

**EAST ALLEGHENY SCHOOL DISTRICT
MINUTES FOR THE REGULAR SCHOOL BOARD MEETING
DECEMBER 4, 2017**

Public Session Follows the Reorganization Meeting

CALL TO ORDER

The regular meeting of the School Board of the East Allegheny School District is called to order by Mr. Savinda, the president, at 6:18 p.m.

Pledge of Allegiance

ROLL CALL

Mr. Eichler, Mrs. Green, Mr. Homer, Mrs. McCullough, Mr. Paradine, Mr. Pearsol, Ms. Rosenbayger, Mr. Savinda.

ABSENT: Mr. Volpe.

ALSO PRESENT:

Mr. Mac Fann, Ms. Valicenti.

Solicitor: Mr. Beisler.

**STUDENT
REPRESENTATIVES**

Amani Johnson, Paige Yusko.

**MINUTES OF THE
REGULAR MEETING
OF NOVEMBER 13, 2017**

Mr. Paradine moved and Mr. Pearsol seconded the motion approving the minutes of the regular school board meeting of November 13, 2017.

The motion was passed, no dissenting votes.

**SUPERINTENDENT'S
REPORT**

Mr. MacFann mentioned the two addendums, which will be discussed in Executive Session.

**STUDENT
REPRESENTATIVE**

See Report.

**HEAR FROM
THE CITIZENS**

There were no requests to speak.

COMMUNICATIONS:

None.

**APPROVE AGENDA
IN TOTO**

Mr. Pearsol moved and Mr. Paradine seconded the motion to approve the agenda as a whole, with exceptions as noted.

Eichler	<u>None.</u>
Green	<u>None.</u>
Homer	<u>None.</u>
McCullough	<u>None.</u>
Paradine	<u>None.</u>
Pearsol	<u>None.</u>
Rosenbayger	<u>None.</u>
Savinda	<u>None.</u>
Volpe	<u>Absent</u>

The motion was passed, no dissenting votes.

BUDGET & FINANCE

**TREASURER'S MONTHLY
FINANCIAL STATEMENT
FOR APPROVAL (A)**

Mr. Pearsol moved and Mr. Paradine seconded the motion to approve the Treasurer's monthly statement.

The motion was passed, no dissenting votes.

**SECRETARY'S REPORT
FOR APPROVAL (B)**

Mr. Pearsol moved and Mr. Paradine seconded the motion to approve the Secretary's report.

The motion was passed, no dissenting votes.

COMMITTEE REPORTS:

BUDGET & FINANCE

**BILLS FOR PAYMENT
APPROVAL AND
RATIFICATION (C)**

Mr. Pearsol moved and Mr. Paradine seconded the motion as recommended by the Administration the Board approve and ratify the payment of bills as follows:

General Fund	-----	\$ 717,398.53
Batch 6	-----	\$ 424,487.16
Batch 98 CS	-----	\$ 276,870.09

The motion was passed, no dissenting votes.

**PURCHASE ORDERS
APPROVAL (D)**

Mr. Pearsol moved and Mr. Paradine seconded the motion as recommended by the Administration the Board approve purchase orders as follows:

General Fund	-----	\$ 1,598.83
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The motion was passed, no dissenting votes.

BUDGET & FINANCE

CAFETERIA BILLS FOR PAYMENT (E)

Mr. Pearsol moved and Mr. Paradine seconded the motion as recommended by the Administration the Board approve and ratify Cafeteria bills for payment in the amount of \$80,931.31.

The motion was passed, no dissenting votes.

FEDERAL PROGRAM BILLS FOR PAYMENT (F)

Mr. Pearsol moved and Mr. Paradine seconded the motion as recommended by the Administration the Board approve and ratify the Federal Program bills as follows:

Title I 16-17	-----	\$0.00
Title I 17-18	-----	\$9,068.62
Title II Part A 17-18	-----	\$0.00
Title IV 17-18	-----	\$489.56

The motion was passed, no dissenting votes.

APPROVE MEMORANDUM OF UNDERSTANDING TEMPORARY AIDES EAESP (G)

Mr. Pearsol moved and Mr. Paradine seconded the motion as recommended by the Administration the Board approve a Memorandum of Understanding between the East Allegheny School District and the East Allegheny Educational Support Professionals regarding hiring Temporary Aides, as per attached.

The motion was passed, no dissenting votes.

BUILDING & GROUNDS

USE OF PROPERTY REQUEST

Mr. Pearsol moved and Mr. Paradine seconded the motion as recommended by the Administration the Board approve and ratify (*) the following requests for the use of the district facilities **at a cost to the organization according to board policy:**

<u>Group</u>	<u>Building/Grounds</u>	<u>Date Requested</u>	<u>Time</u>	<u>Activity</u>	<u>Cost</u>
<u>7th/8th Gr. Stud. Council (A)*</u>	JSHS Indoor Court	F, 12/1/2017	6:00 – 9:30 p.m.	Movie Night	\$0
<u>JSHS Music Dept. (B)</u>	JSHS Auditorium, Indoor Court, Cafeteria, Restrooms, Music Area	Sa, 4/14/2018	9:00 p.m. – 2:00 a.m.	Musical Cast Party	\$0

The motion was passed, no dissenting votes.

CURRICULUM

**CONFERENCE REQUEST
HOMESTEAD, PA (A)**

Mr. Pearsol moved and Mr. Paradine seconded the motion as recommended by the Administration the Board approve the request from Debbie Bacco-Wicker, District Gifted Teacher, to attend a state level gifted information conference at the Allegheny Intermediate Unit, Homestead, PA on Thursday, December 7, 2017 from 8:00 a.m. to 1:00 p.m.

COST TO THE DISTRICT: None.

The motion was passed, no dissenting votes.

**FIELD TRIP REQUEST
PITTSBURGH, PA (B)**

Mr. Pearsol moved and Mr. Paradine seconded the motion as recommended by the Administration the Board approve the request from Mark Stahurski, The Future is Mine (TFIM) sponsor, 21 TFIM students and one additional teacher to visit Children's Hospital of Pittsburgh and PPG Paints Arena, Pittsburgh, PA on Friday, December 8, 2017 from 8:00 a.m. to 2:00 p.m. Students will drop off the toys that they collected for the patients at Children's Hospital. They will then visit PPG Paints Arena to attend a job fair showing the students what types of jobs are available in our region.

COST TO THE DISTRICT: Two (2) substitutes for one (1) day. Transportation and registration will be paid by TFIM. Costs have been budgeted.

The motion was passed, no dissenting votes.

**CONFERENCE REQUEST
PITTSBURGH, PA (C)**

Mr. Pearsol moved and Mr. Paradine seconded the motion as recommended by the Administration the Board approve the request from Kaitlyn Gida, Special Education Teacher, and Brenna MacFann, PreK Teacher, to attend a conference on Alternative Eligible Content for Writing: Getting Familiar and Going Deeper at PaTTAN Pittsburgh, Pittsburgh, PA on Thursday, December 14, 2017 from 8:00 a.m. to 3:30 p.m. This conference will provide the opportunity to explore various writing tools and strategies for students and will aid in the early detection of writing difficulties.

COST TO THE DISTRICT: Two (2) substitutes for one (1) day. Costs have been budgeted.

The motion was passed, no dissenting votes.

**FIELD TRIP REQUEST
NORTH VERSAILLES, PA (D)**

Mr. Pearsol moved and Mr. Paradine seconded the motion as recommended by the Administration the Board approve the request from Kaitlyn Gida, Special Education Teacher, 10 students and 1 paraprofessional, to attend the screening of "Wonder" at the Phoenix Cinema, North Versailles, PA on Tuesday, December 19, 2017 from 9:30 a.m. to 2:00 p.m. This activity will provide the emotional support students with an opportunity to participate in social and life skills applications as well as foster an appreciation of literature. The students studied the book "Wonder" from September through November.

COST TO THE DISTRICT: Transportation (school van). Tickets for the movie were donated by Phoenix Cinema. Costs have been budgeted.

The motion was passed, no dissenting votes.

CURRICULUM

**FIELD TRIP REQUEST
NORTH VERSAILLES, PA (E)**

Mr. Pearsol moved and Mr. Paradine seconded the motion as recommended by the Administration the Board approve the request from Amanda Rosco, Chorus Teacher, and 9 students in the Women's Ensemble to visit Point Pleasant Retirement Community, North Versailles, PA to provide a Christmas performance and caroling for the residents on Wednesday, December 20, 2017 from 1:45 to 3:00 p.m.
COST TO THE DISTRICT: One (1) substitute for one (1) period and the use of the school van. Costs have been budgeted.

The motion was passed, no dissenting votes.

**CONFERENCE REQUEST
PITTSBURGH, PA (F)**

Mr. Pearsol moved and Mr. Paradine seconded the motion as recommended by the Administration the Board approve the request from Kaitlyn Gida, Special Education Teacher, to attend a conference on Universal Screenings for Behavior at PaTTAN Pittsburgh, Pittsburgh, PA on Thursday, January 11, 2018 from 8:00 a.m. to 1:30 p.m. This conference will build a greater understanding of behavior interventions and documentation techniques.
COST TO THE DISTRICT: One (1) substitute for on (1) day. Costs have been budgeted.

The motion was passed, no dissenting votes.

**FIELD TRIP REQUEST
PITTSBURGH, PA (G)**

Mr. Pearsol moved and Ms. Rosenbayger seconded the motion to table the request from Mark Draskovich, 7th/8th Grade Principal, 7th/8th Grade Teachers (6), and 190 students who earn PRIDE two out of three times, to visit the PPG Paints Arena, Pittsburgh, PA to attend a Pittsburgh Penguins practice on Monday, February 5, 2018 from 9:00 a.m. to 2:00 p.m. Students will use the website provided by the Penguins to use math and science skills to work through a variety of lessons and activities. Students will apply math and science to real world applications and be immersed in the culture of our city.
COST TO THE DISTRICT: Transportation (4 buses - \$814.12). Half of the transportation costs can be covered by a grant and some fundraising. **Costs have not been budgeted.** Mr. MacFann will obtain additional information.

The motion was passed, no dissenting votes.

**CONFERENCE REQUEST
PITTSBURGH, PA (H)**

Mr. Pearsol moved and Mr. Paradine seconded the motion as recommended by the Administration the Board approve the request from Dennis Edwards and Edward Lorenc, Social Studies Teachers, to attend a conference to discover resources to help engage students in examining the ideas that inspired the creation of our legislative branch and the history of its development at the Pittsburgh Marriott City Center, Pittsburgh, PA on Thursday, February 8, 2018 from 8:00 a.m. to 3:30 p.m.
COST TO THE DISTRICT: Two (2) substitutes for one (1) day. Costs have been budgeted.

The motion was passed, no dissenting votes.

CURRICULUM

**FIELD TRIP REQUEST
PITTSBURGH, PA (I)**

Mr. Pearsol moved and Mr. Paradine seconded the motion as recommended by the Administration the Board approve the request from Amanda Rosco, Chorus Teacher, 20 students and 2 additional chaperones, to attend the performance of “Wicked” at the Benedum Center, Pittsburgh, PA on Friday, February 9, 2018 from 7:00 to 10:45 p.m.
COST TO THE DISTRICT: Transportation – use of the school van. All other costs paid by students. Costs have been budgeted.

The motion was passed, no dissenting votes.

**FIELD TRIP REQUEST
PITTSBURGH, PA (J)**

Mr. Pearsol moved and Mr. Paradine seconded the motion as recommended by the Administration the Board approve the request from Emilia Peiffer, Guidance Counselor, and Paul Goldstrohm, English Teacher, and 100 students to attend the Pittsburgh National College Fair for Juniors at the David L. Lawrence Convention Center, Pittsburgh, PA on Friday, February 9, 2018 from 8:30 a.m. to 1:30 p.m.
COST TO THE DISTRICT: Transportation and one (1) substitute for one (1) day. Costs have been budgeted.

The motion was passed, no dissenting votes.

POLICY

**ADOPTION OF
THE REVISIONS
TO POLICIES (A)**

Mr. Pearsol moved and Mr. Paradine seconded the motion as recommended by the Administration the Board approve the adoption of the revisions to the following policies:

Policy # 103, Nondiscrimination in School and Classroom Practices (This revision reflects the merging of Policy #248, Unlawful Harassment, with Policy #103 as per PSBA)

Policy #104, Nondiscrimination in Employment Practices (This revision reflects the merging of Policy #348, 448 and 548, Unlawful Harassment, with Policy #104, as per PSBA)

Policy #221, Dress and Grooming (Students)

Policy #819, Suicide Awareness, Prevention and Response (As recommended by PSBA)

The motion was passed, no dissenting votes.

**SECOND READING
OF NEW POLICIES (B)**

Mr. Pearsol moved and Mr. Paradine seconded the motion as recommended by the Administration the Board approve the second reading of the following new policies, as per PSBA:

Policy #103.1, Nondiscrimination- Qualified Students with Disabilities
Policy #150, Title I – Comparability of Services

The motion was passed, no dissenting votes.

POLICY

**FIRST READING OF
THE REVISIONS
TO POLICY (C)**

Mr. Pearsol moved and Mr. Paradine seconded the motion as recommended by the Administration the Board approve the first reading of the revisions to the following policy, as per attached:

Policy #916, Volunteers

The motion was passed, no dissenting votes.

