

Workshop Agenda - Elizabethtown Area Board of School Directors

Tuesday, October 13, 2026 6:00 PM

Middle School Auditorium, 600 E. High Street, Elizabethtown, PA 17022

1. EXECUTIVE SESSION

1.A. Board Executive Session will be held at 5:00 p.m.

2. OPENING ITEMS

2.A. Call to Order

Speaker (s) : Mrs. Kelly Carter, School Board President

2.B. Pledge of Allegiance

Speaker (s) : Mrs. Kelly Carter, School Board President

2.C. Moment of Silence

Speaker (s) : Mrs. Kelly Carter, School Board President

2.D. Roll Call

Speaker (s) : Mrs. Becky Maxwell, Board Secretary

2.E. Approval of Agenda

Speaker (s) : Mrs. Kelly Carter, School Board President

2.F. Student and Staff Celebration Recognition

Speaker (s) : Ms. Megan Moffett, Director of Curriculum & Instruction

2.G. Student Participation

Speaker (s) : Ms. Megan Moffett, Director of Curriculum & Instruction

2.H. District Announcements

Speaker (s) : Dr. Walter Smith, Director of Pupil Services

2.I. Board President Remarks

Speaker (s) : Mrs. Kelly Carter, School Board President

2.J. Superintendent Announcements

Speaker (s) : Mr. Tom Strickler, Superintendent

3. FACILITIES COMMITTEE ITEMS

3.A. Building Update

Speaker (s) : Mr. James Gilles, Facilities Chairperson

4. FINANCE COMMITTEE ITEMS

4.A. Act 1 Presentation

4.B. Acceptance of Donations

Speaker (s) : Mrs. Liza Bazarian, Finance Chairperson

**5. EDUCATIONAL PLANNING AND STUDENT SERVICES
COMMITTEE ITEMS**

5.A. Snow Day Discussion

Speaker (s) : Mr.
Stephen Lindemuth,
Educational Planning
Chair

5.B. Beginning-of-Year Data Review, Part I: Academic
Performance

Speaker (s) : Ms. Megan
Moffett, Director of
Curriculum &
Instruction

6. POLICY COMMITTEE ITEMS

6.A. Proposed Policy Approvals - First Reading

Speaker (s) : Mrs. Tina
Wilson, Policy
Committee Chairperson

7. OUTSIDE PARTNERSHIPS RELATED TO THE DISTRICT

7.A. Committee Reports and/or Updates Impacting
Elizabethtown Area School District

Speaker (s) : Mrs.
Kelly Carter, School
Board President

8. PUBLIC COMMENTS ON AGENDA AND NON-AGENDA ITEMS

8.A. Public Comment on Agenda and Non-Agenda Items

9. CLOSING ITEMS

9.A. Announcement of Executive Session

Speaker (s) : Mrs.
Kelly Carter, School
Board President

9.B. Adjournment

Speaker (s) : Mrs.
Kelly Carter, School
Board President

Elizabethtown Area School District
Inspiring and Supporting Every Learner to Reach Their Fullest Potential

Student & Staff Recognition

National Merit Scholars

Introduction by: Dr. Jason D'Amico

School: Elizabethtown Area High School



Elizabethtown Area High School

National Merit Scholarship - Semifinalist

Laura Kleis

- The National Merit Scholarship Program is one of the nation's most prestigious academic recognition programs.
- More than **16,000 students** nationwide have been named Semifinalists in the 2027 competition.
- Semifinalists represent less than **1% of U.S. high school seniors**.
- Semifinalists are among the **highest-scoring entrants in their respective states**.
- Semifinalists may advance to **Finalist standing** and compete for National Merit Scholarships.

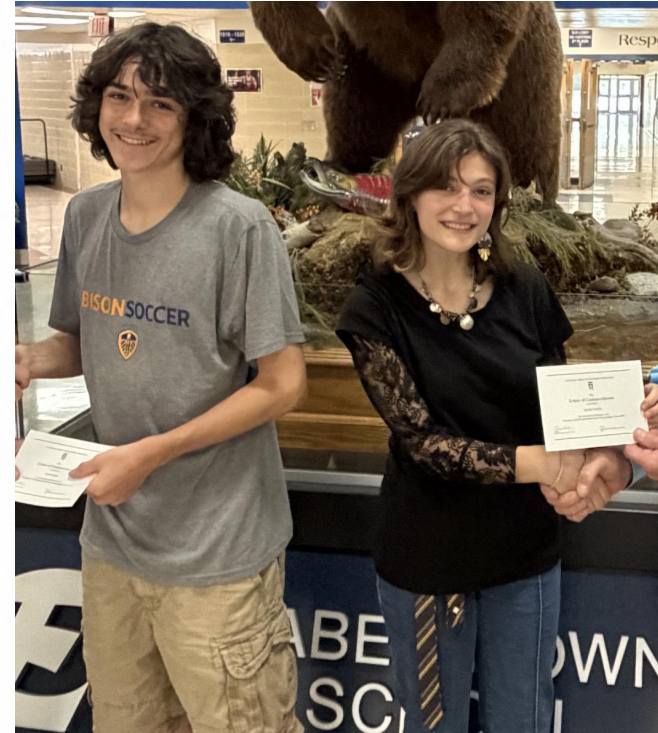


Elizabethtown Area High School

National Merit Scholarship - Commended Students

Kevin Rife and Kylee Wood

- Approximately **34,000 students** nationwide have been recognized as Commended Students in the 2027 competition.
- Commended Students rank among the top **2–3% of U.S. high school students** who entered the competition.
- While Commended Students do not advance in the National Merit Scholarship competition, their recognition represents a **significant academic achievement**.



Principals Month

October is National Principals Month, an opportunity to recognize the leadership and dedication of our school principals.

I want to recognize Mr. Derek Witmer at East High Street and Bainbridge Elementary Schools, Ms. Kaitlyn Dobyys at Bear Creek, Dr. David Beard at the Middle School, and Dr. Jason D'Amico at the High School.

Our principals do much more than manage their buildings. They are instructional leaders, problem solvers, and relationship builders who work every day to support students, staff, and families.

We thank each of them for their leadership, commitment, and the important role they play in the success of our schools.

Middle School Student Council-Introduction

Introductions to the Presenters...

- Advisors: Mr. Stouffer, Mrs. Wade, and Miss Riley
- Officers: Isabelle Williams-Co-President, Angela Smith-Treasurer, Lydia Stark-Recording Secretary

Our Mission as a Student Council..

- Plan Fun Activities
- Boost School Spirit
- Build Future Skills (Leadership, Teamwork, Planning, Public Speaking)
- Make new friends
- Get Involved
- Have fun!

Middle School Student Council-Highlights

- **Our student led committees highlight our work...**
 - The School Culture committee works to build a strong student culture by organizing fun events throughout the school year such as the Winter Olympics, Fall Fest, Dances, themed events, and Flex surprises.
 - Mini-THON is a yearlong fundraising effort supporting Four Diamonds, which helps children and families affected by childhood cancer. Students raise money through events like Stall Days, Hat Days, Candy Grams, and food fundraisers. The year ends with our Mini-THON Main Event, where students come together to celebrate and reveal the total amount raised.
 - The Spirit Committee plans all of the spirit days for our school. The team uses the Flex period to advertise the planned spirit days to different classes. They also help the other committees plan their events when needed.

Middle School Student Council-Student Experience

- Students agree that STUCO is a valuable resource that makes their school experience better.
- When STUCO members rated their experience, they gave it a 10/10.
- Students enjoy the opportunities STUCO provides, including planning dances, presenting in classes, creating posters, and choosing spirit days.
- STUCO helps students build friendships, connect with their school, and spread positivity and school spirit. Flex is a favorite part of the day because it's when STUCO meets!

Middle School Student Council-Looking Ahead

Our past achievements

- Our Council has received the Keystone Council award
- Two of our advisors received the Advisor of the Year award for the 25-26 school year

Our current upcoming events:

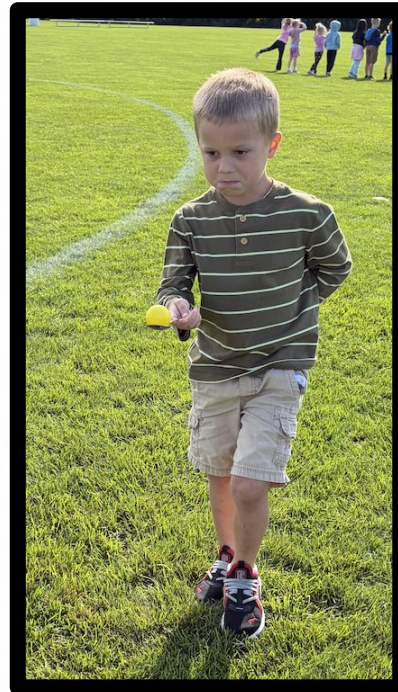
- GEARS Fall Fest, October 17th
 - Our council designs free games for kids to participate in at Fall Fest. GEARS also provides other activities like food, other games, and entertainment.
- Middle School Fall Dance
- Halloween Candy Grams
 - This is being run by Mini-THON and all of the proceeds will go to Four Diamonds.

East High Elem. (Fable Olympics)-Introduction

- Culminating activity for our CKLA Knowledge Unit: Stories and Fables
- All first grade classes participated
- Family engagement
- Continuation of kindergarten knowledge unit (nursery rhymes and fables)
- Before the Olympics, students...
 - listened to ten fables and stories
 - Identified story elements and lesson learned
 - learned tier 2 and tier 3 vocabulary words
- After the Olympics, students discussed...
 - perseverance
 - teamwork
 - encouragement

East High Elem. (Fable Olympics)-Highlights

- All first graders participated
- Movement activities
- 7 Habits incorporated



East High Elem. (Fable Olympics)-Student Experience

- Chloe Dows- First grade student in Miss Doughty's class
 - learned valuable lessons



- Fitz Lechleitner- First grade student in Miss Doughty's class
 - used concentration to be successful



East High Elem. (CKLA Knowledge)-Looking Ahead

- Current Knowledge Unit: The Human Body
- In second grade, students will study tall tales:
 - character responses
 - story elements
 - moral
 - comparing different types of stories

Ag Day

We're excited to host our annual Ag Day this Thursday, a collaborative event between the high school's agricultural department and Bear Creek School students. Ag Day introduces elementary students to key agricultural and environmental topics at the state and national levels through interactive learning stations aligned with academic standards. High school students will also gain valuable public speaking experience as they lead sessions on dairy, poultry, equine, and swine science, environmental studies, and agricultural equipment, sharing their knowledge and passion for agriculture.

Color Run

This past Friday, Elizabethtown Area Middle School students participated in the annual Color Blast, featuring a one-mile color walk/run, games, activities, and plenty of school spirit.

The event is the EAMS PTO's largest fundraiser, and so far, they have raised a little over \$17,000 toward their \$30,000 goal. Funds support student activities, book fairs, school programs, and staff appreciation. If the goal is reached, the PTO plans to go two years without another fundraiser.

Donations remain open through October 30, and we thank the PTO, sponsors, families, and community members for supporting our Middle School students and staff.

EAHS Homecoming

This Friday, October 16, is Homecoming at Elizabethtown Area High School, and we look forward to an exciting evening of school spirit and Bear pride!

Our Bears will take on the Conestoga Valley Buckskins at 7:00 p.m. at White Family Dental Stadium in a Lancaster-Lebanon League Section 3 matchup.

We invite our students, families, alumni, and the entire Elizabethtown community to join us for the festivities and cheer on our Bears. Fans can attend in person or catch the action through the District's Live Stream YouTube Channel.
Go Bears!

EAHS Mock Interviews

Recently, students in our High School's Career and Finance course put their classroom learning into practice during the annual Mock Interview event.

Students prepared professional portfolios, including résumés, cover letters, and references, before participating in individual interviews with community volunteers. They also received valuable feedback on their communication, preparation, and interview skills.

A special thank you to the 27 community volunteers who generously shared their time and expertise to help our students build confidence and prepare for future career opportunities.

Board Meeting Remarks 10-13-2026 — Superintendent

Over the past several months, I've spoken about transparency, communication, and rebuilding trust across our school community. Tonight, I want to address another important part of that conversation — accuracy, fairness, and the shared responsibility we all carry when communicating about our schools, our families, and most importantly, our students.

We welcome questions. We welcome scrutiny. Our families, community members, and the news media have every right to examine our decisions and expect answers. But accountability works both ways. Just as we have a responsibility to provide accurate information, those sharing information about our schools have a responsibility to represent the facts fairly.

The Measles Incident at Bainbridge Elementary

When we received confirmation of the case, we followed our standard practice of sharing planned family communication with employees in advance — so they are prepared to answer questions and support families when the information is released.

