Policy Committee Meeting

Tuesday, August 18, 2026 5:30 PM
Board Room, 3000 Donallen Dr, Bensalem, PA 19020

1.	**Call to Order and Roll Call**	**Speaker(s):** Committee Chairperson
2.	**Announcements to the Audience**	**Speaker(s):** Committee Chairperson
3.	**Public Comment #1**	**Speaker(s):** Committee Chairperson
4.	**Policies**	
4.A.	Policy 220 Student Expression/Dissemination of Materials	**Speaker(s):** Committee Chairperson
4.B.	Policy 313 Evaluation of Employees	**Speaker(s):** Committee Chairperson
4.C.	Policy 124 Alternative Instruction	**Speaker(s):** Brian Cohen
4.D.	Policy 140 Charter Schools	**Speaker(s):** Brian Cohen
4.E.	Policy 314.1 HIV Infection	**Speaker(s):** Brian Cohen
4.F.	Policy 610 Purchases Subject to Bid/Quotation	**Speaker(s):** Brian Cohen
4.G.	Policy 709.1 Video Surveillance	**Speaker(s):** Brian Cohen
5.	**Discussion Items**	
5.A.	Resolution: Environment Free of Intimidation, Violence and Hate	**Speaker(s):** Committee Chairperson
5.B.	Policy 707 Use of School Facilities	**Speaker(s):** Committee Chairperson
6.	**Public Comment #2**	
7.	**Adjournment**	**Speaker(s):** Committee Chairperson

Book	Policy Manual
Section	200 Pupils
Title	Student Expression/Dissemination of Materials
Code	220
Status	Active
Adopted	September 22, 2004
Last Revised	August 22, 2023

Purpose

The right of public school students to freedom of speech is guaranteed by the Constitution of the United States and the constitution of the Commonwealth. The Board respects the right of students to express themselves in word or symbol and to disseminate nonschool materials to others as a part of that expression. The Board also recognizes that the exercise of that right is not unlimited and must be balanced with the District's responsibility to maintain a safe and orderly school environment and to protect the rights of all members of the school community.[1]

This policy addresses student expression in general as well as dissemination of expressive materials that are not part of District-sponsored activities (nonschool materials).

This policy does not apply to materials sought to be disseminated as part of the curricular or extracurricular programs of the District, which shall be regulated separately as part of the School District's educational program.

Definitions

For the purposes of this policy, **dissemination** shall mean students distributing or publicly displaying nonschool materials to others:

1. On school property or during school-sponsored activities by placing such materials upon desks, tables, on or in lockers, walls, doors, bulletin boards, or easels; by handing out such materials to other persons; or by any other manner of delivery to others; or

2. At any time or location when creating or sending information using email, websites, online platforms, social media channels or other technological means that are owned, provided or sponsored by the School District.

Expression means verbal, written, technological or symbolic representation or communication.

Nonschool materials means any printed, technological or written materials, regardless of form, source or authorship, that are not prepared as part of the curricular or approved extracurricular programs of the District. This includes, but is not limited to, fliers, invitations, announcements,

pamphlets, posters, online discussion areas and digital bulletin boards, personal websites and the like.

Authority

Limitations on Student Expression

Students have the right to express themselves unless such expression is likely to or does materially and substantially disrupt or interfere with the educational process, including school activities, school work, discipline, safety and order on school property or at school functions; threatens serious harm to the school or community; encourages unlawful activity; or interferes with another's rights. Student expression is prohibited to the extent that it:[1]

1. Violates federal, state or local laws, Board policy or District rules or procedures;

2. Is defamatory, obscene, lewd, vulgar or profane;[2]

3. Advocates the use or advertises the availability of any substance or material that may reasonably be believed to constitute a direct and serious danger to the health or welfare of students, such as tobacco/vaping products, alcohol or illegal drugs;

4. Incites violence, advocates use of force or threatens serious harm to the school or community;

5. Materially and substantially disrupts or interferes with the educational process, such as school activities, school work, discipline, safety and order on school property or at school functions;

6. Interferes with, or advocates interference with, the rights of any individual or the safe and orderly operation of the schools and their programs; or

7. Violates written District procedures on time, place and manner for dissemination of otherwise protected expression.

Student expression that occurs on school property or at school-sponsored events, or occurs at any time or place when created or communicated using District-provided equipment, email, websites or other technological resources, is subject to this policy. The limitations, prohibitions and requirements of this policy shall apply to expression that occurs outside the foregoing circumstances only when and to the extent that the out-of-school expression:[1][2][3][4]

1. Incites violence, advocates use of force or otherwise threatens serious harm directed at students, staff or the school environment;

2. Materially and substantially disrupts or interferes with the educational process, such as school activities, school work, discipline, safety and order on school property or at school functions; or

3. Interferes with, or advocates interference with, the rights of any individual or the safe and orderly operation of the schools and their programs.

Dissemination of Nonschool Materials

The Board requires that dissemination of nonschool materials shall occur only at the places and during the times set forth in written procedures. Such procedures shall be written to permit the safe and orderly operation of schools, while recognizing the rights of students to engage in protected expression.[1][3]

The Board requires that students who wish to disseminate nonschool materials on school property shall obtain approval by submitting them at least one (1) school day in advance to the building principal or designee, who shall forward a copy to the Superintendent.[1]

If the nonschool materials include matters prohibited by this policy, the building principal or designee shall promptly notify the students of the nature of the violation and that they may not disseminate the materials until the violation is corrected and the materials are resubmitted for approval.

If notice of disapproval is not given during the period between submission and the time for the planned dissemination, students may consider the request approved and proceed with dissemination as requested, subject to all other established procedures and requirements relating to time, place and manner of dissemination. Students may nonetheless be directed to cease or suspend dissemination if it is later determined that the materials or the dissemination of them are in violation of this policy or implementing rules and procedures.

Students who disseminate printed nonschool materials shall be responsible for clearing any litter that results from their activity and shall schedule the event so that they do not miss instructional time themselves.

Printed nonschool materials displayed in a fixed location of a school building shall bear the date when placed in each location. The District may remove the materials within ten (10) days of the posting or other reasonable time as stated in applicable procedures.

Review of Student Expression

Review of nonschool materials proposed for dissemination shall be conducted promptly so as to avoid unreasonable delay in dissemination.

School officials shall not censor or restrict nonschool materials or other student expression for the sole reason that it is critical of the school or its administration, or because the views espoused are unpopular or may make people uncomfortable.

Student-initiated religious expression is permissible, and apart from regarding time, place and manner, shall not be restricted unless the expression violates some other aspect of this policy, e.g., because it is independently determined to be in violation of this policy for reasons other than the religious nature of the content.

Appeal of the reviewer's decision may be made to the Superintendent and then to the Board, in accordance with Board policy and District procedures.[5]

Delegation of Responsibility

The Superintendent shall assist the building principal in determining the designation of the places and times nonschool materials may be disseminated in each school building. Such designations may take into account maintenance of the flow of student traffic throughout the school and shall limit dissemination of nonschool materials to noninstructional times.

When student dissemination of nonschool materials or other student expression violates this policy, the building principal may determine what if any disciplinary or other consequences should be imposed. Disciplinary actions shall be in accordance with applicable Board policy and the Code of Student Conduct.[6][7]

The Superintendent shall ensure that building principals and other staff involved in reviewing nonschool materials proposed for dissemination and evaluating whether violations of this policy have occurred receive training regarding applicable standards and procedures. Special emphasis shall be given to understanding the limitations on school officials' authority to regulate off-campus student expression, as well as the need to articulate in detail the nature and extent of

disruption to or interference with the school environment thought to be caused by on or off-campus student expression and the specific manner by which the student expression involved is thought to have caused it.

This Board policy and any procedures written to implement this policy shall be referenced in student handbooks so that students can access them for further information.

Legal

1. 22 PA Code 12.9
2. 22 PA Code 12.2
3. 24 P.S. 510
4. 24 P.S. 511
5. Pol. 219
6. Pol. 113.1
7. Pol. 218

Pol. 816

Mahanoy Area School District v. B.L., 594 U.S. ____ (2021)

220 ATTACH.docx (35 KB)

Last Modified by Susan Harder on September 19, 2023

STUDENT EXPRESSION/DISSEMINATION OF MATERIALS

These procedures address the dissemination by students of nonschool materials that are not part of the curricular or extracurricular program of the District. Materials sought to be disseminated as part of the curricular or extracurricular program of the District will be regulated as part of the District's educational program and are not subject to the time, place and manner provisions set forth herein.

Students may disseminate nonschool materials, provided that the form of expression and/or the use of public school facilities and equipment is/are in accordance with Board Policy 220 (Student Expression/Dissemination of Materials), the Code of Student Conduct, these procedures and the school dress code, if applicable. It is the responsibility of students intending to disseminate nonschool materials to become familiar with the provisions of Board Policy 220 and pertinent provisions of the Code of Student Conduct.

The District has no responsibility to assist students in or to provide facilities for the dissemination of nonschool materials.

Dissemination of Nonschool Materials

The dissemination by students of all nonschool materials will be governed by the following procedures:

1. All nonschool materials, together with a copy of the plan of dissemination, must be submitted to the building principal no later than 10 a.m. on the school day prior to the requested dissemination. The building principal will forward such information to the Superintendent or designee for approval. The plan will set forth in detail the desired time, place and manner of dissemination, as well as the individuals involved.

2. Identification of the individual student or at least one (1) responsible person in a student group will be required upon submission for approval. The person wishing to disseminate such material must provide in writing their name, address, telephone number and organization, if any. This information will be filed in the building principal's office.

3. The Superintendent or designee will review the material, determine if it constitutes expression that is prohibited by Board policy, and inform the building principal or designee of the decision. The building principal or designee will notify the student(s) planning to disseminate nonschool materials of the decision to grant or deny permission. If the decision is to not permit the dissemination, the building principal or designee will specify the reasons for the decision as well as the changes in the content of the material or in the plan of dissemination which must be made, if any, in order to secure such permission. If the student(s) desiring to disseminate such material make(s) such changes in a manner satisfactory to the Superintendent or designee prior to the planned dissemination, the building principal or designee may then grant permission to disseminate.

Time -

When permission has been granted, students may disseminate approved nonschool materials only at the following times:

1. Thirty (30) minutes before the official start of school;
2. Thirty (30) minutes after the official end of school.

Place -

Dissemination of approved nonschool materials on school property will be permitted only in locations that allow for the normal flow of traffic within the school and its exterior doors. Building entrance walkways and building lobbies will not be utilized for such dissemination.

Nonschool materials may not be disseminated during any regularly scheduled class unless specifically authorized by the Superintendent or designee.

Manner -

All nonschool materials must bear the District disclaimer.

> DISCLAIMER: THE BENSALEM TOWNSHIP SCHOOL DISTRICT IS NOT RESPONSIBLE FOR, AND DOES NOT ENDORSE, ANY STATEMENT, SENTIMENT OR OPINION PUBLISHED OR EXPRESSED IN THIS DOCUMENT. THIS DOCUMENT IS NOT PART OF, AND HAS NOT BEEN DISTRIBUTED AS PART OF, THE DISTRICT'S CURRICULAR OR EXTRACURRICULAR PROGRAMS.

All approved nonschool materials displayed in a fixed location shall be officially dated and the District shall remove the materials within ten (10) school days.

Any student who disseminates materials will be responsible for cleaning any resulting litter, including any discarded pamphlets, fliers or other documents.

No student will harass or otherwise interfere with the dissemination of approved nonschool materials by student(s), nor may a student in any way compel or coerce a student to accept any materials.

Disciplinary Consequences

Any student who violates any provision of Board Policy 220 or these procedures will be subject to disciplinary action, in accordance with Board policy and the Code of Student Conduct, which may in appropriate cases include suspension and/or expulsion from school.

Student Handbook

A copy of this procedure will be published in student handbooks.

Book	Policy Manual
Section	300 Employees
Title	Copy of Evaluation of Employees
Code	313
Status	draft
Adopted	January 24, 2023

Purpose

Evaluation is a continuing process in which the administrative, professional and service employees and the respective supervisors cooperatively identify strengths and weaknesses in an individual's job performance. Employee evaluations shall be used to assess and improve performance, encourage professional growth, promote positive behavior, and facilitate attainment of District goals and objectives.

Authority

The Board shall approve plans for regular, periodic evaluations of administrative, professional and service employees consistent with applicable administrative compensation plans, individual contracts, collective bargaining agreements, Board resolutions and state law and regulations.[1][2]

The Board shall be informed periodically about the results of evaluations.

Delegation of Responsibility

The Superintendent or designee shall develop plans for the evaluation of District employees to be submitted for Board approval.

The Board authorizes the Superintendent to develop a Differentiated Supervision model for professional employees in accordance with the Pennsylvania Department of Education's guidelines and in consultation with assistant administrators, supervisors, and/or principals.

The Superintendent shall ensure that evaluation plans are reviewed periodically and updated as necessary.

Evaluations shall be performed by the Superintendent or by an assistant administrator, supervisor, or principal who has supervision over the work of the employee being evaluated and is designated by the Superintendent to perform the evaluation.

Guidelines

The evaluation plan for professional employees and temporary professional employees shall utilize the appropriate state-approved rating form or an alternative rating tool approved by the Board and the Pennsylvania Department of Education.[2]

Professional employees are required to be evaluated at least once each year.

Temporary professional employees shall be evaluated by an appropriate supervisor and notified of individual progress and status at least twice each year.

Professional employees and temporary professional employees shall receive an overall performance rating of one (1) of the following:

1. Distinguished – shall be considered satisfactory.
2. Proficient – shall be considered satisfactory.

3. Needs improvement – shall be considered satisfactory, except that any subsequent overall rating of "needs improvement" issued by the District within ten (10) years of the first overall rating of "needs improvement" where the employee is in the same certification shall be considered unsatisfactory.

4. Failing – shall be considered unsatisfactory.

No professional employee or temporary professional employee shall be rated "needs improvement" or "failing" solely based upon student test scores.

No unsatisfactory rating shall be valid unless approved by the Superintendent or his/her designee.

A signed copy of the rating form shall be provided to the employee.

Professional employees and temporary professional employees who receive an overall performance rating of "needs improvement" or "failing" shall participate in a Performance Improvement Plan.

Legal

1. 24 P.S. 510
2. 24 P.S. 1108
24 P.S. 1122
22 PA Code 19.1 et seq

Last Modified by Carolyn J Riley on May 20, 2026

Bensalem Township School District

Professional Supervision & Evaluation Plan

2025 - 2026

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BENSALEM TOWNSHIP SCHOOL DISTRICT TEACHER PERFORMANCE GROWTH PLAN

I. Statement of Purpose

The Bensalem Twp. School District strongly believes that each staff member is committed to performing his/her assigned duties in a highly effective manner and with a focus on the improvement of student achievement. Lifelong learning is required to continually incorporate new ideas, concepts, and skills into one's daily performance. Staff member commitment and continued support and encouragement from the administration are also required.

II. Introduction

The professional supervision and evaluation process provides for continuous professional growth, determines adherence to standards, promotes or directs professional growth, and provides a basis for staff member rating. This system provides a means to recognize areas of strength in employee performance, develop priorities for growth, improve communication, and provide assistance when needed.

III. Rationale

Performance expectations of professional personnel in the Bensalem Twp. School District focus on:

A. Growth and development achieved in an environment reflecting mutual respect and trust
B. Danielson's Framework for Teaching
C. Student achievement data
D. Fulfillment of professional responsibilities as a member of the Bensalem Twp. School District
E. Teachers providing a caring classroom environment in an atmosphere that facilitates learning for all students
F. Reflection and analysis as essential for the professional growth of teachers and the successful practice of teaching.

IV. Plan for Supervision and Evaluation

A. All professional teachers and non-teaching specialists will be issued the appropriate rating form in accordance with Pennsylvania School Code and the Regulations of the Department of Education in the fall of the next school year, after school performance profile scores are published. This plan emphasizes, supports and encourages the growth of the Bensalem Twp. School District's professional staff.
B. Supervision focuses on improving the quality of instruction and professional services rendered. Evaluation refers to the formal rating of an individual, i.e., satisfactory or unsatisfactory. Guiding questions are located in this manual to support professional supervisory conversations with non-teaching specialists.

V. Management of the Supervision and Evaluation Process

To manage the supervision and evaluation process, PA-ETEP, Pennsylvania Electronic Teacher Evaluation Portal, will be utilized.

PROFESSIONAL APPRAISAL PLAN PROCESS

Administrators will assign or reassign tenured and Level II certified staff to the supervision group cycle as indicated below. Arrangements and timeline adjustments shall be communicated to faculty. **Tenured teachers will be placed in group II a minimum of every four years.**

The primary purpose of the Bensalem Professional Supervision and Evaluation Plan is to enhance professional performance. Formal observations and individual options have been incorporated in a differentiated plan of supervision. Participation in the process provides an opportunity for growth through staff working with others and with an administrator. Teaching staff will be allocated to one of four Groups based on eligibility:

Group I – Non-Tenured and Professional I Staff
Group II – Tenured Formally Observed Staff
Group III – Tenured Professional Growth Phase Staff (DSM)
Group IV – Non-Teaching Professional Staff

Professional evaluation is an accountability measure, which provides information concerning personnel decisions (e.g., tenure) regarding a staff member's ability to meet district and state standards. Therefore, accountability is a necessary part of this appraisal plan. The appraisal is divided into two parts: (a) that which is required by the State of Pennsylvania; and (b) that which provides for assessment of a staff member's capability of meeting school district standards.

Administrators will conduct walkthroughs and/or formal observations of staff at any time during the Formal observation phase, and will provide constructive feedback to staff based on their observations. Administrators are expected to hold professional conversations with teachers on the basis of walkthroughs and observations. Topics of conversation include and are not limited to:

- High levels of energy and student engagement
- Rigorous learning tasks
- A safe and challenging environment
- Smooth organization and management
- Implementation of school district initiatives.

A **walkthrough** is a process that allows administrators to quickly acquire evidence to support goals and instructional practices. **Administrators will conduct a minimum of one walkthrough per semester (two per school year)**. Administrators will utilize the walkthrough feature on PA-ETEP to document all evidence gathered during the 10 minute time period. While it is expected that most evidence will pertain to Domain II and III, it is possible that the observation will yield evidence in Domain I and IV. Administrators will open a new walkthrough each time they conduct a visit. A walkthrough may be conducted to document any professional responsibility, including, but not limited to: instruction, participation in a parent meeting or conference, participation in a student meeting or conference, participation in a professional development opportunity.

The **formal model of educator supervision** includes three components—a pre-observation plan, observation of teaching, and a post-observation reflection and feedback. The purpose of the pre-observation plan is to set goals for the observation. During the observation, the administrator will gather data based largely on Domains 2 and 3 of Danielson's Framework for Teaching and document observable evidence. The teacher will then complete his/her self-reflection using the PA-ETEP reflection rubric based on Danielson's Framework for Teaching. The administrator and teacher will engage in professional exchange, discussion and reflection relative to the evidence demonstrated during the observation.

During the Formal Observation phase, the staff member and principal/administrator will work closely in assessing needs, planning, monitoring and assessing growth through frequent contact and joint planning. Danielson's Framework for Teaching forms the basis of the school district's template for best professional practice.

CHARLOTTE DANIELSON DOMAINS

Domain 1 **Planning and Preparation**	**Domain 2** **The Classroom Environment**
1A. Knowledge of content and pedagogy	2A. Creating an environment of respect/rapport
1B. Demonstrating knowledge of students	2B. Establishing a culture for learning
1C. Selecting instructional outcomes	2C. Managing classroom procedures
1D. Demonstrating knowledge of resources	2D. Managing student behavior
1E. Designing coherent instruction	2E. Organizing physical space
1F. Designing Student Assessment	

Domain 3 **Instruction**	**Domain 4** **Professional Responsibilities**
3A. Communicating with students	4A. Reflecting on teaching
3B. Using questioning & discussion techniques	4B. Maintaining accurate records
3C. Selecting instructional outcomes	4C. Communicating with families
3D. Using assessment in instruction	4D. Participating in a professional community
3E. Demonstrating flexibility & responsiveness	4E. Growing & developing professionally
	4F. Demonstrating professionalism

Group I - Non-Tenured, Level I, or Long Term Substitute Staff in Place for Greater than 70 Days – Staff Eligible for Formal Observation Phase

This includes non-tenured staff or staff in their first year of service in Bensalem or Level I certified staff, or long-term subs in the same placement for greater than 70 days.

Administrators will conduct formal observations of staff at a minimum of **once per semester (two times per year) for all teachers in Group I** and will provide constructive feedback to staff based on their observations and collection of data utilizing PA-ETEP.

Group II – Level II Certified Staff

This includes staff who have tenure and a level II certification who are in a four year cycle to be formally observed.

Administrators will conduct a minimum of **one formal observation at any time in the school year** and will provide constructive feedback to staff based on their observations and the collection of data utilizing PA-ETEP.

Group III – Tenured and Level II Certified Staff – Professional Growth Option

Identification of Staff on Differentiated Supervision Option

Staff eligible for the Professional Growth Options through the Differentiated Supervision Model phase includes tenured staff that also hold their Level II certificate.

A. Development of Differentiated Supervision Phase

During the Differentiated Supervision Options phase (self-guided), eligible staff members will use the "Differentiated Observation" icon on PA-ETEP to select among: Action Research, Peer Coaching/Mentoring, or Portfolio to complete the "Differentiated Supervision Plan." Please note that there are **two options available as part of the action research selection**; professional learning community or collegial walk-throughs.

The Differentiated Supervision Model growth plan must be related to school district initiatives or a staff member may elect activities which will contribute to growth and performance with the approval of the evaluating administrator. The plan shall consist of a professional growth goal, the desired outcomes, the resources and activities to achieve these outcomes and how she/he will assess growth. Both parties will authenticate the plan, signifying agreement.

Administrators will conduct walkthroughs and/or formal observations of staff at any time during the Professional Growth Options phase, and will provide constructive feedback to staff based on their observations.

B. Differentiated Supervision Options

Differentiated Supervision options include: Action Research (Professional Learning Community, Collegial Walk-Through), Peer Coaching, or Portfolio. Eligible staff will

develop a Differentiated Supervision Action Plan based on Danielson's Framework for Teaching. Each of these four professional growth options is intended to:

- Provide structure to record evidence of best practices in teaching
- Lead to professional growth through discussions and sharing with peers
- Support mentoring and coaching relationships by providing artifacts to extend professional discussions
- **Focus on school district priority areas:**
    - **Strengthening Tier 1 instruction in MTSS**
    - **Building teacher capacity for Tier 2 intervention in the classroom**

C. Timeline for Differentiated Supervision Phase (Self-Guided)—The process is managed using PA-ETEP software.

October	By the second week of October, teacher completes the "Differentiated Supervision" proposal forms on PA-ETEP. The Supervisor approves the teacher's proposal.
October – January	Teacher completes self-guided activities and completes documentation/artifacts collection (as the plan applies).
January	Teacher completes Mid-Year Progress Update and sends to the supervisor.
February-April	Teacher completes self-guided activities and completes documentation/artifacts collection (as the plan applies).
April - May	Teacher completes the Year-End Progress Update and sends to the supervisor.
Fall Next SY	Administrator completes the Evaluation Form and reviews it with professional staff member

Group IV – Non-teaching Professional Staff

Staff eligible for Group IV include professional staff members who do not provide direct instruction to students. Non-teaching professionals include, but are not limited to: school counselors, nurses, school psychologists, social workers, and behavior therapists.

Non-teaching professionals establish a goal for the school year and provide evidence of meeting that goal. They initiate the evaluation process on PA-ETEP by opening a NTPE observation. Administrators review the goal with the staff member and provide feedback. Administrators are expected to hold professional conversations on the basis of the goal and plan throughout the school year. Established goals need to be related to the work and priorities of the staff member and the district for the year. The non-teaching professional will document evidence and complete a self-assessment on PA-ETEP. The administrator will review these documents, meet with the staff member, and come to an end of year rating.

OVERVIEW OF PROFESSIONAL GROWTH OPTIONS

OPTION	DESCRIPTION	ADMINISTRATIVE ROLE	DOCUMENTATION
Action Research - Professional Learning Community (PLC) - Collegial Walk-Through	Participation in a professional learning community or collegial walk-throughs minimally three times per semester. For the PLC Option-Please see options listed in Appendix C For Collegial Walk-Through see Appendix D	Facilitation and Evaluation	Completion of "Differentiated Supervision" form and all required Bensalem custom forms available on PA-ETEP. Submit evidence of data, findings, and a summary of conclusions and recommendations for future activities or actions.
Peer Coaching ~Teacher Mentors ~Demonstration Teachers	A teacher chooses a partner and collaboratively plans a lesson to be observed a minimum of two times during the school year.	Facilitation and Evaluation	Completion of "Differentiated Supervision" form and all required Bensalem custom forms available on PA-ETEP. Dates and summaries of peer observations and feedback sessions. A summary of conclusions and recommendations for Bensalem faculty.
Portfolio 1. Chosen by the teacher based on district goals	Goal setting for growth and compilation of at least four artifacts from each Domain area.	Facilitation and Evaluation	Completion of "Differentiated Supervision" form and all required Bensalem custom forms available on PA-ETEP. **Four artifacts in each domain area.**

V. Intensive Supervision

For certified staff experiencing difficulties in professional responsibilities whose performance has been identified as not meeting proficiency, a professional improvement plan (PIP) will be constructed (See Appendix H). **The performance improvement plan will require a formal observation at least quarterly**. Principals/Supervisors are expected to consult with the Assistant to the Superintendent for Administration, Director of Teaching and Learning, and/or Student Services/Special Education for guidance and support where you have a teacher who is in need of improvement. An improvement is on an individual plan created by the Principal/Assistant Principal in conjunction with the district office Directors/Supervisors.

VI. Documentation

Sources of evidence to be used in the evaluation process and growth development may include, but are not limited to classroom observations; activities such as committee work; curriculum development, leadership activities and work samples as they relate to Danielson's Framework for Teaching. Documented observations of behavior pertinent to professional responsibilities will also serve as appropriate sources of supportive data. Specific examples follow:

1. Formal Observations
2. Walkthroughs
3. Unannounced Classroom Observations
4. Reports
5. IEP and GIEP documentation
6. Faculty meeting notes
7. Activities: Documentation of committee work, special conferences, assignments, extra-curricular contributions
8. Work Samples: Newsletter to parents, unit plans, lesson plans, e-mail messages to parents, collegial activity samples
9. Documentation of participation in workshops/conference attendance
10. Communications: letters from parents, students, administrators, sharing information with colleagues
11. Student Work (artifacts): portfolio artifacts showing student achievement growth; grade book data
12. Assessment Data: common assessment data, summative exam data, formative assessment data.
13. Documentation of peer observations and feedback sessions.

VII. Substitute Teacher Evaluation Requirements

All full-time Substitute teachers, **assigned for less than 70 days and more than 45**, will be observed and rated using the Substitute Teacher Evaluation Form. See **Appendix G**. All full-time substitute teachers shall be observed and evaluated a **minimum** of once per semester.

Procedures for Professional Evaluation

Each evaluator will identify and communicate the group assignments to staff.

A. For staff members who are non-tenured or who are in their first year of service in Bensalem or who are Level I certificate holders shall be rated a minimum of two times each year.

   1. Rating 1 shall be issued for the first semester based on a **minimum** of one observation during the first semester.
   2. Rating 2 shall be issued for the second semester once the Building Level Score is published, based on a **minimum** of one observation during the second semester.

B. Staff members with tenure **and** who hold Level II certificates shall be rated a minimum of one time during the year based on a minimum of one observation per year.

C. An evaluation and rating conference shall be held between the administrator and the staff member at which time a comprehensive performance review is to be conducted including a review of:
   a. classroom observations and walkthroughs
   b. all evidence
   c. performance and assessment data
   d. the staff member's performance as related to categories detailed in the final rating.
   e. SPM data
   f. other professional areas: e.g., teacher/NTPE attendance, contributions to the school, school district and the students

D. The ratings will be substantiated through documentation.

   When there is potential for an unsatisfactory rating because of classroom performance, the supervisor shall conduct classroom observations and follow-up conferences. An unsatisfactory rating shall be validated by the District Superintendent, prior to being issued to the employee. It is recommended that multiple observations be conducted.

E. When a rating of Unsatisfactory is assigned for any category, an administrator shall present to the staff member a written plan outlining actions to be taken to improve the staff member's performance and a timeline for such actions.

Teacher Supervision and Evaluation Tracking and Accountability

Principals are required to conduct observations and walkthroughs. As the instructional leader, the Principal is expected to provide the teacher with evidence-based, constructive and evaluative feedback. Principals are expected to track progress on the evaluation process throughout the school year, including specific dates of required documentation and conferences.

Classroom Teacher Rating Forms (13-1 form)

The rating form is to be completed for all educators whether they are in the Formal Observation Phase or the Differentiated Supervision Phase. There is a check-off box at the top with a place to check "semi-annual," "annual" or "periodic." "Semi-annual" would apply to Level I and Non-tenured and new to Bensalem. "Annual" would apply to Level II, Tenured teachers. "Periodic" would apply to the need to rate a staff member at a time other than semi-annual or annual.

Educator Effectiveness Regulations ACT 13 (Updated)– Calculating the Rating for Teachers

A. Classroom Observations and Differentiated Supervision comprises minimally 70% of the overall rating according to regulations***.** The 70% rating is broken down as follows according to the Danielson model:

Percentage	Domain
20%	I. Planning and Preparation
30%	II. Classroom Environment
30%	III. Instruction
20%	IV. Professional Responsibilities

The Domain Rating Assignments are documented in whole numbers and are defined as follows:

Rating	Value	Definition
Failing	0	The employee does not meet performance expectations required for the position.
Needs Improvement	1	The employee is functioning below proficient for performance expectations required for continued employment.
Proficient	2	The employee's performance consistently reflects practice at a professional level.
Distinguished	3	The employee's performance consistently reflects teaching at the highest level of practice.

