

LEASE AGREEMENT

THIS AGREEMENT made by and between **SHALER AREA SCHOOL DISTRICT, BURCHFIELD PRIMARY SCHOOL**, with offices located at 1500 Burchfield Road, Allison Park, PA, Allegheny County, PA 15101, herein referred to as "Lessor"

A N D

ALLEGHENY INTERMEDIATE UNIT DART PROGRAM of Allegheny County, Pennsylvania, hereinafter referred to as the "Lessee".

W I T N E S S E T H:

1. **Premises:** Lessor hereby leases to Lessee the exclusive use of the following property:

The following: Room 9 (office space) totaling 271 sq. ft. and room 10 (classroom space) totaling 1055 sq. ft. for a total of 1326 sq. ft.

For the operation of a DART program for the provision of early intervention services to preschool age children with disabilities on weekdays when Lessor's regular school program is in session.

2. **Operation of Program:** Operation of the DART program is the exclusive responsibility of Lessee. Lessee shall be responsible for receiving and responding to all communications with person concerning any aspect of the program, and otherwise shall be responsible for the daily administration, supervision and operation of the program. Lessee shall employ and assign appropriate and sufficient staff to supervise its staff and students conducting or participating in the DART program and shall endeavor to protect against and prevent damage to the Lessor's property, buildings and grounds of injury to persons while on the premises. All equipment, supplies, foodstuffs and beverages used in the operation and conduct of the DART program shall be provided by Lessee. Lessee's personnel shall be obligated to comply with all rules, regulations and policies of the Lessor as apply to the premises, Lessee shall furnish to Lessor a signed statement confirming that Lessee possess all state and federal criminal history reports, child abuse clearances, Act 168 employment history reviews and verification of tuberculosis tests as are required by law for persons having direct

contact with children.

3. **Term and Termination:** This lease shall commence on July 1, 2019 and terminate on June 30, 2020. Either party shall have the right to terminate this lease at any time during the lease period by giving ninety (90) days written notice. Should this lease run full term, and neither party sends written notification to terminate this lease at the end of the term, it shall automatically renew on the first of each month for a 30-day period.

4. **Rent:** In consideration of Lessor's promise to lease the aforescribed premises and mutually dependent thereon, Lessee promises to pay Lessor the amount of: Ten Thousand, Six Hundred Eight and 00/100 (\$10,608.00) Dollars payable in Twelve (12) installments of Eight Hundred Eighty-Four and 00/100 (\$884.00) Dollars beginning on or before July 1, 2019, and on or before the first of each successive month thereafter, unless said lease is sooner terminated. It is understood by the parties hereto that upon giving proper notices of termination as provided in Paragraph 2, the Lessee's obligation to make the monthly installments shall cease.

5. **Utilities:** In consideration of the above, Lessor promises to provide all utilities including electricity, heat, sewage, water, garbage removal, snow removal and all janitorial costs. The Lessee also shall have access to Internet Access (via Guest Account).

6. **Alterations:** Subject to Lessor's approval, Lessee may, at Lessee's sole cost and expense, make any reasonable alteration to enable it to effectively carry out the purpose of its program.

7. **Furniture:** Lessee shall be entitled to use the furniture presently in the rooms leased, but shall be allowed to bring in additional furniture as needed.

8. **Building and Utility Maintenance:** Lessor promises to keep and maintain drainage, water heater, air conditioning, heating, and other related equipment (if applicable), electrical wiring, any and all roof repairs and maintenance, grass cutting, snow removal and keeping the structure of the building in good condition during the term of this lease and any renewals hereof; provided, however, that any maintenance or repairs which are the result of damages caused by Lessee's use of the premises shall be paid for by the Lessee, normal wear and tear excepted.

9. **Insurance:** Lessee shall purchase and maintain adequate liability insurance on the premises to fully protect Lessor's interest in the premises and to cover any liability or obligations for which Lessor might become liable as a result of Lessee's activities.

In addition, it is understood and agreed that Lessor shall have no obligation to purchase and maintain any insurance on the premises to protect Lessee's interest in the premises or to cover any obligation for which Lessee might become liable as a result of Lessee's activities.

10. **Personal Injury and Property Damage.** Lessee shall be responsible for any injury or damage to any person or to any property at any time on said premises that is caused by the negligence or intentional acts of Lessee or its employees or agents, likewise Lessor shall be responsible for any injury or damage to any person or to any property at any time on said premises caused by the negligence or intentional acts of Lessor or its employees or agents.

11. **Entire Agreement:** This agreement represents the entire understanding of the parties and there are no representations, covenants, or conditions that are not herein set forth and any amendment hereto shall be in writing and executed by the parties hereto.

12. **Applicable Law:** This agreement shall be interpreted by and under the laws of the Commonwealth of Pennsylvania.

13. **No Waiver:** No consent to or waiver by the Lessor of any default or violation or breach of any of the terms, provisions or covenants contained in the this Lease shall be deemed or constructed to constitute a waiver of any other violation or breach of any of the terms, provisions and covenants of this Lease.

ATTEST:

SHALER AREA SCHOOL DISTRICT

BY:

ATTEST:

ALLEGHENY INTERMEDIATE UNIT

BY:

DATA USE AGREEMENT

This Data Use Agreement (“Agreement”) is made as of the (“Effective Date”) by and between Carnegie Mellon University (“CMU”), a non-profit Pennsylvania corporation located at 5000 Forbes Avenue, Pittsburgh, Pennsylvania 15213, and [REDACTED] principally located at [REDACTED] (“School District”).

WHEREAS, CMU desires to perform an academic research project related to identifying key instructional strategies to achieve high growth among K-12 students (the “Research”); and,

WHEREAS, School District has certain Data (as defined below), and is willing to make the Data available to CMU, for CMU to carry out the Research using the Data (the “Purpose”).

NOW THEREFORE, in consideration of the mutual covenants contained herein and intending to be legally bound, the parties agree as follows:

1. The data provided by School District pursuant to this Agreement is de-identified K-12 student and school data as further described in Exhibit A and Exhibit B (the “Data”). The Data provided to CMU, will not include any personally identifiable information or protected health information.
2. School District hereby grants CMU the right to access and use the Data for the Purpose.
3. For three (3) years from the Effective Date of this Agreement, CMU agrees a) to protect the Data from disclosure to others, using the same degree of care used to protect its own data of like importance; b) to use the Data only for the Purpose; and, c) to not distribute or transfer the Data to any third party without School District’s prior written consent.
4. Subject to the confidentiality obligations described in Section 3 above, School District acknowledges that CMU is free to publish its Research results in accordance with academic standards. The parties acknowledge the results of the Research that may be published shall include analyses and aggregates of the Data, and it will not be a violation of this Agreement to publish any analyses or aggregates of the Data.
5. Each party acknowledges that nothing in this Agreement grants any rights under any patents or other intellectual property rights of the other party.
6. School District warrants that it is authorized to share the de-identified Data with CMU, and the disclosure of such Data complies with all applicable laws.
7. Neither party makes any representation or warranty as to the accuracy or completeness of any Data or Research results provided by it and shall not have any liability or responsibility for errors or omissions in any Data or Research results disclosed under this Agreement. No party shall have any liability to the other party relating to or resulting from the use of any Data or Research results or any decisions made by the other party relating to or resulting from the use of any Data or Research results.
8. Each party agrees not to use the name or trademarks of the other party or any member of its staff in sales promotion work, advertising or other publicity without the prior written permission of the other party, except CMU shall be permitted to use the name of School District to document the provision of the Data for the Research as required by law or regulation, or for publication of the Research results.

9. Each party agrees that it will not directly or indirectly transmit, by way of trans-shipment, export, diversion or otherwise, any Data or information of the other party except in accordance with any and all applicable United States export control laws and regulations. As an institution of higher learning, CMU generally performs fundamental research that is exempt from export control licensing under applicable export control laws. As a result, CMU typically does not wish to take receipt of export-controlled information, except as may be specifically agreed to by CMU and for which CMU has made specific arrangements. School District agrees that it will not provide or make accessible to CMU any export-controlled Data without first informing the CMU's Office of Sponsored Programs of the export-controlled nature of the Data and obtaining from CMU's Office of Sponsored Programs its written consent to accept such information as well as any specific instructions regarding the mechanism pursuant to which such information should be passed.
10. This term of this Agreement will be one (1) year from the Effective Date, unless it is terminated earlier by either party providing the other party with at least thirty (30) days prior written notice, or unless it is extended as mutually agreed upon by the parties.
11. This Agreement and any actions under it shall be governed and construed in accordance with the laws of the Commonwealth of Pennsylvania without regard to its conflicts of laws provisions. Any disputes arising under or relating to this Agreement shall be heard in the Court of Common Pleas of Allegheny County, Pennsylvania or the United States District Court for the Western District of Pennsylvania. Each party hereby consents to the jurisdiction of said courts and waives any objection which they may have at any time to the jurisdiction of such courts, the laying of venue in such courts or the convenience of the forum
12. This Agreement is intended to provide only for the handling and protection of Data. It shall not be construed as a teaming, joint venture, partnership or other similar arrangement.
13. Nothing in this Agreement, express or implied, is intended to or shall confer upon any person or entity other than Carnegie Mellon and School District any right, benefit or remedy of any nature whatsoever under or by reason of this Agreement.
14. This Agreement (a) is the complete agreement of the parties concerning the subject matter hereof and supersedes any prior agreements, understanding or discussions with respect to the subject matter hereof; and (b) may not be amended or in any manner modified except by a non-electronic written instrument signed by authorized representatives of both parties.

The parties hereto have caused this Agreement to be executed by their duly authorized representatives as of the date last signed below.

Carnegie Mellon University

(Signature)

(Name)

(Title)

(Date)

(Signature)

(Name)

(Title)

(Date)

Exhibit A – Research Proposal

This project aims to identify key instructional strategies to achieve high growth among K-12 students by analyzing student and school data. We will use existing data from academic years from 2015-2016 through 2017-2018 to compare student performance in different assessments based on different characteristics of the students (e.g., attendance, social economic status), different characteristics of the learning environment (e.g., the demographic makeup of their classes, their teacher), as well as students' and teachers' use of learning technology. Our analytic approach will be to identify standout group of students, teachers and schools where students perform above expected and relate this better-than-expected performance to other characteristics of the students, environment, or technology use.

EXHIBIT B

All data for 17-18 (if available 16-17 as well)
1. From vendors/educational technology (for each student and app)
Log of student interaction with the app.
How long student interacted with the app
How many activities/challenges the student completed
How well the student performed in the activities completed
What percentage of activities started were completed
2. School data
2.1 Enrollment (for each student)
grade enrollment data
School student is enrolled in
2.2 Demographic (for each student)
Special Ed status
ELL status
Economically Disadvantaged status
Race
2.3 Attendance (for each student)
Every day for every student with attendance code
Assessments (for each student)
school tests and assessment
state assessments
2.4 Discipline Data (for each student)
All suspension incidents
All classroom referrals
2.5 Course Grades (for each student)
Course grades

SHALER AREA SCHOOL DISTRICT

No: 006

SECTION: LOCAL BOARD PROCEDURES

TITLE: MEETINGS

ADOPTED: OCTOBER 21, 1998

REVISED: JUNE 16, 1999; NOVEMBER 19, 2003; MAY 13, 2009; FEBRUARY 16, 2011; JUNE 20, 2012

	006. MEETINGS
	<u>Parliamentary Authority</u>
SC 407 65 Pa. C.S.A. Sec. 701 et seq	All Board meetings shall be conducted in an orderly and business-like manner. Robert's Rules of Order, Newly Revised, shall govern the Board in its deliberations in all cases in which it is not inconsistent with law, state regulations or Board procedures.
	<u>Quorum</u>
SC 422	A quorum shall consist of a majority of the members of the Board. No business shall be transacted at a meeting without a quorum, but the Board members school directors present at such a meeting may adjourn to another time.
	<u>Presiding Officer</u>
SC 405, 426, 427, 428	The President shall preside at all Board meetings. In the absence, disability or disqualification of the President, the Vice-President shall act instead. If neither person is present, a Board member school director shall be elected President pro tempore by a plurality majority of those present and voting to preside at that meeting only. The act of any person so designated shall be legal and binding. When no such majority is achieved on the first vote, a second vote shall be cast for the two (2) candidates who received the greatest number of votes.
	<u>Notice</u>
65 Pa. C.S.A. Sec. 703, 709	Notice of all public Board meetings, including committee meetings and work sessions, shall be given by publication of the date, place, and time of such meetings in the newspaper(s) of general circulation designated by the Board and posting of such notice at the administrative offices of the Board.
65 Pa. C.S.A. Sec. 703, 709	a. Notice of regular meetings shall be given by publication and posting of a schedule showing the date, place and time of all regular meetings for the calendar year at least three (3) days prior to the time of the first regular meeting.
65 Pa. C.S.A. Sec. 703, 709	b. Notice of all special meetings shall be given by publication and posting of notice at least twenty-four (24) hours prior to the time of the meeting, except that such notice shall be waived when a special meeting is called to deal with an actual emergency involving a clear and present danger to life or property.
65 Pa. C.S.A. Sec. 703, 709	c. Notice of all rescheduled meetings shall be given by publication and posting of notice at least twenty-four (24) hours prior to the time of the meeting.
65 Pa. C.S.A. Sec. 703	d. Notice of all recessed or reconvened meetings shall be given by posting a notice of the place, date and time of meeting and sending copies of such notice to