Unfortunately, that internal communication was shared outside the District without authorization, before our planned family notification. The timeline tells the story. At 1:00 p.m., the information was shared internally. By 1:01, it had been forwarded outside the District through a District email account. By 1:45, it appeared on a media outlet — including a claim that a student contracted measles in an Elizabethtown classroom, which has no basis in fact.

That created confusion for families who questioned why they hadn't heard from us directly, and it generated hours of additional work for administrators and staff — time diverted from supporting students and schools. We are investigating this disclosure and will address our findings through appropriate internal processes.

Whatever the intentions behind the sharing of information, the consequences are real. Inaccurate information can create uncertainty and division within our school community, potentially affecting the sense of safety and belonging that every student and family deserves. We must recognize that words and actions have consequences, particularly when

information is shared without a full understanding of the facts. As a community, we have a responsibility to approach sensitive matters with accuracy, compassion, and respect.

The Vaccination Numbers

In our In Focus communication, we reported that approximately 99 percent of Bainbridge students had received at least one dose of the MMR vaccine. Some community members questioned that figure because it differed from information on the Pennsylvania Department of Health website.

The difference is straightforward. The Department of Health figure reflects Bainbridge kindergarten students only, for the 2025-2026 school year, with both doses of the MMR vaccine. The figure we reported — as required by the Department of Health in response to this specific situation — reflects all Bainbridge students for the 2026-2027 school year with one or more doses. These are not the same populations, and they are not the same metric. For context, one dose of the MMR vaccine is approximately 93 percent effective against measles; two doses are approximately 97 percent effective.

Our Health Services team spent hours reviewing individual student records and verifying that information before it was shared. I have tremendous confidence in our nursing and health professionals and our communications team. The information we release is developed by the employees closest to the situation, reviewed by District leadership, and carefully prepared to be accurate, balanced, and timely. We ask that their work be evaluated on that basis.

I also want to clarify that our School Board serves in a governance role. Board members establish policy and provide oversight, but they do not prepare our day-to-day communications. That responsibility rests with administration.

The Football Game Incident

We experienced a serious incident at a football game involving a single Airsoft pistol. Our staff responded promptly, supported the students involved, contacted families, and communicated with our community.

In subsequent correspondence, a reporter repeatedly referred to "rifles" — in the plural. When we raised that concern, we were told the terminology

appeared only in correspondence, not in the published article. But accuracy matters in both places. Describing one Airsoft pistol as multiple rifles creates a very different impression of what occurred. The incident was serious. An accurate description of it is equally important.

What Is Happening Every Day in EASD

Difficult stories deserve coverage. So do the remarkable things happening across this District every day. Our students are participating in mock interviews, exploring college opportunities through Instant Decision Week, earning National Merit recognition, performing at the Susquehanna String Summit, and developing career skills through community partnerships. As students on our high school Advisory group told me directly, we have amazing teachers and staff, and we are not short on opportunities.

We serve more than 3,200 students and approximately 400 employees who come to work every day committed to helping young people succeed. Their work deserves to be represented fairly.

A Final Word

Differences of opinion will always exist in a community, and that is okay. What I ask is that we all remember our words have consequences. Whether speaking at a Board meeting, posting on social media, or reporting the news — accuracy and fairness matter.

Behind every headline and every public debate are real students, real families, and real employees affected by the words we choose. We will continue to communicate through Bear Briefs, our District website, email, and all EASD social media platforms, providing accurate, fair, and timely information. This is the Elizabethtown Area School District, and this is our story.

Whether you work for this District or are part of the community we serve, we all deserve the same things: accuracy, fairness, and respect.



Elizabethtown Area School District

Inspiring and Supporting Every Learner to Reach Their Fullest Potential

2027 - 2028 ACT 1

Presented by:

Tom Strickler

Position:

Superintendent

Date:

October 13, 2026

Alignment to Board Goals

Goal 1:

Create a 5-year financial plan to include all operations and education including renovation and instruction.

Goal 2:

Promote and support broad opportunities and flexibility for individual learning while complying with core standards.

Goal 3:

Identify and remove barriers to help students grow educationally, emotionally, and socially and for staff to thrive and succeed.

*Board goals highlighted in **GREEN** are relevant to the presentation*

What is Act 1

PA Act 1 (Taxpayer Relief Act) – What it is

Act 1 was created to **reduce the burden of school property taxes** on homeowners. It does this in three major ways:

1. Homestead/Farmstead Exclusions

Homeowners can apply for a *homestead* (primary residence) or *farmstead* exclusion.

If approved, part of a home's assessed value is removed from taxation, lowering the school property tax bill.

2. Limits on School District Tax Increases

School districts must stay within an “**Act 1 Index**” when increasing property taxes each year.

If they want to raise taxes above that capped amount, they must either:

- request exceptions from the state, or
- place the increase on a **voter referendum**.

3. Use of Gaming Revenue

Revenue from Pennsylvania casinos is used to help fund the homestead/farmstead tax reductions.

Act 1 Index History Lancaster County School Districts

School District	2027-28	2026-27	2025-26	2024-25	2023-24	2022-23	2021-22	2020-21	2019-20	2018-19	2017-18
Cocalico	4.2%	4.1%	4.7%	6.4%	5.0%	4.1%	3.6%	3.2%	2.8%	2.9%	3.10%
Columbia Borough	5.4%	5.2%	5.9%	7.9%	6.0%	5.1%	4.5%	3.9%	3.5%	3.6%	3.70%
Conestoga Valley	3.6%	3.5%	4.0%	5.3%	4.1%	3.4%	3.0%	2.6%	2.3%	2.4%	2.50%
Donegal	4.6%	4.5%	5.1%	6.9%	5.3%	4.4%	3.9%	3.4%	3.0%	3.1%	3.30%
Eastern Lancaster Cnty	3.6%	3.5%	4.0%	5.3%	4.1%	3.4%	3.0%	2.6%	2.3%	2.4%	2.50%
Elizabethtown Area	4.4%	4.3%	5.0%	6.6%	5.1%	4.3%	3.8%	3.3%	2.9%	3.0%	3.20%
Ephrata Area	4.4%	4.3%	4.8%	6.5%	5.1%	4.2%	3.7%	3.2%	2.8%	2.9%	3.10%
Hempfield	4.2%	4.1%	4.8%	6.3%	4.8%	3.9%	3.5%	3.0%	2.7%	2.4%	2.50%
Lampeter-Strasburg	3.6%	3.5%	4.0%	5.3%	4.1%	4.0%	3.5%	3.0%	2.7%	2.8%	2.90%
Lancaster	5.0%	4.9%	5.6%	7.4%	5.9%	4.8%	4.3%	3.8%	3.3%	3.5%	3.70%
Manheim Central	3.6%	3.5%	4.0%	5.3%	4.1%	3.4%	3.0%	2.6%	2.3%	2.4%	2.50%
Manheim Township	3.6%	3.5%	4.0%	5.3%	4.1%	3.4%	3.0%	2.6%	2.3%	2.4%	2.50%
Penn Manor	4.6%	4.5%	5.1%	6.8%	5.2%	4.3%	3.8%	3.2%	2.9%	3.0%	3.10%
Pequea Valley	3.6%	3.5%	4.0%	5.3%	4.1%	3.4%	3.0%	2.6%	2.3%	2.4%	2.50%
Solanco	3.6%	3.5%	4.0%	5.3%	4.7%	4.0%	3.5%	3.1%	2.7%	2.9%	3.00%
Warwick	3.6%	3.5%	4.0%	5.3%	4.1%	3.4%	3.5%	3.1%	2.7%	2.8%	3.00%

EASD — Adjusted Act 1 INDEX

School District	County	2026-27 MV/PI Aid Ratio	2026-27 Adjusted Index
Elizabethtown Area SD	Lancaster	0.4836	4.4%

Base Index Calculation

The base index is calculated by averaging the percent increases in the Pennsylvania statewide average weekly wage and the Federal employment cost index for elementary/secondary schools.

Adjusted Index Formula

Additionally, for school districts with a market value/personal income aid ratio (Market VAlue/Personal Income Aid Ratio) greater than 0.4000, the value of their index is adjusted upward by multiplying the base index by the sum of 0.75 and their MV/PI AR.

Example: If the base index is 2.4% and the school district's MV/PI AR is 0.6000, the school district's adjusted index is $2.4\% \times (0.75 + 0.6000) = 3.2\%$.

2027-2028 - Reassessment Year

Key Reassessment Rule:

In a reassessment year, the Act 1 Index remains the same as the prior year before reassessment.

2026-2027

4.3%

Act 1 Index

2027-2028 (Reassessment Year)

4.3%

Index remains at 4.3%

(cannot use the 4.4%)

2027-2028 Local Revenue

REVENUE SOURCES	2026/2027 Revenue Budget	Act 1 Index 4.3%	Additional Local Revenue	Building 2.5%	General Fund 1.8%
RE Taxes	\$48,248,351	\$50,323,030	\$2,074,679	\$1,206,209	\$868,470.32
RE Transfer Tax	\$825,000				
Pay in Lieu of Taxes	\$1,038,511				
Wage Tax	\$4,500,000				
Interest on Investments	\$750,000				
Other Local Revenue	\$2,869,142				
Total Local Revenue	\$58,231,004				

Questions

Contact:

Tom Strickler

Superintendent

tom_strickler@etownschools.org



Elizabethtown Areas School District

Donation Request Form

Thank you for supporting the Elizabethtown Area School District. To facilitate the donation process, kindly complete this *Donation Request Form* and submit it to the Board Secretary by email at becky_maxwell@etownschools.org or by mail at 600 East High Street, Elizabethtown, PA 17022. Per School Board Policy 702, monetary/non-monetary donations of \$1,000 or less require administrative approval. In contrast, monetary/non-monetary donations greater than \$1,000 require formal approval of the Board of School Directors by majority vote. Once approved at the administrative or school board level, monetary donations should be presented to the Board Secretary as checks payable to the Elizabethtown Area School District. Non-monetary donations require coordination of delivery arrangements with the Board Secretary. We appreciate your cooperation in this process, and if you need further assistance, please don't hesitate to contact the Board Secretary.

DONOR INFORMATION:

Etown Common Sense - Kelly Fuddy, President
 Name of Donor (if an organization, please include organization name and contact name)

PO Box 143 Elizabethtown PA 17022
 Donor Mailing Address City State Zip Code

717-368-8610 etowncommonsense@gmail.com
 Donor Telephone Number Donor Email Address

DONATION DETAILS:

Would you like to make a monetary donation to the Elizabethtown Area School District?

☒ Yes ☐ No If Yes, monetary donation amount \$ 4100.00

→ proceeds from 5K
on 8/16/26

Would you like to make a non-monetary donation of Goods or Services to the Elizabethtown Area School District?

☐ Yes ☒ No If Yes, estimated value of the non-monetary donation amount \$ _____

For non-monetary donations, please provide a detailed description of the donated Goods or Services, including, if applicable, the condition of the proposed donated item and any anticipated costs to the District as a result of the donation (*continue on back if needed*):

Is there a specific program, school club/organization, or school with which your donation is designated?

☒ Yes ☐ No If Yes, donor designation: Facility Dog Program

DONOR ACKNOWLEDGEMENT:

By signing below, I attest that all information provided in this *Donation Request Form* is true and accurate and I understand that the monetary/non-monetary donation will become the property of the Elizabethtown Area School District and will be under the jurisdiction of the District in accordance with School Board Policy and administrative rules and regulations.

Kelly Fuddy 9/18/26
 Donor Signature Date

***** For District Use Only *****

APPROVAL RECOMMENDATION:

☐ Approval ☐ Disapproval

Name ☐ Check if Superintendent Designee Title

Signature Date

Elizabethtown Areas School District

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DONOR INFORMATION:

Christ Church United Church of Christ

Name of Donor (if an organization, please include organization name and contact name)

247 S. Market Street Elizabethtown PA

17022

Donor Mailing Address

City

State

Zip Code

717-367-1208

Donor Telephone Number

Donor Email Address

DONATION DETAILS:

Would you like to make a monetary donation to the Elizabethtown Area School District?

[] Yes [X] No If Yes, monetary donation amount \$ _____

Would you like to make a non-monetary donation of Goods or Services to the Elizabethtown Area School District?

[X] Yes [] No If Yes, estimated value of the non-monetary donation amount \$ + 1,000

For non-monetary donations, please provide a detailed description of the donated Goods or Services, including, if applicable, the condition of the proposed donated item and any anticipated costs to the District as a result of the donation (*continue on back if needed*):

clothing, shoes, school supplies, hygiene items, other
essential needs for students

Is there a specific program, school club/organization, or school with which your donation is designated?

