

OCTORARA AREA SCHOOL DISTRICT WORK SESSION

**June 13, 2022– 7:00 p.m.
Sr. High School Auditorium/Zoom**

DISCUSSION GUIDE

1. Moment of Silence
2. Pledge of Allegiance
3. Roll Call
4. Presentations
5. Visitors' Comments - Agenda Items Only
6. Information Items
 - A. Ms. Valerie Popov will transfer from attendance secretary to guidance secretary at the Octorara Jr./Sr. High School effective July 1, 2022.
 - B. Ms. Kris Guertler will transfer from an RN to a PDE certified school nurse at the Octorara Primary Learning Center effective August 23, 2022.
 - C. The following teachers will transfer to an Elementary Itinerant Acceleration Teacher on Assignment using ESSER funds for the 2022-2023 school year:
Shauna McAllister, fourth grade (transfer from Learning Support)
Alison Venini, ELA Interventionist (transfer from sixth grade)
7. Recommended Action Items:
 - A. That the Octorara Board of School Directors approve Ms. Christine Marsala as Supervisor of Human Resources effective July 1, 2022 pending completion of employee related documents required by law and the District. Ms. Marsala's salary will be \$86,500.
8. Presentation of Agenda Items for the June 20, 2022 Regular Monthly Public Meeting:
 - A. That the Octorara Board of School Directors approve the resolution adopting the 2022-2023 General Fund Budget Expenditures in the amount of \$59,627,792.
 - B. That the Octorara Board of School Directors approve the resolution establishing a real estate millage rate of 41.99 mills in Chester County and 26.06 mills in Lancaster County.
 - C. That the Octorara Board of School Directors approve the resolution for the 2022-2023 Homestead and Farmstead Exclusion.

- D. That the Octorara Board of School Directors approve the resolution to appoint Ms. Nicole Morrow as tax collector for the District effective July 1, 2022 through June 30, 2023.
- E. That the Octorara Board of School Directors approve the following financial institutions and investment firms for financial services during the 2022-2023 school year, in accordance with Section 621 of the School Code:
1. Fulton Bank-depository and investment
 2. PA School District Liquid Asset Fund – depository and investment
 3. RBC Dain Rauscher, Inc.-investment only
- F. That the Octorara Board of School Directors approve the following list of signatories for the designated bank accounts effective July 1, 2022:
- General Fund: – President, Vice President, Treasurer, Secretary
Cafeteria Fund: – President, Vice President, Treasurer, Secretary
School Activity Fund: - Building Principal, Building Asst. Principal, Business Manager, Board Secretary (Required Business Manager signature with one counter signature)
- G. That the Octorara Board of School Directors approve the appropriate budget transfers for the year ending 2021-2022 as a result of the annual financial audit. (Note: This is a requirement for the school code to be done prior to June 30th of each fiscal year.)
- H. That the Octorara Board of School Directors approve Dr. Jeffrey Blair as the school dental consultant for the 2022-2023 school year.
- I. That the Octorara Board of School Directors approve the following policies, second reading:
- 237 Electronic Devices*
904 Public Attendance at District Events
905 Citizen Advisory Committees
906 Public Complaint Procedures
908 Relations With Parents/Guardians
- J. That the Octorara Board of School Directors approve the following policies, first reading:
- 909 Municipal Government Relations*
910 Community Engagement
911 News Media Relations
912 Relations With Educational Institutions
913 Non-District Organizations/Groups/Individuals
914 Relations With Intermediate Unit
915 Booster Organizations
916 Volunteers
917 Parent/Family Involvement
918 Title I Parent and Family Engagement
- K. That the Octorara Board of School Directors accept the 2022-2023 Perkins grant in the amount of \$41,362.00. The funds will be used for professional development, career development, equipment, and supplies for the CTE programs.
- L. That the Octorara Board of School Directors approve the proposal to start a girls' wrestling team at the Octorara Jr./Sr. High School.

- M. That the Octorara Board of School Directors approve the brand identity proposal with Taylor Brand Group at a cost of \$6,500.
- N. That the Octorara Board of School Directors approve the student activity club “Thespian Society” at the Octorara Jr./Sr. High School.
- O. That the Octorara Board of School Directors approve the Pennsylvania Department of Education Emergency Instructional Time Template for the 2022-2023 school year.
- P. That the Octorara Board of School Directors approve the following curriculum resources:

Jr./Sr. High School:

OACTEP Homeland Security: *Emergency Medical Responder: Your First Response in Emergency Care*, Seventh Edition. ISBN# 9781284230789
Publisher Name: Public Safety Group, Division of Jones and Bartlett

Technology and Your Future I Grade 7: Cyber Civics Mini: Digital Citizenship & Outline Safety Lessons

Primary Learning Center:

Kindergarten English Language Arts: Fountas & Pinnell Classroom Shared Reading

Resignation Approvals:

- Q. That the Octorara Board of School Directors accept, with regret, the resignation of Ms. Aimee Blochberger for purpose of retirement as an eighth grade ELA teacher at the Octorara Jr./Sr. High School effective June 8, 2022. (Hired August 28, 1990)
- R. That the Octorara Board of School Directors accept, with regret, the resignation of Ms. Joan Agen for purpose of retirement as an Octorara Virtual Academy PM Program teacher effective August 31, 2022. (Hired September 16, 2013)
- S. That the Octorara Board of School Directors accept, with regret, the resignation of Ms. Heidi Ferry for purpose of retirement as an intervention specialist at the Octorara Intermediate School effective July 23, 2022. (Hired March 24, 2000)
- T. That the Octorara Board of School Directors accept, with regret, the resignation of Ms. Sue Aquadro for purpose of retirement as an instructional assistant at the Octorara Primary Learning Center effective June 8, 2022. (Hired August 30, 2004)
- U. That the Octorara Board of School Directors accept, with regret, the resignation of Ms. Debora Gajari for purpose of retirement as an instructional assistant at the Octorara Jr./Sr. High School effective June 8, 2022. (Hired February 14, 2005)
- V. That the Octorara Board of School Directors accept, with regret, the resignation of Ms. Kimberly Beatty as a fifth grade teacher at the Octorara Intermediate School effective June 30, 2022. (Hired August 20, 2008)
- W. That the Octorara Board of School Directors accept the resignation of Ms. Kendra Collins as a learning support teacher at the Octorara Elementary School effective June 8, 2022. (Hired August 20, 2018)
- X. That the Octorara Board of School Directors accept the resignation of Ms. Ketaurah Caldwell as a CTE instructional assistant at the Octorara Jr./Sr. High School effective

June 8, 2022. (Hired September 13, 2021. Ms. Caldwell is transferring contingent on approval of agenda item II.)

- Y. That the Octorara Board of School Directors accept the resignation of Ms. Margaret Nelson as a cafeteria employee effective May 17, 2022. (Hired March 21, 2022)
- Z. That the Octorara Board of School Directors accept the resignation of Ms. Ashley Stern as a co-director of the Summer Literacy Program effective June 30, 2022. (Hired February 15, 2021)
- AA. That the Octorara Board of School Directors accept the resignation of Mr. Denim Kurtzhals as an eighth grade baseball coach effective May 16, 2022. (Hired for the 2021-2022 school year)

Hiring Approvals:

- BB. That the Octorara Board of School Directors approve Ms. Caysie Williams as a learning support teacher at the Octorara Elementary School effective August 16, 2022. Ms. Williams' salary will be \$53,267 which is Step 18 to MAX of the Bachelor's scale. (Ms. Williams is a current employee and will be replacing Kendra Collins who resigned.)
- CC. That the Octorara Board of School Directors approve Ms. Megan McLoone as a learning support teacher at the Octorara Primary Learning Center effective August 16, 2022. Ms. McLoone's salary will be \$53,267 which is Step 18 to MAX of the Bachelor's scale. (Ms. McLoone is a current employee and will be replacing Margaret Schaefer who transferred.)
- DD. That the Octorara Board of School Directors approve Ms. Macey Wetzel as a long term substitute third grade teacher at the Octorara Elementary School effective August 16, 2022. Ms. Wetzel's salary will be \$53,267 which is Step 18 to MAX of the Bachelor's scale. (Ms. Wetzel is a current employee and will be replacing Trent Zook who transferred.)
- EE. That the Octorara Board of School Directors approve Ms. Margaret Imms as a long term substitute fourth grade teacher at the Octorara Elementary School effective August 16, 2022. Ms. Imms' salary will be \$53,267 which is Step 18 to MAX of the Bachelor's scale. (Ms. Imms is a current employee and will be replacing Jennifer Reeves who transferred.)
- FF. That the Octorara Board of School Directors approve Mr. Brian Hood as a math teacher at the Octorara Jr./Sr. High School effective August 16, 2022 pending completion of employee related documents required by law and the District. Mr. Hood's salary will be \$73,148 which is Step 9 to MAX of the Master's +30 scale. (Replacing Wanda Lapp who retired.)
- GG. That the Octorara Board of School Directors approve Ms. Allison Schillinger as a Spanish teacher at the Octorara Jr./Sr. High School effective August 16, 2022 pending completion of employee related documents required by law and the District. Ms. Schillinger's salary will be \$55,579 which is Step 18 to MAX of the Bachelor's +15 scale. (Replacing Samantha Kelly who resigned.)
- HH. That the Octorara Board of School Directors approve Ms. Kristy Hirtzel as an instructional assistant at the Octorara Elementary School effective August 29, 2022 pending completion of employee related documents required by law and the District. Ms. Hirtzel's rate will be \$12.65 per hour for 5.75 hours per day.

- II. That the Octorara Board of School Directors approve Ms. Keturah Caldwell as CTE secretary at the Octorara Jr./Sr. High School effective August 23, 2022. Ms. Caldwell's rate will be \$19.49 per hour for 5.75 hours per day. (Ms. Caldwell is a current employee and is replacing Cyndi Manning who resigned.)
- JJ. That the Octorara Board of School Directors approve the following substitute support staff for the 2021-2022 school year:
Margaret Nelson, cafeteria
- KK. That the Octorara Board of School Directors approve the following additional staff for the K-6 Summer Literacy and Math Program:
Stephanie Nuse – Co-Director - \$40
Adrienne Blackerby – Professional - \$30
Beth Mulhollan – Professional - \$30
Andrew Chesnet – Support - \$20
Christopher Zary – Support - \$20
Kieran Lomboy – Support - \$20
- LL. That the Octorara Board of School Directors approve the following summer interns for the IT Department at the rate of \$8.00 per hour effective June 13, 2022:
Cowan Hahn
Sarah Watson
Paige Czetli

9. Finance Committee Report

10. Other Items/Concerns

11. Visitors' Comments – General

12. Administrator Comments/Announcements

13. Board Comments

14. Adjournment

Finance Committee Meeting – Monday, June 13, 2022 – 6:00 p.m. in the Sr. High School Auditorium

Executive Session for Personnel – Monday, June 13, 2022 – following the Work Session in the Sr. High School Auditorium

Policy Committee Meeting – Monday, June 20, 2022 – 5:30 p.m. in the Sr. High School Auditorium

Facility Committee Meeting – Monday, June 20, 2022 – 6:30 p.m. in the Sr. High School Auditorium

Next regularly scheduled Board Meeting – Monday, June 20, 2022 – 7:00 p.m. in the Sr. High School Auditorium/Zoom

OCTORARA AREA SCHOOL DISTRICT

RESOLUTION ADOPTING THE 2022 - 2023 GENERAL FUND BUDGET

RESOLVED THAT THE BUDGET OF THE Octorara Area School District, Chester County, Pennsylvania, as proposed, revised and advertised, is finally adopted in the form attached hereto as the annual budget of said school district for the fiscal year beginning July 1, 2022.

