Policy Committee
Wednesday, October 14, 2026 10:00 AM
Eastern

KCSD Administration Board Room
86 Administration Drive
Mill Hall, PA 17751

1. Meeting Opening
   - 1.A. Call to Order
2. Hearing of Visitors
   - 2.A. Public Comment
3. PSBA Review
   - 3.A. Policy # 204.1 Virtual Attendance and Wellness Checks
   - 3.B. Policy 246 School Wellness
   - 3.C. 246-AR-2 - Physical Education
   - 3.D. 246-AR-7 - Healthy School Environment
   - 3.E. Policy 249 - Bullying/Cyberbullying
   - 3.F. Policy 803 School Calendar
   - 3.G. 803-AR-0 School Calendar
   - 3.H. 805.1-AR-0. Incident Report - Immediate Notification
   - 3.I. 805.1-AR-1 Incident Report - Discretionary Notification
   - 3.J. 906-AR-1 Public Complaints - Special Provisions
4. Policy Review
   - 4.A. Policy 918 Title I Parent and Family Engagement
   - 4.B. Policy-719-Therapy-Dogs
   - 4.C. Policy 312 Performance Assessment of Superintendent/Assistant Superintendent
   - 4.D. Policy 302 Employment of Superintendent and or Assistant Superintendent
   - 4.E. Policy 237 Electronic Devices
5. Policy Maintenance
6. Future Meeting
   - 6.A. The next Policy Committee meeting will be held on November 11, 2026 at 10:00 AM, in the Boardroom in the Administration Office.
7. Adjournment

Gmail

Christine Taylor <ctaylor@kcsd.k12.pa.us>

Policy Review – Solicitor Consultation

David Lindsay <DavidLindsay@hallandlindsay.com> Fri, Sep 11, 2026 at 9:23 AM
To: Christine Taylor <ctaylor@kcsd.k12.pa.us>
Cc: Alan Lonoconus <alonoconus@kcsd.k12.pa.us>, "Evey, Justin" <jevey@kcsd.k12.pa.us>

External (davidlindsay@hallandlindsay.com)

Graymail Spam Phish More...

I have no issue with including language in this Policy which requires the Superintendent, or their designee, to contact the District solicitor if the District is unable to complete an "in person wellness check" within 24 hours of the wellness review conference required by 24 P.S. 1327.4(6). Although the School Code does not require solicitor involvement in this circumstance, it is likely prudent for the corresponding District Policy to require such an additional step in order to demonstrate the District's efforts to comply with the requirements of Pennsylvania law. Please review the foregoing and contact me with any questions or concerns.

David

From: Christine Taylor <ctaylor@kcsd.k12.pa.us>
Sent: Wednesday, September 9, 2026 3:37 PM
To: David Lindsay <DavidLindsay@hallandlindsay.com>
Cc: Alan Lonoconus <alonoconus@kcsd.k12.pa.us>; Evey, Justin <jevey@kcsd.k12.pa.us>
Subject: Policy Review – Solicitor Consultation

[Quoted text hidden]

BOARD POLICY

246 School Wellness

POLICY NUMBER	VERSION	DOCUMENT STATUS	PRINTED
246	v3.2	DRAFT	10/6/2026

Proposed addition Proposed deletion

PURPOSE

Keystone Central School District recognizes that student wellness and proper nutrition are related to students' physical well-being, growth, development and readiness to learn. The Board is committed to providing a school environment that promotes student wellness, proper nutrition, nutrition education and promotion, and regular physical activity as part of the total learning experience. In a healthy school environment, students will learn about and participate in positive dietary and lifestyle practices that can improve student achievement.

AUTHORITY

The Board adopts this policy based on the recommendations of the Wellness Committee and in accordance with federal and state laws and regulations.[2][3]

To ensure the health and well-being of all students, the Board establishes that the district shall provide to students:

1. A comprehensive nutrition program consistent with federal and state requirements.
2. Access at reasonable cost to foods and beverages that meet established nutrition guidelines.
3. Physical education courses and opportunities for developmentally appropriate physical activity during the school day.
4. Curriculum and programs for grades K-12 that are designed to educate students about proper nutrition and lifelong physical activity, in accordance with State Board of Education curriculum regulations and academic standards.

DELEGATION OF RESPONSIBILITY

The Superintendent or designee shall be responsible for the implementation and oversight of this policy to ensure each of the district's schools, programs and curriculum is compliant with this policy, related policies and established guidelines or administrative regulations.[2][3]

Each building principal or designee shall annually report to the Superintendent or designee regarding compliance in his/her school.[3]

Staff members responsible for programs related to school wellness shall report to the Superintendent or designee regarding the status of such programs.

{X} The Superintendent or designee shall annually report to the Board on the district's compliance with law and policies related to school wellness. The report may include:

1. {X } Assessment of school environment regarding school wellness issues.
2. {X } Evaluation of food services program.
3. {X } Review of all foods and beverages sold in schools for compliance with established nutrition guidelines.
4. {X } Listing of activities and programs conducted to promote nutrition and physical activity.
5. {X } Recommendations for policy and/or program revisions.
6. {X } Suggestions for improvement in specific areas.
7. {X } Feedback received from district staff, students, parents/guardians, community members and the Wellness Committee.

The Superintendent or designee and the established Wellness Committee shall conduct an assessment at least once every three (3) years on the contents and implementation of this policy as part of a continuous improvement process to strengthen the policy and ensure implementation. This triennial assessment shall be made available to the public in an accessible and easily understood manner and include:[2][3]

1. The extent to which each district school is in compliance with law and policies related to school wellness.
2. The extent to which this policy compares to model wellness policies.
3. A description of the progress made by the district in attaining the goals of this policy.

At least once every three (3) years, the district shall update or modify this policy as needed, based on the results of the most recent triennial assessment and/or as district and community needs and priorities change; wellness goals are met; new health science, information and technologies emerge; and new federal or state guidance or standards are issued.[3]

The district shall annually inform and update the public, including parents/guardians, students, and others in the community, about the contents, updates and implementation of this policy via the district website, student handbooks, newsletters, posted notices and/or other efficient communication methods. This annual notification shall include information on how to access the School Wellness policy; information about the most recent triennial assessment; information on how to participate in the development, implementation and periodic review and update of the School Wellness policy; and a means of contacting Wellness Committee leadership.[2][3]

GUIDELINES

Recordkeeping

The district shall retain records documenting compliance with the requirements of the School Wellness policy, which shall include:[3][4]

1. The written School Wellness policy.
2. Documentation demonstrating that the district has informed the public, on an annual basis, about the contents of the School Wellness policy and any updates to the policy.
3. Documentation of efforts to review and update the School Wellness policy, including who is involved in the review and methods used by the district to inform the public of their ability to participate in the review.
4. Documentation demonstrating the most recent assessment on the implementation of the School Wellness policy and notification of the assessment results to the public.

Wellness Committee

The district shall establish a Wellness Committee comprised of, but not necessarily limited to, at least one (1) of each of the following: School Board member, district administrator, district food service representative, student, parent/guardian, school health professional, physical education teacher and member of the public. It shall be the goal that committee membership will include representatives from each school building and reflect the diversity of the community.[2]

The Wellness Committee shall serve as an advisory committee regarding student health issues and shall be responsible for developing, implementing and periodically reviewing and updating a School Wellness policy that complies with law to recommend to the Board for adoption.

The Wellness Committee shall review and consider evidence-based strategies and techniques in establishing goals for nutrition education and promotion, physical activity and other school based activities that promote student wellness as part of the policy development and revision process.[3]

{X } **Advisory Health Council**

{ X} An Advisory Health Council may be established by the Superintendent to study student health issues and to assist in organizing follow-up programs.[5]

{X } The Advisory Health Council may examine related research, assess student needs and the current school environment, review existing Board policies and administrative regulations, and raise awareness about student health issues.

{X } The Advisory Health Council may make policy recommendations to the Board related to other health issues necessary to promote student wellness.

{ X} The Advisory Health Council may survey parents/guardians and/or students; conduct community forums or focus groups; collaborate with appropriate community agencies and organizations; and engage in similar activities, within the budget established for these purposes.

{X } The Advisory Health Council shall provide periodic reports to the Superintendent or designee regarding the status of its work, as required.

Individuals who conduct student medical and dental examinations shall submit to the Advisory Health Council annual reports and later reports on the remedial work accomplished during the year, as required by law.[5]

Nutrition Education

Nutrition education will be provided within the sequential, comprehensive health education program in accordance with curriculum regulations and the academic standards for Health, Safety and Physical Education, and Family and Consumer Sciences.[6][7][8]

{X } Nutrition education in the district shall teach, model, encourage and support healthy eating by students. Promoting student health and nutrition enhances readiness for learning and increases student achievement.

{X } Nutrition education shall provide all students with the knowledge and skills needed to lead healthy lives.

{X} Nutrition education lessons and activities shall be age-appropriate.

{X } Nutrition curriculum shall teach behavior-focused skills, which may include menu planning, reading nutrition labels and media awareness.

{X } School food service and nutrition education classes shall cooperate to create a learning laboratory.

{ X} Nutrition education shall be integrated into other subjects such as math, science, language arts and social sciences to complement but not replace academic standards based on nutrition education.

{X } Lifelong lifestyle balance shall be reinforced by linking nutrition education and physical activity.

{X} The staff responsible for providing nutrition education shall be properly trained and prepared and shall participate in appropriate professional development. The district shall develop standards for such training and professional development.[9]

{X } Nutrition education shall extend beyond the school environment by engaging and involving families and the community.

{ } _____ other.

Nutrition Promotion

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs.

{X} District schools shall promote nutrition through the implementation of Farm to School activities, where possible. Activities may include, but not be limited to, the initiation/maintenance of school gardens, taste-testing of local products in the cafeteria and classroom, classroom education about local agriculture and nutrition, field trips to local farms and incorporation of local foods into school meal programs.

{X } District staff shall cooperate with agencies and community organizations to provide opportunities for appropriate student projects related to nutrition.

{ X} District food service personnel shall review and implement research-based, behavioral economics techniques in the cafeteria to encourage consumption of more whole grains, fruits, vegetables and legumes, and to decrease plate waste.

{X } Consistent nutrition messages shall be disseminated and displayed throughout the district, schools, classrooms, cafeterias, homes, community and media.

{ X} Consistent nutrition messages shall be demonstrated by avoiding use of unhealthy food items in classroom lesson plans and school staff avoiding eating less healthy food items in front of students.

{X } District schools shall offer resources about health and nutrition to encourage parents/guardians to provide healthy meals for their children.

{ } _____ other.

Physical Activity

{X } District schools shall strive to provide opportunities for developmentally appropriate physical activity during the school day for all students.

{X } District schools shall contribute to the effort to provide students opportunities to accumulate at least sixty (60) minutes of age-appropriate physical activity daily, as recommended by the Centers for Disease Control and Prevention. Opportunities offered at school will augment physical activity outside the school environment, such as outdoor play at home, sports, etc.

{X } Students shall participate daily in a variety of age-appropriate physical activities designed to achieve optimal health, wellness, fitness and performance benefits.

{X } Age-appropriate physical activity opportunities, such as outdoor and indoor recess, before and after school programs, during lunch, clubs, intramurals and interscholastic athletics, shall be provided to meet the needs and interests of all students, in addition to planned physical education.

{X } A physical and social environment that encourages safe and enjoyable activity for all students shall be maintained.

{X } Extended periods of student inactivity, two (2) hours or more, shall be discouraged.

{X } Physical activity breaks shall be provided for students during classroom hours.

{X } Before and/or after-school programs shall provide developmentally appropriate physical activity for participating children.

{X } District schools shall partner with parents/guardians and community members and organizations, such as YMCAs, Boys & Girls Clubs, local and state parks, hospitals, etc., to institute programs that support lifelong physical activity.

{X } Physical activity shall not be used or withheld as a form of punishment.

{X } District schools shall promote physical activity through encouragement of walking and biking as a means of transportation to and from school.

{X} Students and their families shall be encouraged to utilize district-owned physical activity facilities, such as playgrounds and fields, outside school hours in accordance with established district rules.

{ } _____ other.

Physical Education

A sequential physical education program consistent with curriculum regulations and Health, Safety and Physical Education academic standards shall be developed and implemented. All district students must participate in physical education.[7][8][10]

Instruction involving the collection of a student's height and weight measurements must be conducted in a manner that protects student confidentiality. The calculation of body mass index (BMI) is prohibited.[10]

{X } Quality physical education instruction that promotes lifelong physical activity and provides instruction in the skills and knowledge necessary for lifelong participation shall be provided.

{X } Physical education classes shall be the means through which all students learn, practice and are assessed on developmentally appropriate skills and knowledge necessary for lifelong, health-enhancing physical activity.

{X } A comprehensive physical education course of study that focuses on providing students the skills, knowledge and confidence to participate in lifelong, health-enhancing physical activity shall be implemented.

{X } A varied and comprehensive curriculum that promotes both team and individual activities and leads to students becoming and remaining physically active for a lifetime shall be provided in the physical education program.

{X } Adequate amounts of planned instruction shall be provided in order for students to achieve the proficient level for the Health, Safety and Physical Education academic standards.

{X } A local assessment system shall be implemented to track student progress on the Health, Safety and Physical Education academic standards.

{X } Students shall be moderately to vigorously active as much time as possible during a physical education class. Documented medical conditions and disabilities shall be accommodated during class.

{ X} Safe and adequate equipment, facilities and resources shall be provided for physical education courses.

{X } Physical education shall be taught by certified health and physical education teachers.

{X } Appropriate professional development shall be provided for physical education staff.

{X } Physical education classes shall have a teacher-student ratio comparable to those of other courses for safe and effective instruction.

{X } Physical activity shall not be used or withheld solely as a form of punishment.

{ } _____ other.

Social Media

A social media literacy program consistent with curriculum regulations and academic standards shall be developed and implemented to address the following:[7][8][23]

1. **Mental, psychological and physical effects of social media and mobile device use.**
2. **Potential impacts of social media and mobile device use on academic growth and learning.**
3. **Safe use of social media, including how to recognize suspicious online behavior including, but not limited to:**
   a. **Cyberbullying.**
   b. **Predatory behavior.**
   c. **Potential human trafficking.**
4. **Personal security and privacy on mobile devices.**

Other School Based Activities

Safe drinking water shall be available and accessible to students, without restriction and at no cost to the student, at all meal periods and throughout the school day.[11][12][13][24]

Nutrition professionals who meet hiring criteria established by the district and in compliance with federal regulations shall administer the school meals program. Professional development and continuing education shall be provided for district nutrition staff, as required by federal regulations.[9][15][16][17]

{ X} District schools shall provide adequate space, as defined by the district, for eating and serving school meals.

{ X} Students shall be provided a clean and safe meal environment.

{X } Students shall be provided adequate time to eat: ten (10) minutes sit down time for breakfast; twenty (20) minutes sit down time for lunch.