[] Yes [X] No If Yes, donor designation: _____

DONOR ACKNOWLEDGEMENT:

By signing below, I attest that all information provided in this *Donation Request Form* is true and accurate and I understand that the monetary/non-monetary donation will become the property of the Elizabethtown Area School District and will be under the jurisdiction of the District in accordance with School Board Policy and administrative rules and regulations.

Nedine Zigler

10/6/26

Donor Signature

Date

***** For District Use Only *****

APPROVAL RECOMMENDATION:

[] Approval [] Disapproval

Name

[] Check if Superintendent Designee

Title

Signature

Date

Elizabethtown Area School District
Special Donation Request for Approval

In October 2026, Christ Church United Church of Christ (CCUCC) hosted the 3rd annual fundraising event, Threads and Treads, to support students in need within the Elizabethtown Area School District. The event raised over \$1,000 to help provide clothing, shoes, school supplies, hygiene items, and other essential needs.

When a student is identified by a School Counselor or Social Worker, a list of necessary items is created, primarily from Amazon, due to its wide selection and fast shipping. This is forwarded to the Threads and Treads Committee Chair at CCUCC. The church places the order, and items are shipped directly to the school district. If a different vendor is needed, Dr. Jennifer Fields contacts the Threads and Treads Committee Chair, for approval. The district does not have direct access to these funds.

While no individual order will exceed \$1,000, as per the Threads and Treads Committee guidelines, it is expected that total orders during the 2026-2027 school year will surpass the \$1,000 donation threshold. This request seeks approval for all Threads and Treads orders throughout the 2026-2027 school year.

Please direct questions to Dr. Jennifer Fields, Supervisor of Student Services.



Elizabethtown Area School District

Inspiring and Supporting Every Learner to Reach Their Fullest Potential

District Wide MTSS Tier 1 Data

Presented by:

Megan Moffett

Position:

Director of Curriculum and Instruction

Date:

October 13, 2026

Alignment to Board Goals

Goal 1:

Create a 5-year financial plan to include all operations and education including renovation and instruction.

Goal 2:

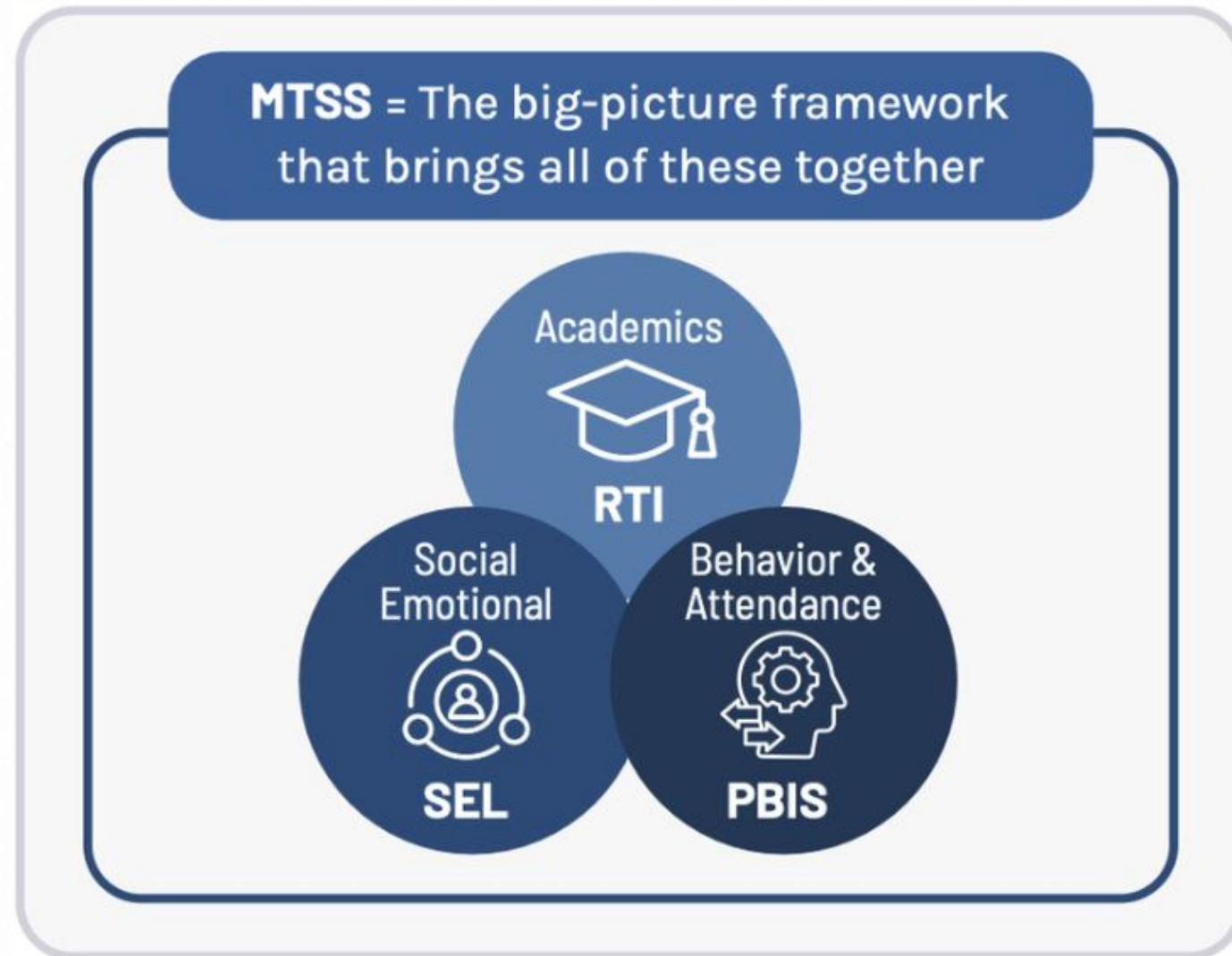
Promote and support broad opportunities and flexibility for individual learning while complying with core standards.

Goal 3:

Identify and remove barriers to help students grow educationally, emotionally, and socially and for staff to thrive and succeed.

*Board goals highlighted in **GREEN** are relevant to the presentation*

Multi-Tiered Systems of Support (MTSS)



Source: Branching Minds, <https://www.branchingminds.com> (accessed October 2026).

Why are Universal Screeners Important?

MTSS teams use universal screening data for two essential purposes:

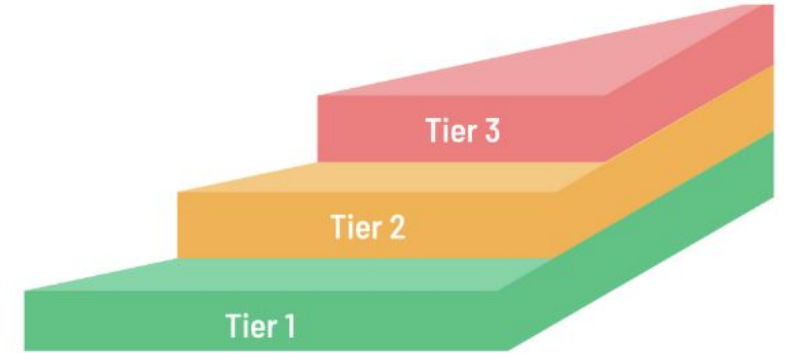
- **To Identify Students in Need of Additional Support**

Objectively determine students that need Tier 2 or Tier 3 interventions based on valid and reliable data

- **To Evaluate the Effectiveness of Tier 1 Core Instruction**

If the majority of students are not meeting benchmarks, it may indicate issues with the delivery or design of core instruction.

Source: Branching Minds, <https://www.branchingminds.com> (accessed October 2026).



Tier 3: 1-5%

High-Intensity Support for individual students

Tier 2: 5-15%

Early Intervention - High-Efficiency Strategic Support using small group interventions

Tier 1: 100%

Differentiated Instruction for all students –using best evidence-based supports. Students receive additional support at Tier 2 and Tier 3.

Our District Universal Screeners

DIBELS provides a brief, research-based look at foundational reading skills

- Research-based universal literacy screener developed at the University of Oregon
- Brief, standardized measures of foundational reading skills
- Supported by published evidence for reliability, validity, and predictive screening accuracy

These measures are administered to all students to provide an early, consistent picture of student need.

IXL diagnostic data identifies students' current skill levels and specific areas of strength and need in mathematics and literacy.

- Adaptive diagnostic and benchmark measure
- Identifies a student's current skill level and specific areas of strength and need
- Technical studies report evidence of reliability and validity, including relationships with external measures of achievement

Source: University of Oregon DIBELS 8th Edition Technical Manual; IXL technical validation studies; National Center on Intensive Intervention screening-tool reviews.

Early Warning Indicators

Where is our median student?

BB

Grade Level	Reading	Math
K		x
1		x
2		x

EH

Grade Level	Reading	Math
K		x
1		x
2		x

BC

Grade Level	Reading	Math
3		x
4		x
5		x

Early Warning Indicators

Where is our median student?

MS

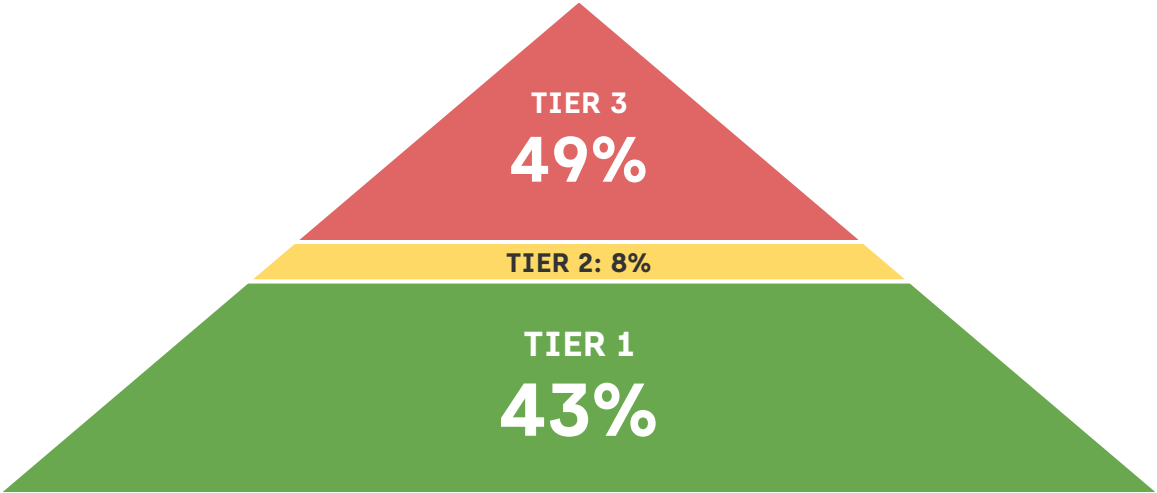
Grade Level	ELA IXL	Math IXL
6	700	540
7	760	590
8	800	720

HS

Grade Level	ELA IXL	Math IXL
9	780	710
10	820	830
11	N/A	N/A
12	N/A	N/A

EASD MTSS Tier 1 Data Protocol Sheet

Grade: Kindergarten	Area: ELA Math SEL	School Year: 2026-2027
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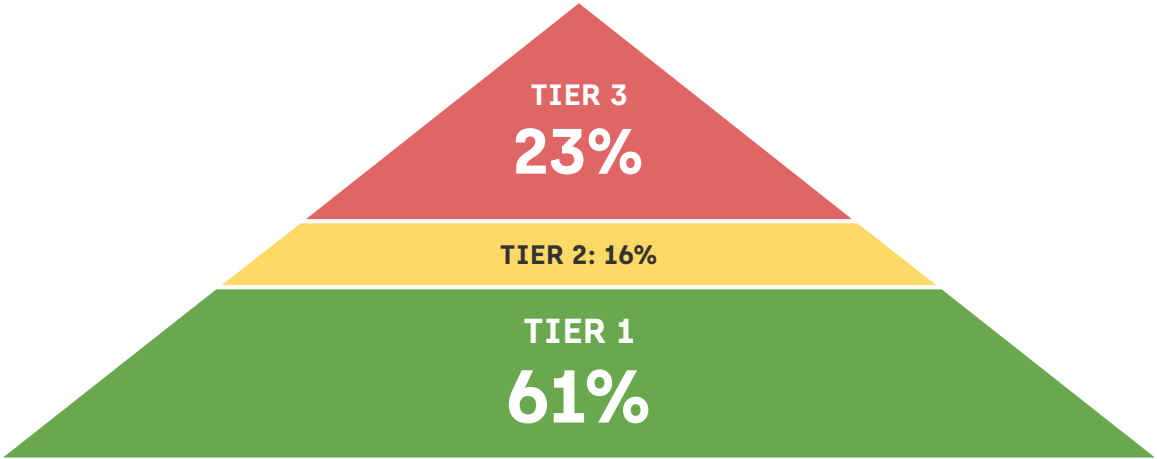


Composite	Beginning of Year	Middle of Year	End of Year
Well Below	49% 79 students		
Below	8% 43 students		
At or Above	43% 68 students		

Multilingual learners and students with disabilities are reviewed separately to account for language, accessibility, and individualized-support needs; all students remain part of our Tier 1 responsibility.

