premises, any of which shall be precisely identified, after said person.2. A school district facility, portion of a facility, or other area of school premises shall only be named or renamed with the approval of at least six (6) of the nine (9) members of the Board.2. A committee shall be created to review all requests. Said committee shall be comprised of each of the following:<ol style="list-style-type: none">a. A member of the communityb. A member of administrationc. A support staff memberd. A professional staff membere. A parent of a current Shaler Area student

The committee shall also be comprised of at least two (2) Board members. However, at no time shall there be a majority of Board members on the committee, nor shall there be more than four (4) Board members on the committee. In deciding upon whether or not to honor a properly submitted request, the character of the person being considered and his/her contributions to the school district, the community or the world at large shall be considered. The effects of the naming or renaming a facility, portion of a facility, or other areas of school premises upon the school and community shall also be considered.

- 3. The Committee shall inform the Superintendent of this recommendation concerning the naming of a new or existing facility, or a portion thereof, together with a written explanation based upon the objectives and guidelines of this policy.**
- 4. A school district facility, portion of a facility, or other area of school premises shall only be named or renamed with the approval of at least six (6) of the nine (9) members of the Board.**
- 5. The Board shall have the sole authority and responsibility for naming the facility, or portion thereof, and the Board's decision shall be final.**
- 6. The Board reserves the right to revoke the naming of a facility in the event that the individual, for whom the facility is named, is determined to have committed any criminal act deemed to warrant such removal or has engaged in any act of moral turpitude, regardless of whether such act violates any criminal statute or results in a criminal indictment or charge.**
- 7. In the event of significant renovations to a previously named facility, or a portion thereof, the Board may, at its discretion, determine that a new naming opportunity to be considered for the renovated area.**