B. **<u>Multiple Measures of Student Achievement comprises 30% of the overall rating according to regulations*</u>.** The rating is comprised of the following percentages:

Percentage	Data Type	Value
10%	Building Level Data - Assigned by PDE, similar to the SPP with an adjusted multiplier	Building Level Score
10%	Teacher Specific Data – for teachers who have such data	Student Performance on State Assessments, PVAAS Score & IEP Goals Progress
10%	LEA-Selected Measures	SPM Score

*For professional staff members who are not assigned any of the multiple measures of student achievement, the percentage allocated to the classroom observation or differentiated supervision will increase.

Non-Teaching Professional Rating Form (13-3 form)
The non-teaching professionals include professionals who do not provide direct instruction to students and supervisors. Non-teaching professionals include and are not limited to: elementary school counselor, secondary school counselor, school nurse, school psychologist, social worker, behavior therapist, supervisor.

Educator Effectiveness Regulations – Calculating the percentages for Non-teaching professionals.

A. **<u>Observation and practice shall comprise 90% of the overall rating when building level data is available. When it is not available, it shall comprise 100% of the overall rating.</u>.**

Percentage	Domain
25%	V. Planning and Preparation
25%	VI. Educational Environment
25%	VII. Delivery of Service
25%	VIII. Professional Development

The Domain Rating Assignments are documented in whole numbers and are defined as follows:

Rating	Value	Definition
Failing	0	The employee does not meet performance expectations required for the position.
Needs Improvement	1	The employee is functioning below proficient for performance expectations required for continued employment.
Proficient	2	The employee's performance consistently reflects practice at a professional level
Distinguished	3	The employee's performance consistently reflects teaching at the highest level of practice.

B. **Student performance shall comprise 10% of the overall rating of the professional employee.** It is based on the school building level score.

LEA Selected Measures

LEA Selected Measures utilized in Bensalem in the 2025-2026 school year shall be calculated as a Student Performance Measure or SPM. SPMs should be directly aligned to District priority instructional goal areas. Content and special area teachers will construct an SPM in their content area. Performance ratings shall be calculated as indicated below.

Failing	***Needs Improvement***	***Proficient***	***Distinguished***
0%-59%	60%-69%	70%-89%	90%-100%

For #3, Performance Indicators (PI), PI Target #2 (Special Education students and students with a 504 Plan) is 65 and above; target #1 (regular education students) is 70 and above.

For the SPM Template, please see Appendix E.

Additional Resources

Additional information and resources may be found by visiting the PDE website:
https://sites.google.com/aiu3.net/pa-act-13-trainings

Three training modules are available on that website to provide additional information.

Getting Started on PA-ETEP

1. All new users need to create an account by visiting https://paetep.edulinksolutions.com/login.
2. If a teacher is not listed in a specific building, click on the "administration" tab on the top right corner of the screen and then click on assignments. There you will be able to assign a teacher to a specific building.

PA-ETEP Documentation Procedures for Formal Observations for Administrators (Click HERE for aTutorial Slide Deck if needed)

1. Login to the PA-ETEP portal by clicking the login link. Use the login information that was provided.
2. Click the "Supervision Management" tab at the top left of the page. This will take you to a page that lists all of the teachers that have been assigned to you
3. Click the "Create New Observation" icon in the upper right corner to start a new observation. Then Select the "Observation Type - Formal"
4. This will open the Formal Observation page - you will then click on the "Pre-Observation questionnaire tab to open that, and you will be able to type in any notes you may want to share (i.e. "Please complete the Pre-observation questionnaire; be as thorough as possible as this will count towards your Domain 1 rating…etc". Then click the "Begin" button.
5. This will bring you back to the Formal Observation page where you will click the "Schedule" button; this opens the calendar for you to select the date and time of your Pre-Observation Conference meeting.
6. This will send an automatic email to that teacher asking him/her to login to the PA-ETEP portal and complete the Pre-Observation Questionnaire (Step 1).
7. During the Pre-Observation Conference, you will review the Pre-Observation Questionnaire and schedule a date and time for the Observation (Step 2).
8. During the Observation, you will login to PA-ETEP to enter your observation evidence notes (Step 3) and then submit the evidence to the teacher.
9. After the teacher reviews your observation evidence, he/she can add any additional evidence if necessary and submit them to you for review (Step 4).
7. The teacher will then complete the Post-Observation Questionnaire and submit it to you for review (Step 5) and then complete the Self-Assessment Rubric and submit it to you for review (Step 6).
8. You will then be prompted to schedule the Post-Observation Conference with the teacher where you will review any additional observation evidence submitted by the teacher (Step 7), review the Post-Observation Questionnaire, review the Self-Assessment Rubric with the teacher (adding your ratings), and then complete the Observation Summary Form (Step 8).
9. You and the teacher will then authenticate the observation by adding your signature to the portal (Steps 9 & 10).
10. You will also have a Walkthrough Observation Evidence Form that you can use to enter evidence during the walk-through observation.

Guided Support for Each Step of the Process PA-ETEP

- Email reminders, on-screen pop-up messages and notifications within the portal will guide you through each step of the evaluation process.

Notifications Section

- When you are logged in to the portal, you will see an (!) icon next to your name at the top of the page. This is your notification section where ALL of your action steps are located.
- If you click on the (!) you will be taken to a page that lists each step that you must complete.
- These notifications are essentially the same information that is sent to you in the email reminders. They are just listed here for your convenience. You may (at any time) return to this Notifications Section to view any action steps that must be taken.

PA-ETEP Requirements for Differentiated Supervision

1. Login to the PA-ETEP portal by clicking the link at the top of the page. Use the login information provided.
2. Click on the "Observation Management" tab at the top of the page. This will take you to a page that lists all of the teachers who have been assigned to you.
3. Click on the "Differentiated" Icon to start a new evaluation. This will send an email to the teacher alerting him or her to complete the differentiated action plan. The teacher will be prompted to answer a series of questions regarding their selected supervision plan.
4. After the teacher completes the plan, you will meet with the teacher to provide feedback and approve the plan once you are in agreement with its contents. You will explain any custom forms required for the teacher's evaluation and review them.
5. At the end of the first semester, the teacher will provide a mid-year progress report. You will provide feedback to the teacher and review progress toward the established goal. The teacher will have an opportunity to seek assistance and/or support as needed.
6. At the end of the school year, the teacher will provide a year-end progress report. You will meet with the teacher to review the goal of the plan and review all evidence and documentation provided by the teacher.
7. You will then review the self-assessment rubric and complete the final evaluation.
8. You will then authenticate the evaluation by typing your name in the box at the very end of the self-assessment form.

Appendix A - Portfolio Mode

What is the portfolio mode?

The portfolio mode encourages professional employees to examine their own practice in relation to Danielson's *Framework for Teaching*. It is a process in which teachers establish a goal for the school year based upon a district priority area.

The portfolio mode consists of three basic parts:

- Establishing a goal for the school year
- Collecting original documentation which provides evidence that the teacher has met the goal
- Presenting the completed portfolio to the supervisor for evaluation.

The final portfolio may be completed electronically or in hard copy form. It must provide evidence of achieving the goal in all four domains. **The completed portfolio must include 4 pieces of documentation in each of the four domains and will be defended by the teacher in the end of year meeting.**

Teacher Responsibilities

Each teacher participating in the Portfolio Mode is responsible for the following:

- Determine a professional goal for the school year.
- Collect and maintain evidence of meeting the goal.
- Complete and submit the portfolio planning form as determined by the administrator.
- Prepare a portfolio to present.
- May not resubmit work from a previous year

Appendix B - Peer Coaching

What is Peer Coaching?

Peer coaching is an interactive process between two or more teaching professionals that is used to:

- share successful practices through collaboration and reflective practice
- act as a problem-solving vehicle
- reduce isolation among teachers
- create a forum for addressing instructional problems
- build collaborative norms to enable teachers to give and receive ideas and assistance

Peer coaching can bring about a better understanding of best practices and better-articulated curriculum. Peer coaching has contributed to an overall improvement in teaching and learning in the schools (Becker, 2000). Peer coaching provides a mechanism through which teachers can gain deeper insight from professional development opportunities and apply it in their own classroom, while participating in professional discussions. This type of follow-up helps ensure transfer of learning. It also helps teachers to share new ideas and strategies with one another.

Collegial peer coaching consists of three basic parts:

- a pre-conference
- an observation
- a post-conference

Teacher Responsibilities

Each teacher participating in the Peer Coaching experience is responsible for the following:

- Complete one peer coaching cycle per semester. This includes the pre-conference, observation, and post-conference.
- Complete and submit the Peer Coaching Visit planning form for each peer coaching cycle.
- Complete and submit the Peer Coaching Visit Exit Ticket to the observing principal for each peer coaching cycle.

Appendix C - Action Research Option #1

Professional Learning Community (PLC)

What are Professional Learning Communities?

Professional Learning Communities are groups of teachers who meet regularly as a team to analyze current levels of achievement, set achievement goals, identify essential and valued student learning, develop common formative and common summative assessments, share strategies, and research best practices. The expectation is that this collaborative effort will produce ongoing improvement in student achievement. Staff members that choose this option will have two options.

- **Option 1-Book Study/Action Plan** (minimum of three members): **TEMPLATES** are included for these books.
    - **Mathematics -**
        - Book Study 1 - *Building Thinking Classrooms in Mathematics Grades K-12*, Peter Liljedahl
        - Book Study 2 - *Mathematical Mindsets: Unleashing Students' Potential through Creative Mathematics, Inspiring Messages and Innovative Teaching (Mindset Mathematics)* 2nd Edition, Jo Boaler
    - **Staff Well-Being and Mental Health**
        - Book Study 3 - *Balance Like A Pirate*-Jessica Johnson, Sara Johnson, Jessica Cabeen
        - Book Study 4 - *Live Your Excellence*-Jimmy Casas
        - Book Study 5 - *The Zen Teacher*-Dan Tricarico
    - **Teacher Self-Selected Book Study**
        - A minimum of three teachers would choose a book focused on the district goals. This must be pre approved by the building principal.
- **Option 2-Teacher Self-Directed option** (minimum of three members)
    - The teacher would need to propose the idea to a building administrator
    - All self-selected options should surround a district or building goal

2025-2026 DSM Book Study Request Form - CLICK HERE

The purpose of the PLC is for teachers to develop new understanding and apply it to their classroom to raise student achievement. **Increased student achievement is the indicator of a successful PLC**.

Teacher Responsibilities

Complete and submit the following to your observing administrator (PDF can be uploaded into PAETEP:

- PLC Proposal form
- Mid-Year PLC form
- End-of-Year PLC form

Appendix D - Action Research Option #2

Use this Collegial Walk-Through Form as a Guide

Collegial Walk-Through Visit

What is a Collegial Walk-Through Visit?

A Collegial Walk-Through is a brief, focused visit to a classroom for the purpose of observing:

- instructional delivery
- instructional management
- instructional needs

Whereby, teachers can:

- improve teaching strategies
- strengthen the link with instructional planning
- build professional development and/or growth plans

What are the Collegial Walk-Through expectations?

- Determine a focus for your Collegial Walk-Through.
- Select teacher(s)/classroom(s) you prefer to visit and arrange these visits formally with the guest teacher(s) (Google Calendar invite, email, etc.).
- Share your areas of focus with the guest teacher(s).
- Decide with the guest teacher(s) how you will conduct yourself while in the classroom (remain seated, walk about the room, remain silent, talk with students).

Teacher Responsibilities

- Each teacher is to complete 6 Collegial Walk-Throughs per school year (3 visits during the fall semester and 3 visits during the spring semester).
- Each visit is to last no more than 15 minutes in length.
- Upon completion of each visit, the Collegial Walk-Through form must be submitted to the appropriate observing administrator.

Appendix E – Substitute Teacher Evaluation

Click HERE for an editable COPY of this Substitute Teacher Evaluation Form

BENSALEM TWP SCHOOL DISTRICT COPY DISTRIBUTION: teacher, principal, HR
SUBSTITUTE TEACHER EVALUATION

Name: Subject: Date:

School: . Evaluator Signature:

TO THE EVALUATOR: *Please read carefully before appraising. To assist you in your appraisals, compare this candidate with persons of similar teaching experience and academic level. To establish general levels of consistency use the following: 4 - Distinguished performance; 3 - Proficient performance; 2 - Basic performance; 1 - Unsatisfactory performance.*

Domain 1 – Planning and Preparation **Rating:**

a. Knowledge of Content
b. Demonstrating Knowledge of Students .
c. Setting Instructional Outcomes
d. Demonstrate Knowledge of Resources
e. Designing Coherent Instruction
f. Designing Student Assessment

Domain 2 - The Classroom Environment **Rating:**

a. Creating an Environment of Respect and Rapport
b. Establish a Culture for Learning
c. Managing Classroom Procedures
d. Managing Student Behavior
e. Organizing Physical Space

Domain 3 - Instruction **Rating:**

a. Communicating with Students
b. Questioning and Discussion Techniques
c. Engaging Students in Learning
d. Using Assessment in Instruction
e. Demonstrating Flexibility and Responsiveness

Domain 4 – Professional Responsibility **Rating:**

a. Reflecting on Teaching
b. Maintaining Accurate Records
c. Communicating with Families
d. Participating in a Professional Community
e. Growing and Developing Professionally
f. Showing Professionalism

Summary of Domain Ratings:

Substitute Teacher's Signature:

Appendix F - Building Level Score Calculation
Information Only

Building Level Data

Effective with the 2021/2022 school year, the Building Level Score (BLS) for evaluating educator effectiveness will be comprised of available **Assessment**[5], **Growth**[6], **Attendance Rate**[7], and **Graduation Rate**[8] data and adjusted based on the percentage of economically disadvantaged students enrolled in the school (i.e., challenge multiplier) as follows:

1. Calculate the regression coefficient of determination (r2) that estimates the proportion of the variance in school-level data predictable by the percentage of students economically disadvantaged in a school.
2. Multiply the regression coefficient of determination by .1.
3. Multiply the product by the most currently available percentage of economically disadvantaged students in the school.
4. Multiply that product by 100.
5. Add the final product to the BLS.

Assessment, Growth, Attendance Rate, and Graduation Rate are weighted in accordance with the table below:

Assessment, Growth, Attendance Rate, and Graduation Rate

ASSESSMENT (Academic Achievement)		PVAAS (Growth)		ATTENDANCE RATE	GRADUATION RATE
English Language Arts	**15%**	English Language Arts	**15%**	**10%**	**10%**
Mathematics	**15%**	Mathematics	**15%**		
Science	**10%**	Science	**10%**		

If a building does not have Graduation Rate data, Attendance Rate comprises 20% of the Building Level Score. Conversely, for every tested content area in which a building is missing Assessment[9] and/or PVAAS data, the denominator is reduced proportionally.

Chat

Appendix G - Charlotte Danielson Rubrics

Domain 1: Planning and Preparation

Component	Distinguished	Proficient	Needs Improvement	Failing
1A Knowledge of Content and Pedagogy	The teacher's lessons reflect extensive knowledge of the discipline, structural relationships, and appropriateness to diverse students.	The teacher identifies important concepts of the discipline, their relationships, and their appropriateness to diverse students. The teacher's plans and practice reflect an accurate understanding of prerequisite relationships among topics and concepts.	The teacher is familiar with the discipline but does not see conceptual relationships. The teacher's knowledge of prerequisite relationships is inaccurate or incomplete.	The teacher makes content errors in planning and practice. The teacher does not consider prerequisite relationships when planning. The teacher's plans reflect inappropriate or limited strategies for the discipline.
1B Demonstrating Knowledge of Students	The teacher actively seeks and values individual student's cultural background as well as cognitive and physical needs; applying that knowledge to advocate boldly on their behalf.	The teacher demonstrates a thorough knowledge of the cultural background and learning needs of student groups. The teacher uses a variety of assessments to determine students' skill levels and social-emotional competencies and designs instruction accordingly, aligning lessons to individual student needs and interests.	The teacher has limited knowledge of, and little or no connection to, students' backgrounds and/or learning needs. The teacher is aware of the different student ability levels, interests, and cultural backgrounds but tends to teach to the whole group; do not design lessons aligned to individual student needs or differentiate materials to accommodate differences.	The teacher designs instruction without any attention to different student cultures, learning needs, and skill levels. The teacher does not attempt to ascertain varied ability levels, interests, or backgrounds among students in the class.
1C Setting Instructional Outcomes	Instructional outcomes are rigorous and reference curricular frameworks or blueprints to ensure accurate sequencing. Instructional outcomes show evidence of student input in goal setting.	Instructional outcomes are related to the "big ideas" of the discipline and represent high expectations. Instructional outcomes are clear and written in terms of what students will learn rather than do.	Instructional outcomes minimally reflect important learning in the discipline, representing moderate expectations. Instructional outcomes are suitable for most of the class but focus on what students will do rather than learn.	Instructional outcomes lack rigor and do not represent important learning in the discipline. Instructional outcomes are unclear or are stated as activities and are not suitable for many students in the class.

1D Demonstrating Knowledge of Resources	The teacher demonstrates an extensive knowledge of resource availability and integrates into student learning and instructional practice, as appropriate. The teacher actively maintains existing, and pursues new, stakeholder partnerships to provide multidisciplinary learning opportunities for students inside and outside the classroom and to enhance own knowledge.	The teacher seeks out a variety of multi-disciplinary resources to enhance student learning as well as the teacher's own knowledge and Pedagogy. The teacher sustains a variety of stakeholder contacts (e.g., community, businesses) to provide learning opportunities for students inside the classroom (e.g., guest speakers).	The teacher uses a variety of district-provided materials but provides limited supplemental resources and exhibits minimal knowledge of the availability of supplemental resources; does not seek out other resources and maintains few collaborative, external partnerships. The teacher participates in content-area workshops offered by the school but does not pursue other professional development or training.	The teacher uses only district-provided materials, even when more variety would assist some students. The teacher does not seek out resources available to expand his or her own skill. Although aware of some student needs, the teacher does not inquire about possible resources.
1E Designing Coherent Instruction	The teacher designs instruction to include multiple deliveries in the current instructional setting using a variety of engaging learner tools and activities. The teacher seamlessly transitions from one delivery method to another, differentiates instruction to accommodate student learning modalities and modes of delivery, and provides ample opportunities for student interaction.	The teacher designs instruction in the current instructional setting to include more than one mode of delivery, relying on prepared curriculum and learning tools. The teacher transitions effectively between modes of delivery, differentiating instruction to accommodate student groups with some opportunity for student interaction.	The teacher is comfortable with one instructional delivery system within the current instructional setting but cannot easily design or transition classroom instruction outside of prepared curriculum and learning tools. Learning activities/resources are suitable and moderately challenging, but there is limited variety.	The teacher delivers instruction in the current instructional setting without any effort to vary instructional design. Learning activities/materials do not engage students and/or are not well aligned to the instructional goals. Instructional grouping, where appropriate learning is not utilized. Lesson plans are not structured or sequenced and are unrealistic in their expectations.
1F Designing Student Assessment	Assessments are appropriate, differentiated, and provide opportunities for student choice. The teacher encourages students to participate in designing assessments for their own work and to develop rubrics according to teacher-specified learning objectives.	All learning outcomes have a method for assessment, which may include a non-traditional test design; plans indicate modified assessments for some students, as appropriate. Assessment criteria are clearly written and assessment types match learning expectations.	The planned assessments partially address the instructional outcomes; assessment criteria are vague. Plans refer to the use of formative assessments, but they are not fully developed. Assessment results are used to design lesson plans for the whole class rather than individual students.	Assessments do not match instructional outcomes and/or are absent criteria. No formative assessments have been designed. Assessment results do not affect plans for instruction.

Domain 2: Classroom Environment

Component	Distinguished	Proficient	Needs Improvement	Failing
2A Creating an Environment of Respect and Rapport	The teacher models a respectful tone in words and actions; interactions with students demonstrate caring and sensitivity, honoring the dignity of each member of the learning Community. Teacher interactions with all students are structured around social-emotional competencies, where appropriate.	The teacher's interactions with students demonstrate knowledge of and sensitivity to most student needs, modeling a respectful tone in words and actions. The teacher's interactions with students demonstrate an understanding of social-emotional competencies.	The teacher's interactions with students are respectful but attempt to connect with individual students are limited in their success. The quality of interactions between teacher and students, or among students, is uneven; limited modeling of respectful tones in words and actions.	The teacher's interactions with students lack caring and respect. The teacher displays little familiarity with individual student's interests or personalities. Student interactions are marked by conflict, with inappropriate responses directed toward each other and no intervention or response from the teacher.
2B Establishing a Culture for Learning	The teacher communicates a genuine passion for the subject, resulting in student enthusiasm for learning. The teacher establishes an environment in which students' questions and comments demonstrate curiosity beyond teacher expectations.	The teacher communicates the importance of learning and the assurance that with hard work all students can be successful. The teacher demonstrates a high regard for student abilities. The teacher conveys an expectation of high levels of student effort. The teacher encourages students to take initiative in completing work of high quality.	The teacher's regard for the work is neutral, with minimal expectations for themselves or for student achievement. The teacher is inconsistent in conveying high expectations for Students. Students comply with the teacher's expectations for learning but show little initiative for the work.	The teacher demonstrates few, if any, expectations for student achievement and creates a negative learning environment without structure. Students exhibit little or no pride in their work and are often off-task.
2C Managing Classroom Procedures	The teacher transitions seamlessly between modalities and/or instructional settings; routines and procedures maximize opportunities for learning. Students have a voice and play an active role in designing and adjusting classroom routines and procedures to support their learning and personal development.	The teacher transitions with minimal loss of instructional time; routines and procedures use time productively. Students follow established routines and are prepared to manage their learning and instructional time as directed.	The teacher transitions with gaps in instruction; instructional time is lost. Few students adhere to established routines and procedures, needing teacher guidance and prompting to manage their learning and instructional time.	Instructional time is lost through inefficient classroom routines and procedures. There is little evidence that students know or follow routines, where established; students are disengaged and/or waiting for the teacher to provide direction.

2D Managing Student Behavior Expectations	The teacher has established equitable standards of conduct with input from students; student behavior is entirely Appropriate. The teacher uses preventative measures to monitor student behavior and uses positive behavior reinforcement; response to misbehavior is sensitive to individual student needs and respects students' dignity.	The teacher has established standards of conduct with little, if any incidences of student misbehavior. The teacher monitors student behavior and uses positive behavior reinforcement; response is consistent, proportionate, and effective.	The teacher attempts to maintain order in the classroom but with uneven success; standards of conduct are not evident. There is minimal evidence of ongoing monitoring of student behavior. The teacher's response to student misbehavior is inconsistent, with little effort at positive behavior reinforcement.	The classroom environment is chaotic, with no standards of Conduct. The teacher does not monitor student behavior. The teacher ignores student behavior, with little or no response to either positive or inappropriate behavior.
2E Organizing Physical and Digital Space	The physical and virtual environments are safe; clear expectations for student behavior in learning environments are well-defined, posted, and modeled. The learning environments are arranged for maximum accessibility and modifications are made to accommodate all students. There is complete alignment between the goals of the lesson and the learning environments.	The physical and virtual environments are safe; expectations for student behavior are defined and posted. The learning environments are accessible and arranged to accommodate students, as necessary, supporting the instructional goals and learning activities. The teacher proactively investigates student needs and designs the space to engage and accommodate various learning profiles.	There is minimal evidence of teacher effort to ensure student safety in physical and virtual environments; some expectations for student behavior are established. The learning environments are not fully accessible; accommodations are not addressed for all learners. The learning environments minimally support instructional goals and learning activities.	The physical and/or virtual environments contain safety hazards that endanger students; learning spaces are not structured for ease of student access or navigation. Little to no expectations for student behavior are established. There is minimal evidence of modifications or accommodations for students. The available technology is not being used to support or enhance learning.

Domain 3: Instruction

Component	Distinguished	Proficient	Needs Improvement	Failing
3A Communicating with Students	The teacher clearly sets expectations, communicates content, and imaginatively uses analogies, modeling, and real-world examples to demonstrate authentic learning. The teacher anticipates misunderstanding and invites students to	The teacher clearly states the learning objectives, employing sound instructional strategies. The teacher clearly explains content, answers questions, and offers vocabulary and skill supplements to help with student understanding. The teacher's vocabulary	The teacher refers to the learning objectives minimally, with little or no explanation. The teacher makes no serious content errors but does not communicate the content clearly; the teacher must clarify learning tasks repeatedly for	The teacher does not convey learning objectives to students. The teacher makes serious content errors that will affect students' understanding of the lesson. Students' body language or questions show they don't understand the content.

	share or contribute to the content explanation. The teacher uses rich language, offering brief vocabulary lessons where appropriate as well as applications to real-world scenarios. The teacher personalizes content and language for students, where appropriate.	and usage are appropriate and well suited to the lesson, with differentiation for student groups and some connection to authentic learning.	students. The teacher does not differentiate instruction; there are limited opportunities for student participation and minimal connections to authentic learning. Vocabulary and usage are correct but do not engage or address all student groups.	The teacher does not respond to questions when students are confused about the learning task. The teacher communicates poorly and ineffectively.
3B Questioning and Discussion Techniques	The teacher uses a variety of questioning techniques and appropriate wait-time to promote high-level thinking and discourse to challenge students. All students are actively engaged in some form of high-level content theory discussion. The teacher ensures all voices are heard, and the students formulate many questions, initiate topics, and make unsolicited contributions.	The teacher uses open-ended questions and adequate wait time, inviting students to think and/or offer multiple possible answers. Most students are actively engaged in some form of content discussion. The teacher effectively scaffolds student responses and may offer students opportunities to discuss subject matter independently. The teacher promotes student discussions of content through prompts to encourage higher-level thinking.	The teacher attempts to frame some questions designed to promote student thinking, but only a small number of students are involved. Students minimally contribute to discussions. The teacher rarely uses questioning and discussion techniques during instruction. The teacher invites students to respond directly to one another's ideas, but with uneven results.	The teacher delivers questions in a rapid-fire approach, moving from one point to the next without appropriate transitions. Instruction is teacher-centered, with limited student participation; a few students dominate discussions. The teacher's questions elicit a single correct answer, do not invite student thinking, and do not promote student engagement.
3C Engaging Student in Learning Activities and Assignments	All students are highly engaged in the lesson as the teacher utilizes varied instructional techniques and resources, accommodating different student learning modalities. The teacher encourages students to take risks and show initiative in modifying a learning task to make it more meaningful or relevant to their needs. The teacher uses a variety of grouping methodologies, incorporating social-emotional competencies.	Most students actively participate in learning, characterized by collaboration and intellectual engagement. Learning tasks provide for multiple correct responses or approaches and/or require higher-order thinking. Students have some choice in how they complete learning tasks. There is a mix of different types of groupings, suitable to the lesson objectives. Materials and resources support the learning goals and incorporate intellectual and social-emotional engagement, as appropriate.	Students are passively engaged with the content, learning primarily facts or procedures. Learning tasks are a mix of those requiring thinking and recall. The teacher does not provide students with a choice in how they complete tasks. The teacher uses different instructional groupings with partial success in achieving the lesson objectives. The materials and resources are partially aligned to the lesson objectives and only occasionally demand student thinking. The pacing of the lesson is uneven, though suitable in parts.	Few or no students are interested or engaged in the lesson. Learning tasks are limited and require only recall or a single correct response/method. Only one type of instructional grouping is used when variety would better serve the instructional purpose. Instructional materials used are unsuitable to the lesson/students and/or require only rote tasks. The pace of the lesson is too slow or too rushed.

3D Using Assessment in Instruction	Evidence exists that students have helped to establish evaluation criteria for high-quality work. The teacher monitoring of student understanding is sophisticated and continuous; the teacher is constantly "taking the pulse" of the class. The teacher makes frequent use of strategies to elicit information about individual student understanding. Feedback to students is specific, timely, and comes from many sources including other students. The teacher encourages students to self-assess, monitoring their own understanding using a variety of tools at their own initiative.	Students indicate that they clearly understand the characteristics of high-quality work. The teacher elicits evidence of student understanding during the lesson. The teacher invites students to assess their own work and make Improvements. Feedback includes specific and timely guidance, at least for groups of students. The teacher attempts to engage students in self- or peer-assessment.	Little evidence exists that students understand the characteristics of high-quality work. The teacher monitors understanding through a single method, or without eliciting evidence of understanding from all students. The teacher requests global indications of student understanding. Feedback to students is not uniformly specific and not oriented towards future improvement of work.	The teacher gives no indication of what high-quality work looks like. The teacher makes no effort to determine whether students understand the lesson. Feedback is only global. The teacher does not ask students to evaluate their own or classmates' work.
3E Demonstrating Flexibility and Responsiveness	The teacher seizes an opportunity to enhance learning for all students, building on student interests or a spontaneous event (such as a teachable moment); successfully adjusts and differentiates instruction to address individual student misunderstandings.	The teacher promotes the successful learning of all students, making minor adjustments as needed to instruction and accommodating student questions, interests, and needs.	The teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate Success. The teacher accepts responsibility for student success but applies only a limited repertoire of strategies.	The teacher adheres to the lesson plan despite evidence of poor student understanding or lack of interest. The teacher ignores student questions; when students experience difficulty, the teacher assigns fault to external factors.