{X } District schools shall implement alternative service models to increase school breakfast participation where possible, such as breakfast served in the classroom, "grab & go breakfast" and breakfast after first period to reinforce the positive educational, behavioral and health impacts of a healthy breakfast.

{X } Meal periods shall be scheduled at appropriate hours, as required by federal regulations and as defined by the district.[11]

{X } Students shall have access to hand washing or sanitizing before meals and snacks.

{X } Access to the food service operation shall be limited to authorized staff.

{X } Nutrition content of school meals shall be available to students and parents/guardians.

{X } Students and parents/guardians may be involved in menu selections through various means, such as taste testing and surveys.

{ X} To the extent possible, the district shall utilize available funding and outside programs to enhance student wellness.

{X } The district shall provide appropriate training to all staff on the components of the School Wellness policy.

{X } Goals of the School Wellness policy shall be considered in planning all school based activities.

{X } Fundraising projects submitted for approval shall be supportive of healthy eating and student wellness.

{X } Administrators, teachers, food service personnel, students, parents/guardians and community members shall be encouraged to serve as positive role models through district programs, communications and outreach efforts.

{X } The district shall support the efforts of parents/guardians to provide a healthy diet and daily physical activity for children by communicating relevant information through various methods.

{X } The district shall maintain a healthy school environment to optimize conditions for learning and minimize potential health risks to students, in accordance with the district's school environmental health program and applicable laws and regulations.

{ } _____ other.

Nutrition Guidelines for All Foods/Beverages at School

All foods and beverages available in district schools during the school day shall be offered to students with consideration for promoting student health and reducing obesity.

Foods and beverages provided through the National School Lunch or School Breakfast Programs shall comply with established federal nutrition standards.[11][12][15][16]

Foods and beverages offered or sold at school-sponsored events outside the school day, such as athletic events and dances, shall offer healthy alternatives in addition to more traditional fare.

Competitive Foods -

Competitive foods available for sale shall meet or exceed the established federal nutrition standards (USDA Smart Snacks in School). These standards shall apply in all locations and through all services where foods and beverages are sold to students, which may include, but are not limited to: a la carte options in cafeterias, vending machines, school stores, snack carts and fundraisers.[3][18][19]

For purposes of this policy, **school campus** means any area of property under the jurisdiction of the school that students may access during the school day.[3][18]

For purposes of this policy, **school day** means the period from midnight before school begins until thirty (30) minutes after the end of the official school day.[3][18]

The district may impose additional restrictions on competitive foods, provided that the restrictions are not inconsistent with federal requirements.[18]

Fundraiser Exemptions -

Fundraising activities held during the school day involving the sale of competitive foods shall be limited to foods that meet the Smart Snacks in School nutrition standards, unless an exemption is approved in accordance with applicable Board policy and administrative regulations.[20]

The district may allow a limited number of exempt fundraisers as permitted by the Pennsylvania Department of Education each school year: up to five (5) exempt fundraisers in elementary and middle school buildings, and up to ten (10) exempt fundraisers in high school buildings. **Exempt fundraisers** are fundraisers in which competitive foods are available for sale to students that do not meet the Smart Snacks in School nutrition standards.[18]

The district shall establish administrative regulations to implement fundraising activities in district schools, including procedures for requesting a fundraiser exemption.

Non-Sold Competitive Foods -

Non-sold competitive foods available to students, which may include but are not limited to foods and beverages offered as rewards and incentives, at classroom parties and celebrations, or as shared classroom snacks, shall meet or exceed the standards established by the district.

If the offered competitive foods do not meet or exceed the Smart Snacks in School nutrition standards, the following standards shall apply:

1. Rewards and Incentives: **(CHOOSE ONE OF THE OPTIONS BELOW)**
    a. { } Foods and beverages shall not be used as a reward or incentive in district schools.
    b. {X } Foods and beverages shall not be used as a reward for classroom or school activities unless the reward is an activity that promotes a positive nutrition message (e.g., guest chef, field trip to a farm or farmers market, etc.).
    c. { } _____other.
2. Classroom Parties and Celebrations: **(CHOOSE ONE OR MORE OF THE OPTIONS BELOW)**
    a. { } Only non-food based parties and celebrations shall occur on the school campus during the school day in district schools.
    b. { } Classroom parties/celebrations with food/beverages shall be limited to no more than one (1) per month in each classroom.
    c. {X } Parents/Guardians shall be informed through newsletters or other efficient communication methods that foods/beverages should only be brought in when requested for scheduled parties.
    d. { } Classroom parties shall offer a minimal amount of foods (maximum 2-3 items) containing added sugar as the primary ingredient (e.g., cupcakes, cookies) and will provide the following:
        i. Fresh fruits/vegetables; and
        ii. Water, 100 percent juice, 100 percent juice diluted with water, low-fat milk or nonfat milk.
    e. {X } When possible, foods/beverages for parties and celebrations shall be provided by the food service department to help prevent food safety and allergy concerns.
    f. { } Food celebrations shall not occur until thirty (30) minutes after the end of the last lunch period.
    g. {X }Food and beverages used for classroom parties and celebrations will promote a positive nutrition message.
3. Shared Classroom Snacks:
    a. { } Shared classroom snacks are not permitted in district schools.
    b. {X } Shared classroom snacks will promote a positive nutrition message.

The district shall provide a list of suggested nonfood ideas and healthy food and beverage alternatives to parents/guardians and staff, which may be posted via the district website, student handbooks, newsletters, posted notices and/or other efficient communication methods.

Marketing/Contracting -

Any foods and beverages marketed or promoted to students on the school campus during the school day shall meet or exceed the established federal nutrition standards (USDA Smart Snacks in School) and comply with established Board policy and administrative regulations.[3] [18]

Exclusive competitive food and/or beverage contracts shall be approved by the Board, in accordance with provisions of law. Existing contracts shall be reviewed and modified to the extent feasible to ensure compliance with established federal nutrition standards, including applicable marketing restrictions.[21]

Management of Food Allergies in District Schools

The district shall establish Board policy and administrative regulations to address food allergy management in district schools in order to:[22]

1. Reduce and/or eliminate the likelihood of severe or potentially life-threatening allergic reactions.
2. Ensure a rapid and effective response in case of a severe or potentially life-threatening allergic reaction.
3. Protect the rights of students by providing them, through necessary accommodations when required, the opportunity to participate fully in all school programs and activities.

Safe Routes to School

{X } The district shall assess and, to the extent possible, implement improvements to make walking and biking to school safer and easier for students.

{X } The district shall cooperate with local municipalities, public safety agency, police departments and community organizations to develop and maintain safe routes to school.

{X } District administrators shall seek and utilize available federal and state funding for safe routes to school, when appropriate.

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Legal Footnotes

[2] 42 U.S.C. 1758b
LEGAL REFERENCE

[3] 7 CFR 210.31
LEGAL REFERENCE

[4] 7 CFR 210.15
LEGAL REFERENCE

[5] 24 P.S. 1422
LEGAL REFERENCE

[6] 24 P.S. 1513
LEGAL REFERENCE

[7] Pol. 102 — Academic Standards
POLICY REFERENCE

[8] Pol. 105 — Curriculum
POLICY REFERENCE

[9] Pol. 808 — Food Services
POLICY REFERENCE

[10] 24 P.S. 1512.1
LEGAL REFERENCE

[11] 7 CFR 210.10
LEGAL REFERENCE

[12] 7 CFR 220.8
LEGAL REFERENCE

[13] 24 P.S. 701
LEGAL REFERENCE

[15] 42 U.S.C. 1751
LEGAL REFERENCE

[16] 42 U.S.C. 1773
LEGAL REFERENCE

[17] 7 CFR 210.30
LEGAL REFERENCE

[18] 7 CFR 210.11
LEGAL REFERENCE

[19] 7 CFR 220.12
LEGAL REFERENCE

[20] Pol. 229 — Student Fundraising
POLICY REFERENCE

[21] 24 P.S. 504.1
LEGAL REFERENCE

[22] Pol. 209.1 — Food Allergy Management
POLICY REFERENCE

[23] 24 P.S. 1556
LEGAL REFERENCE

[24] 24 P.S. 742.1
LEGAL REFERENCE

BOARD POLICY

246-AR-7 Healthy School Environment

POLICY NUMBER	VERSION	DOCUMENT STATUS	PRINTED
246-AR-7	v2.5	DRAFT	10/7/2026

246-AR-7. HEALTHY SCHOOL ENVIRONMENT

The maintenance of a healthy school environment is conducive to learning and is beneficial to the health of students and staff. A school environmental health program will be developed and implemented to optimize conditions for learning and minimize potential health risks to students and staff.

An effective school environmental health program contains the following key components:

1. Practice effective cleaning, sanitation and maintenance through regular and thorough cleaning and building maintenance to prevent pest problems and minimize irritants, indoor air pollutants and allergens.

2. Prevent mold and moisture through routine inspections to ensure school buildings are free of moisture problems and water damage.

3. Reduce chemical and environmental contaminant hazards including:

4. Mercury.

5. Polychlorinated biphenyls (PCBs).

6. Lead-based paint.

7. Radon.

8. Asbestos.

9. Outdoor air pollution.

10. Diesel emissions/exhaust.

11. Ground level ozone (i.e., smog).

12. Hazardous air pollutants, including excessive vehicle idling.

13. Secondhand smoke.
14. Other factors that are potentially harmful to the health of students and staff including:
15. Pollen.
16. Dust mites.
17. Animal dander.
18. Chalk dust.
19. Cleaning agents.
20. Scented personal care products.
21. Volatile organic chemicals (VOCs).
22. Laboratory chemicals.
23. Lead, bacteria and other contaminants in drinking water.
24. Arsenic-treated lumber.
25. Excessive exposure to direct sunlight.
26. Ensure good ventilation and address poor indoor air quality by properly maintaining ventilation and filtration equipment to provide adequate ventilation with outdoor air.
27. Prevent pests and reduce pesticide exposure through implementation of an Integrated Pest Management Plan.

The district will address additional opportunities for promoting environmental health in school facilities such as:

1. Assessment of environmental factors that can enhance or detract from student learning and classroom comfort including lighting, ventilation, temperature, noise, availability of safe drinking water, and sanitation facilities.
2. Establishment of procedures for daily monitoring of outdoor air quality and for providing indoor alternatives for student physical activity on days with poor air quality.

Faculty and Staff Training

Training opportunities on the school environmental health program will be provided to staff and will address:

1. Environmental health and safety of students and staff in schools.

2. Purpose of the school environmental health program.

3. Components of the program.

4. Benefits of the program to students and staff.

5. Board policies and procedures currently in place that support the program.

Student Curriculum

Environmental health projects may be incorporated into appropriate lesson plans in relevant courses (e.g., science and health curriculum).

Students will be encouraged to:

1. Explore environmental health topics for classroom projects, such as Science Fair.

2. Engage in school-provided extracurricular activities that relate to the environment or to environmental health.

3. Participate in volunteer opportunities at the school or in the community that promote environmental stewardship.

Resources:

Healthy Schools, Healthy Kids, U.S. Environmental Protection Agency – https://www.epa.gov/schools

School Environmental Health Guidelines, U.S. Environmental Protection Agency – https://www.epa.gov/schools/read-state-school-environmental-health-guidelines

Lead in School Drinking Water

Lead in School Drinking Water | Department of Education | Commonwealth of Pennsylvania

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BOARD POLICY

249 SD PNN Bullying/Cyberbullying

POLICY NUMBER	VERSION	DOCUMENT STATUS	PRINTED
249 SD PNN	v3.2	DRAFT	10/8/2026

Proposed addition Proposed deletion

PURPOSE

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

DEFINITIONS

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

Bullying means an intentional electronic, written, verbal or physical act or series of acts directed at another student or students, which occurs in a school setting

{X} and/or outside a school setting,

that is severe, persistent or pervasive and has the effect of doing any of the following:[1]

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

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

{X} and/or outside a school setting.

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

AUTHORITY

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

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

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

Confidentiality

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

Retaliation

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

DELEGATION OF RESPONSIBILITY

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

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

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

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

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

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

GUIDELINES

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

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

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

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

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

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

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

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

Threat Assessment

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

Discrimination/Harassment

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

Investigation Procedures

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

administrator.

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

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

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

Investigative Findings

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

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

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

District Response and Corrective Action

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

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

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

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

{X } Counseling within the school.

{X } Parental conference.

{X } Loss of school privileges.

{X } Transfer to another school building, classroom or school bus.

{X } Exclusion from school-sponsored activities.

{X } Detention.

{X } Suspension.

{X } Expulsion.

{X } Counseling/Therapy outside of school.

{X } Referral to law enforcement officials.

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

Education

The district

{X } may

{ } shall

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

School Safety and Security Incidents Report

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

PSBA Revision 8/26 © 2026 PSBA

Legal Footnotes

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

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

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

[4] Pol. 806 — Child Abuse
POLICY REFERENCE

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

[6] Pol. 236.1 — Threat Assessment
POLICY REFERENCE

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

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

[9] Pol. 216 — Student Records
POLICY REFERENCE

[10] 22 PA Code 12.3
LEGAL REFERENCE

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

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

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

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

Draft 1: KCSD Policy 803 School Calendar Current, last revised 2024

Black font: Current KCSD policy
Edits in red font: Great Valley School District (last revised 2024)
Edits in brown font: State College (last revised 2022)
Edits in blue font: Policy Committee member E. Lynch

[Notes: 803 policies reviewed but not used 1.) Bellefonte (last revised 2003), Bald Eagle Area SD (last revised 2010), and Penns Valley (last revised 2005). 2.) Review KCSD AR for new legislation requirements.]

Purpose

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

Definitions

Instructional day: Instruction time for pupils shall be the time during the school day which is devoted to instruction and activities provided as an integral part of the school program under the direction of certified school employees.

Instruction time: Instructional time for pupils shall be the time during the school day which is devoted to instruction and activities provided as an integral part of the school program under the direction of certified school employees. Government-required student assessment testing time is not considered instructional time. [Request solicitor review and rewrite this sentence.] [1][2][8][10] [Add numbered link? 22 Pa. Code § 51.61 https://www.pacodeandbulletin.gov/Display/pacode?file=/secure/pacode/data/022/chapter51/s51.61.html&d=]
[Add numbered link? 22 PA Code 11.3 22 PA Code 11.3 See last page.]

180-day calendar year instructional day minimum length and minimum total hours:

1. Half-time pre-kindergarten and half-time kindergarten: 2 1/2 hours (450 hours of total instruction)

2. Full-time pre-kindergarten, kindergarten and elementary grades 1-6: 5 hours (900 hours of total instruction)

3. Grades 7 through 12 secondaries: 5 1/2 hours (990 hours of total instruction)

Authority

The Board shall determine annually the days and the hours when the schools will be in session for instructional purposes in accordance with state law and regulations. This

may include, as appropriate, activities qualifying as instructional days or hours under the direction of certified school employees for fulfilling the minimum required days or hours of instruction under law, regulations and state guidance.