REVIEW OF POLICY (D)

Mr. Pearsol moved and Mr. Paradine seconded the motion as recommended by the Administration the Board approve the review of the following policy and further approve the Administrative Regulations, as per attached:

Policy #204, Attendance

The solicitor has reviewed our current policy and found that it is in compliance with the new truancy laws. The approval of the Administrative Regulations will provide the protocol required to deal with truant students, as per the law.

The motion was passed, no dissenting votes.

STUDENT LIFE

**VOLUNTEER FOR
APPROVAL**

Mr. Pearsol moved and Mr. Paradine seconded the motion as recommended by the Administration the Board approve Lanika Dorsey as a volunteer in the kindergarten classroom of Mrs. Socci.

The motion was passed, no dissenting votes.

EXECUTIVE SESSION

Mr. Pearsol moved and Mr. Savinda seconded the motion for the Board to go into Executive Session from 6:30 to 7:06 p.m. for Personnel reasons.

The motion was passed, no dissenting votes.

PERSONNEL

**EXTENSION OF
LEAVE REQUEST
THIRD GRADE
TEACHER (A)**

Mr. Pearsol moved and Mr. Paradine seconded the motion as recommended by the Administration the Board approve the request from Kristina Miller, Third Grade Teacher to extend her child rearing leave until the end of the 2017-2018 school year. Mrs. Miller plans to return to her position for the beginning of the 2018-2019 school year. Further approve extending the assignment for Mrs. Miller's long term substitute, Christina Snyder, until the end of the 2017-2018 school year, which is June 12, 2018.

The motion was passed, no dissenting votes.

PERSONNEL

**LEAVE REQUEST
MATHEMATICS
TEACHER (B)**

Mr. Pearsol moved and Mr. Paradine seconded the motion as recommended by the Administration the Board approve the request from Valerie Ekis, Mathematics Teacher, to exhaust her remaining sick days (19 as of 11/20/2017), personal days (4) and the five emergency days, as per contract, for the birth of her child, commencing on or about April 27, 2018 and concluding, tentatively, Wednesday, June 6, 2018. Mrs. Ekis further requests a Family Medical Leave commencing, tentatively, Thursday, June 7, 2018 and concluding Tuesday, June 12, 2018. Mrs. Ekis plans to return to her position for the beginning of the 2018-2019 school year.

The motion was passed, no dissenting votes.

**HIRING OF
GROUP I
CUSTODIAN (C)**

Mr. Pearsol moved and Mr. Paradine seconded the motion to table the hiring of the Group I Custodian, assigned to the Logan Elementary School, Area #1 – Green – Second Floor, 3:00 -11:30 p.m. shift.

The motion was passed, no dissenting votes.

**HIRING OF
COACHES (D)**

Mr. Pearsol moved and Mr. Paradine seconded the motion as recommended by the Administration the Board hire the following coaches for the respective positions, and in accordance with the agreement between the East Allegheny School District and the East Allegheny Education Association.

Benjamin Blinn	Munhall	Asst. Boys Varsity Basketball Coach (9 th Grade position)
Michael Russo *	North Versailles	Asst. Boys Varsity Track Coach

*Pending receipt of updated Child Abuse clearance.

The motion was passed, no dissenting votes.

**HIRING OF
COACH (E)**

Mr. Pearsol moved and Mr. Paradine seconded the motion as recommended by the Administration the Board hire Christopher Miller, North Versailles, as the Boys Assistant 7th/8th Grade Basketball Coach, and in accordance with the agreement between the East Allegheny School District and the East Allegheny Education Association. Mr. Miller's clearances are on file.

The motion was passed, no dissenting votes.

**FEDERAL PROGRAMS
REPORT:**

FEDERAL PROGRAMS REPORT

Submitted by
Betsy D'Emidio
for November 2017

Title I Monthly Summary Reports were reviewed, signed and filed for documentation. I prepared the Federal Programs Report for the month of September and submitted it to the District Office for Board Review.

Mrs. McCoy and I met to discuss the items on the Federal Programs to-do List from the regional director for November and December. Dates were proposed for a Title I meeting in December. We also began the single-funded semi-annual certifications for Title I staff.

The Title I teachers' schedules were reviewed and revised to ensure that math and reading lab students are being serviced according to student needs and Title I criteria. The teachers were also asked to include the number of students being serviced during each period.

The AIU3 informed us that adjustments will have to be made to the contract between AIU2, AIU3 and East Allegheny in regards to students attending Greensburg Central Catholic.

Purchase orders, payroll and benefits for November were reviewed and will be included on the December bill list as well as future items and reports that are due in

OLD BUSINESS:

None.

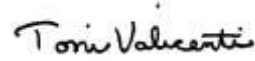
NEW BUSINESS:

Mrs. McCullough commented that she enjoyed serving the students and citizens of the District and it was an honor to serve as President, and expressed her best wishes to Mr. Savinda.

ADJOURNMENT

Mr. Pearsol moved and Mr. Paradine seconded the motion to adjourn at 7:09 p.m.

Toni Valicenti



Board Secretary

HEAR FROM THE CITIZENS

There were no requests to speak.

East Allegheny School District
Treasurer's Monthly Financial Statement

11/30/2017

Bank Balance			\$427,514.91
Outstanding Checks			(\$158,877.93)
Book Balance - October 2017			\$268,636.98
October 2017			
Current Real Estate Taxes		\$902,263.81	
Public Utility Tax		\$15,324.68	
Payments in Lieu of Current		\$0.00	
Local Tax		\$106.82	
Earned Income Tax		\$54,030.80	
Deed Transfer Tax		\$6,392.00	
Business Privilege		\$3,276.61	
Amusement		\$428.80	
Mercantile Tax		\$4,289.35	
Delinquent Real Estate Tax		\$163,643.59	
Delinquent Business Privilege		\$1,108.29	
Delinquent Mercantile Tax		\$117.34	
Interest, Temporary Investments		\$10,875.80	
Bookstore Sales		\$0.00	
State Revenue Received		\$0.00	
Rentals		\$11,296.11	
Contrib & Donations from Prvt.		\$0.00	
Gains/Losses on Sale of Fixed		\$100,639.17	
Tuition From Patrons		\$10,709.78	
Miscellaneous Revenue		\$3,105.01	
Tuition for Court Place & Inst		\$0.00	
Energy Efficient Rebates		\$0.00	
Refunds		\$0.00	
Basic Instructional Subsidy		\$933,685.00	
Vocational Education-capital		\$0.00	
Tuition for Court Place & Inst		\$0.00	
Special Education Funding		\$0.00	
Other Program Subsidies		\$0.00	
Transportation		\$0.00	
Transportation - Duquesne		\$175,150.00	
Rentals and Sinking Fund		\$74,738.86	
Medical and Dental Services		\$0.00	
Property Tax Relief		\$480,181.35	
Safe Schools		\$0.00	
Extra Grants		\$0.00	
Accountability		\$0.00	
State Share of Social Security		\$0.00	
Retirement payments		\$0.00	
E-Rate Payment		\$0.00	
Medical Assistance Reimb		\$0.00	
Ed of Disadvan		\$100,364.28	
Ed of Hand. Child. - Preschl		\$14,150.00	
Medical Assistance Reimb		\$33,327.00	
ARRA - Education Jobs Fund		\$0.00	
Refunds of Prior Years		\$0.00	
Capital Expenses-Chapter I		\$2,250.14	

East Allegheny School District
Treasurer's Monthly Financial Statement

11/30/2017

Total Budgetary Revenues		\$3,101,454.59	
Disbursements for October 2017			
1100 Regular Programs	\$1,104,849.13		
1200 Special Programs	\$226,938.52		
1300 Vocational Education	\$31,617.63		
1400 Other Instructional Programs	\$27,902.99		
1500 Non-Public School Programs	\$0.00		
1600 Adult Education	\$0.00		
1800 Other Purchased Services	\$0.00		
2100 Pupil Personnel	\$75,898.71		
2200 Instructional Staff	\$56,544.98		
2300 Administration	\$121,025.09		
2400 Pupil Health	\$21,618.30		
2500 Fiscal Services	\$32,336.94		
2600 Operations & Maintenance of Plant	\$232,104.36		
2700 Student Transportation	\$280,047.66		
2800 Central Support Services	\$22,317.30		
2900 Other Support Services	\$0.00		
3200 Student Activities	\$53,719.14		
3300 Community Services	\$945.89		
4000 Facil Acq Const & Improv	\$0.00		
5000 Other Financing Uses	\$0.00		
5100 Debt Service	\$1,024,643.69		
5200 Fund Transfer: Cafeteria	\$51,803.36		
5800 Transmittal Accounts	\$0.00		
Total Budgetary Expenditures	\$3,364,313.69		
Athletic Account			
Fund 11			
Bank Balance - October 2017			\$24,775.13
Outstanding Checks			(\$880.00)
Balance as of 10/31/17			\$23,895.13
Swap Interest			
Bank Balance - October 2017			\$138,837.45

East Allegheny School District
Secretary's Report

11/30/2017

Summary Statement of 2017-2018 General Fund Operations as of October 2017		
Cash Balance - October 2017		
Huntington Bank	\$	268,636.98
PSDLAF		\$3,780,233.52
PLGIT		\$1,778.37
Energy Sinking Fund		\$206,200.62
Capital Improvement		\$95,470.91
Swap		\$138,837.45
TOTAL		\$4,491,157.85
Receipts: October 2017		
6000 Local Sources	\$	11,884,161.08
7000 State Sources		\$5,084,583.77
8000 Federal Sources		\$356,227.89
9500 Refunds-Prior Year		\$24,251.38
Total		\$17,349,224.12
Tax Anticipation Loan		\$13,024.89
Disbursements: October 2017		
1100 Regular Programs	\$	3,674,924.09
1200 Special Programs		\$895,941.43
1300 Vocational Education		\$73,287.51
1400 Other Instructional Programs		\$63,861.51
1500 Non-Public School Programs		\$0.00
2100 Pupil Personnel		\$239,790.14
2200 Instructional Staff		\$143,421.51
2300 Administration		\$419,142.20
2400 Pupil Health		\$52,575.18
2500 Fiscal Services		\$115,996.17
2600 Operations & Maintenance of Plant		\$635,839.74
2700 Student Transportation		\$357,534.12
2800 Central Support Services		\$21,855.30
2900 Other Support Svcs		\$0.00
3200 Student Activities		\$117,101.88
3300 Community Services		\$1,751.84
4000 Facil Acq Const & Improv		\$0.00
5000 Other Financing Uses		\$0.00
5100 Debt Service		\$1,544,193.49
5200 Fund Transfer: Cafeteria		\$95,112.80
Total Disbursements: October 2017		\$8,452,328.91
Athletic Account		
Balance		\$24,775.13
Outstanding Checks		(\$880.00)
Balance as of 10/31/17		\$23,895.13

Bills for Approval and Ratification December 2017

Vendor	Description	Code	Amount
Fund 10	Ratification		
Tammy Bell	Psychological Evaluations	2140-330-060-00	\$ 1,800.00
AT&T Mobility	Cell Phones	2620-530-000-00	\$ 51.88
Daniel Beisler	Retainer, Tax Collector Account	2350-330-000-00	\$ 6,400.00
Budget	Truck Rental	3210-442-000-30	\$ 212.44
Comcast	District Run Charter School	1110-390-000-00	\$ 147.97
Duquesne Light Co.	Electric/HS	2620-622-000-30	\$ 11,936.41
Fred Gleeson	Ticket Manager/one of two pymts	3250-103-000-30	\$ 1,580.00
Lee Kumer	Colorguard & Majorette Choreographer	3210-340-000-30	\$ 1,750.00
N.V.T.S.A.	Sewage/GV, Logan, HS	2620-424-000-00	\$ 3,233.00
PSERS	Buyback/Paul Schopp	2620-230-000-00	\$ 291.04
Peoples	Gas/Stadium, GV	2620-621-000-00	\$ 310.79
Verizon	Phones	2620-530-000-00	\$ 379.58
Verizon Wireless	Cell Phones	2620-530-000-00	\$ 166.37
William Viola	Reimburse/Medicare	1110-211-000-30	\$ 440.70
Bernie George	Official/Basketball	3250-490-000-30	\$ 35.00
Robert Mancz	Official/Basketball	3250-490-000-30	\$ 35.00
Rob Armenio	Official/Basketball	3250-490-000-30	\$ 35.00
Charles Hart	Official/Basketball	3250-490-000-30	\$ 35.00
Sam Maldonato	Official/Basketball	3250-490-000-30	\$ 35.00
Timothy Winnie	Official/Basketball	3250-490-000-30	\$ 35.00
Commonwealth of PA	Pesticide License Fee	2640-430-000-00	\$ 35.00
Direct Energy Business	Gas/GV	2620-621-000-10	\$ 171.31
Duquesne Light Co.	Electric/GV, Logan	2620-622-000-00	\$ 10,188.75
First National Bank	Supplies, Health Grant	2660-610-000-00	\$ 4,227.13
Kelly Services	Substitute Teacher Services	2832-330-000-00	\$ 15,390.00
Edward Spinola	Refund/Double Pymt on Real Estate taxes	6111-100-000-00	\$ 1,662.65
Workpartners	Worker's Comp	1110-260-000-00	\$ 5,896.00
Pennsylvania SCDU	Child Support	0462-014-000-00	\$ 471.78
Aflac	Employee Deduction	0462-006-000-00	\$ 908.60
Alcose Credit Union	Employee Deduction	0462-008-000-00	\$ 10,955.02
Cal-Ed Federal Union	Employee Deduction	0462-016-000-00	\$ 190.00
Consortium for Public Ed	Employee Deduction	0462-019-000-00	\$ 59.00
PHEAA	Wage Attachment	0462-015-000-00	\$ 226.46
TSA Consulting	Employee Deduction	0462-003-000-00	\$ 8,215.00
Washington National	Employee Deduction	0462-004-000-00	\$ 2,000.11
AT&T	Phones	2620-530-000-00	\$ 211.11
Budget	Truck Rental	3210-442-000-30	\$ 290.32
Dex Media	Advertising Services	2620-530-000-00	\$ 480.00
Duquesne Light Co.	Electric/Unmetered	2620-622-000-00	\$ 302.03
Robert Ferrainolo	Reimburse/Stamps	2330-530-000-00	\$ 49.00
The HDH Group, Inc.	Bond Insurance	2330-525-000-00	\$ 4,234.00
Kelly Services	Substitute Teacher Services	2832-330-000-00	\$ 5,061.60
Lea's	Flowers/Senior Night - Fall Sports	3250-510-000-00	\$ 352.25
North Versailles Twp.	Security for WPIAL Playoff game	3250-490-000-30	\$ 121.00
Northwest Tri-County IU5	Registration/S. Gildea	2380-580-010-22	\$ 485.00
Nova Sports	Repair & Cleaning of Uniforms	3250-415-000-30	\$ 2,648.25
Peoples	Gas/Logan, HS	2620-621-000-30	\$ 3,198.00
Petroleum Traders	Gas for District Vehicles	2650-620-000-00	\$ 10,702.25