BE IT FURTHER RESOLVED that the Board of School Directors of the Octorara Area School District hereby authorize the appropriation and expenditure of the funds in the amount of \$59,627,792 as itemized in said budget during the fiscal year beginning July 1, 2022. The necessary revenue for the same shall be provided by state appropriations; by federal funds; by a 41.99 mill real estate tax for Chester County and by a 26.06 mill real estate tax for Lancaster County, levied herewith.

Jill Hardy, Board Secretary

ADOPTED: _____

OCTORARA AREA SCHOOL DISTRICT

RESOLUTION OF THE OCTORARA AREA SCHOOL DISTRICT, CHESTER COUNTY, PENNSYLVANIA, IMPOSING AND LEVYING A TAX ON REAL ESTATE IN SAID SCHOOL DISTRICT; ESTABLISHING THE RATE THEREOF; PRESCRIBING THE MANNER OF PAYMENT; PROVIDING A DISCOUNT FOR PROMPT PAYMENT AND IMPOSING A PENALTY FOR LATE PAYMENT.

BE IT RESOLVED and enacted by the directors of the Octorara Area School District, Chester County, Pennsylvania, under the authority of the Public School code of 1949, its supplements and amendments as follows:

SECTION 1 A tax is hereby levied for the school year 2022 – 2023 on all real property in the Octorara Area School District at the rate of 41.99 mills in Chester County and 26.06 mills in Lancaster County on each dollar or \$4.20 and \$2.61 dollars respectively on each \$100.00 of the assessed valuation thereof as contained in the assessment used for real estate tax purposed in and by Chester and Lancaster Counties, Pennsylvania.

SECTION 2 The tax hereby imposed shall be payable July 1, 2022 in accordance with the following schedule:

- (a) if paid on or before August 31, 2022, a discount of two percent (2%) shall be allowed.
- (b) if paid during September 2022 and October 2022, the tax shall be payable at the full amount stated in Section 1 herein.
- (c) If paid on or after November 1, 2022, the tax shall be payable at the full amount stated in Section 1 herein plus a penalty of ten percent (10%) thereon.

SECTION 3 Real Estate Tax Installment Payment Plan: For the real estate tax levied by the School District, other than interim real estate tax, taxpayers may elect an installment payment option under the following rules:

- (a) Installment payment dates. A taxpayer electing the installment payment option may pay the real estate tax in three (3) equal installment payments of one-third (1/3) of the full tax amount. The installments are due on or before August 31, September 30, and October 31, of the year in which the tax is levied. Any installment not paid in full by these dates is delinquent.
- (b) Taxpayer election of installment payment option. Payment of the first installment in full by August 31 will constitute taxpayer election to pay tax in installments. Installment payment is permitted [only] if the taxpayer elects by paying the first installment payment in full by August 31. [If the tax payer fails to pay the first installment payment by August 31, the taxpayer may nevertheless elect to pay tax in installments by paying on or before September 30 the delinquent first installment payment together with a penalty in the amount of 10% of the amount of the installment, and paying the second installment payment in full.] If the taxpayer fails to meet [this requirement] [these requirements], the full amount of the real estate tax is due on or before October 31, and the real estate tax is delinquent if not paid in full on or before October 31.
- (c) No discount. No discount applies to installment payments.
- (d) Penalty on delinquent installments. If a taxpayer makes the first installment payment by August 31 and fails to pay in full any subsequent installment by the installment due date, the installment not paid by the due date is delinquent, and a penalty will be added to the tax in the amount of ten percent (10%) of the amount of the installment not paid by the installment due date, without regard to any partial payment of the installment.
- (e) Ineligibility. A taxpayer who is delinquent by more than ten (10) days on all installment payment is ineligible for the installment payment option in the following school year.
- (f) Effective date. This plan will become effective July 1, 2007, and will continue in effect thereafter for real estate taxes levied for the school year beginning July 1, 2007, and for real estate taxes levied for future years, until amended or repealed.

SECTION 4 The tax hereby imposed shall be paid to the tax collector duly elected or appointed in and for the Octorara Area School District for which the property is located. The tax collector shall collect the said taxes in the manner provided in the "Local Tax Collection Law" (Act of May 25, 1945, P.L. 1050 as amended).

SECTION 5 It shall be unlawful for any person to refuse, fail, or neglect to pay the tax levied by the Resolution at the time required, and any and all persons who shall knowingly attempt, or in any manner refuse to pay the tax, penalties, and interest imposed by this Resolution shall upon conviction thereof in a summary proceeding, be sentenced to pay a fine not exceeding \$100.00 and costs of prosecution for each offense or be imprisoned for not more than thirty (30) days, or both. This fine and penalty shall be in addition to any and all penalties and tax imposed by any other section of this Resolution.

SECTION 6 The provisions of this Resolution are severable and, if any of its sections, clauses, or sentences shall be illegal, invalid or unconstitutional, such illegality, invalidity, or unconstitutionality, shall not affect or impair any of the remaining sections, clauses, or sentences of this Resolution. It is hereby declared to be the intent of the Octorara Area School Board that this Resolution would have been adopted if such illegal, invalid or unconstitutional sections, clauses, or sentences had not been included herein.

SECTION 7 The provisions of the Resolution shall become effective July 1, 2022.

SECTION 8 This tax is levied for the school year 2022 – 2023, but is intended to continue from year to year thereafter without reenactment, unless changes in the rate of tax or other provisions of this resolution are desired by the Board of School Directors.

Jill L. Hardy, Board Secretary

ADOPTED: _____

OCTORARA AREA SCHOOL DISTRICT

2022-2023 Homestead and Farmstead Exclusion Resolution

RESOLVED, by the Board of School Directors of Octorara Area School District, that homestead and farmstead exclusion real estate tax assessment reductions are authorized for the school year beginning July 1, 2022, under the provisions of the Homestead Property Exclusion Program Act (part of Act 50 of 1998) and the Taxpayer Relief Act (Act 1 of 2006), as follows:

1. Aggregate amount available for homestead and farmstead real estate tax reduction.

The following amounts are available for homestead and farmstead real estate tax reduction for the school year beginning July 1, 2022:

- a. **Gambling tax funds.** The Pennsylvania Department of Education (PDE) has notified the School District that PDE will pay to the School District during the school year pursuant to Act 1, 53 P.S. § 6926.505(b), as a property tax reduction allocation funded by gambling tax funds, the amount of \$1,379,830.88.
- b. **Philadelphia tax credit reimbursement funds.** PDE has notified the School District that PDE will pay to the School District during the school year pursuant to Act 1, 53 P.S. § 6926.324(3), as reimbursement for Philadelphia tax credits claimed against the School District earned income tax by School District resident taxpayers, the amount of \$56,829.67.
- c. **Residual from previous year.** \$18.45.
- d. **Aggregate amount available.** Adding these amounts, the aggregate amount available during the school year for real estate tax reduction is \$1,436,679.

2. Homestead/farmstead numbers. Pursuant to Act 50, 54 Pa. C.S. § 8584(i), and Act 1, 53 P.S. § 6926.341(g)(3), the County has provided the School District with a certified report listing approved homesteads and approved farmsteads as follows:

- a. **Homestead property number.** The number of approved homesteads within the School District is 3,262.
- b. **Farmstead property number.** The number of approved farmsteads within the School District is 879.
- c. **Homestead/farmstead combined number.** Adding these numbers, the aggregate number of approved homesteads and approved farmsteads is 4,141.

3. Real estate tax reduction calculation. The school board has decided that the homestead exclusion amount and the farmstead exclusion amount shall be equal. Dividing the paragraph 1(d) aggregate amount available during the school year for real estate tax reduction of \$1,436,679 by

the paragraph 2(c) aggregate number of approved homesteads and approved farmsteads of 4,141 the maximum real estate tax reduction amount applicable to each approved homestead and to each approved farmstead is \$348.56 for Chester County and \$348.63 for Lancaster County.

3. **Homestead/farmstead exclusion authorization – July 1 tax bills.** The tax notice issued to the owner of each approved homestead within the School District shall reflect a homestead exclusion real estate assessed value reduction equal to the lesser of: (a) the County-established assessed value of the homestead, or (b) the paragraph 3 maximum real estate assessed value reduction of \$348.56 for Chester County and \$348.63 for Lancaster County. The tax notice issued to the owner of each approved farmstead within the School District shall reflect an additional farmstead exclusion real estate assessed value reduction equal to the lesser of (a) the County-established assessed value of the farmstead, or (b) the paragraph 3 maximum real estate assessed value reduction of \$348.56 for Chester County and \$348.63 for Lancaster County. For purposes of this Resolution, “approved homestead” and “approved farmstead” shall mean homesteads and farmsteads listed in the report referred to in paragraph 2 above and received by the School District from the County Assessment Office on or before May 1 pursuant to Act 1, 53 P.S. § 6926.341 (g)(3), based on homestead/farmstead applications filed with the County Assessment Office on or before March 1. This paragraph 4 will apply to tax notices issued based on the initial tax duplicate used in issuing initial real estate tax notices for the school year, which will be issued on or promptly after July 1, and will not apply to interim real estate tax bills.

Jill L. Hardy, Board Secretary

Adopted: _____

OCTORARA AREA SCHOOL DISTRICT

Direct Tax Collection Tax Collector Appointment Resolution

Background. Those persons elected to the offices of tax collector within the school district have declined responsibility for collection of school district taxes or have deputized the school district to collect school district taxes. The school district must have a system for the collection of school taxes, and Nicole Morrow, the tax clerk, is able to resume responsibility for the collection of school taxes as a part of her regular duties as tax clerk. School Code § 6-683 authorizes the Board of School Directors to appoint a tax collector for the collection of school taxes where no elected tax collector is responsible for collecting school taxes. School Code § 6-684 authorizes the Board to fix the amount of the bond for an appointed tax collector. The Board believes the following action allows for efficient and cost effective tax collection, and therefore, the following action is in the school district's best interest.