EASD MTSS Tier 1 Data Protocol Sheet

Grade: First Grade	Area: ELA Math SEL	School Year: 2026-2027
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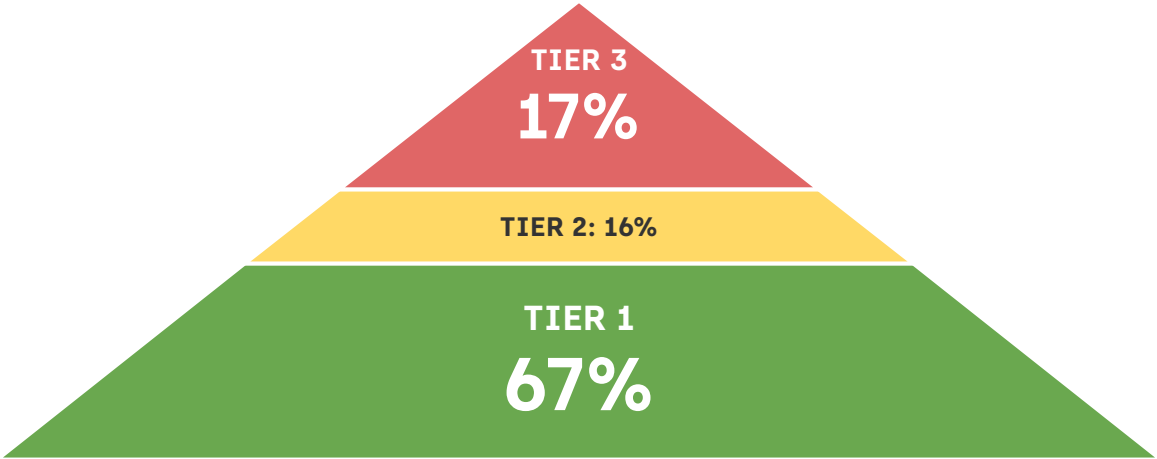


Composite	Beginning of Year	Middle of Year	End of Year
Well Below	23% 45 students		
Below	16% 31 students		
At or Above	61% 119 students		

Multilingual learners and students with disabilities are reviewed separately to account for language, accessibility, and individualized-support needs; all students remain part of our Tier 1 responsibility.

EASD MTSS Tier 1 Data Protocol Sheet

Grade: Second Grade	Area: ELA Math SEL	School Year: 2026-2027
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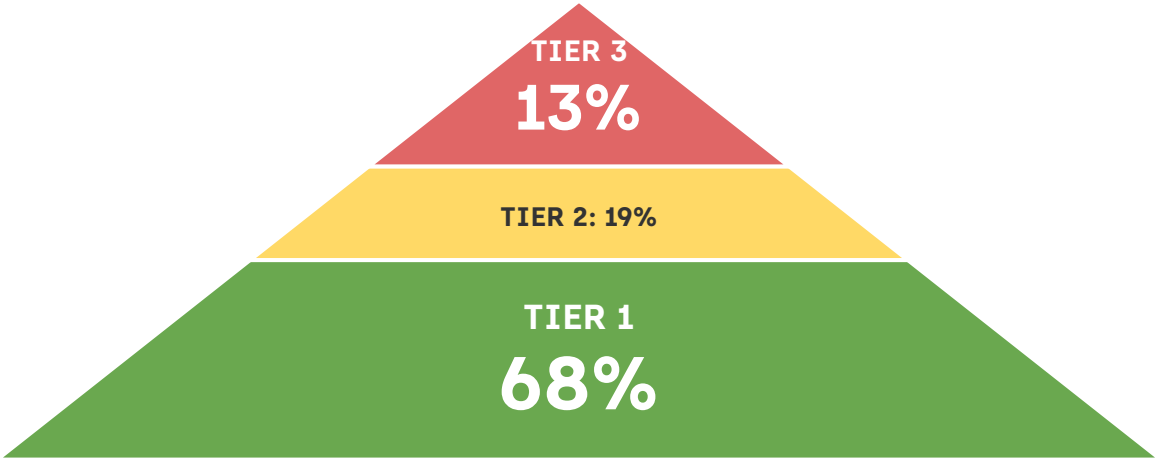


Composite	Beginning of Year	Middle of Year	End of Year
Well Below	17% 31 students		
Below	16% 28 students		
At or Above	67% 120 students		

Multilingual learners and students with disabilities are reviewed separately to account for language, accessibility, and individualized-support needs; all students remain part of our Tier 1 responsibility.

EASD MTSS Tier 1 Data Protocol Sheet

Grade: Third Grade	Area: ELA Math SEL	School Year: 2026-2027
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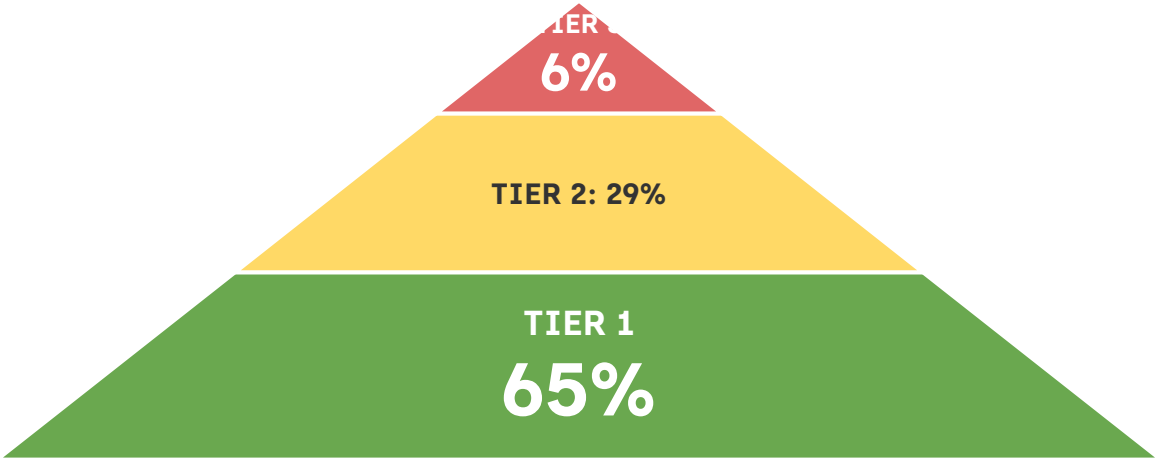


Composite	Beginning of Year	Middle of Year	End of Year
Well Below	13% 27 students		
Below	19% 39 students		
At or Above	68% 143 students		

Multilingual learners and students with disabilities are reviewed separately to account for language, accessibility, and individualized-support needs; all students remain part of our Tier 1 responsibility.

EASD MTSS Tier 1 Data Protocol Sheet

Grade: Fourth Grade	Area: ELA Math SEL	School Year: 2026-2027
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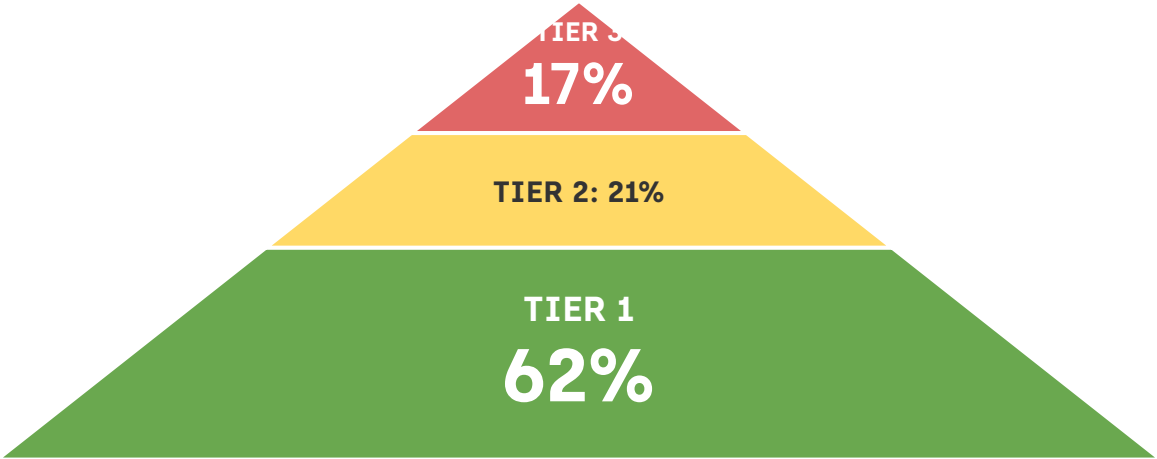


Composite	Beginning of Year	Middle of Year	End of Year
Well Below	6% 13 students		
Below	29% 58 students		
At or Above	65% 131 students		

Multilingual learners and students with disabilities are reviewed separately to account for language, accessibility, and individualized-support needs; all students remain part of our Tier 1 responsibility.

EASD MTSS Tier 1 Data Protocol Sheet

Grade: Fifth Grade	Area: ELA Math SEL	School Year: 2026-2027
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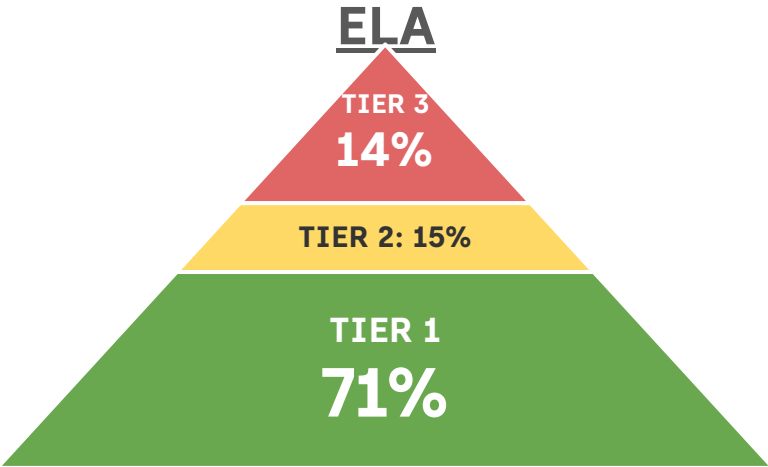
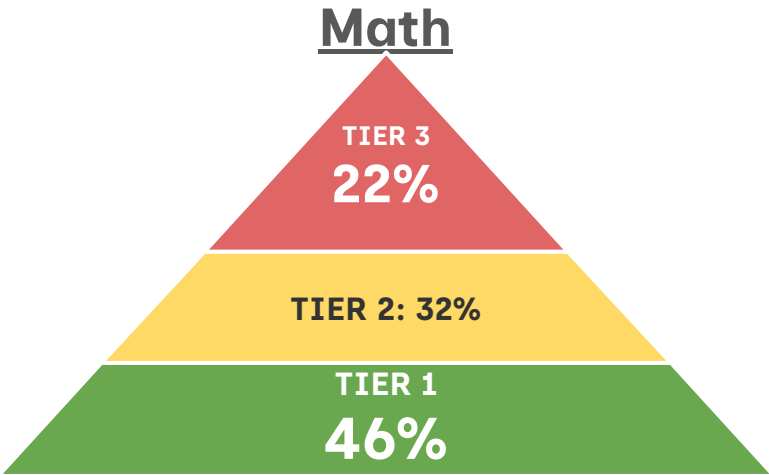


Composite	Beginning of Year	Middle of Year	End of Year
Well Below	17% 31 students		
Below	21% 37 students		
At or Above	62% 110 students		

Multilingual learners and students with disabilities are reviewed separately to account for language, accessibility, and individualized-support needs; all students remain part of our Tier 1 responsibility.