Bills for Approval and Ratification December 2017

UGI	Gas/Logan, HS	2620-621-000-30	\$	2,157.95
Varsity Spirit Fasions	Replacement Cheer Uniforms	3250-415-000-30	\$	812.85
Verizon Wireless	Cell Phones	2620-530-000-00	\$	74.41
Melissa Swidorsky	Reimburse/Paper, Ink, Pens, Tape, Stamps	2330-530-000-00	\$	153.96
West Penn Athletics	Tournament Fee/Basketball	3250-490-000-30	\$	200.00
Wex Bank	Gas for District Vehicles	2650-620-000-00	\$	248.89
WPIBL	Bowling Team Registration	3250-810-000-30	\$	270.00
ACSHIC	Healthcare for December 2017	0421-000-000-00	\$	254,419.48
Home Depot	Maintenance Supplies	2620-610-000-00	\$	125.65
Capital One	Monthly Loan Payment	5100-832-000-00	\$	19,643.69
American United Life	Income Insurance	1110-214-000-00	\$	242.76
Madison National Life	Income Insurance	2380-214-010-00	\$	1,329.82
School Claims	Life Insurance/Dec 2017	0421-100-000-00	\$	2,539.67
Pam Edwards	Official/Swimming	3250-490-000-30	\$	60.00
Tim Edwards	Official/Swimming	3250-490-000-30	\$	60.00
Jonathan Kopinski	Official/Basketball	3250-490-000-30	\$	30.00
Ray Milliren	Official/Swimming	3250-490-000-30	\$	30.00
Nicholas Pavelcic	Official/Basketball	3250-490-000-30	\$	30.00
Mike Sinwell	Official/Basketball	3250-490-000-30	\$	30.00
Curtis Wade	Official/Basketball	3250-490-000-30	\$	30.00
Ken Weber	Official/Swimming	3250-490-000-30	\$	60.00
Timothy Winnie	Official/Basketball	3250-490-000-30	\$	30.00
Aaron Antimary	Events/Chains	3250-340-000-30	\$	320.00
Albie Antimary	Events/Clock	3250-340-000-30	\$	480.00
Sean Beitler	Events/Chains	3250-340-000-30	\$	280.00
Jim Beitler	Events/Chains	3250-340-000-30	\$	400.00
Mara Bordogna	Events/Tickets	3250-340-000-30	\$	80.00
Anthony Falleroni	Events/Announcer	3250-340-000-30	\$	160.00
Darlene Gleeson	Events/Tickets	3250-340-000-30	\$	280.00
Fred Gleeson	Events/Tickets	3250-340-000-30	\$	480.00
William Law	Events/Chains	3250-340-000-30	\$	440.00
Kathleen Osiecki	Events/Statistics	3250-340-000-30	\$	280.00
Mike Osiecki	Events/Chains	3250-340-000-30	\$	40.00
Michael Russo	Events/Chains	3250-340-000-30	\$	40.00
Robert Trautwine	Events/Announcer	3250-490-000-30	\$	1,400.00
Kyle Whipple	Events/Video	3250-340-000-30	\$	400.00
AIU	Second Billing for Special Ed	1221-322-270-10	\$	296,989.18
AMCA Systems, LLC	Tax Track License	2500-300-000-00	\$	1,795.00
Budget Truck Rental	Truck Rental	3210-442-000-30	\$	109.85
Dex Media	Advertising Services	2620-530-000-00	\$	45.30
Highmark Caring Place	Donation from EA	2120-610-060-30	\$	50.00
Metal Photo Service	Brass Plate/Mr. Gates	2310-610-000-00	\$	25.00
Pennsylvania Turnpike	EZ Pass Toll	2640-580-000-00	\$	27.45
Special Markets Ins	Travel & Conference	2640-580-000-00	\$	318.00
U.S. Postal Service	Postage	2540-530-000-00	\$	1,500.00
Verizon	Phones	2620-530-000-00	\$	948.70
Verizon	Long Distance	2620-530-000-00	\$	56.48
East Allegheny Education	Union Dues	0462-009-000-00	\$	8,192.97
East Allegheny Personnel	Union Dues	0462-010-000-00	\$	1,367.89
Pennsylvania SCDU	Child Support	0462-014-000-00	\$	471.78
WPHSGSCA	Banquet Registration (All WPIAL Section)	3250-810-000-30	\$	200.00

Bills for Approval and Ratification December 2017

Bills for Ratification	\$ 717,398.53
Batch 6	\$ 424,487.16
Batch 98 Charter Schools	\$ 276,870.09
Total Bills for Approval & Ratification	\$ 1,418,755.78

FEDERAL PROGRAMS BILL LIST FOR DECEMBER 2017

Title I		Title I	Description	
<u>Purchase Order</u>	<u>Company</u>			
				TOTAL TITLE I PROJECT YR. 16 - 17 \$ -
Title I		Title I	Description	
<u>Purchase Order</u>	<u>Company</u>			
TI 18-20	REIMB. E.A.S.D.		PAYROLL 12/1	1,743.61
			SS FOR 12/1	1,062.82
			MC FOR 12/1	248.56
			RETIREMENT FOR 12/1	5,671.61
TI 18-21	OFFICE DEPOT		SHREDDER FOR TITLE I OFFICE; BEVERAGES FOR TITLE I LABS	221.59
TI 18-22	QUILL		BLACK XLT TONER FOR LASER PRINTER	120.43
				TOTAL TITLE I PROJECT YR. 17 - 18 \$ 9,068.62
Title II Pt. A		Title II Pt. A	Description	
<u>Purchase Order</u>	<u>Company</u>			
				TOTAL TITLE II PT. A 17 - 18 \$ -
TITLE IV		TITLE IV	Description	
<u>Purchase Order</u>	<u>Company</u>			
TIV 18-06	ATS TRANSPORTATION		MRS. SPALLONE & MRS. JOLL. SCIENCE FIELD TRIP FOR ENVIRONMENTAL CLASS - WATER COLLECT.	203.53
TIV 18-07	ATS TRANSPORTATION		FIELD TRIP - SCIENCE DEPT. MRS. SPALLONE - CARNEGIE SCIENCE CENTER	286.03
TIV 18-08	ATS TRANSPORTATION		FIELD TRIP TO FARADAY LECTURE - 11/15 FOR M.S. AND 11/16 FOR H.S. SCIENCE	462.06
				TOTAL TITLE IV 17 - 18 \$ 489.56

MEMORANDUM OF UNDERSTANDING

BY AND BETWEEN THE EAST ALLEGHENY SCHOOL DISTRICT AND THE EAST ALLEGHENY EDUCATION SUPPORT PROFESSIONALS ASSOCIATION

This Agreement is made this ___ day of November, 2017, between the EAST ALLEGHENY SCHOOL DISTRICT (“District”), the EAST ALLEGHENY EDUCATION SUPPORT PROFESSIONALS ASSOCIATION (“Association”).

WHEREAS, the District and the Association are parties to a collective bargaining agreement governing terms and conditions of employment for the collective bargaining unit certified by the Pennsylvania Labor Relations Board, which includes, inter alia Aides;

WHEREAS, the District wishes to create and fill positions titled “~~Group VI~~ Temporary Aides”; and

WHEREAS, the parties wish to clearly outline the terms of said positions; and

WHEREAS, the collective bargaining agreement defines the salary, benefits, and other terms and conditions of employment between the parties; and

WHEREAS, having engaged in discussions, the parties wish to outline the ~~Group VI~~ Temporary Aides positions according to the terms and conditions herein;

NOW, THEREFORE, intending to be legally bound hereby, the parties agree as follows:

1. The individuals selected to fill the ~~Group VI~~ Temporary Aides positions will maintain schedules and assignments at the discretion of the School District. Any ~~Group VI~~ Temporary Aides who are hired will be assigned work not already assigned to the current nine (9) full-time Aides. ~~Group VI~~ Temporary Aides will be hired primarily to deal with extra assignments and duties that may arise.
2. The District and the Association agree that there will be nine (9) full time Aides and that no ~~Group VI~~ Temporary Aide will be hired until all nine (9) full time Aide positions are filled.
3. This Memorandum of Understanding will be effective for the 2017-2018 school year only. Should the District wish to extend the positions of ~~Group VI~~ Temporary Aides, based upon future need, beyond said school year the parties shall meet to re-negotiate the terms and conditions of the position.
4. The individuals who fill the ~~Group VI~~ Temporary Aides positions will be paid in accordance with Appendix A of the parties’ collective bargaining agreement: \$11.08 per hour for the 2017-2018 school year, and shall work no more than 29 hours per week.

5. ~~Group VI~~ Temporary Aides shall receive one (1) paid vacation day for every 400 hours worked, in accordance with Article I, Section 2.
6. ~~Group VI~~ Temporary Aides shall not be entitled to benefits, in accordance with the parties' collective bargaining agreement Article I, Section 3.
7. Temporary Aides will be subject to interviewing, testing, and any other pre-hiring procedure as determined by the District. Temporary Aides will not accrue seniority while in the Temporary Aide position; however, if a Temporary Aide is hired as a Full Time Aide in the District, he/she will be given seniority credit for time worked as a Temporary Aide, provided there was no break in service.
8. Violations of this Memorandum of Understanding shall be subject to the Grievance Procedure outlined in Article II of the collective bargaining agreement.
9. This Memorandum of Understanding has been drafted through negotiations among the parties, and constitutes the entire understanding between the parties.

Attest:

EAST ALLEGHENY SCHOOL DISTRICT

DATE:

Attest:

**EAST ALLEGHENY EDUCATION FUPPORT
PROFESSIONALS ASSOCIATION**

DATE:

Policy #204, Attendance - Administrative Procedure

Procedure When a Student is Truant

1. The District will notify the parent of a truant child within 10 days of the child's third unexcused/illegal absence.
2. This notice will contain the consequences for the parent/child if the student becomes habitually truant.
3. The District may offer an attendance improvement conference to the parent.

Procedure When a Student is Habitually Truant:

Students Under 15 years of age:

1. Appropriate school administrator(s) will refer the child to either: (1) a school-based or community-based attendance improvement program or (2) the county children and youth agency (CYS) for services or possible disposition as a dependent child under the Juvenile Act.
2. Appropriate school administrator(s) may file a citation against the parent of a habitually truant child under fifteen (15) in a magisterial district court.

NOTE: If the child continues to incur additional absences after this notice has issued, the District must offer student attendance improvement conference.

Fifteen (15) years of age and older:

1. The district will either:
 - a. (1) refer the child to a school-based or community-based attendance improvement program or
 - b. (2) file a citation against the student or parent in a magisterial district court.
2. The District may refer the child to the local CYS agency for possible disposition as a dependent child if the child incurs additional absences after a school refers that child to an attendance improvement program or refuses to participate in an attendance improvement program.

NOTE: In all cases, regardless of age, where the District refers a habitually truant child to a magisterial district court or CYS, the District will provide verification that it convened and held a student attendance improvement conference with the student and parent. The District will attempt to encourage parent participation in attendance improvement conferences by advance written notice and attempts to communicate via telephone.

The District Administrator(s) or designee must hold the conference even if the parent declines to participate or fails to attend. The Administrator(s) or their designee will document the outcome of any attendance improvement conference in a written attendance improvement plan.

The District will not take further legal action to address unexcused/illegal absences until after the date of the scheduled attendance improvement conference has passed.

Administrative Procedure

Procedure When a Student is Truant

1. The District will notify the parent of a truant child within 10 days of the child's third unexcused/illegal absence.
2. This notice will contain the consequences for the parent/child if the student becomes habitually truant.
3. The District may offer an attendance improvement conference to the parent.

Procedure When a Student is Habitually Truant:

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The District will not take further legal action to address unexcused/illegal absences until after the date of the scheduled attendance improvement conference has passed.