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	interested parties.
65 Pa. C.S.A. Sec. 709	e. Notice of all public meetings shall be given to any newspaper(s) circulating in Allegheny County and any radio or television station which so requests. Notice of all public meetings shall be given to any individual who so requests and provides a stamped, addressed envelope for such notification.
SC 423	Notice of all rescheduled meetings and special meetings shall be given to Board members each school director no later than 24 hours prior to the time of the meeting.
SC 421 65 Pa. C.S.A. Sec. 701 et seq	<p><u>Regular Meetings</u></p> <p>Regular Board meetings shall be public and shall be held at specified places at least once every two (2) months.</p> <p>a. Agenda</p> <p>It shall be the responsibility of the Superintendent, in cooperation with the Board President and Vice President to prepare an agenda of the items of business to come before the Board at each regular meeting.</p> <p>The agenda, together with all relevant reports, shall be provided each Board member at least two days before the meeting.</p> <p>If the agenda includes an item of business related to removal of an officer of the Board, the agenda shall be provided to each school director at least seven (7) days before the meeting.</p> <p>Any additions or changes to the prepared agenda may be requested by a school director or the Superintendent must be approved by a majority vote of the school directors present.</p> <p>b. Order of Business</p> <p>The order of business for regular meetings shall be as follows, unless altered by the President or a majority of those present and voting:</p> <p>Call to Order Roll Call Announcement Reading of Notice of Meeting Transaction of business for which meeting was called Adjournment</p>
SC 423, 426 65 Pa. C.S.A. Sec. 701 et seq	<p><u>Special Meetings</u></p> <p>Special meetings shall be public and may be called for special or general purposes and shall be public except when conducted as an executive session for purposes authorized by the Sunshine Act. law.</p>

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SC 426	The President may call a special meeting at any time and shall call a special meeting upon presentation of the written requests of three (3) Board members school directors . Upon the President's failure or refusal to call a special meeting, such meeting may be called at any time by a majority of the Board members school directors .
SC 423	No business shall be transacted at any special meeting except that named in the call sent to members school directors for such special meeting.
65 Pa. C.S.A. Sec. 701 et seq Pol. 903	<u>Public Participation</u> District residents present at a Board meeting may address the Board in accordance with law and Board procedures and policy. At each public Board meeting, prior to official action by the Board, an opportunity shall be provided for public comment in accordance with law and Board procedures and policy.
SC 609, 687	<u>Voting</u> All motions shall require for adoption a majority vote of those Board members school directors present and voting, except as provided by statute or Board procedures. All votes on motions and resolutions shall be by voice vote unless an oral roll call vote is requested by the President or another school director. <u>Special Voting Requirements</u> <i>*Indicates actions for which the minutes also must reflect how each school director voted.</i> Actions requiring the unanimous affirmative vote of all members of the Board remaining in office: <ol style="list-style-type: none">1. Appoint as Board Secretary a former school director who has resigned, before the expiration of the term for which the director was elected.2. Appoint as solicitor a former school director who has resigned, before the expiration of the term for which the director was elected. Actions requiring the recorded affirmative votes of two-thirds of the full membership of Board: <ol style="list-style-type: none">1. Transferring, during the first three (3) months of the fiscal year, budgeted funds set apart or appropriated to a particular item of expenditure.2. Adding or increasing appropriations to meet an emergency or catastrophe.3. Hiring as a teacher a former school director who has resigned, before the expiration of the term for which the director was elected.

4. Conveying land or buildings to certain charities or other public agencies without following prescribed valuation procedures or with more favorable financing.
5. Incurring temporary debt (non-emergency).
6. Dismissing a tenured professional employee after a hearing.
7. Borrowing in anticipation of current revenue.

Actions requiring the affirmative votes of two-thirds of those voting in the presence of a quorum:

1. Incurring temporary debt to meet an emergency or catastrophe.
2. Adopting or changing textbooks without the recommendation of the Superintendent.

Actions requiring the affirmative votes of a majority of the full membership of the Board:

1. Fixing the length of the school term.
2. Adopting textbooks recommended by the Superintendent.
3. Appointing teachers and principals.
4. Adopting the annual budget.
5. Appointing tax collectors and other appointees.
6. Levying and assessing taxes.
7. Purchasing, selling, or condemning land.
8. Locating new buildings or changing the location of old ones.
9. Creating or increasing any indebtedness.
10. Adopting planned instruction.
11. Establishing additional schools or departments.
12. Designating depositories for school funds.
13. Authorizing the transfer of any unencumbered balance, or portion thereof, from one appropriation to another, or from one spending agency to another during the last nine (9) months of the fiscal year.

14. Entering into contracts of any kind, including contracts for the purchase of fuel or any supplies where the amount involved exceeds \$100 (including items subject to bid requirements).
15. Fixing salaries or compensation of officers, teachers, or other appointees of the Board.
16. Entering into contracts with and making appropriations to the intermediate unit for the district's proportionate share of the cost of services provided or to be provided by the intermediate unit.
17. Dismissing, after a hearing, a Superintendent, Assistant Superintendent or non-tenured teacher.
18. Determining the location and amount of any real estate required by the school district for school purposes.
19. Vacating and abandoning property to which the Board has title.
20. Appointing a school director to fill a vacancy on the Board.
21. Calling a special meeting when the President has failed to do so after written request of three (3) members of the Board.
22. Declaring that a vacancy exists on the Board by reason of the failure or neglect of a school director to qualify.
23. Adopting, amending or repealing Board procedures and policy.
24. Combining or reorganizing into a larger school district.
25. Adopting a corporate seal for the district.

Abstention from Voting

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

Conflict of interest under the Ethics Act.

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

Conflict of interest – use by a public official of the authority of his/her office or any confidential information received through his/her holding public office for the private pecuniary benefit of him/herself, a member of

	<p>his/her immediate family or a business with which he/she or a member of his/her immediate family is associated. The term does not include an action having a de minimis economic impact or which affects to the same degree a class consisting of the general public or a subclass consisting of an industry, occupation or other group which includes the public official, a member of his/her immediate family or a business with which he/she or a member of his/her immediate family is associated.</p> <p>De minimis economic impact – an economic consequence which has an insignificant effect.</p> <p>Immediate family – parent, spouse, child, brother or sister.</p> <p>Business with which associated – any business in which the person or a member of the person’s immediate family is a director, officer, owner, employee or has a financial interest.</p> <p>Relative recommended for appointment to or dismissal from a teaching position.</p> <p>Relative – father, mother, brother, sister, husband, wife, son, daughter, stepson, stepdaughter, grandchild, nephew, niece, first cousin, sister-in-law, brother-in law, uncle or aunt.</p> <p>The Board is encouraged to seek the guidance of the district solicitor or the State Ethics Commission for questions related to conflict of interest.</p>
<p>SC 518 65 Pa. C.S.A. Sec. 706</p> <p>65 Pa. C.S.A. Sec. 705</p> <p>SC 407</p>	<p><u>Minutes</u></p> <p>The Board shall cause to be made, and shall retain as a permanent record of the district, minutes of all open Board meetings. Said minutes shall be comprehensible and complete and shall show:</p> <ol style="list-style-type: none"> Date, place, and time of the meeting. Names of school directors present. Presiding officer. Substance of all official actions. Actions taken. Recorded votes and a record by individual members of all roll call votes taken. Names of all residents who appeared officially and the subject of their testimony. <p>The Board Secretary shall provide each school director with a copy of the minutes of the last meeting prior to the next regular meeting.</p>
SC 433	The minutes of Board meetings shall be approved at the next succeeding meeting and signed by the Board Secretary.

SC 407
Pol. 800, 801

Adjournment **Recess/Reconvene**

The Board may at any time recess or adjourn to an adjourned meeting at a specified date and place, upon the majority vote of those present. The adjourned meeting shall take up its business at the point in the agenda where the motion to adjourn was acted upon. Notice of the rescheduled meeting shall be given as provided in Board policy.

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

- 1. Employment issues.**
- 2. Labor relations.**
- 3. Purchase or lease of real estate.**
- 4. Consultation with an attorney or other professional advisor regarding potential litigation or identifiable complaints that may lead to litigation.**
- 5. Matters that must be conducted in private to protect a lawful privilege or confidentiality.**
- 6. School safety and security, of a nature that if conducted in public, would:**
 - a. Be reasonably likely to impair the effectiveness of school safety measures.**
 - b. Create a reasonable likelihood of jeopardizing the safety or security of an individual or a school, including a building, public utility, resource, infrastructure, facility or information storage system.**

All hand-held electronic devices (such as cell phones) should be turned off during executive sessions. Use of electronic devices such as those used for speaking, recording, emailing and/or texting during Executive Session is prohibited.

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	<p>Computer use during Executive Session shall be limited to viewing only materials presented to the board.</p> <p>Official actions based on discussions held in executive session shall be taken at a public meeting.</p>
65 Pa. C.S.A. Sec. 701 et seq Pol. 006	<p><u>Work Sessions</u></p> <p>The Board may meet as a Committee of the Whole in a public meeting to vote on or to discuss issues. Public notice of such meetings shall be made in accordance with Board procedures.</p> <p>A meeting of the Committee of the Whole, not regularly scheduled, may be called at any time by the President; the President shall call such a meeting when requested to do so by school directors. Public notice of the meeting shall be made in accordance with Board procedures.</p>
65 Pa. C.S.A. Sec. 703, 709	<p>The Board Secretary shall provide notice of a meeting of the Committee of the Whole in accordance with Board procedures.</p>
65 Pa. C.S.A. Sec. 703, 709 Pol. 006 65 Pa. C.S.A. Sec. 701 et seq	<p><u>Committee Meetings</u></p> <p>Standing committee meetings may be called at any time by the committee chairperson, with proper public notice.</p> <p>A majority of the total membership of a committee shall constitute a quorum.</p> <p>Unless held as an executive session, standing committee meetings shall be open to the public, other school directors, and the Superintendent.</p> <p>A majority of the committee or the chairperson may invite Board employees, consultants or other persons who have special knowledge of an area under discussion.</p> <p>References:</p> <p>School Code – 24 P.S. Sec. 212, 224, 324, 405, 407, 408, 421, 422, 423, 426, 427, 428, 433, 508, 514, 518, 609, 621, 634, 665, 671, 687, 702, 707, 708, 803, 1071, 1075, 1076, 1077, 1080, 1111, 1129, 1503</p> <p>Sunshine Act – 65 Pa. C.S.A. Sec. 701 et seq.</p> <p>Board Policy – 003, 004, 005, 006, 107, 108, 604, 605, 606, 610, 612, 800, 801, 903</p>

SHALER AREA SCHOOL DISTRICT

No. 103

SECTION: PROGRAMS

TITLE: **NONDISCRIMINATION/DISCRIMINATORY HARASSMENT – SCHOOL & CLASSROOM PRACTICES**

ADOPTED: APRIL 15, 1998

REVISED: JUNE 16, 1999; DECEMBER 13, 2006; MARCH 19, 2008;