The school calendar shall ~~normally~~ consist of a minimum of: (1) 180 student days; or (2) 900 hours of instruction at the elementary level and 990 hours of instruction at the secondary level, unless otherwise approved by the Pennsylvania Department of Education. [1][2][8][10]

The calendar should prioritize maximizing the attendance of students in the district based on historical [student and employee] attendance data. To the extent that is practical, the calendar should align and coordinate the instructional calendar with the observance of national holidays, the schedule for significant community events, and any anticipated significant disruptions in staff or student attendance.

Prior to finalizing its academic calendar for a school year, the Board shall discuss the use or potential use of flexible instructional days and remote or virtual instructional days that apply to entire school buildings for that school year at an open meeting. [1][2][3][4][5][6][7][8][9] [This is a state statute.]

The Board of school directors requires each school within the district to observe Veterans' Day by special exercises. [4] [This is a state statute.]

The Board of school directors, by a majority vote, may provide up to five additional days designated as local holidays or additional vacation days as it deems wise. [3][4] [This is in a state statute.]

The Board of school directors reserves the right, by a majority vote, to alter the school calendar when it is in the best interests of the District, including in cases of emergency, in accordance with applicable law and regulations. [6] [This is a state statute.]

~~The Board shall take action to establish temporary provisions in cases of emergency, in accordance with law, and shall document such actions with the PA Department of Education when required~~. [1][2][5][6][7][9][11][12][13][14][15]

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

1. ~~Keeping schools in session such days and hours as the Board deems necessary, which shall include maintaining the requirement for a minimum of 180 student days or 900 hours of instruction at the elementary level and 990 hours of instruction at the secondary level.~~

2. ~~Reducing the length of time of daily instruction for courses and classes.~~

3. ~~Implementing remote and other alternative methods of delivering instruction under the direction of certified school employees.~~

Delegation of Responsibility

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

Annually, on or before the end of December, the Superintendent shall present for Board consideration a proposed school calendar for the following academic year. In the event the proposed calendar is voted down by the Board, the Superintendent will consider concerns of the Board and present a modified calendar for consideration. When possible, the final calendar shall be presented to the Board for final approval in January.

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

[FYI – Text below is NEW - beginning with the 2026-2027 school year and for each school year thereafter… keep in policy or add to AR?]

The Superintendent or designee shall submit the following information to the Department of Education for each school building within the District and a summary of the submittal shall be presented to the Board of school directors:

1. The number of flexible instructional days used.

2. The number of remote and virtual instructional days used by an entire school building that were not approved flexible instructional days.

3. Whether each flexible instructional day or remote and virtual instructional day used by an entire school building was a full day or a half day.

4. The reason for each flexible instructional day or remote and virtual instructional day used by an entire school building.

5. Legal authority for remote and virtual instructional days.

6. Any other information determined by the secretary.

Prior to finalizing its academic calendar for a school year, the school entity [Board of school directors?] shall discuss the use or potential use of flexible instructional days and remote or virtual instructional days that apply to entire school buildings for that school year at an open public meeting. [This entire section is a new state statute. Add number with link – see page 5, last line.] https://www.palegis.us/statutes/consolidated/view-statute&txtType=PDF&SessYr=2026&SessInd=0&ActNum=0020.&chpt=000.&subchpt=000.&sctn=024.&subsctn=000.

[FYI only-in statute/link. Do not add the following paragraph to KCSD policy.] The information submitted under subsection (e.1) shall be submitted in a form and manner determined by the department by July 31, 2027, and each year thereafter for the

immediately preceding school year. The department shall provide a report to the chairperson and minority chairperson of the Education Committee of the Senate and the chairperson and minority chairperson of the Education Committee of the House of Representatives by October 1 of each year. ((e.2) added July 12, 2026, P.L.220, No.20)

Attachments

803-AR-0-SchoolCalendar.pdf
FILE · 351 KB
Policy803 School Calendar.pdf
APPLICATION/PDF · 5 KB

Footnotes

1. [1]
   24 P.S. 133
   palegis.us
   palegis.us
   Legal Reference
   View source
2. [2]
   24 P.S. 1501
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3. [3]
   24 P.S. 1502
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7. [7]
   24 P.S. 1506
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   Legal Reference
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8. [8]

22 PA Code 11.1
pacodeandbulletin.gov
pacodeandbulletin.gov
Legal Reference
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9. [9]

22 PA Code 11.2
pacodeandbulletin.gov
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Legal Reference
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10. [10] Is this link necessary?

22 PA Code 4.4
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Legal Reference
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11. [11]

24 P.S. 520
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12. [12]

24 P.S. 520.1
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Legal Reference
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13. [13]

24 P.S. 1501.3
palegis.us
palegis.us
Legal Reference
View source

14. [14]

Pol. 006
Legal Reference
Open policy

15. [15] [Fixed broken link]

Pol. 805
Legal Reference
Open policy

22 PA Code 11.3 Add number with link, see page 1

Act 20 2026 Section 24, Section 1506(e) Add number with link, see page 3

https://www.palegis.us/statutes/consolidated/view-statute&txtType=PDF&SessYr=2026&SessInd=0&ActNum=0020.&chpt=000.&subchpt=000.&sctn=024.&subsctn=000.

ADMINISTRATIVE REGULATION

APPROVED: November 14, 2024

REVISED:

803-AR-0. SCHOOL CALENDAR

The school calendar will state the starting and ending dates of a school year, the days of the week that school will be in session, the starting and ending times of the school day for each school level, the dates when school will not be in session, and the dates of scheduled half-day sessions and early dismissals.

School Calendar Development

In preparing the annual school calendar for Board consideration, the Superintendent and administrators, in consultation with school staff and in consultation with parents/guardians and families, shall develop a proposed calendar that meets the minimum number of days or hours, as required by law and Board policy.

Provisions and requirements in the following areas will be considered in the development of the proposed school calendar:

1. Collective bargaining agreements, administrative compensation plans and individual staff contracts.

2. Contract provisions of services, including but not limited to, transportation, food services, substitute services and health or behavioral health services.

3. Individualized Education Programs (IEPs), Section 504 Service Agreements and Gifted Individualized Education Plans (GIEPs), including provisions for number of instructional days if specified, contracted services to be provided to students and Extended School Year services.

4. Dual enrollment program agreements with postsecondary institutions.

5. Career and Technical Center program participation, including transportation provisions and half-day programs.

6. State assessment schedules and other testing schedules (including Advanced Placement exams, standardized tests and other scheduled assessments).

7. Student access to meals and other services provided by the district, including before and after-school tutoring and programming.

8. Scheduling and competitions of school-sponsored activities, including extracurricular programs and interscholastic athletics.

9. Building maintenance, repair and construction work scheduled for school facilities.

10. Community and school-based child care options for families.

School Calendar Revisions

The school calendar, including changes to school day starting and ending times, dates or days of the week when school will not be in session and changes to any partial-day sessions, may be revised in cases of emergency, in accordance with law and Board policy.

Following each emergency school closing or calendar adjustment, the Board will adopt a revised school calendar, if necessary. The Superintendent or designee will document alterations to the school calendar, in accordance with Board policy.

Schools will be in session during the school year in accordance with the following minimums:

1. Kindergarten – 450 hours for half-time; 900 hours for full-time.

2. Elementary – 900 hours.

3. Secondary – 990 hours.

Days School is Not in Session

When developing the annual school calendar for Board approval, district administrators will ensure that school sessions are normally not scheduled on the following:

1. Saturdays, for ordinary instruction, unless the school week is scheduled as Tuesday through Saturday for the entire school term.

2. Sundays.

3. Memorial Day.

4. Fourth of July.

5. Thanksgiving.

6. Christmas.

7. January 1.

8. Times of teacher inservice training.

The Superintendent and building principals may decide which holidays will be observed by special exercises in the schools, but will require that each school observe Veterans' Day by special exercises.

Activities Counted as Instructional Time

In accordance with guidance from the PA Department of Education, activities under the direction of certified school employees, which may be counted as student instructional time include, but are not limited to:

1. Remote or alternative methods of instruction provided under the direction of certified school employees.

2. Student services, such as guidance and counseling services, psychological services, speech pathology and audiology services, and student health services conducted during school hours and in accordance with law, regulations and Board policy.

3. Opening exercises, including circle time in pre-K and kindergarten, homeroom periods, supervised study halls and time when students are eating breakfast during the regularly scheduled homeroom periods or during classroom instruction.

4. Assemblies, clubs, student councils and similar activities conducted during school hours.

5. School, group or class educational trips, to which admission is not charged to students or parents/guardians, if accompanied by a certified school employee, and in accordance with Board policy.

6. Fire, school security, emergency preparedness and other similar drills.

7. Pre-K and kindergarten orientation activities, snack time and play time if they are an integral part of the pre-K and kindergarten curriculum as long as they take place under the direction of a certified school employee and are used for student learning experiences.

8. For students in graduating classes, up to three (3) days for graduation preparation within sixty (60) days of the commencement ceremony, under the supervision of certified school employees. Graduation preparation may be held on Saturdays or scheduled instructional days.

9. Early dismissal and delayed opening due to inclement weather.

Flexible Instructional Days

The Superintendent or designee will apply to the PA Department of Education for use of Flexible Instructional Days in accordance with law and guidelines issued by the PA Department of Education.

Act 80 Exceptions

The Superintendent or designee may apply for an Act 80 exception to the PA Department of Education only if the school calendar is based on instructional days and not on number of instructional hours, or if required by an applicable collective bargaining agreement.

The proposed request must be approved by the Board and include the date of each requested exception and the reason for each requested exception.

If the district is approved for Act 80 exceptions, the school calendar must include the minimum number of instructional hours in accordance with law, regulations and Board policy.

Reporting

The Superintendent or designee will report the number of instructional days or hours in the school calendar annually to the PA Department of Education as part of the end-of-year child accounting data collection.

Resources

PA Department of Education Basic Education Circular on Instructional Time:
https://www.education.pa.gov/Policy-Funding/BECS/Purdons/Pages/InstructionalTime.aspx

PA Department of Education Act 80 Requests:
https://www.education.pa.gov/Teachers%20-%20Administrators/Child%20Accounting/Pages/Forms-For-Filing-with-PDE.aspx

BOARD POLICY

805.1-AR-0 Incident Report - Immediate Notification

POLICY NUMBER	VERSION	DOCUMENT STATUS	PRINTED
805.1-AR-0	v2.2	DRAFT	10/7/2026

805.1-AR-0. INCIDENT REPORT – IMMEDIATE NOTIFICATION

The Superintendent or designee, including the School Safety and Security Coordinator, building principals, administrators, school safety and security personnel or district employees in charge of school field trips, will immediately report, as required, incidents committed by students on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity to the law enforcement agency that has jurisdiction over the school's property or the property where the school-sponsored activity takes place, in accordance with state law and regulations and with the procedures set forth in the memorandum of understanding with law enforcement.

Incident - an instance involving an act of violence; the possession of a weapon by any person; 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 by any person on school property; or conduct that constitutes an offense listed in the school safety and security provisions of School Code. (24 P.S. Sec. 1319-B)

Incidents involving the following criminal offenses will require immediate notification to the law enforcement agency:

1. The following offenses under 18 Pa. C.S. (relating to crimes and offenses):

a. Section 908 (relating to prohibited offensive weapons).
b. Section 912 (relating to possession of weapon on school property).

c. Chapter 25 (relating to criminal homicide).

d. Section 2702 (relating to aggravated assault).

e. Section 2709.1 (relating to stalking).

f. Section 2901 (relating to kidnapping).

g. Section 2902 (relating to unlawful restraint).

h. Section 3121 (relating to rape).

i. Section 3122.1 (relating to statutory sexual assault).

j. Section 3123 (relating to involuntary deviate sexual intercourse).

k. Section 3124.1 (relating to sexual assault).

l. Section 3124.2 (relating to institutional sexual assault).

m. Section 3125 (relating to aggravated indecent assault).

n. Section 3126 (relating to indecent assault).

o. Section 3301 (relating to arson and related offenses).

p. Section 3307 (relating to institutional vandalism) when the offense is a felony of the third degree.

q. Section 3502 (relating to burglary).

r. Section 3503(a) and (b)(1)(v) (relating to criminal trespass).

s. Section 5501 (relating to riot).

t. Section 6110.1 (relating to possession of firearm by minor).

u. Section 6312 (relating to sexual abuse of children).

2. The possession, use or sale of a controlled substance or drug paraphernalia as defined in The Controlled Substance, Drug, Device and Cosmetic Act.
3. Attempts, solicitation or conspiracy to commit any of the offenses listed in 1 and 2 above.

4. An offense for which registration is required under 42 Pa. C.S. Sec. 9799.55 (relating to registration).

Notification will be made to the law enforcement agency by the most expeditious means practicable, which may include a phone call.

In notifying the law enforcement agency of the incident, the Superintendent or designee will provide as much of the following information as is available at the time of the notification; however, the gathering of this information should not unnecessarily delay notification:

1. Whether the incident is in-progress or has concluded.
2. Nature of the incident.

3. Exact location of the incident.

4. Number of persons involved in the incident.

5. Names and ages of the individuals involved.

6. Weapons, if any, involved in the incident.

7. Whether the weapons, if any, have been secured and, if so, the custodian of the weapons.

8. Injuries, if any.

9. Whether emergency medical services or the fire department were notified.

10. Identity of the school contact person.

11. Identity of the witnesses, if any.

12. Whether the incident involves a student with a disability and, if so, the type of disability and its impact on the student's behavior.

13. Other such information as is known to the school district and believed to be relevant to the incident.

{ } In responding to students who commit an incident listed above, the district may consider using available school-based diversion programs, including school-wide positive behavior supports, to address the student's behavior and will notify the law enforcement agency of the student's placement in the program.

The Superintendent or designee will also notify the parent/guardian of any student directly involved in an incident as a victim or suspect immediately, as soon as practicable. The Superintendent or designee will inform the parent/guardian whether or not the law enforcement agency has been or may be notified of the incident. The Superintendent or designee will document attempts made to reach the parent/guardian.

Required Reporting

The Superintendent or designee will comply with all applicable reporting requirements, including mandated reporting in accordance with the Child Protective Services Law and submission of the annual school safety and security incident report to the PA Department of Education, in accordance with applicable law, regulations and Board policies.

BOARD POLICY

805.1-AR-1 Incident Report - Discretionary Notification

POLICY NUMBER	VERSION	DOCUMENT STATUS	PRINTED
805.1-AR-1	v2.2	DRAFT	10/7/2026

805.1-AR-1. INCIDENT REPORT – DISCRETIONARY NOTIFICATION

The Superintendent or designee, including the School Safety and Security Coordinator, building principals, administrators, school safety and security personnel or district employees in charge of school field trips, will use their discretion and may report specified incidents committed by students on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity to the law enforcement agency that has jurisdiction over the school's property or the property where the school-sponsored activity takes place, in accordance with state law and regulations and with the procedures set forth in the memorandum of understanding with law enforcement.