Resolved, by the Board of School Directors as follows:

1. The school district shall collect school taxes directly through the school district's business office, and the tax clerk shall have responsibility for the collection of such taxes [under the supervision of the Business Manager of the school district]. This shall apply to the collection of all school taxes other than the earned income tax and the realty transfer tax.
2. All such school taxes collected shall be payable directly to the school district and shall be deposited directly in a school district bank account.
3. Nicole Morrow is appointed tax collector for the school district commencing July 1, 2022 and ending June 30, 2023, or until her successor is appointed and accepts.
4. The tax collector shall have all the authority and power now vested by law in collectors of local taxes for the collection of such taxes and shall comply with all laws, regulations and resolutions applicable to tax collectors in the school district.



Book	Policy Manual
Section	200 Pupils
Title	Electronic Devices
Code	237 - NEW
Status	Second Reading

Purpose

~~The Board adopts this policy in order to maintain an educational environment that is safe and secure for district students and employees.~~ The Board recognizes that electronic devices are now an integral part of the daily lives and culture of many of the district's students. Teaching students to become digital citizens who can think critically, share information responsibly, and balance screen time with other activities is essential as technology assumes a greater place in their lives. Since the presence of electronic devices has the potential to distract students from their educational mission and to otherwise disrupt the educational environment, the Board believes an electronic device policy is necessary for students to have an educational environment free from unnecessary disruptions and distractions.

Definition

Electronic devices shall include, but are not limited to, any personal communication device including mobile telephones and smartphones; any device that can capture still images or movies; any device that can record, edit, store, display, transmit, or receive audio or video; personal digital assistants (PDA's); any device that can operate online applications or provide a connection to the Internet (whether wireless, wired, cellular network); laptops and tablet computers, electronic gaming systems, pagers, e-readers, laser pointers, and smart watches. ~~all devices that can take photographs; record audio or video data; store, transmit or receive messages or images; or provide a wireless, unfiltered connection to the Internet. Examples of these electronic devices include, but shall not be limited to, radios, walkmans, CD players, iPods, MP3 players, DVD players, handheld game consoles, Personal Digital Assistants (PDAs), cellular telephones, BlackBerries, and laptop computers, as well as any new technology developed with similar capabilities.~~

Authority

The Board adopts this policy to maintain an educational environment that is safe and secure and free from distractions for its students, while aiming to permit pupils to reasonably and responsibly utilize electronic devices.

Delegation of Responsibility

The Superintendent or designee shall annually notify students, parents/guardians and employees about the Board's electronic device policy by means of student handbooks, the district website, or other reasonable means of communication.

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

Guidelines

The Board prohibits **all students from any use of** electronic devices ~~by students during the school day in district buildings, on district property, on district buses and vehicles, during the time students are under the supervision of the district, and~~ in locker rooms, bathrooms, ~~health suites~~ and other changing areas at any time.^[1]

The Board prohibits **possession of** laser pointers and attachments and telephone paging devices/beepers by students in district buildings; on district property; on district buses and vehicles; and at ~~school~~ **-activities that are sponsored, supervised, or sanctioned by the district. A district administrator may grant an exception to this specific prohibition when a student is a member of a volunteer ambulance, fire, or rescue squad or where the student has a medical condition that necessitates the use of a paging device or beeper. activities.**^[2]

K-6 Students

The Board prohibits the personal use of any electronic device by any K-6 students while in district buildings, on district property and grounds, and at school sponsored activities.

An electronic device that is possessed by any student in school buildings or on district property must remain powered off and kept out of sight at all times.

Nothing in this policy shall affect the ability of the building administrator or his/her designee to grant approval for the use of an electronic device by an elementary student because of the student's urgent health and safety needs, or in the event of an emergency.

Nothing in this policy shall affect the provision or use of an electronic device by an elementary student as stated in an Individualized Education Program or Section 504 Service Agreement.

Junior/Senior High School Students

The Board prohibits the personal use of any electronic devices by any Junior/Senior High School student while in district buildings, on district property and grounds, and at school sponsored activities except as follows below.

An electronic device that is possessed by any student in school buildings or on district property must remain powered off and kept out of sight at all times except as follows below.

Exceptions:

1. **Junior/Senior High School students may use personal electronic devices after school hours.**
2. **Junior/Senior High School students may use personal electronic devices in the classroom during the school day for instructional purposes if, and only if, they have the prior permission of the teacher or building administrator to do so. Students may not use their personal electronic devices for verbal phone conversations.**

Nothing in this policy shall affect the ability of the building administrator or his/her designee to grant approval for the use of an electronic device by a Junior/Senior High School student because of the student's urgent health or safety needs, or in the event of an emergency.

Nothing in this policy shall affect the provision or use of an electronic device by a Junior/Senior High School student as stated in an Individualized Education Program or Section 504 Service Agreement.

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, social media, and emailing.

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

Loss or Damage to Electronic Devices

Students are solely responsible for the safe storage of any electronic devices that they choose to bring to school. The district shall not be liable or responsible for the loss, damage, or misuse of any electronic devices that a student brings to school, extracurricular activities, to school sponsored events or trips, or from the confiscation of an electronic device as the result of a policy violation.

Purposeful damage to district owned devices, as determined by the district's technology staff, will result in full restitution.

Student Responsibility for Data Charges

No student shall be required to provide an electronic device as a condition of receiving educational instruction. If any student chooses to utilize such a device pursuant to this policy, the student and parents/guardians assume full responsibility for any phone or data charges that may result from such use.

Limitation on Technical Support

District information technology staff may not provide technical assistance to students for their personal devices. However, this policy shall not prohibit district information technology staff from providing general instructions for the configuration of such devices to access or connect to district owned technology resources.

Off-Campus Activities

The policy shall also apply to student conduct that occurs off district property and would otherwise violate the Code of Student Conduct if any of the following circumstances exist:

1. The conduct occurs during the time the student is traveling to and from district-sponsored activities, whether or not via district furnished transportation.
2. The student is a member of an athletic team or an extracurricular activity and has been notified that particular off-campus conduct could result in exclusion from such activities.
3. Student expression or conduct materially or substantially disrupts the operations of the district, or the administration reasonably anticipates that the expression or conduct is likely to materially or substantially disrupt the operations of the district.
4. The conduct has direct nexus to attendance at the district or a district sponsored activity, for example, a transaction conducted outside of the district pursuant to an agreement made in the district, that would violate the Code of Student Conduct if conducted in the district.
5. The conduct involves the theft or vandalism of district property.

6. There is otherwise a nexus between the proximity or timing of the conduct in relation to the student's attendance at the district or district sponsored activities.

Penalties for Violations

The Board authorizes building administrators, teachers, and security personnel to confiscate a student's electronic device when used in violation of this policy.

All confiscated electronic devices shall be delivered promptly to the building administrator's office. Confiscated devices shall be returned to the student at the end of the school day for a first offense, and only to a parent or guardian for a second or subsequent offense.

Building administrators may impose additional disciplinary actions against students for violations of this policy, including suspensions from school or recommendations for expulsion from school as warranted by the specific facts and circumstances in a particular case.

~~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.~~

Off-Campus Activities

~~This policy shall also apply to student conduct that occurs off school property and would otherwise violate the Code of Student Conduct if any of the following circumstances exist:[3]~~

- ~~1. The conduct occurs during the time the student is traveling to and from school or traveling to and from school-sponsored activities, whether or not via school-district furnished transportation.~~
- ~~2. The student is a member of an extracurricular activity and has been notified that particular off-campus conduct could result in exclusion from such activities.[4][5]~~
- ~~3. Student expression or conduct materially and substantially disrupts the operations of the school, or the administration reasonably anticipates that the expression or conduct is likely to materially and substantially disrupt the operations of the school.~~
- ~~4. The conduct has a direct nexus to attendance at school or a school-sponsored activity, for example, a transaction conducted outside of school pursuant to an agreement made in school, that would violate the Code of Student Conduct if conducted in school.~~
- ~~5. The conduct involves the theft or vandalism of school property.~~
- ~~6. There is otherwise a nexus between the proximity or timing of the conduct in relation to the student's attendance at school or school-sponsored activities.~~

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.[3][6][7]~~

~~Devices that are confiscated will only be returned to the student's parent/guardian.~~

Exceptions

~~The building administrator may grant approval for possession and use of an electronic device by a student for the following reasons:~~

1. ~~Health, safety or emergency reasons.~~
 2. ~~An individualized education program (IEP). [8]~~
 3. ~~Classroom or instructional-related activities.~~
 4. ~~Other reasons determined appropriate by the building principal.~~
- ~~The building administrator may grant approval for possession and use of a telephone paging device/beeper by a student for the following reasons: [2].~~
1. ~~Student is a member of a volunteer fire company, ambulance or rescue squad.~~
 2. ~~Student has a need due to the medical condition of an immediate family member.~~
 3. ~~Other reasons determined appropriate by the building principal.~~

Legal

1. 24 P.S. 510
2. 24 P.S. 1317.1
3. Pol. 218
4. Pol. 122
5. Pol. 123
6. Pol. 226
7. Pol. 233
8. Pol. 113
- Pol. 815



Book	Policy Manual
Section	900 Community
Title	Public Attendance at District Events
Code	904
Status	Second Reading

Purpose

The Board welcomes the public at **activities** and events **sponsored** by the ~~school~~-district, but the Board also acknowledges its duty to maintain order and preserve ~~school~~-district facilities **and health and safety** during such events. **This policy establishes conditions, restrictions and procedures to regulate public attendance and conduct at ~~school~~ district and ~~school~~ district-sponsored activities.**

Definition

State law defines the term tobacco product to broadly encompass not only tobacco but also vaping products including ~~the product marketed as Juul and~~ other electronic cigarettes (e-cigarettes). Tobacco products, for purposes of this policy and in accordance with law, shall be defined to include the following:[\[1\]](#)[\[2\]](#)

1. Any product containing, made or derived from tobacco or nicotine that is intended for human consumption, whether smoked, heated, chewed, absorbed, dissolved, inhaled, snorted, sniffed or ingested by any other means, including, but not limited to, a cigarette, cigar, little cigar, chewing tobacco, pipe tobacco, snuff and snus.
2. Any electronic device that delivers nicotine or another substance to a person inhaling from the device, including, but not limited to, electronic nicotine delivery systems, an electronic cigarette, a cigar, a pipe and a hookah.
3. Any product containing, made or derived from either:
 - a. Tobacco, whether in its natural or synthetic form; or
 - b. Nicotine, whether in its natural or synthetic form, which is regulated by the United States Food and Drug Administration as a deemed tobacco product.
4. Any component, part or accessory of the product or electronic device listed in this definition, whether or not sold separately.