DECEMBER 9, 2009; FEBRUARY 16, 2011; SEPTEMBER 19, 2012

<p>1. Authority SC 1310 Title 22 Sec. 4.4, 12.1, 12.4, 15.1 et seq 24 P.S. Sec. 5004 43 P.S. Sec. 951 et seq Title IX 20 U.S.C. Sec. 1681 et seq 20 U.S.C. Sec. 6321 29 U.S.C. Sec. 794 Title VI 42 U.S.C. Sec. 2000d et seq 42 U.S.C. Sec. 12101 et seq</p>	<p>103. NONDISCRIMINATION/DISCRIMINATORY HARASSMENT – SCHOOL & CLASSROOM PRACTICES</p> <p>The Board declares it to be the policy of this district to provide an equal opportunity for all students to achieve their maximum potential through the programs offered in the schools regardless of race, color, age, creed, religion, sex, sexual orientation, ancestry, national origin, marital status, pregnancy or handicap/disability.</p> <p>The district strives to maintain a safe, positive learning environment for all students that is free from discrimination. Discrimination is inconsistent with the educational and programmatic goals of the district and is prohibited on school grounds, at school-sponsored activities and on any conveyance providing transportation to or from a school entity or school-sponsored activity.</p> <p>The district shall provide to all students, without discrimination, course offerings, counseling, assistance, employment, athletics and extracurricular activities. The equitable distribution of district resources is one means the district shall use to ensure all students receive a quality education. The district shall make reasonable accommodations for identified physical and mental impairments that constitute handicaps and disabilities, consistent with the requirements of federal and state laws and regulations.</p> <p>The Board encourages students and third parties who have been subject to discrimination to promptly report such incidents to designated employees, even if some elements of the related incident took place or originated away from school grounds, school activities or school conveyances.</p> <p>The Board directs that verbal and written complaints of discrimination shall be investigated promptly, and appropriate corrective or preventive action be taken when allegations are substantiated. The Board directs that any complaint of discrimination brought pursuant to this policy shall also be reviewed for conduct which may not be proven discriminatory under this policy but merits review and possible action under Board policies.</p> <p>No reprisals or retaliation shall occur as a result of good faith charges of discrimination.</p>
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2. Definitions

Confidentiality

Confidentiality of all parties, witnesses, the allegations, the filing of a complaint and the investigation shall be handled in accordance with this policy and the district's legal and investigative obligations.

Retaliation

The Board prohibits retaliation against any person for making a report of discrimination or participating in a related investigation or hearing, or for opposing practices the person reasonably believes to be discriminatory. A complaint of retaliation shall be handled in the same manner as a complaint of discrimination.

Discriminatory Harassment

Harassment by students, employees or third parties on the basis of race, color, age, creed, religion, sex, sexual orientation, ancestry, national origin, marital status, pregnancy, handicap/disability or for participation in reports or investigations of alleged discrimination is a form of discrimination and is subject to this policy. A person who is not necessarily an intended victim or target of such harassment but is adversely affected by the offensive conduct may file a report of discrimination on his/her own behalf.

For purposes of this policy, harassment shall consist of unwelcome conduct such as graphic, written, electronic, verbal or nonverbal acts including offensive jokes, slurs, epithets and name-calling, ridicule or mockery, insults or put-downs, offensive objects or pictures, physical assaults or threats, intimidation, or other conduct that may be harmful or humiliating or interfere with a person's school or school-related performance and which relates to an individual's or group's race, color, age, creed, religion, sex, sexual orientation, ancestry, national origin, marital status, pregnancy or handicap/disability when such conduct is sufficiently severe, persistent or pervasive; and a reasonable person in the complainant's position would find that it creates an intimidating, threatening or abusive educational environment such that it deprives or adversely interferes with or limits an individual or group of the ability to participate in or benefit from the services, activities or opportunities offered by a school.

Sexual Harassment

Sexual harassment is a form of discrimination on the basis of sex and is subject to this policy. For purposes of this policy, sexual harassment shall consist of unwelcome sexual advances; request for sexual favors; and other inappropriate verbal, nonverbal, written, graphic or physical conduct of a sexual nature when submission to such conduct is made explicitly or implicitly a term or condition of a student's status in any educational or other programs offered by a school;

<p>3. Delegation of Responsibility</p>	<p>or submission to or rejection of such conduct is used as the basis for educational or other program decisions affecting a student; or such conduct deprives a student or group of individuals of educational aid, benefits, services or treatment; or such conduct is sufficiently severe, persistent or pervasive that a reasonable person in the complainant's position would find that it unreasonably interferes with the complainant's performance in school or school-related programs, or otherwise creates an intimidating, hostile, or offensive school or school-related environment such that it unreasonably interferes with the complainant's access to or participation in school or school-related programs.</p> <p>Federal law declares sexual violence a form of sexual harassment. Sexual violence means physical or sexual acts perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol. An individual may also be unable to give consent due to an intellectual or other disability. Sexual violence includes, but is not limited to, rape, sexual assault, sexual battery and sexual coercion.</p> <p>In order to maintain a program on nondiscrimination practices that is in compliance with applicable laws and regulations, the Board designates the Assistant Superintendent and the Director of Student Services as the district's Compliance Officers.</p> <p>The Compliance Officers shall publish and disseminate this policy and complaint procedure at least annually to students, parents/guardians, employees and the public to notify them of where and how to initiate complaints under this policy.</p> <p>The Compliance Officers are responsible to ensure that adequate nondiscrimination procedures are in place, to recommend new procedures or modifications to procedures and to monitor the implementation of the district's nondiscrimination procedures in the following areas:</p> <ol style="list-style-type: none"> 1. Curriculum & Materials – Review of curriculum guides, textbooks and supplemental materials for discriminatory bias. 2. Training – Provision of training for students and staff to prevent, identify and alleviate problems of discrimination. 3. Resources – Maintain and provide information to staff on resources available to alleged victims in addition to the school complaint procedure, such as making reports to the police, available assistance from domestic violence or rape crisis programs and community health resources including counseling resources. 4. Student Access – Review of programs, activities and practices to ensure that all students have equal access and are not segregated except when permissible by law or regulation.
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	<ol style="list-style-type: none"> 5. District Support – Assurance that like aspects of the school program receive like support as to staffing and compensation, facilities, equipment and related areas. 6. Student Evaluation – Review of tests, procedures, and guidance and counseling materials for stereotyping and discrimination. 7. Complaints – Monitor and provide technical assistance to building principals or designee in processing complaints. The building principal or designee shall be responsible to promptly complete the following duties upon receipt of a report of discrimination or retaliation from a student, employee or third party: <ol style="list-style-type: none"> a. If the building principal is the subject of the complaint, refer the complainant to the Compliance Officer to carry out these responsibilities. b. Inform the complainant about this policy including the right to an investigation of both oral and written complaints of discrimination. c. Seek to obtain consent from parents/guardians to initiate an investigation where the complainant or alleged victim is under age eighteen (18). Inform parents/guardians of the complainant that the complainant may be accompanied by a parent/guardian during all steps of the complaint procedure. When a parent/guardian requests confidentiality and will not consent to the alleged victim's participation in an investigation, explain that the school shall take all reasonable steps to investigate and respond to the complaint consistent with that request for confidentiality as long as doing so does not preclude the school from responding effectively to the discrimination and preventing discrimination of other students. d. Provide relevant information on resources available in addition to the school complaint procedure, such as making reports to the police, available assistance from domestic violence or rape crisis programs and community health resources including counseling resources. e. Immediately notify the Compliance Officer of the complaint. The Compliance Officer shall assess whether the investigation should be conducted by the building principal, another district employee, the Compliance Officer or an attorney and shall promptly assign the investigation to that individual. When a parent/guardian has requested confidentiality and will not consent to the alleged victim's participation in an investigation, the Compliance Officer shall provide the parent/guardian with a letter containing information related to the district's legal obligations to conduct an investigation and address violations of this policy, and any other information appropriate to the specific complaint.
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<p>3. Guidelines</p>	<p>After consideration of the allegations and in consultation with the Compliance Officer and other appropriate individuals, promptly implement interim measures as appropriate to protect the complainant and others as necessary from violation of this policy during the course of the investigation.</p> <p><u>Complaint Procedure – Student/Third Party</u></p> <p>Step 1 – Reporting</p> <p>A student or third party who believes s/he has been subject to conduct that constitutes a violation of this policy is encouraged to immediately report the incident to the building principal. Any person with knowledge of conduct that may violate this policy is encouraged to immediately report the matter to the building principal.</p> <p>A school employee who suspects or is notified that a student has been subject to conduct that constitutes a violation of this policy shall immediately report the incident to the building principal, as well as properly making any mandatory police or child protective services reports required by law.</p> <p>If the building principal is the subject of a complaint, the student, third party or employee shall report the incident directly to the Compliance Officer.</p> <p>The complainant or reporting employee is encouraged to use the district’s report form available from the building principal, or Compliance Officer, or to put the complaint in writing; however, oral complaints shall be accepted, documented and the procedures of this policy implemented. The person accepting the verbal or written complaint may provide factual information on the complaint and the investigative process, the impact of choosing to seek confidentiality and the right to file criminal charges. In all other respects, the person accepting the complaint shall handle the report objectively, neutrally and professionally, setting aside personal biases that might favor or disfavor the complainant or those accused of a violation of this policy.</p> <p>Step 2 – Investigation</p> <p>The Compliance Officer shall ensure that the individual assigned to investigate the complaint has an appropriate understanding of the relevant laws pertaining to discrimination issues and this policy and how to conduct investigations.</p> <p>The investigator shall work with the Compliance Officer to assess the anticipated scope of the investigation, who needs to be interviewed and what records may be relevant to the investigation.</p> <p>The investigator shall conduct an adequate, reliable and impartial investigation. The complainant and the accused may suggest additional witnesses and provide other evidence during the course of the investigation. When the initial complaint involves allegations relating to conduct which took place away from school property, school-</p>
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	<p>sponsored activities or school conveyances, the investigation may include inquiries related to these allegations to determine whether they resulted in continuing effects such as harassment in school settings.</p> <p>The investigation may consist of individual interviews with the complainant, the accused, and others with knowledge relative to the allegations. The investigator may also evaluate any other information and materials relevant to the investigation. The person making the report, parties, parents/guardians and witnesses shall be informed of the prohibition against retaliation for anyone's participation in the process and that conduct believed to be retaliatory should be reported. All individuals providing statements or other information or participating in the investigation shall be instructed to keep the matter confidential and to report any concerns about confidentiality to the investigator.</p> <p>If the investigation reveals that the conduct being investigated may involve a violation of criminal law, the investigator shall promptly notify the Compliance Officer, who shall promptly inform law enforcement authorities about the allegations.</p> <p>The obligation to conduct this investigation shall not be negated by the fact that a criminal or child protective services investigation of the allegations is pending or has been concluded. The investigator should coordinate with any other ongoing investigations of the allegations, including agreeing to requests for a short delay in fulfilling the district's investigative responsibilities during the fact-finding portion of a criminal or child protective services investigation. Such delays shall not extend beyond the time necessary to prevent interference with or disruption of the criminal or child protective services investigation.</p> <p>Step 3 – Investigative Report</p> <p>The building principal investigator shall prepare and submit a written report to the Compliance Officer within 20 (20) days of the initial report of alleged discrimination, unless the nature of the allegations, anticipated extent of the investigation or the availability of witnesses requires the investigator and the Compliance Officer to establish a different due date. The parties shall be notified of the anticipated date the investigative report will be completed and any changes to the anticipated due date during the course of the investigation.</p> <p>The report shall include a summary of the investigation, a determination of whether the complaint has been substantiated as factual, the information and evaluation that formed the basis for this determination, whether the conduct violated this policy and of any other violations of law or Board policy which may warrant further district action, and a recommended disposition of the complaint. An investigation into discriminatory harassment or sexual harassment shall consider the record as a whole and the totality of circumstances in determining whether a violation of this policy has occurred, recognizing that persistent and pervasive conduct, when taken together, may be a violation even when the separate incidents are not severe.</p>
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The complainant and the accused shall be informed of the outcome of the investigation, for example, whether the investigator believes the allegations to be founded or unfounded, within a reasonable time of the submission of the written report to the extent authorized by the Family Educational Right and Privacy Act (FERPA) and other applicable laws. The accused shall not be notified of the individual remedies offered or provided to the complainant.