EAST ALLEGHENY SCHOOL DISTRICT

DRESS CODE

The purpose for implementing this student dress code policy for all students in grades Kindergarten through 12 is to strengthen the learning environment for classroom instruction and academic performance; prevent disruption to the educational process; prevent distraction to students, staff and the educational process; facilitate learning; increase the atmosphere for school pride and personal appearance; and enhance the image of students and the school in the community. While requiring a specific type of clothing, it is not the district's purpose to interfere with student decisions or freedom of expression. However, the safety of all students, the security of the building, and the environment in which our students learn must be the foremost objective of the district.

This dress code policy shall be in effect during the regular school year.

Dress Code for Grades K to 6

BOYS-

1. Tops - Shirts with a collar and sleeve, in solids, stripes, or plaids, are required. Pictures or wording on the shirt are prohibited. Solid color, striped or patterned sweaters including crew neck, v-neck, full length zipper, half-zipper pullover, boat neck, vest/sweater vest, and cardigan can be worn as part of a layered outfit with a collared shirt or turtleneck. Button down dress shirts, with a collar and long or short sleeves, which have patterns.

No more than the top two (2) buttons may be unbuttoned on any style of a collared shirt.

A manufacturer's logo/emblem is permitted on the upper front corner of the shirt or on the sleeve.

All shirts must have finished seams, including sleeves, collars, and shirt sides.

Clothing that is torn, revealing, or tight is inappropriate school attire. Clothing that promotes drugs, alcohol, weapons or is offensive either by racial or sexual reference is prohibited.

2. Bottoms - Bottoms are permitted in the following colors: shades of **black, blue, and brown/tan** and must be solid in color. Jeans-denim-are permitted, **without holes**. Pants can be pleated or unpleated. Length of pants should not extend beyond the bottom of the shoe and should not drag on the floor. The width of the pant bottom should be no larger than the shoe size. Shorts that are near the knee are permitted.

It is recommended that students wear a belt with bottoms. All bottoms must be worn at the waist. *The waist is defined as the area between the bottom of the rib cage and top of the hip bone.*

All bottoms must have a finished hem.

3. Shoes - Dress shoes, boots, sneakers, and sandals are permitted. Slippers, flip-flops, and sneakers with wheels are not permitted.

4. All clothing must be sized appropriately; therefore clothing must be no more than one (1) regular size larger or smaller than the student actually measures.

GIRLS-

1. Tops - Shirts with a collar and sleeve, in solids, stripes, or plaids, are required. Pictures or wording on the shirt are prohibited. Solid color, striped or patterned sweaters including crew neck, v-neck, full length zipper, half-zipper pullover, boat neck, vest/sweater vest, and cardigan can be worn as part of a layered outfit with a collared shirt or turtleneck. Button down dress shirts, with a collar and long or short sleeves, which have patterns.

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A manufacturer's logo/emblem is permitted on the upper front corner of the shirt or on the sleeve.

All shirts must have finished seams, including sleeves, collars, and shirt sides.

Clothing that is torn, revealing, or tight is considered to be inappropriate school attire. Clothing that promotes drugs, alcohol, weapons, or is offensive either by racial or sexual reference is prohibited.

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It is recommended that students wear a belt with bottoms. **All** bottoms must be worn at the waist. *The waist is defined as the area between the bottom of the rib cage and top of the hip bone.*

All bottoms must have a finished hem.

3. Dresses - All dresses must have a collar and sleeves. All jumpers must be worn with an approved collared top. Dresses and jumpers must be a solid color, the appropriate length and have a finished hem. Dresses with collar and long or short sleeves, with patterns or plaids.

4. Socks - Any color sock is permitted. Leggings, tights, leotards, etc. are recommended under dresses, skirts, and skorts and must be in a solid color.

5. Shoes - Dress shoes, boots, sneakers, and sandals are permitted. Slippers, flip-flops, and sneakers with wheels are not permitted.

6. All clothing must be sized appropriately; therefore clothing must be no more than one (1) regular size larger or smaller than the student actually measures.

PROHIBITED

Hooded tops or "hoodies" are prohibited. Hooded tops or "hoodies" may be worn as outerwear but must be placed in lockers upon arrival to school.

Outerwear/Outdoor clothing is not permitted once classes begin.

Wearing an oversize/draping shirt hanging at the knee area, touching the knee, or below the knee is strictly prohibited.

Draping articles of clothing, towels, or other objects out of pant pockets are not permitted.

Tops which expose cleavage, undergarments, or waist/belly button /stomach area are strictly prohibited.

Cut-offs or holes of any kind are not permitted in bottoms. Students are not permitted to wear leggings/jeggings as pants, pajama bottoms, yoga pants, athletic style pants and shorts, or sweat pants/jogging pants and sweat shorts, which includes fleece, stretch knits, cotton, nylon, spandex and velour.

Wearing bottoms which expose skin or undergarments or wearing oversized, draping baggy style pants to create a “sag” look is strictly prohibited.

Fishnet or ripped-up stockings are not permitted.

No head coverings are permitted. This includes but is not limited to caps, hats, hoods, bandanas, wave caps, sweatbands, skull caps, sunglasses, headsets, or any other head covering. Combs, rakes, or picks should not be worn in the hair

Any gang attire, symbols, signs, tattoos, hairstyles, or other evidence of membership in, or affiliation with, recruitment of, or desire to be affiliated with any gang is prohibited.

JEWELRY AND ACCESSORIES

Jewelry or accessories that may be used as weapons are not to be worn to school. This includes but is not limited to jewelry such as spiked rings, spiked bracelets, spiked dog collars, chained wallets, two (2) or three (3) finger rings that are connected, and bulky chains worn around the neck or waist.

Chains and sharp objects such as spikes are not allowed on clothing or book bags.

Students may not wear tinted glasses or sunglasses. Gold teeth or grills of any type are strictly prohibited.

RELIGIOUS/OTHER EXEMPTIONS

Students may be required to wear certain types of clothing while participating in physical education classes, technical education, extracurricular activities, or other situations where special attire may be required to ensure the health or safety of the student. This may be determined by the building principal.

Requests for exemptions from the dress code based upon one’s religion or religious beliefs must be made at least seventy-two (72) hours in advance in writing to the Principal. The letter must include an explanation of why the religion/religious belief prevents compliance with the dress code.

Other exceptions will require approval from the Building Principal. Such exception requests must be made in writing at least twenty-four (24) hours in advance and must include a reason/explanation for the request.

GENERAL

All clothing is to be clean and neat.

Attire that is not in compliance with this dress code policy is not permitted. In addition to the clothing items expressly prohibited under this policy, Principals and District Administration have discretion to address any attire/body art that is offensive, degrading, vulgar, contrary to the educational mission of the school, disrupting the learning environment, or infringing upon the rights of others.

Transfer Students

Transfer students must be in compliance with the dress code policy by the first attended day of school.

VIOLATIONS

***TBA by building**

Repercussions for dress code violations will be determined by the building principals. Infractions could result in:

- Notification to parents
- Detentions
- In-school suspensions
- Out-of-school suspensions



EAST ALLEGHENY SCHOOL DISTRICT

DRESS CODE

The purpose for implementing this student dress code policy for all students in grades Kindergarten through 12 is to strengthen the learning environment for classroom instruction and academic performance; prevent disruption to the educational process; prevent distraction to students, staff and the educational process; facilitate learning; increase the atmosphere for school pride and personal appearance; and enhance the image of students and the school in the community. While requiring a specific type of clothing, it is not the district's purpose to interfere with student decisions or freedom of expression. However, the safety of all students, the security of the building, and the environment in which our students learn must be the foremost objective of the district.

This dress code policy shall be in effect during the regular school year.

Dress Code for Grades 7 to 12

BOYS-

1. Tops - Shirts with a collar and sleeve, in solids, stripes, or plaids, are required. Pictures or wording on the shirt are prohibited. Solid color, striped or patterned sweaters including crew neck, v-neck, full length zipper, half-zipper pullover, boat neck, vest/sweater vest, and cardigan can be worn as part of a layered outfit with a collared shirt or turtleneck. Button down dress shirts, with a collar and long or short sleeves, which have patterns.

No more than the top two (2) buttons may be unbuttoned on any style of a collared shirt.

A manufacturer's logo/emblem is permitted on the upper front corner of the shirt or on the sleeve.

All shirts must have finished seams, including sleeves, collars, and shirt sides.

Clothing that is torn, revealing, or tight is inappropriate school attire. Clothing that promotes drugs, alcohol, weapons or is offensive either by racial or sexual reference is prohibited.

2. Bottoms - Bottoms are permitted in the following colors: shades of **black, blue, and brown/tan** and must be solid in color. Pants can be pleated or straight. Length of pants should not extend beyond the bottom of the shoe and should not drag on the floor. The width of the pant bottom should be no larger than the shoe size. Shorts that are near the knee are permitted.

It is recommended that students wear a belt with bottoms. All bottoms must be worn at the waist. *The waist is defined as the area between the bottom of the rib cage and top of the hip bone.*

All bottoms must have a finished hem.

3. Shoes - Dress shoes, boots, sneakers, and sandals are permitted. **Slippers, flip-flops, and sneakers with wheels are not permitted.**

4. All clothing must be sized appropriately; therefore clothing must be no more than one (1) regular size larger or smaller than the student actually measures.

GIRLS-

1. Tops - Shirts with a collar and sleeve, in solids, stripes, or plaids, are required. Pictures or wording on the shirt are prohibited. Solid color, striped or patterned sweaters including crew neck, v-neck, full length zipper, half-zipper pullover, boat neck, vest/sweater vest, and cardigan can be worn as part of a layered outfit with a collared shirt or turtleneck. Button down dress shirts, with a collar and long or short sleeves, which have patterns.

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Draping articles of clothing, towels, or other objects out of pant pockets are not permitted.

Tops which expose cleavage, undergarments, or waist/belly button /stomach area are strictly prohibited.

Denim (Jeans) of any type is prohibited. Cut-offs or holes of any kind are not permitted in bottoms. Students are not permitted to wear leggings/jeggings as pants, pajama bottoms, yoga pants, athletic style pants and shorts, or sweat pants/jogging pants and sweat shorts, which includes fleece, stretch knits, cotton, nylon, spandex and velour.

Wearing bottoms which expose skin or undergarments or wearing oversized, draping baggy style pants to create a “sag” look is strictly prohibited.

Fishnet or ripped-up stockings are not permitted.

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- Detentions
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Book Policy Manual
Section 100 Programs
Title Nondiscrimination in School and Classroom Practices
Number 103 Vol IV 2017

Status

Legal

[1. 22 PA Code 12.1](#)

[2. 22 PA Code 12.4](#)

[3. 22 PA Code 15.1 et seq](#)

[4. 22 PA Code 4.4](#)

[5. 24 P.S. 1301-A](#)

[6. 24 P.S. 1310](#)

[7. 24 P.S. 1601-C et seq](#)

[8. 24 P.S. 5004](#)

[9. 20 U.S.C. 1681 et seq](#)

[10. 29 U.S.C. 794](#)

[11. 42 U.S.C. 12101 et seq](#)

[12. 42 U.S.C. 1981 et seq](#)

[13. 42 U.S.C. 2000d et seq](#)

[14. 43 P.S. 951 et seq](#)

15. Pol. 103.1

16. Pol. 218

17. Pol. 247

18. Pol. 249

[19. U.S. Const. Amend. XIV, Equal Protection Clause](#)

[20. 29 CFR 1604.11](#)

[21. 29 CFR 1606.8](#)

22. Davis v. Monroe County Board of Education, 526 U.S. 629 (1999)

23. Franklin v. Gwinnett County Public Schools, 503 U.S. 60 (1992)

[24. Office for Civil Rights – Harassment Guidance: Harassment of Students by School Employees, Other Students or Third Parties \(January 2001\)](#)

[25. Office for Civil Rights - Guidance on Schools' Obligations to Protect Students from Student-on-Student Harassment on the Basis of Sex; Race, Color and National Origin; and Disability \(Oct. 26, 2010\)](#)

26. Pol. 806

[27. 18 Pa. C.S.A. 2709](#)

28. Pol. 815

[28 CFR Part 35](#)

[28 CFR Part 41](#)

[34 CFR Part 100](#)

[34 CFR Part 104](#)

[34 CFR Part 106](#)

[34 CFR Part 110](#)

Pol. 122

Pol. 123

Pol. 701

Authority

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 **without discrimination on the basis of** race, color, age, creed, religion, sex, sexual orientation, ancestry, national origin, marital status, pregnancy or handicap/disability. [\[1\]](#)[\[2\]](#)[\[3\]](#)[\[4\]](#)[\[5\]](#)[\[6\]](#)[\[7\]](#)[\[8\]](#)[\[9\]](#)[\[10\]](#)[\[11\]](#)[\[12\]](#)[\[13\]](#)[\[14\]](#)[\[15\]](#)[\[16\]](#)[\[17\]](#)[\[18\]](#)[\[19\]](#)

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.

The district shall provide to all students, without discrimination, course offerings, counseling, assistance, **services**, employment, athletics and extracurricular activities. 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.

The Board encourages students and third parties who **believe they or others** 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.**

The Board directs that **verbal and written** complaints of discrimination shall be investigated promptly, and **appropriate corrective or preventative** 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.**

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 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.