The term tobacco product does not include the following:[\[1\]](#)[\[2\]](#)

1. A product that has been approved by the United States Food and Drug Administration for sale as a tobacco cessation product or for other therapeutic purposes where the product is marketed and sold solely for such approved purpose, as long as the product is not inhaled.
2. A device, included under the definition of tobacco product above, if sold by a dispensary licensed in compliance with the Medical Marijuana Act. *Federal law requires the district*

to maintain a drug-free environment, at which marijuana of any kind is prohibited.[3]
[4]

Authority

The Board has the authority to **prohibit** at a **school district** event the attendance of any individual whose conduct may constitute a disruption. **The Superintendent or designee and building principal may limit attendance to designated areas or may limit the number of attendees to school district events when necessary to protect the health and safety of students, staff and the public, in accordance with Board-approved health and safety plans and guidance from state and local officials.**

The Board prohibits gambling and the possession and use of controlled substances **prohibited by state or federal law, alcoholic beverages and weapons** on **school district** premises.[5][6]

Attendees shall be informed of the district's health and safety rules through announcements and posting of appropriate signage. Health and safety rules must be followed prior to entry and while attendees are in school district buildings and on school district property, in accordance with Board policy, district procedures, the Board-approved health and safety plans and guidance from state and local officials.[7]

Tobacco and Vaping Products

The Board prohibits use of tobacco and vaping products, including ~~the product marketed as Juul and other~~ **electronic cigarettes (e-cigarettes)**, by any persons at any time in a **school district** building; on **school district** buses or other vehicles that are owned, leased or controlled by the **school district**; or on property owned, leased or controlled by the **school district**. [2][8]

This policy does not prohibit possession of tobacco and vaping products, including ~~the product marketed as Juul and other~~ **electronic cigarettes (e-cigarettes)**, by members of the public of legal age at ~~school the district~~ or **school district**-sponsored activities.

The Board deems it to be a violation of this policy for an individual in attendance at ~~school the district~~ or a **school district**-sponsored activity to furnish a tobacco or vaping product, including ~~the product marketed as Juul or any other~~ **electronic cigarettes (e-cigarettes)**, to a minor. [1]

Delegation of Responsibility

A schedule of fees for **attendance at school district** events shall be prepared by the Superintendent or designee and adopted by the Board.

The Superintendent shall ensure that this policy is posted on the district's publicly accessible website.[9]

Reports

Office for Safe Schools Report –

The Superintendent shall annually, by July 31, report all incidents of prohibited possession, use or sale of tobacco and vaping products, including ~~Juuls and other~~ **electronic cigarettes (e-cigarettes)**, by any person on **school district** property to the Office for Safe Schools on the required form. [10][11]

Law Enforcement Incident Report –

In accordance with state law and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies, the Superintendent or designee may report to the ~~school police, School Resource Officer (SRO)~~ **Campus Security**.

Officer or to the local police department that has jurisdiction over the **school district's** property, the use or sale of tobacco or vaping products, including **Juuls and other electronic cigarettes (e-cigarettes)**, by any person in a **school district** building; on a school bus or other vehicles that are owned, leased or controlled by the **school** district; or on any property owned leased or controlled by the **school** district.[\[1\]](#)[\[2\]](#)[\[10\]](#)[\[11\]](#)[\[12\]](#)[\[13\]](#)[\[14\]](#)

Guidelines

Free Admittance

{ **x** } Senior citizens who are district residents and are 65 years of age or older shall be admitted

(**x**) without charge. **Resident must complete registration for free admittance including providing proof of residence. Registration is done in the Jr./Sr. High School office.**

() at a reduced fee

() to all school events.

() to all school athletic events.

{ **x** } District personnel will be admitted **to district home athletic events.**

() to all school events

(**x**) at no charge.

() at a reduced fee.

{ } Free passes to **school** events will be available to each Board member.

() and a guest.

{ } The Board will honor athletic passes from all districts that are members of conferences in which teams of this district compete and honor the passes of this district.

Service Animals

Individuals with disabilities may be accompanied by their service animals while on district property for events that are open to the general public in accordance with Board policy and state and federal laws and regulations.[\[15\]](#)[\[16\]](#)[\[17\]](#)

Legal

1. 18 Pa. C.S.A. 6305
2. 18 Pa. C.S.A. 6306.1
3. 20 U.S.C. 7118
4. Pol. 351
5. 24 P.S. 511
6. 24 P.S. 775
7. Pol. 705
8. 20 U.S.C. 7973
9. 24 P.S. 510.2
10. 24 P.S. 1303-A
11. Pol. 805.1
12. 22 PA Code 10.2
13. 22 PA Code 10.22
14. 24 P.S. 1302.1-A
15. 28 CFR 35.136
16. 43 P.S. 953
17. Pol. 718
- 20 U.S.C. 7971 et seq
- 28 CFR Part 35

904-Attach.doc (39 KB)

PUBLIC BEHAVIOR AT SCHOOL EVENTS

The district expects mutual respect, civility, and orderly conduct by all individuals attending school events on district property.

Expected Behavior

Individuals attending school events on district property will not:

1. Injure, threaten, harass or intimidate a district employee, sports official or coach or any other person.
2. Act in an unsafe manner that could threaten the health or safety of others.
3. Use vulgar or obscene language or gestures.
4. Fight, strike or injure another person.
5. Damage, deface or threaten to damage district property.
6. Damage, deface or threaten to damage another individual's property.
7. Engage in any activity that violates any federal or state law or regulation or any local policy, regulation or ordinance.
8. Violate any Board policy, district administrative regulation or health and safety rules.
9. Use any tobacco product or vaping product, including Juuls or other electronic cigarettes, as defined in Board policy, except in an area designated and posted by the district.
10. Consume, possess, distribute or be under the influence of alcoholic beverages or controlled substances prohibited by state or federal law.
11. Possess or use weapons or dangerous devices prohibited by the district.
12. Impede, delay, disrupt or interfere with any school activity or event, including using cellular telephones in a disruptive manner.
13. Enter upon any portion of district or school premises at any time for purposes other than those that are lawful and authorized by the Board.
14. Operate a motor vehicle in a risky manner, in excess of posted traffic signage, or in violation of an authorized district employee's directive.
15. Engage in any risky behavior, such as roller skating, roller blading or skateboarding.

16. Fail to obey the directive of an authorized district employee, security officer, school police officer, School Resource Officer (SRO) or local law enforcement official.

As circumstances warrant, the administrator in charge will take appropriate action, including warning the person in violation, requesting the person to immediately leave district property, contacting law enforcement officials, and seeking to deny future admission to school events.

Refusal to leave school grounds when requested to do so by district employees or event officials constitutes the criminal offense of defiant trespass and may result in arrest and prosecution.

Continuation or escalation of prohibited behavior after a warning will result in ejection from the event premises.

Behavior that is unlawful or in violation of Board policy or administrative regulations may result in immediate ejection of the person in violation from the event premises.

Disruptive behavior by a group when individual persons cannot be identified may result in the ejection of offending areas of spectator seating.

A district employee may request identification from any individual on district grounds and in district buildings. Refusal to provide such information may result in a request to leave district property.

An employee involved in an incident with an attendee at a school event will complete an incident report and submit it to the building principal or immediate supervisor, who will report the incident to the Superintendent.

Crowd Control

A designated administrator will be assigned responsibility for monitoring and supervising the orderly conduct of students and spectators attending school events on district property. Crowd control procedures may include the following:

1. The administrator will ensure that enough authorized district personnel are assigned to provide adequate supervision.
2. The administrator may request law enforcement officials to be present if the administrator anticipates the crowd may pose a behavior or safety problem, and may direct the placement of the officers.
3. The admissions gate and/or entrances will be regulated, and admission will be limited to eligible students, spectators and other authorized attendees. No one under the influence of alcohol or controlled substances prohibited by state or federal law will be admitted.
4. If a disturbance occurs, the administrator will determine if the event needs to be concluded, and the administrator may close the event and direct those in attendance to immediately leave school grounds.



Book	Policy Manual
Section	900 Community
Title	Citizen Advisory Committees
Code	905
Status	Second Reading

Purpose

Citizen advisory committees **can be** useful in keeping the Board and administration informed with regard to community opinion and in representing the community in the study of specific **school-district issues**.

An advisory committee shall consist of at least one (1) Board member, interested community residents, and district administrators when appropriate.

Authority

When creating an advisory committee, the Board shall:

- 1. Define the committee's assignment.**
- 2. Appoint a Chairperson and a recording secretary.**
- 3. Appoint residents who are interested and can make some special contribution to the committee's function.**
- 4. Approve appointment of residents, staff members and/or students recommended by the Superintendent.**
- 5. Seek the widest range of community interest and backgrounds.**

Recommendations of advisory committees shall not reduce the responsibility of the Board, which shall be free to accept or reject the recommendations.

Meetings of an advisory committee are not regular meetings of the Board and shall be open to the public **only upon invitation of the committee.**

Legal 24 P.S. 510



Book	Policy Manual
Section	900 Community
Title	Public Complaint Procedures
Code	906
Status	Second Reading

Purpose

The Board welcomes inquiries, suggestions, and constructive criticism from parents/guardians, district residents or community groups regarding the district's programs, personnel, operations and facilities. The Board adopts this policy to establish procedures for seeking appropriate resolution to complaints.

Authority

The Board encourages parents/guardians, district residents or local community groups who have general complaints about Board policy and district procedures, district programs, personnel, operations and facilities to follow the general complaint procedure established in this policy.

The Board directs parents/guardians, other individuals and organizations alleging violations of law in the district's administration of federally-funded programs to submit complaints in accordance with the separate federal program complaint procedure established in this policy. [\[1\]](#)

The Board shall ensure that this policy is posted on the district's publicly accessible website in accordance with law. [\[2\]](#)

Delegation of Responsibility

The district shall annually notify parents/guardians, employees and the public of this policy and established complaint procedures via the district website, newsletters, posted notices and/or other efficient communication methods.

Guidelines

General Complaint Procedure

It is the intent of the Board that complaints, concerns and suggestions be addressed and/or resolved at the lowest appropriate level.

At all levels of this procedure, district employees shall make a determination as to whether the complaint should proceed as outlined in this policy or if the complaint should be submitted through a specialized complaint process addressed in a separate Board policy, district procedure or administrative regulation that is directly related to the nature of the complaint.

General complaints about Board policy and district procedures, programs, personnel, operations and facilities shall begin with an informal, direct discussion between the complainant and district employee who is most directly involved.

The employee shall attempt to provide a reasonable explanation or take appropriate action within the employee's authority. The employee shall report the matter and the resolution to the building principal or immediate supervisor.

When an informal discussion fails to resolve the complaint, the following procedure shall be used.

First Level - If a satisfactory resolution is not achieved by discussion with the employee, the complainant shall submit a written complaint to the building principal or designee and a conference shall be scheduled with the complainant. The written complaint shall include the contact information of the person or group filing the complaint, the specific nature of the complaint, a brief statement of relevant facts, how the complainant has been affected adversely, and the action requested. The building principal or designee shall provide a written response to the complainant.

Second Level - If a satisfactory resolution is not achieved through a conference with the building principal or designee, the complaint shall be referred to the Superintendent or designee. The Superintendent or designee shall review the complaint and may schedule a conference with the complainant. The Superintendent or designee shall provide a written response to the complainant.

Third Level - If a satisfactory resolution is not achieved through referral to the Superintendent or designee or if resolution of the complaint is beyond his/her authority and requires Board action, the Superintendent or designee shall refer the complaint to the Board.