Incident - an instance involving an act of violence; the possession of a weapon by any person; 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 by any person on school property; or conduct that constitutes an offense listed in the school safety and security provisions of School Code. (24 P.S. Sec. 1319-B).

Incidents involving the following criminal offenses may be reported to the law enforcement agency:

1. The following offenses under 18 Pa. C.S., and any attempt, solicitation or conspiracy to commit any of these offenses:

a. Section 2701 (relating to simple assault).
b. Section 2705 (relating to recklessly endangering another person).

c. Section 2706 (relating to terroristic threats).

d. Section 2709 (relating to harassment).

e. Section 3127 (relating to indecent exposure).

f. Section 3131 (relating to unlawful dissemination of intimate image).

g. Section 3307 (relating to institutional vandalism) when the penalty is a misdemeanor of the second degree.

h. Section 3503(b)(1)(i), (ii), (iii) and (iv), (b.1) and (b.2) (relating to criminal trespass).

i. Chapter 39 (relating to theft and related offenses).

j. **Section 4101.1 (relating to digital forgery).**

k. Section 5502 (relating to failure of disorderly persons to disperse upon official order).

l. Section 5503 (relating to disorderly conduct).

m. Section 6305 (relating to sale of tobacco products).

n. Section 6306.1 (relating to use of tobacco products in schools prohibited).

o. Section 6308 (relating to purchase, consumption, possession or transportation of liquor or malt or brewed beverages).

In determining whether to notify the law enforcement agency of an incident, the Superintendent or designee may consider the following factors:

1. The seriousness of the situation.
2. The school's ability to defuse or resolve the situation.

3. The student's intent.

4. The student's age.

5. Whether the student has a disability and, if so, the type of disability and its impact on the student's behavior.

6. Other factors believed to be relevant.

{ } In making a determination of whether to notify the law enforcement agency of an incident listed above, and to the extent the district has the authority, the district may consider using available school-based diversion programs and available school-wide positive behavior supports to address the student's behavior.

In notifying the law enforcement agency of the incident, the Superintendent or designee will provide as much of the following information as is available at the time of the notification; however, the gathering of this information should not unnecessarily delay notification:

1. Whether the incident is in-progress or has concluded.
2. Nature of the incident.

3. Exact location of the incident.

4. Number of persons involved in the incident.

5. Names and ages of the individuals involved.

6. Weapons, if any, involved in the incident.

7. Whether the weapons, if any, have been secured and, if so, the custodian of the weapons.

8. Injuries, if any.

9. Whether emergency medical services or the fire department were notified.

10. Identity of the school contact person.

11. Identity of the witnesses, if any.

12. Whether the incident involves a student with a disability and, if so, the type of disability and its impact on the student's behavior.

13. Other such information as is known to the school district and believed to be relevant to the incident.

The Superintendent or designee will also notify the parent/guardian of any student directly involved in an incident as a victim or suspect immediately, as soon as practicable. The Superintendent or designee will inform the parent/guardian whether or not the law enforcement agency has been or may be notified of the incident. The Superintendent or designee will document attempts made to reach the parent/guardian.

Required Reporting

The Superintendent or designee will comply with all applicable reporting requirements, including mandated reporting in accordance with the Child Protective Services Law and submission of the annual school safety and security incident report to the PA Department of Education, in accordance with applicable law, regulations and Board policies.

BOARD POLICY

906-AR-1 Public Complaints - Special Provisions

POLICY NUMBER	VERSION	DOCUMENT STATUS	PRINTED
906-AR-1	v2.2	DRAFT	10/6/2026

906-AR-1. PUBLIC COMPLAINTS - SPECIAL PROVISIONS

The policies listed below may contain specialized complaint and/or appeal procedures, dispute resolution processes, or methods for reporting policy violations that should be addressed in accordance with the established Board policy, district procedure or administrative regulation directly related to the nature of the complaint.

Upon receipt of a complaint, district staff should make a determination as to whether the complaint should be processed in accordance with Policy 906 Public Complaint Procedures or if the complaint should be processed in accordance with other established Board policy, district procedure or administrative regulation.

POLICY	TITLE
103	Discrimination/Harassment Affecting Students
103.1	Nondiscrimination – Qualified Students With Disabilities
104	Discrimination/Harassment Affecting Staff
105.1	Review of Instructional Materials by Parents/Guardians and Students
105.2	**Exemption from Instruction**
108	Adoption of Textbooks
109	Resource Materials
116	Tutoring
122.1	**Noncurriculum-Related, Nonschool-Sponsored, Student-Initiated Groups**
127	Assessment System
137	Home Education Programs
150	**Title I – Comparability of Services**
247	Hazing
249	Bullying/Cyberbullying
251	Students **Experiencing Homelessness, Foster Care and Other Educational Instability**
252	Dating Violence
317.1	**Educator Misconduct**
335	**Family and Medical Leaves**
610	Purchases Subject to Bid/Quotation

621	Local Taxpayer Bill of Rights
626	Federal Fiscal Compliance **(Procurement (bid protest) procedures)**
707	**Use of School Facilities**
801	Public Records
808	Food Services
815	Acceptable Use of Internet, Computers and Network Resources
824	Maintaining Professional Adult/Student Boundaries
827	Conflict of Interest
828	Fraud

PSBA Revised 8/26

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BOARD POLICY

918 Title I Parent and Family Engagement

POLICY NUMBER	ADOPTED	REVISED	VERSION
918	3/11/2021	10/9/2025	v1
DOCUMENT STATUS	**PRINTED**		
ACTIVE	10/7/2026		

Purpose

The Board recognizes that meaningful parent and family engagement contributes to the achievement of state academic standards by students participating in Title I programs. The Board views the education of students as a cooperative effort among the school, parents and family members, and community.[1] [2]

Definition

Parent and Family (Family Member) - these terms are used interchangeably and shall include caregivers, a legal guardian or other person standing in loco parentis such as a grandparent or stepparent with whom the child lives, a person who is legally responsible for the child's welfare, or a legally appointed Education Decision Maker of a child participating in a Title I program.

Authority

The Board directs the district and each of its schools with a Title I program to:[1]

1. Conduct outreach to all parents and family members.
2. Include parents and family members in development of the district's overall Title I Plan and process for school review and improvement.[3]

3. Include parents and family members in the development of the Title I Parent and Family Engagement Policy. Following adoption of the policy by the Board, the policy shall be:

    a. Distributed in writing to all parents and family members.

    b. Incorporated into the district's Title I Plan.[3]

    c. Posted to the district's publicly accessible website.[4]

    d. Evaluated annually with parent and family involvement.

4. Provide opportunities and conduct meaningful collaborations with parents and family members in the planning and implementation of Title I programs, activities and procedures.

Accessibility

The district and each of its schools with a Title I program shall provide communications, information and school reports to parents and family members who are migrants or who have limited English proficiency, a disability, limited literacy, or racial and ethnic minority backgrounds, in a language they can understand.[1] **[5]**

Delegation of Responsibility

The Superintendent or designee shall ensure that the district's Title I Parent and Family Engagement Policy, plan and programs comply with the requirements of federal law.[1][3]

The Superintendent or designee shall ensure that the district and its schools with Title I programs provide opportunities for the informed participation of parents and family members by providing resources, information and school reports in an understandable and uniform format or, upon request, in another format. Such efforts shall include:

1. Providing communications in clear and simple language.

2. Posting information for parents and family members on the district's website.

3. Including a telephone number for parents and family members to call with questions.

4. Partnering with community agencies which may include libraries, recreation centers, community-based organizations and faith-based organizations to assist in sharing information.

5. Provide language access services to families with limited English proficiency through on-site or telephonic translation and interpretation services, as appropriate. **[5]**

The building principal and/or Title I staff shall notify parents and family members of the existence of the Title I programs and provide:

1. An explanation of the reasons supporting their child's selection for the program.

2. A set of goals and expectations to be addressed.

3. A description of the services to be provided.

4. A copy of this policy and the School-Parent and Family Compact.[1]

Parents and family members shall actively carry out their responsibilities in accordance with this policy and the School-Parent and Family Compact. At a minimum, parents and family members shall be expected to:[1]

1. Volunteer in their child’s classroom. **[6]**

2. Support their child’s learning.

3. Participate, as appropriate, in decisions relating to the education of their child and positive use of extracurricular time.

Guidelines

Each district school operating a Title I program shall hold an annual meeting of parents and family members at a convenient time, to explain the goals and purposes of Title I programs and to inform them of their right to be involved. Parents and family members shall be given the opportunity to participate in the design, development, operation and evaluation of the program. Parents and family members shall be encouraged to participate in planning activities, to offer suggestions, and to ask questions regarding policies and programs.[1]

The schools with Title I programs shall offer a flexible number of meetings which shall be held at various times of the morning and evening. Title I funds may be used to enable parent and family member attendance at meetings through payment of transportation, child care costs or home visits.[1]

The schools shall involve parents and family members in an organized, ongoing and timely way, in the planning, review and improvement of Title I programs, the Title I Parent and Family Engagement Policy and the joint development of the Title I Plan.[1][3]

At these meetings, parents and family members shall be provided:[1]

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

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

1. Establish meaningful, ongoing two-way communication between the district, staff and parents and family members.
2. Communicate with parents and family members about the plan and seek their input and participation through the use of newsletters, the district website, email, telephone, parent and teacher conferences, and home visits if needed.
3. Train personnel on how to collaborate effectively with parents and family members with diverse backgrounds that may impede their participation, such as limited literacy or language difficulty.
4. Analyze and share the results of the Title I Parent/Family Survey.

5. Post school performance data on the district's website.

6. Distribute and discuss the School-Parent and Family Compact.

7. Host various parent and family nights at each school building with a Title I program.

8. Establish and support active and engaged Title I parent and family advisory councils. The council will include a majority of parents and family members of students participating in Title I programs, as well as the building principal, teachers or other appropriate staff, students and community members. The purpose of the council shall be to focus on improved student achievement, effective classroom teaching, parent/family/community engagement in the educational process, and to facilitate communications and support.

9. Actively recruit parents and family members to participate in school review and improvement planning.

10. Assign district representatives to be available to work collaboratively with parents and family members, and to conduct school-level trainings to promote understanding of school data, comprehensive plans and the budgeting process.

11. Invite participation of parents and family members at the regular comprehensive planning committee meetings, Title I budget meetings and school improvement plan meetings to obtain input and propose school improvement initiatives.

If the Title I Plan is not satisfactory to parents and family members, the district shall submit any parent or family member comments with the plan when the school makes the plan available to the Board.[1][3]

Building Capacity for Parent and Family Engagement

The district shall provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools in planning and implementing effective parent and family involvement activities to improve academic achievement and school performance through:[1]

1. Providing assistance to parents and family members in understanding such topics as the academic standards, state and local academic assessments, the requirements of parent and family involvement, how to monitor a child's progress and work with teachers to improve the achievement of their children. [2] [7]

2. Providing material and training to help parents and family members work with their children to improve academic achievement and to foster parent and family engagement, such as:

    a. Scheduling trainings in different locations on a variety of topics including how to support their child in school, literacy, school safety, cultural diversity and conflict resolution.

    b. Using technology, including education about the harms of copyright piracy, as appropriate. [8]

    c. Providing information, resources and materials in a user friendly format.

    d. Providing, as requested by a parent or family member, other reasonable support for parent and family engagement activities.

3. Educating teachers, specialized instructional support personnel, principals and other school leaders and staff, with the assistance of parents and family members, on the value and usefulness of contributions of parents and family members and in how to reach out to, communicate with, and work with them as equal partners, implement and coordinate parent and family programs, and build ties between parents and family members and the school. [9]

4. To the extent feasible and appropriate, coordinating and integrating Title I parent and family involvement efforts and activities with other federal, state and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents and family members in more fully participating in the education of their children. [1] [5] [10][11][12][13][14] [15]

5. Engage the PTA/PTO to actively seek out and involve parents and family members through regular updates, information sessions and assistance with the identification of effective communication strategies.

6. Train parents and family members to enhance the involvement of other parents and family members.

7. Adopt and implement model approaches to improving parent and family engagement.

8. Establish a district-wide parent and family advisory council to provide advice on all matters related to parent and family engagement in Title I programs.

9. Engage community-based organizations and businesses in parent and family engagement activities.

Coordinating Parent and Family Engagement Strategies

The district shall coordinate and integrate Title I parent and family engagement strategies with other parent and family engagement strategies required by federal, state, and local laws by:[1] **[5]** [10][11][12][13][14] **[15]**

1. Involving district and program representatives to assist in identifying specific parent and family member needs.

2. Sharing data from other programs to assist in developing initiatives to advance academic achievement and school improvement.

Annual Parent and Family Engagement Policy Evaluation

The district shall conduct, with meaningful participation of parents and family members, an annual evaluation of the content and effectiveness of this policy in improving the academic quality of all district schools with a Title I program.[1]

The evaluation shall identify:[1]

1. Barriers to parent and family member participation, with particular attention to those who are migrants, are economically disadvantaged, have a disability, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority.

2. The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers.

3. Strategies to support successful school and parent and family interactions.

The evaluation shall be conducted through:

1. A parent and family member and teacher survey designed to collect data on school level and district-wide parent and family engagement outcomes.

2. Documentation of parent and family member input regarding Title I programs and activities from throughout the year.

The district shall use the findings of the annual evaluation to design evidence-based strategies for more effective parent and family engagement, and to revise, if necessary, the district's Title I Parent and Family Engagement Policy.[1]

School-Parent and Family Compact

Each school in the district receiving Title I funds shall jointly develop with parents and family members a School-Parent and Family Compact outlining the manner in which parents and family members, the entire school staff and students will share responsibility for improved student academic achievement and the means by which the school and parents and family members will build and develop partnerships to help children achieve the state's academic standards. The compact shall:[1]

1. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment, enabling students in Title I programs to meet the academic standards.

2. Describe the ways in which parents and family members will be responsible for supporting their child's learning; volunteering in the classroom; and participating, as appropriate, in decisions related to their child's education and positive use of extracurricular time. **[6]**

3. Address the importance of ongoing two-way, meaningful communication between parents/family members and teachers through, at a minimum, annual parent-teacher conferences at the elementary level, frequent reports to parents and family members on their child's progress, reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities. **[6]**

Title I Funds

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

Not less than ninety percent (90%) of the reserved funds shall be distributed to district schools with a Title I program, with priority given to high need schools. The district shall use the Title I reserved funds to conduct activities and strategies consistent with this policy, including:[1]

1. Supporting programs that reach parents and family members at home, in the community, and at school.

2. Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members.