Definitions

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. [\[20\]](#)[\[21\]](#)[\[22\]](#)[\[23\]](#)[\[24\]](#)[\[25\]](#)

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:

1. Sufficiently severe, persistent or pervasive; and
2. 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; requests for sexual favors; and other inappropriate verbal, nonverbal, written, graphic or physical conduct of a sexual nature when:

1. 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; or

2. **Submission to or rejection of such conduct is used as the basis for educational or other program decisions affecting a student; or**
3. **Such conduct deprives a student or group of individuals of educational aid, benefits, services or treatment; or**
4. **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.**

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.

Delegation of Responsibility

In order to maintain a program of nondiscrimination practices that is in compliance with applicable laws and regulations, the Board designates the

{ } **Human Resources Director**

{X} **Other - School Psychologist**

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.**

The Compliance Officer 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.**

The Compliance Officer is responsible **to ensure 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:**

1. Curriculum and 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.
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:**

1. **If the building principal is the subject of the complaint, refer the student to the Compliance Officer to carry out these responsibilities.**
2. **Inform the student or third party about this policy including the right to an investigation of both oral and written complaints of discrimination.**
3. **Obtain consent from parents/guardians to initiate an investigation where the complainant or alleged victim is under age eighteen (18). Inform parents/guardians and students who are complainants or accused of**

violating this policy that s/he may be accompanied by a parent/guardian during all steps of the complaint procedure.

4. **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.**
5. **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.**
6. **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.**

Guidelines

Complaint Procedure – Student/Third Party

Step 1 – Reporting

A student or third party who believes s/he has been subject to conduct **by any student, employee or third party** 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.**

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.**[26]

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.

The complainant or reporting employee may be 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.

Step 2 – Investigation

Where an attorney is not used to conduct an investigation into a discrimination complaint, only individuals who have received basic training on the applicable law, this policy and how to conduct a proper investigation shall be authorized to conduct an investigation of a complaint made pursuant to this policy.

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.

The investigator shall conduct an adequate, reliable and impartial investigation. The complainant and the accused shall be provided the opportunity to present witnesses and 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.

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.**

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.**[26][27][28]

The obligation to conduct this investigation shall not be negated by the fact that a criminal **or child protective services**

investigation of the incident 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.**

Step 3 – Investigative Report

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 and 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.**

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.**

The complainant and the accused shall be informed of the outcome of the investigation, including the recommended disposition **within a reasonable time of the submission of the written report. 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 Code of Student Conduct, Board policies and administrative regulations, district procedures, applicable collective bargaining agreements, and state and federal laws.

Appeal Procedure

1. If the complainant **or the accused** 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.**
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 **investigator** who conducted the initial investigation.

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Last Modified by Lila Sedlak on November 29, 2017



Book	Policy Manual
Section	100 Programs
Title	Nondiscrimination - Qualified Students With Disabilities
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Legal

1. [22 PA Code 12.1](#)
2. [22 PA Code 12.4](#)
3. [22 PA Code 15.1 et seq](#)
4. [22 PA Code 4.4](#)
5. [28 CFR Part 35](#)
6. [28 CFR Part 36](#)
7. [29 U.S.C. 794](#)
8. [34 CFR Part 104](#)
9. [42 U.S.C. 12101 et seq](#)
10. Pol. 103
11. [22 PA Code 15.2](#)
12. [42 U.S.C. 12102](#)
13. [22 PA Code 15.7](#)
14. [34 CFR 104.7](#)
15. [22 PA Code 15.4](#)
16. [34 CFR 104.32](#)
17. Pol. 113
18. [22 PA Code 15.5](#)
19. [22 PA Code 15.6](#)
20. [34 CFR 104.35](#)
21. [22 PA Code 15.3](#)
22. [34 CFR 104.34](#)
23. [34 CFR 104.37](#)
24. Pol. 112
25. Pol. 122
26. Pol. 123
27. Pol. 810
28. [22 PA Code 15.8](#)
29. [22 PA Code 15.9](#)
30. Pol. 216
31. Pol. 218
32. Pol. 233
33. [22 PA Code 10.2](#)
34. [24 P.S. 1303-A](#)
35. [35 P.S. 780-102](#)
36. [22 PA Code 10.21](#)
37. [22 PA Code 10.22](#)
38. [22 PA Code 10.23](#)
39. [22 PA Code 10.25](#)
40. [24 P.S. 1302.1-A](#)
41. Pol. 113.2
42. Pol. 218.1
43. Pol. 218.2
44. Pol. 222
45. Pol. 227
46. Pol. 805.1
47. [22 PA Code 15.1](#)
48. [34 CFR 104.36](#)
49. [22 PA Code 14.162](#)

Authority

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. [\[1\]](#)[\[2\]](#)[\[3\]](#)[\[4\]](#)[\[5\]](#)[\[6\]](#)[\[7\]](#)[\[8\]](#)[\[9\]](#)[\[10\]](#)

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.

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.

The Board directs that complaints of discrimination or harassment shall be investigated promptly, and corrective action be taken for substantiated allegations. Confidentiality of all parties shall be maintained, consistent with the district's legal and investigative obligations.

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.

Definitions

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. [\[11\]](#)[\[12\]](#)

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. [\[3\]](#)[\[8\]](#)

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. [\[13\]](#)

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. [\[10\]](#)

Delegation of Responsibility

In order to maintain a program of nondiscrimination practices that is in compliance with applicable law and regulations, the Board designates the

{ } Superintendent

{ } Assistant Superintendent

~~{X-} Other - School Psychologist~~

as the district's Section 504 Coordinator. [\[14\]](#)

In addition, each school within the district shall have a Section 504 building administrator.

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. [\[15\]](#)[\[16\]](#)

Guidelines

Identification and Evaluation

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. [\[16\]](#)[\[17\]](#)

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. [\[18\]](#)[\[19\]](#)[\[20\]](#)

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. [\[20\]](#)

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. [\[20\]](#)

The district shall establish procedures for evaluation and placement that assure tests and other evaluation materials:

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).

Service Agreement

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. [\[13\]](#)

The district shall not implement a Service Agreement until the written agreement is executed by a representative of the district and a parent/guardian. [\[13\]](#)

The district shall not modify or terminate a student's current Service Agreement without the parent's/guardian's written consent. [\[18\]](#)

Educational Programs/Nonacademic Services/Extracurricular Activities

The district shall educate a qualified student with a disability with students who are not disabled 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. [\[21\]](#)[\[22\]](#)

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 activities, special interest groups or clubs, and referrals to agencies which provide assistance to individuals with disabilities. [\[21\]](#)[\[22\]](#)[\[23\]](#)[\[24\]](#)[\[25\]](#)[\[26\]](#)[\[27\]](#)

Parental Involvement

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. [\[13\]](#)[\[19\]](#)[\[20\]](#)[\[28\]](#)

Confidentiality of Student Records

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. [\[29\]](#)[\[30\]](#)

Discipline

When necessary, the district shall discipline qualified students with disabilities in accordance with state and federal laws and regulations and Board policies. [\[31\]](#)[\[32\]](#)

Referral to Law Enforcement and Reporting Requirements

For reporting purposes, the term **incident** shall mean an instance involving an act of violence; the possession of a weapon; the possession, use, or sale of a controlled substance or drug paraphernalia as defined in the Pennsylvania Controlled Substance, Drug, Device and Cosmetic Act; the possession, use, or sale of alcohol or tobacco; or conduct that constitutes an offense listed under the Safe Schools Act. [\[33\]](#)[\[34\]](#)[\[35\]](#)

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. [11][13][21][29][31][33][36][37][38][39][40][41][42][43][44][45][46]

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 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. [10][37][46][47]

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. [13][38]

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. [34][46]

PROCEDURAL SAFEGUARDS

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. [28][48]

A student or parent/guardian filing a claim of discrimination need not exhaust these procedures prior to initiating court action under Section 504. [19]

Parental Request for Assistance

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: [28]

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.

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. [28]

Informal Conference

At any time, parents/guardians may file a written request with the district for an 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. [28]

Formal Due Process Hearing

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. [28][49]

Judicial Appeals

The decision of the impartial hearing officer may be appealed to a court of competent jurisdiction. [28]

COMPLAINT PROCEDURE

This complaint procedure is in addition to and does not prevent parents/guardians from using any option in the procedural safeguards system. [10]

Step 1 – Reporting

A student or parent/guardian who believes s/he has been subject to conduct **by any student, employee or third party** that constitutes a violation of this policy is encouraged to immediately report the incident to the Section 504 building administrator. **Any person with knowledge of conduct that may violate this policy, is encouraged to immediately report the matter to the Section 504 building administrator.**

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, **as well as properly making any mandatory police or child protective services reports required by law.**[50]

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.

The complainant or reporting employee **may be** encouraged to use the **district's** report form, available from the Section 504 building administrator **or Section 504 Coordinator, 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.**

Step 2 – Investigation

Where an attorney is not used to conduct an investigation into a discrimination complaint, only individuals who have received basic training on the applicable law, this policy and how to conduct a proper investigation shall be authorized to conduct an investigation of a complaint made pursuant to this policy.

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.

The investigator shall conduct an adequate, reliable and impartial investigation. The complainant and the accused shall be provided the opportunity to present witnesses and 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.

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.**

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.**[10][50][51][52]

The obligation to conduct this investigation shall not be negated by the fact that a criminal **or child protective services** investigation of the incident 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.**

Step 3 – Investigative Report

The **investigator** shall prepare and submit a written report to the Section 504 Coordinator within **twenty (20) days of the initial report of alleged discrimination, unless the nature of the allegations, anticipated extent of the investigation and the availability of witnesses requires the investigator and the Section 504 Coordinator 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.**

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.

The complainant and the accused shall be informed of the outcome of the investigation, including the recommended disposition, **within a reasonable time of the submission of the written report. 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 Section 504 Coordinator shall follow up by assessing the effectiveness of the corrective action at reasonable intervals.**

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.

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

Appeal Procedure

1. If the complainant **or the accused** 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 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 **supplemental investigation to assess the sufficiency and propriety of the prior 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 **investigator** who conducted the initial investigation.

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[103_1-Attach 1.doc \(28 KB\)](#)

[103_1-Attach 2.doc \(34 KB\)](#)

[103_1-Attach 3.doc \(28 KB\)](#)

[103_1-Attach 4.doc \(55 KB\)](#)

Last Modified by Lila Sedlak on November 29, 2017



Book	Policy Manual
Section	100 Programs
Title	Nondiscrimination in Employment Practices
Number	104 Vol IV 2017
Status	
Legal	1. 20 U.S.C. 1681 et seq 2. 29 U.S.C. 206 3. 29 U.S.C. 621 et seq 4. 29 U.S.C. 794 5. 42 U.S.C. 12101 et seq 6. 42 U.S.C. 1981 et seq 7. 42 U.S.C. 2000e et seq 8. 42 U.S.C. 2000ff et seq 9. 43 P.S. 336.3 10. 43 P.S. 951 et seq 11. U.S. Const. Amend. XIV, Equal Protection Clause 12. Pol. 317 13. Pol. 806 14. Pol. 824 15. 29 CFR 1604.11 16. 29 CFR 1606.8 17. EEOC Enforcement Guidance on Harris v. Forklift Sys., Inc., November 9, 1993 18. EEOC Enforcement Guidance on Vicarious Employer Liability for Unlawful Harassment by Supervisors, June 18, 1999 19. EEOC Policy Guidance on Current Issues of Sexual Harassment, March 19, 1990 16 PA Code 44.1 et seq 28 CFR 35.140 28 CFR Part 41 29 CFR Parts 1600-1691

Authority

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, **marital status**, genetic information, **pregnancy** or handicap/disability. 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. [\[1\]](#)[\[2\]](#)[\[3\]](#)[\[4\]](#)[\[5\]](#)[\[6\]](#)[\[7\]](#)[\[8\]](#)[\[9\]](#)[\[10\]](#)[\[11\]](#)[\[12\]](#)[\[13\]](#)[\[14\]](#)

The Board encourages employees and third parties who **believe they or others** have been subject to discrimination to promptly report such incidents to designated employees.

The Board directs that **verbal and written** complaints of discrimination shall be investigated promptly, and **appropriate** 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.**

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 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.

Definitions

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, genetic information, pregnancy or 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.[\[8\]](#)[\[15\]](#)[\[16\]](#)[\[17\]](#)[\[18\]](#)[\[19\]](#)

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:

1. Sufficiently severe, persistent or pervasive; and
2. A reasonable person in the complainant's position would find that it creates an intimidating, threatening or abusive work 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.

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:

1. Submission to such conduct is made explicitly or implicitly a term or condition of an employee's status; or
2. Submission to or rejection of such conduct is used as the basis for employment-related decisions affecting an employee; or
3. 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.

Delegation of Responsibility

In order to maintain a program of nondiscrimination practices that is in compliance with applicable laws and regulations, the Board designates the

{ } Human Resources Director

{X-} Other - Director of Fiscal Affairs

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.

The Compliance Officer 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.

The Compliance Officer shall be responsible to ensure adequate nondiscrimination procedures are in place, to recommend new procedures or modifications to procedures and to monitor the implementation of nondiscrimination procedures in the following areas:

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 designee shall be responsible to **promptly** complete the following duties **upon receipt of a report of discrimination or retaliation from employees or third parties**:

1. If the building principal is the subject of the complaint, **refer the complainant to the Compliance Officer to carry out these responsibilities.**
2. **Inform the employee or third party about this policy including the right to an investigation of both verbal and written complaints of discrimination.**
3. **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.**
4. **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.**
5. **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.**

Guidelines

Complaint Procedure – Employee/Third Party

Step 1 – Reporting

An employee or third party who believes s/he has been subject to conduct **by any student, employee or third party** that constitutes a violation of this policy is encouraged to immediately report the matter 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.**

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 **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.