The Board, after reviewing all information relative to the complaint, shall provide the complainant with its written response. The Board may, at its discretion, grant a hearing before the Board or a committee of the Board. If a hearing is granted, the complainant shall be advised of the Board's response, in writing, no more than thirty (30) days following the hearing.

Any requests, suggestions or complaints first directed to individual Board members and/or the Board shall be referred to the Superintendent for consideration, investigation and action. If further action is warranted, based on the initial investigation, such action shall be in accordance with the procedures outlined above.

Complaint Procedure for Federal Programs

Complaints alleging violations of law in the district's administration of federally-funded programs shall be processed in accordance with the following procedure.[\[1\]](#)

The complainant shall submit a written, signed statement to the district's administration office that includes:

- 1. Contact information of the individual or organization filing the complaint.**
- 2. Alleged federal program violation.**
- 3. Facts supporting the alleged violation.**
- 4. Supporting documentation, such as information on discussions, correspondence or meetings with district staff regarding the complaint.**

District staff shall forward complaints to the district administrator responsible for federal programs, who will notify the Superintendent and acknowledge receipt of the complaint in writing.

The district administrator responsible for federal programs shall conduct an independent investigation, which may include, but not be limited to:

- 1. On-site visit to the building that is the subject of the complaint.**
- 2. Opportunity to present evidence by all individuals and/or organizations involved.**
- 3. Opportunity for participants to ask questions of each other and witnesses.**

When the investigation is completed, the district administrator responsible for federal programs shall prepare a written report with a recommendation for resolving the complaint.

The report shall include:

- 1. Name of the individual or organization filing the complaint.**
- 2. Nature of the complaint.**
- 3. Summary of the investigation.**
- 4. Recommended resolution.**
- 5. Reasons for the recommended resolution.**

The district administrator responsible for federal programs shall submit the written report to the Superintendent, who will determine whether further investigation is required and/or the district's final response.

All individuals and/or organizations making the complaint or that are the subject of the complaint shall be notified of the resolution of the complaint by the Superintendent or designee.

The district administrator responsible for federal programs shall ensure that the resolution of the complaint is implemented.

The time period between receipt and resolution of a complaint shall not exceed sixty (60) calendar days, unless circumstances require additional time.

The complainant may appeal the final resolution to the Pennsylvania Department of Education.

**Division Chief
Division of Federal Programs
PA Department of Education
333 Market Street
Harrisburg, PA 17126-0333**

Legal

1. 20 U.S.C. 7844

2. 24 P.S. 510.2

24 P.S. 510

Pol. 103

Pol. 103.1

Pol. 104

Pol. 105.1

Pol. 108

Pol. 109

Pol. 116

Pol. 127

Pol. 137

Pol. 150

Pol. 202

Pol. 206

Pol. 247

Pol. 249

Pol. 251

Pol. 252

Pol. 255

Pol. 610

Pol. 621

Pol. 626

Pol. 718

Pol. 801

Pol. 808

Pol. 815

Pol. 824

Pol. 827

Pol. 828



Book	Policy Manual
Section	900 Community
Title	Relations With Parents/Guardians
Code	908
Status	Second Reading

Purpose

The Board believes that the education of students is a joint responsibility **that** is shared by the parents/**guardians**. To ensure that the best interests of **each student** are served in **the educational** process, a strong program of communication **and cooperation** between home and school must be maintained, **and parental involvement encouraged**.**[1][2]**

Authority

The Board feels that it is the parents/**guardians** who have the ultimate responsibility for their children's behavior in school, **including the behavior of students who have reached the legal age of majority but are, for all practical purposes, under parental authority**.**[3]**

Delegation of Responsibility

During school hours, the Board acts in loco parentis or in place of the parents/**guardians**, through its designated administrators.**[4]**

Guidelines

Parents/Guardians are requested to keep ~~the school~~ district staff apprised of changes in the home situation that may affect a student's conduct or performance.

The Board **~~directs~~ suggests** that the following activities be implemented to encourage parent-school cooperation:

1. Parent-teacher conferences to permit two-way communication between home and school.**[5]**
2. Open houses in district **~~schools~~ buildings** to provide parents/**guardians** the opportunity to see the **~~school~~ district** facilities, meet the faculty, and **witness ~~school~~ district** programs.
3. Meetings of parents/**guardians** and staff members to explain and discuss matters of general interest.
4. Meetings of staff members and groups of parents/**guardians** of students having special abilities, disabilities, needs, or problems.
5. Special events of a cultural, ethnic or topical nature **that** are initiated by parent groups; involve the cooperative effort of students, **staff and parents/guardians**; and are of general interest to the **~~schools~~ district** or community.

The Board believes that parents/guardians have a responsibility to support and encourage their child's career in school through the following actions:

- 1. Require that students comply with district policies and school rules and regulations and accept responsibility for their behavior.**
- 2. Send students to school with proper attention to their health, personal cleanliness and dress.**
- 3. Maintain an active interest in the student's daily work and provide appropriate supervision for completion of assigned homework.**
- 4. Read, sign and return promptly all communications from school, when requested.**
- 5. Attend conferences for the exchange of information on the student's progress in school. [5]**
- 6. Participate in ~~school~~ district activities and special functions.**

Legal

1. Pol. 917
2. Pol. 918
3. Pol. 235
4. 24 P.S. 1317
5. Pol. 212



Book	Policy Manual
Section	900 Community
Title	Municipal Government Relations
Code	909
Status	First Reading

Purpose

It is the policy of the Board that **school district** officials and municipal officials maintain a close and harmonious association. Such liaison is requisite for dealing with **school district**/community **concerns** and **issues** in a satisfactory manner **while** assuring prudent expenditure of tax dollars.

Authority

The Board recognizes that its authority derives directly from the General Assembly, but it also is aware that the municipality and the **school district must work together for the welfare of the residents.**[\[1\]](#)

The Board, as an independent body, has no statutory relationship to other local governmental bodies. However, **the Board may cooperate with local government units and other appropriate organizations in matters that affect district responsibilities. Such organizations may include, but not be limited to, health agencies, public libraries, museums, police and fire departments, township supervisors, borough council, planning commissions and the courts.**

In matters affecting the budgets of such agencies, the Board shall neither seek special consideration nor assume costs that properly fall outside its jurisdiction, except as prescribed by law.

The Board advocates joint expenditures of district and municipal or county funds to provide facilities from which the entire community may derive benefits. In accordance with this policy, the Board may, as either opportunity or need arises, and as it is entitled to do by law, enter into joint action agreements with the local municipal governing body in acquiring or leasing, improving, equipping, operating or maintaining such jointly used facilities.[\[2\]](#)[\[3\]](#)[\[4\]](#)[\[5\]](#)[\[6\]](#)

Delegation of Responsibility

The Superintendent and each local police department that has jurisdiction over **school district property shall enter into, and update on a biennial basis, a memorandum of understanding which shall be developed and executed in accordance with state law and regulations.**[\[7\]](#)[\[8\]](#)[\[9\]](#)[\[10\]](#)

To maintain cooperation with the municipality for fiscal and facilities planning, the Superintendent or designee will meet periodically with municipal officials to discuss issues of common interest.

Legal

1. PA Const. Art. III Sec. 14
2. 24 P.S. 502
3. 24 P.S. 521
4. 24 P.S. 706
5. 24 P.S. 775
6. 24 P.S. 790
7. 22 PA Code 10.11
8. 24 P.S. 1302.1-A
9. 24 P.S. 1303-A
10. Pol. 805.1
- 22 PA Code 10.24
- 35 Pa. C.S.A. 7701
- Pol. 613
- Pol. 805



Book	Policy Manual
Section	900 Community
Title	Community Engagement
Code	910
Status	First Reading

Purpose

The purpose of community engagement is to create a collaborative environment in which students, parents/guardians, families, residents, businesses, and community organizations are encouraged and invited to be involved stakeholders in the school community. Such engagement strengthens broad-based community support for the **school** district's mission, goals, operations and educational programs.

Definition

Community engagement is defined as an ongoing collaborative process in which the **school** district works with the public to build understanding, guidance, and active support for the education of students in the community.

Authority

The Board endorses the concept that community engagement is essential for the **school** district and the community to maintain mutual understanding, respect and trust, and to work together to improve the quality of education for district students. The Board intends, through this two-way communication, to identify the community's concerns, needs and suggestions, and to be responsive to the community through the Board's actions.

The Board also recognizes that the public offers resources of training and experience useful to the **schools district**. The quality of the district's operations and programs can be strengthened when these resources are used in an advisory capacity.

The Board, with assistance from the administration, shall determine the appropriate strategy when utilizing the community engagement process.

The Board, in consultation with the Superintendent, shall identify a team of individuals who will be responsible for developing, implementing and delivering a community engagement program.

After the community engagement process is concluded, the Board shall make the final decision regarding an issue.

The Board shall annually assess the effectiveness of the community engagement program.

Delegation of Responsibility

The Board directs the administration to develop and implement a planned program of community engagement that regularly provides opportunities for students, parents/guardians, families, residents, businesses and community organizations to participate in dialogue and decision-making related to district-wide and school-based issues.

The administration shall develop and use varied, effective communication methods to ensure that all community members receive information about district and school programs and the available opportunities to become actively involved.

Guidelines

Students, parents/guardians and community members must submit to the Superintendent's office any communications and questions addressed to the Board.

The Board and administration shall give substantial weight to the input received from the community. When evaluating the community's suggestions, the Board and administration will consider the impact on the district's goals, operations, educational programs, and financial resources. Recommendations made by the community shall not reduce the authority or responsibility of the Board, which may accept or reject such recommendations.

The district shall communicate to the community the Board's decision and its rationale regarding an issue involving community engagement.



Book	Policy Manual
Section	900 Community
Title	News Media Relations
Code	911
Status	First Reading

Purpose

Representatives of the local press, radio and TV are an important link in communications between **school district** and community. Maintenance of good working relationships with media representatives is essential to meeting the objectives of the **school district**-community relations program.

Authority

The Board shall have final approval for all **procedures regarding** relations between the news media and the district.

The Board reserves the right to negotiate for radio broadcasting, televising, filming, or sound recording of any **school district event by an outside agency. These rights, if sold, shall be contracted under conditions that bring the most favorable terms to the **school district**.**

Delegation of Responsibility

The chief communications representative for the Board shall be the Superintendent.

The communications representative shall be responsible to:

- 1. Be readily available to media representatives.**
- 2. Keep media representatives informed of all aspects of the **school district** so that reporting will be done on the basis of a complete and valid overview.**
- 3. Submit and suggest feature stories or articles of interest or relevance.**
- 4. Assist district staff with media relations.**
- 5. Assist various **school district**-related groups in their relations with the news media.**
- 6. Assist the Board in preparing regular and special publications for the public.**

Guidelines

Staff members shall not give **school district information or interviews requested by news media representatives without prior approval of the district's communications representative.**

Submission of photographs to news media and permission for news media representatives to photograph district subjects, personnel, or students shall be authorized by the

communications representative and the individuals involved or their parents/guardians.