EASD MTSS Tier 1 Data Protocol Sheet

Grade: Sixth Grade	Area: ELA Math SEL	School Year: 2026-2027
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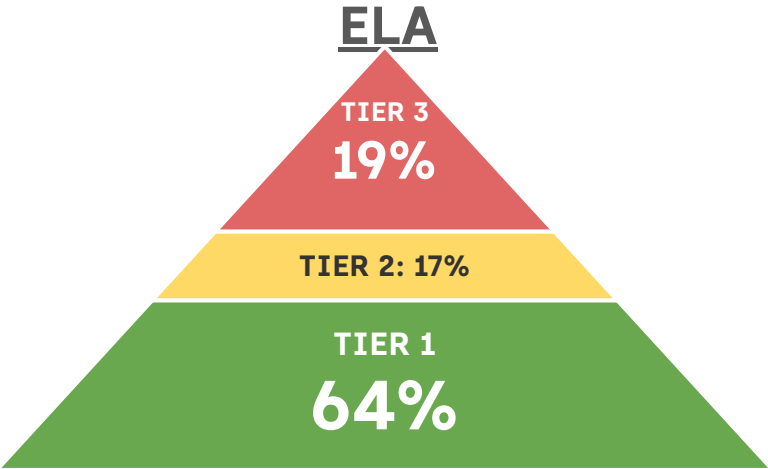
Composite	B.O.Y.	M.O.Y	E.O.Y
Well Below	14% 24 students		
Below	15% 25 students		
At or Above	71% 122 students		

Composite	B.O.Y.	M.O.Y	E.O.Y
Well Below	22% 40 students		
Below	32% 60 students		
At or Above	46% 84 students		

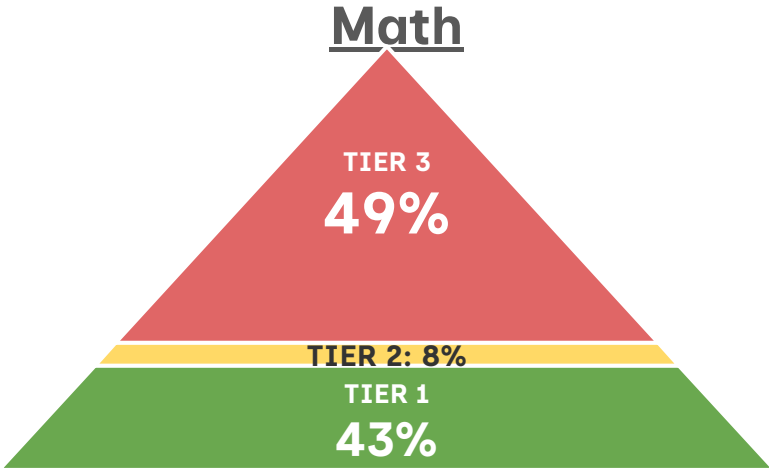
Multilingual learners and students with disabilities are reviewed separately to account for language, accessibility, and individualized-support needs; all students remain part of our Tier 1 responsibility.

EASD MTSS Tier 1 Data Protocol Sheet

Grade: Seventh Grade	Area: ELA Math SEL	School Year: 2026-2027
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Composite	B.O.Y.	M.O.Y	E.O.Y
Well Below	19% 36 students		
Below	17% 33 students		
At or Above	64% 122 students		

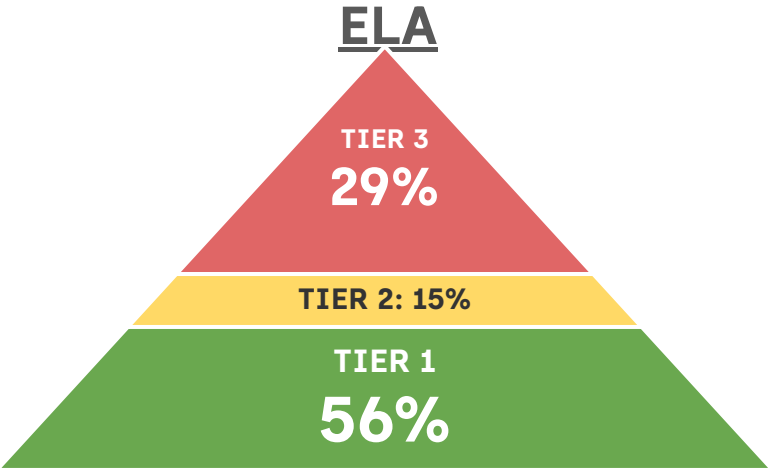
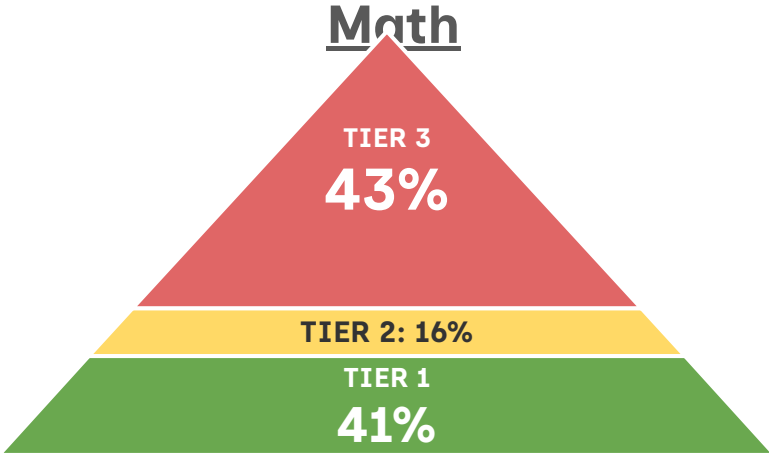


Composite	B.O.Y.	M.O.Y	E.O.Y
Well Below	49% 99 students		
Below	8% 15 students		
At or Above	43% 86 students		

Multilingual learners and students with disabilities are reviewed separately to account for language, accessibility, and individualized-support needs; all students remain part of our Tier 1 responsibility.

EASD MTSS Tier 1 Data Protocol Sheet

Grade: Eighth Grade	Area: ELA Math SEL	School Year: 2026-2027
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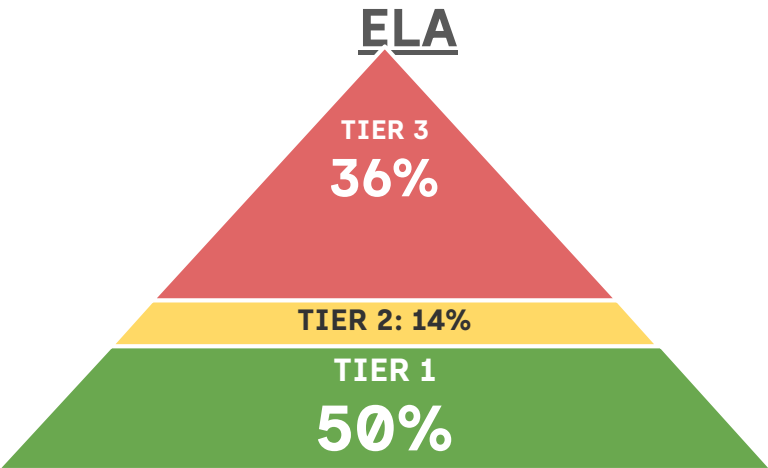
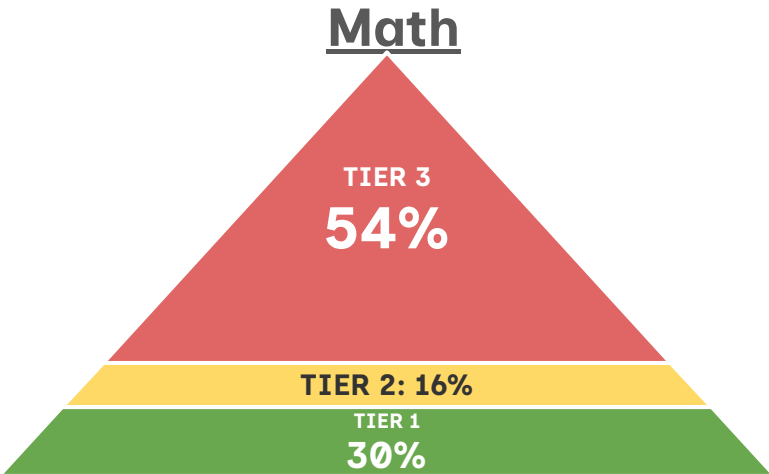
Composite	B.O.Y.	M.O.Y	E.O.Y
Well Below	29% 56 students		
Below	15% 29 students		
At or Above	56% 109 students		

Composite	B.O.Y.	M.O.Y	E.O.Y
Well Below	43% 86 students		
Below	16% 32 students		
At or Above	41% 82 students		

Multilingual learners and students with disabilities are reviewed separately to account for language, accessibility, and individualized-support needs; all students remain part of our Tier 1 responsibility.

EASD MTSS Tier 1 Data Protocol Sheet

Grade: Ninth Grade	Area: ELA Math SEL	School Year: 2026-2027
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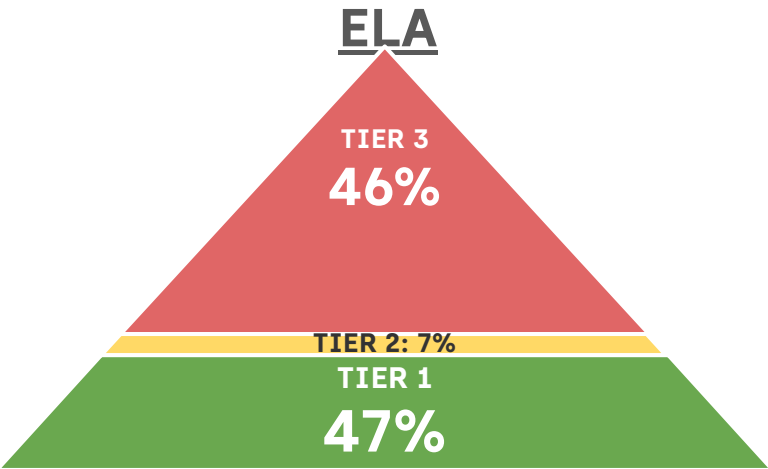
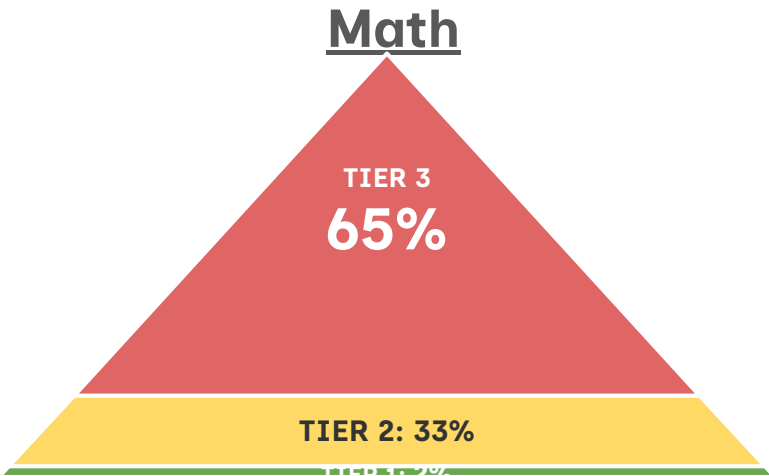
Composite	B.O.Y.	M.O.Y	E.O.Y
Well Below	36% 32 students		
Below	14% 13 students		
At or Above	50% 45 students		

Composite	B.O.Y.	M.O.Y	E.O.Y
Well Below	54% 64 students		
Below	16% 19 students		
At or Above	30% 36 students		

Multilingual learners and students with disabilities are reviewed separately to account for language, accessibility, and individualized-support needs; all students remain part of our Tier 1 responsibility.

EASD MTSS Tier 1 Data Protocol Sheet

Grade: Tenth Grade	Area: ELA Math SEL	School Year: 2026-2027
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Composite	B.O.Y.	M.O.Y	E.O.Y
Well Below	46% 54 students		
Below	7% 8 students		
At or Above	47% 56 students		

Composite	B.O.Y.	M.O.Y	E.O.Y
Well Below	65% 29 students		
Below	33% 15 students		
At or Above	2% 1 students		

Multilingual learners and students with disabilities are reviewed separately to account for language, accessibility, and individualized-support needs; all students remain part of our Tier 1 responsibility.