Domain 4: Professional Responsibilities

Component	Distinguished	Proficient	Needs Improvement	Failing
4A Reflecting on Teaching	The teacher makes a thoughtful and accurate assessment of the extent to which lessons have achieved instructional outcomes for all students, citing many specific examples from the lesson and weighing the relative	The teacher makes an accurate assessment of a lesson's effectiveness and the extent to which instructional outcomes were met and can cite general references to support the judgment. The teacher utilizes at least one external source of	The teacher has a general impression of a lesson's effectiveness and the extent to which instructional outcomes were met. The teacher offers few suggestions about how a lesson could be improved.	The teacher does not know whether a lesson was effective or achieved its instructional outcomes, or profoundly misjudges the success of a lesson. The teacher has no suggestions for how a lesson could be improved.

	strengths of each one. The teacher utilizes multiple sources of information to determine revisions to instructional practice.	information to augment self-reflection in determining revisions to instructional practice.		
4B Maintaining Accurate Records	The teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is accurate and timely; ensuring effective tracking of individual students. Students contribute information and participate in maintaining the records in a variety of formats.	The teacher's process for recording student work and non-instructional information is efficient. The teacher has an efficient process for recording student attainment of learning goals; students are able to see their progress but not contribute to record-keeping.	The teacher's system for maintaining information is rudimentary and may contain errors.	The teacher's system for maintaining information is nonexistent or in disarray, resulting in errors and confusion.
4C Communicating with Families	The teacher's communication with families and caregivers is frequent and sensitive to cultural traditions and equity of access, with students contributing to the communication. The teacher's response to family and caregiver concerns is handled with professionalism and respect.	The teacher communicates frequently and professionally with families and caregivers about the instructional program and conveys information about individual student progress. The teacher attempts to engage families and caregivers in the instructional program using a variety of communication strategies.	The teacher provides families and caregivers with infrequent or incomplete information regarding the instructional Program. Communications are typically one-way and may be inappropriate at times.	The teacher communication with families and caregivers, relative to the instructional program and/or individual students, is either nonexistent or sporadic and is often inappropriate.
4D Participating in a Professional Community	The teacher takes a leadership role in promoting activities related to professional inquiry. The teacher collaborates with colleagues and the community to foster mutually supportive and cooperative cross-curricular and stakeholder partnerships. The teacher regularly contributes to and oversees events that positively impact school life.	The teacher regularly participates in activities related to professional inquiry. The teacher has supportive and collaborative relationships with colleagues. The teacher frequently volunteers to participate in school activities, as well as school, district, and community projects.	The teacher is involved in the school's culture of professional inquiry when invited. The teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. The teacher participates in school and district events and/or projects when specifically requested.	The teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved unless Required. The teacher's relationships with colleagues are negative or self-serving. The teacher avoids involvement in school and district events and/or projects.
4E Growing and	The teacher seeks	The teacher pursues	The teacher	The teacher engages

Developing Professionally	regular opportunities for continued professional development, including initiating action research. The teacher actively seeks feedback from supervisors and colleagues and, where appropriate, alters professional Practice. The teacher seeks active leadership roles in professional organizations in order to contribute to the profession.	regular opportunities for continued professional development. The teacher welcomes colleagues and supervisors into the classroom for the purpose of gaining insight from their feedback. The teacher actively participates in professional organizations designed to contribute to the profession.	participates in professional activities to a limited extent. The teacher accepts, with some reluctance, feedback on teaching performance from supervisors and/or colleagues. The teacher's contributions to the profession are limited.	in no professional development activities to enhance knowledge or skill. The teacher ignores feedback on teaching performance from supervisors and/or colleagues. The teacher makes no effort to share knowledge with others or to participate in contributing to the profession.
4F Showing Professionalism	The teacher is recognized by colleagues, students, and the public as a leader, characterized by honesty, integrity, and confidentiality. The teacher proactively advocates for students' best interests, ensuring opportunities are available for all students to be successful. The teacher takes a leadership role in team/departmental or school decision-making and in professional interactions with stakeholders.	The teacher demonstrates honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher actively addresses student needs, working to provide opportunities for student success. The teacher willingly participates in team/departmental or school Decision-making. The teacher complies fully with local policies and protocols.	The teacher demonstrates honesty in interactions with colleagues, students, and the public. The teacher inconsistently attempts to serve students, resulting in some student interests being ill-served. The teacher's decisions are based on limited, but professional, considerations and are made in isolation. The teacher complies minimally with local policies and protocols.	The teacher displays a lack of honesty in interactions with colleagues, students, and the public. The teacher is not alert to students' needs, contributing to practice that results in some student interests being ill-served. The teacher makes decisions based on self-serving interests and in isolation. The teacher does not comply with local policies and protocols.

Appendix H - Performance Improvement Plan

Click HERE for an editable COPY of the BTSD Performance Improvement Plan

Resource for the Performance Improvement Plan can be found here: https://www.paprincipals.org/news/teacher-improvement-plan/

TEACHER IMPROVEMENT PLAN

Teacher's Name:		Current Position:		Building:		School District:	
Supervisor's Name:		Current Position:		Building:		School District:	

Remediation Team Members:

Name:	Current Position:	Building:	School District:

Improvement Plan Dates:	From -	To -

List in Priority Order, the specific Domains and Components targeted for improvement:

DOMAIN	COMPONENT

Specific ACTION PLAN for each area (in priority order);

Domain	Component	Specific Actions to be employed by Teacher	Timeline	Sources of Evidence	Resources Offered	Evaluated by the Team – list dates	Evaluation Score: F- failed, N- needs improvement, I – improving, M- meets satisfactory target

Listing of Dates for Observations, Meetings with Teacher, Remediation Team Discussions, etc.

Observations Conducted and by Whom:	Meetings Held with Teacher and by Whom:	Remediation Team Meeting Dates:

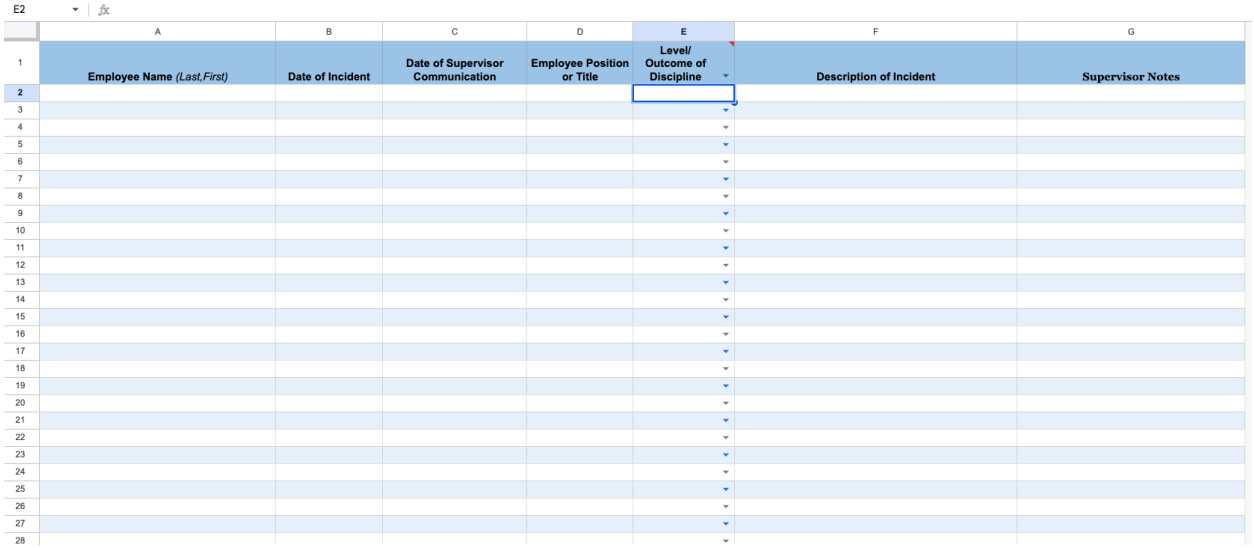
My signature represents that I have been afforded the right to review and discuss the Improvement Plan and understand the actions needed for improvement.

Teacher's Signature: **Date:**

Supervisor's Signature: **Date:**

Optional for tracking purposes only: BTSD Employee Discipline Log

Appendix I - Optional BTSD Employee Discipline Log



	A	B	C	D	E	F	G
1	**Employee Name** *(Last,First)*	**Date of Incident**	**Date of Supervisor Communication**	**Employee Position or Title**	**Level/ Outcome of Discipline**	**Description of Incident**	**Supervisor Notes**
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
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26							
27							
28							

Educator Effectiveness Observation & Practice

FRAMEWORK FOR EVALUATION:

Principal

Assistant Principal

Vice Principal

Director of CTE

Supervisor of Special Education

also for the evaluation of

Non-Teaching Professional Supervisors

pennsylvania
DEPARTMENT OF EDUCATION

Revised June 2021

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I'm completing an:

- ☐ Evaluatee Self-Assessment
- ☐ Evaluator Assessment

Today's Date:

_____ /_____ /_____

Introduction

The Framework for Leadership identifies those aspects of a school leader's responsibilities that have been documented through empirical studies and theoretical research as promoting improved professional practice. Although not the only possible description of practice, these responsibilities seek to define what school leaders should know and be able to do in the exercise of their profession.

In the framework presented, each of the four domains is supported by specific components of professional practice and aligned to professional standards. Although the components are distinct, they are related to one another. School leaders should note that not all components are necessarily applicable to every situation. The evaluator and the school leader jointly converse to explore the relationship of each component to the educator's specific role and responsibilities.

NOTE: Discussion Prompts and Evidence of Practice are designed to facilitate meaningful conversation and are not meant to fully represent the range of training, experience, or unique roles and functions of a given educator.

The Four Domains of Professional Practice for Principals



DOMAIN 1:
Strategic/Cultural Leadership

School leaders/supervisors systematically and collaboratively develop a positive, equitable, and inclusive culture to promote continuous student growth and staff development. They articulate and model a clear vision for the school that meaningfully engages all students, communities, and staff.

Components of Practice ▶
Domain Rating Rubric ▶
Standards Alignment ▶



DOMAIN 2:
Systems Leadership

School leaders/supervisors ensure that there are processes and systems in place for budgeting, staffing, problem solving, communicating expectations, and scheduling that result in organizing the work routines. They must manage efficiently, effectively, and safely to foster student achievement in a positive, equitable, inclusive environment.

Components of Practice ▶
Domain Rating Rubric ▶
Standards Alignment ▶



DOMAIN 3:
Leadership for Learning

School leaders/supervisors ensure that a standards-aligned system is in place to address, in a positive, equitable, and inclusive manner, the linkage of curriculum, instruction, assessment; data on student learning; and educator effectiveness based on research and emerging, evidence-based best practices.

Components of Practice ▶
Domain Rating Rubric ▶
Standards Alignment ▶



DOMAIN 4:
Professional and Community Leadership

School leaders/supervisors promote the success of all students, the positive interactions among building stakeholders, and the professional growth of staff by acting with integrity, fairness, and in an ethical manner.

Components of Practice ▶
Domain Rating Rubric ▶
Standards Alignment ▶

DOMAIN 1: Strategic/Cultural Leadership

COMPONENT 1A:
Creates an Organizational Vision, Mission, and Strategic Goals

The school leader/supervisor plans strategically and creates an organizational vision, mission, and goals around individualized student success aligned to system-wide goals.

Distinguished

- Designs and initiates a process that includes stakeholders for developing a shared vision and strategic goals for student growth and achievement that result in rigor and relevance for all students.
- Implements systemic, sustainable goals that promote success for all students.
- Ensures that staff incorporates the school's vision, mission, and strategic goals in their instructional plans to assure that students achieve expected outcomes.
- Implements systems for on-going, collaborative data review to ensure that the school's vision, mission, values, beliefs, and goals drive decisions that positively influence the culture of the school.

Proficient

- Implements a process that includes stakeholders for developing a shared vision and strategic goals for student growth and achievement.
- Develops goals that promote equitable and inclusive access to social-emotional wellness and college, career, and community readiness as components of student success.
- Shares and maintains a focus on the vision and strategic goals throughout the school year.
- Collects and analyzes data for the periodic assessment and review of progress toward the school's vision, mission, and strategic goals.

Needs Improvement

- Develops school-wide vision, mission, and strategic goals based on individual beliefs.
- Plans with limited evidence of stakeholder involvement.
- Infrequently reviews data and stakeholder feedback to assess progress or revise goals to ensure student performance.

Failing

- Fails to develop a school-wide vision, mission, or strategic goals.
- Fails to demonstrate the involvement of stakeholders in a strategic process that leads to the development of the school's vision, mission, and goals.
- Fails to use data to assess or revise goals based on student performance.

Not Observed

Discussion Prompts:

- *How do you articulate the vision and mission of your organization so that it is understood?*
- *What is the goal setting process in your school?*
- *How has your school community helped you to determine these goals?*
- *How are your school's goals related to the district goals and the goals for continuous improvement?*

Evidence of Practice:

- Program agendas and minutes, faculty meeting agendas and minutes, and/or other meeting agendas and minutes regarding organizational vision, mission, and strategic goals
- District Comprehensive Plan documents
- Professional Development plans
- Building Improvement Plan that is aligned to the organization's Comprehensive Plan
- Documentation of organizational planning, administrative teaming, and personal reflection
- Policies and procedures that promote anti-bullying, equity, and social-emotional wellness
- Policies and procedures that promote college, career, and community readiness and participation in CTE or work-based learning experiences

COMPONENT 1B:
Uses Data for Informed Decision Making

The school leader/supervisor analyzes and uses multiple data sources to drive effective, equity-based decision-making.

Distinguished
- Systematically collects, analyzes, monitors, and uses data to develop and drive the equity-based decision-making capacity of staff and other stakeholders.
- Activates and sustains a school-wide system for monitoring and evaluating progress toward achieving school goals and student outcomes.
- Listens, evaluates, and considers staff and other stakeholder input regarding recommended activities and initiatives.

Proficient
- Collects, analyzes, monitors, and uses data in driving informed decision-making for the attainment of strategic goals and objectives.
- Develops the capacity of staff and other stakeholders to use data for decision-making through multiple lenses.

Needs Improvement
- Infrequently uses data to monitor progress or to drive effective decision-making.
- Exhibits the inability to develop the capacity of staff and other stakeholders to use data for decision-making.

Failing
- Fails to demonstrate the ability to analyze or use data to drive effective decision-making.

Not Observed

Discussion Prompts:
- *How have you used the data from multiple measures to inform your decision making?*
- *How are you using student/staff data to determine organizational change or program change needs?*
- *How are you using student/staff data to provide targeted professional development to staff?*
- *How can the organization's data management be improved to encourage strategic decision-making?*

Evidence of Practice:
- Utilization of formative and summative assessments
- Examples of utilization of student and school data for instructional planning and decision making:
  - Attendance/Graduation Rates
  - Discipline/incident data
  - School Safety reports
  - Special Education referrals
  - Local assessments
  - School climate and/or student behavior surveys
  - Placement data
  - Progress monitoring
  - Enrollments and program offerings
  - Courses of rigor/Work-based learning
  - Industry certifications
  - Transition planning
- Documentation of professional development for staff on assessment tools, data analysis techniques, and utilization of data to drive student achievement

COMPONENT 1C:

Builds a Collaborative and Empowering Work Environment

The school leader/supervisor develops a culture of equity, collaboration, distributive leadership, and continuous growth by empowering staff in the development and successful implementation of initiatives that positively impact the school and the community.

Distinguished

- Empowers staff and stakeholders to assume responsibility for making decisions that foster an equitable school culture and student achievement.
- Establishes an environment where staff and other stakeholders:
  - Select and implement effective, equitable strategies for school and student growth.
  - Assess and monitor progress towards achieving the vision, mission, and strategic goals.
  - Lead planning and monitoring efforts.

Proficient

- Creates a collaborative work environment predicated upon cooperation between and among staff and stakeholders.
- Actively models behaviors that promote a sense of empowerment among staff and stakeholders.
- Fosters a school culture that values equity among staff and building professional relationships.
- Consistently engages in shared decision-making and distributive leadership.

Needs Improvement

- Inconsistently includes staff and stakeholders in the decision-making processes.
- Articulates the importance of building a sense of empowerment among staff, but only sporadically incorporates activities, tools, and protocols to develop empowerment skills among staff.

Failing

- Fails to involve staff and stakeholders in discussions and decisions regarding school issues.

Not Observed

Discussion Prompts:

- *How do your teachers/staff have a voice in decisions?*
- *What do you do to nurture a climate of trust and continuous improvement?*
- *How are your teachers/staff involved in the planning and assessment of your school's goals?*
- *What opportunities have you used to engage your teachers/staff in building a collaborative and empowering work environment?*
- *How do you foster involvement of families/caregivers, business, and community organizations in your decision-making?*

Evidence of Practice:

- Documentation of efforts to establish and promote collaborative workgroups or PLCs for staff
- Schedules demonstrating shared planning time or organization of content/grade-level teams
- Documentation of effective and equitable practices for recruiting, hiring, and retaining staff
- Documentation of student and family/caregiver involvement on school-wide committees
- Documentation of efforts to establish and promote collaborative workgroups for staff
- Attempts to promote and grow a positive culture and school pride among students, staff, and community

DOMAIN 1: Strategic/Cultural Leadership

COMPONENT 1D:
Leads Change Efforts for Continuous Improvement

The school leader/supervisor systematically guides staff through the change process to positively impact the culture and performance of the school.

Distinguished
- Demonstrates a change process that is transformative towards culture and growth in the performance of the school.
- Establishes processes to continually evaluate and adapt for equitable and inclusive practices to promote growth for all students.
- Drives major initiatives that result in college, career, and community ready students.

Proficient
- Implements a change process to ensure continuous growth in the culture and performance of the school.
- Implements innovative learning options for students.
- Plans for and provides professional development in preparation for an evolving educational landscape.

Needs Improvement
- Articulates the importance of the change process; however, when change occurs, it is only through random processes.

Failing
- Fails to identify the importance of the change process with no provision for positively impacting school culture and student growth.

Not Observed

Discussion Prompts:
- *What strategic framework guides your thinking and planning?*
- *How have you helped your teachers/ staff to become more effective in delivering instruction/services and administering assessments?*
- *What safety nets do you have in place to support staff/students?*
- *What have you done this year to stay current on educational research that relates to school performance and culture?*
- *How do you reflect on organizational structures to identify areas for improvement in the future?*

Evidence of Practice:
- A plan and timeline for monitoring the progress of LEA changes
- Examples of documentation of activities that support the implementation of key elements of a change process:
  - Curriculum reviews
  - Act 13 documents
  - Comprehensive Planning
  - Chapter 339/SOAR
  - Special Education Plan revisions
  - Transition planning
  - Professional development
  - Opportunities for blended or remote learning and/or flexible instructional days
  - Scheduling
  - Scaffolded student supports and acceleration (e.g., meeting minutes, agendas, and rosters)

COMPONENT 1E:
Celebrates Accomplishments and Acknowledges Failures

The school leader/supervisor utilizes lessons from accomplishments and failures to positively impact the culture and performance of the school.

Distinguished
- Empowers staff and stakeholders to recognize individual and collective contributions in a systematic manner toward attainment of strategic goals.
- Utilizes recognition, reward, and advancement to promote the accomplishments of the school.

Proficient
- Consistently recognizes individual and collective contributions in a systematic manner toward attainment of strategic goals.
- Utilizes accomplishments and failure as an opportunity to improve school culture and student growth.

Needs Improvement
- Inconsistently utilizes lessons from accomplishments and failures to positively impact the culture and performance of the school.

Failing
- Fails to utilize lessons from accomplishments and failures to positively impact the culture and performance of the school.

Not Observed

Discussion Prompts:
- *Describe some ways you celebrate achievements in your school. What was your role in promoting the achievement?*
- *Describe an initiative that was not successful. How did you redirect your efforts?*
- *How do you share your successes with staff/teachers, students, families/caregivers, and community?*

Evidence of Practice:
- Evidence of school and student recognition programs:
  - Award ceremonies
  - Certificates of Achievement and Appreciation
  - Student of the Month programs
  - Honor Roll
  - Teacher of the Year
  - Student organizations and activities
  - Extra-curricular activities
  - Graduation or promotion ceremonies
  - Student assemblies or performances
- Examples of communications to stakeholders that celebrate accomplishments and/or acknowledge shortcomings:
  - Newsletters
  - Email communications
  - Social media
  - School website
  - Mailings
  - Flyers
  - Board presentations
  - Community group presentations



DOMAIN 2: Systems Leadership

COMPONENT 2A:
Leverages Human and Financial Resources

The school leader/supervisor establishes equitable systems for managing all available resources to better serve students, staff, and the school.

Distinguished
- Designs transparent systems to ensure the strategic allocation and equitable use of human and financial resources to meet instructional goals and support teacher needs.
- Integrates school, LEA, and community resources to maximize the efficiency of school operations.
- Uses data and feedback to assess the success of funding and program decisions.

Proficient
- Designs transparent systems to equitably manage human and financial resources.
- Ensures the strategic allocation and equitable use of human and financial resources to meet instructional goals and support teacher needs.

Needs Improvement
- Utilizes systems for allocating human and financial resources that are not transparent or equitable.

Failing
- Fails to systematically allocate human and financial resources that support the vision, mission, and strategic goals of the school.

Not Observed

Discussion Prompts:
- *What is your process for determining equitable allocation of human, financial, and physical resources in your school?*
- *How do you prioritize requests from your teachers/staff?*
- *Describe some examples of effective use of technology in your building.*
- *How do you research and utilize community resources in your school?*

Evidence of Practice:
- School budget; teacher/program budgets; and related reports, agendas, or presentations
- Staffing and substitute coverage plans
- Effectiveness of school partnerships with other agencies/organizations
- List of available resources assigned to strategic goals
- Analyzing program needs with Occupational Advisory Committee input
- Listing of alternative revenue streams, (e.g., fundraising, federal and state grants, and capital campaigns)
- Joint Operating Committee (JOC) meeting agenda(s) focused on staffing and resource allocation
- Cost comparison of use of internal and external resources including those available through Intermediate Units and PaTTAN
- Targeted professional development
- Effective scheduling and appropriate class sizes



DOMAIN 2: Systems Leadership

COMPONENT 2B:

Ensures a High Quality, High Performing Staff

The school leader/supervisor establishes, supports, and effectively and equitably manages processes and systems, which ensure a high quality, high performing staff.

Distinguished

- Supervises and evaluates all staff in a fair and equitable manner and maintains a high performing staff, which is focused on improving student achievement.
- Proactively recognizes quality teaching and establishes it as an example of expected performance.
- Proactively creates additional induction opportunities and peer mentoring to support all new personnel.
- Proactively recommends decisions regarding hiring, transfers, retention, and dismissal.
- Proactively recruits a diverse, highly qualified pool of candidates.

Proficient

- Supervises and evaluates all staff in a fair and equitable manner following LEA procedures and uses the results to improve performance.
- Maintains a high performing staff, which is focused on improving student growth and achievement.
- Provides induction processes to support all new personnel.
- Participates with appropriate personnel to recruit and retain high quality staff that meets the diverse needs of students.
- Prioritizes equity and diversity in recruitment and hiring practices.

Needs Improvement

- Inconsistently supervises and evaluates staff.
- Inconsistently delivers on-going, systematic professional development in support of quality staff performance.
- Provides limited support to all new personnel.
- Inconsistently selects and retains highly qualified personnel.

Failing

- Fails to maintain a high performing staff, which is focused on improving student achievement.
- Fails to address ineffective teaching and staff performance.
- Fails to provide induction support to all new personnel.
- Fails to select and retain highly qualified personnel.

Not Observed

Discussion Prompts:

- *How do you support novice teachers/ staff who are hired to work in your school?*
- *What do you see as your role in the hiring, transfer, retention, and dismissal of staff in your school?*
- *How do you use data from multiple measures to ensure you have a high quality, high performing staff?*

Evidence of Practice:

- Documentation that staff observations/evaluations were completed with fidelity
- Utilization of multiple sources of data for instructional planning and decision making
- Documentation of a process to identify instructional needs and development of professional plans for teachers
- Staff turnover, retention, and recruitment data
- Feedback from staff (professional/ support) on quality of induction and professional development activities
- Evidence of involvement in screening, interviewing, and recommending staff members for employment
- Induction and mentoring plans for staff
- Evidence of providing principals and staff with research and other publications to support and advance professional practice
- Evidence of collaboration with building administrators in the development of building schedules and teacher assignments

COMPONENT 2C:
Complies with Federal, State, and Local/LEA Mandates

The school leader/supervisor designs protocols and processes to comply with federal, state, and local/LEA mandates.

Distinguished
- Consistently complies with federal, state, and local/LEA mandates and presents each so that they are viewed as an opportunity for growth within the school.
- Implements programs that are both compliant to regulations and supported by the school community.
- Develops opportunities to grow innovative programs derived from the mandates.
- Proactively assumes a leadership role in directing LEA and state policy.

Proficient
- Consistently complies with federal, state, and local/LEA mandates and all contractual agreements in a timely and complete manner.
- Designs protocols and processes to comply with federal, state, and local/LEA mandates.
- Identifies opportunities to grow programs derived from the mandates.
- Participates in directing policy for LEA and state initiatives.

Needs Improvement
- Inconsistently complies with federal, state, and local/LEA mandates and all contractual agreements in a timely and/or complete manner.

Failing
- Fails to comply with policies, mandates, and contractual agreements in a timely and/or complete manner.

Not Observed

Discussion Prompts:
- *With consideration for current initiatives, what professional development would you recommend to support compliance?*
- *How do you learn about initiatives and program mandates?*
- *How do you ensure that staff follow state and federal regulations?*
- *What influence do state and federal mandates have as you plan for programming?*
- *Are we in compliance with grants/ funding that we use to support our efforts?*

Evidence of Practice:
- Examples of documentation of timely compliance with federal, state, and local/LEA mandates:
  - Chapter 4
  - Chapter 339
  - Perkins regulations
  - 504 compliance
  - Informal/formal observations
  - Chapters 14, 15, and 16
  - State/Federal reporting
  - Completion of Annual Financial Report (AFR)
  - Addressing incidents that fall under the Office of Civil Rights (OCR)
  - Safe Schools reporting
  - Environmental Protection Agency (EPA) regulations
  - Audit reports
  - Mandated reporting regulations
  - District administrative regulations

COMPONENT 2D:

Establishes and Implements Expectations for Students and Staff

The school leader/supervisor establishes and implements clear expectations, structures, rules, and procedures for students and staff, resulting in a safe and equitable school culture.

Distinguished

- Empowers staff to monitor their own performance and exceed school-wide expectations.
- Encourages students to monitor their performance and strive to exceed expectations set by their teachers, families/caregivers, and themselves.
- Engages students and staff members in developing expectations for student learning and social-emotional wellness and developing a safe, equitable school culture.

Proficient

- Communicates and enforces clear expectations, structures, and fair rules and procedures for students and staff.
- Creates and revises rules and procedures to maintain a safe and equitable school culture conducive to student learning and social-emotional wellness.

Needs Improvement

- Inconsistently communicates and enforces expectations, rules, and procedures for students and staff.
- Utilizes only school rules and procedures required by LEA administration and/or policy.

Failing

- Fails to establish clear expectations, structures, rules, and procedures for students and staff.

Not Observed

Discussion Prompts:

- *What safety nets do you have for struggling students/staff?*
- *What innovative approaches have you used this year to increase student achievement?*
- *What processes are in place to study data and define service gaps to assist all students?*
- *How are you helping struggling staff members improve their skills?*

Evidence of Practice:

- Signatures from parents/guardians and faculty indicating understanding and acceptance of student/faculty handbooks
- Program agendas and rosters, faculty meeting agendas and minutes, and/or other meeting agendas and minutes regarding expectations for students and staff
- Communications to families/caregivers, staff, students, and/or community members regarding expectations for students and staff
- Implementation of school-wide programs that promote high quality expectations for students and staff through structured systems of support
- Formal and informal staff observations
- Procedures for online learning

COMPONENT 2E:

Communicates Effectively and Strategically

The school leader/supervisor strategically designs and utilizes various forms of formal and informal communication with all staff and stakeholders.

Distinguished

- Provides information in various formats in multiple ways through different media to ensure communication with staff and stakeholders.
- Ensures that staff and stakeholders are aware of school goals and demonstrate progress toward meeting the goals.

Proficient

- Designs and utilizes a system of open communication that provides for the timely, responsible sharing of information to, from, and with staff and stakeholders.
- Ensures that staff and stakeholders are aware of school goals.

Needs Improvement

- Establishes a communications plan for staff and stakeholders that lacks purpose, clarity, consistency, or regularity.

Failing

- Fails to develop a coherent plan to effectively communicate with all staff and stakeholders.

Not Observed

Discussion Prompts:

- *What efforts do you make to ensure that your teachers know and can articulate the school's vision, mission, and goals?*
- *How do you foster and facilitate open communication with all stakeholders?*
- *What organizational systems do you have in place to provide and document effective communications with internal and external stakeholders?*

Evidence of Practice:

- Examples of documentation of internal/external communication with stakeholders using various media:
  - Newsletters and updates to stakeholders
  - Utilization of social media/websites
  - Acceptable Use Policy (AUP)
  - Customer, co-op employer, and/or student surveys
  - Parent Advisory Committee (PAC) and Occupational Advisory Committee (OAC) meeting agendas and minutes
  - Services for bilingual stakeholders
  - Communication logs and emails

COMPONENT 2F:
Manages Conflict Constructively

The school leader/supervisor effectively, efficiently, and equitably manages the complexity of human interactions and relationships, including those among and between families/caregivers, students, and staff.

Distinguished
- Empowers students, staff, and others to engage each other in relationship building activities designed to avoid conflict and maintain a positive school culture.
- Proactively encourages staff and students to accept responsibility for their own actions by adhering to operational norms.
- Provides conflict management and relationship building training for students, staff, and other stakeholders.

Proficient
- Consistently resolves school-based problems/conflicts in a fair, democratic way.
- Provides opportunities for affected stakeholders (students, staff, and families/caregivers) to express opinions and discusses options to address discordant issues.
- Implements and reviews solutions that address discordant issues.

Needs Improvement
- Inconsistently implements processes to resolve problems and/or areas of conflict within the school.
- Interacts with students, staff, and other stakeholders primarily on an as needed basis to defuse potentially stressful situations.

Failing
- Fails to develop and implement conflict management processes to manage the complexity of human interactions and relationships.