Step 2 – Investigation

Where an attorney is not used to conduct an investigation into a discrimination complaint, only individuals who have received basic training on the applicable law, this policy and how to conduct a discrimination investigation shall be authorized to conduct an investigation of a complaint made pursuant to this policy.

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.

The investigator shall conduct an adequate, reliable and impartial investigation. The complainant and the accused shall be provided the opportunity to present witnesses and 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.

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 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.

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.

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.

Step 3 – Investigative Report

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 and 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.**

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.**

The complainant and the accused shall be informed of the outcome of the investigation, including the recommended disposition **within a reasonable time of the submission of the written report. 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 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.

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

Appeal Procedure

1. If the complainant **or the accused** 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.**
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 investigator** who conducted the initial investigation.

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[104-Attach.doc \(28 KB\)](#)

Last Modified by Lila Sedlak on November 29, 2017



Book	Policy Manual
Section	100 Programs
Title	Title I - Comparability of Services
Number	150 Vol IV 2017
Status	From PSBA
Legal	1. 20 U.S.C. 6321 2. Pol. 138 3. Pol. 103.1 4. Pol. 113 5. Pol. 114 6. Pol. 906

Purpose

The equivalent distribution of district resources is one means the district shall use to ensure all students receive a quality education. This policy demonstrates the district's commitment to ensure that no discrimination occurs in the distribution of resources funded by state and local sources, regardless of the receipt of federal funds.

Authority

The Board directs that each district school receiving Title I funds must use state and local funds to provide services that, taken as a whole, are at least comparable to services in those schools in the district that do not receive Title I funds. [\[1\]](#)

If all schools in the district receive Title I funds, the Board directs that state and local funds shall be used to provide services that, taken as a whole, are substantially comparable in each school. [\[1\]](#)

The Board acknowledges that comparability may be measured on a grade-span by grade-span basis or a school-by-school basis.

Definition

For purposes of this policy, **grade span** is defined as a similar two-grade span difference or less. For example, a grade span of K-2 to K-4, not a grade span of K-2 to K-5.

Delegation of Responsibility

If the district has more than one (1) building per grade span, the

- { } Superintendent
- { } Federal Programs Coordinator
- { } Business Manager

shall complete a Detailed School Data Sheet.

Regardless of buildings per grade span, the

- { } Superintendent
- { } Federal Programs Coordinator
- { } Business Manager

shall annually complete a Comparability Assurance Form to provide written assurance of equivalence among schools, including the provision of curriculum materials; instructional supplies; and teachers, administrators and other staff.

Guidelines

For the purposes of determining comparability, the district may exclude:

1. State and local funds expended for language instruction education programs.[2]
2. Excess costs associated with providing services to students with disabilities.[3][4][5]
3. Unexpected changes in enrollment or personnel assignments occurring after the beginning of the school year.
4. Other expenditures from supplemental state or local funds consistent with the intent of Title I.

Complaints by individuals and organizations regarding implementation of equivalence between schools shall be processed in accordance with Board policy.[6]

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Last Modified by Lila Sedlak on October 24, 2017



Book	Policy Manual
Section	200 Pupils
Title	Attendance
Number	204
Status	Active

Legal

1. [24 P.S. 1301](#)
2. [24 P.S. 1326](#)
3. [24 P.S. 1327](#)
4. [22 PA Code 11.12](#)
5. [22 PA Code 11.13](#)
6. [22 PA Code 11.41](#)
7. [22 PA Code 12.1](#)
8. Pol. 200
9. [24 P.S. 1329](#)
10. [24 P.S. 1330](#)
11. [22 PA Code 11.23](#)
12. [22 PA Code 11.25](#)
13. [22 PA Code 11.8](#)
14. [22 PA Code 11.22](#)
15. [22 PA Code 11.28](#)
16. Pol. 115
17. Pol. 116
18. Pol. 117
19. Pol. 118
20. [22 PA Code 11.21](#)
21. [22 PA Code 11.34](#)
22. [22 PA Code 11.5](#)
23. [22 PA Code 11.32](#)
24. [22 PA Code 11.26](#)
26. [24 P.S. 1546](#)
27. [24 P.S. 1333](#)
28. [24 P.S. 1338](#)
29. [24 P.S. 1354](#)
30. [22 PA Code 11.24](#)
31. [24 P.S. 1318](#)
32. Pol. 218
33. Pol. 233
- [24 P.S. 1332](#)
- [24 P.S. 1339](#)
- [24 P.S. 1327.1](#)
- [24 P.S. 1333.1](#)
- [24 P.S. 1333.2](#)
- [24 P.S. 510.2](#)
- [22 PA Code 11.31](#)
- [22 PA Code 11.31a](#)
- Pol. 113
- Pol. 113.3
- Pol. 114

Adopted October 9, 2000

Last Revised August 14, 2017

Purpose

The Board requires that school-aged students enrolled in district schools attend school regularly, in accordance with state

laws. [\[1\]](#)[\[2\]](#)[\[3\]](#)[\[4\]](#)[\[5\]](#)[\[6\]](#)[\[7\]](#)[\[8\]](#)

The Board also believes that regular attendance in the classroom is conducive to learning and that frequent absences of pupils from regular classes disrupt the continuity of the instructional process. The school cannot teach students who are not present. Poor attendance limits accomplishments and reinforces a habit, which will handicap the individual in future education or employment.

Authority

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

Guidelines

Attendance

A student will be considered to be in attendance if present at any place where school is in session by authority of the Board; at the place where the student is receiving approved tutorial instruction, or health or therapeutic services; at the place where the student is engaged in an approved and properly supervised work-study or career education, cooperative or community exploration program; or at home when the student is receiving approved homebound instruction. [\[3\]](#)[\[11\]](#)[\[13\]](#)[\[14\]](#)[\[15\]](#)[\[16\]](#)[\[17\]](#)[\[18\]](#)[\[19\]](#)

All absences occasioned by observance of the student's religion on a day approved by the Board as a religious holiday shall be excused. A penalty shall not be attached to an absence for a religious holiday. [\[20\]](#)

Excusal From Attendance on a Permanent Basis

The Board shall excuse students in the following situations from the requirements of regular attendance of the schools of the district, on a permanent basis, with the provision that if conditions change, such that the identified situation no longer exists, students may once again be subject to the compulsory attendance laws:

1. On certification by a physician, psychiatrist, or submission of other satisfactory evidence and on approval of the Department of Education, children who are unable to attend school or apply themselves to study for mental or physical reasons so urgent as to preclude regular attendance. [\[9\]](#)[\[10\]](#)[\[21\]](#)
2. Students enrolled in nonpublic or private schools in which the subjects and activities prescribed by law are taught, except that such students and students attending college who are also enrolled part-time in the schools of this district shall be counted as being in attendance in this district. [\[3\]](#)[\[22\]](#)[\[23\]](#)
3. Students tutored by a properly qualified tutor, subject to the Superintendent's approval. [\[14\]](#)
4. Students fifteen (15) or sixteen (16) years of age whose enrollments in a private trade or business school have been approved. [\[3\]](#)
5. Students fifteen (15) years of age, and fourteen (14) years of age who have completed sixth grade, who are engaged in farm work or private domestic service under duly issued permits. [\[10\]](#)
6. Students sixteen (16) years of age regularly employed during the school session and holding a lawfully issued employment certification. The Department of Education's opinion is that regularly employed means thirty-five (35) or more hours per week of employment. [\[10\]](#)[\[15\]](#)

The Board may excuse the following students from the requirements of attendance at district schools:

1. Students receiving tutorial instruction in a field not offered in the district's curricula from a properly qualified tutor approved by the Superintendent, when the excusal does not interfere with the student's regular program of studies. [\[3\]](#)[\[14\]](#)[\[17\]](#)
2. Homebound children unable to attend school on the recommendation of the school physician and the school psychologist or a psychiatrist and approval of the Secretary of Education. [\[21\]](#)

Educational Tours and Trips

The Board may excuse a student from school attendance to participate in an educational tour or trip not sponsored by the district if the following conditions are met: [\[24\]](#)[\[9\]](#)

1. The parent/guardian submits a written request for excusal prior to the absence.

2. The student's participation has been approved by the Superintendent or designee.
3. The adult directing and supervising the tour or trip is acceptable to the parents/guardians and the Superintendent.

The Board may limit the number and duration of tours or trips for which excused absences may be granted to a student during the school term.

Excused Absences

Excused absences will include the following:

1. Illness verified by a written excuse from a parent/guardian. A written excuse from a parent/guardian is acceptable to excuse up to five (5) consecutive and/or ten (10) cumulative days of absence for illness in one (1) school year. After five (5) consecutive or ten (10) cumulative days of absence for illness, the school nurse will review the information regarding the absences. At that time, the nurse, in conjunction with the building principal, may request a physician's excuse for prior absences or for future absences. If a physician's excuse is requested and not provided, all additional absences will be deemed unexcused.
2. Obtaining professional healthcare or therapy service if the following requirements are met: [\[11\]](#)[\[12\]](#)
 - a. The health or therapeutic services are rendered by Commonwealth licensed practitioners.
 - b. It is not practical or possible for the pupil to receive the services outside of school hours.
 - c. The time of necessary absence from school involves a minimum of interference with the pupil's regular program of studies. Such services must be verified in writing by the parent/guardian. The administration may ask for additional verification from the service provider.
3. Death in the family verified by a written excuse from a parent/guardian.
4. Impassable roads verified by a written excuse from a parent/guardian.
5. Religious holidays upon written parental request. [\[20\]](#)
6. Religious instruction for up to a total of thirty-six (36) hours per school year. This shall require submission of a written request from the parents/guardians of the student, prior to release of the student to attend and/or participate in religious instructional programs. An identification of the dates and hours for which the absence is requested and a statement following such instruction from the organizers of the instructional program that the student did in fact attend the instruction and the dates and hours upon which such attendance took place must be provided. The school district will not provide transportation to and/or from religious instruction. A penalty shall not be attached to an absence for religious instruction. [\[20\]](#)[\[26\]](#)
7. Administrative Reasons - This includes, but is not limited to, school-sponsored trips or activities or school-approved trips or activities. Teachers must prepare lists of those students attending such trips or activities at least two (2) days in advance.
8. College Visitations - Seniors shall be permitted four (4) college visitation days, while juniors shall be permitted two (2) days plus attendance at the National College Fair. Upon return to school and within two (2) days of the visit, the student must submit to the office a note from their parent(s)/guardian(s) stating they were on a college visitation and a note on letterhead from the college that they spent the day visiting that institution. Upon receipt of the two (2) documents, the student will not be marked absent from school. Their attendance record will indicate they were on a college visitation.
9. Vacation - Parents/Guardians may seek permission to have a student excused from school to travel or vacation away from the district for a period of up to five (5) days. This absence will be considered excused provided:
 - a. The appropriate principal receives a written request from the parents/guardians prior to the student's absence requesting to have the student excused for the purpose of vacation and travel. This request shall be made at least one (1) week before the absence.
 - b. After the approval of the principal, the student shall go to all teachers and obtain work that is to be completed during the absence.
 - c. Upon return to school, the student shall hand in the assigned work and complete whatever other work is required.
 - d. The appropriate teachers shall certify that the work has been satisfactorily completed and the absence is so

indicated as excused.

- e. Any student who fails to submit completed assignments within five (5) school days upon his/her return to school will receive a zero (0) for each incomplete assignment. This grade will be factored into the student's overall grade for that particular marking period.

- f. If the work is not satisfactorily completed as stated, the absence(s) will be considered unexcused.

10. Quarantine.

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

Unexcused Absences - Unexcused Tardies

Unexcused absences and unexcused tardies will include absence for any reason not listed under Excused Absences. Absence without the required written excuse will be considered to be unexcused.

Written Excuses for Absences

Written excuses are due at the time of the student's return to school.

A grace period of three (3) days to submit the excuse will be extended to parents/guardians and students with no extension of the grace period. The two (2) days begin from the day the student returns to school regardless if the student is then absent the next day after returning. If an excuse is not received within two (2) days after the student's return to school, the absence will be deemed unexcused/illegal.

Failure to submit written excuses within the above time frame will cause a student's absence to be recorded as unexcused and/or illegal.

Make-Up Work

Students who are absent for one (1) of the excused reasons are responsible for making up missed work. Teachers should give a student who is tardy the ability to turn in classroom work. Students are required to take the initiative and responsibility to seek out teachers and obtain all work missed during their absences.

Absence Referral Process

At the start of each school term, the district's attendance policy will be sent home with each student. When a child is newly registered in the district, the district's attendance policy will be given to the parents/guardians. [\[6\]](#)

The school nurse will review the attendance every two (2) weeks of those students who have been absent ten (10) or more days cumulatively or consecutively in the current school year (excused or unexcused). During this review, s/he will examine the reasons for the absences: suspensions, medical, parental note, etc. The Home and School Visitor or Social Worker may also be involved in this review. The purpose of the review is to determine whether additional information is required to verify the nature of the absences. Should it be the professional opinion of the school nurse that additional information is needed, s/he will submit the names of those students to the building principal.