Next Steps

High-Quality Tier 1 Instruction

- Evidence-based instructional practices, explicit instruction, administrative walkthroughs, and feedback

Curriculum Review and Alignment

- IU partnership, curriculum audit, and development of teacher leaders

Strategic Scheduling and MTSS

- Research-informed scheduling to protect core instruction and provide targeted intervention and support

Questions

Contact:

Megan Moffett

Director of Curriculum and Instruction

megan_moffett@etownschools.org





BOARD POLICY

102 Academic Standards

POLICY NUMBER

102

VERSION

v2.1

DOCUMENT STATUS

UNDER-REVIEW

WORKFLOW

First Reading

PRINTED

9/28/2026

PURPOSE

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

DEFINITION

Academic standards means what a student should know and be able to do at a specified grade level. For purposes of this policy, the term **academic standards** encompasses Pennsylvania Core Standards, **Pennsylvania Integrated Standards**, state academic standards and local academic standards.[\[2\]](#) [\[3\]](#)

AUTHORITY

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

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

11. Personal Finance.

Guidelines

The district’s curriculum shall be designed to provide students with the planned instruction needed to attain established academic standards. **Such standards require the incorporation of education on social media literacy.**[\[2\]](#) [\[4\]](#) [\[5\]](#)

The district shall address social media literacy by providing instruction to students on the potential health and academic impacts, and safety and security concerns associated with social media use.[\[9\]](#)

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

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

PSBA Revision 8/26 © 2026 PSBA

Legal Footnotes

[1] 22 PA Code 4.11
LEGAL REFERENCE

[2] 22 PA Code 4.12
LEGAL REFERENCE

[3] 22 PA Code 4.3
LEGAL REFERENCE

[4] Pol. 105 — Curriculum
POLICY REFERENCE

[5] Pol. 107 — Adoption of Planned Instruction
POLICY REFERENCE

[6] Pol. 127 — Assessment System
POLICY REFERENCE

[7] Pol. 212 — Reporting Student Progress
POLICY REFERENCE

[8] Pol. 113 — Special Education
POLICY REFERENCE

[9] 24 P.S. 1556
LEGAL REFERENCE



BOARD POLICY

103 Discrimination/Title IX Sexual Harassment Affecting Students

POLICY NUMBER	ADOPTED	REVISED	VERSION
103	11/17/2015	3/24/2026	v2
DOCUMENT STATUS	WORKFLOW	PRINTED	
UNDER-REVIEW	First Reading	9/28/2026	

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 and activities 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.[\[1\]\[2\]\[3\]\[4\]\[5\]\[6\]\[7\]\[8\]\[9\]\[10\]\[11\]\[12\]\[13\]\[14\]\[15\]\[16\]\[17\]\[18\]](#)

The Board also declares it to be the policy of this district to comply with federal law and regulations under Title IX prohibiting sexual harassment, which is a form of unlawful discrimination on the basis of sex. Such discrimination shall be referred to throughout this policy as Title IX sexual harassment. Inquiries regarding the application of Title IX to the district may be referred to the Title IX Coordinator, to the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

The district is committed to the maintenance of a safe, positive learning environment for all students that is free from discrimination by providing all students course offerings, counseling, assistance, services, employment, athletics and extracurricular activities without any form of discrimination, including Title IX sexual harassment. Discrimination is inconsistent with the rights of students and the educational and programmatic goals of the district and is prohibited at or, in the course of, district-sponsored programs or activities, including transportation to or from school or school-sponsored activities.

Violations of this policy, including acts of retaliation as described in this policy, or knowingly providing false information, may result in disciplinary consequences under applicable Board policy and procedures.[\[19\]\[20\]\[21\]\[22\]](#)

The Board directs that the foregoing statement of Board policy be included in each student and staff handbook, and that this policy and related attachments be posted to the district's website.

The Board requires a notice stating that the district does not discriminate in any manner, including Title IX sexual harassment, in any district education program or activity, to be issued to all students, parents/guardians, employment applicants, employees and all unions or professional organizations holding collective bargaining or professional agreements with the district. All discrimination notices and information shall include the title, office address, telephone number and email address of the individual(s) designated as the Compliance Officer and Title IX Coordinator.

Reports of Title IX Sexual Harassment and Other Discrimination and Retaliation

The Board encourages students and third parties who believe they or others have been subject to Title IX sexual harassment, other discrimination or retaliation to promptly report such incidents to the building principal, even if some elements of the related incident took place or originated away from school grounds, school activities or school conveyances. A person who is not an intended victim or target of discrimination but is adversely affected by the offensive conduct may file a report of discrimination.

The student's parents/guardians or any other 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.^{[\[23\]](#)^[24]}

If the building principal is the subject of a complaint, the student, third party or a reporting employee shall report the incident directly to the Title IX Coordinator.

The complainant or the individual making the report may use the Discrimination/Sexual Harassment/Bullying/Hazing/Dating Violence/Retaliation Report Form attached to this policy for purposes of reporting an incident or incidents in writing; however, verbal reports of an incident or incidents shall be accepted, documented and the procedures of this policy and the relevant attachments followed.

The building principal shall promptly notify the Title IX Coordinator of all reports of discrimination, Title IX sexual harassment or retaliation. The Title IX Coordinator shall promptly contact the complainant regarding the report to gather additional information as necessary, and to discuss the availability of supportive measures. The Title IX Coordinator shall consider the complainant's wishes with respect to supportive measures.

The Title IX Coordinator shall conduct an assessment to determine whether the reported circumstances are most appropriately addressed through the Discrimination Complaint Procedures prescribed in Attachment 2 to this policy, or if the reported circumstances meet the definition of Title IX sexual harassment and are most appropriately addressed through the Title IX Sexual Harassment Procedures and Grievance Process for Formal Complaints in Attachment 3, or other Board policies.

Disciplinary Procedures When Reports Allege Title IX Sexual Harassment

When a report alleges Title IX sexual harassment, disciplinary sanctions may not be imposed until the completion of the grievance process for formal complaints outlined in Attachment 3. The district shall presume that the respondent is not responsible for the alleged conduct until a determination has been made at the completion of the grievance process for formal complaints.

When an emergency removal, as described in Attachment 3, is warranted to address an immediate threat to the physical health or safety of an individual, and it is not feasible to continue educational services remotely or in an alternative setting, the normal procedures for suspension and expulsion shall be conducted to accomplish the removal, including specific provisions to address a student with a disability where applicable.^{[19][21][25][26]}

When an emergency removal is not required, disciplinary sanctions shall be considered in the course of the Title IX grievance process for formal complaints. Following the issuance of the written determination and any applicable appeal, any disciplinary action specified in the written determination or appeal decision shall be implemented in accordance with the normal procedures for suspensions, expulsions or other disciplinary actions, including specific provisions to address a student with a disability where applicable.^{[19][25][20][21]}

Discipline/Placement of Student Convicted or Adjudicated of Sexual Assault

Upon notification of a conviction or adjudication of a student in this district for sexual assault against another student enrolled in this district, the district shall comply with the disciplinary or placement requirements established by state law and Board policy.^{[27][28]}

Confidentiality

Confidentiality of all parties, witnesses, the allegations, the filing of a report and the investigation related to any form of discrimination or retaliation, including Title IX sexual harassment, shall be handled in accordance with applicable law, regulations, this policy, the attachments and the district's legal and investigative obligations.^{[29][30][31][32][33]}

Retaliation

The Board prohibits retaliation by the district or any other person against any person for:^[33]

1. Reporting or making a formal complaint of any form of discrimination or retaliation, including Title IX sexual harassment.
2. Testifying, assisting, participating or refusing to participate in a related investigation, process or other proceeding or hearing.
3. Acting in opposition to practices the person reasonably believes to be discriminatory.

The district, its employees and others are prohibited from intimidating, threatening, coercing, or discriminating against anyone for actions described above. Individuals are encouraged to contact the Title IX Coordinator immediately if retaliation is believed to have occurred.

DEFINITIONS

Complainant shall mean an individual who is alleged to be the victim.

Respondent shall mean an individual alleged to be the perpetrator of the discriminatory conduct.

Discrimination

Discrimination shall mean to treat individuals differently, or to harass or victimize based on a protected classification including race, color, age, creed, religion, sex, sexual orientation, ancestry, national origin, marital status, pregnancy, or handicap/disability.

Harassment is a form of discrimination based on the protected classifications listed in this policy consisting 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 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.

Definitions Related to Title IX Sexual Harassment

Formal complaint shall mean a document filed by a complainant or signed by the Title IX Coordinator alleging Title IX sexual harassment and requesting that the district investigate the allegation under the grievance process for formal complaints. The authority for the Title IX Coordinator to sign a formal complaint does not make the Title IX Coordinator a party in the grievance process for formal complaints. The phrase "document filed by a complainant" refers to a document or electronic submission that contains the complainant's physical or digital signature, or otherwise indicates that the complainant is the person filing the formal complaint.[\[32\]](#)[\[34\]](#)

Supportive measures shall mean nondisciplinary, nonpunitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed.[\[34\]](#)

Supportive measures shall be designed to restore or preserve equal access to the educational program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the educational environment, or to deter sexual harassment. Supportive measures may include, but are not limited to:[\[34\]](#)

1. Counseling.
2. Extensions of deadlines or other course-related adjustments.
3. Modifications of work or class schedules.

4. Campus escort services.
5. Mutual restrictions on contact between the parties.
6. Changes in work or housing locations.
7. Leaves of absence.
8. Increased security.
9. Monitoring of certain areas of the campus.
10. Assistance from domestic violence or rape crisis programs.
11. Assistance from community health resources including counseling resources.

Supportive measures may also include assessments or evaluations to determine eligibility for special education or related services, or the need to review an Individualized Education Program (IEP) or Section 504 Service Agreement based on a student's behavior. This could include, but is not limited to, a manifestation determination or functional behavioral assessment (FBA), in accordance with applicable law, regulations or Board policy.[\[18\]\[19\]\[25\]\[26\]\[35\]](#)

Title IX sexual harassment means conduct on the basis of sex that satisfies one or more of the following:[\[34\]](#)

1. A district employee conditioning the provision of an aid, benefit, or district service on an individual's participation in unwelcome sexual conduct, commonly referred to as quid pro quo sexual harassment.
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive and objectively offensive that it effectively denies a person equal access to a district education program or activity.

3. Sexual assault, dating violence, domestic violence or stalking.

- a. Dating violence means violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim and where the existence of such a relationship is determined by the following factors:
 - i. Length of relationship.
 - ii. Type of relationship.
 - iii. Frequency of interaction between the persons involved in the relationship.
- b. **Domestic violence** includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving federal funding, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction.[\[36\]](#)
- c. **Sexual assault** means a sexual offense under state or federal law that is classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.[\[37\]](#)
- d. **Stalking**, under Title IX means stalking on the basis of sex, for example when the stalker desires to date a victim. Stalking means to engage in a course of conduct directed at a specific person that would cause a reasonable person to either:[\[36\]](#)
 - i. Fear for their safety or the safety of others.
 - ii. Suffer substantial emotional distress.

Such conduct must have taken place during a district education program or activity and against a person in the United States to qualify as sexual harassment under Title IX. An **education program or activity** includes the locations, events or circumstances over which the district exercises substantial control over both the respondent and the context in which the harassment occurs. Title IX applies to all of a district's education programs or activities, whether such programs or activities occur on-campus or off-campus.[\[31\]](#)[\[32\]](#)[\[34\]](#)

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 Superintendent or designee as the district's Compliance Officer and Title IX Coordinator. The Compliance Officer/Title IX Coordinator can be contacted at:

Address: 600 East High Street, Elizabethtown PA 17022

Email: titleix@etownschools.org* (*Email address subject to change)

Phone Number: (717) 367-1521

Safe To Say Anonymous Tip Line: <https://www.p3campus.com/tipform.aspx?ID=3085&C=e780ab>

The Compliance Officer and Title IX Coordinator shall fulfill designated responsibilities 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, as appropriate:

1. Curriculum and Materials - Review of curriculum guides, textbooks and supplemental materials for discriminatory bias.
2. Training - Provide 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 complainants in addition to the school complaint procedure or Title IX procedures, such as making reports to the police, and available supportive measures such as 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 - Assure that like aspects of the school programs and activities receive like support as to staffing and compensation, facilities, equipment, and related areas.[\[38\]](#)
6. Student Evaluation - Review of assessments, procedures, and guidance and counseling materials for stereotyping and discrimination.
7. Reports/Formal Complaints - Monitor and provide technical assistance to individuals involved in managing informal reports and formal complaints.

GUIDELINES

Title IX Sexual Harassment Training Requirements

The Compliance Officer and Title IX Coordinator, investigator(s), decision-maker(s), or any individual designated to facilitate an informal resolution process related to Title IX sexual harassment shall receive the following training, as required or appropriate to their specific role:

1. Definition of sexual harassment.
2. Scope of the district's education program or activity, as it pertains to what is subject to Title IX regulations.
3. How to conduct an investigation and grievance process for formal complaints, including examination of evidence, drafting written determinations, handling appeals and informal resolution processes, as applicable.
4. How to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest and bias.
5. Use of relevant technology.
6. Issues of relevance including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant.

7. Issues of relevance, weight of evidence and application of standard of proof and drafting investigative reports that fairly summarize relevant evidence.
8. How to address complaints when the alleged conduct does not qualify as Title IX sexual harassment but could be addressed under another complaint process or Board policy.

All training materials shall promote impartial investigations and adjudications of formal complaints of Title IX sexual harassment without relying on sex stereotypes.

All training materials shall be posted on the district's website.