Step 4 – District Action

If the investigation results in a finding that some or all of the allegations of the complaint are established and constitute a violation of this policy, the district shall take prompt, corrective action designed to ensure that such conduct ceases and that no retaliation occurs. The district shall promptly take appropriate steps to prevent the recurrence of the prohibited conduct and to address the discriminatory effect the prohibited conduct had on the complainant and the school or school program environment. District staff shall document the corrective action taken and, where not prohibited by law, inform the complainant. The Compliance Officer shall follow up by assessing the effectiveness of the corrective action at reasonable intervals.

If an investigation results in a finding that a different policy was violated separately from or in addition to violations of this policy, or that there are circumstances warranting further action, such matters shall be addressed at the conclusion of this investigation or through disciplinary or other appropriate referrals where further evaluation or investigation is necessary.

Disciplinary actions shall be consistent with the Student Code of Conduct. Board policies, and administrative regulations, district procedures, applicable collective bargaining agreements, and state and federal laws.

Appeal Procedure

If the complainant is not satisfied with a finding made pursuant to the policy or with recommended corrective action, s/he may submit a written appeal to the Compliance Officer within fifteen (15) days. If the Compliance Officer investigated the complaint, such appeal shall be made to the Superintendent.

The individual receiving the appeal shall review the investigation and the investigative report and may also conduct or designate another person to conduct a reasonable supplemental investigation to assess the sufficiency and propriety of the prior investigation.

The person handling the appeal shall prepare a written response to the appeal within twenty (20) days. Copies of the response shall be provided to the complainant, the accused and the investigator who conducted the initial investigation.

	<p>References:</p> <p>School Code – 24 P.S. Sec. 1310</p> <p>State Board of Education Regulations – 22 PA Code Sec. 4.4, 12.1, 12.4, 15.1 et seq.</p> <p>Unfair Educational Practices – 24 P.S. Sec. 5004</p> <p>Pennsylvania Human Relations Act – 43 P.S. Sec. 951 et seq.</p> <p>No Child Left Behind Act – 20 U.S.C. Sec. 6321</p> <p>Section 504 of the Rehabilitation Act – 29 U.S.C. Sec. 794</p> <p>Americans With Disabilities Act – 42 U.S.C. Sec. 12101 et seq.</p> <p>Federal Anti-Discrimination and Civil Rights Laws –</p> <p>20 U.S.C. Sec. 1681 et seq. (Title IX)</p> <p>42 U.S.C. Sec. 2000d et seq. (Title VI)</p> <p>Federal Anti-Discrimination and Civil Rights Regulations –</p> <p>28 CFR Part 35, Part 41</p> <p>34 CFR Part 100, Part 104, Part 106, Part 110</p> <p>Board Policy – 000, 701, 906</p>
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SHALER AREA SCHOOL DISTRICT

No: 103.1

SECTION: PROGRAMS

TITLE: NON-DISCRIMINATION-QUALIFIED STUDENTS WITH DISABILITIES

ADOPTED: DECEMBER 9, 2009

REVISED: FEBRUARY 16, 2011; JANUARY 15, 2014

<p>1. Authority Title 22 Sec. 4.4, 12.1, 12.4, 15.1 et seq 29 U.S.C. Sec. 794 42 U.S.C. Sec. 12101 et seq 28 CFR Part 35 34 CFR Part 104 Pol. 103</p> <p>2. Definitions Title 22 Sec. 15.2 42 U.S.C. Sec. 12102</p>	<p style="text-align: center;">103.1. NONDISCRIMINATION – QUALIFIED STUDENTS WITH DISABILITIES</p> <p>The Board declares it to be the policy of this district to ensure that all district programs and practices are free from discrimination against all qualified students with disabilities. The Board recognizes its responsibility to provide academic and nonacademic services and programs equally to students with and without disabilities.</p> <p>The district shall provide to each qualified student with a disability enrolled in the district, without cost to the student or parent/guardian, a free and appropriate public education (FAPE). This includes provision of education and related aids, services, or accommodations which are needed to afford each qualified student with a disability equal opportunity to participate in and obtain the benefits from educational programs and extracurricular activities without discrimination, to the same extent as each student without a disability, consistent with federal and state laws and regulations.</p> <p>The Board encourages students and parents/guardians who believe they have been subjected to discrimination or harassment to promptly report such incidents to designated employees.</p> <p>The Board directs that complaints of discrimination or harassment shall be investigated promptly, and corrective or preventative action be taken for substantiated allegations.</p> <p><u>Confidentiality</u></p> <p>Confidentiality of all parties, witnesses, the allegations, the filing of a complaint and the investigation shall be maintained, consistent with the district's legal and investigative obligations.</p> <p><u>Retaliation</u></p> <p>The district shall not intimidate, threaten, coerce, discriminate or retaliate against any individual for the purpose of interfering with any right or privilege secured by this policy.</p> <p>Qualified student with a disability - a student who has a physical or mental disability which substantially limits or prohibits participation in or access to an aspect of the district's educational programs, nonacademic services or extracurricular activities.</p>
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<p>Title 22 Sec. 15.1 et seq 34 CFR Part 104</p>	<p>Section 504 Team - a group of individuals who are knowledgeable about the student, the meaning of the evaluation data and the placement options for the student. This could include, as appropriate, documentation or input from classroom teachers, counselors, psychologists, school nurses, outside care providers and the student's parents/guardians.</p>
<p>Title 22 Sec. 15.7</p>	<p>Section 504 Service Agreement (Service Agreement) - an individualized plan for a qualified student with a disability which sets forth the specific related aids, services, or accommodations needed by the student, which shall be implemented in school, in transit to and from school, and in all programs and procedures, so that the student has equal access to the benefits of the school's educational programs, nonacademic services, and extracurricular activities.</p>
<p>Pol. 248</p>	<p>Disability harassment - intimidation or abusive behavior toward a student based on disability that creates a hostile environment by interfering with or denying a student's participation in or receipt of benefits, services, or opportunities in the school's educational programs, nonacademic services, or extracurricular activities.</p>
<p>3. Delegation of Responsibility 34 CFR Sec. 104.7</p>	<p>In order to maintain a program of nondiscrimination practices that is in compliance with applicable law and regulations, the Board designates the Director of Student Services as the district's Section 504 Coordinator.</p> <p>In addition, each school within the district shall have a Section 504 building administrator.</p>
<p>Title 22 Sec. 15.4 34 CFR Sec. 104.32</p>	<p>The district shall publish and disseminate this policy and complaint procedure on or before the first day of each school year by posting it on the district's website, if available, and in the student handbook. The district shall notify parents/guardians of students residing in the district of the district's responsibilities under applicable law and regulations, and that the district does not discriminate against qualified individuals with disabilities.</p>
<p>4. Guidelines 34 CFR Sec. 104.32 Pol. 113</p>	<p><u>Identification and Evaluation</u></p> <p>The district shall conduct an annual child find campaign to locate and identify every district student with a disability thought to be eligible for Section 504 services and protections. The district may combine this search with the district's IDEA child find efforts, in order to not duplicate efforts.</p>
<p>Title 22 Sec. 15.5, 15.6 34 CFR Sec. 104.35</p>	<p>If a parent/guardian or the district has reason to believe that a student should be identified as a qualified student with a disability, should no longer be identified as a qualified student with a disability, or requires a change in or modification of the student's current Service Agreement, the parent/guardian or the district shall provide the other party with written notice.</p>

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34 CFR Sec. 104.35	The district shall establish standards and procedures for initial evaluations and periodic re-evaluations of students who need or are believed to need related services because of a disability.
34 CFR Sec. 104.35	<p>The district shall specifically identify the procedures and types of tests used to evaluate a student and provide the parent/guardian the opportunity to give or withhold consent to the proposed evaluation(s) in writing.</p> <p>The district shall establish procedures for evaluation and placement that assure tests and other evaluation materials:</p> <ol style="list-style-type: none"> 1. Have been validated and are administered by trained personnel. 2. Are tailored to assess educational need and are not based solely on IQ scores. 3. Reflect aptitude or achievement or anything else the tests purport to measure and do not reflect the student's impaired sensory, manual or speaking skills (except where those skills are what is being measured). <p><u>Service Agreement</u></p>
Title 22 Sec. 15.7	If a student is determined to be a qualified student with a disability, the district shall develop a written Service Agreement for the delivery of all appropriate aids, services, or accommodations necessary to provide the student with FAPE.
Title 22 Sec. 15.7	The district shall not implement a Service Agreement until the written agreement is executed by a representative of the district and a parent/guardian.
Title 22 Sec. 15.5	The district shall not modify or terminate a student's current Service Agreement without the parent's/guardian's written consent.
	<u>Educational Programs/Nonacademic Services/Extracurricular Activities</u>
Title 22 Sec. 15.3 34 CFR Sec. 104.34	The district shall educate a qualified student with a disability in a regular education environment to the maximum extent appropriate to the needs of the student with a disability. A qualified student with a disability shall be removed from the regular educational environment only when the district determines that educating the student in the regular educational environment with the use of related aids, services, or accommodations cannot be achieved satisfactorily. Placement in a setting other than the regular educational environment shall take into account the proximity of the alternative setting to the student's home.
Title 22 Sec. 15.3 34 CFR	The district shall not discriminate against any qualified student with a disability in its provision of nonacademic services and extracurricular activities, including but not limited to, counseling services, athletics, transportation, health services, recreational

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Sec. 104.34, 104.37 Pol. 112, 122, 123, 810	<p>activities, special interest groups or clubs, and referrals to agencies which provide assistance to individuals with disabilities.</p> <p><u>Parental Involvement</u></p>
Title 22 Sec. 15.6, 15.7, 15.8 34 CFR Sec. 104.35	<p>Parents/Guardians have the right to inspect and review all relevant school records of the student, meet with the appropriate school officials to discuss any and all issues relevant to the evaluation and accommodations of their child, and give or withhold their written consent to the evaluation and/or the provision of services.</p> <p><u>Confidentiality of Student Records</u></p>
Title 22 Sec. 15.9 Pol. 216	<p>All personally identifiable information regarding a qualified student with a disability shall be treated as confidential and disclosed only as permitted by the Family Educational Rights and Privacy Act (FERPA) and its implementing regulations, state regulations, and Board policy.</p> <p><u>Discipline</u></p>
Pol. 218, 233	<p>When necessary, the district shall discipline qualified students with disabilities in accordance with state and federal laws and regulations and Board policies.</p> <p><u>Referral To Law Enforcement And Reporting Requirements</u></p>
SC 1303-A Title 22 Sec. 10.2 35 P.S. Sec. 780-102	<p>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.</p>
SC 1302.1-A Title 22 Sec. 10.2, 10.21, 10.22, 10.23, 10.25, 15.2, 15.3, 15.7, 15.9 Pol. 113.2, 218, 218.1, 218.2, 222, 227, 805.1	<p>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 qualified 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 in a manner that is consistent with the student's Service Agreement and Behavior Support Plan, if applicable.</p>
Title 22 Sec. 10.22, 15.1	<p>In making a determination of whether to notify the local police department of a discretionary incident committed by a qualified student with a disability, including a</p>

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Pol. 103, 805.1	student for whom an evaluation is pending, the Superintendent or designee shall use the same criteria used for students who do not have a disability.
Title 22 Sec. 10.23, 15.7	For a qualified student with a disability who does not have a Behavior Support Plan as part of the student's Service Agreement, subsequent to notification to law enforcement, the district, in consultation with the student's parent/guardian, shall consider whether a Behavior Support Plan should be developed as part of the Service Agreement to address the student's behavior.
SC 1303-A Pol. 805.1	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 qualified 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.
PROCEDURAL SAFEGUARDS	
Title 22 Sec. 15.8 34 CFR Sec. 104.36	The district shall establish and implement a system of procedural safeguards that includes notice of rights to the parent/guardian of a student suspected of being a qualified student with a disability, an opportunity for the parent/guardian to review relevant records, an impartial hearing with an opportunity for participation by the student's parent/guardian, and a review procedure.
Title 22 Sec. 15.6	A student or parent/guardian filing a claim of discrimination need not exhaust these procedures prior to initiating court action under Section 504.
	<u>Parental Request For Assistance</u>
Title 22 Sec. 15.8	Parents/Guardians may file a written request for assistance with the Pennsylvania Department of Education (PDE) if one (1) or both of the following apply: <ol style="list-style-type: none"> 1. The district is not providing the related aids, services and accommodations specified in the student's Service Agreement. 2. The district has failed to comply with the procedures and state regulations.
Title 22 Sec. 15.8	PDE shall investigate and respond to requests for assistance and, unless exceptional circumstances exist, shall, within sixty (60) calendar days of receipt of the request, send to the parents/guardians and district a written response to the request. The response to the parents'/guardians' request shall be in the parents'/guardians' native language or mode of communication.
	<u>Informal Conference</u>
Title 22	At any time, parents/guardians may file a written request with the district for an