The building principal, within five (5) working days, will confer with the school nurse and, if in agreement with the nurse's findings, will send notice to the student's parents/guardians requiring a physician's excuse for all future absences for illness after ten (10) legal absences, or a physician's excuse for some of the past absences for illness. Absences for illness after such request which are not accompanied by a physician's excuse or alternative excuse acceptable to the building principal will be considered unexcused absences. The principal shall notify the Home and School Visitor, Social Worker or school nurse in writing of those students who are required to have a medical excuse and the effective date of such a requirement. The principal shall also notify the appropriate homeroom teacher and/or building secretary. At his/her discretion, the principal may also request additional verification for absences other than absences for illness in those instances where the student has been absent for more than ten (10) days.

If requested verification is not provided, the absences will be considered unexcused.

Truancy Procedures

Following the third day of illegal absence, the building principal shall, in a timely fashion, issue a first offense notice to the parents/guardians of the student in question. The first offense notice is to be sent certified mail, return receipt requested, as well as regular mail. The principal shall also notify the Home and School Visitor or Social Worker in writing of those students who have been issued a first offense notice. The principal shall notify the appropriate homeroom teacher and/or building secretary. [\[27\]](#)[\[28\]](#)[\[29\]](#)[\[30\]](#)

If the student should have an unexcused/illegal absence at any time after the first offense/warning notice is sent to the parents/guardians, the appropriate personnel will complete the citation on the 6th unexcused/illegal absence as provided for in the Public School Code, 24 P.S. 13-1333, and the principal will sign off on the citation. The principal shall be responsible for notifying the appropriate personnel r, in a timely fashion, in order that a citation is to be issued.[\[27\]](#)

When a student has accumulated six (6) unexcused/illegal absences, the student will be cited. When a student has accumulated seven (7) unexcused/illegal absences for the year, a warning notice will be sent to the parent/guardian by certified mail, notifying them of the absenteeism and the potential loss of credit. A parent/guardian conference is also recommended.

The Home and School Visitor, Social Worker, principal or designee shall then forward the citation to the District Justice. The Home and School Visitor, Social Worker or principal shall represent the school district at the attendance hearing.

School Penalties (Grades K-8)

Students in kindergarten through the eighth grade shall be required to have no more than ten (10) unexcused absences. When a student has accumulated ten (10) unexcused absences, the principal will review the student's records and the effect the absences have had on their academic performance. If the principal determines that the unexcused absences have had or could have a negative impact on performance, retention will be considered.

School Penalties (Grades 9-12)

Eligibility for receiving credit shall require the student to have no more than ten (10) unexcused absences, twenty (20) excused absences or a total of twenty (20) absences, excused and/or unexcused combined, for the year.

Parents/Guardians will be notified of all unexcused absences. When a student has accumulated three (3) unexcused/illegal absences, an attendance letter will be sent. When a student has accumulated a total of four (4) unexcused/illegal absences, the parents/guardians of the student will be cited. When a student has accumulated six (6) unexcused absences for the year, a warning notice will be sent to the parent/guardian, by certified mail, notifying them of the absenteeism and the potential loss of credit. A parent/guardian conference is also recommended. Students who accumulate ten (10) unexcused or illegal absences and/or twenty (20) absences total, excluding medically excused absences will not receive academic credit for the school year. For seniors, this means that the students will not be permitted to graduate, because they have not met the attendance requirements for graduation. Students who accumulate six (6) unexcused/illegal absences during the semester will not be permitted to participate in extracurricular activities during the remainder of that semester. For example, if a student has accumulated six (6) unexcused/illegal absences by November 15th, the student would then not be permitted to attend the Christmas Dance or participate in winter sports until the beginning of the second semester. This also holds true for the ability to go on field trips.

An accumulation of ten (10) school tardies or unexcused absences will result in the student's ineligibility to be pulled out of class to go to competitions, student government activities, art projects, graphic projects, field days, The Future is Mine and other activities that otherwise require the student to miss class.

NOTE: Students, as identified above, may be awarded credit for the semester or the year on the basis of extenuating circumstances decided upon by the administration.

A student who violates the limit on unexcused absences as set forth above will receive his/her grades for all classes, but will not be awarded credit for grade advancement or graduation.

Repeated infractions of Board policy requiring the attendance of enrolled students may constitute such misconduct and disobedience as to warrant the suspension or expulsion of the student from their regular school program.[\[31\]](#)[\[32\]](#)[\[33\]](#)

Class cuts or truancy are unexcused absences and will be counted as unexcused absences for the purposes of imposing the penalty set forth in this section.

Students who accumulate ten (10) consecutive unexcused absences will be dropped from the roster. Any student who wishes to return to school will have to formally re-enroll in school. Students who have ten (10) illegal/unexcused absences and/or twenty (20) excused absences will not receive academic credit for the school year. Students who accumulate fifteen (15) unexcused school tardies will not receive academic credit for the year.

Forbes Road students must be in attendance in school for three (3) periods to receive full-day attendance credit. They must be in attendance for two (2) periods to receive a half-day credit. This applies to students who are attending a.m. and p.m. tech school. This does not apply to work release students.

Tardiness

Tardies will be considered excused for the same reasons as noted for excused absences.

For purposes of this policy, **tardiness** shall be defined as the arrival after the designated starting time, but before 10:15 a.m. for the junior/senior high school and 10:30 a.m. for Logan Elementary School.

In order to establish a full day of attendance credit at the high school, a student must officially check in before 10:15 a.m. (155 minutes beyond the start of the student's school day). At Logan Elementary School, full attendance credit will be granted for arrivals before 10:00 a.m. (seventy (70) minutes beyond the start of the student's day).

High school students shall lose their driving privileges for the remainder of the school year when they accumulate three (3) unexcused tardies and/or six (6) excused tardies to school. If driving privileges are lost, students will not be refunded monies put down for driving tags.

If a large group of students come to school late at the same time, without a valid excuse, the person at the security desk should not admit those students. Likewise, if a student arrives at school with the intent to disrupt classes and be rowdy as evidenced by his/her dress, items s/he has with him/her, or loud comments, that student is not permitted to enter the building, unless escorted by a parent/guardian.

Tardiness may be excused for the same reasons as set forth in the definition of excused absences.

Students who receive unexcused tardies to school will not receive the opportunity to make up work in those classes that they missed due to their late arrival.

Excessive Unexcused/Illegal School Tardiness

It is expected that all students arrive to class on time in the morning, where attendance is taken for school during first period. The designation of a tardy as being excused or not comes from the Pennsylvania Department of Education and is outlined above. The penalties for excessive unexcused/illegal school tardiness at the senior high school will be as follows:

1. Three (3) unexcused/illegal tardies will result in one (1) after-school detention. The student will not be able to participate in school activities: sports, dances, band, field trips for one (1) week from the time of the third unexcused tardy occurred. Thus, if a student received his/her third unexcused tardy on a Wednesday, the student would not be allowed to participate in a school event until the following Wednesday. This would include weekend events.
2. Six (6) unexcused/illegal tardies will result in two (2) after-school detentions, and the student is not permitted to participate in school events for two (2) weeks from the time of the sixth unexcused/illegal tardy.
3. Nine (9) unexcused/illegal tardies will result in one (1) day of in-school suspension. The student is not permitted to participate in school activities for the remainder of the semester, including any and all weekend events.
4. Twelve (12) unexcused/illegal tardies will result in three (3) days of out-of-school suspension. The student is not permitted to participate in activities for the remainder of the year. This includes removal from all athletic teams for the remainder of the year.
5. Fifteen (15) unexcused school tardies – the student will not receive academic credit for the year.
 - a. Students will lose all driving privileges for the remainder of the year when they accumulate three (3) unexcused/illegal tardies and/or six (6) excused tardies to school. If driving privileges are lost, students are not refunded monies put down for driving tags.
 - b. A student who violates the limit on unexcused/illegal absences, as set forth above will receive his/her grade for all classes, but will not be awarded credit for grade advancement or graduation.

Tardies will be tallied for the year, with the punishments being assigned accordingly.

Logan Elementary School –

Logan Elementary students who are tardy four (4) times will be charged with a half day absence.

Half-Day Absences

Students shall be charged with a half-day absence, when they arrive after the first hour and twenty minutes (8:50 a.m. and before 11:15 a.m.) at the high school, after 10:00 a.m. and before 12:00 a.m. at Logan Elementary School.

Full-Day Absences

Secondary students who arrive after 11:15 a.m., and Logan Elementary School who arrive after 12:00 p.m., will be charged

with a full day of absence.

Early Dismissals

No absence shall be charged for secondary students whose early dismissal is after 1:20 p.m.

No absence shall be charged for Logan Elementary School students whose early dismissal is after 1:00 p.m.

One-half (1/2) of a day of absence shall be charged to secondary students who leave school between 11:15 a.m. and 1:20 p.m., or if the dismissal occurs after the first hour and twenty minutes start but before the aforementioned half-day times.

One-half (1/2) of a day of absence shall be charged to Logan Elementary School students who leave school between 11:00 a.m. and 1:00 p.m., or if the dismissal occurs after the seventy (70) minute start but before the aforementioned half-day times.

Early Dismissal Procedures

No student will be excused from school unless a written note or phone call is received by the school office from a parent/guardian. All notes must be brought to the office. Your home phone number must be on the excuse. All notes will be verified before a student will be permitted to leave the building. Students must be picked up in the office by an adult, without exception. The note must include the date, dismissal time, purpose, parent/guardian signature, student's full name, work or home telephone number and the return time, if applicable. This note should be brought to the office before first period begins. Students will then be issued the early dismissal form to be signed by the teacher at the time of dismissal. (Teachers are to keep the yellow copy.) The white "Parent's copy" and the pink "Office copy" are brought to the office at the time of dismissal.

A parent/guardian or parental representative must be present in the office for dismissals to be authorized. This must be done without exception. If it is applicable for the student to return on the same day of the early dismissal, the student must return to the office for a signature of return and a pass to re-enter class. Finally, all early dismissal requests will be subject to scrutiny to determine authenticity. Bogus requests will be subject to appropriate disciplinary measures.

All students who have early releases for doctor, dentist, legal appointments, or other urgent reasons must bring a note from the doctor, etc. stating the date, time of visit and the time of leaving the office. This note must be brought to the office by the second day after the appointment in order for the absence to be excused or to be permitted to make up any work missed.

Appeals

Appeals to the implementation of this policy can be made to the building principal, who will consider cases of this category and review the case with the Superintendent, who will render the final decision.

Delegation of Responsibility

The Superintendent shall develop procedures for the attendance of students.

Last Modified by Lila Sedlak on August 23, 2017



Book	Policy Manual
Section	800 Operations
Title	Copy of Suicide
Number	819
Status	
Legal	1. 24 P.S. 1526 3. Pol. 248 4. Pol. 249 5. Pol. 806 6. 22 PA Code 12.12 7. Pol. 207 8. Pol. 216 9. Pol. 236 10. Pol. 333 11. Pol. 113 12. Pol. 113.2 13. Pol. 113.3 14. Pol. 114 15. Pol. 117 16. Pol. 204 Pol. 146 Pol. 805 17. Pol. 433
Adopted	May 8, 2000
Last Revised	January 11, 2016

Purpose

The East Allegheny School District acknowledges that there is a nation-wide occurrence of suicide among school-age children and adolescents. This policy shall serve to establish general procedures and guidelines to coordinate the efforts of school personnel, family members, and community services in response to the student who is identified as self-destructive or in the event of an actual suicide or attempt where there is an educational impact on students.

The Board is committed to protecting the health, safety and welfare of its students and the school community. This policy supports the provision of a comprehensive district program designed to promote behavioral health and prevent suicide.

It is desirable that students identified as self-destructive be offered appropriate assistance as soon as possible. The responsibilities of school personnel working with depressed or suicidal students will primarily be student support, parental contact and referral as outlined in this policy. While the significance of maintaining student confidentiality is recognized, confidentiality may be waived in life-threatening situations.

Definitions

Confidentiality - Efforts to maintain a student's privacy. Referral and intervention information is to be shared among involved administrators, Student Assistance Team members and other school/agency personnel only as required to protect the well-being of the student.

Student Assistance Team - Professional staff recognized by East Allegheny School District as trained in the referral and

intervention processes of working with students at-risk.

Depression - Generalized mental state characterized by hopelessness or dejection; not necessarily a clinical diagnosis. May or may not also include expressions or extreme anger, guilt or dangerous and impulsive behavior.

[Behavioral health - the promotion of emotional health; the prevention of mental illnesses and substance use disorders; and treatment and services for substance abuse, addiction, substance use disorders, mental illnesses and/or mental disorders.](#)

Intervention - Confrontational process intended to protect a student from harm. Should include encouragement for the student/family to seek professional assistance towards that end.

Monitor - Process whereby a student referred to the Student Assistance Team, through the regular referral procedure, is tracked or observed periodically through normal school process; may include teacher or other observations of school behavior and conversations of any length with the student and/or parent/guardian; does not imply continuous supervision other than that normally provided during the course of a regular school day.

Postvention - Procedures to deal with the aftermath of a suicide. Includes notification procedures and support for students and staff. Primary purpose is to restore educational functioning of the school and to discourage any influence towards subsequent suicidal behaviors.

Referral - Informing of a potentially threatening situation or informing of opportunities for assistance and support.

Suicidal Ideation - Verbal, behavioral or written expressions of a student's contemplation of suicide.

Building Administrator - Includes the principal, assistant principal, or his/her designee.