Photographs of a controversial nature, or that are questionable with regard to individual rights of privacy, shall not be sanctioned.

Legal

24 P.S. 510



Book	Policy Manual
Section	900 Community
Title	Relations With Educational Institutions
Code	912
Status	First Reading

Authority

It is the policy of the Board that lines of communication be maintained by the **school** district with other districts and institutions **that** provide programs, training or services not otherwise available to district **students and with districts whose resident students are enrolled in programs of this district.**

Delegation of Responsibility

Maintaining cooperative and constructive relationships with other educational institutions shall be the responsibility of the Superintendent or designee, who will establish administrative regulations that enable the district to do so.

Legal	24 P.S. 1332
	24 P.S. 1354
	Pol. 216
	Pol. 307



Book	Policy Manual
Section	900 Community
Title	Non-district Organizations/Groups/Individuals
Code	913 - NEW
Status	First Reading

NOTE: It is important to distinguish that Policy 913 only applies to requests from non-**district school** organizations, groups and individuals; in contrast, *requests from students* to personally distribute or post materials *shall be governed by Policy 220. Student Expression/Distribution and Posting of Materials*.^[1]

Purpose

The Board recognizes that non-**district school** organizations, groups and individuals may wish to utilize the district as a means to engage the school community in activities and/or to distribute or post non-**district school** materials. The Board directs that requests for such utilization from non-**district school** organizations, groups or individuals shall be governed by this policy.

Activities or **school district**-related information and materials from non-**district school** organizations, groups and individuals that are integrated with or presented as a part of the district's curriculum or an approved **school district** event or student organization are approved and governed by Board policies related to curriculum and student activities, and are not governed by this policy.^{[2][3][4]}

Authority

The Board recognizes that the **school district** community may benefit from receiving information from non-**district school** organizations, groups and individuals, provided the distribution and posting of such information does not interfere with the educational program of the **schools district**. The district's primary responsibility shall be to maintain a safe and orderly school environment and to protect the rights of all members of the **school district** community.

The Board prohibits advertisement or promotion by non-**district school** organizations, groups or individuals during instructional time or at **school district**-sponsored locations or activities not otherwise open to non-**district school** organizations, groups or individuals.^{[5][6]}

The Board directs that the review and consideration of any activities or non-**district school** materials requested under this policy shall not discriminate on the basis of content or viewpoint.

Definitions

Non-district school organizations, groups or individuals shall mean those entities that are not part of the **school district** program, **school district**-sponsored activities, or organized pursuant to the Pennsylvania School Code or Board policy. When employees or Board members act on behalf of a non-**district school** organization or group, or on their own behalf, this policy applies to them. Students are governed by a separate and distinct Board policy regarding student expression and distribution and posting of materials.^[1]

Non-district school materials shall mean any printed, technological or written materials prepared by non-district school organizations, groups or individuals for posting or general distribution that are not prepared as a part of the curricular or approved extracurricular programs of the district, including but not limited to, fliers, invitations, announcements, pamphlets, posters, Internet bulletin boards, non-district school organization websites and the like.

Distribution shall mean issuing non-district school materials to others on school district property or during school district-sponsored events; placing upon desks, tables, on or in lockers; or engaging in any other manner of delivery of non-district school materials to others while on school district property or during school district functions.

Posting shall mean publicly displaying non-district school materials on school district property or at school district-sponsored events, including but not limited to affixing such materials to walls, doors, bulletin boards, easels, the outside of lockers, on district-sponsored websites, through other district-owned technology and the like.

Prohibited activities and materials shall mean activities and materials that:

1. Violate federal, state or local laws, Board policy or district rules or regulations.
2. Are libelous, defamatory, obscene, lewd, vulgar or profane.
3. Advocate the use or advertise the availability of any substance or material that may reasonably be believed to constitute a direct and serious danger to the health or welfare of students, such as tobacco/nicotine, alcohol or illegal drugs.
4. Incite violence, advocate use of force or threaten serious harm to the school district or community.
5. Are likely to or do materially or substantially interfere with the educational process, such as school district activities, school work, or discipline, as well as safety and order on school district property or at school district functions.
6. Interfere with, or advocate interference with, the rights of any individual or the safe and orderly operation of the schools district and their its programs.
7. Violate written district administrative regulations or procedures on time, place and manner for posting and distribution of otherwise protected expression.

Delegation of Responsibility

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

Guidelines

Non-district school Materials

The Board requires that non-district school organizations, groups or individuals who wish to distribute or post non-district school materials on school district property shall submit them to the building principal. The building principal shall inform the Superintendent or designee of requests received from non-district school organizations, groups and individuals.

If approval is granted by the building principal, the non-district school organization, group or individual shall comply with Board policy and administrative regulations, and the district's time, manner and place restrictions for distribution and posting of materials.

Materials issued by non-district school organizations, groups or individuals shall not be distributed during instructional time or school-sponsored activities.

Non-~~district~~ ~~school~~ Activities

Activities sponsored by non-~~district~~ ~~school~~ organizations, groups or individuals shall not occur during instructional time or ~~school~~ ~~district~~-sponsored activities.

Requests by non-~~district~~ ~~school~~ organizations, groups or individuals to invite or promote student participation in non-~~district~~ ~~school~~ activities shall comply with Board policy and administrative regulations on distribution and posting of materials.

Fundraising

Fundraising by non-~~district~~ ~~school~~ organizations, groups or individuals is prohibited on ~~school~~ ~~district~~ property or in the name of the ~~school~~ ~~district~~.^[7]

Where activities or materials otherwise comply with this policy and administrative regulations, fundraising activities may be announced.

Directory information for students or staff members will not be released to non-~~district~~ ~~school~~ organizations, groups or individuals that seek this information for the purpose of fundraising.^[8]

Scholarships/Awards

The Board is appreciative of the generosity of organizations that offer scholarships or awards to deserving students; but, in accepting such offers, the Board directs that established criteria be observed.

No information, either academic or personal, shall be released from a student's record for the purpose of selecting a scholarship or award winner without the permission of the student who is eighteen (18), or the parents/guardians of a student who is younger, in accordance with the Board's policy on student records.^[8]

The scholarship or award, and any pertinent restrictions, shall be approved by the Board.

All pertinent information regarding the scholarship or award shall be submitted for review by the Superintendent or designee prior to the date on which it is to be presented.

Travel Services/Foreign Trips

Solicitation and sale of travel services for foreign trips to students may be permitted with the approval of the Board.

Sellers of travel services to students must meet the following criteria:

1. Belong to an association of certified sellers of travel.
2. Provide proof of insurance.
3. Submit references.
4. Provide proof of a performance bond.
5. Include in all information provided to students and parents/guardians that use of tobacco/nicotine, alcohol and controlled substances will be prohibited.
6. Include in all information provided to students and parents/guardians that the activity is not a ~~school~~ ~~district~~-sponsored event.

Legal

1. Pol. 220
2. Pol. 105
3. Pol. 122
4. Pol. 230
5. 24 P.S. 510
6. 24 P.S. 511
7. 24 P.S. 775
8. Pol. 216
- 24 P.S. 779
- Pol. 907



Book	Policy Manual
Section	900 Community
Title	Relations With Intermediate Unit
Code	914
Status	First Reading

Authority

Each **school** district has an opportunity to participate in the services and programs offered by the **assigned** intermediate unit.[\[1\]](#)[\[2\]](#)

It is the policy of this Board that **cooperation and** communication be maintained with Chester County Intermediate Unit No. 24 to ensure maximum effectiveness of programs **and services**.

The Board **shall** annually review district programs that involve intermediate unit services and make whatever determinations such a review suggests. This review will normally take place prior to the district's approval of the proposed intermediate unit budget.[\[3\]](#)

In order to maintain a constructive relationship with the intermediate unit, the Board member **elected by the Board** is designated as the official liaison between the district and Chester County Intermediate Unit No. 24.[\[4\]](#)

Delegation of Responsibility

The duties of the **Board** representative are to ensure that the Board receives necessary information and data that **will** lead to sound and valid judgments regarding decisions **that** involve participation by the district in the various programs **and services** offered by the intermediate unit.

Legal	1. 24 P.S. 901-A
	2. 24 P.S. 902-A
	3. 24 P.S. 920-A
	4. 24 P.S. 910-A



Book	Policy Manual
Section	900 Community
Title	Booster Organizations
Code	915
Status	First Reading

Purpose

The Board recognizes the existence and appreciates the efforts of the various community-based booster organizations at work in the **school district** community. The Board further recognizes that the purpose of such organizations should be to assist and support, but not to direct or supplant existing programs. It is absolutely necessary that all Octorara Area School District sponsored activities remain under the control, direction and supervision of the Board and administration.

The Board and administration are cognizant that without countless hours booster club members give to their respective organizations, district programs would suffer. It is recognized by the Board and administration that the impact of each organization is student-centered and, thus, these organizations enhance and contribute in a material way through services, supplies and equipment to district students.

Authority

Being the elected and responsible body for directing all educational and extracurricular programs and activities, the Board sets forth the following policy guidelines to maintain its legal and ethical responsibilities in relation to **school district** booster clubs.

Organizations or groups not in compliance with this policy shall cease and desist from all activities related to district programs, whether in fact or as perceived or implied through its various actions, unless and until they are in compliance with this policy and the Board officially recognizes the organization.

Definition

For purposes of this policy, a **booster club** will refer to any organization comprised of parents/guardians or community members who choose to support an extra or co-curricular activity as defined by Act 82 Article XVI-C of PA Law following formal approval from the Board. Parent-teacher organizations, townships or parks and recreation youth organizations are not considered **school district** booster clubs.

Guidelines

To initiate a booster club for a particular activity, the following process must be followed:

- 1.
2. A description of how assets will be disbursed in the event the organization is disbanded. Equipment or funds shall become the property of the district in the event a booster club chooses to disband.

Booster organizations must conduct their activities in a manner that is consistent with the district's policies and administrative guidelines, philosophy, mission and objectives; in compliance with Title IX as observed both as a separate organization and as combined with district programs and initiatives; with Pennsylvania Interscholastic Athletic Association (PIAA) rules and regulations; and with any other governing body regulating the activity for which the booster organization exists to support.

It is understood by all members of booster organizations that the district shall be responsible for:

1. Supervising athletics, activities, and all district programs.
 2. Posting, recruitment, interviewing, selecting, evaluating and monitoring all district personnel. This includes volunteers directly assisting or supervising district students while involved in a district-sponsored activity or event.
 3. Selecting, purchasing, using, maintaining and storing of supplies and equipment that are or will become part of the district's inventory.
 4. Ensuring that district programs adhere to district, league, state, and federal rules and regulations.
 5. Contracting and coordination of officials.
 6. Transporting students to and from regular functions and district facilities, not including unscheduled transportation to or from the student's residence or child care provider.
 7. Scheduling of competitions and activities.
 8. Maintaining and administering of all district funds.
 9. Determining which types of funds and financial transactions are district responsibilities or booster responsibilities.
 10. All decisions concerning district program operations, maintenance, and administration.
- Booster clubs/parent support groups shall not require any student to participate in fundraising activities nor pay the equivalent for participation purposes.