Not Observed

Discussion Prompts:
- *What procedures are in place to guarantee that consequences for inappropriate behavior are equitable and consistent in your school?*
- *How do you ensure that your teachers/staff have been prepared with the skills to manage and resolve conflict?*
- *How do you engage a challenging staff or community member directly, honestly, and with respect in difficult situations?*
- *How do you reflect on your strengths and weaknesses as a manager of conflict?*
- *What restorative systems do you have in place?*

Evidence of Practice:
- Establishment and enforcement of processes that address conflict and appeals
- Establishment, publication, and enforcement of anti-bullying policies
- Professional development for staff to effectively address conflict
- School climate surveys
- Board or other public meeting agendas, minutes, and presentations
- Leadership or team meeting agendas and minutes
- Discipline/incident reports

COMPONENT 2G:
Ensures School Safety

The school leader/supervisor ensures the development and implementation of a comprehensive safe schools plan that includes prevention, intervention, crisis response, and recovery.

Distinguished
- Incorporates active involvement of various agencies in the development, implementation, and evaluation of the safe schools plan.
- Creates and maintains open communication processes that allow for proactive identification and intervention of potential incidents.

Proficient
- Consistently reviews, analyzes, and adjusts school safety and discipline plans based on school data, crisis feedback, and current regulations/mandates.
- Communicates to stakeholders regarding safety issues in a clear, appropriate, and timely manner.

Needs Improvement
- Inconsistently administers a process for reviewing/revising the school safety plan.
- Lacks a process to collect data on the effectiveness of the school safety plan that includes prevention, intervention, crisis response, and recovery.

Failing
- Fails to develop and implement a comprehensive school safety plan that includes prevention, intervention, crisis response, and recovery.

Not Observed

Discussion Prompts:
- *Are there safety procedures in place that are practiced routinely?*
- *Explain how your entire staff is aware of their responsibilities in emergency situations?*
- *What are you doing to make your building secure?*
- *Is there anything that you would suggest to improve our district safety?*
- *To what extent have you participated in reviewing and updating your school/district safety plan? Describe your process.*
- *How do you support teachers in safely organizing their physical space?*
- *In what ways does the curriculum in areas such as health and wellness, family/consumer science, and science incorporate safety instruction?*
- *How do you ensure that nurses, administrators, and other personnel are trained according to Board policy and state/federal regulations?*

Evidence of Practice:
- Examples of documentation of the implementation of school behavioral and safety policies/procedures:
  - Safety drills and reports
  - Professional development dealing with safety issues
  - School safety and behavioral policies
  - Memorandum of Understanding (MOU) with local law enforcement
  - Relationships with county and local support agencies
  - Use of safety data by school stakeholder groups
  - Completed safety inspections for equipment, rooms, and facilities
  - Proper signage across building and grounds
  - Active safety committees
  - Inclusion of local emergency responders in planning and preparation activities
  - Passive restraint training
  - Development and implementation of building and student crisis plans
  - Classroom design and layout
  - Evidence of crisis team meetings



DOMAIN 3: Leadership for Learning

COMPONENT 3A:
Leads School Improvement Initiatives

The school leader/supervisor develops, implements, monitors, and evaluates a plan for school improvement and equitable student growth that provides the structure for the vision, goals, and changes necessary for improved student achievement.

Distinguished

- Incorporates principles of continuous analysis and refinement into a plan for school improvement and student growth; positively impacts the school's culture and exceeds expectations of student achievement toward college, career, and community readiness.
- Develops a system to integrate continuous planning that sustains on-going improvement and equitable student growth.

Proficient

- Develops a plan for school improvement and student growth, as well as establishing clear and consistent processes and systems to:
  - Implement the plan.
  - Monitor and evaluate progress toward achieving school goals and equitable student outcomes.
  - Revise school goals and student outcomes based on data analysis.

Needs Improvement

- Develops a plan for school improvement and student growth; however, the plan lacks clear and consistent processes and systems to improve student achievement.

Failing

- Fails to develop a plan for school improvement and student growth that provides the structure for the vision, goals, and changes necessary for improved student achievement.

Not Observed

Discussion Prompts:

- *What goals and priority initiatives have you identified for your school this year and how did you determine needs?*
- *What are your specific goals related to instruction and student achievement?*
- *What are the strategies you will use to assess progress toward the goals?*
- *In what ways do you collaborate with others at various levels of the organization to set and achieve your goals?*
- *How do you communicate your goals and progress toward achievement to various stakeholders? How do you solicit feedback from stakeholders on progress toward goal achievement?*
- *How do you ensure that staff members have the awareness and resources to achieve these goals?*

Evidence of Practice:

- Communications to families/caregivers, staff, students, and/or community members regarding school improvement initiatives
- Program agendas and minutes, faculty meeting agendas and minutes, and/or other meeting agendas and minutes regarding school improvement initiatives
- Strategic planning based on school and student data
- Feedback from stakeholders
- Progress on school performance initiatives

COMPONENT 3B:
Aligns Curricula, Instruction, and Assessments

The school leader/supervisor ensures that the adopted curricula, instructional practices, and associated assessments are diverse and implemented within a Standards Aligned System and data are used to drive refinements to the system.

Distinguished
- Consistently ensures that the LEA's standards-based curricula, aligned with assessments, instruction, and materials, are implemented with fidelity throughout the school.
- Reports data and recommendations to curriculum committee for refinement of the LEA's curricula.
- Empowers staff to integrate and enrich PA Academic and Career Education and Work standards throughout the curricula.
- Empowers staff to integrate and enrich a diverse, rigorous, standards-based curricula.

Proficient
- Consistently ensures that the LEA's standards-based curricula are implemented with fidelity throughout the school.
- Consistently engages necessary stakeholders in curricula planning and instruction.
- Ensures that assessments, instruction, and diverse materials align to curricula.
- Creates opportunities to collaboratively use assessments and other data to drive instructional decisions and practices.
- Encourages staff to integrate and enhance curricula and lessons that reflect cultural diversity.

Needs Improvement
- Inconsistently monitors the fidelity of implementation of the LEA's standards-based curricula.
- Inconsistently engages necessary stakeholders in curricula planning and instruction.

Failing
- Fails to monitor the fidelity of implementation of the LEA's standards-based curricula.
- Fails to engage necessary stakeholders in curricula planning and instruction.

Not Observed

Discussion Prompts:
- *How have you informed your teachers of the importance of alignment of curricula, instruction, and assessments to ensure student achievement?*
- *What processes are in place to ensure that your curriculum is vertically aligned, rigorous, and coherent at each grade level?*
- *How do you support your teachers in being designers, revisers, and refiners of effective instruction?*
- *How do you incorporate appropriate resources such as the PDE SAS portal to support and motivate effective instruction?*
- *In what ways are you ensuring K-12 alignment to and vertical articulation with the PA Academic Standards?*
- *What system do you have to ensure the fidelity of the delivered curriculum to the written curriculum?*
- *What system do you have in place for mapping curriculum?*
- *How accessible is the written curriculum to teachers, principals, students, and families/caregivers?*

Evidence of Practice:
- Communications to families/caregivers, staff, students, and/or community members regarding alignment of curricula, instruction, and assessments
- Program agendas and rosters, faculty meeting agendas and minutes, and/or other meeting agendas and minutes regarding alignment of curricula, instruction, and assessments
- Documentation of resources, tools, and/or strategies that address alignment of curricula established within the LEA with instructional and assessment practices within the school
- Implementation of a school-wide curricula model
- Quality review documentation, fidelity checks, other means by which organization administrators ensure the delivery of a guaranteed and viable curriculum utilizing research and evidence-based instructional practices



DOMAIN 3: Leadership for Learning

COMPONENT 3C:
Implements High Quality Instruction

The school leader/supervisor monitors progress of teachers and staff and conducts formative and summative assessments in measuring teacher effectiveness to ensure rigorous, relevant, and appropriate instruction and learning experiences are delivered to and for all students.

Distinguished

- Employs a variety of assessments to monitor the effectiveness of professional staff; guides improvement of practice, emphasizing rigorous, relevant, and appropriate instruction and equitable learning experiences.
- Utilizes skills and experiences as an instructional leader to identify individual staff and/or building-wide needs.
- Plans short- and long-term recurring professional development activities to address identified needs based upon observation data.

Proficient

- Consistently monitors the effectiveness of, and provides timely feedback to, professional staff on improvement of practice.
- Participates in ongoing professional development activities to better monitor and coach the use of effective instructional and assessment practices.
- Monitors performance following professional development to ensure the application of lessons learned.

Needs Improvement

- Inconsistently monitors the effectiveness of, and provides feedback to, professional staff.
- Inconsistently participates in ongoing professional development activities to better monitor and coach the use of effective instructional and assessment practices.

Failing

- Fails to monitor the effectiveness of professional staff.
- Fails to participate in professional development related to monitoring and coaching staff in effective practices.

Not Observed

Discussion Prompts:

- *In what ways do you monitor teacher performance and provide ongoing feedback on their effectiveness and opportunities for growth?*
- *How do you leverage the following resources/processes?*
  - *Instructional coaches/department leaders*
  - *Formal and informal observations*
  - *Professional development resources*
  - *SAS Portal/CDTs/technological resources*
- *How do you use building observation results/data to plan professional development for principals and teachers to improve the quality of instruction?*
- *What formative and summative assessment strategies are your teachers using to determine the needs of students?*
- *What strategies do teachers use to focus instruction to ensure student success?*
- *How do you improve instruction that is not effective?*

Evidence of Practice:

- Results of formative assessments and summative evaluations to determine trends/patterns in instruction
- Curricular resources available to stakeholders through various methods, including online
- Evidence of individualized or differentiated curriculum and instructional approaches based on student need
- Evidence of content specific professional development that promotes high-quality instructional strategies
- Differentiated supervision models
- Promotion of culturally responsive, equitable access to work-based learning, courses of advanced rigor, STEM, and other activities based on the needs of each student

COMPONENT 3D:
Sets High Expectations for All Students

The school leader/supervisor holds all staff accountable for setting and achieving rigorous performance goals for *all* students.

Distinguished
- Creates a culture in which staff members assume responsibility for all students achieving the rigorous established outcomes in an equitable manner.
- Leads school planning centered around individualized success for all students.
- Models high expectations for staff by engaging stakeholders to help set rigorous performance goals.

Proficient
- Consistently holds staff members accountable for ensuring all students achieve the rigorous established outcomes in an equitable manner.
- Leads school planning efforts to set and monitor learning goals and establishes scaffolding and tiered supports for all students.

Needs Improvement
- Inconsistently holds staff members accountable for setting and achieving rigorous performance goals for all students.

Failing
- Fails to hold staff members accountable for setting and achieving rigorous performance goals for all students.

Not Observed

Discussion Prompts:
- *What options do you offer for struggling students? For gifted or accelerated students?*
- *In what ways do you support:*
  - *Student-centered schools?*
  - *Flexible student grouping?*
  - *The student referral process?*
- *How do you provide equitable educational opportunities for all students?*

Evidence of Practice:
- Examples of evidence of collaboration between school leadership reflective of high expectations and adequate support for all students:
  - Systematic use of data for instructional planning and decision making
  - Implementation of innovative, tiered student supports
  - Utilization of Student Assistance Programs (SAP) and Child Study Teams (CST)
  - Active involvement in IEP, GIEP, 504, and transition meetings
  - Virtual instructional models
  - Student access to dual-enrollment, concurrent enrollment, or college credit

COMPONENT 3E:
Maximizes Instructional Time

The school leader/supervisor creates a systemic environment which emphasizes instructional time and meaningful student engagement.

Distinguished
- Implements innovative systems for time management and staff collaboration to promote meaningful student engagement through differentiated instructional practices and delivery modes.
- Develops processes and procedures to easily transition to distance learning to ensure continuity in instructional time.
- Systematically monitors the effect of the master schedule on staff planning and instruction.

Proficient
- Consistently implements a systemic environment which emphasizes instructional time and meaningful student engagement.
- Creates and integrates distance learning components to provide expanded, flexible educational opportunities.

Needs Improvement
- Inconsistently creates a systemic environment which emphasizes instructional time and student engagement.
- Inconsistently creates opportunities for distance education or innovative instructional deliveries.

Failing
- Fails to create a systemic environment which emphasizes instructional time and student engagement.
- Fails to create opportunities for distance education or innovative instructional deliveries.

Not Observed

Discussion Prompts:
- *In developing schedules, how are your classrooms and school organized for minimal interruptions and transitions?*
- *How do you plan meaningful meetings that impact both instructional goals and management goals?*
- *What techniques do you use to guarantee that cooperative planning sessions are structured for effective use of time?*
- *How do you foster a healthy sense of urgency while managing class time?*
- *How do professional development opportunities help staff to understand and implement effective instructional time?*

Evidence of Practice:
- Examples of documentation of processes that maximize instructional time:
  - Institution of co-teaching practices
  - Flexible Instructional Days (FIDs)
  - Procedures for distance learning
  - Flexible student grouping
  - Remote learning technology
  - Departmentalized or grade-level planning time
  - Virtual professional development sessions
  - Master schedule

COMPONENT 4A:

Maximizes Professional Responsibilities through Family/Caregiver Involvement and Community Engagement

The school leader/supervisor designs inclusive structures and processes, creating a culture that results in family/caregiver involvement and community engagement as well as support and ownership for the school.

Distinguished

- Proactively expands relationships with families/caregivers and the community to develop buy-in and garner fiscal, intellectual, and human resources in support of the school.

Proficient

- Collaboratively works to establish a culture that respects and welcomes families/caregivers and community members and seeks ways in which to engage them in student learning and school success reflecting the community's vision of the school.

Needs Improvement

- Inconsistently designs structures and processes that result in limited involvement of families/caregivers and other stakeholders.

Failing

- Fails to design structures and processes, which result in a lack of family/caregiver and community engagement, support, and ownership for the school.

Not Observed

Discussion Prompts:

- *How do you ensure that there is representation or a voice for stakeholders who represent your school community?*
- *How do you network with organizations, local businesses, and individuals outside the school to build partnerships to help meet your school and student goals?*
- *What communication strategies do you use to inform and/or engage families/caregivers and community members?*

Evidence of Practice:

- Examples of documentation of processes that maximize family/caregiver and community engagement:
  - Back to school nights/open houses/parent-teacher conferences
  - Business/industry advisory groups
  - Civic organizations
  - Comprehensive Planning committees
  - Grant-writing partnerships
  - IU role-alike workgroups
  - Multilingual/ADA compliant communications
  - Parent advisory groups
  - Parent/student/teacher portals
  - School Board presentations
  - Website/newsletters/social media



DOMAIN 4: Professional and Community Leadership

COMPONENT 4B:
Shows Professionalism

The school leader/supervisor operates in a fair and equitable manner with personal and professional integrity.

Distinguished

- Establishes a culture that encourages advocating for fairness, equity, and integrity throughout the school and community.
- Proactively serves students, seeking out resources when needed.
- Challenges negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are treated equitably and inclusively.

Proficient

- Consistently operates in a fair and equitable manner with personal and professional integrity.
- Articulates and demonstrates a personal and professional code of ethics as defined by state and national professional organizations.

Needs Improvement

- Inconsistently operates in a fair and equitable manner with personal and professional integrity.

Failing

- Fails to operate in a fair and equitable manner with personal and professional integrity.

Not Observed

Discussion Prompts:

- *What are the qualities that define you as an administrator? How do these qualities impact your school?*
- *How do you communicate your professional beliefs and values to your staff, students, and the community at large?*
- *How do you encourage professionalism and respect in your communications with your staff and stakeholders?*

Evidence of Practice:

- Documentation through school/LEA policies and student/faculty handbooks that includes equitable, consistent actions to proactively serve the needs of all students, staff, and community members
- Meeting guidelines and expectations for professional conduct/responsibilities as defined by the LEA and school community
- Program agendas, minutes, and/or rosters regarding professionalism and the code of conduct for school behavior

DOMAIN 4: Professional and Community Leadership

COMPONENT 4C:
Supports Professional Growth

The school leader/supervisor supports continuous professional growth of self and others through practice, inquiry, and reflection.

Distinguished
- Ensures that professional development within the school is aligned to best practices and the goals and needs of the school, while recognizing the unique needs of individual staff members and self.
- Establishes systematic reflective practices that are ingrained in the culture of the school.

Proficient
- Consistently implements and supports professional development which would positively impact the culture and performance of the school.
- Plans, designs, and routinely participates in professional development focused on the goals and needs of the school.
- Targets professional development toward best practices for self and others, using a variety of innovative learning experiences.
- Shows evidence of consistent reflective practice in the professional growth of self and others.

Needs Improvement
- Inconsistently implements and supports professional development which would positively impact the culture and performance of the school.
- Endorses professional development that may be misaligned with the goals and needs of the school.
- Shows evidence of inconsistent reflective practice in the professional growth of self and others.

Failing
- Fails to identify professional growth needs of self and others, which would positively impact the culture and performance of the school.
- Fails to show evidence of reflective practice in the professional growth of self and others.

Not Observed

Discussion Prompts:
- *How do you systemically engage staff in discussions about current practices, research, and theory?*
- *How do you assess your school's needs for professional development?*
- *What orientation and mentoring opportunities do you provide for new teachers?*
- *What professional development have you engaged in personally this year and why?*
- *What are your steps toward matching your goals with a plan for your professional development?*

Evidence of Practice:
- Business and industry related credentials for both programs and professional staff
- In-house, IU, and other consortia-provided professional development activity evaluations and outcomes
- Involvement in Act 45/48 and staff induction programs
- Maintenance of records regarding paraprofessional/support staff required annual trainings
- Participation in mentoring, Professional Learning Communities (PLCs), reflective journaling, and/or other metacognitive professional development
- Agendas, rosters, minutes, and/or other meeting materials regarding professional development activities aligned with the needs of the LEA/school
- Record of staff involvement (including administrator) in professional organizations and activities
- Results of formative assessments to determine trends/patterns in staff development to inform professional growth opportunities

Ratings By Domain

DOMAIN 1: Strategic/Cultural Leadership

School leaders/supervisors systematically and collaboratively develop a positive, equitable, and inclusive culture to promote continuous student growth and staff development. They articulate and model a clear vision for the school that meaningfully engages all students, communities, and staff.

FAILING (0)	NEEDS IMPROVEMENT (1)	PROFICIENT (2)	DISTINGUISHED (3)
The school leader/ supervisor provides little or no strategic direction with most work being done by staff in isolation. Decisions are not student-focused and reflect opinion with little use of data. Fails to recognize the need for change.	The school leader/ supervisor provides some strategic direction with a few collaborative processes in place. Data are used sparingly to make decisions with some focus on improvement. The culture is moderately student-centered. Change occurs only when required to meet the expectations of others.	The school leader/ supervisor utilizes a data-based vision that is student-centered. The culture is collaborative with a focus on continuous improvement. The staff is held accountable for student success. Change is evidence based.	The school leader/ supervisor establishes a future-focused, data-based vision around individual student success. The culture is highly collaborative with staff accepting responsibility for the achievement of each student. Change for continuous improvement is embraced.

DOMAIN RATING: _____

COMMENTS:

☐ *Comments are continued on last page*

DOMAIN 2: Systems Leadership

School leaders/supervisors ensure that there are processes and systems in place for budgeting, staffing, problem solving, communicating expectations, and scheduling that result in organizing the work routines. They must manage efficiently, effectively, and safely to foster student achievement in a positive, equitable, inclusive environment.

FAILING (0)	NEEDS IMPROVEMENT (1)	PROFICIENT (2)	DISTINGUISHED (3)
The school leader/ supervisor establishes an educational environment that is characterized by disorder and conflict with no plan evident for school safety. Resources are allocated with little or no focus on the needs of students. Staff is low performing with no system designed to improve.	The school leader/ supervisor establishes an educational environment in which rules and regulations partially support orderly conduct and school safety. Educator evaluations are completed as an administrative process only. Resources are not allocated equitably to meet the needs of all students.	The school leader/ supervisor establishes and communicates a clear plan for school safety. An effective educator evaluation system is used to improve instruction. Time schedules, student scheduling, and other resources are structured to meet the needs of all students.	The school leader/ supervisor clearly involves all staff in the development and implementation of a safe school plan. Evidence-based research and strategies are mainstays of a plan for improvement of instruction. Staff and students maintain a respectful environment and celebrate differences. Resources are equitably allocated based upon student need and are aligned with a clearly stated vision.

DOMAIN RATING: _____

COMMENTS:

☐ *Comments are continued on last page*

DOMAIN 3: Leadership for Learning

School leaders/supervisors ensure that a standards-aligned system is in place to address, in a positive, equitable, and inclusive manner, the linkage of curriculum, instruction, assessment; data on student learning; and educator effectiveness based on research and emerging, evidence-based best practices.

FAILING (0)	NEEDS IMPROVEMENT (1)	PROFICIENT (2)	DISTINGUISHED (3)
The school leader/ supervisor establishes an educational environment that is characterized by low expectations for both students and staff. Curriculum, instruction, and assessment are viewed as independent entities. No plan for improvement exists. Significant interruptions to instructional time frequently occur.	The school leader/ supervisor establishes an educational environment that is characterized by inconsistent expectations. Effort is being made to align curriculum, instruction, and assessment. School improvement efforts are sporadic. The quality of instruction is inconsistent. A moderate number of interruptions occur.	The school leader/ supervisor regularly and consistently communicates high expectations to staff, students, and community. Curriculum, instruction, and assessment are aligned. The school leader/ supervisor is at the forefront of improvement efforts and assures high quality instruction is delivered to all students. Instructional time is maximized with few or no interruptions.	The school leader/ supervisor ensures students and staff support and maintain high expectations. The school leader/ supervisor and staff collaborate on a consistent basis to assess and align curriculum, instruction, and assessment. School improvement efforts are jointly developed by the school leader/ supervisor and staff. Instructional time is highly valued and maximized without unnecessary interruptions.

DOMAIN RATING: _____

COMMENTS:

☐ *Comments are continued on last page*

DOMAIN 4: Professional and Community Leadership

School leaders/supervisors promote the success of all students, the positive interactions among building stakeholders, and the professional growth of staff by acting with integrity, fairness, and in an ethical manner.

FAILING (0)	NEEDS IMPROVEMENT (1)	PROFICIENT (2)	DISTINGUISHED (3)
The school leader/supervisor establishes little or no communication among school and the community. Staff members exhibit low levels of professionalism. Little or no professional development exists.	The school leader/supervisor establishes minimal levels of communication among school and the community. Staff members exhibit moderate levels of professionalism. Isolated professional development activities exist.	The school leader/supervisor ensures that there is regular, consistent communication among school and community. Community members are partners in the educational program. Staff members exhibit high levels of professionalism. Professional development is based upon identified needs and is aligned with instructional priorities.	The school leader/supervisor ensures that high levels of two-way communication exist among school and community. Staff members are involved beyond the school day to support students' academic and social-emotional needs. Staff is highly involved in planning, implementing, and participating in professional development aligned with instructional priorities.

DOMAIN RATING: _____

COMMENTS:

☐ *Comments are continued on last page*

ADDITIONAL COMMENTS:

Alignment to Legislative Categories/PIL/PSEL

DOMAIN 1: Strategic/Cultural Leadership

1A: Creates an Organizational Vision, Mission, and Strategic Goals

LEGISLATIVE CATEGORIES: Planning and Preparation

PA INSPIRED LEADERSHIP (PIL) PROGRAM: Core Standards 1, 3; Corollary Standard 3

PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS (PSEL):

1a) Develop an educational mission for the school to promote the academic success and well-being of each student.

1b) In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.

1d) Strategically develop, implement, and evaluate actions to achieve the vision for the school.

1e) Review the school's mission and vision and adjust them to changing expectations and opportunities for the school, and changing needs and situations of students.

1f) Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.

1g) Model and pursue the school's mission, vision, and core values in all aspects of leadership.

9a) Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.

1B: Uses Data for Informed Decision Making

LEGISLATIVE CATEGORIES: Planning and Preparation

PA INSPIRED LEADERSHIP (PIL) PROGRAM: Core Standard 3; Corollary Standard 3, 6

PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS (PSEL):

4f) Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement.

4g) Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction.

9g) Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.

10g) Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.

1C: Builds a Collaborative and Empowering Work Environment

LEGISLATIVE CATEGORIES: School Environment, Delivery of Service

PA INSPIRED LEADERSHIP (PIL) PROGRAM: Corollary Standards 3, 6

PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS (PSEL):

2b) Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.

5a) Build and maintain a safe, caring, and healthy school environment that meets that the academic, social, emotional, and physical needs of each student.

5d) Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.

1D: Leads Change Efforts for Continuous Improvement

LEGISLATIVE CATEGORIES: Planning and Preparation, School Environment

PA INSPIRED LEADERSHIP (PIL) PROGRAM: Core Standard 1; Corollary Standards 1, 2

PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS (PSEL):

1e) Review the school's mission and vision and adjust them to changing expectations and opportunities for the school, and changing needs and situations of students.

10b) Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.

10d) Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.

10e) Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.

10f) Assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement.

10g) Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.

10h) Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services.

10i) Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.

10j) Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.

DOMAIN 1: Strategic/Cultural Leadership

1E: Celebrates Accomplishments and Acknowledges Failures

LEGISLATIVE CATEGORIES: School Environment, Delivery of Service

PA INSPIRED LEADERSHIP (PIL) PROGRAM: Corollary Standard 1

PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS (PSEL):

7d) Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.

10a) Seek to make school more effective for each student, teachers and staff, families, and the community.

10b) Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.

10d) Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.

10i) Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.

DOMAIN 2: Systems Leadership

2A: Leverages Human and Financial Resources

LEGISLATIVE CATEGORIES: Planning and Preparation, Delivery of Service

PA INSPIRED LEADERSHIP (PIL) PROGRAM: Corollary Standards 2, 3, 4

PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS (PSEL):

2c) Place children at the center of education and accept responsibility for each student's academic success and well-being.

5c) Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.

5d) Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.

8g) Develop and provide the school as a resource for families and the community.

9b) Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs.

9c) Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.

9d) Are responsible, ethical, and accountable stewards of the school's monetary and non-monetary resources, engaging in effective budgeting and accounting practices.

9e) Protect teachers' and other staff members' work and learning from disruption.

9f) Employ technology to improve the quality and efficiency of operations and management.

9i) Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.

9k) Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.

2B: Ensures a High Quality, High Performing Staff

LEGISLATIVE CATEGORIES: Planning and Preparation, Delivery of Service

PA INSPIRED LEADERSHIP (PIL) PROGRAM: Corollary Standards 2, 3, 4

PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS (PSEL):

6a) Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty.

6b) Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.

6c) Develop teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.

6d) Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.

6e) Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.

6f) Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.

6g) Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.

6h) Promote the personal and professional health, well-being, and work-life balance of faculty and staff.

6i) Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.

DOMAIN 2: Systems Leadership

2B: Ensures a High Quality, High Performing Staff *(continued)*	7a) Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning. 7b) Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school. 7c) Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement. 7d) Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole. 7e) Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice. 7f) Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff. 7g) Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning. 7h) Encourage faculty-initiated improvement of programs and practices.
2C: Complies with Federal, State, and Local/LEA Mandates	**LEGISLATIVE CATEGORIES:** Planning and Preparation **PA INSPIRED LEADERSHIP (PIL) PROGRAM:** Corollary Standard 2 **PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS (PSEL):** 3d) Develop student policies and address student misconduct in a positive, fair, and unbiased manner. 9a) Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school. 9d) Are responsible, ethical, and accountable stewards of the school's monetary and non-monetary resources, engaging in effective budgeting and accounting practices. 9h) Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success. 9l) Manage governance processes and internal and external politics toward achieving the school's mission and vision.
2D: Establishes and Implements Expectations for Students and Staff	**LEGISLATIVE CATEGORIES:** School Environment **PA INSPIRED LEADERSHIP (PIL) PROGRAM:** Corollary Standard 3 **PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS (PSEL):** 1c) Articulate, advocate, and cultivate core values that define the school's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement. 2a) Act ethically and professionally in personal conduct, relationships with others, decision- making, stewardship of the school's resources, and all aspects of school leadership. 2b) Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement. 2c) Place children at the center of education and accept responsibility for each student's academic success and well-being. 2d) Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity. 2f) Provide moral direction for the school and promote ethical and professional behavior among faculty and staff. 3a) Ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context. 3b) Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning. 3d) Develop student policies and address student misconduct in a positive, fair, and unbiased manner. 5a) Build and maintain a safe, caring, and healthy school environment that meets that the academic, social, emotional, and physical needs of each student. 5b) Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.
2E: Communicates Effectively and Strategically	**LEGISLATIVE CATEGORIES:** Planning and Preparation, School Environment **PA INSPIRED LEADERSHIP (PIL) PROGRAM:** Core Standard 1; Corollary Standard 3 **PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS (PSEL):** 1b) In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success. 1c) Articulate, advocate, and cultivate core values that define the school's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.

DOMAIN 2: Systems Leadership

2E: Communicates Effectively and Strategically *(continued)*	2e) Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures. 8a) Are approachable, accessible, and welcoming to families and members of the community. 8b) Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students. 8c) Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments. 8j) Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning. 9g) Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement. 9i) Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation. 9j) Develop and manage productive relationships with the central office and school board.
2F: Manages Conflict Constructively	**LEGISLATIVE CATEGORIES:** School Environment **PA INSPIRED LEADERSHIP (PIL) PROGRAM:** Corollary Standards 2, 3, 4 **PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS (PSEL):** 2a) Act ethically and professionally in personal conduct, relationships with others, decision- making, stewardship of the school's resources, and all aspects of school leadership. 2b) Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement. 2f) Provide moral direction for the school and promote ethical and professional behavior among faculty and staff. 3d) Develop student policies and address student misconduct in a positive, fair, and unbiased manner. 3e) Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status. 5e) Cultivate and reinforce student engagement in school and positive student conduct. 9k) Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.
2G: Ensures School Safety	**LEGISLATIVE CATEGORIES:** Planning and Preparation, School Environment, Delivery of Service **PA INSPIRED LEADERSHIP (PIL) PROGRAM:** Core Standard 3; Corollary Standards 2, 3 **PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS (PSEL):** 2c) Place children at the center of education and accept responsibility for each student's academic success and well-being. 5a) Build and maintain a safe, caring, and healthy school environment that meets that the academic, social, emotional, and physical needs of each student. 9k) Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.