Documentation of Parent and Family Engagement Practices

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

Legal Footnotes

[1] **20 U.S.C. 6318**
LEGAL REFERENCE

[2] **Pol. 102 — Academic Standards**
POLICY REFERENCE

[3] **20 U.S.C. 6312**
LEGAL REFERENCE

[4] **24 P.S. 510.2**
LEGAL REFERENCE

[5] **Pol. 138 — Language Instruction Educational Program for English Learners**
POLICY REFERENCE

[6] **Pol. 916 — Volunteers**
POLICY REFERENCE

[7] **Pol. 127 — Assessment System**
POLICY REFERENCE

[8] **Pol. 814 — Copyright Material**
POLICY REFERENCE

[9] **Pol. 333 — Professional Development**
POLICY REFERENCE

[10] **20 U.S.C. 7845**
LEGAL REFERENCE

[11] **29 U.S.C. 3271 et seq**
LEGAL REFERENCE

[12] **29 U.S.C. 701 et seq**
LEGAL REFERENCE

[13] **42 U.S.C. 11301 et seq**
LEGAL REFERENCE

[14] **42 U.S.C. 9831 et seq**
LEGAL REFERENCE

[15] **Pol. 212 — Reporting Student Progress**
POLICY REFERENCE

TITLE I PARENT AND FAMILY ENGAGEMENT POLICY

Renovo Elementary School

Purpose

The Board recognizes that meaningful parent and family engagement contributes to the achievement of state academic standards by students participating in Title I programs. This policy, developed by Renovo Elementary in collaboration with and agreed to by parents and family members, describes how parents and family members will be engaged at the school level.

Components

The school complies with federal law related to the engagement of parents and family members by detailing how the school will:

1. Involve parents and family members in the planning, review and improvement of the school's Parent and Family Engagement Policy:

- **Renovo Elementary convenes an annual meeting each year to inform all parents and families about the Title I Schoolwide Programs, Title I requirements, and about the right of parents to be involved in the Title I Schoolwide Program.**
- **Parents and families will have the opportunity to review the current school policy and make suggestions in person or through Google Forms for updates and changes.**
- **The Parent and Family Engagement Policy will be available year-round on our Renovo Monthly Newsletter along with the Google Form to provide suggestions.**

2. Convene an annual meeting, at a convenient time:

· To which all parents and family members of participating children shall be invited, and encouraged to attend;

· To inform parents and family members of their school's participation as a Title I school; and

· To explain the requirements and the rights of parents and family members to be involved.

- **Renovo Elementary will provide families with an annual meeting to be held on August 24th, 2026 from 3:30- 6:00p.m.**

- **Notifications will be on the Smore School Newsletter and invitations will be sent out via Class Dojo and paper copies sent for parents who are not connected to Renovo Elementary School's Class Dojo**

3. Offer a flexible number of meetings in the morning and/or the evening, and may provide Title I funds, if sufficient, to facilitate parent and family member attendance at meetings through payment of transportation, child care costs and/or refreshments.

- **Parent/family survey to determine the time and dates that meetings are held.**
- **Parent/family will be informed about the meetings through ClassDojo, Smore Newsletter, and paper copies as needed.**
- **PTO Meetings – held in person & on Zoom on the 2nd Wednesday of every month at 5:00p.m.**
- **Open House/Parent Family Engagement - August 24th, 2026**
- **Annual Meeting – August 24th, 2026**
- **Parent-Teacher Conferences - November 12th, 2026 (12:30-3:30p.m.) and (5:00p.m.-8:00p.m.)**
- **Showcase Night - TBD**
- **Spring Parent-Teacher Conferences – as needed March 12, 2027 (8:00a.m.-3:10p.m.)**
- **MTSS meetings – scheduled at the parent/family convenience and generally involves Interventionists in the conference room**

4. Involve parents and family members, in an organized, ongoing, and timely way, in the planning, review, and improvement of the Title I program, including the planning, review, and improvement of the school's parent and family engagement program:

- **Parent/family response to a Google Form survey on the parent and family engagement program (or paper survey if requested)**
- **Offer opportunities throughout the year to complete for parent/guardian surveys pertinent to the Title I program via Google Form or email school website**
- **PTO Meetings once a month (2nd Wednesday) at 5:00 p.m. Title I will be addressed as needed as part of the monthly agenda, and the principal or designee stays after to discuss any concerns or topics related to federal programs, Title I, schoolwide programs, parent and family engagement, etc.**

5. Provide parents and family members of participating children with timely information about the Title I program:

- **School Newsletter that is updated monthly, which includes a federal program section**
- **District and School Federal Programs website**

- **Class Dojo messages**
- **WIN (What I need intervention groups) Parent/Family Letter**

6. Provide parents and family members of participating children with a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the achievement levels of the state academic standards:

- **Science of Reading Newsletter (Shared via Principal's Monthly Newsletter) and paper copy available as needed**
- **The federal program and curriculum website will address these topics.**
- **All students participating in Intervention groups will receive letters informing the parents and family members of participating children the academic assessments used, baseline scores, and information about interventions.**
- **School newsletter**
- **Meeting – August 24th, 2026**
- **Parent/Teacher conferences on November 12th, 2026**
- **Parent/Teacher Spring Conferences-as needed March 12, 2027**
- **Spring Meeting prior to PSSA's April 8th, 2026**
- **MTSS meetings – scheduled at the parent/family convenience and generally involves Interventionists in the conference room**

7. Provide, if requested by parents and family members, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions:

- **Parent/Teacher Conferences (Fall and Spring)**
- **Parent conferences set via Google Meet, Zoom, or in person at parent/family request at any time throughout the school year**

8. Involve parents and family members in the joint development of the Schoolwide Program Plan in accordance with federal law. [Note: applies only to Title I schools operating a Schoolwide Program]:

- **Involve community members, faculty/staff, and parent/family members to participate in the development of the Schoolwide Improvement Plan.**
- **Planned Fall, Winter, and Spring meetings to review and update plan**
- **Parents/Families may view the Schoolwide Improvement Plan during the Annual Title I Meeting on August 24th, 2026.**

9. Create a school-parent and family compact developed jointly with parents and family members outlining how parents and family members, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and the parents and family members will build and develop partnerships to help children achieve the state's academic standards. The compact shall:

· Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables children in Title I programs to meet the state academic standards, and the ways in which each parent and family member will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time. Also address the importance of communication between teachers and parents and family members on an ongoing basis through, at a minimum:

o Teacher conferences with parents and family members in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;

o Frequent reports to parents and family members on their children's progress;

o Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and

o Ensuring regular two-way, meaningful communication between parents and family members and school staff, in a language that parents and family members can understand.

- **Parents/Families and school staff will meet on August 24th, 2026 to discuss the design, implementation, and provide feedback on the school compact.**
- **Interventionists will edit the document based on the feedback received from parents, families, and school staff members.**
- **Spring parent-teacher conferences – as needed March 12, 2027 frequent reports to parents on their children's progress**
- **Open communication with opportunities for contacting teachers/staff, opportunities to volunteer and participate in their child's class**
    - **Newsletters, phone calls, ClassDojo**
    - **Documents translated into family language of preference, SAS Translation Library for translation of mandated federal program forms, and use of Language Line for translators for oral communication (conferences, phone calls)**

10. Provide assistance to parents and family members in understanding the state academic standards, state and local academic assessments, and how to monitor a child's progress and work with teachers to improve the achievement of their children:

- **Annual Meeting – August 24th, 2026**
- **Parent/Teacher conferences (Fall and Spring)**
- **Parent Meeting in Spring TBD**
- **Documentation from Director of Curriculum via Class Dojo, district website, school newsletter**

11. Provide materials and training to help parents and family members to work with their children to improve their children's achievement, such as literacy training and using technology including education about the harms of copyright piracy, as appropriate, to foster parent and family involvement:

- **Materials handed out to support the Science of Reading at the annual meeting held on August 24th, 2026.**
- **Family Provided with materials to assist in improving their child's achievement at the annual meeting held on August 24th, 2026.**

12. Educate teachers, specialized instructional support personnel, and other staff, with the assistance of parents and family members, in the value and utility of contributions of parents and family members, and in how to reach out to, communicate with, and work with parents and family members as equal partners, implement and coordinate parent programs, and build ties between parents and family members and the school:

- **SPAC Skits and Google Form sign off of participation**

13. To the extent feasible and appropriate, coordinate, and integrate parent and family member involvement programs and activities with other federal, state, and local programs including public preschool programs, and conduct other activities that encourage and support parents and family members in more fully participating in the education of their children:

- **Headstart Kindergarten registration districtwide**.
- **Conduct meetings involving parents and families and program participants to discuss development and assessments needs of individual children**

14. Ensure that information related to school and parent and family member programs, meetings, and other activities is sent to the parents and family members of participating children in a format and in a language the parents and family members can understand:

- **Class Dojo messages sent by classroom teachers**
- **School newsletter**
- **PTO Meetings**
- **Translating documents as needed or offering Language Line**

15. Provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children):

- **All parents/families are informed through various means of communication including newsletters, phone calls, Class Dojo, and email.**
- **All documents are translated in the parent/family native language per the home language survey and parent request.**
- **Documents translated through SAS Translation Library**

16. Ensure distribution of the policy to all parents and family members with a child participating in a Title I program by the following means:

- **Send policy via Class Dojo**
- **Send paper copy to parents who request it**
- **Policy included in school newsletter**

Delegation of Responsibility

The Superintendent or designee shall ensure that the Title I Parent and Family Engagement Policy, plan and programs comply with the requirements of federal law.

The building principal and/or Title I staff shall notify parents and family members of the existence of Title I programs and provide:

1. An explanation of the reasons supporting their child's selection for the program.

2. A set of goals and objectives to be addressed.

3. A description of the services to be provided.

4. A copy of this policy and the School-Parent and Family Compact.

Each school with a Title I program shall provide communications, information and school reports to parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children, in a language and format they can understand.

- **Renovo Elementary uses the SAS Translation Library to provide translated mandatory federal program forms to families in the language they speak.**
- **Renovo Elementary utilizes Language Line for parent/family conferences when necessary.**
- **Renovo Elementary has access to translators for written communication.**

TITLE I PARENT AND FAMILY ENGAGEMENT POLICY

Liberty-Curtin Elementary School

2025-2026

Purpose

The Board recognizes that meaningful parent and family engagement contributes to achieving state academic standards by students participating in Title I programs. This policy, developed by Liberty-Curtin Elementary School in collaboration with and agreed to by parents and family members, describes how parents and family members will be engaged at the school level.

School Components of the Family Engagement Policy

The school complies with federal law related to the engagement of parents and family members by detailing how the school will:

1. Involve parents and family members in the planning, review, and improvement of the school's Parent and Family Engagement Policy: (ESSA, Section 1116(b)(1))

    - Schoolwide Title I Beginning of the Year Meeting with faculty to discuss the plan created at the end of the previous school year.
    - Schoolwide Title I Mid-Year Planning Meeting with parents and families
    - Schoolwide Title I End of the Year Planning Meeting with parents and families
    - Open House
    - Engagement Policy is posted on the KCSD website

2. Convene an annual meeting, at a convenient time:

    - To which all parents and family members of participating children shall be invited, and encouraged to attend;

    - To inform parents and family members of their school's participation as a Title I school; and

    - To explain the requirements and the rights of parents and family members to be involved (ESSA, Section 1116(c)(1)).

        - Open House
        - Title I Parent Information Night
        - Parent/teacher conferences
        - Annual letter explaining Schoolwide Title I
        - Title I Compact
        - Parent Right to Know letter
        - KCSD website

3. Offer a flexible number of meetings in the morning and/or the evening, and may provide Title I funds, if sufficient, to facilitate parent and family member attendance at meetings. (ESSA, Section 1116(c)(2)).

    - Zoom and Live Meetings
    - Recorded Meetings
    - During School Meetings
    - Evening Meetings

4. Involve parents and family members, in an organized, ongoing, and timely way, in the planning, review, and improvement of the Title I program, including the planning, review, and improvement of the school's parent and family engagement program: (ESSA, Section 1116(c)(3)).

    - Title I Schoolwide Planning Committee Meetings
    - Annual letter
    - Parent Surveys
    - Communication with parents in various forms- emails/meetings/phone calls

5. Provide parents and family members of participating children with timely information about the Title I program: (ESSA, Section 1116(c)(4)(A)).

    - Beginning of the year information: Schoolwide Title I Annual Letter, Compact, Family Engagement policy, and Right to Know
    - Open House
    - Parent-teacher conferences
    - Technical assistance

6. Provide parents and family members of participating children with a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the achievement levels of the state academic standards:(ESSA, Section 1116(c)(4)(B))

    - Open House
    - PSSA Summary Results
    - Powerschool
    - Family Acadience and/or NWEA MAP Assessment Report
    - Parent/Teacher Conferences

7. Provide, if requested by parents and family members, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions:(ESSA, Section 1116(c)(4)(C))

- Conferences
- Parent meetings- at the convenience of parents
- 504 meetings
- IEP meetings
- GIEP meetings
- Zoom with parents who cannot attend in person

8. Involve parents and family members in the joint development of the Schoolwide Program Plan in accordance with federal law. (under Section 1114 per ESSA (ESSA, Section 1116(5)).