Parent - Refers to legal custodial parent/guardian.

Guidelines

General Procedures

1. The building administrator in charge or his/her designee will be informed as soon as possible of any situations where there may be potential harm to a student.

Emergency situations are to be handled as such.

2. Every effort will be made to maintain student confidentiality as outlined in school district policy. Information will be released on a need-to-know basis at the discretion of the administrator in charge or his/her designee. Attempts to obtain legal releases will be made when necessary.
3. The safety of students and staff involved/affected will be the primary and immediate concern.
4. Notification of a parent/guardian is recognized as a significant part of the intervention process. All such contacts and attempts to contact will be documented by the person making the contact.
5. All media contact will be directed by the Superintendent or his/her designee. Every attempt will be made to discourage media contact with students and staff on school property in order to protect the privacy of all involved.
6. Efforts will be made to support students and staff not necessarily directly involved with the situation, but whose functioning in the educational system is disrupted or disabled as a result.

Purpose

The Board is committed to protecting the health, safety and welfare of its students and school community. This policy supports federal, state and local efforts to provide education on youth suicide awareness and prevention; establish methods of prevention, intervention, and response to suicide or suicide attempt; and to promote access to suicide awareness and prevention resources. [1][3][4][5]

Authority

In compliance with state law and regulations, and in support of the district's suicide prevention measures, information received in confidence from a student may be revealed to the student's parents/guardians, the building principal or other appropriate authority when the health, welfare or safety of the student or any other person is deemed to be at risk. [6][7][8][9]

[The Board directs the district to provide education on youth suicide awareness and prevention; to establish methods of prevention, intervention, and response to suicide attempt or suicide death; and to promote access to suicide awareness and prevention resources.](#)

The district shall notify employees, students, and parents/guardians of this policy and shall post the policy on the district's website.

Guidelines

The district shall utilize a multifaceted approach to suicide prevention which integrates school and community-based supports.

The district shall notify district employees, students and parents/guardians of this policy and shall post the policy on the district's website. [1]

SUICIDE AWARENESS AND PREVENTION EDUCATION [1]

Protocols for Administration of Student Education

Students shall receive age-appropriate education on the importance of safe and healthy choices, coping strategies, how to recognize risk factors and warning signs, as well as help-seeking strategies for self or others including how to engage school resources and refer friends for help.

Lessons shall contain information on comprehensive health and wellness, including emotional, behavioral and social skills development.

1. { } Inform students about broader behavioral health issues such as depression and substance abuse, as well as specific risk factors, protective factors and warning signs for suicide.
2. { } Encourage students to seek help for themselves or their peers, including when concerns arise via social media or other online forum, and to avoid making promises of confidence when they are concerned about the safety of a peer.
3. { } Adhere to safe and effective messaging guidelines, avoid graphic testimonials, and include reputable suicide prevention resources.
4. { } Promote a healthy school climate where students feel connected to and can identify trusted adults in the building.
5. { } Be conducted in the classroom, not as a large group assembly.

Protocols for Administration of Employee Education

All district employees, including but not limited to secretaries, coaches, bus drivers, custodians and cafeteria workers, shall receive information regarding risk factors, warning signs, response procedures, referrals, and resources regarding youth suicide prevention.

As part of the district's professional development plan, professional educators in school buildings serving students in grades six (6) through twelve (12) shall participate in four (4) hours of youth suicide awareness and prevention training every five (5) years. [1][10][17]

{ } The district's professional development plan also includes similar training for professional educators in grades K-5.

Additional professional development in suicide risk screening and/or assessment and crisis intervention shall be provided to specialized staff and school behavioral health professionals such as school crisis response/intervention team members, designated administrators, school guidance counselors, school psychologists, school social workers and district mental health professionals and school nurses.

Resources for Parents/Guardians

The district may provide parents/guardians with resources including, but not limited to, health promotion and suicide risk, including characteristics and warning signs; and information about local behavioral/mental health resources.

METHODS OF PREVENTION [1]

The methods of prevention utilized by the district include, but are not limited to, early identification and support for students at risk; education for students, staff and parents/guardians; and delegation of responsibility for planning and coordination of suicide prevention efforts.

In support of the district's suicide prevention mission, information received in confidence from a student may be revealed to the student's parents/guardians, the building principal or other appropriate authority when the health, welfare or safety of the student or any other person is clearly in jeopardy.

Suicide Prevention Coordinators

District-Wide –

A district-wide suicide prevention coordinator shall be designated by the Superintendent. This may be an existing district employee. The district suicide prevention coordinator shall be responsible for planning and coordinating implementation of this policy.

Building Level –

Each building principal shall designate a school suicide prevention coordinator to act as a point of contact in each school for issues relating to suicide prevention and policy implementation. This may be an existing district employee.

Early Identification Procedures

Early identification of individuals with **suicide one (1) or more suicidal** risk factors or of individuals exhibiting warning signs, is crucial to the district's suicide prevention efforts. To promote awareness, district employees, students and parents/guardians should be educated about **suicide uicidal** risk factors and warning signs.

Suicide risk factors refer to personal or environmental characteristics that are associated with suicide including, but not limited to:

- Behavioral Health Issues/Disorders:
 - Depression.
 - Substance abuse or dependence.
 - Previous suicide attempts.
 - Self injury.
- Personal Characteristics:
 - Hopelessness/Low self-esteem.
 - Loneliness/Social alienation/isolation/lack of belonging.
 - Poor problem-solving or coping skills.
 - Impulsivity/Risk-taking/recklessness.
- Adverse/Stressful Life Circumstances:
 - Interpersonal difficulties or losses.
 - Disciplinary or legal problems.
 - Bullying (victim or perpetrator).
 - School or work issues.
 - Physical, sexual or psychological abuse.
 - Exposure to peer suicide.
- Family Characteristics:
 - Family history of suicide or suicidal behavior.
 - Family mental health problems.
 - Divorce/Death of parent/guardian.
 - Parental-Child relationship.

Warning signs are **evidence-based indicators indications** that someone may be in danger of suicide, either immediately or in the near future. Warning signs include, but are not limited to:

- Expressions such as hopelessness, rage, anger, seeking revenge, feeling trapped, anxiety, agitation, no reason to live or sense of purpose.

- Recklessness or risky behavior.
- Increased alcohol or drug use.
- Withdrawal from friends, family, or society.
- Dramatic mood changes.

Referral Procedures

Any district employee who observes a student exhibiting a warning sign for suicide or has identified a student with one (1) or more risk factors or who has another indication that a student may be contemplating suicide, shall refer the student for suicide risk screening and/or further assessment and intervention in accordance with district procedures.

In the absence of a warning sign for suicide, students demonstrating suicide risk factors that appear to be adversely impacting the student should be referred to the school counselor and/or the Student Assistance Program for support and follow-up.

Documentation

The district shall document the reasons for referral, including specific warning signs and suicide risk factors identified as indications that the student may be at risk.

METHODS OF INTERVENTION[\[1\]](#)

The methods of intervention utilized by the district include, but are not limited to, responding to suicide threats, suicide attempts in school, suicide attempts outside of school, and ~~completed~~ suicide death. Suicide intervention procedures shall address the development of an emotional or mental health safety plan for students identified as being at increased risk of suicide.

Procedures for Students at Risk

A district-approved suicide risk screening or assessment tool instrument may be used by trained behavioral mental health staff such as counselors, psychologists, social workers.

Parents/Guardians of a student identified as being at risk of suicide shall be notified by the school and informed of crisis and community resources. If the school suspects that the student's risk status is the result of abuse or neglect, school staff shall immediately notify Children and Youth Services.[5]

The district shall identify behavioral mental health service providers to whom students can be referred for further suicide risk screening and/or assessment and assistance.

Behavioral Mental health service providers – may include, but not be limited to, hospital emergency departments, psychiatric hospitals, community behavioral mental health centers, psychiatrists, psychologists, social workers, and primary care providers.

If the student is identified as being at increased risk of suicide, the district shall create a new, or update a previous, an emotional or mental health safety plan to support a student and the student's family. The safety plan should be developed collaboratively with input from the student and reviewed with the student's family. if the student has been identified as being at increased risk of suicide.

Students With Disabilities

For students with disabilities who are identified as being at risk for suicide or who attempt suicide, the appropriate team shall be notified and shall address the student's needs in accordance with applicable law, regulations and Board policy.[11][12][13][14]

If a student is identified as being at risk for suicide or attempts suicide and the student may require special education services or accommodations, the Director of Special Education shall be notified and shall take action to address the student's needs in accordance with applicable law, regulations and Board policy.[11][12][13][14]

Documentation

The district shall document observations, recommendations and actions conducted throughout the intervention, suicide risk screening and/or ~~and~~ assessment and follow-up, proceeds including verbal and written communications with students, parents/guardians and mental health service providers.

The Superintendent or designee shall develop administrative regulations providing recommended guidelines for responding to a suicide threat.

METHODS OF RESPONSE TO SUICIDE OR SUICIDE ATTEMPT^[1]

The district shall maintain a trained school crisis response/crisis intervention team. Team members shall include, but not be limited to, designated administrators, school counselors, school nurse, school psychologist, social worker, School Resource Officers, members of the Student Assistance Program Team, and others as designated by the district such as community behavioral health agency resources.

Response to Suicide Attempt:

The methods of response to a suicide or a suicide attempt utilized by the district include, but are not limited to:

1. Identifying and training the school crisis response/crisis intervention team.
2. Determining the roles and responsibilities of each crisis response team member.
3. Notifying students, employees and parents/guardians.
4. Working with families.
5. Responding appropriately to the media.
6. Collaborating with community providers.

The Superintendent or designee shall develop administrative regulations with recommended guidelines for responding to a suicide suicidal act or attempt on school grounds or during a school-sponsored event.

Re-Entry Procedures

A student's excusal from school attendance after a behavioral mental health crisis and the student's return to school shall be consistent with state and federal laws and regulations.^{[11][12][13][15][16]}

Prior to a student returning to school after a behavioral health crisis, a A-district-employed behavioral mental health professional, the building principal or suicide prevention coordinator shall meet with the parents/guardians of a student returning to school after a mental health crisis, and, if appropriate, meet with the student to ensure the student's readiness to return to school and to create an individual re-entry plan. ~~discuss re-entry and applicable next steps to ensure the student's readiness to return to school.~~

When authorized by the student's parent/guardian, the designated district employee shall coordinate with the appropriate outside behavioral mental health care providers, request written documentation from the treating facility and encourage their involvement in the re-entry meeting.

The designated district employee will periodically check in, as needed, with the student to monitor the student's progress, facilitate the transition back into the school community and address any concerns.

Re-entry of a student with a disability requires coordination with the appropriate team to address the student's needs in accordance with applicable law, regulations and Board policy.

Response to Suicide (Postvention)

Upon confirmation of a suicide death, the district shall immediately implement established postvention procedures which shall include methods for informing the school community; identifying and monitoring at risk youth; and providing resources and supports for students, staff and families. The district will review any requests for memorials in accordance with district procedures.

The Superintendent or designee shall develop administrative regulations with recommended guidelines for responding to a suicide death.

REPORT PROCEDURES^[1]

Effective documentation assists in preserving the safety of the student and ensuring communication among school staff, parents/guardians and behavioral mental-health service providers.

When a district employee takes notes on any conversations or situations involving or relating to an at-risk student, the notes should contain only factual or directly observed information, not opinions or hearsay.

As stated in this policy, district employees shall be responsible for effective documentation of incidents involving suicide prevention, intervention and response.

The suicide prevention coordinator shall provide the Superintendent with a copy of all reports and documentation regarding

the at-risk student. Information and reports shall be provided, as appropriate, to guidance counselors, district **behavioral mental** health professionals and school nurses.

SUICIDE AWARENESS AND PREVENTION RESOURCES^[1]

National:

- National Suicide Prevention Lifeline: **1-800-273-TALK (8255)** or visit <http://www.suicidepreventionlifeline.org/>
- Crisis Text Line: **TEXT 741-741** or visit <http://www.crisistextline.org/>
- Substance Abuse and Mental Health Services Administration (SAMHSA) Preventing Suicide: A Toolkit for High Schools <https://store.samhsa.gov/product/Preventing-Suicide-A-Toolkit-for-High-Schools/SMA12-4669>

Pennsylvania:

- [List of Crisis Intervention contact information by county](#)
- [List of County CASSP and Children's Behavioral Health Contact Persons](#)
- [County Task Force Resources: By county, available contact information is provided for crisis, the Suicide Prevention Task Force, local chapter of AFSP, and other local mental health/suicide prevention resources](#)

National and State Organizations

National:

- American Association of Suicidology (AAS): <http://www.suicidology.org/>
- American Foundation for Suicide Prevention (AFSP): <https://www.afsp.org/>
- Suicide Prevention Resource Center (SPRC): <http://www.sprc.org/>

Pennsylvania:

- Prevent Suicide PA: <http://www.preventsuicidepa.org/>
- Jana Marie Foundation: <http://www.janamariefoundation.org/>
- Aavidum: <http://aavidum.com/cms/>
- Services for Teens at Risk (STAR-Center) <https://www.starcenter.pitt.edu/STAR-Center-Home/1/Default.aspx>
- Pennsylvania Department of Education www.education.state.pa.us

~~A listing of resources regarding suicide awareness and prevention shall be attached to this policy.~~

819-Attach.doc (50 KB)

Last Modified by Lila Sedlak on October 24, 2017