DOMAIN 3: Leadership for Learning

1A: Leads School Improvement Initiatives	**LEGISLATIVE CATEGORIES:** Planning and Preparation, Delivery of Service, Professional Development **PA INSPIRED LEADERSHIP (PIL) PROGRAM:** Core Standards 1; Corollary Standard 1, 2, 3, 4 **PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS (PSEL):** 1b) In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success. 1d) Strategically develop, implement, and evaluate actions to achieve the vision for the school. 1e) Review the school's mission and vision and adjust them to changing expectations and opportunities for the school, and changing needs and situations of students. 4a) Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive. 9a) Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school. 10a) Seek to make school more effective for each student, teachers and staff, families, and the community. 10b) Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school. 10c) Prepare the school and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement. 10d) Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.

DOMAIN 3: Leadership for Learning

1A: Leads School Improvement Initiatives *(continued)*	10e) Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation. 10f) Assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement. 10g) Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation. 10h) Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services. 10i) Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts. 10j) Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.
3B: Aligns Curricula, Instruction, and Assessments	**LEGISLATIVE CATEGORIES:** Planning and Preparation, Delivery of Service **PA INSPIRED LEADERSHIP (PIL) PROGRAM:** Core Standards 2, 3; Corollary Standard 1, 3 **PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS (PSEL):** 4a) Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive. 4b) Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self. 4c) Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student. 4d) Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized. 4f) Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement. 4g) Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction. 10g) Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.
3C: Implements High Quality Instruction	**LEGISLATIVE CATEGORIES:** Planning and Preparation, Delivery of Service, Professional Development **PA INSPIRED LEADERSHIP (PIL) PROGRAM:** Core Standard 3; Corollary Standards 1, 3, 6 **PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS (PSEL):** 3c) Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success. 4a) Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive. 4b) Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self. 4c) Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student. 4d) Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized. 4e) Promote the effective use of technology in the service of teaching and learning. 6d) Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student. 6e) Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice. 6f) Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement. 7a) Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning. 7b) Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school. 7c) Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement. 7d) Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole. 7e) Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.

DOMAIN 3: Leadership for Learning

3C: Implements High Quality Instruction (continued)	7f) Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff. 7g) Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning. 7h) Encourage faculty-initiated improvement of programs and practices.
3D: Sets High Expectations for All Students	**LEGISLATIVE CATEGORIES:** School Environment, Delivery of Service **PA INSPIRED LEADERSHIP (PIL) PROGRAM:** Core Standards 1, 2, 3; Corollary Standards 1, 3 **PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS (PSEL):** 1c) Articulate, advocate, and cultivate core values that define the school's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement. 2c) Place children at the center of education and accept responsibility for each student's academic success and well-being. 2d) Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity. 2f) Provide moral direction for the school and promote ethical and professional behavior among faculty and staff. 3a) Ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context. 3b) Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning 3c) Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success. 4a) Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive. 4d) Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized 6d) Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student. 6f) Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement. 7a) Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning. 10a) Seek to make school more effective for each student, teachers and staff, families, and the community.
3E: Maximizes Instructional Time	**LEGISLATIVE CATEGORIES:** Delivery of Service **PA INSPIRED LEADERSHIP (PIL) PROGRAM:** Core Standard 3; Corollary Standards 1, 2, 3 **PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS (PSEL):** 3c) Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success. 3d) Develop student policies and address student misconduct in a positive, fair, and unbiased manner. 7a) Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning. 9a) Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school. 9b) Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs. 9e) Protect teachers' and other staff members' work and learning from disruption. 10a) Seek to make school more effective for each student, teachers and staff, families, and the community.

DOMAIN 4: Professional and Community Leadership

4A: Maximizes Professional Responsibilities Through Family/ Caregiver Involvement and Community Engagement	**LEGISLATIVE CATEGORIES:** Planning and Preparation, School Environment, Delivery of Service **PA INSPIRED LEADERSHIP (PIL) PROGRAM:** Corollary Standards 2, 3, 4, 5 **PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS (PSEL):** 1b) In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.

DOMAIN 4: Professional and Community Leadership

4A: Maximizes Professional Responsibilities Through Family/ Caregiver Involvement and Community Engagement

(continued)

5d) Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.

5f) Infuse the school's learning environment with the cultures and languages of the school's community.

8a) Are approachable, accessible, and welcoming to families and members of the community.

8b) Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.

8c) Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.

8d) Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.

8e) Create means for the school community to partner with families to support student learning in and out of school.

8f) Understand, value, and employ the community's cultural, social, intellectual, and political resources to promote student learning and school improvement.

8g) Develop and provide the school as a resource for families and the community.

8h) Advocate for the school and district, and for the importance of education and student needs and priorities to families and the community.

8i) Advocate publicly for the needs and priorities of students, families, and the community.

8j) Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning.

9c) Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.

10a) Seek to make school more effective for each student, teachers and staff, families, and the community.

10c) Prepare the school and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement.

4B: Shows Professionalism

LEGISLATIVE CATEGORIES: School Environment

PA INSPIRED LEADERSHIP (PIL) PROGRAM: Corollary Standards 2, 4, 5

PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS (PSEL):

2a) Act ethically and professionally in personal conduct, relationships with others, decision- making, stewardship of the school's resources, and all aspects of school leadership.

2b) Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.

2c) Place children at the center of education and accept responsibility for each student's academic success and well-being.

2d) Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.

2e) Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures.

2f) Provide moral direction for the school and promote ethical and professional behavior among faculty and staff.

3a) Ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context

3b) Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning.

3c) Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.

3d) Develop student policies and address student misconduct in a positive, fair, and unbiased manner.

3e) Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.

3f) Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.

3g) Act with cultural competence and responsiveness in their interactions, decision making, and practice.

3h) Address matters of equity and cultural responsiveness in all aspects of leadership.

5a) Build and maintain a safe, caring, and healthy school environment that meets that the academic, social, emotional, and physical needs of each student.

5b) Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.

7b) Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.

DOMAIN 4: Professional and Community Leadership

4B: Shows Professionalism

(continued)

7c) Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.

7d) Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.

9d) Are responsible, ethical, and accountable stewards of the school's monetary and non- monetary resources, engaging in effective budgeting and accounting practices.

LEGISLATIVE CATEGORIES: School Environment, Delivery of Service, Professional Development

PA INSPIRED LEADERSHIP (PIL) PROGRAM: Core Standard 2; Corollary Standard 6

4C: Supports Professional Growth

PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS (PSEL):

6b) Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.

6c) Develop teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.

6d) Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.

6e) Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.

6f) Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.

6g) Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.

6i) Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.

7a) Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.

7f) Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.

7g) Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning.

7h) Encourage faculty-initiated improvement of programs and practices.

9c) Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.

10f) Assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement.

10j) Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.

7a) Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.

7b) Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.

7c) Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.

7d) Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.

7e) Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.

7f) Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.

7g) Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning.

7h) Encourage faculty-initiated improvement of programs and practices.

Referenced Work

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Redline Comparison

Generated 8/12/2026

Original (From): 124 — Summer School · v1.1 (Active)

Compared (To): 124 — Alternative Instruction · UR-v1.2 (Under Review)

Red strikethrough = removed from Original. Green = added in Compared.

Legend: Insertion · ~~Deletion~~ · Unchanged

Authority BC reviewed. PSBA policy update to include all types of alternativ instruction.

~~It is the policy of the~~The Board ~~that the district~~ may ~~conduct a summer program of remedial instruction~~grant credit toward high school graduation for ~~resident students of the district~~course work successfully completed through approved summer school, correspondence courses, distance education, online courses and ~~other students the Board may admit~~dual enrollment, in accordance with this policy.[1][2][3][4][5][6]

~~Summer school programs shall be reviewed annually by the Board.~~Delegation of Responsibility

~~In order to support a program of summer instruction, the Board~~The building principal shall ~~employ teaching~~be responsible for reviewing and ~~administrative staff; provide necessary books, materials, supplies, and equipment; and utilize schools or other facilities as required~~approving student applications for earning credit toward graduation through approved alternative instruction courses.~~[4]~~

~~Planned instruction offered in summer school may be designed~~The building principal shall determine the number of credits assigned to such a course as ~~credit or noncredit offerings~~part of the approval process before the student begins the course.~~[5]~~

Guidelines

Students ~~eligible for the district's summer school program~~ shall ~~include resident students who are eligible~~submit to the building principal a written request for ~~regular attendance in district schools~~approval of each proposed course and the number of credits sought.

~~Tuition fees established by~~The course subject must be included in the ~~Board shall~~district's planned instruction and be ~~charged~~relevant to ~~resident students~~established academic standards.[7][8]

~~With regard to transportation,~~The student shall receive the ~~Board does not accept responsibility~~same letter grade for ~~any student~~credit that is assigned by the alternative instruction course.

~~Delegation of Responsibility~~PSBA Revision 4/14 © 2015 PSBA

~~The Superintendent or designee shall be responsible for:~~

- ~~Planning the summer school curriculum.~~
- ~~Recommending appropriate staff appointments.~~
- ~~Assigning students and staff.~~
- ~~Evaluating and reporting on student progress.~~
- ~~Utilizing facilities.~~
- ~~Developing and enforcing rules for student behavior.~~

~~Guidelines for the operation of summer school shall be consistent with Board policies, and the operation of summer school shall not conflict in any way with the administration of the regular school sessions.~~

Footnotes & Legal References — 124 — Summer School

Footnotes

[1] 24 P.S. 502
palegis.us
palegis.us
Legal Reference
View source

[2] 24 P.S. 1901
palegis.us
palegis.us
Legal Reference
View source

[3] 24 P.S. 1906
palegis.us
palegis.us
Legal Reference
View source

[4] 24 P.S. 1903
palegis.us
palegis.us
Legal Reference
View source

[5] 22 PA Code 4.41
pacodeandbulletin.gov
pacodeandbulletin.gov
Legal Reference
View source

Footnotes & Legal References — 124 — Alternative Instruction

Footnotes

[1] 24 P.S. 1525
palegis.us
palegis.us
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[2] 24 P.S. 1901
palegis.us
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[3] 24 P.S. 1903
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[4] 24 P.S. 1906
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[5] 24 P.S. 502
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[6] Pol. 217
Policy Reference
Open policy

[7] Pol. 102
Policy Reference
Open policy

[8] Pol. 107
Policy Reference
Open policy

Redline Comparison

Generated 8/12/2026

Original (From): 140 — Charter Schools · v1.1 (Active)

Compared (To): 140 — Charter Schools · UR-v1.2 (Under Review)

Red strikethrough = removed from Original. Green = added in Compared.

Legend: Insertion · ~~Deletion~~ · Unchanged

Purpose BC PSBA updated.

~~In order to~~To provide students~~, parents/guardians and community members~~ an opportunity to ~~establish and maintain~~attend schools that operate independently from ~~this~~the school district, the Board shall ~~evaluate~~work cooperatively with individuals and groups submitting proposals and applications ~~submitted~~ for charter schools~~ located within the district, in accordance with the requirements of law and those established by the Board~~.[1]

~~The Board shall work cooperatively with individuals and groups submitting proposals and applications for charter schools.~~Definitions

~~Definitions~~Appeal Board means the State Charter School Appeal Board established by the Charter School Law.[2]

~~Charter School means an independent, nonsectarian public school established and operated under~~Board of Trustees of a charter ~~from the local Board and in which students are enrolled or attend. A charter~~ school ~~must~~shall be ~~organized~~classified as ~~a~~ public~~, nonprofit corporation; and charters may not be granted to any for-profit entity nor to support home education programs~~ officials.[~~2~~3]~~[4]~~[~~8~~]

~~Local Board of Directors (Board)~~Charter School means an independent, nonsectarian public school established and operated under a charter from the local Board ~~of Directors of the school district~~ in which ~~a proposed~~students are enrolled or ~~approved~~attend. A charter school ~~is located~~must be organized as a public, nonprofit corporation; and charters may not be granted to any for-profit entity nor to support home education programs.[2][3][4]

~~Regional Charter School means an independent public school established and operated under a charter from more than one local~~Local Board ~~and approved by an affirmative vote~~ of ~~a majority of all~~ Directors (Board ~~members~~) means the Board of ~~each~~Directors of the school ~~districts involved~~district in which a proposed or approved charter school is located. [2]~~[16]~~

~~Appeal Board means the State~~Regional Charter School ~~Appeal Board~~means an independent public school established and operated under a charter from more than one local Board and approved by an affirmative vote of a majority of all Board members of each of the ~~Charter School Law~~school districts involved.[2][5]

~~The Board of Trustees of a charter school shall be classified as public officials.~~[~~4~~]Authority

~~Authority~~The Board shall evaluate submitted applications for charter schools based on the criteria established by law, regulations and any additional criteria required by the Board. [4]

~~The Board shall ensure that each~~A charter school application ~~provides appropriate assurances~~shall be approved or denied by a majority vote of ~~compliance~~all Board members at an open meeting, in accordance with the ~~requirements~~provisions of law. Written notice of the ~~Charter School Law~~Board's decision shall be sent to the applicant, ~~State~~Department of Education and the Appeal Board ~~regulations~~, including reasons for denial and ~~any additional requirements established by~~a clear description of application deficiencies if the application is denied. The Board shall evaluate denied applications that are revised and resubmitted.[~~5~~4][6]~~[7]~~

~~The~~Upon approval of a charter application, the Board and the charter school's Board of Trustees shall ~~evaluate submitted applications for~~sign the written charter ~~schools based~~, which shall be binding on ~~the criteria established by law~~both parties. The charter shall be for a period of three (3) to five (5) years and ~~any additional criteria, as determined~~may be renewed for five-year periods by the Board.[~~8~~7]

~~A charter school application~~The Board shall ~~be approved or denied by a majority vote~~not cap nor limit the number of ~~all Board members at~~district students enrolling in a ~~public meeting~~charter school, ~~in accordance with the provisions of law. Written notice of the Board's decision shall be sent~~unless agreed to by the ~~applicant, Department~~charter school as part of ~~Education and~~ the ~~Appeal Board, including reasons for denial and a clear description of application deficiencies if the application is denied~~written charter. ~~The Board shall evaluate denied applications that are revised and resubmitted.~~[8]~~[17]~~

~~Upon approval~~The Board may approve a leave of absence for up to five (5) years for a district employee to work in a charter ~~application,~~school located in the ~~Board and the~~district of employment or in a regional charter school~~'s Board of Trustees shall sign~~ in which the ~~written charter~~employing district is a participant, ~~which~~and the employee shall ~~be binding on both~~have the right to return to a comparable position in the district. The ~~charter shall be for~~Board at its discretion may grant tenure to a ~~period of three (3)~~temporary professional employee on leave from this district to ~~five (5) years and may be renewed for five-year periods by~~teach in a charter school located in the ~~Board~~district, upon completion of the appropriate probation period.[~~10~~9]

The Board ~~may approve a leave of absence for up to five (5) years for a district employee to work in a~~shall annually assess whether each charter school ~~located in~~is meeting the ~~district~~goals of ~~employment or in a regional~~its charter ~~school in which the employing district is a participant,~~ and ~~the employee~~ shall ~~have the right to return to a comparable position in the district. The Board at its discretion may grant tenure to a temporary professional employee on leave from this district to teach in a~~require each charter school ~~located in the district, upon completion~~to submit an annual report no later than August 1 of ~~the appropriate probation period~~each year.[~~11~~10]

The Board shall ~~annually assess whether each charter school is meeting the goals of its charter and shall require each charter school~~conduct a comprehensive review prior to ~~submit an annual report no later than August 1 of each~~ granting a five-year renewal of the charter.[~~7~~10]~~[12]~~

The Board shall ~~conduct a comprehensive review prior~~have ongoing access to ~~granting a five-year renewal~~the records and facilities of the charter school to ensure that the charter school is in compliance with its charter, Board policy and applicable laws.[~~12~~10]

~~The Board shall have ongoing access to~~In cases where the ~~records and facilities~~health or safety of the charter school~~ to ensure that the charter school~~'s students, staff or both is ~~in compliance with its charter~~at serious risk, the Board ~~policy and applicable laws~~may take immediate action to revoke a charter.[~~12~~11]

~~In cases where~~The Board affirms that the ~~health or safety~~Board of Trustees and the charter school~~'s students, staff or both is at serious risk,~~ shall be solely liable for any and all damages and costs of any kind resulting from any legal challenges involving the operation of a charter school. The local Board ~~may take immediate action~~shall not be held liable for any activity or operation related to ~~revoke~~the program of a charter school. [~~13~~12]

~~The Board affirms that the Board of Trustees and the~~{X } A charter school shall ~~be solely liable for~~execute a "hold harmless" agreement indemnifying and insuring/agreeing to defend the school district in any and all ~~damages and costs~~kinds of ~~any kind resulting from any legal challenges involving~~liability areas so that the ~~operation of a charter~~ school~~. The local~~ district and Board ~~shall not be held liable for~~are protected in any ~~activity or operation~~litigation related to the ~~program~~operation of a charter school.~~[14]~~

~~A charter school shall execute a "hold harmless" agreement indemnifying and insuring/agreeing to defend the school district in any and all kinds~~Delegation of ~~liability areas so that the school district and Board are protected in any litigation related to the operation of a charter school.~~Responsibility

~~Delegation of Responsibility~~Applications for charter schools shall be submitted to the Superintendent or designee, who shall be responsible for communicating and cooperating with all applicants.

~~Applications for charter schools shall be submitted to the~~The Superintendent or designee~~, who~~ shall be responsible to assist applicants with plans for ~~communicating~~technical assistance and ~~cooperating with all applicants~~contracted services that may be provided by the district.

~~The Board shall designate the Superintendent or designee to develop a memorandum setting forth the additional criteria used for the evaluation of charter school applications. That memorandum will be made available to any person or entity submitting an application for the establishment of a charter school.~~Guidelines

~~The Superintendent or designee~~A charter school shall be ~~responsible~~subject to ~~assist applicants with plans for technical assistance~~all federal and ~~contracted services that may be provided by~~state laws and regulations prohibiting discrimination in admissions, employment and operation on the ~~district~~basis of disability, race, creed, color, sex, sexual orientation, national origin, religion, ancestry or need for special education services.[3]

~~Guidelines~~{X } A charter school shall submit monthly enrollment figures and other required reports to the district, as stated in the charter.

~~A charter school shall be subject to all federal and state laws and regulations prohibiting discrimination in admissions, employment and operation on the basis of disability, race, creed, color, gender, sexual orientation, national origin, religion, ancestry or need for special education services.~~[5]~~[15]~~[18]~~[19]~~[20]~~[21]~~Transportation

~~A charter school~~The district shall ~~submit monthly enrollment figures and other required reports~~provide free transportation to resident students attending a charter school located in the district, ~~as stated in~~a regional charter school of which the district is a member, and a charter school located within ten (10) miles outside district boundaries, in accordance with distance requirements established for district students. Transportation provided to charter school students need not be identical to transportation provided to traditional public school students.[13][14]

Transportation shall be provided to charter school students on the dates and periods that the charter school is in session, regardless of whether transportation is provided to district students on those days.[13]

~~The district shall provide transportation to resident students attending a charter school located in the district, a regional charter school of which the district is a member, and a charter school located within ten (10) miles outside district boundaries.[22]~~Applications

~~Transportation shall be provided to~~Applications for charter ~~school students on~~schools must contain all the ~~dates~~information specified in the Charter School Law and ~~periods that~~any additional information required by the ~~charter school is in session, regardless of whether transportation is provided to district students on those days~~Board.[4][15]

Applications for charter schools shall be submitted to the Board by November 15 of the preceding school year in which the school will be established.[4]

~~Applications for~~Within forty-five (45) days of receipt, the Board shall hold at least one (1) public hearing on the charter ~~schools~~application, in accordance with law. At least forty-five (45) days must ~~contain all~~pass between the ~~information specified in the Charter Schools Law~~first public hearing and ~~any additional information required by~~ the final decision of the Board. No later than seventy-five (75) days after the first public hearing, the Board shall grant or deny the application.[~~8~~4]~~[23]~~

~~All applications must be submitted to the Superintendent or designee by no later than November 15th of the school year preceding the school year in which the charter school would be established. The Board will not consider an application filed after November 15th until the subsequent school year.~~Insurance/Risk Management

~~Within forty-five (45) days of receipt, the Board shall hold at least one (1) public hearing on the~~The charter ~~application, in accordance with law. At least forty-five (45) days must pass between the first public hearing~~school shall adequately protect against liability and risk through an active risk management program approved by the ~~final decision of the~~ Board. ~~No later than seventy-five (75) days after the first public hearing, the Board~~The program shall ~~grant or deny~~include proof of purchase of insurance coverages as required by the ~~application~~Board.[12][15]

~~The Board, through~~Minimum coverages and levels of appropriate coverages shall be established in the ~~Superintendent or designee, will advise all~~ charter ~~school applicants in writing what, if any, additional information is required as part of any charter school application~~.

~~Insurance/Risk Management~~A charter school shall operate in a manner that minimizes the risk of injury and harm to students, employees and others.

The charter school shall adequately protect against liability and risk through an active risk management program approved by the Board. The program shall include proof of purchase of insurance coverages as required by the Board.

Minimum coverages and levels of appropriate coverages shall be established in the charter.

A charter school shall operate in a manner that minimizes the risk of injury and harm to students, employees and others.

Revoking or Nonrenewal of a Charter

The Board retains the right to revoke or not renew a charter at any time, for any of the following reasons:[13]

- One (1) or more material violations of the written charter.
- Failure to meet the requirements for student performances set forth in state regulations.
- Failure to meet generally accepted standards of fiscal management or audit requirements.
- Violations of any provisions in the Charter School Law.
- Violations of any provisions of state or federal law from which the charter school has not been exempted, including any statute or regulation governing students with disabilities.
- The charter school has been convicted of fraud.

Footnotes & Legal References — 140 — Charter Schools

Footnotes

[1] 24 P.S. 1702-A
palegis.us
palegis.us
Legal Reference
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[2] 24 P.S. 1703-A
palegis.us
palegis.us
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[4] 24 P.S. 1715-A
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[5] 22 PA Code 4.4
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[6] 22 PA Code 4.12
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[7] 22 PA Code 4.13
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[8] 24 P.S. 1717-A
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[10] 24 P.S. 1720-A
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[11] 24 P.S. 1724-A
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[12] 24 P.S. 1728-A
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[13] 24 P.S. 1729-A
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[14] 24 P.S. 1727-A
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[15] 24 P.S. 1310
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[16] 24 P.S. 1718-A
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[17] 65 Pa. C.S.A. 701
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[18] 20 U.S.C. 1400
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[19] 29 U.S.C. 794
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[20] 34 CFR 104.31-104.37
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[21] 42 U.S.C. 12101
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[22] 24 P.S. 1726-A
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[23] 24 P.S. 1719-A
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Footnotes & Legal References — 140 — Charter Schools

Footnotes

[1] 24 P.S. 1702-A
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[2] 24 P.S. 1703-A
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[3] 24 P.S. 1715-A
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[4] 24 P.S. 1717-A
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[5] 24 P.S. 1718-A
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[6] 65 Pa. C.S.A. 701
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[7] 24 P.S. 1720-A
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[8] 24 P.S. 1723-A
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[9] 24 P.S. 1724-A
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[10] 24 P.S. 1728-A
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[11] 24 P.S. 1729-A
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[12] 24 P.S. 1727-A
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[13] 24 P.S. 1726-A
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[15] 24 P.S. 1719-A
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Redline Comparison

Generated 8/12/2026

Original (From): 314.1 — HIV Infection · v1.1 (Active)

Compared (To): 314.1 — HIV Infection · UR-v1.2 (Under Review)

Red strikethrough = removed from Original. Green = added in Compared.

Legend: Insertion · ~~Deletion~~ · Unchanged

Purpose BC Adopt policy updates as per PSBA recomendations.

The Board is committed to providing a safe, healthy environment for its students and employees~~. The purpose of~~ and adopts this policy ~~shall be~~ to safeguard the health and well-being of students and employees while protecting the rights of the individual. This policy shall apply to all administrative, professional and service staff employed by the district.

~~This policy is based on current evidence that the HIV virus is not normally transmissible by infected individuals within the school setting, except as noted in this policy.~~Definitions

~~Definitions~~AIDS - Acquired Immune Deficiency Syndrome.[1]

HIV ~~— Refers~~Infection - refers to the disease caused by the HIV or human immunodeficiency virus.

~~AIDS~~Infected employee - ~~Acquired Immune Deficiency Syndrome~~refers to district employees diagnosed as having the HIV virus, including those who are asymptomatic.

~~CDCP — United States Public Health Service Center for Disease Control and Prevention.~~Authority

~~Infected employee — Refers~~The Board directs that the established Board policies and procedures and administrative regulations relative to illnesses among district employees ~~diagnosed as having the HIV virus, including those who are asymptomatic~~shall also apply to infected employees.[2][3][4][5]

~~Authority~~The Board shall not require routine screening tests for HIV Infection in the school setting, nor will such tests be a condition for employment.

~~This policy shall apply to all employees in all programs conducted by the school district.~~ ~~[1]~~Delegation of Responsibility

The ~~Board directs that the established district policies and procedures that relate to illnesses among employees~~Superintendent or designee shall ~~also apply to~~be responsible for developing and releasing information concerning infected employees.

~~The Board~~All district employees shall maintain a respectful working climate and shall not ~~require routine screening tests for HIV infection~~participate in ~~the school setting~~physical or verbal harassment of any individual or group, ~~nor will such tests be a condition for employment~~including infected employees.[~~5~~6]

~~Delegation of Responsibility~~Building principals shall notify district employees, students and parents/guardians about current Board policies concerning HIV Infection and shall provide reasonable opportunities to discuss the policy and related concerns.

~~The Superintendent~~Infected employees whose employment is interrupted or ~~designee~~terminated shall be ~~responsible as the central contact for handling~~entitled to available medical leave and ~~releasing information concerning infected~~medical disability benefits. Such employees shall be informed by the appropriate administrator of benefits, leave, and alternatives available to them through state and federal laws, Board policies, collective bargaining agreements, individual contracts and the retirement system.[7][3][4][5]

~~All district employees shall maintain a respectful working climate and shall not participate in physical or verbal harassment of any individual or group, including infected employees.~~Guidelines

~~All employees shall be required to consistently follow infection control/universal precautions in all settings and at all times. Employees shall notify the school nurse of all incidents of exposure to bodily fluids.~~Confidentiality

~~Building administrators shall notify district~~District employees~~, students and parents/guardians about current Board policies concerning HIV infection and~~ with knowledge of an infected employee's condition shall ~~provide reasonable opportunities to discuss~~not disclose that information without prior written consent of the ~~policy and related concerns~~employee, consistent with the requirements of the Pennsylvania Confidentiality of HIV-Related Information Act.[8]

~~The Superintendent or designee shall report periodically to the Board regarding the effectiveness of this policy and shall make recommendations for revision in accordance with developments in medical research and treatments.~~Infection Control

~~Guidelines~~Universal precautions shall be followed for exposure to bodily fluids. Employees shall treat all body fluids as hazardous and follow universal precautions.

~~Assignment~~The school district shall maintain reasonably accessible equipment and supplies necessary for infection control.

~~District authorities~~Employees shall ~~determine~~notify the ~~assignment~~school nurse of ~~infected employees on a case-by-case basis~~all incidents of exposure to bodily fluids.

~~A Screening Team comprised of the Superintendent or designated administrator, supervising administrator, school nurse, district physician, appropriate medical and health officials, and including the employee and attending physician shall evaluate the assignment of the infected employee. Decisions shall be based on the employee's physical condition, type of interaction with others in the performance of job functions, and risks to the infected employee and others in the school setting.~~Staff Development

~~First consideration~~The district shall ~~be given~~provide opportunities for employees to ~~maintaining the infected employee~~participate in ~~the regular assignment~~inservice education on HIV Infection. ~~Any decision for an alternative placement must be supported by specific facts and data.~~

~~The recommendation of the Screening Team shall be presented~~Designated district employees may receive additional, specialized training appropriate to ~~the Board by the Superintendent. The Board shall approve all assignments~~their positions and ~~medical leaves of absences for infected employees~~responsibilities.

~~Infected employees whose employment is interrupted or terminated shall be entitled to available medical leave and medical disability benefits. Such employees shall be informed by the appropriate administrator of benefits, leave, and alternatives available to them through state and federal laws, district policies, the collective bargaining agreement, and the retirement system.[3][4]~~

~~Confidentiality~~

~~The Superintendent or designee shall determine which school personnel will receive information about an infected employee. The number of individuals informed of an infected employee's status shall be kept to the minimum required to assure protection of the infected employee as well as the school population. Anonymity shall have high priority.[5]~~

~~All district employees have a duty to preserve the confidentiality of all information concerning an infected employee. Serious consequences shall result from a breach of confidentiality by an employee.~~

~~Information about infected employees in the district shall not be disclosed to the general public, undesignated school employees or other groups without a court order or the informed, written, signed and dated consent of the infected employee.~~

~~Infection Control~~

~~Universal precautions, as recommended by the CDCP, shall be followed for exposure to bodily fluids. Employees shall treat all body fluids as hazardous and follow universal precautions.~~

~~The school district shall maintain and keep reasonably accessible all equipment and supplies necessary for infection control.[6]~~

~~Staff Development~~

~~All district employees shall participate in a planned HIV education program.~~

~~Designated district employees shall receive additional, specialized training appropriate to their positions and responsibilities.~~

Footnotes & Legal References — 314.1 — HIV Infection

Footnotes

[1] 24 P.S. 510
palegis.us
palegis.us
Legal Reference
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[3] 42 U.S.C. 12101
uscode.house.gov
uscode.house.gov
Legal Reference
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[4] 29 U.S.C. 2601
uscode.house.gov
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[5] 35 P.S. 7601
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Footnotes & Legal References — 314.1 — HIV Infection

Footnotes

[1] 35 P.S. 7603
palegis.us
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[2] 24 P.S. 510
palegis.us
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[3] Pol. 334
Policy Reference
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[4] Pol. 335
Policy Reference
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[5] Pol. 339
Policy Reference
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[6] Pol. 348
Policy Reference
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[7] Pol. 104
Policy Reference
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[8] 35 P.S. 7607
palegis.us
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Legal Reference
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Redline Comparison

Generated 8/12/2026

Original (From): 610 — Purchases Subject to Bid/Quotation · v1.1 (Active)

Compared (To): 610 — Purchases Subject to Bid/Quotation · UR-v1.5 (Under Review)

Red strikethrough = removed from Original. Green = added in Compared.