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Sec. 15.8	<p>informal conference with respect to the identification or evaluation of a student, or the student's need for related aids, services or accommodations. Within ten (10) school days of receipt of the request, the district shall convene an informal conference. At the conference, every effort shall be made to reach an amicable agreement.</p> <p><u>Formal Due Process Hearing</u></p>
Title 22 Sec. 14.162, 15.8	<p>If the matters raised by the district or parents/guardians are not resolved at the informal conference, the district or parents/guardians may submit a written request for an impartial due process hearing. The hearing shall be held before an impartial hearing officer and shall be conducted in accordance with state regulations.</p> <p><u>Judicial Appeals</u></p>
Title 22 Sec. 15.8	<p>The decision of the impartial hearing officer may be appealed to a court of competent jurisdiction.</p>
	<p style="text-align: center;">COMPLAINT PROCEDURE</p>
Pol. 103	<p>This complaint procedure is in addition to and does not prevent parents/guardians from using any option in the procedural safeguards system.</p> <p><u>Step 1 – Reporting</u></p> <p>A student or parent/guardian who believes s/he has been subject to conduct that constitutes a violation of this policy is encouraged to immediately report the incident to the Section 504 building administrator.</p> <p>A school employee who suspects or is notified that a student has been subject to conduct that constitutes a violation of this policy shall immediately report the incident to the Section 504 building administrator.</p> <p>If the Section 504 building administrator is the subject of a complaint, the student, parent/guardian or employee shall report the incident directly to the district's Section 504 Coordinator.</p> <p>The complainant or reporting employee is encouraged to use the report form available from the Section 504 building administrator, but oral complaints shall be acceptable. Oral complaints shall be documented by the Section 504 building administrator.</p> <p><u>Step 2 – Investigation</u></p> <p>The Section 504 Coordinator shall ensure that the individual assigned to</p>

	<p>investigate the complaint has an appropriate understanding of the relevant laws pertaining to discrimination issues and this policy and how to conduct investigations.</p> <p>The investigator shall work with the Section 504 Coordinator to assess the anticipated scope of the investigation, who needs to be interviewed and what records may be relevant to the investigation.</p> <p>The investigator shall conduct an adequate, reliable and impartial investigation. The complainant and the accused may suggest additional witnesses and provide other evidence during the course of the investigation. When the initial complaint involves allegations relating to conduct which took place away from school property, school-sponsored activities, or school conveyances, the investigation may include inquiries related to these allegations to determine whether they resulted in continuing effects such as harassment in school settings.</p> <p>The investigation may consist of individual interviews with the complainant, the accused, and others with knowledge relative to the allegations. The investigator may also evaluate any other information and materials relevant to the investigation. The person making the report, parties, parents/guardians and witnesses shall be informed of the prohibition against retaliation for anyone's participation in the process and that conduct believed to be retaliatory should be reported. All individuals providing statements or other information or participating in the investigation shall be instructed to keep the matter confidential and to report any concerns about confidentiality to the investigator.</p> <p>If the investigation reveals that the conduct being investigated may involve a violation of criminal law, the investigator shall promptly notify the Section 504 Coordinator, who shall promptly inform law enforcement authorities about the allegations.</p> <p>The obligation to conduct this investigation shall not be negated by the fact that a criminal or child protective services investigation of the allegations is pending or has been concluded. The investigator should coordinate with any other ongoing investigations of the allegations, including agreeing to requests for a short delay in fulfilling the district's investigative responsibilities during the fact-finding portion of a criminal or child protective services investigation. Such delays shall not extend beyond the time necessary to prevent interference with or disruption of the criminal or child protective services investigation.</p> <p><u>Step 3 – Investigative Report</u></p> <p>The Section 504 building administrator shall prepare and submit a written report to</p>
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	<p>the Section 504 Coordinator within twenty (20) days of the initial report of alleged discrimination, unless additional time to complete the investigation is required. The parties shall be notified of the anticipated date the investigative report will be completed and of any changes to the anticipated due date during the course of the investigation.</p> <p>The report shall include a summary of the investigation, a determination of whether the complaint has been substantiated as factual, the information and evaluation that formed the basis for this determination, whether the conduct violated this policy and of any other violations of law or Board policy which may warrant further district action, and a recommended disposition of the complaint. An investigation into disability harassment shall consider the record as a whole and the totality of circumstances in determining whether a violation of this policy has occurred, recognizing that persistent and pervasive conduct, when taken together, may be a violation even when the separate incidents are not severe.</p> <p>The complainant and the accused shall be informed of the outcome of the investigation, for example, whether the investigator believes the allegations to be founded or unfounded, within a reasonable time of the submission of the written report to the extent authorized by the Family Educational Rights and Privacy Act (FERPA) and other applicable laws. The accused shall not be notified of the individual remedies offered or provided to the complainant.</p> <p><u>Step 4 – District Action</u></p> <p>If the investigation results in a finding that some or all of the allegations of the complaint are established and constitute a violation of this policy, the district shall take prompt, corrective action designed to ensure that such conduct ceases and no retaliation occurs. The district shall promptly take appropriate steps to prevent the recurrence of the prohibited conduct and to address the discriminatory effect the prohibited conduct had on the complainant and the school or school program environment. District staff shall document the corrective action taken and, where not prohibited by law, inform the complainant. The Section 504 Coordinator shall follow up by assessing the effectiveness of the corrective action at reasonable intervals.</p> <p>If the investigation results in a finding that a different policy was violated separately from or in addition to violations of this policy, or that there are circumstances warranting further action, such matters shall be addressed at the conclusion of this investigation or through disciplinary or other appropriate referrals where further evaluation or investigation is necessary.</p> <p>Disciplinary actions shall be consistent with the Code of Student Conduct, Board policies and administrative regulations, district procedures, applicable collective</p>
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	<p>bargaining agreements, and state and federal laws.</p> <p><u>Appeal Procedure</u></p> <ol style="list-style-type: none">1. If the complainant is not satisfied with a finding of no violation of the policy or with the recommended corrective action, s/he may submit a written appeal to the district's Section 504 Coordinator within fifteen (15) days.2. The Section 504 Coordinator shall review the investigation and the investigative report and may also conduct a reasonable investigation.3. The Section 504 Coordinator shall prepare a written response to the appeal within twenty (20) days. Copies of the response shall be provided to the complainant, the accused and the Section 504 building administrator who conducted the initial investigation. <p>References:</p> <p>School Code – 24 P.S. Sec. 1302.1-A, 1303-A</p> <p>PA Controlled Substance, Drug, Device and Cosmetic Act – 35 P.S. Sec. 780-102</p> <p>State Board of Education Regulations – 22 PA Code Sec. 4.4, 10.2, 10.21, 10.22, 10.23, 10.25, 12.1, 12.4, 14.162, 15.1 et seq.</p> <p>Family Educational Rights and Privacy Act – 20 U.S.C. Sec. 1232g</p> <p>Section 504 of the Rehabilitation Act of 1973 – 29 U.S.C. Sec. 794</p> <p>Americans With Disabilities Act – 42 U.S.C. Sec. 12101 et seq.</p> <p>Nondiscrimination on the Basis of Disability, Title 28, Code of Federal Regulations – 28 CFR Part 35</p> <p>Family Educational Rights and Privacy Act, Title 34, Code of Federal Regulations – 34 CFR Part 99</p> <p>Nondiscrimination on the Basis of Handicap, Title 34, Code of Federal Regulations – 34 CFR Part 104</p> <p>Board Policy – 103, 112, 113, 113.2, 122, 123, 216, 218, 218.1, 218.2, 222, 227, 233, 248, 805.1, 810</p>
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103.1. NON-DISCRIMINATION – QUALIFIED STUDENTS WITH DISABILITIES