Booster clubs/parent support groups shall not require members to pay dues for membership.

Booster organizations will be sports or activity specific and not gender specific.

All gifts, including gifts of equipment, which require installation, storage, or maintenance shall require Board approval. Any such gift donated shall become the property of the district. Forms must be submitted and approved prior to purchase and/or donation to the district.**[2]**

The district will not be held responsible for any equipment owned by a booster club which is lost, damaged or stolen.

Each booster organization shall provide the following to the athletic director and/or the building principal and Business Manager:

1. A current copy of constitution and by-laws and provide updated copies if these documents are amended.
2. Names of officers and corresponding addresses, telephone numbers, and email addresses and provide updated officer and contact information as the people in these roles change.
3. Annual budget from July 1 - June 30; including organization's name and date submitted to be submitted one month prior to the start of the organization's season.
4. Annual Treasurer's Report or external audit no later than ninety (90) days following the conclusion of the season, or June 30 if a year-round activity, and forwarded to the Board upon request as defined by Act 82 Article XVI-C of PA Law.

The Board does not assume financial responsibility for a booster club and excludes itself from any liability a booster club may incur.

Booster organizations shall not use the district's tax-free number for purchases. Groups should consider filing with the Commission on Charitable Organizations, Department of State, as a charitable nonprofit organization, and they shall follow any IRS State Reporting requirements.

Students are not eligible for membership in any booster club.

A booster club shall not contract with any individual(s) or entities for services that take place on district owned facilities without the prior written approval of the Superintendent.

Such approval will require the individual(s) or entity to maintain a minimum of one million dollar liability insurance policy, and must provide certificates of insurance to the Business Manager.[3]

Booster clubs shall not serve as a lobbying force or special interest group whose purpose is to control or negatively influence the managerial or administrative decisions of the coach, director, advisor, athletic director, building principal or Board.

Fundraising

A **fundraiser** is defined as an activity that solicits monies from the community through donation or a sale of a product or service. Booster clubs may raise funds by food concessions and like activities with preapproval of the building principal or athletic director as appropriate. Fundraising activities that are inconsistent with this policy or with district philosophy will not be permitted.

Fundraising activities for each organization must be submitted to the principal or his/her designee for approval to assure that there is no duplication of items.

Proposals for fundraising activities must include:

1. The name of the organization, contact person, and contact information.
2. Description and purpose of the fundraiser.
3. Groups or businesses to be solicited.
4. The scheduling and length of time for the proposed fundraising activity.

A master list and calendar of approved fundraising projects will be maintained in the appropriate administrative office and distributed electronically as changes occur to each organization's fundraising activities. Contacts must be updated annually or sooner if changes occur.

Disbanding Booster Clubs

1. Should the Board deem that the efforts or activities of any club are not in the best interest of the district, the authorization to operate the club may be withdrawn.
2. Should the booster club fail to submit the required financial reports, the authorization to operate the club may be withdrawn.
3. A booster club may disband on its own accord by submitting in writing a "A Request to Disband a Booster Club."

Exclusion From Liability

The Board does not assume any financial responsibility for a booster club and shall not be responsible for any liability or debt that a booster club may incur.

Legal

1. Pol. 707

2. Pol. 702

3. Pol. 813

24 P.S. 510



Book	Policy Manual
Section	900 Community
Title	Volunteers
Code	916
Status	First Reading

Purpose

The Board supports and encourages the participation of parents/guardians and community residents to enhance the educational, cocurricular and extracurricular programs of the district.

Authority

The Board **may adopt and enforce** reasonable rules **and regulations governing volunteers and their participation in the activities of the district.**[\[1\]](#)

The Board prohibits discrimination on the basis of race, color, marital status, creed, religion, ancestry, handicap/disability, age, ~~sex~~ gender, ~~sexual~~ gender orientation or national origin in the school environment and all district programs for volunteers.[\[2\]](#)[\[3\]](#)[\[4\]](#)[\[5\]](#)[\[6\]](#)

The Board directs that all volunteers shall be informed of conduct that is prohibited and the disciplinary actions that may be applied for violation of Board policies, administrative regulations, rules and procedures.[\[1\]](#)

All volunteers shall be expected to maintain professional, moral and ethical relationships with district students that are conducive to an effective, safe learning environment.[\[7\]](#)

Definitions

The following words and phrases, when used in this policy, shall have the meaning given to them in this section:

Adult - an individual eighteen (18) years of age **or older.**[\[8\]](#)

Certifications - refers to the child abuse history clearance statement; the state criminal history background check; and where applicable, the federal criminal history background check, required by the Child Protective Services Law.[\[9\]](#)[\[10\]](#)

Direct volunteer contact - **the** care, supervision, guidance or control of children **and** routine interaction with children.[\[8\]](#)

Person responsible for the child's welfare - **a person who** provides **permanent or temporary** care, supervision, **mental health diagnosis or treatment**, training or control of a child in lieu of parental care, **supervision and control.**[\[8\]](#)

Routine interaction - regular and **repeated** contact **that is** integral to a **person's** volunteer responsibilities.[8]

Visitor - a parent/guardian, **adult resident, educator, official or other individual who is not a school district employee or independent contractor, and who visits a school or attends or participates in an event or activity at a school, but whose role is less substantial than would be sufficient to meet the definition of volunteer for purposes of this policy.**[11]

Volunteer - an adult, whose role is more than that of a visitor, who **voluntarily offers a service to the district without receiving compensation from the district. A volunteer is not a school district employee.**[10]

The two (2) classifications of volunteers are:

1. **Position Volunteer** - an adult applying for or holding an unpaid position with **a school the district** or a program, activity or service, as a person responsible for the child's welfare or having direct volunteer contact with children. Examples include, but are not limited to, field trip chaperones, tutors, coaches, activity advisor, recess or library aides, etc.
2. **Guest Volunteer** - an adult who voluntarily provides a service to the district, without compensation, who: (1) works directly under the supervision and direction of a **school district** administrator, a teacher or other member of the **school district** staff; and (2) does not have direct volunteer contact. Examples include, but are not limited to, volunteering to assist in classroom celebrations, **school district** assemblies, or **school district** concerts; reading to students; collecting tickets at sporting events; working concession stands; participating in "Career Day," etc.

Delegation of Responsibility

The Superintendent or designee **shall be responsible for the selection and management of volunteers and for ensuring compliance with Board policies, administrative regulations, rules and procedures.**

At the discretion of the Superintendent or designee, a volunteer's service may be discontinued at any time.

The Superintendent or designee shall develop administrative regulations to implement this policy and manage the selection, use and supervision of volunteers.

Guidelines

Each prospective position volunteer shall complete and submit a volunteer application.

The names of all volunteers shall be submitted for approval by the Superintendent **or designee.** No volunteer shall begin a position until approved by the Superintendent **or designee.**

Upon approval, volunteers shall be placed on the list of approved volunteers.

Approval shall be required prior to beginning service as a volunteer.

Certifications

Prior to **approval**, all **position** volunteers shall submit the following information:

1. PA Child Abuse **History Certification - which must be less than sixty (60) months old.**[10]
2. PA State Police Criminal History **Record Information - which must be less than sixty (60) months old.**[10]
3. **Disclosure Statement for Volunteers - which is a statement swearing or affirming the applicant has not been disqualified from service by reason of conviction of designated**

criminal offenses or being listed as the perpetrator in a founded report of child abuse.
[9][10][12]

If a position volunteer has not been a resident of Pennsylvania during the entirety of the previous ten (10) year period, the position volunteer must also submit the following information:[10]

- 1. Federal Criminal History Report - issued at any time since the volunteer established residency.**

The Superintendent or designee shall review the information and determine if information is disclosed that precludes service as a volunteer.

Information submitted by volunteers in accordance with this policy shall be maintained centrally in a manner similar to that used for ~~school~~ district employees.

Position volunteers shall obtain and submit new certifications every sixty (60) months.[13]

A student, eighteen (18) years of age or older, who is volunteering for an event **or activity sponsored by the ~~school~~ in which the student is enrolled **and occurring** on the school's grounds, **shall not be required to submit certifications except when the event or activity is for** children in the care of a child-care service **or the student will otherwise be responsible for the welfare of a child.**[10]**

Tuberculosis Test

Prior to participating in student activities, volunteers shall undergo a test for tuberculosis, when required by and in accordance with the regulations and guidance of the Pennsylvania Department of Health.[14][15]

Arrest or Conviction Reporting Requirements

Position volunteers shall report to the Superintendent or designee, in writing, within seventy-two (72) hours, an arrest **or conviction required to be reported by law **or notification that the volunteer has been named as a perpetrator in a founded or indicated report pursuant to the Child Protective Services Law.**[12]**

The Superintendent or designee shall immediately require a position volunteer to submit new certifications if the Superintendent or designee has a reasonable belief that the volunteer was arrested for or has been convicted of an offense required to be reported by law, was named as a perpetrator in a founded or indicated report, or has provided written notice of such occurrence.[12]

Failure to accurately report such occurrences may subject the position volunteer to disciplinary action up to and including denial of volunteer service and criminal prosecution.[12]

Child Abuse Reporting

All volunteers **who have reasonable cause to suspect that a child is the victim of child abuse **shall make a report of suspected child abuse in accordance with applicable law, Board policy and administrative regulations.**[16][17]**

Supervision

Each volunteer shall be under the supervision of a designated ~~school~~ district administrator, teacher or other member of ~~the-school~~ district staff.

Volunteer Role

The role of a volunteer is to assist. Volunteers may not assume instruction responsibilities of ~~school~~ district employees but will work under the direction of ~~school~~ district employees providing help and support or enriching activities. Volunteers shall not administer tests to students.

Except in an emergency situation, volunteers shall not be involved in student discipline or administration of first aid.

Except as authorized in advance by the appropriate administrator, and in compliance with applicable Board policies for vehicle use, volunteers are not permitted to operate a motor vehicle owned by or under the control of the district, or to transport a student to or from a **school district** sponsored activity in a privately owned motor vehicle other than a student to whom the volunteer is the student's parent, stepparent, foster parent, legal guardian, or close family relative (sibling, grandparent, aunt or uncle.)

Volunteer shall follow all applicable administrative regulations established pursuant to this policy and all other rules, regulations, procedures, and guidelines concerning the conduct of the district professional and paraprofessional staff. However, such rules, regulations, procedures and guidelines shall not expand the responsibility or authority of volunteers as set forth in this policy.