Legend: Insertion · ~~Deletion~~ · Unchanged

Authority

It is the policy of the Board to obtain competitive bids and price quotations for products and services where such bids or quotations are required by law or may result in monetary savings to the school district.[1][2]

Guidelines

~~Supplies~~The amounts contained in this policy regarding competitive bid and price quotation requirements are subject to adjustments based on the Consumer Price Index.[1][2][3]

~~The Board shall, after due public notice advertising for competitive bids, purchase furniture, equipment, school supplies and appliances costing $20,600 or more, unless exempt by statute. The Board shall advertise once a week for three (3) weeks in not less than two (2) newspapers of general circulation.[1][2]~~Competitive Bids

~~Furniture~~When seeking competitive bids, ~~equipment, school supplies and appliances to be purchased by~~ the ~~district costing more than $11,100 but less than $20,600 may be obtained on written or telephonic quotations, unless exempt by statute. If it is not possible to obtain three (3) quotations,~~Board shall advertise once a ~~memo must be kept on file showing that fewer than~~week for three (3) ~~qualified vendors exist~~weeks in ~~the market area. The written price quotations, written records of telephonic price quotations and memoranda shall be kept on file for a period of three~~not less than two (~~3~~2) ~~years~~newspapers of general circulation.[1][2]

~~Contracts~~After due public notice advertising for competitive bids, the Board shall be authorized to:

- ~~The Board shall~~Purchase furniture, ~~after due public notice advertising for competitive bids~~equipment, ~~contract for construction, reconstruction, repairs, maintenance or work on any~~ school ~~building or property having~~supplies and appliances costing a ~~cost or value~~base amount of ~~more than~~ $~~20~~24,~~600~~500 or more, unless exempt by ~~statute~~law.[~~1~~2]
- Contract for construction, reconstruction, repairs, maintenance or work on any school building or property having a total cost or value of more than $24,500, unless exempt by law.[1]
  ~~All contracts for construction, reconstruction, repairs, maintenance or work on any school building or property, having a cost or value of more than $11,100 but not more than $20,600 may be obtained on written or telephonic quotations, unless exempt by statute. If it is not possible to obtain three (3) quotations, a memo must be kept on file showing~~

~~that fewer than three (3) qualified vendors exist in the market area. The written price quotations, written records of telephonic price quotations and memoranda shall be kept on file for a period of three (3) years.[1]~~

The Board prohibits the practice of splitting purchases to avoid advertising and bidding requirements.[1][2]

~~The Board may authorize district employees to perform construction, reconstruction, repairs or work having a cost or value of less than $11,100.[1]~~

With kind, quality and material being equal, the bid of the lowest responsible bidder meeting bid specifications shall be accepted upon resolution of the Board, unless the Board chooses to reject all bids.[1][2]

~~Vendors~~

The Board recognizes that emergencies may occur when imminent danger exists to persons or property or continuance of existing school classes is threatened, and time for bidding cannot be provided because of the need for immediate action. Bidding decisions in the event of such emergencies shall be made in accordance with existing legal requirements.[1]

~~It shall be the policy of the Board to permit responsible vendors of class rings, yearbooks, student pictures, caps and gowns, and similar items purchased by students to furnish competitive bids and quotes for the sale of such goods and services in a manner that protects the best interests of the students.~~

{_} Electronic Bidding

~~All items selected for purchase must be furnished under the rules and regulations established by the district.~~

The Board shall receive bids electronically for competitive contracts, except for construction and design services, in compliance with applicable laws and Board policy.[4][5]

~~Delegation of Responsibility~~

The district shall electronically maintain the confidentiality of the bid until the bid opening.[5]

~~Bid specifications shall be prepared by the Director of Business Operations. Bid specifications shall provide for alternates wherever possible.~~

{_} Competitive Electronic Auction Bidding

~~The Director of Business Operations shall combine like items of supply and material whenever it is feasible and permissible under statute and shall not split purchases to avoid requirements for bidding.~~

The Board shall adopt a resolution approving the use of competitive electronic auction bidding for contracts for supplies or services, but not for construction or design services.[4][6]

~~The Board Secretary or designee is authorized to advertise for bids, in accordance with statutory procedures, without prior approval of the Board; but the Board shall be informed of such action at the next meeting. Records shall be kept in sufficient detail to show that a reasonable number of qualified vendors were invited to bid.~~

An invitation for bids shall be issued and shall include:[6]

~~Bids shall be opened publicly before one (1) or more witnesses at a previously designated time and place. Contracts shall be awarded to the lowest responsible bidder upon resolution of the Board, unless the Board chooses to reject all bids.~~[~~2~~]

- Procurement description.
- ~~The Board recognizes that emergencies may occur when imminent danger exists to persons or property or continuance of existing school classes is threatened~~All contractual terms, ~~and time for bidding cannot be provided because of the need for immediate action~~when practical.[~~1~~]
- Conditions applicable to procurement, including a notice that bids will be received in an electronic auction manner.
  Public notice and advertisement of the invitation for bids shall be given in the manner required for non-electronic bidding.

  Bids shall be accepted electronically at the time and in the manner designated in the invitation for bids.

  During the auction, bidders shall be able to review their bid rank or the low bid price, and may reduce their bid prices during the auction.

  At the conclusion of the auction, the record of the bid prices received and the name of each bidder shall be open to public inspection.

  After the auction period has expired, the district shall grant in writing withdrawal of a bid when the bidder requests relief and presents credible evidence of a clerical mistake due to reasons permitted by law, within the time period established by the district.

  The contract shall be awarded within sixty (60) days of the auction by written notice to the lowest responsible bidder, or all bids may be rejected. Extensions of the award date may be made by written, mutual consent of both parties.

  Price Quotations

  Unless exempt by law, at least three (3) written or telephonic price quotations shall be requested by the Board for:[1][2]

- Furniture, equipment, school supplies and appliances costing a base amount of more than $13,200 but less than $24,500.[2]
- All contracts for construction, reconstruction, repairs, maintenance or work on any school building or property, having a total cost or value of more than $13,200 but less than $24,500.[1]
  If it is not possible to obtain three (3) quotations, a memorandum must be kept on file showing that fewer than three (3) qualified vendors exist in the market area. The written price quotations, written records of telephonic price quotations and memoranda shall be kept on file for three (3) years.

  Work Performed by District Maintenance Personnel

The Board may authorize district maintenance personnel to perform construction, reconstruction, repairs or work having a total cost or value of less than $13,200.[1]

Delegation of Responsibility

The Board may grant the Board Secretary or Purchasing Agent the authority to purchase supplies and award contracts in the amount and manner designated by applicable law.[1] [2]

NOTES:

The Department of Labor and Industry shall publish notice, in the Pennsylvania Bulletin prior to January 1 of each calendar year, of the annual percentage change and the unadjusted or final adjusted base amounts at which competitive bidding is required and written or telephonic price quotations are required, respectively, for the calendar year beginning the first day of January after publication of the notice. This policy will be adjusted annually based on the notice published in the Pennsylvania Bulletin.

Act 4 of 1974 – Withdrawal of Bids – 73 P.S. Sec. 1602

PSBA Revision 12/25 © 2025 PSBA

Footnotes & Legal References — 610 — Purchases Subject to Bid/Quotation

Footnotes

[1] 24 P.S. 751
palegis.us
palegis.us
Legal Reference
View source

[2] 24 P.S. 807.1
palegis.us
palegis.us
Legal Reference
View source

Footnotes & Legal References — 610 — Purchases Subject to Bid/Quotation

Footnotes

[1] 24 P.S. 751
palegis.us
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Legal Reference
View source

[2] 24 P.S. 807.1
palegis.us
palegis.us
Legal Reference
View source

[3] 24 P.S. 120
palegis.us
palegis.us
Legal Reference
View source

[4] 62 Pa. C.S.A. 4602
palegis.us
palegis.us
Legal Reference
View source

[5] 62 Pa. C.S.A. 4603
palegis.us
palegis.us
Legal Reference
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[6] 62 Pa. C.S.A. 4604
palegis.us
palegis.us
Legal Reference
View source

Redline Comparison

Generated 8/12/2026

Original (From): 709.1 — Video Surveillance · v1.1 (Active)

Compared (To): 709.1 — Video Surveillance · UR-v1.2 (Under Review)

Red strikethrough = removed from Original. Green = added in Compared.

Legend: Insertion · ~~Deletion~~ · Unchanged

Purpose

Bensalem Township School District supports the use of video cameras throughout Bensalem Township School District for the purpose of enhancing school safety and security. Our goals are to promote and foster a safe and secure teaching and learning environment for students and staff, to ensure public safety for community members who visit or use our school property, and diminish the potential for personal and District loss or destruction of property.

Delegation of Responsibility

Security camera recordings will be viewable in each building by authorized designees only.

Guidelines

Signage and Notification

- Appropriate signage will be posted at major entrances to school buildings and on school buses that notify students, staff and the general public of the District's use of security cameras. Students and staff will receive additional notification at the beginning of the school year regarding the issue of security cameras in the school, on school buses and on school grounds. Such notification will include, but not be limited to, employee handbooks and student handbooks.
- Signs will be posted in public entry ways to the buildings and other conspicuous locations informing persons that the buildings and grounds may be under video surveillance.

Camera Placement

- The security cameras will be installed in public areas only. These areas include school buses, grounds, athletic areas, exterior entrances or exits to school buildings and large gathering spaces such as classroom corridors, cafeteria, lobby and main entries.
- Restrooms, changing rooms, private offices, nurse's offices and locker rooms are excluded from security camera use.
- Security camera usage is prohibited in any space where there is a reasonable expectation for privacy.

Responsibility

- The Superintendent shall have the flexibility of appointing a designated person(s) to be responsible for viewing video surveillance clips. This designated person(s) shall be known hereafter as designee(s). Designee(s) will be responsible for advising all appropriate parties involved, which may include, but is not limited to, the following: Building principal and assistant principal. Transportation Supervisor. Facilities Manager. Information Technology staff. Safety and Security Coordinator. Assistant to the Superintendent. Other person(s) designated by the Superintendent. Designee(s) will review and evaluate surveillance video clips taken from surveillance cameras. An electronic history of video access shall be maintained.
  Use of Video Surveillance Clips

- The surveillance will be used to determine if inappropriate behavior or management of all persons as defined by District policy and procedures has occurred. If disciplinary action is deemed necessary, normal school procedures will be followed for such an incident.
- Viewing of resulting video surveillance clips will be limited to the following: School officials (Superintendent, principals, administrators, Business Manager), members of the Board of Education, special education supervisors, Transportation Supervisor, facilities management staff, Information Technology staff, School Resource Officers, appropriate law enforcement officials, insurance representative, school attorney(s) and designee(s). Parents/Guardians or students directly involved in a particular ~~disciplinary action~~incident as designated by the appropriate building principal. Parents'/Guardians' viewing will be limited to a portion of the clip that deals solely with their child(ren)’s actions. Bus drivers directly involved in a particular disciplinary action are designated by designee(s), the Transportation Supervisor or building principal. Teachers and other staff directly involved in a disciplinary action as designated by the Transportation Supervisor or building principal. Students and/or the public directly involved in a disciplinary action as designated by the Transportation Supervisor or building principal. Appropriate law enforcement officials as designated by the Superintendent. Other persons approved by the Board of Education upon a written request. The Board of Education has the right to approve or deny any person the viewing of any clip produced by the School District surveillance system.
- Video surveillance clips are confidential information and will not be used for public meetings or displays.
- Video surveillance clips containing an incident warranting retention for administrative or potential legal uses shall be retained for three (3) years after any involved minor has attained the age of twenty-one (21) years. Surveillance clips not containing any incidents may be recycled at the discretion of the Superintendent or his/her designee(s).
- Under no circumstances will the video surveillance clips produced by the school cameras be duplicated or removed from the District premises unless in accordance with a court order and/or subpoena.
- All school surveillance equipment, including clips, are the sole property of the Bensalem Township School District.
- A written request to view a surveillance clip may be made to correct or resolve a particular problem only. The request must include the requester’s reasons why s/he believes a problem exists, a description of the problem and a potential solution to that problem. The Superintendent or his/her designee(s) may deny a request.

- Viewing of video surveillance clips will occur at: School-designated locations to include, but not limited to, Transportation Supervisor’s office, building and administrative offices, designees’ office/classroom, Board room, CSE Meeting Room, and the psychologist’s office. Site designated by the Superintendent or his/her designee(s), as appropriate for a particular disciplinary incident.
- All surveillance equipment will be stored in a safe, secure and convenient location on the School District campus.
  Live Viewing
- Live viewing of all District cameras can be viewed by: Superintendent. Designee(s). Appropriate law enforcement officials as per the memorandum of understanding. Cabinet members. Facilities management.
- Live viewing of a single school can be viewed by: Principals. Assistant principals. Non-teaching assistants at principals' discretion. The school security desk.
- Select limited live views can be viewed by: Secretaries. Food Services coordinator.

BENSALEM TOWNSHIP SCHOOL DISTRICT
BUCKS COUNTY, PENNSYLVANIA

RESOLUTION NO. 01 (2023-2024)

A RESOLUTION OF THE BOARD OF SCHOOL DIRECTORS OF BENSALEM TOWNSHIP SCHOOL DISTRICT, BUCKS COUNTY, PENNSYLVANIA, DECLARING THAT BENSALEM TOWNSHIP SCHOOL DISTRICT BE A PLACE WHERE EVERY CHILD CAN LEARN, GROW, ACHIEVE, AND REACH FULL POTENTIAL IN AN ENVIRONMENT THAT IS FREE OF INTIMIDATION, VIOLENCE, AND HATE.

WHEREAS, seventy years ago this month, on May 17, 1954, the United States Supreme Court issued its landmark decision in Brown v. Board of Education of Topeka, declaring and affirming that all children throughout our nation enjoy the right and opportunity to attend the public schools serving their communities; and

WHEREAS, our Bensalem Township School District is recognized as having one of the most diverse student bodies in all of the Commonwealth of Pennsylvania; and

WHEREAS, Bensalem Township School District and the community it serves each and every day, proudly embrace and celebrate the diversity of the students and all of the citizens of the Township of Bensalem; and

WHEREAS, on the occasion of the 70th Anniversary of the Supreme Court ruling in Brown, the Board of School Directors of Bensalem Township School District wishes to affirm their commitment that our Bensalem Schools be a place where each and every child in our community can learn, grow, achieve, and reach their full potential in an environment that is free of intimidation, violence, and hate,

NOW THEREFORE, be it resolved by the Board of School Directors of Bensalem Township School District that on this, the occasion of the 70th Anniversary of the landmark decision of the United States Supreme Court in Brown v. Board of Education of Topeka, Bensalem Township School District affirms its commitment that our Bensalem Schools be a place where each and every child in our community can learn, grow, achieve, and reach their full potential in an environment that is free of intimidation, violence, and hate, and

BE IT FURTHER RESOLVED that as our community proudly embraces and celebrates the diversity of all of its citizens, Bensalem Township School District affirms its commitment that our Bensalem Schools will remain a place where acts of intimidation, violence, or hate of any kind, toward any individual or group, will not be allowed or tolerated, as our Bensalem Schools and our Bensalem Community remain "No Place for Hate."

Resolved this 28th Day of May, 2024.

ATTEST:

BENSALEM TOWNSHIP BOARD OF SCHOOL DIRECTORS

_____
Carolyn J. Riley, Board Secretary

_____
Heather D. Nicholas, Board President

Book	Policy Manual
Section	100 Programs
Title	Discrimination/Harassment Affecting Students
Code	103
Status	Active
Adopted	January 24, 2007
Last Revised	June 24, 2025
Prior Revised Dates	10/28/2020

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, religious creed, religion, sex, sexual orientation, gender identity, 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 sex-based discrimination and harassment. Inquiries regarding the application of Title IX to the District may be referred to the Title IX Coordinator, to the Office 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 admission, course offerings, counseling, assistance, services, employment, athletics and extracurricular activities without any form of discrimination, including Title IX sex-based discrimination or 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.

Definitions

General Definitions

Complaint shall mean an oral or written request to the District that objectively can be understood as a request to investigate and make a determination about alleged discrimination.[19]

Complainant shall mean a student who is alleged to have been subjected to conduct that could constitute discrimination in accordance with law and this policy, or a person other than a student or employee who is alleged to have been subjected to conduct that could constitute discrimination and who was participating or attempting to participate in a District education program or activity at the time of the alleged discrimination.[19]

Pregnancy or related conditions, as defined in federal law, shall mean:[19][20]

1. Pregnancy, childbirth, termination of pregnancy, or lactation;
2. Medical conditions related to pregnancy, childbirth, termination of pregnancy, lactation; or
3. Recovery from pregnancy, childbirth, termination of pregnancy, lactation or related medical conditions.

Pregnancy, as defined in state law, shall include the use of assisted reproductive technology, the state of being in gestation, childbirth, breastfeeding, the postpartum period after childbirth and medical conditions related to pregnancy.[21]

Respondent shall mean a person who is alleged to have violated the District's prohibition on discrimination in accordance with applicable law and this policy.[19]

Retaliation shall mean intimidation, threats, coercion or discrimination against any person by the District, a student, employee or other person authorized to provide a District aid, benefit or service, for the purpose of interfering with any right or privilege under applicable law or Board policy, or because the person has reported information, made a complaint, testified, assisted, participated or refused to participate in any manner in an investigation, proceeding or hearing, including an informal resolution process or any other actions taken by the District in accordance with applicable law and this policy and procedures. This term shall not include the District requiring an employee or other individual providing a District aid, benefit or service to participate or assist with an investigation, proceeding or hearing in accordance with applicable law and this policy.[19][22]

Discrimination Other Than Title IX

Discrimination shall mean to treat individuals differently, or to harass or victimize based on a protected classification including race, color, age, religious creed, religion, sex, gender identity, 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.

Religious creed includes all aspects of religious observance, practice or belief.[23]

Religious beliefs include:[21]

1. Moral or ethical beliefs as to what is right and wrong which are sincerely held with the strength of traditional religious views.
2. The beliefs a complainant professes without regard to whether a religious group espouses these beliefs.

Race includes all of the following:[21][24]

1. Ancestry, national origin or ethnic characteristics.
2. Interracial marriage or association.
3. Traits associated with race, which includes but is not limited to, hair texture and protective hairstyles, such as braids, locks and twists.
4. Hispanic ancestry, national origin or ethnic characteristics.
5. Persons of any other national origin or ancestry as specified by a complainant or in a complaint.

Sex includes:[21][25]

1. Pregnancy.
2. Sex assigned at birth.
3. Gender, including a person's gender identity or gender expression. Gender identity or expression may be demonstrated by consistent and uniform assertion of the gender identity or any other evidence that the gender identity is part of a person's core identity.
4. Affectional or sexual orientation, including heterosexuality, homosexuality, bisexuality and asexuality.
5. Differences of sex development, variations of sex characteristics or other intersex characteristics.

Definitions Related to Title IX

Title IX sex-based discrimination includes discrimination on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation and gender identity.[19][26][27]

Title IX sex-based harassment is a form of sex discrimination and means sexual harassment and other harassment on the basis of sex, including:[19]

1. ***Quid pro quo harassment –*** a District employee or other person authorized to provide a District aid, benefit or service explicitly or impliedly conditioning the provision of a District aid, benefit or service on an individual's participation in unwelcome sexual conduct.

2. ***Hostile environment harassment -*** unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person's ability to participate in or benefit from a District education program or activity. Determination of whether a hostile environment has been created is a fact-specific inquiry that includes consideration of factors, including but not limited to:

    a. The degree to which the conduct affected the complainant's ability to access the District's education program or activity;

    b. The type, frequency and duration of the conduct;

    c. The complainant's and respondent's ages, roles in the District education program or activity, previous interactions and other relevant factors;

    d. The location and context in which the conduct occurred; and

    e. Other sex-based harassment in the District's 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:[28]

        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 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.[28]

    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. [29]

    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:[28]

        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 sex-based discrimination or harassment under Title IX. This includes conduct that is subject to the District's disciplinary authority. An **education program or activity** includes, but is not limited to, academic, extracurricular, research, occupational training and other education programs or activities of the District. The District is obligated to address a sex-based hostile environment in a District education program or activity, even when some conduct is outside the District's program or activity, or outside of the United States.[27][30][31][32]

Parent/Guardian, for the purposes of this policy and Title IX, shall mean the status of a person who with respect to another person who is under the age of eighteen (18) or who is eighteen (18) or older but is incapable of self-care because of a physical or mental disability, is:[19]

1. A biological parent;

2. An adoptive parent;

3. A foster parent;

4. A stepparent;
5. A legal custodian or guardian;
6. In loco parentis with respect to such person; or
7. Actively seeking legal custody, guardianship, visitation or adoption of such a person.

Supportive measures shall mean nondisciplinary, nonpunitive individualized services offered as appropriate, as reasonably available, without unreasonably burdening a complainant or respondent and without fee or charge to the complainant or the respondent, in order to:[19][31]

1. Restore or preserve access to the District's education program or activity, including measures designed to protect the safety of the individuals or the District's educational environment; or
2. Provide support during the grievance procedures or during an informal resolution process.

Supportive measures may include, but are not limited to:[31]

1. Counseling.
2. Extensions of deadlines or other course-related adjustments.
3. Modifications of work or class schedules.
4. Campus escort services.
5. Restrictions on contact applied to one or more parties.
6. Changes in class, work, housing or extracurricular or other activities.
7. Leaves of absence.
8. Increased security.
9. Monitoring of certain areas of the campus.
10. Training and education programs related to sex-based harassment.
11. Assistance from domestic violence or rape crisis programs.
12. 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 and Board policy. The Title IX Coordinator shall consult with the Director of Special Education in the implementation of supportive measures for students with an IEP or Section 504 Service Agreement.[18][31][33][34][35][36]

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 Assistant to the Superintendent for Special Services as the District's Compliance Officer and Title IX Coordinator. The Compliance Officer/Title IX Coordinator can be contacted at:[37]

Address: 3000 Donallen Drive, Bensalem PA 19020
Email: bcohen@bensalemsd.org
Phone Number: 215-750-2800

The Compliance Officer/Title IX Coordinator shall fulfill designated responsibilities to ensure adequate nondiscrimination procedures are in place, to recommend new procedures or modifications to procedures, to monitor and address barriers to reporting and to monitor the implementation of the District's nondiscrimination procedures in the following areas, as appropriate:[31]

1. Curriculum and Materials – Review of curriculum guides, textbooks and supplemental materials for discriminatory bias.
2. Counseling and Classes – Review of counseling and appraisal materials and access to classes and programs for stereotyping, bias and discrimination. If the District identifies that particular classes or courses contain a disproportionate number of individuals of one (1) sex, the District shall conduct a review to determine that the

disproportion is not based on discriminatory practices.[38]

3. Training – Provide training for students and staff to prevent, identify and alleviate conduct which may constitute discrimination or harassment.

4. 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 law enforcement, and available supportive measures such as assistance from domestic violence or rape crisis programs and community health resources, including counseling resources.

5. Student Access – Review of programs, activities, facilities and practices to ensure that all students have equal access and are not segregated except when permissible by law or regulation.[27][38][39]

6. 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.[40][41][42]

7. Student Evaluation – Review of assessments, procedures and standards of measurement for stereotyping and discrimination.[43]

8. Reports/Complaints – Monitor and provide technical assistance to individuals involved in managing reports and complaints.

Guidelines

When District programs and activities include separation on the basis of sex, in accordance with law and regulations, including but not limited to separate restroom or changing facilities or separate health and physical fitness activities, the District shall not implement such programs or activities in a manner that discriminates on the basis of sex, including an individual's gender identity.[27][39]

Violations of this policy, including acts of retaliation as defined in this policy, or knowingly providing false information, may result in disciplinary consequences under applicable Board policy and procedures, and in accordance with applicable law and regulations.[32][34][44][45][46]

The Board requires a notice stating that the District does not discriminate in any manner, including Title IX sex-based discrimination and harassment, in any District education program or activity, to be issued to all students, parents/guardians or other legal representatives of students, employees, applicants for employment or admission, and all unions or professional organizations holding collective bargaining or professional agreements with the District. All discrimination notices and information shall include the name or title, office address, phone number and email address of the individual(s) designated as the Compliance Officer/Title IX Coordinator. The District's notice shall provide information on the location of the Board policy and complaint or grievance procedures, how to report information about conduct prohibited by this policy and how to file a complaint.[37]

The Board directs that this notice be included in each student and staff handbook, on the District website, and in each catalog, announcement, bulletin and application form for students. An abbreviated statement of the District's prohibition of discrimination, that individuals may report concerns to the Compliance Officer/Title IX Coordinator and location of the full notice on the District website may be published when necessary due to size or format of publications.[37]

A copy of this policy and related attachments shall also be posted to the District's website.

Reports of Title IX Sex-Based Discrimination or Harassment and Other Discrimination and Retaliation

The Board encourages students and third parties who believe they or others have been subject to Title IX sex-based discrimination or harassment, other discrimination or retaliation to promptly report such incidents to the building principal or Compliance Officer/Title IX Coordinator, even if some elements of the related incident took place or originated away from school grounds, education programs or activities, or school conveyances. A person who is not an intended victim or target of discrimination but is adversely affected by the 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 or Compliance Officer/Title IX Coordinator.

A school employee who suspects or is notified that a student may have been subject to conduct that constitutes a violation of this policy shall immediately report the incident to the Compliance Officer/Title IX Coordinator, as well as properly making any mandatory law enforcement or child protective services reports required by law.[31][47][48]

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

The complainant or the individual making the report may use the Discrimination/Harassment/Bullying/Hazing/Dating Violence/Retaliation Report Form attached to this policy for purposes of reporting an incident or incidents in writing; however, oral 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 Compliance Officer/Title IX Coordinator of all reports of discrimination, Title IX sex-based discrimination and harassment or retaliation. The Compliance Officer/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 Compliance Officer/Title IX Coordinator shall consider the complainant's wishes with respect to supportive measures and reasonable safety concerns.[31]

The Compliance Officer/Title IX Coordinator shall conduct an assessment to determine whether the reported conduct meets the definition of Title IX sex-based discrimination or harassment and the appropriate procedures to address the conduct in accordance with this Board policy and procedures, or other Board policies.[31]

If the Compliance Officer/Title IX Coordinator reasonably determines that the conduct may constitute sex-based discrimination or harassment, the Compliance Officer/Title IX Coordinator shall take the following steps under Title IX and this Board policy and procedures:[31]

1. Treat the complainant and respondent equitably.
2. Offer and coordinate supportive measures, as appropriate, for the complainant and respondent.
3. Notify the complainant or individual who reported the conduct of the grievance procedures and informal resolution process, if available and appropriate.
4. If a complaint is made, notify the respondent of the grievance procedures and, if applicable, the informal resolution process.
5. Initiate the grievance procedures or informal resolution process, if available and appropriate.
6. In the absence of a complaint or withdrawal of any or all allegations in a complaint, and in the absence or termination of an informal resolution process, determine whether to initiate a complaint under the grievance procedures, in accordance with law, regulations and the grievance procedures.
7. If initiating a complaint under the grievance procedures, notify the complainant prior to doing so and appropriately address reasonable concerns about the complainant's safety and the safety of others, including by providing supportive measures.
8. Take other prompt and effective steps to ensure that sex-based discrimination and harassment does not continue or recur within the District's education programs or activities.

Disciplinary Procedures When Reports Allege Title IX Sex-Based Discrimination or Harassment

When a report alleges Title IX sex-based discrimination or harassment, disciplinary sanctions may not be imposed until the completion of the grievance procedures. 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 procedures.[32]

When an emergency removal, as described in the grievance procedures, is warranted to address an imminent and serious 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. The District shall provide the respondent with notice and an opportunity to challenge the emergency removal immediately following the removal.[31][34][35][36][45]

When an emergency removal is not required, disciplinary sanctions shall be considered in the course of the Title IX grievance procedures. Following the issuance of the determination and any applicable appeal, any disciplinary action specified in the 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.[34][35][44][45]

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.[49][50]

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 sex-based discrimination or harassment, shall be handled in accordance with applicable law, regulations, Board policy and procedures, and the District's legal and investigative obligations to carry out the grievance procedures.[22][32][51][52]

The District shall not disclose personally identifiable information except in the following circumstances:[31][51][52][53][54]

1. When the District has obtained prior written consent in accordance with law.
2. When the information is disclosed to a parent/guardian as defined in this policy or other authorized legal representative with the legal right to receive disclosures on behalf of the individual.
3. To carry out the requirements of this policy and the accompanying procedures.
4. As required or permitted by applicable law or regulations or the requirements of grant funding.