SHALER AREA SCHOOL DISTRICT

No: 104

SECTION: PROGRAMS

TITLE: NONDISCRIMINATION/DISCRIMINATORY HARASSMENT - EMPLOYMENT PRACTICES

ADOPTED: APRIL 15, 1998

REVISED: DECEMBER 9, 2009; OCTOBER 13, 2010; FEBRUARY 16, 2011

<p>1. Authority 43 P.S. Sec. 336.3 43 P.S. Sec. 951 et seq Title IX 20 U.S.C. Sec. 1681 et seq 29 U.S.C. Sec. 206 29 U.S.C. Sec. 621 et seq 29 U.S.C. Sec. 794 42 U.S.C. Sec. 1981 et seq Title VII 42 U.S.C. Sec. 2000e et seq 42 U.S.C. Sec. 12101 et seq 42 U.S.C. Sec. 2000ff et seq</p>	<p>104. NONDISCRIMINATION/DISCRIMINATORY HARASSMENT – EMPLOYMENT PRACTICES</p> <p>The Board declares it to be the policy of this district to provide to all persons equal access to all categories of employment in this district, regardless of race, color, age, creed, religion, sex, sexual orientation, ancestry, national origin, handicap/disability or genetic information. The district shall make reasonable accommodations for identified physical and mental impairments that constitute disabilities, consistent with the requirements of federal and state laws and regulations.</p> <p>The Board encourages employees and third parties who have been subject to discrimination to promptly report such incidents to designated employees.</p> <p>The Board directs that verbal and written complaints of discrimination shall be investigated promptly, and corrective action be taken when allegations are substantiated. The Board directs that any complaint of discrimination brought pursuant to this policy shall also be reviewed for conduct which may not be proven discriminatory under this policy but merits review and possible action under other Board policies.</p> <p><u>Confidentiality</u></p> <p>Confidentiality of all parties, witnesses, the allegations, the filing of a complaint, and the investigation shall be handled in accordance with this policy and the district’s legal and investigative obligations.</p> <p><u>Retaliation</u></p> <p>The Board prohibits retaliation against any person for making a report of discrimination or participating in a related investigation or hearing or opposing practices the person reasonably believes to be discriminatory. A complaint of retaliation shall be handled in the same manner as a complaint of discrimination.</p> <p><u>Definitions</u></p> <p><u>Discriminatory Harassment</u> – Harassment by students, employees or third parties on the basis of race, color, age, creed, religion, sex, sexual orientation, ancestry, national origin, marital status, genetic information, pregnancy or</p>
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<p>2. Delegation of Responsibility</p>	<p>handicap/disability is a form of discrimination and is subject to this policy. A person who is not necessarily an intended victim or target of such harassment but is adversely affected by the offensive conduct may file a report of discrimination on his/her own behalf.</p> <p>For purposes of this policy, harassment shall consist of unwelcome conduct such as graphic, written, electronic, verbal or nonverbal acts including offensive jokes, slurs, epithets and name-calling, ridicule or mockery, insults or put-downs, offensive objects or pictures, physical assaults or threats, intimidation, or other conduct that may be harmful or humiliating or interfere with a person's work performance and which relates to an individual's or group's race, color, age, creed, religion, sex, sexual orientation, ancestry, national origin, marital status, genetic information, pregnancy or handicap/disability when such conduct is sufficiently severe, persistent or pervasive; and a reasonable person in the complainant's position would find that it deprives or adversely interferes with or limits an individual or group of the ability to participate in or benefit from the services, activities or opportunities offered by a school.</p> <p>For purposes of this policy, sexual harassment shall consist of unwelcome sexual advances; requests for sexual favors; and other inappropriate verbal, nonverbal, written, electronic, graphic or physical conduct of a sexual nature when submission to such conduct is made explicitly or implicitly a term or condition of an employee's status; or submission to or rejection of such conduct is used as the basis for employment-related decisions affecting an employee or such conduct is sufficiently severe, persistent or pervasive that a reasonable person in the complainant's position would find that it unreasonably interferes with the complainant's performance at work or otherwise creates an intimidating, hostile, or offensive working environment such that it alters the complainant's working conditions.</p> <p>In order to maintain a program of nondiscrimination practices that is in compliance with applicable laws and regulations, the Board designates the Human Resources Manager Assistant Superintendent as the district's Compliance Officer. All nondiscrimination notices or information shall include the position, office address, telephone number and email address of the Compliance Officer.</p> <p>The Compliance Officer shall publish and disseminate this policy and complaint procedure at least annually to students, parents/guardians, employees and the public. Nondiscrimination statements shall include the position, office address and telephone number of the Compliance Officer.</p>
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	<p>The Compliance Officer is responsible to monitor the implementation of nondiscrimination procedures in the following areas:</p> <ol style="list-style-type: none"> 1. Review – Review of personnel practices and actions for discriminatory bias and compliance with laws against discrimination to include monitoring and recommending corrective measures when appropriate to written position qualifications, job descriptions and essential job functions; recruitment materials and practices; procedures for screening applicants; application and interviewing practices for hiring and promotions; district designed performance evaluations; review of planned employee demotions, non-renewal of contracts, and proposed employee disciplinary actions up to and including termination. 2. Training – Provision of training for supervisors and staff to prevent, identify and alleviate problems of employment discrimination. 3. Resources – Maintain and provide information to staff on resources available to alleged victims in addition to the school complaint procedure such as making reports to the police, available assistance from domestic violence or rape crisis programs, and community health resources including counseling resources. 4. Complaints – Monitor and provide technical assistance to building principals or designees in processing complaints. The building principal or supervisor shall be responsible to promptly complete the following duties upon receipt of a report of discrimination or retaliation from employees or third parties: <ol style="list-style-type: none"> a. If the building principal or supervisor is the subject of the complaint, refer the complainant to the Compliance Officer to carry out these responsibilities. b. Inform the employee or third party about this policy including the right to an investigation of both verbal and written complaints of discrimination c. Provide relevant information on resources available in addition to the school complaint procedure such as making reports to the police, available assistance from domestic violence and rape crisis programs, and community health resources including counseling resources. d. Immediately notify the Compliance Officer of the complaint. The Compliance Officer shall assess whether the investigation should be conducted by the building principal, another employee, the Compliance Officer or an attorney and shall promptly assign the investigation to that individual. e. After consideration of the allegations and in consultation with the Compliance Officer and other appropriate individuals, promptly implement interim measures as appropriate to protect the complainant and others as necessary from violation of this policy during the course of the investigation.
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<p>3. Guidelines</p>	<p><u>Complaint Procedure – Employee/Third Party</u></p> <p>Step 1 – Reporting</p> <p>An employee or third party who believes s/he has been subject to conduct that constitutes a violation of this policy is encouraged to immediately report the incident to the building principal. Any person with knowledge of conduct which may violate this policy is encouraged to immediately report the matter to the building principal or supervisor.</p> <p>If the building principal is the subject of a complaint, the employee or third party shall report the incident directly to the Compliance Officer. The complainant or reporting employee may be encouraged to use the district’s report form, available from the building principal, supervisor or Compliance Officer, or to put the complaint in writing; however, oral complaints shall be accepted, documented and the procedures of this policy implemented. The person accepting the verbal or written complaint may provide factual information on the complaint and the investigative process, the impact of choosing to seek confidentiality and the right to file criminal charges. In all other respects, the person accepting the complaint shall handle the report objectively, neutrally and professionally, setting aside personal biases that might favor or disfavor the complainant or those accused of a violation of this policy.</p> <p>Step 2 – Investigation</p> <p>Upon receiving a complaint of discrimination, the building principal shall immediately notify the Compliance Officer. The Compliance Officer shall ensure that the individual assigned to investigate the complaint has an appropriate understanding of the relevant laws pertaining to discrimination issues and this policy and how to conduct investigations. The investigator shall work with the Compliance Officer to assess the anticipated scope of the investigation, who needs to be interviewed and what records may be relevant to the investigation.</p> <p>The investigator shall conduct an adequate, reliable and impartial investigation. The complainant and the accused may suggest additional witnesses and provide other evidence during the course of the investigation. When the initial complaint involves allegations relating to conduct which took place outside of school or school-sponsored activities, the investigation may include inquiries related to these allegations to determine whether they resulted in continuing effects such as harassment in school settings.</p> <p>The investigation may consist of individual interviews with the complainant, the accused, and others with knowledge relative to the incident. The investigator may also evaluate any other information and materials relevant to the investigation.</p>
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	<p>The person reporting the alleged discrimination, parties, parents/guardians and witnesses shall be informed of the prohibition against retaliation for anyone's participation in the process and that conduct believed to be retaliatory should be reported. All individuals providing statements or other information or participating in the investigation shall be instructed to keep the matter confidential and to report any concerns about confidentiality to the investigator.</p> <p>If the investigation reveals that the conduct being investigated may involve a violation of criminal law, the investigator shall promptly notify the Compliance Officer, who shall promptly inform law enforcement authorities about the allegations.</p> <p>The obligation to conduct this investigation shall not be negated by the fact that a criminal or child protective services investigation of the allegations is pending or has been concluded. The investigator should coordinate with any other ongoing investigations of the allegations, including agreeing to requests for a short delay in fulfilling the district's investigative responsibilities during the fact-finding portion of a criminal or child protective services investigation. Such delays shall not extend beyond the time necessary to prevent interference with or disruption of the criminal or child protective services investigation.</p> <p>Step 3 – Investigative Report</p> <p>The investigator shall prepare and submit a written report to the Compliance Officer within twenty (20) days of the initial report of alleged discrimination, unless the nature of the allegations, anticipated extent of the investigation or the availability of witnesses requires the investigator and the Compliance Officer to establish a different due date. The parties shall be notified of the anticipated date the investigative report will be completed and of any changes to the anticipated due date during the course of the investigation.</p> <p>The report shall include a summary of the investigation, a determination of whether the complaint has been substantiated as factual, the information and evaluation that formed the basis for this determination, whether the conduct violated this policy and any other violation of law or Board policy which may warrant further district action, and a recommended disposition of the complaint. An investigation into discriminatory harassment or sexual harassment shall consider the record as a whole and the totality of circumstances in determining whether a violation of this policy has occurred, recognizing that persistent and pervasive conduct, when taken together, may be a violation even when the separate incidents are not severe.</p> <p>The complainant and the accused shall be informed of the outcome of the investigation, for example, whether the investigator believes the allegations to be founded or unfounded, within a reasonable time of the submission of the</p>
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	<p>written report. The accused shall not be notified of the individual remedies offered or provided to the complainant.</p> <p>Step 4 – District Action</p> <p>If the investigation results in a finding that some or all of the allegations of the complaint are established and constitute a violation of this policy, the district shall take prompt, corrective action designed to ensure that such conduct ceases and no retaliation occurs. The district shall promptly take appropriate steps to prevent the recurrence of the prohibited conduct and to address the discriminatory effect the prohibited conduct had on the complainant and the school or school program environment. District staff shall document the corrective action taken and, where not prohibited by law, inform the complainant. The Compliance Officer shall follow up by assessing the effectiveness of the corrective action at reasonable intervals.</p> <p>If an investigation results in a finding that a different law or Board policy was violated separately from or in addition to violations of this policy, or that there are circumstances warranting further action, such matters shall be addressed at the conclusion of this investigation or through disciplinary or other appropriate referrals where further evaluation or investigation is necessary.</p> <p>Disciplinary actions shall be consistent with Board policies and administrative regulations, district procedures, applicable collective bargaining agreements, and state and federal laws.</p> <p><u>Appeal Procedure</u></p> <ol style="list-style-type: none"> 1. If the complainant is not satisfied with a finding of no violation of the policy or with the corrective action recommended in the investigative report, s/he may submit a written appeal to the Compliance Officer within fifteen (15) days. If the Compliance Officer investigated the complaint, such appeal shall be made to the Superintendent. 2. The individual receiving the appeal shall review the investigation and the investigative report and may also conduct or designate another person to conduct a reasonable supplemental investigation to assess the sufficiency and propriety of the prior investigation. 3. The person handling the appeal shall prepare a written response to the appeal within twenty (20) days. Copies of the response shall be provided to the complainant, the accused and the building principal who conducted the initial investigation.
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	<p>References:</p> <p>Human Relations Commission Regulations – 16 PA Code Sec. 44.1 et seq.</p> <p>Pennsylvania Equal Pay Law – 43 P.S. Sec. 336.3</p> <p>Pennsylvania Human Relations Act – 43 P.S. Sec. 951 et seq.</p> <p>Equal Pay Act – 29 U.S.C. Sec. 206</p> <p>Age Discrimination in Employment Act – 29 U.S.C. Sec. 621 et seq.</p> <p>Section 504 of the Rehabilitation Act – 29 U.S.C. Sec. 794</p> <p>Americans With Disabilities Act – 42 U.S.C. Sec. 12101 et seq.</p> <p>Federal Anti-Discrimination and Civil Rights Laws –</p> <p> 20 U.S.C. Sec. 1681 et seq. (Title IX)</p> <p> 42 U.S.C. Sec. 1981 et seq.</p> <p> 42 U.S.C. Sec. 2000e et seq. (Title VII)</p> <p>Genetic Information Non-Discrimination Act</p> <p> 42 U.S.C. Sec. 2000ff et seq.</p> <p>Federal Anti-Discrimination Regulations, Title 28, Code of Federal Regulations – 28 CFR Sec. 35.140, Part 41</p> <p>Federal Equal Employment Opportunity Commission Regulations, Title 29, Code of Federal Regulations – 29 CFR Parts 1600-1691</p>
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SHALER AREA SCHOOL DISTRICT

No: 810

SECTION: OPERATIONS

TITLE: TRANSPORTATION

ADOPTED: DECEMBER 9, 1998

REVISED: APRIL 21, 1999; JULY 12, 2004; DECEMBER 13, 2006; JULY 18, 2007; MAY 13, 2009;
MARCH 21, 2012; SEPTEMBER 17, 2014

	810. TRANSPORTATION
1. Purpose Title 22 Sec. 23.4 SC 1361	Transportation for students shall be provided in accordance with law and the following guidelines:
2. Authority	<p>The Board may purchase, equip, and maintain vehicles or contract for school bus services for the transportation of students to and from school at regularly scheduled hours and for the transportation of students on field trips and athletic trips.</p> <p>Transportation service will be provided for resident students who live more than two (2) miles from the assigned secondary school or more than one and one-half (1-1/2) miles from the assigned primary and elementary (K-6th) schools. Transportation service may be provided to students who live on roads which have been certified as hazardous by the Pennsylvania Department of Transportation.</p> <p>Students who attend public schools and meet the criteria for distance or safety shall be provided transportation service within the attendance areas served by their designated schools. If permission is granted to attend a school outside of the normal attendance area because of a change of family residence during the school year, the parents must provide transportation for the student.</p> <p>Transportation shall not be provided to non-public, non-profit schools located more than ten (10) miles beyond the boundaries of the school district.</p> <p>The non-public, non-profit school shall certify in writing that all students for whom transportation is requested are residents of the Shaler Area School District and are enrolled in their regular education program from kindergarten through grade twelve.</p> <p>Special education and handicapped students shall be provided transportation in accordance with the provisions of the State Board of Education regulations.</p> <p>No driver 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.</p>
Title 22 Sec. 14, 15	
20 U.S.C. Sec. 1681 et seq 42 U.S.C. Sec. 2000 et seq Pol. 104	

<p>SC 111</p> <p>3. Guidelines</p>	<p><u>Reports of Employee Crimes/Child Abuse</u></p> <p>District bus drivers and/or the district's transportation contract carriers shall be responsible to inform the district in writing at the beginning of each school year whether or not they or any of their employees:</p> <ol style="list-style-type: none"> 1. Have been charged, subsequent to approval as a district bus driver, with a criminal offense that would bar their employment as bus drivers or contracted service providers. 2. Were charged with a crime deemed serious under the criteria established by law. 3. Have been charged with or convicted of crimes that affect their suitability to have direct contact with students. <p><u>Bus Stops and Schedules</u></p> <p>Prior to the beginning of each school year, the Board shall approve the transportation bus stop locations for that year.</p> <p>Minor modifications may be made by the administrative staff when necessary. Additions or deletions to the list of approved bus stop locations must be subsequently approved by the Board.</p> <p>The following guidelines shall be followed in developing transportation schedules:</p> <ol style="list-style-type: none"> 1. Stop locations will generally be located no closer than 1,500 feet; however, on hazardous roads stops may be scheduled no closer than 500 feet. Existing bus stops as of September 1, 1997, in violation of the above will continue to be served. However, if and when students are no longer using this stop, services to said stop will be discontinued and the above rule will apply henceforth. 2. Stops will generally be located at intersections and not at a student's home. Exception may be made for special education and physically handicapped students upon the recommendation of the Supervisor of Pupil Personnel. 3. Students are generally required to walk up to 0.3 miles to a bus stop; however, they may be required to walk up to 1.5 miles in accordance with state law. 4. The district shall attempt to limit the ride times to one (1) hour or less in most instances. 5. Load limits on buses shall generally be kept to three (3) for primary and elementary school (K-6th) students per seat and two (2) for secondary schools (7th-12th) students per seat. 6. The maximum number of students at a bus stop shall be established. Exceptions may be made at stops where crossing guards are located. <table> <tr> <td>High School 9-12</td><td>25</td></tr> <tr> <td>Middle School 7-8</td><td>25</td></tr> <tr> <td>Elementary School 4-6</td><td>20</td></tr> <tr> <td>Primary School K-3</td><td>15</td></tr> </table>	High School 9-12	25	Middle School 7-8	25	Elementary School 4-6	20	Primary School K-3	15
High School 9-12	25								
Middle School 7-8	25								
Elementary School 4-6	20								
Primary School K-3	15								

7. In the interest of efficiency and economy, transfer schedules may be established for both public and non-public school students.