    - Mid-Year Title I Schoolwide Planning Committee Meeting
    - End of Year Title I Schoolwide Planning Committee Meeting
    - Review and Revise the Compact
    - Review and Revise the Title I Parent and Family Engagement Policy

9. KCSD will provide a school-parent and family compact developed jointly with parents and family members outlining how parents and family members, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and the parents and family members will build and develop partnerships to help children achieve the state's academic standards. The compact shall:

    - Describe the school's responsibility to provide a high-quality curriculum and instruction in a supportive and effective learning environment that enables children in Title I programs to meet the state academic standards, and the ways in which each parent and family member will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time (ESSA, Section (d)(1)); and

    - Address the importance of communication between teachers and parents and family members on an ongoing basis through, at a minimum:
        - Teacher conferences
        - Frequent reports are available to parents and family members on their children's progress;
        - Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
        - Ensuring regular two-way, meaningful communication between parents and family members and school staff, in a language that parents and family members can understand.(ESSA, Section 1116(d)(2)(A-D))

            - Translation of information into other languages upon request
            - Parent Informational Workshops

- KCSD website: Plan, Compact, and Engagement Policy
- Schoolwide Title I Open House

10. Provide assistance to parents and family members in understanding the state academic standards, state and local academic assessments, and how to monitor a child's progress and work with teachers to improve the achievement of their children: (ESSA, Section 1116(6)(e)(1))

    - Open House
    - Parent/Teacher Conferences
    - Resources given to parents by teachers/specialists to educate parents.
        - phone communications
        - email communications

11. Provide materials and training to help parents and family members to work with their children to improve their children's achievement, such as literacy training and using technology including education about the harms of copyright piracy, as appropriate, to foster parent and family involvement:(ESSA, Section 1116(6)(e)(1))

    - One-to-one technology
    - Parent Trainings
        - Parent tutorials
        - Parent workshops
        - SEL training and support
        - Technology training and support
        - Literacy training and support
        - Math training and support
        - Heath training and support
        - Guidance Support

12. Educate teachers, specialized instructional support personnel, and other staff, with the assistance of parents and family members, in the value and utility of contributions of parents and family members, and in how to reach out to, communicate with, and work with parents and family members as equal partners, implement and coordinate parent programs, and build ties between parents and family members and the school: (ESSA, Section 1116(6)(e)(3))

    - Additional after school training sessions for teachers and support staff
    - Faculty meetings- Schoolwide Title I professional learning
    - In-service training days

13. To the extent feasible and appropriate, coordinate, and integrate parent and family member involvement programs and activities with other federal, state, and local programs including public preschool programs, and conduct other activities that encourage and support parents and family members in more fully participating in the education of their children:(ESSA, Section 1116(6)(e)(4))

    - Literacy Events

- Parent Training and Support
- Student Showcase Events

14. Ensure that information related to school and parent and family member programs, meetings, and other activities are sent to the parents and family members of participating children in a format and in a language, the parents and family members can understand:(ESSA, Section 1116(6)(e)(5))

    - Language interpretation is available upon request
    - Website information can be translated in language of choice
    - Paper copies can be prepared in first language upon request

15. Provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children): (ESSA, Section 1116(7)(f))

    - Interpreters upon request
    - ADA accessibility in the facility
    - Notices can be translated into Native languages and braille upon request
    - Settings can be set on PowerSchool to translate into the family's native languages
    - Schoology

16. Ensure distribution of the policy to all parents and family members with a child participating in a Title I program by the following means:

    - Paper copy sent home with students
    - MTSS letters sent home
    - Paper copy of compact sent home
    - Posted on KCSD website/Class Dojo:
        - KCSD Family Engagement Policy
        - KCSD Teacher/Parent/Student Compact
        - Right to Know Letter Policy
        - Annual Schoolwide Plan
        - Complaint Resolution Policy

Delegation of Responsibility

The Superintendent or designee shall ensure that the Title I Parent and Family Engagement Policy, plan and programs comply with the requirements of federal law.

The building principal and/or Title I staff shall notify parents and family members of the existence of Title I programs and provide:

1. An explanation of the schoolwide plan and the resources available to parents and families.

2. A set of goals and objectives to be addressed.

3. A description of the services to be provided.

4. A copy of this policy and the School-Parent and Family Compact.

Each school with a Title I program shall provide communications, information, and school reports to parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children, in a language and format they can understand.

TITLE I PARENT AND FAMILY ENGAGEMENT POLICY

Robb Elementary School

Purpose

The Board recognizes that meaningful parent and family engagement contributes to achieving state academic standards by students participating in Title I programs. This policy, developed by Robb Elementary School in collaboration with and agreed to by parents and family members, describes how parents and family members will be engaged at the school level.

School Components of the Family Engagement Policy

The school complies with federal law related to the engagement of parents and family members by detailing how the school will:

1. Involve parents and family members in the planning, review, and improvement of the school's Parent and Family Engagement Policy: (ESSA, Section 1116(b)(1))

    - Schoolwide Title I Beginning of the Year Meeting with faculty to discuss the plan created at the end of the previous school year.
    - Schoolwide Title I Mid-Year Planning Meeting with parents and families
    - Schoolwide Title I End of the Year Planning Meeting with parents and families
    - Open House
    - Engagement Policy is posted on the KCSD website

2. Convene an annual meeting, at a convenient time:

    - To which all parents and family members of participating children shall be invited, and encouraged to attend;

    - To inform parents and family members of their school's participation as a Title I school; and

    - To explain the requirements and the rights of parents and family members to be involved (ESSA, Section 1116(c)(1)).

        - Open House
        - Title I Parent Information Night
        - Parent/teacher conferences
        - Annual letter explaining Schoolwide Title I
        - Title I Compact
        - Parent Right to Know letter
        - KCSD website

3. Offer a flexible number of meetings in the morning and/or the evening, and may provide Title I funds, if sufficient, to facilitate parent and family member attendance at meetings. (ESSA, Section 1116(c)(2)).

    - Zoom and Live Meetings
    - Recorded Meetings
    - During School Meetings
    - Evening Meetings
    - Coffee and Conversation

4. Involve parents and family members, in an organized, ongoing, and timely way, in the planning, review, and improvement of the Title I program, including the planning, review, and improvement of the school's parent and family engagement program: (ESSA, Section 1116(c)(3)).

    - Title I Schoolwide Planning Committee Meetings
    - Annual letter
    - Parent Surveys
    - Communication with parents in various forms- emails/meetings/phone calls

5. Provide parents and family members of participating children with timely information about the Title I program: (ESSA, Section 1116(c)(4)(A)).

    - Beginning of the year information: Schoolwide Title I Annual Letter, Compact, Family Engagement policy, and Right to Know
    - Open House
    - Parent-teacher conferences
    - Technical assistance

6. Provide parents and family members of participating children with a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the achievement levels of the state academic standards:(ESSA, Section 1116(c)(4)(B))

    - Open House
    - PSSA Summary Results
    - Powerschool
    - Family Acadience and/or NWEA MAP Assessment Report
    - Parent/Teacher Conferences

7. Provide, if requested by parents and family members, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions:(ESSA, Section 1116(c)(4)(C))

- Conferences
- Parent meetings- at the convenience of parents
- 504 meetings
- IEP meetings
- GIEP meetings
- Zoom with parents who cannot attend in person

8. Involve parents and family members in the joint development of the Schoolwide Program Plan in accordance with federal law. (under Section 1114 per ESSA (ESSA, Section 1116(5)).

    - Mid-Year Title I Schoolwide Planning Committee Meeting
    - End of Year Title I Schoolwide Planning Committee Meeting
    - Review and Revise the Compact
    - Review and Revise the Title I Parent and Family Engagement Policy

9. KCSD will provide a school-parent and family compact developed jointly with parents and family members outlining how parents and family members, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and the parents and family members will build and develop partnerships to help children achieve the state's academic standards. The compact shall:

    - Describe the school's responsibility to provide a high-quality curriculum and instruction in a supportive and effective learning environment that enables children in Title I programs to meet the state academic standards, and the ways in which each parent and family member will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time (ESSA, Section (d)(1)); and

    - Address the importance of communication between teachers and parents and family members on an ongoing basis through, at a minimum:
        - Teacher conferences
        - Frequent reports are available to parents and family members on their children's progress;
        - Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
        - Ensuring regular two-way, meaningful communication between parents and family members and school staff, in a language that parents and family members can understand.(ESSA, Section 1116(d)(2)(A-D))

            - Translation of information into other languages upon request
            - Parent Informational Workshops

- KCSD website: Plan, Compact, and Engagement Policy
- Schoolwide Title I Open House

10. Provide assistance to parents and family members in understanding the state academic standards, state and local academic assessments, and how to monitor a child's progress and work with teachers to improve the achievement of their children: (ESSA, Section 1116(6)(e)(1))

    - Open House
    - Parent/Teacher Conferences
    - Resources given to parents by teachers/specialists to educate parents.
        - phone communications
        - email communications

11. Provide materials and training to help parents and family members to work with their children to improve their children's achievement, such as literacy training and using technology including education about the harms of copyright piracy, as appropriate, to foster parent and family involvement:(ESSA, Section 1116(6)(e)(1))
    - One-to-one technology
    - Coffee and Conversation
    - Parent Trainings
        - Parent tutorials
        - Parent workshops
        - SEL training and support
        - Technology training and support
        - Literacy training and support
        - Math training and support
        - Health training and support
        - Guidance Support

12. Educate teachers, specialized instructional support personnel, and other staff, with the assistance of parents and family members, in the value and utility of contributions of parents and family members, and in how to reach out to, communicate with, and work with parents and family members as equal partners, implement and coordinate parent programs, and build ties between parents and family members and the school: (ESSA, Section 1116(6)(e)(3))

    - Additional after school training sessions for teachers and support staff
    - Faculty meetings- Schoolwide Title I professional learning
    - In-service training days

13. To the extent feasible and appropriate, coordinate, and integrate parent and family member involvement programs and activities with other federal, state, and local programs including public preschool programs, and conduct other activities that encourage and support parents and family members in more fully participating in the education of their children:(ESSA, Section 1116(6)(e)(4))

    - Literacy Events

- Parent Training and Support
- Student Showcase Events

14. Ensure that information related to school and parent and family member programs, meetings, and other activities are sent to the parents and family members of participating children in a format and in a language, the parents and family members can understand:(ESSA, Section 1116(6)(e)(5))

    - Language interpretation is available upon request
    - Website information can be translated in language of choice
    - Paper copies can be prepared in first language upon request

15. Provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children): (ESSA, Section 1116(7)(f))

    - Interpreters upon request
    - ADA accessibility in the facility
    - Notices can be translated into Native languages and braille upon request
    - Settings can be set on PowerSchool to translate into the family's native languages
    - Class Dojo

16. Ensure distribution of the policy to all parents and family members with a child participating in a Title I program by the following means:

    - Paper copy sent home with students
    - MTSS tiered intervention letters sent home
    - Paper copy of compact sent home
    - Posted on KCSD website/Class Dojo:
        - KCSD Family Engagement Policy
        - KCSD Teacher/Parent/Student Compact
        - Right to Know Letter Policy
        - Annual Schoolwide Plan
        - Complaint Resolution Policy

Delegation of Responsibility

The Superintendent or designee shall ensure that the Title I Parent and Family Engagement Policy, plan and programs comply with the requirements of federal law.

The building principal and/or Title I staff shall notify parents and family members of the existence of Title I programs and provide:

1. An explanation of the schoolwide plan and the resources available to parents and families.

2. A set of goals and objectives to be addressed.

3. A description of the services to be provided.

4. A copy of this policy and the School-Parent and Family Compact.

Each school with a Title I program shall provide communications, information, and school reports to parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children, in a language and format they can understand.

TITLE I PARENT AND FAMILY ENGAGEMENT POLICY

Woodward Elementary School

Purpose

The Board recognizes that meaningful parent and family engagement contributes to achieving state academic standards by students participating in Title I programs. This policy, developed by Woodward Elementary School in collaboration with and agreed to by parents and family members, describes how parents and family members will be engaged at the school level.

School Components of the Family Engagement Policy

The school complies with federal law related to the engagement of parents and family members by detailing how the school will:

1. Involve parents and family members in the planning, review, and improvement of the school's Parent and Family Engagement Policy: (ESSA, Section 1116(b)(1))

    - Schoolwide Title I Beginning of the Year Meeting with faculty to discuss the plan created at the end of the previous school year.
    - Schoolwide Title I Mid-Year Planning Meeting with parents and families
    - Schoolwide Title I End of the Year Planning Meeting with parents and families
    - Open House
    - Engagement Policy is posted on the KCSD website

2. Convene an annual meeting, at a convenient time:

    - To which all parents and family members of participating children shall be invited, and encouraged to attend;

    - To inform parents and family members of their school's participation as a Title I school; and

    - To explain the requirements and the rights of parents and family members to be involved (ESSA, Section 1116(c)(1)).

        - Open House
        - Title I Parent Information Night
        - Parent/teacher conferences
        - Annual letter explaining Schoolwide Title I
        - Title I Compact
        - Parent Right to Know letter
        - KCSD website

3. Offer a flexible number of meetings in the morning and/or the evening, and may provide Title I funds, if sufficient, to facilitate parent and family member attendance at meetings. (ESSA, Section 1116(c)(2)).

    - Google Meet and Live Meetings
    - Recorded Meetings
    - During School Meetings
    - Evening Meetings

4. Involve parents and family members, in an organized, ongoing, and timely way, in the planning, review, and improvement of the Title I program, including the planning, review, and improvement of the school's parent and family engagement program: (ESSA, Section 1116(c)(3)).

    - Title I Schoolwide Planning Committee Meetings
    - Annual letter
    - Parent Surveys
    - Communication with parents in various forms- emails/meetings/phone calls

5. Provide parents and family members of participating children with timely information about the Title I program: (ESSA, Section 1116(c)(4)(A)).

    - Beginning of the year information: Schoolwide Title I Annual Letter, Compact, Family Engagement policy, and Right to Know
    - Open House
    - Parent-teacher conferences
    - Technical assistance

6. Provide parents and family members of participating children with a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the achievement levels of the state academic standards:(ESSA, Section 1116(c)(4)(B))

    - Open House
    - PSSA Summary Results
    - Powerschool
    - Family Acadience and/or NWEA MAP Assessment Report
    - Parent/Teacher Conferences

7. Provide, if requested by parents and family members, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions:(ESSA, Section 1116(c)(4)(C))

- Conferences
- Parent meetings- at the convenience of parents
- 504 meetings
- IEP meetings
- GIEP meetings
- Google Meet with parents who cannot attend in person

8. Involve parents and family members in the joint development of the Schoolwide Program Plan in accordance with federal law. (under Section 1114 per ESSA (ESSA, Section 1116(5)).

    - Mid-Year Title I Schoolwide Planning Committee Meeting
    - End of Year Title I Schoolwide Planning Committee Meeting
    - Review and Revise the Compact
    - Review and Revise the Title I Parent and Family Engagement Policy

9. KCSD will provide a school-parent and family compact developed jointly with parents and family members outlining how parents and family members, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and the parents and family members will build and develop partnerships to help children achieve the state's academic standards. The compact shall:

    - Describe the school's responsibility to provide a high-quality curriculum and instruction in a supportive and effective learning environment that enables children in Title I programs to meet the state academic standards, and the ways in which each parent and family member will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time (ESSA, Section (d)(1)); and

    - Address the importance of communication between teachers and parents and family members on an ongoing basis through, at a minimum:
        - Teacher conferences
        - Frequent reports are available to parents and family members on their children's progress;
        - Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
        - Ensuring regular two-way, meaningful communication between parents and family members and school staff, in a language that parents and family members can understand.(ESSA, Section 1116(d)(2)(A-D))

            - Translation of information into other languages upon request
            - Parent Informational Workshops

- KCSD website: Plan, Compact, and Engagement Policy
- Schoolwide Title I Open House

10. Provide assistance to parents and family members in understanding the state academic standards, state and local academic assessments, and how to monitor a child's progress and work with teachers to improve the achievement of their children: (ESSA, Section 1116(6)(e)(1))

    - Open House
    - Parent/Teacher Conferences
    - Resources given to parents by teachers/specialists to educate parents.
        - phone communications
        - email communications

11. Provide materials and training to help parents and family members to work with their children to improve their children's achievement, such as literacy training and using technology including education about the harms of copyright piracy, as appropriate, to foster parent and family involvement:(ESSA, Section 1116(6)(e)(1))

    - One-to-one technology
    - Parent Trainings

    Educate teachers, specialized instructional support personnel, and other staff, with the assistance of parents and family members, in the value and utility of contributions of parents and family members, and in how to reach out to, communicate with, and work with parents and family members as equal partners, implement and coordinate parent programs, and build ties between parents and family members and the school: (ESSA, Section 1116(6)(e)(3))

    - Additional after school training sessions for teachers and support staff
    - Faculty meetings- Schoolwide Title I professional learning
    - In-service training days

12. To the extent feasible and appropriate, coordinate, and integrate parent and family member involvement programs and activities with other federal, state, and local programs including public preschool programs, and conduct other activities that encourage and support parents and family members in more fully participating in the education of their children:(ESSA, Section 1116(6)(e)(4))

    - Literacy Events

- Parent Training and Support
- Student Showcase Events

13. Ensure that information related to school and parent and family member programs, meetings, and other activities are sent to the parents and family members of participating children in a format and in a language, the parents and family members can understand:(ESSA, Section 1116(6)(e)(5))

    - Language interpretation is available upon request
    - Website information can be translated in language of choice
    - Paper copies can be prepared in first language upon request

15. Provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children): (ESSA, Section 1116(7)(f))

    - Interpreters upon request
    - ADA accessibility in the facility
    - Notices can be translated into Native languages and braille upon request
    - Settings can be set on PowerSchool to translate into the family's native languages

16. Ensure distribution of the policy to all parents and family members with a child participating in a Title I program by the following means:

    - Paper copy sent home with students
    - MTSS letters sent home
    - Paper copy of compact sent home
    - Posted on KCSD website/Class Dojo:
        - KCSD Family Engagement Policy
        - KCSD Teacher/Parent/Student Compact
        - Right to Know Letter Policy
        - Annual Schoolwide Plan
        - Complaint Resolution Policy

Delegation of Responsibility

The Superintendent or designee shall ensure that the Title I Parent and Family Engagement Policy, plan and programs comply with the requirements of federal law.