Retaliation

The Board prohibits retaliation, including peer retaliation between students, by the District or any other person against any person for:[19][22]

1. Reporting or making a complaint of conduct that may constitute discrimination or retaliation, including Title IX sex-based discrimination or 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. The District shall respond to reports of retaliation by initiating the appropriate procedures in accordance with applicable law, regulations and this Board policy. Retaliation that falls under Title IX shall be addressed through the grievance procedures or, as appropriate, through the informal resolution process.[22]

Title IX Sex-Based Discrimination and Harassment Training Requirements

The District shall provide training annually to all school employees on:[37]

1. The District’s obligation to address sex-based discrimination and harassment in District education programs and activities.
2. The scope of conduct that constitutes sex-based discrimination and harassment, as defined in the law and this policy.
3. Staff responsibility to provide the Compliance Officer/Title IX Coordinator’s contact information to students or parents/guardians and to notify the Compliance Officer/Title IX Coordinator regarding conduct that may constitute sex-based discrimination or harassment, in accordance with this Board policy and procedures.

The Compliance Officer/Title IX Coordinator, investigators, decision-makers, any staff responsible to implement grievance procedures related to Title IX sex-based discrimination or harassment and any staff authorized to modify or terminate supportive measures shall receive the following training annually, as required or appropriate to their specific role:[37]

1. The District’s obligations under Title IX, including definitions of sex-based discrimination and harassment.
2. The grievance procedures used to address Title IX complaints.
3. How to conduct an investigation, including examination of evidence, drafting reports and determinations, and handling appeals, as applicable.
4. How to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest and bias.
5. Issues of relevance in relation to questions and evidence, and the types of evidence that are impermissible regardless of relevance.
6. How to address complaints when the alleged conduct does not qualify as Title IX sex-based discrimination or harassment but could be addressed under another complaint process or Board policy.

Staff designated to facilitate the informal resolution process shall receive training annually on the rules and practices associated with the informal resolution process and how to serve impartially, including by avoiding conflicts of interest and bias.[37]

The Compliance Officer/Title IX Coordinator and designees shall receive the following training annually, in addition to all other training required by Title IX and this policy:[37]

1. Specific responsibilities of the Compliance Officer/Title IX Coordinator, in accordance with law and Board policy and procedures.
2. The District's recordkeeping system and requirements for recordkeeping in accordance with Title IX and Board policy and administrative regulations.[53][54][55][56]
3. Any other training required to coordinate the District's compliance with Title IX and other applicable laws, regulations and Board policy.

All training materials shall be retained for at least seven (7) years and must be made available for inspection upon request from a member of the public.[37][56][57]

Disciplinary Consequences

A student whose conduct is determined to be in violation of this policy, including a determination of sex-based harassment, shall be subject to appropriate disciplinary action consistent with the Code of Student Conduct, which may include but is not limited to:[34][44][45]

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

An employee who violates this policy, including a determination of sex-based harassment, 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.[46][58]

Handling of Reports

All reports of discrimination or Title IX sex-based discrimination or harassment shall be handled in accordance with the Grievance Procedures attached to this policy.[32]

Legal

1. 24 P.S. 1301
2. 24 P.S. 1310
3. 24 P.S. 1601-C et seq
4. 22 PA Code 4.4
5. 22 PA Code 12.1
6. 22 PA Code 12.4
7. 22 PA Code 15.1 et seq
8. 24 P.S. 5004
9. 43 P.S. 951 et seq
10. 16 PA Code 41.201 et seq
11. 20 U.S.C. 1681 et seq
12. 34 CFR Part 106
13. 29 U.S.C. 794
14. 42 U.S.C. 1981 et seq
15. 42 U.S.C. 2000d et seq

16. 42 U.S.C. 12101 et seq
17. U.S. Const. Amend. XIV, Equal Protection Clause
18. Pol. 103.1
19. 34 CFR 106.2
20. Pol. 234
21. 16 PA Code 41.204
22. 34 CFR 106.71
23. 16 PA Code 41.205
24. 16 PA Code 41.207
25. 16 PA Code 41.206
26. 34 CFR 106.10
27. 34 CFR 106.31
28. 34 U.S.C. 12291
29. 20 U.S.C. 1092
30. 34 CFR 106.11
31. 34 CFR 106.44
32. 34 CFR 106.45
33. Pol. 113
34. Pol. 113.1
35. Pol. 113.2
36. Pol. 113.4
37. 34 CFR 106.8
38. 34 CFR 106.34-106.36
39. 34 CFR 106.41
40. 34 CFR 106.33
41. 34 CFR 106.37
42. Pol. 150
43. 34 CFR 106.43
44. Pol. 218
45. Pol. 233
46. Pol. 317
47. Pol. 805.1
48. Pol. 806
49. 24 P.S. 1318.1
50. Pol. 218.4
51. 20 U.S.C. 1232g
52. 34 CFR Part 99
53. Pol. 113.3
54. Pol. 216
55. Pol. 324
56. Pol. 800
57. Pol. 801
58. Pol. 317.1
20 U.S.C. 1400 et seq
28 CFR Part 35
28 CFR Part 41
34 CFR Part 100
34 CFR Part 104

34 CFR Part 110

U.S. Const. Amend. I

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

Bostock v. Clayton County, 590 U.S., 140 S. Ct. 1731 (2020)

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

Gebser v. Lago Vista Independent School District, 524 U.S. 274 (1998)

Office for Civil Rights - Fact Sheet: Harassment Based on Race, Color, or National Origin on School Campuses (July 2024)

Office for Civil Rights - Resources for Addressing Racial Harassment

18 Pa. C.S.A. 2709

Pol. 122

Pol. 123

Pol. 138

Pol. 220

Pol. 247

Pol. 249

Pol. 251

Pol. 252

Pol. 320

Pol. 701

Pol. 815

103 Report Form.pdf (1,249 KB)

103-Grievance Procedures.docx (94 KB)

103-ConfidentialityTemplate Letter.docx (29 KB)

Last Modified by Carolyn J Riley on April 13, 2026

Book	Policy Manual
Section	100 Programs
Title	Nondiscrimination - Qualified Students with Disabilities
Code	103.1
Status	Active
Adopted	May 24, 2010
Last Revised	June 24, 2025
Prior Revised Dates	8/28/2019, 09/24/2024

Authority

The Board declares it to be the policy of this District to provide all District programs and practices 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, in accordance with Board policy.[10]

The Board directs that complaints of discrimination or harassment shall be investigated promptly, and corrective or preventative action be taken for substantiated allegations.

Confidentiality

Confidentiality of all parties, witnesses, the allegations, the filing of a complaint and the investigation shall be maintained, consistent with the District's legal and investigative obligations.

Retaliation

The District and its employees are prohibited from intimidating, threatening, coercing, discriminating or retaliating 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.[4][9]

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 Assistant to the Superintendent 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 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 Individuals with Disabilities Education Act (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][31][32]

Discipline

When necessary, the District shall discipline qualified students with disabilities in accordance with state and federal laws and regulations and Board policies.[33][34]

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 products; or conduct that constitutes an offense listed in the school safety and security provisions of School Code.[35][36][37]

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 law enforcement agency 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 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][31][33][35][38][39][40][41][42][43][44][45][46][47][48]

In making a determination of whether to notify the law enforcement agency 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][40][48][49]

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][41]

In accordance with state law, the Superintendent shall annually, by July 31, report to the PA Department of Education 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.[35][38][48]

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][50]

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

Parental Request for Assistance

Parents/Guardians may file a written request for assistance with the PA Department of Education 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.

The PA Department of Education 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][51]

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 the student 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 law enforcement or child protective services reports required by law.[48][52]

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 oral or written complaint may provide factual information on the complaint and the investigative process, the impact of choosing to seek confidentiality and the opportunity to report the incident(s) to law enforcement. 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

The Section 504 Coordinator shall ensure that the individual assigned to investigate the complaint has an appropriate understanding of the relevant laws pertaining to discrimination issues and this policy and how to conduct investigations.

The Section 504 building administrator or Section 504 Coordinator and other appropriate individuals will promptly implement appropriate measures to protect the complainant and others as necessary from violation of the policy throughout the course of the investigation.

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 may suggest additional witnesses and provide other evidence during the course of the investigation. When the initial complaint involves allegations relating to conduct which took place away from school property, school-sponsored activities or school conveyances, the investigation may include inquiries related to these allegations to determine whether they resulted in continuing effects such as harassment in school settings.

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][48][52][53][54]

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, and the reason for such delay shall be documented.

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 or 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.[10]

The complainant and the accused shall be informed of the outcome of the investigation, for example, whether the investigator believes the allegations to be founded or unfounded, within a reasonable time of the submission of the written report, to the extent authorized by the Family Educational Rights and Privacy Act (FERPA) and other applicable laws. The accused shall not be notified of the individual remedies offered or provided to the complainant.[29][30][31][32]

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.[33][34][55][56]

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, they 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.

Legal

1. 22 PA Code 4.4

2. 22 PA Code 12.1

3. 22 PA Code 12.4

4. 22 PA Code 15.1 et seq

5. 29 U.S.C. 794

6. 42 U.S.C. 12101 et seq

7. 28 CFR Part 35

8. 28 CFR Part 36

9. 34 CFR Part 104

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. 20 U.S.C. 1232g

30. 34 CFR Part 99

31. 22 PA Code 15.9

32. Pol. 216

33. Pol. 218

34. Pol. 233

35. 24 P.S. 1319-B

36. 22 PA Code 10.2

37. 35 P.S. 780-102

38. 24 P.S. 1306.2-B

39. 22 PA Code 10.21

40. 22 PA Code 10.22

41. 22 PA Code 10.23

42. 22 PA Code 10.25

43. Pol. 113.2

44. Pol. 218.1

45. Pol. 218.2

46. Pol. 222

47. Pol. 227

48. Pol. 805.1

49. 22 PA Code 15.1

50. 34 CFR 104.36

51. 22 PA Code 14.162

52. Pol. 806

53. 18 Pa. C.S.A. 2709

54. Pol. 815

55. Pol. 113.1

56. Pol. 317

103_1-Attach-District-InitiatedEvalNotice.doc (45 KB)

103_1-Attach-ReportFormComplaints.doc (45 KB)

103_1-Attach-ProceduralSafeguards.doc (51 KB)

103_1Attach-Parent_GuardianRequest-PermissionToEvaluate.doc (73 KB)

Last Modified by Carolyn J Riley on August 27, 2025

Book	Policy Manual
Section	100 Programs
Title	Diversity
Code	103.2
Status	Active
Adopted	October 28, 2020

Purpose

Philosophy Statement

The Board of School Directors, administration, faculty and staff of the Bensalem Township School District are committed to creating and maintaining a school community that embraces the educational principles and practices that recognize diversity as essential to the success of a democratic society and ensures that all students are high achieving, socially and ethically responsible, self-directed and productive, through a higher performing, unified and aligned learning community.

To this end, the Board and District employees are committed to providing an environment that:

1. Respects the individual regardless of economic status, race, color, national origin, heritage, religion, gender, age, sexual orientation, ability or disability.
2. Strengthens, builds and supports a staff who embraces the diversity of the District.
3. Honors and respects cultural and language differences.
4. Respects the personal rights of others.
5. Affirms the rights of others to seek and maintain their own identities with dignity.
6. Encourages positive relationships with and among community groups.

The Board authorizes the Superintendent to develop regulations that will implement and further the commitments set forth in this policy.

Last Modified by Susan Harder on November 13, 2020

Book	Policy Manual
Section	800 Operations
Title	Acceptable Use of Internet, Computers and Network Resources
Code	815
Status	Active
Adopted	September 22, 2004
Last Revised	February 27, 2024

Purpose

The Board supports use of the computers, Internet and other network resources in the District's instructional and operational programs in order to facilitate learning, teaching and daily operations through interpersonal communications and access to information, research and collaboration.

The District provides students, staff and other authorized individuals with access to the District's computers, electronic communication systems and network, which includes Internet access, whether wired or wireless, or by any other means.

For instructional purposes, the use of network facilities shall be consistent with the curriculum adopted by the District as well as the varied instructional needs, learning styles, abilities and developmental levels of students.

Definitions

The term child pornography is defined under both federal and state law.

Child pornography - under federal law, is any visual depiction, including any photograph, film, video, picture or computer or computer-generated image or picture, whether made or produced by electronic, mechanical or other means, of sexually explicit conduct, where:[1]

1. The production of such visual depiction involves the use of a minor engaging in sexually explicit conduct;
2. Such visual depiction is a digital image, computer image or computer-generated image that is, or is indistinguishable from, that of a minor engaging in sexually explicit conduct; or
3. Such visual depiction has been created, adapted or modified to appear that an identifiable minor is engaging in sexually explicit conduct.

Child pornography - under state law, is any book, magazine, pamphlet, slide, photograph, film, videotape, computer depiction or other material depicting a child under the age of eighteen (18) years engaging in a prohibited sexual act or in the simulation of such act.[2]

Computer - for purposes of this policy, District computers include any electronic device owned or leased by the District that has the capability to create, play or edit text, audio and video data; transmit or receive messages, text, data or images; operate software or online applications; or provide a wired or wireless connection to the Internet.

The term harmful to minors is defined under both federal and state law.

Harmful to minors - under federal law, is any picture, image, graphic image file or other visual depiction that:[3][4]

1. Taken as a whole, with respect to minors, appeals to a prurient interest in nudity, sex or excretion;
2. Depicts, describes or represents in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or lewd exhibition of the genitals; and
3. Taken as a whole lacks serious literary, artistic, political or scientific value as to minors.

Harmful to minors - under state law, is any depiction or representation in whatever form, of nudity, sexual conduct, sexual excitement or sadomasochistic abuse, when it:[5]

1. Predominantly appeals to the prurient, shameful or morbid interest of minors;
2. Is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and
3. Taken as a whole, lacks serious literary, artistic, political, educational or scientific value for minors.

Obscene - any material or performance, if:[5]

1. The average person applying contemporary community standards would find that the subject matter taken as a whole appeals to the prurient interest;
2. The subject matter depicts or describes in a patently offensive way, sexual conduct described in the law to be obscene; and
3. The subject matter, taken as a whole, lacks serious literary, artistic, political, educational or scientific value.

Technology protection measure - a specific technology that blocks or filters Internet access to visual depictions that are obscene, child pornography or harmful to minors.[4]

Authority

The availability of access to electronic information does not imply endorsement by the District of the content, nor does the District guarantee the accuracy of information received. The District shall not be responsible for any information that may be lost, damaged or unavailable when using the network or for any information that is retrieved via the Internet.

The District shall not be responsible for any unauthorized charges or fees resulting from access to the Internet or other network resources.

The Board declares that District Internet, computer and network use is a privilege, not a right. The District's computer and network resources are the property of the District. Users shall have no expectation of privacy in anything they create, store, send, delete, access, receive or display on or over the District's Internet, computers or network resources, including personal files. The District reserves the right to monitor, track and log network access and use on District computers and network resources; monitor fileserver space and file storage utilization by District users; or deny access to prevent unauthorized, inappropriate or illegal activity and may revoke access privileges and/or administer appropriate disciplinary action. The District shall cooperate to the extent legally required with the Internet Service Provider (ISP), local, state and federal officials in any investigation concerning or related to the misuse of the District's Internet, computers and network resources.[6][7][8][9][10]

The Board requires all users to fully comply with this policy and to immediately report any violations or suspicious activities to the building principal or designee.

The Board establishes the following list of subject areas as inappropriate matter, in addition to those stated in law and defined in this policy, which shall not be accessed by minors:[4]

1. Hate speech.[11][12]
2. Lewd, vulgar or profane.
3. Threatening.[13][14]
4. Harassing or discriminatory.[11][12][15]
5. Bullying.[16]
6. Consisting of/Relating to weapons.[17]
7. Terroristic.[18]

The District reserves the right to restrict access to any Internet sites or network functions it deems inappropriate through established Board policy, or the use of software and/or online server blocking/filtering. Specifically, the District operates and enforces a technology protection measure(s) that blocks or filters access to inappropriate matter by minors on its computers and network resources used and accessible to adults and students. The technology protection measure shall be enforced during use of computers and network resources with Internet access.[3][4][19]

Upon request by students or staff, the Superintendent or designee shall expedite a review and may authorize the adjustment of technology protection measures to enable access to material that is blocked or filtered but is not prohibited by this policy.[19]

Upon request by students or staff, building administrators may authorize the temporary adjustment of technology protection measures to enable access for bona fide research or for other lawful purposes. Written permission from the parent/guardian is required prior to adjusting Internet blocking/filtering for a student's use. If a request for temporary adjustment of technology protection measures is denied, the requesting student or staff member may appeal the denial to the Superintendent or designee for expedited review.[3][20]

Delegation of Responsibility

The District shall make every effort to ensure that this resource is used responsibly by students and staff.

The District shall inform staff, students, parents/guardians and other users about this policy through employee and student handbooks, posting on the District website and by other appropriate methods. A copy of this policy shall be provided to parents/guardians, upon written request.[19]

Administrators, teachers and staff have a professional responsibility to work together to help students develop the intellectual skills necessary to discern among information sources, to identify information appropriate to their age and developmental levels and to evaluate and use the information to meet their educational goals.

Students, staff and other authorized individuals have the responsibility to respect and protect the rights of every other user in the District and on the Internet.

Building principals shall make initial determinations of whether inappropriate use has occurred, and may consult with the Superintendent or designee and the school solicitor when necessary.

The Superintendent or designee shall be responsible for recommending technology and developing procedures used to determine whether the District's computers and network resources are being used for purposes prohibited by law or for accessing sexually explicit materials. The procedures shall include but not be limited to:[3][4][21]

1. Utilizing a technology protection measure that blocks or filters Internet access for minors and adults to certain visual depictions that are obscene, child pornography, harmful to minors with respect to use by minors or determined inappropriate for use by minors by the Board.
2. Maintaining and securing a usage log.
3. Monitoring online activities of minors on District computers and network resources.

The Superintendent or designee shall develop and implement administrative regulations that ensure students are educated on network etiquette and other appropriate online behavior, including:[4]

1. Interaction with other individuals on social networking websites and in chat rooms.
2. Cyberbullying awareness and response.[16][22]

Guidelines

District computers and network accounts shall be used only by the authorized user of the computer or account for its approved purpose. Network users shall respect the privacy of other users on the system.

Safety

It is the District's goal to protect users of the network from harassment and unwanted or unsolicited electronic communications. Any network user who receives threatening communications or inadvertently visits or accesses an inappropriate site shall report such immediately to a teacher, building administrator or other appropriate school staff. Network users shall not reveal personal information to other users on the network or Internet, including chat rooms, email, social networking websites, etc.

Internet safety measures shall effectively address the following:[4][21]

1. Control of access by minors to inappropriate matter on the Internet and World Wide Web.
2. Safety and security of minors when using electronic mail, chat rooms, social networking websites and other forms of direct electronic communications.
3. Prevention of unauthorized online access by minors, including hacking and other unlawful activities.

4. Unauthorized disclosure, use and dissemination of personal information regarding minors.[23][24][25]
5. Restriction of minors' access to materials harmful to them or which have been designated as inappropriate matter in Board policy.

Prohibitions

Users are expected to act in a responsible, ethical and legal manner in accordance with Board policy, accepted rules of network etiquette and federal and state law and regulations. Specifically, the following are prohibited uses of District computers and/or network resources:

1. Facilitating illegal activity.
2. Bullying/Cyberbullying.[16][22]
3. Hate mail, discriminatory remarks, harassment and offensive or inflammatory communication.[11][12][16][26]
4. Unauthorized or illegal installation, distribution, reproduction or use of copyrighted materials.[27]
5. Accessing, sending, receiving, transferring, viewing, sharing or downloading obscene, pornographic, lewd or otherwise illegal materials, images or photographs.[28]
6. Access by students and minors to material that is harmful to minors or is determined inappropriate for minors in accordance with Board policy.
7. Vulgar language or profanity.
8. Transmission of material that a reasonable person would know to be offensive or objectionable to recipients.
9. Intentional obtaining or modifying of files, passwords and data belonging to other users.
10. Impersonation of another user, anonymity and pseudonyms.
11. Fraudulent copying, communications or modification of materials in violation of copyright laws.[27]
12. Loading or accessing unauthorized games, programs, files or other electronic media.
13. Disruption of the work of other users.
14. Destruction, modification, abuse or unauthorized access to network hardware, software, systems and files.
15. Accessing the Internet, District computers or other network resources without authorization.
16. Disabling, adjusting or bypassing the Internet blocking/filtering technology protection measure(s) without authorization.
17. Accessing, sending, receiving, transferring, viewing, sharing, deleting or downloading confidential information without authorization.

Security

System security is protected through the use of passwords and/or encryption and District security procedures. Failure to adequately protect or update passwords could result in unauthorized access to personal or District files. To protect the integrity of the system, these guidelines shall be followed:[25][29][30]

1. Employees, students and other authorized users shall not reveal their passwords to another individual.
2. Users are not to use a computer that has been logged in under another user.
3. Any user identified as a security risk or having a history of problems with other computers or network systems may be denied access to the District's computers and network resources.

Copyright

The illegal use of copyrighted materials is prohibited. Any data uploaded to or downloaded from the network or Internet shall be subject to fair use guidelines and applicable laws and regulations.[27][31]

District Website

The District shall establish and maintain a website and shall develop and modify its web pages to present information about the District under the direction of the Superintendent or designee. All authorized users publishing content on the District website shall receive appropriate training and comply with this and other applicable District policies.

Users shall not copy or download information from the District website and disseminate such information on unauthorized web pages without authorization from the building principal.

Accessibility –

District staff who maintain District websites and web pages shall post content which is accessible to individuals with disabilities, to the same extent that it is available to other users, based on the needs of the individuals and limitations of the platform. This shall include, but is not limited to:[11][12][15][32][33][34]

1. Including alternate text descriptions or captions for images.
2. Including captions for video content.
3. Avoiding text that is posted as an image or conveyed using only color cues.
4. Creating links and attachments in formats that are accessible to screen readers and other assistive technology, and may be accessed through keyboard or speech navigation.
5. Formatting text so that it is accessible to screen readers and other assistive technology, and may be accessed through keyboard or speech navigation.

All District websites shall contain clear contact information that may be used by members of the public to request accommodations or assistance.

Consequences for Inappropriate Use

Users of District computers and network resources shall be responsible for damages to the equipment, systems, platforms and software resulting from deliberate or willful acts.[19]

Illegal use of the District computers and network resources; intentional deletion or damage to files or data belonging to others; copyright violations; and theft of services shall be reported to the appropriate legal authorities for possible prosecution.

General rules and Board policies for behavior and communications apply when using the District computers, network resources and Internet, in addition to the stipulations of this policy.

Vandalism shall result in loss of access privileges, disciplinary action and/or referral to legal authorities. **Vandalism** is defined as any malicious attempt to harm or destroy data of another user, the District, the Internet or other networks; this includes but is not limited to uploading or creating computer viruses.

Failure to comply with this policy or inappropriate use of the Internet, District network or computers shall result in usage restrictions, loss of access privileges, disciplinary action and/or referral to legal authorities.[6][7][8][9][10]

Legal

1. 18 U.S.C. 2256
2. 18 Pa. C.S.A. 6312
3. 20 U.S.C. 7131
4. 47 U.S.C. 254
5. 18 Pa. C.S.A. 5903
6. Pol. 218
7. Pol. 233
8. Pol. 317
9. Pol. 417
10. Pol. 517
11. Pol. 103
12. Pol. 104
13. 24 P.S. 1302-E
14. Pol. 236.1
15. Pol. 103.1
16. Pol. 249

17. Pol. 218.1

18. Pol. 218.2

19. 24 P.S. 4604

20. 24 P.S. 4610

21. 47 CFR 54.520

22. 24 P.S. 1303.1-A

23. Pol. 113.3

24. Pol. 216

25. Pol. 830

26. Pol. 247

27. Pol. 814

28. Pol. 237

29. Pol. 800

30. Pol. 830.1

31. 17 U.S.C. 101 et seq

32. 42 U.S.C. 12101 et seq

33. 29 U.S.C. 794

34. 28 CFR 35.160

24 P.S. 4601 et seq

18 Pa. C.S.A. 2709

Pol. 113.1

Pol. 220

Pol. 816

Pol. 824

Last Modified by Carolyn J Riley on March 22, 2024

Book	Policy Manual
Section	800 Operations
Title	Acceptable Use of Portable Computing Devices
Code	815.2
Status	Active
Adopted	May 11, 2011

Purpose

The Bensalem Township School District is committed to the use of technology in supporting the instructional program, educational research and district business operations. It is the purpose of this policy to define the responsible use of district issued or owned mobile technology devices.

Definition

Portable computing devices are considered to be any Bensalem Township issued or owned portable computing device that is capable of connecting to a network or the Internet. This configuration will be implemented and maintained by the Bensalem Township School District.

Guidelines

Staff users have a responsibility to use the laptops appropriately while at school or at home. Appropriate use includes, but is not limited to the following:

1. Log in under your assigned username.
2. Do not share passwords with others.
3. Staff users have access to a network resource or a back up drive. It is the user's responsibility to ensure that their critical files are backed up regularly.

All use of the Internet must comply with district guidelines as detailed in Board Policy 815. The Bensalem Township School District reserves the right to audit, examine, monitor, or recall mobile devices at any time and for any reason. [1]

Technology Department Guidelines

All repair work will be the responsibility of the Bensalem technology department.

Most portable computing devices (especially laptops) will be collected in the summer for maintenance, cleaning and software updates.

District technology staff does not support connection to non-Bensalem Township School District networks. Problem resolution and troubleshooting resulting from personal Internet service providers and community access points will be at the discretion of the technology department.

Laptop Identification

All portable computing devices will be labeled by the technology department. These labels, along with any other label residing on the portable computing devices, must not be removed or altered in any way by anyone other than the staff of the Bensalem Township School District technology department. Further, all portable computing devices will be configured by the technology department with a unique "name." This name and any other configuration settings must not be changed by anyone other than the staff of the Bensalem Township School technology department.

Portable Computer Device Warranties

Warranty coverage, on district owned equipment, is purchased by the Bensalem Township School District as part of the purchase price of the equipment. The portable computing devices are warranted against defects in materials and workmanship. This limited warranty covers normal use, mechanical breakdown or faulty construction and will provide replacement parts necessary to repair the laptop. This warranty does not warrant against damage caused by misuse, abuse, accidents or computer viruses. All repair work will be the responsibility of the Bensalem Township School District technology department. No unauthorized person will be allowed to attempt to repair any equipment, laptop or otherwise, owned by the Bensalem Township School District. If a portable computing device is damaged, accidentally or intentionally, in such a way as to void the warranty, it will be the responsibility of the user to reimburse Bensalem Township School District for the cost of repair or replacement of the portable computing device at current contracted price lists.

Theft

If the portable computing device or other technology is stolen, the user must file a police report and contact the Bensalem Township School District's technology department. The cost to replace specific devices and accessories will be that of the current contracted price lists

Loss

If a portable computing device is lost while in the user's possession, it will be the user's responsibility to reimburse Bensalem Township School District for the current contracted cost of the device and accessories.

Intentional Damage

Users are responsible for full payment of repair or replacement of the portable computing device at current contracted price lists due to intentional damage. No warranty will cover intentional damage.

Unacceptable Conduct

Certain conduct or behavior is considered unacceptable while using equipment owned by Bensalem Township School District. This conduct or behavior is considered unacceptable without regard to location, time, or date. Disciplinary action will be taken should it be determined unacceptable conduct or behavior has occurred. Unacceptable conduct or behavior includes, but is not limited to the following:

1. Using any Bensalem Township School District-owned equipment for illegal activities, including copyright, license or contract violations; intentionally downloading inappropriate materials; viruses, and/or software, such as but not limited to hacking and host file sharing software.

2. Using any Bensalem Township School District-owned equipment for financial or commercial gain, advertising, or political lobbying.

3. Accessing or exploring online locations or materials that are inappropriate as defined by the Bensalem Township School District's *Acceptable Use Agreement*.

4. Vandalizing and/or tampering with equipment, programs, files, software, system performance or other components of the laptop or network. Use or possession of hacking software is strictly prohibited.

5. Gaining unauthorized access anywhere on the network.

6. Using another user's account, password, or allowing another user to access your account or password.

7. Coaching, helping, or joining any unauthorized activity on the network.

8. Posting anonymous messages or unlawful information on the system.

9. Engaging in sexual harassment or using objectionable language in public or private messages, e.g., racist, terroristic, abusive, sexually explicit, threatening, stalking, demeaning or slanderous.

10. Falsifying permission, authorization or identification documents.

11. Obtaining copies of, or modifying files, data or passwords belonging to other users on the network.

Legal 1. Pol. 815

Last Modified by Danielle Marshall on September 8, 2015

Book	Policy Manual
Section	800 Operations
Title	District Social Media
Code	816
Status	Active
Adopted	February 28, 2023
Last Revised	February 25, 2026

Purpose

The purpose of this policy is to establish the process and standards for approval and operation of district-owned social media accounts, and to identify the differences between personally owned social media accounts and those maintained by the district.

The Board respects freedom of expression; such expression will be free from interruption, except when it is in violation of law or Board policy.

Definitions

Social media - a category of Internet-based resources that integrate user-generated content and user participation to share information, ideas, personal messages and other content, including photos and videos. Social media includes **social networks**, which are online platforms where users can create profiles, share information and personal messages, and connect with others.

District-owned social media account - a social media account, regardless of platform, that is approved by the Board and operated by a designated district employee(s), and is designed to further the educational mission of the district by providing information to the school community and general public.

Personal social media account - a social media account, regardless of platform, that is attributed to and operated by an employee, individual school director or student for personal use and is not approved by the Board as an official communications channel of the district.

Nonpublic forum – created when a district-owned social media account enables members of the public to read and receive district information, but the district has not designated opportunity for expressive activity by the public, and no commenting or posting of information by members of the public is permitted. In terms of social media, the ability to comment, post or reply is disabled on the district's account for public users.

Authority

The Board shall approve all official social media accounts created and/or maintained as district-owned accounts, including social media accounts for individual schools within the district.[1]

All district-owned social media accounts shall display the official name, logo and seal of the district or the individual district school.

The Board establishes district-owned social media accounts as a **nonpublic forum** and directs school staff to disable functions allowing public users to comment or post information on district-owned social media accounts.