Assignment of Students to Specific Runs

Only eligible students and authorized individuals shall be transported on vehicles.

Each student for whom transportation is provided shall be assigned a vehicle and a route. Students are not permitted to transfer to other vehicles or routes without prior authorization from the principal and the Transportation Department.

Parents may request in writing that a student be reassigned to a different vehicle or route.

Requests shall be reviewed and may be granted in accordance with the following criteria:

1. The route operates to/from the student's assigned school.
2. The route does not have to be changed or extended.
3. The stop exists on the route; a new stop is not created.
4. The number of students on the vehicle will not exceed the legal limits of the vehicle.
5. This change does not result in increased costs to the school district.
6. Except under emergency conditions, the change shall be reasonably long-term to allow compliance with state law mandating a roster of students being transported be in the possession of the bus driver.

Transportation to Day Care Centers

Requests to transport students to day care centers may be granted in accordance with the following criteria:

1. There are a minimum of 3 students transported to and from each licensed day care center.
2. The day care is located within the primary **or** elementary school boundary the student is assigned.
3. For schools where there is no licensed day care center within the primary school boundary, the District may grant transportation to/from the following centers if there are more than 3 students:

SC 111
23 PA
CSA 6301

School Boundary

Burchfield Primary School

Marzolf Primary School

Reserve Primary School

Scott Primary School

Shaler Area Elementary School

Daycare Center

**Burchfield Primary YMCA
Glenshaw Presbyterian Church
Mt. Alvernia**

**Northern Area Boys & Girls Club
Mt. Alvernia**

**Northern Area Boys & Girls Club
Mt. Alvernia**

**Scott Primary YMCA
Northern Area Boys & Girls Club
Glenshaw Presbyterian Church**

**Mt. Alvernia
Northern Area Boys & Girls Club
Scott Primary YMCA
Glenshaw Presbyterian Church**

School District Employees as Drivers

When practical, those employees who may not possess a commercial driver's license, such as teachers, coaches, activity sponsors or administrators, may be permitted to transport students in a district-owned vehicle or a district-leased vehicle. Such vehicles shall not be designated to transport more than ten (10) passengers including the driver.

An employee requesting the use of a district-owned vehicle must submit a transportation request form to his/her supervisor at least two (2) days in advance. The form, along with a copy of the employee's current valid operator's license, shall then be forwarded to the transportation department for approval and scheduling.

Public Fares

Public transportation passes will generally be issued when it is the most economical and feasible means of transport.

Contracted Services

When it is impracticable or unreasonably expensive to provide transportation service with district vehicles or public transportation, transportation service may be contracted as follows:

1. With another public-school district.
2. With a non-public school entity.
3. With a public carrier properly licensed in the Commonwealth.
4. With a parent contract.

<p>18 Pa. C.S.A. § 5703</p> <p>School Code 1312, 1331, 1361, 1374 2541, 2542</p> <p>PA Code Title 22 Sec. 23.32, 23.21-2</p>	<p>The contractor shall provide a certificate of insurance providing coverage as required by the district. The contractor shall also comply with all federal and state laws and regulations. All carriers with the exception of parents of the students being transported shall be required to provide Act 34 and Act 151 clearances in advance.</p> <p><u>Chaperones</u></p> <p>Chaperones may be provided on field trips and extracurricular activity trips.</p> <p>Chaperones must be approved by the principal; must be at least eighteen (18) years of age and shall not be a student of the school district. Minor children shall not accompany a chaperone unless such children are enrolled in the school and program or class sponsoring the trip. The number of chaperones shall be included on the transportation request form.</p> <p><u>Student Safety and Discipline</u></p> <p>The safety of students riding school vehicles is of primary concern to the school district.</p> <p>The school district shall provide a continuing safety and discipline program to all students who are transported in school vehicles.</p> <p>The safety and discipline program will be provided annually to all students. Emergency evacuation drills shall be conducted during the months of September and March and shall include practice and instruction concerning the location, use and operation of emergency doors and fire extinguishers and the proper evacuation of vehicles in the event of fires and accidents. The Department of Transportation, in cooperation with the building principals, shall schedule this program.</p> <p>All drivers will be provided proper training and instruction in the safety and discipline program and emergency procedures. Drivers shall be responsible for conducting the emergency drills, on school grounds as directed.</p> <p><u>Audio/Video Equipment on Transportation Vehicles</u></p> <p>The Board authorizes the use of audio/video surveillance equipment on vehicles used for the transportation of pupils. The purpose of this system is to support the discipline policies of the school district. The operation and use of the audio/video surveillance system shall be included in the student ridership and the driver in-service training programs. The audio/video surveillance equipment shall record audio and visual images.</p> <p>Notification of the audio/video surveillance system on such vehicles shall be provided to parents, students, and staff. A notice shall be placed in each vehicle indicating that such a surveillance system may be in operation.</p> <p>Audio/video recordings will be maintained by the Transportation carrier for a period of five (5) school days following the date of taping except in those instances where action for misconduct is pending. Employees responsible for implementing the discipline policies of the school district shall be permitted to view and listen to the recordings. A student and his/her parents may view and listen to only that portion of an audio/video recording which relates to the discipline of the student.</p>
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School Bus Operation Standards

The Board prohibits any diesel-powered motor vehicle weighing 10,001 pounds or more to idle for more than five (5) minutes in any continuous sixty-minute period while parked, loading or unloading, except as allowed by law.

The Board shall ensure that permanent signs notifying drivers of the idling restrictions are maintained on district property at locations where diesel-powered motor vehicles weighing 10,001 pounds or more load or unload. Signs shall also be posted at locations that provide fifteen (15) or more parking spaces for such diesel-powered motor vehicles.

SHALER AREA SCHOOL DISTRICT

No: 818

SECTION: OPERATIONS

TITLE: CONTRACTED SERVICES/BACKGROUND CHECKS

ADOPTED: AUGUST 19, 1998

REVISED: JULY 18, 2007; DECEMBER 10, 2008; MAY 13, 2009 JANUARY 11, 2012;
SEPTEMBER 18, 2013

	<p>818. CONTRACTED SERVICES / BACKGROUND CHECKS</p>
1. Purpose	<p>The Board, in its effort to provide cost effective programs, may need to utilize outside independent contractors for a variety of purposes. The district is required to ensure that such contractors comply with certain legal requirements regarding contractor employees involved in the delivery of services to the district. This policy is adopted to outline those requirements and the manner in which the district shall direct and monitor contractor compliance.</p>
2. Definitions	<p>For purposes of this policy, contractor employee shall include an individual who is employed or offered employment by an independent contractor or a subcontractor of an independent contractor, or is an individual independent contractor; and has or will have direct contact with children.</p> <p>Direct Contact with Children – the possibility of care, supervision, guidance or control of children or routine interaction with children.</p> <p>For purposes of this policy, independent contractor shall mean an individual or entity that contracts with the district to provide services.</p>
3. Authority	<p>The district is required by law to ensure that independent contractors and contractor employees comply with the mandatory background check requirements for criminal history and child abuse certifications, the employment history review requirement, and the arrest and conviction reporting requirements.</p>
4. Guidelines	<p>Prior to using contracted services, a written contractual agreement shall be entered into between the district and the independent contractor and maintained centrally by the district in a manner similar to that for other contracts. Requests for proposals, bid specifications for proposals, and resulting contracts shall specify the following:</p> <ol style="list-style-type: none">1. Mandatory requirements for criminal history background checks, child abuse certifications, employment history reviews, and arrest and conviction reporting for contracted services involving direct contact with children, as mandated by law and set forth in this policy.2. A requirement that all contracted transportation providers provide a program of drug and alcohol testing for covered drivers. A covered

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driver shall include any contractor employee who drives, operates or is in the actual physical control or movement of a school bus or a commercial vehicle owned, leased or operated by the independent contractor in connection with school district services.

3. That failure to comply with this policy and the requirements **for criminal history background checks and child abuse certifications, employment history reviews, and required reporting of employee arrests, convictions or other misconduct b an independent contractor or contractor employee shall be grounds for termination of the contract.**

The Superintendent or designee shall review all information provided pursuant to this policy and determine if information is disclosed that precludes employment or continued services of an independent contractor or contractor employee.

Information submitted by an independent contractor or contractor employee in accordance with this policy shall be maintained centrally in a manner similar to that for school employees.

Pre-Employment Requirements

Employment History Review:

1. **Independent contractors shall conduct an employment history review, in compliance with state law, prior to assignment of a contractor employee to perform work for the district in a position or assignment involving direct contact with children. The independent contractor may use the information for the purpose of evaluating an applicant's fitness to be hired or for continued employment of a current contractor employee and may report the information as permitted by law.**
2. **Independent contractors shall inform the district, in writing, upon receipt of an affirmative response to any of the abuse and sexual misconduct background questions for a contractor employee. If the district objects to the assignment, the independent contractor may not assign the contractor employee to the district.**
3. **Independent contractors shall, upon request, provide the district to**

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which a contractor employee is assigned access to the employee's employment history review records.

Criminal History:

1. Prior to assignment of contractor employees to perform work for the district in a position or assignment involving direct contact with children, contractor employees shall submit an official child abuse clearance statement and state and federal criminal history background checks (certifications) as required by law.
2. Contractor employees shall report, on the designated form, all arrests and convictions as specified on the form. Contractor employees shall likewise report arrests and/or convictions that occur subsequent to initially submitting the form. Failure to accurately report such arrests and convictions may subject the individual to denial of employment/contract, termination if already hired/contracted and/or criminal prosecution.

Tuberculosis Test:

Contractor employees providing services for students shall undergo a test for tuberculosis in accordance with the regulations and guidance of the Pennsylvania Department of Health.

Arrest and Conviction Reporting Requirements:

1. All independent contractors shall adopt policies and procedures that require their employees, who are providing services to the district and who have direct contact with children, to notify the independent contractor, in writing within seventy-two (72) hours of the occurrence, of an arrest or conviction required to be reported by law. Contractor employees shall also be required to report to the independent contractor within seventy-two (72) hours of notification, that the employee has been named as a perpetrator in a founded or indicated report pursuant to the Child Protective Services Law. The policies and procedures shall also include the provision that the failure on the part of contractor employees to make such a timely notification shall subject them to disciplinary action, including termination.

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2. If the independent contractor receives notice of such arrest or conviction or that the contractor employee has been named as a perpetrator in a founded or indicated report, from either the contractor employee or a third party, the independent contractor shall immediately report, in writing, that information to the Superintendent or designee.
3. The independent contractor shall immediately require a contractor employee to submit new certifications when there is a reasonable belief that the employee was arrested for or has been convicted of an offense required to be reported by law, was named as a perpetrator in a founded or indicated report or has provided written notice of such occurrence.
4. Contractor employees who provide transportation services shall immediately notify the independent contractor and the district's transportation supervisor or any traffic citations or the suspension, revocation or cancellation of operating privileges.

Educator Misconduct

If the Superintendent reasonably suspects that conduct being reported involves an incident required to be reported under the Educator Discipline Act, the Superintendent or designee shall notify the Pennsylvania Department of Education, in accordance with applicable law, regulations and Board policy.