Disciplinary Consequences

A student who is determined to be responsible for violation of this policy shall be subject to appropriate disciplinary action consistent with the Code of Student Conduct, which may include but is not limited to: [\[19\]\[20\]\[21\]](#)

1. Loss of school privileges.
2. Permanent transfer to another school building, classroom or school bus.
3. Exclusion from school-sponsored activities.
4. Detention.
5. Suspension.
6. Expulsion.
7. Referral to law enforcement officials.

An employee who violates this policy shall be subject to appropriate disciplinary action consistent with the applicable Board policy, collective bargaining agreement and individual contract, up to and including dismissal and/or referral to law enforcement officials. [\[39\]\[40\]](#)

Reports of Discrimination

Any reports of discrimination that are reviewed by the Title IX Coordinator and do not meet the definition of Title IX sexual harassment but are based on race, color, age, creed, religion, sex, sexual orientation, ancestry, national origin, marital status, pregnancy or handicap/disability shall follow the Discrimination Complaint Procedures in Attachment 2 to this policy.

Reports of Title IX Sexual Harassment

Any reports deemed by the Title IX Coordinator to meet the definition of sexual harassment under Title IX shall follow the Title IX Sexual Harassment Procedures and Grievance Process for Formal Complaints in Attachment 3 to this policy.

Disclaimer: The legal and policy reference(s) listed below are for reference purposes only. The Pennsylvania School Boards Association used the listed legal and policy reference(s) to develop the proposed policy. If applicable, the legal and policy reference(s) will be updated and changed following second reading approval to reflect the final content of the EASD board-approved policy.

Legal Footnotes

[1] 22 PA Code 12.1
LEGAL REFERENCE

[2] 22 PA Code 12.4
LEGAL REFERENCE

[3] 22 PA Code 15.1 et seq
LEGAL REFERENCE

[4] 22 PA Code 4.4
LEGAL REFERENCE

[5] 24 P.S. 1301
LEGAL REFERENCE

[6] 24 P.S. 1310
LEGAL REFERENCE

[7] 24 P.S. 1601-C et seq
LEGAL REFERENCE

[8] 24 P.S. 5004
LEGAL REFERENCE

[9] 43 P.S. 951 et seq
LEGAL REFERENCE

[10] 20 U.S.C. 1681 et seq
LEGAL REFERENCE

[11] 16 PA Code 41.201 et seq
LEGAL REFERENCE

[12] 34 CFR Part 106
LEGAL REFERENCE

[13] 29 U.S.C. 794
LEGAL REFERENCE

[14] 42 U.S.C. 12101 et seq
LEGAL REFERENCE

[15] 42 U.S.C. 1981 et seq
LEGAL REFERENCE

[16] 42 U.S.C. 2000d et seq
LEGAL REFERENCE

[17] U.S. Const. Amend. XIV, Equal Protection Clause
LEGAL REFERENCE

[18] Pol. 103.1
POLICY REFERENCE
Referenced policy is not available in this policy book.

[19] Pol. 113.1
POLICY REFERENCE
Referenced policy is not available in this policy book.

[20] Pol. 218
POLICY REFERENCE
Referenced policy is not available in this policy book.

[21] Pol. 233
POLICY REFERENCE
Referenced policy is not available in this policy book.

[22] 24 P.S. 317
LEGAL REFERENCE

[23] Pol. 805.1
POLICY REFERENCE
Referenced policy is not available in this policy book.

[24] Pol. 806
POLICY REFERENCE
Referenced policy is not available in this policy book.

[25] Pol. 113.2
POLICY REFERENCE
Referenced policy is not available in this policy book.

[26] Pol. 113.3
POLICY REFERENCE
Referenced policy is not available in this policy book.

[27] 24 P.S. 1318.1
LEGAL REFERENCE

[28] Pol. 218.3
POLICY REFERENCE
Referenced policy is not available in this policy book.

[29] **20 U.S.C. 1232g**
LEGAL REFERENCE

[30] **34 CFR Part 99**
LEGAL REFERENCE

[31] **34 CFR 106.44**
LEGAL REFERENCE

[32] **34 CFR 106.45**
LEGAL REFERENCE

[33] **34 CFR 106.71**
LEGAL REFERENCE

[34] **34 CFR 106.30**
LEGAL REFERENCE

[35] **Pol. 113**
POLICY REFERENCE
Referenced policy is not available in this policy book.

[36] **34 U.S.C. 12291**
LEGAL REFERENCE

[37] **20 U.S.C. 1092**
LEGAL REFERENCE

[38] **Pol. 150**
POLICY REFERENCE
Referenced policy is not available in this policy book.

[39] **Pol. 317**
POLICY REFERENCE
Referenced policy is not available in this policy book.

[40] **Pol. 317.1**
POLICY REFERENCE
Referenced policy is not available in this policy book.



BOARD POLICY

204.1 Virtual Attendance and Wellness Checks

POLICY NUMBER

204.1

VERSION

v1.1

DOCUMENT STATUS

UNDER-REVIEW

WORKFLOW

First Reading

PRINTED

9/28/2026

PURPOSE

This policy establishes standards for wellness checks for students who receive academic instruction exclusively through the district's virtual instruction program for the full school year. Wellness checks are conducted to verify attendance and to facilitate the safety and well-being of students.

AUTHORITY

The Board directs the maintenance of a wellness check process that complies with state law.[\[1\]](#)

This policy shall be posted on the district's publicly accessible website.[\[1\]](#)

DEFINITION

District employee/representative – a district teacher, administrator or other district representative who is subject to mandated reporter requirements for child abuse under the Child Protective Services Law.[\[2\]](#)[\[3\]](#)

DELEGATION OF RESPONSIBILITY

The Superintendent or designee shall be responsible for implementing this policy.

It shall be the responsibility of the designated district employee/representative to administer wellness check procedures in accordance with applicable law and this policy.

GUIDELINES

Weekly Wellness Checks

Weekly wellness checks must be conducted for each student enrolled in the district's virtual instruction program who receives academic instruction exclusively through virtual means for the full school year.[\[1\]](#)

At least once during any week consisting of three (3) or more full or partial academic instructional days, a district employee/representative shall ensure that each student is visibly seen and communicated with in real time either, in person or through electronic means.[\[1\]](#)

Wellness Check Methods

Acceptable methods of conducting wellness checks include:[\[1\]](#)

1. A student turning on a webcam and the district employee/representative visibly seeing and communicating with the student during synchronous online instruction.
2. Virtual or face-to-face participation by the student in any of the following activities:
 - a. Health screenings.
 - b. Standardized testing.
 - c. Advising sessions.
 - d. Tutoring sessions.
 - e. In person, school-sponsored activities chaperoned by a district employee/representative.

Excused Absence Exemptions

A student may be exempt from a wellness check on the day a check is attempted if the student has an excused absence pursuant to applicable attendance requirements.[\[1\]](#) [\[4\]](#)[\[5\]](#)

If this occurs, the district shall conduct the wellness check on the next school day or another school day during the same week. If a student has an excused absence for all school days during the same week, the student shall be exempt from the wellness check requirement for that week.[\[1\]](#) [\[4\]](#)[\[5\]](#)

Internet or Power Outage Exemptions

A student may be exempt from a wellness check when the student's household experiences a documented Internet or power outage during the day and time of the attempted wellness check.[\[1\]](#)

If this occurs, the district shall conduct the wellness check on the next school day or another school day during the same week following resolution of the outage.[\[1\]](#)

The student's parent/guardian shall provide documentation of the outage to the district as soon as possible.[\[1\]](#)

Failure to Complete a Required Wellness Check

Within one (1) school day after a student fails to complete a required wellness check, the district shall:[\[1\]](#)

1. Make documented and ongoing efforts to complete the required wellness check and contact the student's parent/guardian using at least two (2) different methods of communication; and
2. Provide written notice to the parent/guardian, in the parent's/guardian's preferred language, stating that the required wellness check has not been completed.

Wellness Review Conference

If the required wellness check is not completed within three (3) school days following the issuance of written notice, the district shall immediately schedule a wellness review conference to occur within one (1) school day. The wellness review conference may be conducted in person or through electronic means.[\[1\]](#)

The wellness review conference will be conducted to:[\[1\]](#)

1. Complete the required wellness check through real-time visual interaction with the student;
2. Reestablish communication with the student and the student's parent/guardian; and
3. Identify interventions to facilitate future participation in wellness checks.

The wellness review conference shall convene as scheduled regardless of whether the student or the student's parent/guardian participates.[\[1\]](#)

In-Person Wellness Check

If a student does not participate in the wellness review conference, the district must conduct an in-person wellness check within twenty-four (24) hours of the scheduled conference, even if this time period falls on a weekend or holiday.^[1]

When the district has been unable to reach or obtain a response from the student or the student’s parent/guardian, the Superintendent or designee shall consult with the district solicitor for guidance.

Wellness Check Records

The district shall maintain accurate records of all wellness checks, including the date, time, method, and outcome of each check.^[1]

District administrators are prohibited from altering attendance records for wellness checks after a wellness check has been performed, except to correct an identified error.^[1]

Reporting Requirements

Any district employee/representative who observes an indications of abuse, neglect or harm to a child during a wellness check, wellness review conference, or related contact, the district employee/representative is required to report the concerns in accordance with law and Board policy.^{[1][2][3]}

The district shall maintain documentation sufficient to demonstrate compliance with this policy and applicable law.^[1]

Such documentation shall be provided to the Pennsylvania Department of Education (PDE) upon request. Failure to comply with the with such requests may result in:^[1]

- 1. A requirement to report to PDE the date, time and method of each wellness check for each student enrolled exclusively in the district’s virtual instruction program.
- 2. Mandating district educators, administrators and staff to complete child abuse recognition, prevention and reporting training annually.
- 3. Requiring the district to meet in person with each student enrolled in a virtual instruction program at least once during the school year following the school year in which the district was found to be out of compliance.
- 4. Prohibiting the district from being awarded a competitive state grant by PDE until the district demonstrates compliance.

Legal Footnotes

[1] 24 P.S. 1327.4
LEGAL REFERENCE

[2] 23 Pa. C.S.A. 6301 et seq
LEGAL REFERENCE

[3] Pol. 806 — Child Abuse
POLICY REFERENCE

[4] 24 P.S. 1329
LEGAL REFERENCE

[5] Pol. 204 — Attendance
POLICY REFERENCE



BOARD POLICY

249 Bullying/Cyberbullying

POLICY NUMBER

249

VERSION

v2.2

DOCUMENT STATUS

UNDER-REVIEW

WORKFLOW

First Reading

PRINTED

9/28/2026

PURPOSE

The Board recognizes that bullying **and cyberbullying create** an atmosphere of fear and intimidation, detracts from the safe environment necessary for student learning and may lead to more serious violence. **The Board is committed to providing a safe, positive learning environment for district students that is free from bullying and cyberbullying.**

DEFINITIONS

Artificial Intelligence-Generated or Modified Media means text, code, images, audio or video data that has been created or modified from its original source data through the use of artificial intelligence technology, programs or platforms.^[1]

Bullying means an intentional electronic, written, verbal or physical act or series of acts directed at another student or students, which occurs in a school setting and/or outside a school setting, that is severe, persistent or pervasive and has the effect of doing any of the following:^[1]

1. Substantially interfering with a student's education; **or**
2. Creating a threatening environment; **or**
3. Substantially disrupting the orderly operation of the school.

Cyberbullying means bullying through the use of electronic technology or communication, including data, computer software or online platforms regardless of their origin, using a device, system network, internet service, email, social media or other digital means, including artificial intelligence-generated or modified media. Cyberbullying includes bullying conduct which occurs in a school setting and/or outside a school setting.^[1]

School setting means in the school, on school grounds, in school vehicles, at a designated bus stop or at any activity sponsored, supervised or sanctioned by the school.^[1]

AUTHORITY

The Board prohibits all forms of bullying **and cyberbullying** by district students **and requires that this policy be accessible in every classroom. The policy shall be posted in a prominent location within each school building and on the district website.**^[1]

The Board encourages students who believe they or others have been bullied to promptly report such incidents to the building principal or designee.

The Board directs that complaints of bullying **and cyberbullying** be investigated promptly, and appropriate corrective or preventative action be taken when allegations are substantiated. The Board directs that any complaint of bullying **or cyberbullying** brought pursuant to this policy **to** also be reviewed for conduct which may not be proven to be bullying **or cyberbullying** under this policy but merits review and possible action under other Board policies.^[1]

Confidentiality

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

Retaliation

Reprisal or retaliation relating to reports of bullying **or cyberbullying** or participation in an investigation of allegations of bullying **or cyberbullying** is prohibited and shall be subject to disciplinary action.