The district encourages community members to respond to posts and share comments that are constructive and courteous toward the school community. Statements and opinions expressed by visitors to the account do not reflect the opinions of the district. Questions regarding information should be directed to the building principal or to the Superintendent's office for district-wide information. The district shall review comments and may remove comments which are in clear violation of law or Board policy, including but not limited to the following:[2][3][4][5]

1. Sexual harassment, racial, ethnic, religious or nationality intimidation towards an individual or individuals in the school community.[6][7][8]

2. Disclosure of confidential personal information regarding students or staff.[9][10]

3. Speech that traditionally has not been protected under the First Amendment, such as obscenity, defamation and speech integral to criminal conduct.

4. Speech that is profane.

5. Speech that constitutes true threats such as inciting imminent lawless action or subjecting individuals to fear of violence.

6. Are spamming in nature (same comment posted repeatedly).

Intellectual Property Rights

The illegal use of copyrighted, branded or trademarked materials or trade secrets is prohibited on district-owned social media accounts. All content shall be subject to copyright fair use guidelines and applicable laws, regulations and Board policy and administrative regulations.[11]

Delegation of Responsibility

The Board designates the Superintendent or designee to oversee all district-owned social media accounts and serve as the primary contact person for district-owned social media accounts.

The Superintendent or designee shall notify students and staff about this policy through employee and student handbooks, posting on the district website and by other appropriate methods.

All district staff assigned to monitor and maintain district-owned social media accounts shall receive training on:

1. Regularly reviewing district-owned social media accounts, in coordination with the district's chief communications representative, to update, remove and/or correct information.[12]

2. Complying with confidentiality provisions of student and staff information, in accordance with applicable law, regulations and Board policy and administrative regulations.[9][10]

3. Monitoring content for confidentiality and intellectual property violations, documenting potential violations, and notifying appropriate district staff to consider further action.[9][10][11]

4. Monitoring content for web accessibility standards and responding to public requests for accommodations.[6][8][13]

Guidelines

Posting of Personally Identifiable Information

The Board authorizes posting of student images in photos or videos depicting the educational process or school-related events on district-owned social media accounts, unless the students' parents/guardians have opted out of sharing directory information under the Family Educational Rights and Privacy Act and Board policy.[9][10][14][15]

The Board prohibits posting of other personally identifiable information of students on district-owned social media accounts without the consent of the parent/guardian, in accordance with applicable law, regulations and Board policy and administrative regulations.[9][10]

The Board prohibits posting of staff images in photos or videos when a staff member has submitted a request to the Superintendent or designee that their image not be posted publicly online.

The Board directs district staff to post images and information to social media accounts in a manner that protects the safety and security of students and staff, such as posting images without identification.

Accessibility

The Board directs district staff who maintain district-owned social media accounts to post content that is accessible to individuals with disabilities, to the greatest extent possible based on the limitations of the platform. This shall include, but is not limited to:[6][7][8][16][17][18]

1. Including alternate text descriptions or captions for images.

2. Including captions for video content.

3. Avoiding text that is posted as an image.

4. Creating links and attachments in formats that are accessible to screen readers and other assistive technology.

5. Formatting text so that it is accessible to screen readers and other assistive technology.

All district-owned social media accounts shall contain clear contact information that may be used by members of the public to request accommodations or assistance.

Connecting with Other Social Media Accounts

Content or information posted to district-owned social media accounts shall not be connected to other social media accounts through linking or tagging if the outside account is for a commercial application, product or service and the district or its employees would receive financial or other compensation as a result of the connection.

When an official Board-approved corporate sponsorship or partnership includes connecting with the sponsor on district-owned social media accounts through reacting, linking or tagging, such connections shall be addressed in accordance with the provisions of the approved contract or partnership.

District-owned social media accounts shall not be connected to social media accounts of individual students through linking or tagging.

District-owned social media accounts may be connected through linking or tagging to social media accounts of parent-teacher organizations, district-related booster organizations or similar school-related groups when the content or information has been reviewed and approved by the district's chief communications representative.

Third-Party Social Media Accounts

Third-party social media accounts - a social media account, regardless of platform, that is operated by a volunteer, student, parent/guardian, alumnus or other member of the public on behalf of groups associated with the district. Third-party social media accounts are not operated by district employees or school directors.

These accounts are privately created, maintained and are not actively monitored by the district. Third-party social media accounts are encouraged to add this line to their description, "This is not a district-owned social media account. The district is not responsible for the content or operation of this social media account."

Personal Social Media Accounts of School Directors

District-owned social media accounts shall not react, link to, post or otherwise interact with private social media accounts of individual school directors.

School directors are strongly encouraged to use privacy settings on social media accounts and to clearly identify that it is their personal social media account and that it does not officially represent the Board or district.

The Board acknowledges that a school director's activity on their personal social media account could be deemed a public record and subject to a Right-to-Know request if the activity documents a transaction or activity of the district and is created, received or retained pursuant to law or in connection with a transaction, business or activity of the district.[19][20]

The Board further recognizes that the determination of whether an activity on a school director's personal social media account qualifies as a public record must involve an analysis of the status of the account. Such analysis may include factors such as whether the account is either public or private and whether the account has the characteristics of an official district-owned social media account.

Personal Social Media Accounts of District Employees

District-owned social media accounts shall not react, link to, post or otherwise interact with private social media accounts of individual school employees.

District employees are strongly encouraged to use privacy settings on social media accounts and to clearly identify that it is their personal social media account and that it does not officially represent the Board or district.

To maintain professional boundaries, district employees must comply with Board policy regarding online communication with students.[21]

The district does not actively monitor personal social media accounts of current school employees; however, the district reserves the right to address employees' job-related speech or employee speech posted on social media that has the potential to affect the district's operations. Speech that takes place off-site and on an employee's own time, including posting on personal social media accounts, may be addressed if the district establishes that the employee's expression infringed on the interests of the district in promoting the efficient and effective functioning and educational purpose of

the district. If employee speech or expression would violate law or Board policy in a traditional forum, it is also prohibited in an online forum. When an employee speaks as a citizen on a matter of public concern, the district shall consult with the school solicitor in determining the appropriate course of action, in accordance with applicable law, regulations and Board policy.[2][22][23][24][25][26]

Student Use of Personal Social Media Accounts

Student use of personal social media accounts shall be addressed in accordance with applicable Board policies and administrative regulations related to student conduct, expression and students' individual rights and responsibilities. In accordance with Board policy, the district shall provide education on network etiquette and appropriate online behavior for students, including interaction with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and response.[6][13][27][28][29][30][31][32]

Consequences

A district employee who violates this policy may be subject to disciplinary action, up to and including termination, in accordance with applicable law, regulations and Board policy and administrative regulations.[21][25][33]

Legal

1. 24 P.S. 510
2. U.S. Const. Amend. I
3. Lindke v. Freed, 601 U.S. 205 (2024)
4. Markey v. Thompson, 790 F. Supp. 3d 407 (E.D. Pa. 2025)
5. O'Connor-Ratcliff v. Garnier, 601 U.S. 205 (2024)
6. Pol. 103
7. Pol. 103.1
8. Pol. 104
9. Pol. 113.4
10. Pol. 216
11. Pol. 814
12. Pol. 911
13. Pol. 815
14. 20 U.S.C. 1232g
15. 34 CFR Part 99
16. 42 U.S.C. 12101 et seq
17. 29 U.S.C. 794
18. 28 CFR 35.160
19. 65 P.S. 67.102
20. Penncrest School District v. Cagle, 341 A.3d 720 (Pa. 2025)
21. Pol. 824
22. 24 P.S. 1122
23. 24 P.S. 2070.1a et seq
24. 22 PA Code 235.1 et seq
25. Pol. 317
26. Pol. 320
27. 24 P.S. 1303.1-A
28. 47 U.S.C. 254
29. Pol. 218
30. Pol. 220
31. Pol. 235
32. Pol. 249
33. Pol. 317.1

65 P.S. 67.101 et seq

Knight First Amendment Inst. at Columbia Univ. v. Trump, 928 F.3d 226 (2d Cir. 2019)

Davison v. Randall, 912 F.3d 666 (4th Cir. 2019)

Garcetti v. Ceballos, 547 U.S. 410 (2006)

Mike Campbell v. Cheri Toalson Reish, 986 F.3d 822 (8th Cir. 2021)

Pickering v. Board of Education, 391 U.S. 563 (1968)

Connick v. Myers, 461 U.S. 138 (1983)

Rankin v. McPherson, 483 U.S. 378 (1988)

Pol. 801

Pol. 913

Last Modified by Carolyn J Riley on March 19, 2026

Book	Policy Manual
Section	700 Property
Title	Copy of Use of School Facilities - Working Draft
Code	707
Status	
Adopted	September 22, 2004
Last Revised	February 25, 2026

Purpose

The School Board recognizes that although the primary purpose of the school buildings, facilities and property (the "School Facilities") is to provide students with an appropriate learning environment, the Board may make School Facilities available to individuals and community groups without discrimination and in accordance with this policy, provided the use does not interfere with the educational program of the schools.

Authority

The School Board shall establish a schedule of fees for the use of School Facilities by approved groups, with such use to be identified in this policy as a "School Facility Use."[1]

Delegation of Responsibility

The Superintendent or his/her designee shall implement procedures for requesting and granting permission for use of School Facilities and shall distribute the policy and procedures to individuals affected by them.

The Superintendent or his/her designee may approve a School Facility Use as long as the School Facility Use complies one hundred percent (100%) with School Board policy.

Guidelines

User Group Classifications

Eligibility to use School Facilities is limited to the following categories or classes of users.

CLASS I -

All Bensalem Township School District teams, clubs and activities, including the Boy Scouts and Girl Scouts.

CLASS II -

All Bensalem Township School District-related groups, including, but not limited to:

1. Bensalem Township School District Alumni Associations.
2. PTOs, PTGs, and/or School Board-approved booster and/or parent/teacher groups.
3. Bensalem Education Foundation.
4. Just for the Kids.
5. Bensalem Township School District Employee groups.
6. PSERS.
7. Bensalem Township Based Service Organizations including, but not limited to, the Bensalem Lions Club, Kiwanis Club, Rotary, etc.

CLASS III -

Bensalem Township community and non-profit organizations that provide programs for the benefit of local youth residents ~~and youth~~, including, but not limited to:

1. Bensalem non-profit youth organizations [501(c)(3) designation required].
2. Bensalem Township parochial schools and CYO organizations.
3. YWCA.

CLASS IV -

Bensalem residents, business groups and organizations not included in Classes I, II or III.

~~*CLASS IV(A) -*~~

~~Bensalem events that provide positive services to the township as approved by the School Board. Such events currently approved by the School Board at the time of the adoption of this policy are Indian Cultural Association of Pennsylvania (ICAP) events, Celtic Christmas, and the Bensalem Kollel and Outreach Center Challah Bake.~~

CLASS V -

1. PIAA, District One or Suburban One sanctioned events.
2. First Mid Atlantic Robotics.

CLASS VI -

Other governmental organizations or agencies not included in Classes I, II, III, or IV ~~or IV(A)~~.

1. Bensalem Township Government including, but not limited to, the Township Police Department, Fire Companies, and Park & Recreation Department.
2. Bucks County Government.

CLASS VII -

Any and all School Facility Use requests not identified in and/or covered under Classes I, II, III, IV, ~~IV(A),~~ V & VI.

<u>Fee Structure by Classification</u>

CLASS I -

Class I groups may use School Facilities without charge for rental or service fees. Application fees and security deposit will be waived.

CLASS II -

Class II groups may use School Facilities without charge for rental or service fees during normal business hours. Application fees and security deposit will be waived. Service fees will be required for uses of buildings during off hours.

Class II requested School Facility Uses proposed to occur during off hours (weekends) must have prior School Board approval. The Facilities Department will provide to the School Board a breakdown of custodial fees and utility fees absorbed by the School District prior to the time the School Facility Use is approved.

CLASS III -

Class III groups will be required to pay an application fee, and an utility rate fee, and will be required to deposit a security deposit in order to use School Facilities.

Class III groups may use School Facilities without charge for rental fees.

Class III groups may use School Facilities without charge for custodial fees and/or service fees during normal business hours. For usage during off hours (weekends), Class III groups will be required to pay custodial fees, together with any/all applicable service fees.

CLASS IV -

Class IV groups will be required to pay an application fee, rental fee, and custodial fee, together with any/all applicable service fees, and will be required to deposit a security deposit in order to use School Facilities.

~~*CLASS IV(A) -*~~

~~Class IV(A) groups will be required to pay an application fee, a reduced rental fee in an amount equal to sixty-five percent (65%) of the then current School Facility rental fee, and a custodial fee, together with any/all applicable service fees, and will be required to deposit a security deposit in order to use School Facilities.~~

CLASS V -

Class V.1 groups will be required to pay fees as determined by PIAA, District 1, and/or Suburban One League guidelines then in effect. Class V.2 groups will be required to pay a custodial fee, together with any/all applicable service fees.

CLASS VI -

Class VI groups will be required to pay an application fee, rental fee, and custodial fee, together with any/all applicable service fees, and will be required to deposit a security deposit in order to use School Facilities.

CLASS VII -

Class VII groups will be required to pay an application fee, rental fee, and custodial fee, together with any/all applicable service fees, and will be required to deposit a security deposit in order to use School Facilities.

List of Available Facilities

A list of available School Facilities will be prepared by the Superintendent or his/her designee and approved by the School Board. The list of available School Facilities is a part of, and incorporated into, this policy, and may be amended, from time to time, as may be necessary, without the need to amend this policy.

Fees and Fee Schedule

A schedule of all School Facility Use fees will be prepared by the Superintendent or his/her designee and approved by the School Board. The schedule of School Facility Use fees may include, but shall not be limited to:

1. Application fees.
2. Rental fees.
3. Utility Rate fees.
4. Custodial fees.
5. Service fees.

The schedule of School Facility Use fees is a part of, and incorporated into, this policy, and may be amended, from time to time, as may be necessary, without the need to amend this policy.

The following fees shall be included within the School Facility Use fee schedule:

1. Application fee - a non-refundable fee to accompany an application to use any School Facilities. A separate application will be required for each School Facility sought to be used by a user group per occasion or season, as applicable.
2. Rental fee - a non-refundable fee for the use of a School Facility. A separate rental fee may be required for each School Facility sought to be used by a user group per occasion or season, as applicable.
3. Utility Rate fee - a non-refundable fee for the utility costs for the use of a School Facility.
4. Custodial fee - a non-refundable fee for the custodial employee and/or grounds employee costs for the use of a School Facility.
5. Service fee - a non-refundable fee for the following employee costs:
    a. Facility or Site Supervisor.
    b. Rental Coordinator.
    c. Security Guard.
    d. Cafeteria or Food Services employee.
    e. Audio/Visual Coordinator.
    f. Audio/Visual Assistant.
    g. Lifeguard.

6. Security deposit.

7. Costs.

For the purpose of this policy, **regular work hours** or **normal business hours** are those hours for each building when custodial staff are regularly on duty.

A building administrator, a facility or site supervisor, and/or a custodian shall be present and responsible whenever any user group is using a School Facility. As part of its review of a School Facility Use application, the School District shall determine which supervisory personnel [building administrator, facility/site supervisor, rental coordinator, and/or custodial employee(s)] will be required for each and every approved School Facility Use.

The various School Facility Use fees may be increased and/or decreased, from time to time, as deemed necessary in the sole discretion of the School District. Notwithstanding the generality of the foregoing, School Facility Use fees that are based, in whole or in part, upon School District employee salaries and/or costs, may be increased annually based upon increases in School District employee salaries and/or costs. Similarly, School Facility Use fees that are based, in whole or in part, upon the School District's Act 1 Index (such as rental fees and utility rate fees), may be adjusted annually based on changes in and/or to the District's Act 1 Index.

Security deposits will be held in escrow by the School District until such time as School District personnel evaluate the condition of the School Facility or Facilities used in a School Facility Use after such School Facility Use event and/or season has ended. All expenses and/or costs incurred by the School District as the result of a School Facility Use shall be deducted from the security deposit, and thereafter the remaining balance of the security deposit shall be returned to the user group within ten (10) days of the end of the School Facility Use event or season, whichever is later. A written notification and description shall be provided to the user group by the School District at the time of the return of the security deposit if any security deposit funds have been withheld by the School District, for theft, damage, and/or destruction of School District property, or otherwise, pursuant to this policy.

Application Process

All applications for School Facility Use must be completed and submitted to the School District using forms as provided by the School District. An application fee must be submitted with the School Facility Use application form(s), unless the user group classification of the applicant is not subject to the payment of an application fee.

A Certificate of Insurance, naming the School District of Bensalem Township as an additional insured on all policies identified thereupon, and covering the School Facilities sought to be used, must accompany the application at the time of submission. The Certificate of Insurance must include policies of insurance of the kind and in the policy amounts as required by this policy and as may be required by the School District from time to time. A Hold Harmless Agreement, in a form provided by the School District, must also accompany the application at the time of submission.

Applications should be made at least forty-five (45) days in advance of the scheduled event, and no applications will be accepted prior to nine (9) months of the event. Weekend or summer rental applications should be made at least forty-five (45) days prior to a School Board action meeting in order to be considered at that School Board action meeting. There typically is no July School Board action meeting. An application must be completed by an authorized officer, member, or agent of the user group who is at least twenty-one (21) years of age.

All applications are subject to the required approval process. The School Board reserves the right to refuse the use of any School Facility at any time.

A twenty-five percent (25%) deposit of the total of all of the estimated School Facility rental fees and costs must be paid to the School District. Rental cost is required no later than fourteen (14) days prior to the date of, or starting date of, the School Facility Rental.

The payment of any and all School Facility Use fees as required and/or otherwise set forth in this policy shall be paid by check, payable to the order of the Bensalem Township School District only, and shall be presented to the Superintendent or his/her designee. No cash or electronic payment will be accepted by the School District, and no cash or electronic payments should be made to any School District employees.

Cancellation Process

It is the responsibility of the applicant to contact the School District Facility rental office should it be necessary for a user group to cancel its School Facility Use. A School Facility Use must be cancelled no fewer than seven (7) days prior to the scheduled date of the School Facility Use. If a School Facility Use is cancelled fewer than seven (7) days prior to the scheduled date of the School Facility Use, then rental fees will be still be charged by the School District and will not be refunded to the user group, and all other School Facility Use fees and costs already incurred by the School District for the School Facility Use will similarly be charged by the School District and will not be refunded to the user group.

If weather conditions prohibit a School Facility Use from taking place as scheduled, any building administrator, facility/site supervisor, rental coordinator or other designated School District employee may cancel the event. The School District shall not be liable to the applicant/user group for any loss due to the cancellation caused by weather conditions.

Liability/Insurance Requirements

As a condition for each and every School Facility Use, every non-School District user group shall submit to the School District two (2) copies of its Certificate of Insurance with its application for School Facility Use. The certificate(s) are to be issued by the user group's insurance carrier(s) and signed by an authorized agent(s) of the insurance carrier(s). The insurance carrier(s) must be licensed to do business in the Commonwealth of Pennsylvania and must hold a rating of "A" or better from A.M. Best. The certificate(s) must name Bensalem Township School District as an additional insured on all policies identified thereupon, and shall cover all of the School Facilities sought to be used as part of the School Facility Use, as well as any claims arising out of activities to be performed on School District property as part of the School facility Use.

The user group shall carry the comprehensive form of general liability insurance and the limits shall be not less than $1,000,000.00 for each: bodily injury, property damage, and fire.

If a user group utilizes or employs workers or employees, the organization shall carry Workers' Compensation insurance to insure their statutory liability to their employees, and the user group will provide Bensalem Township School District with a copy of their Workers' Compensation insurance documentation.

All user groups are responsible for leaving the facilities/fields in proper condition, and, as set forth above, will be responsible for all costs incurred for repairs and/or replacement of any stolen, damaged, and/or destroyed School District property in amounts in excess of the security deposit.[2]

As a condition of use of any and all School Facilities, all user groups are required to agree, on the form(s) provided by the School District, to indemnify and hold harmless the Bensalem Township School District, its officers, officials, agents and employees, from and against all loss or expense (including costs and attorneys' fees) by reason of liability imposed by law upon the School District for damages because of bodily injury, including death, at any time resulting therefrom, sustained by any person or persons or on account of damage to property, including loss of use

thereof, arising out of or in consequence of the use of the Bensalem Township School District Facilities, whether such injuries to persons or damage to property is due or claimed to be due to the negligence, in whole or in part, of the user group, its subcontractors, the Bensalem Township School District, and/or its officers, officials, agents and employees.

General Rules for Use

In addition to any rule described herein for the use of School District Facilities, the School District reserves the right to make any rules or enforce any regulations that it deems necessary in order to promote and protect the health, safety and welfare of the community and the School District Facilities.[3]

Availability of School District Facilities and Obligations of Applicant/User Groups

1. The use of the School District Facilities, subject to restrictions, is available to organizations within the School District, as classified in the 'User Group Classification' section of this policy, above.

2. All users and user groups, their members, guests and invitees must comply with School District policies at all times.

3. All School Facility Uses must end, and all users and user groups, their members, guests and invitees must vacate School District Facilities by 9:30 p.m., Monday through Thursday, and by 12:00 a.m. Friday, Saturday and Sunday, unless otherwise approved by the Superintendent or his/her designee.

4. The School District reserves the right to assign the various School District Facilities at its discretion. For energy savings or other relevant reasons, the School District may consolidate various activities to certain schools or locations.

5. All School District student-related activities shall take preference over all community requests for the use of School District Facilities as determined by the Superintendent or Facilities Department in their discretion.

6. Any user group that does not comply with the rules and regulations of the School District will be banned from continued use of any and all School District Facilities.

7. Only school-related or school sponsored activities of the School District may use School District Facilities during normal school hours.

8. During school hours, no School Facility Use by a non-School District user group can take place on or in a School District Facility prior to 6:00 p.m., Monday through Friday, unless approved by the Superintendent or his/her designee.

9. If admission fees are charged at an event held in a School District Facility, the user group must pay all taxes required by law; evidence of payment may be required by the School District.

10. Members and agents of the School Board shall not be refused admission to an event being held on or at School District Facilities.

11. All user groups must be able to present an approved School District Facility Use Permit when requested. Any user group who cannot present an approved School District Use Permit will be denied access to, and use of, any and all School District Facilities.

12. Any user group and/or School Facility Use that requires the use of microphones, projectors, sound system, lighting, and/or other audio/visual equipment, facilities, and/or services of the School District must submit a prior written request to utilize these services. Such

audio/visual services must be installed, operated, and/or otherwise performed by an approved School District employee. All such audio/visual related fees and costs will be billed and paid by the user group as set forth in the 'Fee Structure by Classification' section of this policy, above, and in the School Facility Use Fee schedule incorporated herein.

13. The School District will schedule meetings with Class III user groups as deemed necessary.

14. Use of School District swimming pools requires School District-employed lifeguards at all times unless determined otherwise by the School District. The number of lifeguards necessary for a School Facility Use will be determined by the School District-based factors including, but not limited to, the age, number, and skill level of the persons proposed to be in and/or around the swimming pool(s). In such cases where the School District lifeguards are not available, the user group will be required to provide certified lifeguards for the entire duration of the School Facility Use rental and also provide to the School District a completed Swimming Pool Usage Application/Lifeguard Verification form.

15. Unless otherwise approved by the School District prior to the School Facility Use, concessions for the duration of the School Facility Use will be operated by the School District.

16. All and every School Facility Use is subject to the availability of School District employees, including, but not limited to, a building administrator, a facility or site supervisor, and/or custodial staff, at the time the user group is using, or proposes to use, a School Facility.

Prohibited Activities[3]

1. Possession, use, or distribution of illegal drugs and/or alcoholic beverages.

2. Possession of weapons.

3. Conduct that would constitute a violation of the Pennsylvania Crimes Code, and/or local, state or federal laws, ordinances, and/or regulations.

4. Gambling, games of chance, lotteries, raffles or other activities requiring a license under the Local Option Small Games of Chance Act, including activities requiring a Bingo License, unless such activity has been expressly authorized by the School Board.[4][5]

5. Use of tobacco products in any form.[6][7][8][9]

6. Any activity that may be destructive to any School District Facility or equipment.[2]

7. Anything which conflicts with school activities.

8. Partisan political meetings.

9. Commercial advertising.

10. Fundraising campaigns, except as permitted by School Board policy or special action by the School Board.

11. Transfer of a School Use Facility Permit. The right and approval to use any School District Facility may not be sublet or transferred to any other individual or group.

12. Installation of equipment and/or alterations to School District Facilities or equipment, in any manner whatsoever, without prior, express written approval by the School District.

13. Use of any open flame without the prior, express approval of the Superintendent or his/her designee.

14. Any activity that violates any School District policy or administrative regulations.

Safety and Security

A School Facility Use shall be conditioned upon proper security measures being arranged, in advance, for the School Facility Use. A user group is required to maintain control over all members, guests, invitees, and/or all other persons present at a School Facility Use.

The costs of any and all security measures, including, but not limited to, security guards, are the responsibility of the user group of the duration of the School Facility Use. The School District reserves the right to modify or increase the security measures required at any time, and to consult with, and utilize the services of, the Bensalem Township Department of Public Safety in determining the security measures needed for a School Facility Use.

Any and all security costs incurred by the School District shall be paid in advance of a School Facility Use, with any additional security costs incurred by the School District before or during a School Facility Use to be immediately paid to the School District by the user group. All such security costs are set forth in the School Facility Use Fee schedule incorporated herein.

All required security measures and procedures, and all other safety regulations and procedures, shall be strictly adhered to by the user group, its members, guests, invitees, and any other persons present at at School Facility Use. School District officials have the authority to engage additional security personnel and/or to call police before or for the duration of any part of a School Facility Use when, in their judgment, it becomes necessary.

Decorations

Decorations used during a School Facility Use must be fireproof and are subject to prior review and approval by School District Officials. Approved decorations cannot be fastened to the walls or ceiling of any buildings with nails, screws, scotch tape, or other fasteners that will damage the finish of the wall or ceiling.

Decorations may be fastened to walls and ceilings with painters tape or fun tack only. Any decoration deemed to be offensive or inappropriate will be removed at the sole discretion of the School District. All decorations, furnishings, and equipment intended for use by the user group are to be delivered and put in place under the supervision of School District staff at a time as previously approved by the School District.

Debris must be removed at the end of the School Facility Use.

Decorations to be used in any auditorium, multi-purpose room(s), or foyer(s) of any school building(s) are to be limited to floral or flag decorations, or those of a free standing, informative display type, and are subject to prior review and approval by School District officials.

Food, Drink or Refreshments

Food, drinks or refreshments of any kind are prohibited from gymnasiums, auditoriums, classrooms, natatoriums, swimming pools, and/or areas not designated within the School Facility Use Permit. Unless otherwise approved by the School District prior to the School Facility Use, any concessions for the duration of the School Facility Use will be operated by the School District.

Rules Specific to Designated Facilities

Kitchen -

At least one member of the Bensalem Food Services staff shall be employed during the time a kitchen is in use, and an applicable Service Fee for all such personnel will be charged. The School District will determine the number of Food Services employees necessary for the duration of a School Facility Use.

Parking -

Parking for a School Facility Use is limited to designated parking areas located on School Facilities. No vehicles are permitted to park on grass or any other non-designated parking areas at any School Facility.

Use of District Facilities on Weekends and Holidays

All School District Facilities will be closed to all School Facility Uses on the holidays listed below unless approved by the School Board forty-five (45) days prior to said holiday. Consideration for use of School Facilities on holidays will be given only in special situations upon request by Class I user groups.

1. July 4.
2. Labor Day holiday (Friday).
3. Labor Day.
4. Rosh Hashanah.
5. Yom Kippur.
6. Diwali.
7. Veteran's Day.
8. Thanksgiving Day.
9. Thanksgiving Day holiday (Friday).
10. Christmas Eve/Christmas Day.
11. New Year's Eve/New Year's Day.
12. Martin Luther King's Birthday.
13. President's Day.
14. Holy Thursday.
15. Good Friday.
16. Easter Monday.
17. Memorial Day.
18. Summer months (when in conflict with summer cleaning or during construction).
19. Election Day.

The Superintendent or the Director of Business Operations may grant approval for facility usage on holidays and Sundays only in special circumstances. The Board of School Directors will ratify usage at the next School Board meeting.

School District Facilities may be used by Class II, III, IV, ~~IV(a),~~ V, VI, and VII user groups on Sundays in accordance with this policy. All Sunday School Facility Uses must be preapproved by the Superintendent or his/her designee.

Bensalem High School will be available on Saturdays for sports teams, the band, and other student activity school groups from 7:00 a.m. to 1:00 p.m. only. The sponsors or coaches must provide their Saturday practice needs in writing, no later than ten (10) days in advance, to the Facilities office and high school principal.

Violations

Any violations of rules and regulations for use of School District Facilities will be subject to corrective actions up to and including barring the user group from the future use of School District Facilities. The School District, at its discretion, may impose progressive corrective actions, including a verbal warning, written warning, and suspension of use rights, prior to permanently rescinding an entity's use of School District Facilities.[3]

The designated School District employee is required to report all violations of rules and regulations to the building principal and to a facility or site supervisor.

Legal

1. 24 P.S. 775
2. 24 P.S. 777
3. 24 P.S. 511
4. 10 P.S. 328.101 et seq
5. 61 PA Code 901.701
6. 18 Pa. C.S.A. 6306.1
7. Pol. 904
8. 20 U.S.C. 7972
9. 20 U.S.C. 7973

20 U.S.C. 7905
20 U.S.C. 7971 et seq
24 P.S. 510.2
24 P.S. 779
35 P.S. 637.1 et seq
61 PA Code 901.1

707.Attachment.life guard verification form.pdf (64 KB)
Facility Rental Form.doc.pdf (141 KB)
Rental fees increase per act 1 2-12-2026.pdf (201 KB)

Last Modified by Carolyn J Riley on June 22, 2026