Training

Independent contractors shall provide their employees who have direct contact with children with mandatory training on child abuse recognition and reporting. The training shall include, but not be limited to, the following topics:

1. Recognition of the signs of abuse and sexual misconduct and reporting requirements for suspected abuse and sexual misconduct.
2. Provisions of the Educator Discipline Act, including mandatory reporting requirements.

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SECTION: OPERATIONS

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ADOPTED: AUGUST 19, 1998

REVISED: JULY 18, 2007; DECEMBER 10, 2008; MAY 13, 2009 JANUARY 11, 2012;
SEPTEMBER 18, 2013

3. District policy related to reporting of suspected abuse and sexual misconduct.
4. Maintenance of professional and appropriate relationships with students.
5. Employees of independent contractors who have direct contact with children are required to complete a minimum of three (3) hours of training every five (5) years.
6. Contractor employees shall attend orientation and training sessions, as appropriate to the nature of their service. When training is provided for school employees relating to the legal obligations of employers and educational institutions, consideration shall be given to which contractor employees should also receive that training.

Child Abuse Reporting

All contractor employees who have reasonable cause to suspect that a child is the victim of child abuse shall make a report of suspected child abuse in accordance with applicable law, Board policy and administrative regulations.

Confidentiality

No contractor employee shall be permitted access to confidential student information unless the district has determined that such access is necessary for the contractor employee to fulfill his/her responsibilities. Contractor employees with access to confidential student information shall maintain the confidentiality of that information in accordance with Board policies and procedures and applicable law. If a contractor employee has questions about the confidentiality of student information, the contractor employee should consult with the building principal.

SHALER AREA SCHOOL DISTRICT

No: 818

SECTION: OPERATIONS

TITLE: CONTRACTED SERVICES/BACKGROUND CHECKS

ADOPTED: AUGUST 19, 1998

REVISED: JULY 18, 2007; DECEMBER 10, 2008; MAY 13, 2009 JANUARY 11, 2012;
SEPTEMBER 18, 2013

References:

School Code – 24 P.S. Sec. 111; 24 P.S. 1205.6; 23 Pa. C.S.> 6344; 24 P.S. 111.1; 55 PA Code 3490.132; CFR Part 382; 67 PA Code 71.3; 75 Pa. C.S.A. 1612; 75 Pa. C.S.A. 3802

Board Policy 810.1

State Board of Education Regulations – 22 PA Code Sec. 8.1 et seq.

Child Protective Services Law – 23 Pa. C.S.A. Sec. 6301 et. seq.

Board Policy – 610

SECTION: COMMUNITY
TITLE: TITLE I PARENT INVOLVEMENT
ADOPTED: AUGUST 20, 2002
REVISED: DECEMBER 2, 2015

	918. TITLE 1 PARENT INVOLVEMENT
1. Purpose	The Board recognizes that meaningful parent involvement contributes to the achievement of academic standards by students participating in Title I programs. The Board views the education of students as a cooperative effort among the school, parents/guardians, and community.
2. Definition	Parent and Family (Family Member) – these terms are used interchangeably and shall include caregivers, a legal guardian or other person standing in loco parentis such as a grandparent or stepparent with whom the child lives, a person who is legally responsible for the child’s welfare, or a legally appointed Education Decision Maker of a child participating in a Title 1 program.
3. Authority	<p>The Board directs the district and each of its schools with a Title 1 program to:</p> <ol style="list-style-type: none">1. Conduct outreach to all parents and family members.2. Include parents and family members in development of the district’s overall Title I Plan and process for school review and improvement.3. Includes parents and family members in the development of the Title I Parent and Family Engagement Policy. Following adoption of the policy by the Board, the policy shall be distributed in writing to all parents and family members; incorporated into the district’s Title I Plan; posted to the district’s publicly accessible website; evaluated annually with parent and family involvement; provide opportunities and conduct meaningful collaborations with parents and family members in the planning and implementation of Title I programs, activities and procedures. <p><u>Accessibility</u></p> <p>The district and each of its schools with a Title I program shall provide communications, information and school reports to parents and family members who are migrants or who have limited English proficiency, a disability, limited literacy, or racial and ethnic minority backgrounds, in a language they can understand.</p>
4. Delegation of Responsibility	The Superintendent or designee shall ensure that the district’s Title I Parent and Family Engagement Policy, plan and programs comply with the requirements of federal law.

5. Guidelines	<p>The Superintendent or designee shall ensure that the district and its schools with Title I programs provide opportunities for the informed participation of parents and family members by providing resources, information and school reports in an understandable and uniform format or, upon request, in another format. Such efforts shall include:</p> <ol style="list-style-type: none"> 1. Providing communications in clear and simple language. 2. Posting information for parents and family members on the district's website. 3. Including a telephone number for parents and family members to call with questions. 4. Partnering with community agencies which may include libraries, recreation centers, community-based organizations and faith-based organizations to assist in sharing information. <p>The building principal and/or Title I staff shall notify parents and family members of the existence of the Title I programs and provide:</p> <ol style="list-style-type: none"> 1. An explanation of the reasons supporting their child's selection for the program. 2. A set of goals and expectations to be provided. 3. A copy of this policy and the School-Parent and Family contact. <p>Parents and family members shall actively carry out their responsibilities in accordance with this policy and the School-Parent and Family Compact. At a minimum, parents and family members shall be expected to:</p> <ol style="list-style-type: none"> 1. Volunteer in their child's classroom. 2. Support their child's learning. 3. Participate, as appropriate in decisions relating to the education of their child and positive use of extracurricular time. <p>Each district school operating a Title I program shall hold an annual meeting of parents and family members at a convenient time, to explain the goals and purposes of Title I programs and to inform them of their right to be involved. Parents and family members shall be given the opportunity to participate in the design, development, operation and evaluation of the program. Parents and family members shall be encouraged to participate in planning activities, to offer suggestions, and to ask questions regarding policies and programs.</p> <p>The schools with Title I programs shall offer a flexible number of meetings which shall be held at various times of the morning and evening. Title I funds may be used to enable parent and family member attendance through payment of transportation, child care costs or home visits.</p>
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The schools shall involve parents and family members in an organized, ongoing and timely way, in the planning, review and improvement of Title I programs, the Title I Parent and Family Engagement Policy and the joint development of the Title I Plan.

At these meetings, parents and family members shall be provided:

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

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

1. Establish meaningful, ongoing two-way communication between the district, staff and parents and family members.
2. Communicate with parents and family members about the plan and seek their input and participation through the use of newsletters, the district website, email, telephone, parent and teacher conferences, and home visits if needed.
3. Train personnel on how to collaborate effectively with parents and family members with diverse backgrounds that may impede their participation, such as limited literacy or language difficulty.
4. Analyze and share the results of the Title I Parent/Family Survey.
5. Post school performance data on the district's website.
6. Distribute and discuss the School-Parent and Family Compact.
7. Host various parent and family nights at each school building with a Title I program.
8. Establish and support active and engaged Title I parent and family advisory councils. The council will include a majority of parents and family members of students participating in Title I programs, as well as the building principal, teachers or other appropriate staff, students and community members. The purpose of the council shall be to focus on improved student achievement, effective classroom teaching, parent/family/community engagement in the educational process, and to facilitate communications and support.

	<ol style="list-style-type: none"> 9. Actively recruit parents and family members to participate in school review and improvement planning. 10. Assign district representatives to be available to work collaboratively with parents and family members, and to conduct school-level trainings to promote understanding of school data, comprehensive plans and the budgeting process. 11. Invite participation of parents and family members at the regular comprehensive planning committee meetings, Title I budget meetings and school improvement plan meetings to obtain input and propose school improvement initiatives. <p>If the Title I Plan is not satisfactory to parents and family members, the district shall submit any parent or family member comments with the plan when the school makes the plan available to the Board.</p> <p><u>Building Capacity for Parent and Family Engagement</u></p> <p>The district shall provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools in planning and implementing effective parent and family involvement activities to improve academic achievement and school performance through:</p> <ol style="list-style-type: none"> 1. Providing assistance to parents and family members in understanding such topics as the academic standards, state and local academic assessments, the requirements of parent and family involvement, how to monitor a child's progress and work with teachers to improve the achievement of their children. 2. Providing material and training to help parents and family members work with their children to improve academic achievement and to foster parent and family engagement such as: <ol style="list-style-type: none"> a. Scheduling trainings in different locations on a variety of topics including how to support their child in school, literacy, school safety, cultural diversity and conflict resolution. b. Using technology, including education about the harms of copyright piracy, as appropriate. c. Providing information, resources and materials in a user-friendly format. d. Providing, as requested by a parent or family member, other reasonable support for parent and family engagement activities. e. Training on how to use the Parent Portal as a tool to monitor grades and achievement. f. Educating teachers, specialized instructional support personnel, principals and other school leaders and staff, with the assistance
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of parents and family members, on the value and usefulness of contributions of parents and family members and in how to reach out to, communicate with, and work with them as equal partners, implement and coordinate parent and family programs, and build ties between parents and family members and the school.

3. To the extent feasible and appropriate, coordinating and integrating Title I parent and family involvement efforts and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents and family members in more fully participating in the education of their children.
4. Engage the PTA/PTO to actively seek out and involve parents and family members through regular updates, information sessions and assistance with the identification of effective communication strategies.
5. Train parents and family members to enhance the involvement of other parents and family members.
6. Adopt and implement model approaches to improving parent and family engagement.
7. Establish a district-wide parent and family advisory council to provide advice on all matters related to parent and family engagement in Title I programs.
8. Engage community-based organizations and businesses in parent and family engagement activities.

Coordinating Parent and Family Engagement Strategies

The district shall coordinate and integrate Title I parent and family engagement strategies with other parent and family engagement strategies required by federal, state, and local laws by:

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

Annual Parent and Family Engagement Policy Evaluation

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

The evaluation shall identify:

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

Strategies to support successful school and parent and family interactions:

1. Establishment of a schedule and process for the policy review and revisions by parents and family members.
2. An evaluation of the effectiveness of the content and communication methods through a variety of methods.
3. A parent and family member and teacher survey designed to collect data on school level and district-wide parent and family engagement outcomes.
4. Focus groups. Parents and family members, and community members, unable to attend the focus groups in person shall have an opportunity to participate in an alternate format.
5. Documentation of parent and family member input regarding Title I programs and activities from throughout the year.

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

School-Parent and Family Compact

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

1. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment, enabling students in Title I programs to meet the academic standards.
2. Describe the ways in which parents and family members will be responsible for supporting their child's learning; volunteering in the classroom; and participating, as appropriate, in decisions related to their child's education and positive use of extracurricular time.

3. Address the importance of ongoing two-way, meaningful communication between parents/family members and teachers through, at a minimum, annual parent-teacher conferences at the elementary level, frequent reports to parents and family members on their child's progress, reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.

Title I Funds

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

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

1. Supporting schools and nonprofit organizations in providing professional development for the district and school personnel regarding parent and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents and family members.
2. Supporting programs that reach parents and family members at home, in the community, and at school.
3. Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members.
4. Collaborating or providing subgrants to schools to enable such schools to collaborate with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement.
5. Engaging in any other activities and strategies that the district determines are appropriate and consistent with this policy.

Documentation of Parent and Family Engagement Practices

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

References:

State Board of Education Regulations – 22 PA Code Sec. 403.1

No Child Left Behind Act – 20 U.S.C. Sec. 6318

Board Policy – 102, 138

OUT OF STATE / OVERNIGHT TRIPS

SHALER AREA HIGH SCHOOL

RECEIVED
SHALER AREA SCHOOL DIST

FEB 22 2019

DR. BRYAN O'BLACK

February 11, 2019

January 18, 2019

Group FBLA

Date Submitted January 18, 2019

Sponsor(s) Lisa Klugh

Phone Ext. _____

Destination Hershey, PA

Date(s) of Trip April 8-10

Purpose of Trip:

For students to attend business related workshops and events as well as compete on a state level for events they qualified for within our region.

Costs:

Registration: \$85/person

Lodging & Food: \$355 - \$407/person

Method of Fundraising:

Student funded, some received donations/sponsorship

Number of Teacher Substitutes Needed 0

Number of Days for each Substitute 0

> Parents are taking their child.

APPROVAL

YES

NO

Signature

Date

X

Activities/Athletics Director

Mindy Thiel

2/18/19

X

Principal

[Signature]

2-21-19

Superintendent