DELEGATION OF RESPONSIBILITY

Each student shall be responsible to respect the rights of others and to ensure an atmosphere free from bullying **and cyberbullying**.

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

The Superintendent or designee shall ensure that this policy and administrative regulations are reviewed annually with students.^[1]

The Superintendent or designee, in cooperation with other appropriate administrators, shall review this policy every three (3) years and recommend necessary revisions to the Board.^[1]

District administration shall annually provide the following information with the school safety and security incident report:^[1]^[2]

1. Board's Bullying/Cyberbullying Policy.
2. Report of bullying **and cyberbullying** incidents.
3. Information on the development and implementation of any bullying **and cyberbullying** prevention, intervention or education programs.

GUIDELINES

Reports of bullying or cyberbullying may be made orally or in writing and may be anonymous, except where made by district staff. Students are encouraged to use the district's reporting form attached to this policy, or to submit a written complaint; however, oral complaints will be accepted, documented and investigated.

Any individual receiving a complaint shall handle the report objectively, neutrally and professionally, setting aside personal biases that might favor or disfavor any person involved.

District staff who observe bullying/cyberbullying or receive a report of bullying/cyberbullying shall not conduct an independent investigation but shall take appropriate action to protect the safety of involved students and promptly provide a summary of the observed or reported conduct to the building principal or designee.

For purposes of this policy, a reporter is an individual, other than district staff, who reports alleged bullying/cyberbullying directed at one or more students. A complainant is the alleged victim or target of the conduct. In some circumstances, the same individual may serve as both reporter and complainant.

The building principal or designee shall encourage the complainant or reporter to complete the district's designated report form. If, due to age, disability or other incapacity, the complainant or reporter is unable to complete the form, the building principal or designee shall document the report and complete the form on the individual's behalf. If the report is made by someone other than the complainant, the complainant shall be notified promptly, informed of the report, and encouraged to complete the district reporting form.

As soon as practicable after the receipt of a report of bullying or cyberbullying, the district shall notify the parent(s)/guardian(s) of any student involved in the incident.

If the complainant, district staff, or other professionals with knowledge of the complainant's health and well-being indicate that notifying a parent/guardian could place the complainant or another person at risk of abuse, neglect or other imminent harm, the building principal, in consultation with the Superintendent and legal counsel, and as appropriate, law enforcement, child welfare authorities and other qualified professionals, may determine whether parental notification should be delayed as permitted by law. The basis for the delay must be documented, and parent/guardian notification shall occur as soon as legally and safely practicable.^[3]^[4]

Every report of bullying/cyberbullying shall be reviewed and investigated promptly and sufficiently to address the alleged misconduct, even if the report is anonymous or the complainant requests that no action be taken.

Threat Assessment

When a student's behavior indicates a threat to the safety of the student, other students, school employees, school facilities, the community, or others, district staff shall make a referral to the district's threat assessment team in accordance with applicable law and Board policy.^[5]^[6]

Discrimination/Harassment

If, at the time of the report or at any time during the investigation of the alleged bullying/cyberbullying, there is reason to believe that the conduct may fall within the provisions of the district's discrimination/harassment policies, the Title IX Coordinator must be promptly notified. Upon notification, the Title IX Coordinator will immediately initiate steps to comply with appropriate policies and procedures. The investigation will be handled as a joint and concurrent investigation to address all applicable allegations and legal requirements.^[7]^[8]

Investigation Procedures

After determining that the matter does not require handling under Policy 103, the building principal shall determine whether the investigation may be conducted by the principal or designee or whether the matter must be referred to the Superintendent or another appropriate administrator.

If law enforcement has been notified, a law enforcement report has been filed, or substantiated allegations could result in expulsion, the building principal shall consult with the Superintendent or appropriate administrator, who may seek advice from legal counsel.

Investigations shall be timely, impartial, thorough and comprehensive. The investigation may include:

1. Interviewing the complainant.
2. Interviewing the individual(s) accused of the conduct.
3. Interviewing witnesses.
4. Reviewing physical, electronic or documentary evidence.
5. Reviewing any other relevant information provided during the investigation.
6. Conducting any additional inquiry reasonably necessary to determine the facts and address proven misconduct.

Investigative Findings

The investigator shall prepare findings that summarize the investigation, determine whether the allegations have been substantiated, identify any violation of Board policy or applicable law, and recommend appropriate corrective action.

As soon as practicable after determining that an incident of bullying or cyberbullying has occurred, the district shall notify the parent(s)/guardian(s) of any student involved in the incident of the determination of the investigation.

The complainant/reporter and the accused shall be informed of the outcome of the investigation within a reasonable period of time, consistent with the Family Educational Rights and Privacy Act (FERPA) and other applicable laws. The accused shall not be informed of any individual remedies provided to the complainant.^[9]

District Response and Corrective Action

If an investigation results in a finding that bullying or cyberbullying or other misconduct occurred, the district shall take prompt and appropriate corrective action designed to stop the conduct, prevent its recurrence, protect affected students, eliminate any hostile or disruptive environment, and prevent retaliation.^[1]

The district shall document corrective actions taken and, when permitted by law, inform the complainant or reporter of responsive measures. District administrators shall monitor the effectiveness of corrective actions and take additional measures when necessary.^[1]

If an investigation reveals violations of other Board policies or circumstances requiring additional review, referral, discipline or intervention, the district shall address those matters through the appropriate disciplinary, administrative or support processes.

Any disciplinary action imposed shall be consistent with the Code of Student Conduct, Board policies and administrative regulations, applicable collective bargaining agreements, and state and federal law, and may include:^[1]^[2]^[13]

1. Counseling within the school.
2. Parental conference.
3. Loss of school privileges.
4. Transfer to another school building, classroom or school bus.
5. Exclusion from school-sponsored activities.
6. Detention.

7. Suspension.
8. Expulsion.
9. Counseling/Therapy outside of school.
10. Referral to law enforcement officials.

The Code of Student Conduct, which shall contain this policy, shall be disseminated annually to students.^{[1][2][10]}

Education

The district may develop, implement and evaluate bullying prevention and intervention programs and activities. Programs and activities shall provide district staff and students with appropriate training for effectively responding to, intervening in and reporting incidents of bullying.^{[1][11][12]}

School Safety and Security Incidents Report

Annually, by July 31, the Superintendent shall report on the designated form, to the PA Department of Education, all new incidents as required by state law. The report must include the total number of bullying and cyberbullying incidents that occurred during the school year, including the number of cyberbullying incidents suspected to involve artificial intelligence-generated or modified media.^{[2][14]}

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Legal Footnotes

[1] 24 P.S. 1303.1-A
LEGAL REFERENCE

[2] Pol. 805.1 — Relations With Law Enforcement Agencies
POLICY REFERENCE

[3] 23 Pa. C.S.A. 6301
LEGAL REFERENCE

[4] Pol. 806 — Child Abuse
POLICY REFERENCE

[5] 24 P.S. 1302-E
LEGAL REFERENCE

[6] Pol. 236.1 — Threat Assessment
POLICY REFERENCE

[7] Pol. 103 — Discrimination/Title IX Sexual Harassment Affecting Students
POLICY REFERENCE

[8] Pol. 103.1 — Nondiscrimination — Qualified Students with Disabilities
POLICY REFERENCE

[9] Pol. 216 — Student Records
POLICY REFERENCE

[10] 22 PA Code 12.3
LEGAL REFERENCE

[11] 20 U.S.C. 7118
LEGAL REFERENCE

[12] 24 P.S. 1302-A
LEGAL REFERENCE

[13] Pol. 236 — Student Assistance Program
POLICY REFERENCE

[14] 24 P.S. 1319-B
LEGAL REFERENCE



BOARD POLICY

704 Maintenance

POLICY NUMBER

704

VERSION

v2.3

DOCUMENT STATUS

UNDER-REVIEW

WORKFLOW

First Reading

PRINTED

9/28/2026

PURPOSE

Adequate maintenance of buildings, property and equipment is essential to fiscal responsibility and efficient management of district facilities.

AUTHORITY

The Board directs that a continuous program of inspection and maintenance of all district buildings, property and equipment be established and implemented. Wherever possible, maintenance shall be preventive.[\[2\]](#)[\[3\]](#)

DELEGATION OF RESPONSIBILITY

The Superintendent or designee shall develop and supervise a maintenance program which shall include:

Regular program of maintenance, repair and improvement of buildings and facilities.

Testing lead levels in drinking water.[\[3\]](#)

Critical spare parts inventory.

Equipment replacement program.

Long-range plans for building modernization and conditioning.

The Superintendent or designee shall develop a maintenance check list applicable to all district buildings.

Each building principal, in conjunction with the building maintenance employee, shall conduct a physical inspection of the building on a periodic basis and return a written report to the Superintendent or designee as to the findings of that inspection.

The Superintendent shall report annually to the Board regarding the current maintenance and improvement program and projected maintenance needs that include cost analysis.

Legal Footnotes

[2] 24 P.S. 701
LEGAL REFERENCE

[3] 24 P.S. 742.1
LEGAL REFERENCE



BOARD POLICY

803 School Calendar

POLICY NUMBER

803

VERSION

v2.1

DOCUMENT STATUS

UNDER-REVIEW

WORKFLOW

First Reading

PRINTED

10/8/2026

PURPOSE

The Board recognizes that preparation of an annual school calendar is necessary for the efficient operation of the district and communication with students, staff, parents/guardians and the school community.

AUTHORITY

The Board shall determine annually the days and the hours when the schools will be in session for instructional purposes, in accordance with state law and regulations. This may include, as appropriate, activities qualifying as instructional days or hours under the direction of certified school employees for fulfilling the minimum required days or hours of instruction under law, regulations and state guidance. [\[1\]](#)[\[2\]](#)[\[3\]](#)[\[4\]](#)[\[5\]](#)[\[6\]](#)[\[7\]](#)[\[8\]](#)[\[9\]](#)

The school calendar shall normally consist of a minimum of 180 student days OR 900 hours of instruction at the elementary level and 990 hours of instruction at the secondary level and 450 hours of instruction for half-day kindergarten programs. [\[1\]](#)[\[2\]](#)[\[8\]](#)[\[10\]](#)

The Board reserves the right to alter the school calendar when it is in the best interests of the district, including in cases of emergency, in accordance with applicable law and regulations. The Board shall take action to establish temporary provisions in cases of emergency, in accordance with law, and shall document such actions with the PA Department of Education when required. [\[2\]](#)[\[5\]](#)[\[6\]](#)[\[7\]](#)[\[9\]](#)[\[11\]](#)[\[12\]](#)[\[13\]](#) [\[14\]](#)

Temporary provisions established in accordance with law may include but are not limited to: [\[1\]](#)[\[2\]](#)[\[5\]](#)[\[6\]](#)[\[7\]](#)[\[8\]](#)[\[9\]](#)[\[12\]](#)[\[13\]](#) [\[15\]](#)

1. Keeping schools in session such days and hours as the Board deems necessary, which shall include maintaining the requirement for a minimum of 180 student days OR 900 hours of instruction at the elementary level and 990 hours of instruction at the secondary level and 450 hours of instruction for half-day kindergarten programs.
2. Reducing the length of time of daily instruction for courses and classes.
3. Implementing remote and other alternative methods of delivering instruction under the direction of certified school employees.

Each year, prior to finalizing the school calendar, the Board must discuss the use or potential use of flexible instructional days and remote or virtual instructional days at a public Board meeting.^[7] ^[14]

DELEGATION OF RESPONSIBILITY

The Superintendent shall annually prepare a school calendar for Board consideration.

The Superintendent or designee shall document alterations to the school calendar and any temporary provisions in accordance with law, regulations, guidance from the PA Department of Education and Board policy.^[7]^[14] ^[15]

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Legal Footnotes

[1] 24 P.S. 133 LEGAL REFERENCE	[2] 24 P.S. 1501 LEGAL REFERENCE
[3] 24 P.S. 1502 LEGAL REFERENCE	[4] 24 P.S. 1503 LEGAL REFERENCE
[5] 24 P.S. 1504 LEGAL REFERENCE	[6] 24 P.S. 1505 LEGAL REFERENCE
[7] 24 P.S. 1506 LEGAL REFERENCE	[8] 22 PA Code 11.1 LEGAL REFERENCE
[9] 22 PA Code 11.2 LEGAL REFERENCE	[10] 22 PA Code 4.4 LEGAL REFERENCE
[11] 24 P.S. 520 LEGAL REFERENCE	[12] 24 P.S. 520.1 LEGAL REFERENCE
[13] 24 P.S. 1501.3 LEGAL REFERENCE	[14] Pol. 006 POLICY REFERENCE <i>Referenced policy is not available in this policy book.</i>
[15] Pol. 805 — Emergency Preparedness and Response POLICY REFERENCE	