The building principal and/or Title I staff shall notify parents and family members of the existence of Title I programs and provide:

1. An explanation of the schoolwide plan and the resources available to parents and families.

2. A set of goals and objectives to be addressed.

3. A description of the services to be provided.

4. A copy of this policy and the School-Parent and Family Compact.

Each school with a Title I program shall provide communications, information, and school reports to parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children, in a language and format they can understand.

TITLE I PARENT AND FAMILY ENGAGEMENT POLICY

MILL HALL ELEMENTARY
2026-2027

Purpose

The Board recognizes that meaningful parent and family engagement contributes to the achievement of state academic standards by students participating in Title I programs. This policy, developed by MILL HALL ELEMENTARY in collaboration with and agreed to by parents and family members, describes how parents and family members will be engaged at the school level.

Components

The school complies with federal law related to the engagement of parents and family members by detailing how the school will:

1. Involve parents and family members in the planning, review and improvement of the school's Parent and Family Engagement Policy:

- In the fall each year, Mill Hall Elementary holds an Annual Title I Meeting. The purpose of this meeting is to inform the families about the Title I Schoolwide Programs, Title I requirements, and the rights of families to be involved in the Title I Schoolwide Program.
    - This meeting was held on **Monday, August 24, 2026 from 5:00 p.m - 8:00 p.m** in the cafeteria. The families were offered the opportunity to provide feedback via a sign-in sheet (in-person), or an electronic option via completion of a Google Form.
    - In the Spring, a meeting is held with families to provide them the opportunity to review the current school policy and make suggestions to the policy. This meeting is held in person along with Zoom or Google Meet.
- The School-Parent and Family Engagement Policy will be provided to families via ClassDojo, school marquee, monthly newsletters, and KCSD Federal Programs site.

2. Convene an annual meeting, at a convenient time:

- To which all parents and family members of participating children shall be invited, and encouraged to attend;
- To inform parents and family members of their school's participation as a Title I school; and

- To explain the requirements and the rights of parents and family members to be involved.

- Hold a minimum of one annual meeting in the beginning of **September/October 2026** via Zoom or in-person and provide the families opportunity for feedback through a parent/family survey or Google Forms.

3. Offer a flexible number of meetings in the morning and/or the evening, and may provide Title I funds, if sufficient, to facilitate parent and family member attendance at meetings through payment of transportation, child care costs and/or refreshments.

- Parent/Family Survey results determine the times and dates that meetings are held.
- Parents/Families will be informed about the meetings through ClassDojo, Mill Hall Elementary PTO Facebook Page, Mill Hall school webpage, monthly newsletter, and on the school marque.
    - PTO Meetings are held on the **third Wednesday** of each month.
    - Parent/Teacher Conferences - **Thursday, November 12(Fall) and March 12, 2027 (Spring) on CALENDAR as PLD/Senior Projects**
    - Annual Meeting - **Monday, August 24, 2026**
    - Title 1 Night - **Spring 2027**
    - Parent/Teacher Conferences - **Thursday, November 12(Fall) and March 12, 2027 (Spring) on CALENDAR as PLD/Senior Projects**
    - Child Study Team meetings - scheduled at the parent/family convenience and generally involve the regular education teacher, instructional coach, interventionist, school psychologist**,** and principal.

4. Involve parents and family members, in an organized, ongoing, and timely way, in the planning, review, and improvement of the Title I program, including the planning, review, and improvement of the school's parent and family engagement program:

- An Annual meeting will be held **September/October 2026** to discuss the design, implementation, and provide feedback on the parent and family engagement policy.
- Parent/Family responses collected via a Google Form and paper/pencil copies on the parent and family engagement programs.
- Offer opportunities throughout the year for parent/family input via email or ClassDojo.
- Additional parent/family appointments are available upon request. Messages can be sent via ClassDojo, and meetings can be scheduled by calling the main office.

5. Provide parents and family members of participating children with timely information about the Title I program:

- Parents/Families are notified about Title I services through a shared parent letter at the beginning of the school year. That letter is shared on ClassDojo, the school website, and the monthly newsletter.
- KCSD District and Mill Hall Elementary Federal Programs webpages
- ClassDojo
- Parents/Families will be notified by an interventionists when a child enters an intervention group.

6. Provide parents and family members of participating children with a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the achievement levels of the state academic standards:

- In September/October of each academic year, a board presentation will address these topics.
- Annual Meeting - Monday, August 24, 2026
- Title I Night - Spring 2027
- Parent/Teacher Conferences - **Thursday, November 12(Fall) and March 12, 2027 (Spring) on CALENDAR as PLD/Senior Projects**
- Information will be posted on the federal programs and curriculum website to address these topics.
- Students participating in Intervention groups will receive letters to document local assessments used, baseline scores, and information about interventions.

7. Provide, if requested by parents and family members, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions:

- Parent/Teacher Conferences -- **Thursday, November 12(Fall) and March 12, 2027 (Spring) on CALENDAR as PLD/Senior Projects**
- Parent Meetings -- at the request of the parent/family or classroom teacher/Interventionist can be held at any time throughout the year. These meetings are held in person or virtually, in attendance are: classroom teacher, Interventionists, IEP case manager (if the student currently has an IEP), building principal.

8. Involve parents and family members in the joint development of the Schoolwide Program Plan in accordance with federal law. [Note: applies only to Title I schools operating a Schoolwide Program]:

- Elyse Robinson, parent representative, serves on the committee for the Schoolwide Improvement Plan to create the plan and make additional changes as needed throughout the year.

- Parents/Families may view the Schoolwide Improvement Plan during the Annual Title I Meeting on Monday, August 24, 2026. It is also included on the monthly newsletter.

9. Create a school-parent and family compact developed jointly with parents and family members outlining how parents and family members, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and the parents and family members will build and develop partnerships to help children achieve the state's academic standards. The compact shall:

- Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables children in Title I programs to meet the state academic standards, and the ways in which each parent and family member will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time and
- Address the importance of communication between teachers and parents and family members on an ongoing basis through, at a minimum:
    - Teacher conferences with parents and family members in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;

    - Frequent reports to parents and family members on their children's progress;

    - Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and

    - Ensuring regular two-way, meaningful communication between parents and family members and school staff, in a language that parents and family members can understand.

- Link to School-Parent and Family Compact
- Parent/Teacher Conferences - **Thursday, November 12(Fall) and March 12, 2027 (Spring) on CALENDAR as PLD/Senior Projects**
- Opportunities to contact teachers/staff
- Documents translated into family language of preference, SAS Translation Library for translation of mandated federal program forms, use of Language Line for oral communication (conferences, phone calls), and the TalkingPoints app and Class Dojo for messaging services.

10. Provide assistance to parents and family members in understanding the state academic standards, state and local academic assessments, and how to monitor a child's progress and work with teachers to improve the achievement of their children:

- Annual Title I Meeting - Monday, August 24, 2026
- Title I Night - Spring 2027
- Parent/Teacher Conferences - **Thursday, November 12(Fall) and March 12, 2027 (Spring) on CALENDAR as PLD/Senior Projects**
- Documentation from Director of Curriculum via ClassDojo and district website
- Report cards are sent home at the end of each quarter

11. Provide materials and training to help parents and family members to work with their children to improve their children's achievement, such as literacy training and using technology including education about the harms of copyright piracy, as appropriate, to foster parent and family involvement:

- Materials to support introducing the Science of Reading to families
- Title I Night - Spring 2027

12. Educate teachers, specialized instructional support personnel, and other staff, with the assistance of parents and family members, in the value and utility of contributions of parents and family members, and in how to reach out to, communicate with, and work with parents and family members as equal partners, implement and coordinate parent programs, and build ties between parents and family members and the school:

- SPAC Skits and Google Form sign off of participation
- Parent/Family surveys and information gathered during the Annual Title I Meeting, PTO, School Advisory Team**,** and ClassDojo will be used to determine professional development recommendations and trainings.

13. To the extent feasible and appropriate, coordinate, and integrate parent and family member involvement programs and activities with other federal, state, and local programs including public preschool programs, and conduct other activities that encourage and support parents and family members in more fully participating in the education of their children:

- Kindergarten registration districtwide
- Coordination with local preschool offering materials to local daycare to use while students are in their care.

14. Ensure that information related to school and parent and family member programs, meetings, and other activities is sent to the parents and family members of participating children in a format and in a language the parents and family members can understand:

- ClassDojo messages are translated by families in their native language
- PTO Meetings
- Translating documents are provided by the ESL instructor. **Language Line** and **TalkingPoints** are used if needed.

15. Provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children):

- Invitation to annual Title 1 meeting and any other parent/family event using ClassDojo and translated documents as needed.

16. Ensure distribution of the policy to all parents and family members with a child participating in a Title I program by the following means:

- Send policy via ClassDojo
- Mill Hall Monthly Newsletter
- Send a paper copy to parents upon request.
- Include a link on the Mill Hall Elementary School Homepage in the Federal Programs section

Delegation of Responsibility

The Superintendent or designee shall ensure that the Title I Parent and Family Engagement Policy, plan and programs comply with the requirements of federal law.

The building principal and/or Title I staff shall notify parents and family members of the existence of Title I programs and provide:

1. An explanation of the reasons supporting their child's selection for the program.

2. A set of goals and objectives to be addressed.

3. A description of the services to be provided.

4. A copy of this policy and the School-Parent and Family Compact.

Each school with a Title I program shall provide communications, information and school reports to parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children, in a language and format they can understand.

- Mill Hall Elementary uses SAS Translation Library to provide translated mandatory federal program forms to families in the language they speak.
- Mill Hall Elementary utilizes Language Line for parent/family conferences and the TalkingPoints app when necessary.
- Mill Hall Elementary has access to translators for written communication.

BOARD POLICY

719 Therapy Dogs

POLICY NUMBER	ADOPTED	VERSION	DOCUMENT STATUS
719	1/11/2024	v1	ACTIVE

PRINTED
10/9/2026

Authority:

The Board supports the use of therapy dogs for the benefit of its students subject to the condition of this policy. Benefits from working or visiting with a therapy dog include reduced stress, improved physical and emotional well-being, low blood pressure, decreased anxiety, improved self-esteem, and normalization of the environment, increasing the likelihood of successful academic achievement by the student. Examples of activities that students may engage in with a therapy dog include petting the dog, speaking to the dog, giving the dog simple commands that the dog is trained to respond to, and reading to the dog.

Definitions:

Owner/Handler is defined as an individual school district staff member or volunteer who has been individually trained, evaluated, and registered with the therapy dog organization to provide animal-assisted activities, animal-assisted therapy, and animal-assisted interactions within the school or facility.

A **service animal** is defined in Policy 718 - Service Animals in Schools. [1]

Animal assisted therapy is a goal-driven intervention, which is directed and/or delivered by a health, human, or education service professional and is meant to improve physical, social, emotional and/or cognitive function of an individual.

A **therapy dog** is a dog that has been individually trained, evaluated, and registered with their handler to provide animal-assisted activities, animal-assisted therapy, and animal-assisted interactions within a school or other facility. Therapy dogs are not the same as "emotional support animals" or "service animals".

Delegation of Responsibility

The handler shall assume full responsibility for the therapy dog's care, any expenses, behavior, and suitability for interacting with students and others in the school while the therapy dog is on school district property.

Guidelines

The following information will be kept current and submitted to the Board by the handler:

1. Proof of registration as a therapy dog handler with the individual therapy dog to be used. Such registration shall be from an organization that requires an evaluation of the therapy dog and handler prior to registration.

2. Proof from a licensed veterinarian that the therapy dog is in good health and has been immunized against diseases common to dogs. Such vaccinations shall be kept current and up to date at all times.

3. Proof of licensure from the local dog licensing authority.

4. Proof of insurance that provides a minimum of $300,000 liability coverage for the work of the handler and therapy dog while the two are on school district property. If an independent agency or person is contracted to provide a therapy dog, such agency or person shall provide such insurance that designates the district as insured and provided with primary, non-contributory coverage.

5. The handler shall enter into a written agreement with the school district in which the handler:

    a. Affirms they have read and are familiar with this policy.

    b. Agrees to fully comply with the terms of this policy.

    c. Holds the school district harmless from any and all claims or liabilities including, but not limited to, claims for permanent injury, personal injury and death, arising in any way whatsoever from the therapy dog.

Therapy Dog Standards & Procedures

Registration - The therapy dog shall have registration from an organization that requires an evaluation of the therapy dog and handler and shall remain current and in good standing at all times.

Health & Vaccinations - The handler shall submit proof from a licensed veterinarian that the therapy dog is in good health and has been immunized against diseases common to dogs. Such vaccinations shall be kept current and up to date at all times.

Licensing - The handler shall wear appropriate identification issued by the school district.

Health & Safety **-** The Board of School Directors shall ensure that the therapy dog does not pose a health and safety risk to any student, employee, or other person at school and that the therapy dog is brought to the school district only when properly groomed, bathed, free of illness or injury, and of the temperament appropriate for working with children and others in the schools.

Control - The handler shall ensure that the therapy dog wears a non-corrective collar or harness and a leash no longer than six (6) feet and shall maintain control of the therapy dog by holding the leash at all times that the therapy dog is on school district property, including during breaks, unless holding such leash would interfere with the therapy dogs safe, effective performance of its work or tasks. However, the handler shall maintain control of the therapy dog at all times. Flexible leashes are prohibited. Students and staff will not be permitted to give the dog any treats.

Supervision & Care of the Therapy Dog - The handler shall be solely responsible for the supervision and humane care of the therapy dog, including any feeding, exercising, and cleaning up after the therapy dog while the therapy dog is in the school buildings or on school property. The handler shall not leave the therapy dog unsupervised or alone on school property at any time. The handler shall bring no more than one (1) therapy dog per visit.

Authorized Area(s) - The handler shall ensure that the therapy dog has access to only such areas of the school building or properties that have been authorized by school district administrators.

Allergies & Aversions - The handler shall remove the therapy dog to a separate area, as designated by the school administrator, in such instances where any student or school employee who suffers from dog allergies or aversions is present in an office, hallway, or classroom. To minimize allergic reactions, the handler shall provide a clean blanket for the therapy dog.

Recordkeeping - Handlers who are school district staff shall sign in their therapy dog upon arrival and sign them out on their departure.

Damages & Injuries - The handler shall assume full responsibility and liability for any damage to school property or injury to district staff, students, or others in the school caused by the therapy dog.

Notification - The handler shall seek approval from the building principal prior to bringing the therapy dog into school. The request for administrative approval should include the date(s) and times on/during which the therapy dog will be present, the identification of the handler responsible for the therapy dog, the area (e.g. classroom, counselor's office, etc.) in which the therapy dog will interact with students and any other limitations or conditions to be established.

Additionally, an annual notification shall be included in the parent/student handbook or episodically in advance of a scheduled presence of the therapy dog to allow parents/guardians the opportunity to present any concerns to having their student interact with the therapy dog and for the district to plan for and implement any necessary accommodation.

Exclusion or Removal from School District Property - A therapy dog may be excluded from school district property for any reason, with or without cause. Reasons for exclusion can include, but are not limited to, the following:

1. The handler does not have control of the therapy dog.
2. The therapy dog is not housebroken.
3. The therapy dog presents a direct and immediate threat to others in the school.
4. The therapy dog's presence otherwise interferes with the educational program.

The therapy dog's handler shall immediately remove their therapy dog from school property when instructed to do so by a school administrator.

Procedure and School Board Discretion - Before a therapy dog is permitted on school district property pursuant to this policy, the therapy dog and the handler must be approved by a duly passed resolution of the Board of School
Directors. The school district shall retain full discretion to permit or exclude therapy dogs from its schools and no part of this policy shall be construed to confer a right upon anyone to bring a therapy dog onto school district policy.

Legal Footnotes

[1] **Pol. 718 — Service Animals in Schools**
POLICY REFERENCE

BOARD POLICY

312 Performance Assessment of Superintendent/Assistant Superintendent

POLICY NUMBER	ADOPTED	REVISED	LAST REVIEWED
312	8/9/2018	8/9/2018	8/9/2018
VERSION	**DOCUMENT STATUS**	**PRINTED**	
v1	ACTIVE	10/9/2026	

Authority

The Board shall conduct a formal written performance **assessment** of the Superintendent **and Assistant Superintendent** annually **as required by law. A timeframe for the assessment shall be included in the employment contract.**[1]

The employment contract shall include objective performance standards mutually agreed to **in writing by the** Board and the Superintendent **and by the Board and the Assistant Superintendent. The objective performance standards may be based upon any or all of the following:**[1]

1. **Achievement of annual measurable objectives established by the district.**
2. **Achievement on Pennsylvania System of School Assessment (PSSA) tests.**
3. **Achievement on Keystone Exams.**
4. **Student growth as measured by the Pennsylvania Value-Added Assessment System.**
5. **Attrition rates or graduation rates.**
6. **Financial management standards.**
7. **Standards of operational excellence.**
8. **Any additional criteria deemed relevant and mutually agreed to by the Board and Superintendent or Assistant Superintendent.**

The mutually agreed upon performance standards shall be posted on the district website.[1]

Upon completion of the annual performance assessment, the date of the assessment and whether or not the Superintendent and Assistant Superintendent have met the agreed upon objective performance standards shall be posted on the district website.[1]

Legal Footnotes

[1] **24 P.S. 1073.1**
LEGAL REFERENCE

BOARD POLICY

302 Employment of Superintendent and/or Assistant Superintendent

POLICY NUMBER	ADOPTED	REVISED	VERSION
302	3/2/2017	8/14/2024	v2.7
DOCUMENT STATUS	**PRINTED**		
ACTIVE	10/9/2026		

PURPOSE

The Board places the primary responsibility and authority for the administration of the district in the Superintendent and Assistant Superintendent. Therefore, selection of a Superintendent or Assistant Superintendent is critical to the effective leadership and management of the district.[1]

AUTHORITY

During the last year of the Superintendent's term or any other time the position of Superintendent becomes vacant, the Board shall meet to appoint, by a majority vote of all members of the Board, a properly qualified district Superintendent. The appointed Superintendent shall enter into a written contract with the Board for a term of three (3) to five (5) years.[2][3][4]

An Assistant Superintendent shall be appointed by a majority vote of all members of the Board upon nomination of the Superintendent and/or by the same process used to determine the Superintendent. An Assistant Superintendent may serve through the term of the Superintendent or enter into a contract for a term of three (3) to five (5) years.[2][3][5][6]

At a regular Board meeting occurring at least 150 days prior to the expiration date of the Superintendent's or an Assistant Superintendent's term of office, the Board meeting agenda shall include an item requiring affirmative action by five (5) or more Board members to notify the Superintendent or Assistant Superintendent that the Board intends to retain him/her for a further term of three (3) to five (5) years or that other candidates will be considered for the office. If the Board fails to take such action, the current Superintendent or Assistant Superintendent shall continue in office for a term similar in length to that which s/he is currently serving.[4][6]

Whenever the Board finds it impossible or impractical to immediately fill a vacancy in the office of Superintendent or Assistant Superintendent, the Board may appoint an acting Superintendent or Assistant Superintendent to serve not longer than one (1) year from the time of appointment.[7]

In the event the Board appoints an acting Superintendent or Assistant Superintendent, the Board shall approve and document the recruitment and assessment procedures to be used to permanently fill such vacancy in accordance with Board policy.

GUIDELINES

Recruitment and Assessment of Candidates

The Board shall actively seek candidates who meet the qualifications and requirements for the position of Superintendent and/or Assistant Superintendent. It may be aided in this task by a committee of Board members and administrative staff, the services of professional consultants, and/or the counsel of the retiring Superintendent.

1. When undertaking a search to fill the position of Superintendent or Assistant Superintendent, recruitment procedures shall be prepared and may include the following:
2. Preparation of a job description for the position, written in accordance with the requirements of federal and state laws and regulations.[8]
3. Preparation of written qualifications, including proper certification, in addition to applicable state requirements, for all applicants.[9][10][11][12][13]
4. Preparation of informative materials describing the school district, the Superintendent/Assistant Superintendent position, and the district's educational goals.
5. Opportunity for selected applicants to visit the district schools, meet with internal staff and external stakeholders at the Board's invitation.
6. Solicitation of applications from a geographical area large enough to ensure a range of backgrounds and experience.

Recruitment, screening and evaluation of candidates shall be conducted in accordance with Board policy, Board established leadership criteria and state and federal law. The screening process shall ensure that the Board has an opportunity to interview a sufficient number of finalist candidates so that an appropriate range of choices is available for final selection.[8]

The Board shall determine prior to interviewing finalists which expenses associated with such interviews will be reimbursed by the school district. A candidate's misstatement of fact material to qualifications for employment or determination of salary shall constitute grounds for dismissal by the Board.

A candidate's misstatement of fact material to qualifications for employment or determination of salary shall constitute grounds for dismissal by the Board.

Pre-Employment Requirements

The district shall conduct an employment history review in compliance with state law prior to issuing an offer of employment to a candidate. Failure to accurately report required information shall subject the candidate to discipline up to, and include, denial of employment or termination if already hired, and may subject the candidate to civil and criminal penalties. The district may use the information for the purpose of evaluating an applicant's fitness to be hired or for continued employment and may report the information as permitted by law.[14]

A candidate shall not be employed until the individual has complied with the mandatory background check requirements for criminal history and child abuse and the district has evaluated the results of that screening process.[15][16]

Each candidate shall report, on the designated form, all arrests and convictions as specified on the form. Candidates shall likewise report arrests and/or convictions that occur subsequent to initially submitting the form. Failure to accurately report such arrests and convictions may subject the individual to denial of employment, termination if already hired, and/or criminal prosecution.[16]

Before entering the duties of the office, the Superintendent or Assistant Superintendent shall take and subscribe to the oath of office prescribed by law.[17]

After receiving a conditional offer of employment but prior to beginning employment, the candidate shall undergo medical examinations, as required by law and as the Board may require.[18]

Employment Contracts

An individual shall not be employed as Superintendent or Assistant Superintendent unless s/he has signed an employment contract expressly stating the terms and conditions of employment. The written contract shall:[4]

1. Contain the mutual and complete agreement between the Superintendent or Assistant Superintendent and the Board with respect to the terms and conditions of employment.
2. Consistent with state certification requirements, specify the duties, responsibilities, job description and performance expectations, including performance standards and assessments as required by law.[19][20][21][22][23]
3. Incorporate all provisions relating to compensation and benefits to be paid to or on behalf of the Superintendent or Assistant Superintendent.[6][24]
4. Specify the term of employment and state that the contract shall terminate immediately, except as otherwise provided by law, upon the expiration of the term unless the contract is allowed to renew automatically as required by law.[4]
5. Specify the termination, buyout and severance provisions, including all post-employment compensation and the period of time in which the compensation shall be provided. Termination, buyout and severance provisions may not be modified during the course of the contract or in the event a contract is terminated prematurely.
6. Contain provisions relating to outside work that may be performed, if any.[25][26]
7. State that any modification to the contract must be in writing.
8. State that the contract shall be governed by the laws of the Commonwealth.
9. Limit compensation for unused sick leave in employment contracts for Superintendents and/or Assistant Superintendents who have no prior experience as a district superintendent or assistant superintendent to the maximum compensation for unused sick leave under the school district's administrative compensation plan in effect at the time of the contract.
10. Limit transferred sick leave from previous employment to not more than thirty (30) days for Superintendents and/or Assistant Superintendents who have no prior experience as a district superintendent or assistant superintendent.
11. Specify post retirement benefits and the period of time in which the benefits shall be provided.

Removal/Severance

A Superintendent or Assistant Superintendent may be removed from office and have their contracts terminated, after a hearing, by a majority vote of all members of the Board and in accordance with law. The Board shall publicly disclose at the next regularly scheduled meeting the removal from office of a Superintendent or Assistant Superintendent.[27][28]

Any negotiated severance of employment prior to the end of the term of the Superintendent's or Assistant Superintendent's specified contract term shall be limited to either:[4]

1. The equivalent of one (1) year's compensation and benefits due under the contract, if the severance agreement takes effect two (2) or more years prior to the end of the contract term; or

2. The equivalent of one-half (1/2) of the total compensation and benefits due under the contract for the remainder of the term, if the severance agreement takes effect less than two (2) years prior to the end of the contract term.

Legal Footnotes

[1] 24 P.S. 1001
LEGAL REFERENCE

[2] 24 P.S. 508
LEGAL REFERENCE

[3] 24 P.S. 1071
LEGAL REFERENCE

[4] 24 P.S. 1073
LEGAL REFERENCE

[5] 24 P.S. 1076
LEGAL REFERENCE

[6] 24 P.S. 1077
LEGAL REFERENCE

[7] 24 P.S. 1079
LEGAL REFERENCE

[9] 24 P.S. 1002
LEGAL REFERENCE

[10] 24 P.S. 1003
LEGAL REFERENCE

[11] 24 P.S. 1078
LEGAL REFERENCE

[12] 22 PA Code 49.41
LEGAL REFERENCE

[13] 22 PA Code 49.42
LEGAL REFERENCE

[14] 24 P.S. 111.1
LEGAL REFERENCE

[15] 23 Pa. C.S.A. 6344
LEGAL REFERENCE

[16] 24 P.S. 111
LEGAL REFERENCE

[17] 24 P.S. 1004
LEGAL REFERENCE

[19] 24 P.S. 1073.1
LEGAL REFERENCE

[20] 24 P.S. 1081
LEGAL REFERENCE

[21] 24 P.S. 1082
LEGAL REFERENCE

[24] 24 P.S. 1075
LEGAL REFERENCE

[25] 24 P.S. 1007
LEGAL REFERENCE

[26] 24 P.S. 1008
LEGAL REFERENCE

[27] 2 Pa. C.S.A. 551 et seq
LEGAL REFERENCE

[28] 24 P.S. 1080
LEGAL REFERENCE

BOARD POLICY

237 Electronic Devices

POLICY NUMBER	ADOPTED	REVISED	VERSION
237	11/3/2016	6/15/2023	v1
DOCUMENT STATUS	**PRINTED**		
ACTIVE	10/9/2026		

Purpose

The Board adopts this policy in order to support an educational environment that is orderly, safe and secure for district students and employees, while also recognizing that electronic devices may provide a positive contribution when used for educational purposes.

Definition

Electronic devices shall include all devices that can take photographs; record, play or edit audio or video data; store, transmit or receive calls, messages, text, data or images; operate online applications; or provide a wireless, unfiltered connection to the Internet.

Authority

Authorized Use of Electronic Devices

Building principals, in consultation with the Superintendent and in compliance with Board policy, administrative regulations and rules, are authorized to determine the extent of the use of electronic devices within their buildings and programs, on district property, and/or while students are attending school-sponsored activities. Use of electronic devices at the elementary level may be different than at the middle school and/or high school levels or may be different between programs. Building principals shall establish rules and notify students, staff and parents/guardians of all applicable rules for use of electronic devices within their buildings and programs.

The Board prohibits use of electronic devices in locker rooms, bathrooms, health suites and other changing areas at any time.

The district shall not be liable for the loss, damage or misuse of any electronic device.

Electronic Images and Photographs

The Board prohibits the taking, storing, disseminating, transferring, viewing, or sharing of obscene, pornographic, lewd, or otherwise illegal images or photographs, whether by electronic data transfer or other means, including but not limited to texting and emailing.

Because such violations may constitute a crime under state and/or federal law, the district may report such conduct to state and/or federal law enforcement agencies.

Delegation of Responsibility

The Superintendent or designee shall annually notify students, parents/guardians and employees about the Board's electronic device policy.

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

Guidelines

Violations of this policy by a student shall result in disciplinary action and may result in confiscation of the electronic device. [4] [7] [8]

Legal Footnotes

[4] **Pol. 218 — Student Discipline**
POLICY REFERENCE

[7] **Pol. 226 — Searches**
POLICY REFERENCE

[8] **Pol. 233 — Suspension and Expulsion**
POLICY REFERENCE