Training

Volunteers shall attend orientation and training sessions, as appropriate to the nature of their volunteer service. When training is provided for **school district employees relating to the legal obligations of employers and educational institutions, consideration shall be given to which volunteers should also receive that training.[17][18][19][20][21]**

Confidentiality

No volunteer shall be permitted access to confidential student information unless **the supervisor has determined that such access is** necessary for the volunteer to fulfill **their** responsibilities. **Volunteers with access to confidential student information shall maintain the confidentiality of that information in accordance with district policies and procedures and applicable law.** If a volunteer has questions about confidentiality of student information, the volunteer should consult with the building principal.[22][23]

Acknowledgement

Each volunteer shall affirm in writing that they have been provided with a copy of, have read, understand and agree to comply with this policy.

Legal

1. 24 P.S. 510
2. 42 U.S.C. 12101 et seq
3. 53 P.S. 6926.1903
4. 43 P.S. 951 et seq
5. Pol. 103
6. Pol. 718
7. Pol. 824
8. 23 Pa. C.S.A. 6303
9. 23 Pa. C.S.A. 6344
10. 23 Pa. C.S.A. 6344.2
11. Pol. 907
12. 23 Pa. C.S.A. 6344.3
13. 23 Pa. C.S.A. 6344.4
14. 24 P.S. 1418
15. 28 PA Code 23.44
16. 23 Pa. C.S.A. 6311
17. Pol. 806
18. Pol. 123
19. Pol. 123.1
20. Pol. 123.2
21. Pol. 805
22. Pol. 113.4
23. Pol. 216
- 23 Pa. C.S.A. 6301 et seq
- 53 P.S. 6926.301 et seq
- 72 P.S. 7301 et seq
- Pol. 606



Book	Policy Manual
Section	900 Community
Title	Parental/Family Involvement
Code	917 - NEW
Status	First Reading

Purpose

The Board recognizes the vital role parents/guardians and family play in the education, welfare and values of their children. The district is committed to the belief that all students can learn and acknowledges that schools and families share a commitment to the educational success of students.

Definition

Parental and family involvement shall be defined as an ongoing process that assists parents/guardians and families to meet their basic obligation as a child's first educator, promotes clear two-way dialogue between home and school, and supports parents/guardians as leaders and decision-makers concerning the education of their children at all levels.

Authority

The Board recognizes that the responsibility for each student's education is shared by the **school district** and the family and acknowledges that **schools the district** and families must work as knowledgeable, cooperative partners to effectively educate all students. To this end, the Board shall support the development, implementation, and continuing evaluation of a parental and family involvement program that will involve parents/guardians at all grade levels in a variety of roles.

Delegation of Responsibility

The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the district's parental involvement efforts, including, but not limited to, input from parents/guardians and district staff on the adequacy of parental involvement opportunities and barriers that may inhibit parent/guardian participation.

Guidelines

Because parents/guardians are familiar with the needs, problems and abilities of their children, staff should communicate with and seek their input throughout the school year.

The parental and family involvement program may include the following:

1. Support for parents/guardians as school leaders and decision-makers, in addition to serving in advisory roles.
2. Promotion of clear two-way communication between the **school district** and the family about **school district** programs and student progress.

3. Assistance to parents/guardians and families in developing parenting skills to foster positive relationships at home, to support children's educational efforts, and to assist their children with learning at home.
4. Involvement of parents/guardians, with appropriate training, in instructional and support roles at the **school district**.

Legal

24 P.S. 510



Book	Policy Manual
Section	900 Community
Title	Title I Parent/Guardian and Family Engagement
Code	918
Status	First Reading

Purpose

The Board recognizes that meaningful parent/guardian 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 district**, parents/guardians and family members, and community.[\[1\]](#)[\[2\]](#)

Definition

Parent/Guardian 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/guardians and family members.
2. Include parents/guardians and family members in development of the district's overall Title I Plan and process for school review and improvement.[\[3\]](#)
3. Include parents/guardians and family members in the development of the Title I Parent/Guardian and Family Engagement Policy. Following adoption of the policy by the Board, the policy shall be:
 - a. Distributed in writing to all parents/guardians 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/guardian and family member involvement.
4. Provide opportunities and conduct meaningful collaborations with parents/guardians 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 district** reports to parents/guardians 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/Guardian 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/guardians and family members by providing resources, information and **school district** 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/guardians and family members on the district's website.
3. Including a telephone number for parents/guardians 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.

The building principal and/or Title I staff shall notify parents/guardians 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/Guardian and Family Compact.[\[1\]](#)
- Parents/Guardians and family members shall actively carry out their responsibilities in accordance with this policy and the School-Parent/Guardian and Family Compact. At a minimum, parents/guardians and family members shall be encouraged 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/guardians 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/Guardians and family members shall be given the opportunity to participate in the design, development, operation and evaluation of the program. Parents/Guardians 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/guardian and family member attendance at meetings through payment of transportation, child care costs or home visits.[\[1\]](#)

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

At these meetings, parents/guardians 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/guardians 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/guardians and family members.
2. Communicate with parents/guardians and family members about the plan and seek their input and participation through the use of newsletters, the district website, email, telephone, parent/guardian and teacher conferences, and home visits if needed.
3. Train personnel on how to collaborate effectively with parents/guardians 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/Guardian and Family Survey.
5. Post ~~school~~ district performance data on the district's website.
6. Distribute and discuss the School-Parent/Guardian and Family Compact.
7. Host various parent/guardian and family nights at each school building with a Title I program.
8. Invite participation of parents/guardians 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/guardians and family members, the district shall submit any parent/guardian or family member comments with the plan when the ~~school~~ district makes the plan available to the Board.[\[1\]](#)[\[3\]](#)

Building Capacity for Parent/Guardian 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/guardian and family involvement activities to improve academic achievement and school performance through:[\[1\]](#)

1. Providing assistance to parents/guardians and family members in understanding such topics as the academic standards, state and local academic assessments, the requirements of parent/guardian 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/guardians and family members work with their children to improve academic achievement and to foster parent/guardian 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/guardian or family member, other reasonable support for parent/guardian and family engagement activities.

3. Educating teachers, specialized instructional support personnel, principals and other **school district** leaders and staff, with the assistance of parents/guardians and family members, on the value and usefulness of contributions of parents/guardians and family members and in how to reach out to, communicate with, and work with them as equal partners, implement and coordinate parent/guardian and family programs, and build ties between parents/guardians and family members and the **school district**.^[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/guardian resource centers, that encourage and support parents/guardians 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/guardians and family members through regular updates, information sessions and assistance with the identification of effective communication strategies.

Coordinating Parent/Guardian and Family Engagement Strategies

The district shall coordinate and integrate Title I parent/guardian and family engagement strategies with other parent/guardian 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/guardian and family member needs.

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

Annual Parent/Guardian and Family Engagement Policy Evaluation

The district shall conduct, with meaningful participation of parents/guardians 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/guardian 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/guardians and family members to assist with the learning of their children, including engaging with **school district** personnel and teachers.

3. Strategies to support successful **school district** and parent/guardian and family interactions.

The evaluation shall be conducted through:

1. Establishment of a schedule and process for the policy review and revision by parents/guardians and family members.

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

3. Documentation of parent/guardian 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/guardian and family engagement, and to revise, if necessary, the district's Title I Parent/Guardian and Family Engagement Policy.^[1]

School-Parent/Guardian and Family Compact

Each school in the district receiving Title I funds shall jointly develop with parents/guardians and family members a School-Parent/Guardian and Family Compact outlining the manner in which parents/guardians 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/guardians 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/guardians 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/guardians and family members and teachers through, at a minimum, annual parent-teacher conferences at the elementary level, frequent reports to parents/guardians 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/guardian and family engagement activities. Parents/Guardians and family members shall be involved in the decisions regarding how the Title I reserved funds are used for parent/guardian 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 schools and nonprofit organizations in providing professional development for the district and school personnel regarding parent/guardian and family engagement strategies, which may be provided jointly to teachers, principals, other **school district** leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents/guardians and family members.[9]
2. Supporting programs that reach parents/guardians and family members at home, in the community, and at school.
3. Engaging in any other activities and strategies that the district determines are appropriate and consistent with this policy.

Documentation of Parent/Guardian 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

1. 20 U.S.C. 6318
2. Pol. 102
3. 20 U.S.C. 6312
4. 24 P.S. 510.2
5. Pol. 138
6. Pol. 916
7. Pol. 127
8. Pol. 814
9. Pol. 333
10. 20 U.S.C. 7845
11. 29 U.S.C. 3271 et seq
12. 29 U.S.C. 701 et seq
13. 42 U.S.C. 11301 et seq
14. 42 U.S.C. 9831 et seq
15. Pol. 212

918-Attach-School-Level Parent And Family Engagement Policy.docx (28 KB)

PROPOSAL TO START A GIRLS WRESTLING TEAM

Octorara School District



OVERVIEW

We are excited to submit this official proposal to start an official school sanctioned girls wrestling team for the 2022-2023 winter season. Below is information on the history of girls wrestling, rationale for the implementation of an official program, logistics and financial implications.

History of Girls Wrestling

Girls wrestling is the fastest growing sport in the US, with a 100% growth rate over the last five years in Pennsylvania. Girls wrestling demonstrated its 29th consecutive year of growth nationally with over 28,000 participants in the 2019-2022 season. During the 2021-2022 season, there were over 32,000 girls wrestling at the high school level. The majority of state high school associations sanction girls wrestling. In addition, there are over 115 colleges that have women's wrestling with 7 being in the state of Pennsylvania. During the 2021-2022 season, there were more than 550 girls wrestling on over 100 Pennsylvania high school teams, representing more than a 200% increase in just the past few years. Currently, there are five collegiate wrestling programs in PA that are looking to provide opportunities to female wrestlers. There are currently 32 state associations that sponsor high school girls wrestling. Here in Pennsylvania, the PIAA will consider sanctioning girls wrestling when 100 member schools sponsor the sport.

Girls Wrestling at Octorara

Youth wrestling has had at least one girl on the boys' team almost every year since 2017. Currently, we have 5 girls in youth wrestling. In the past, once girls reached JrHigh they quit. There are currently 7 female athletes competing at the Junior high and youth levels. With the news of a possible girl's team, more girls have shown interest.

We currently have 7 girls with experience in either JrHigh, high school or club committed to wrestling. Interest is growing with the talk of a possible girls team.. We anticipate 4-6 girls the first year with the numbers growing into double digits within a few years.

Rationale

Participation in a sport or club can..

- increase students' sense of connectedness and positively impact attendance,
- increase engagement, and sense of belonging, the importance of providing opportunities for girls in your elementary or junior high programs,
- help girls take advantage of post-secondary opportunities,
- help to support, grow, and strengthen the boys program,
- increase winter sport opportunities for girls and helping the school better comply with Title IX,
- create equitable opportunities for girls in the district, ensuring that girls can wrestle girls,
- reduce risk of injury and liability by only offering competitions where girls have to wrestle boys,

- increase local and state-wide positive attention to school, supporting the district's mission, and increase the strength of the wrestling program, athletics department,
- and school community by bringing in more active student-athletes as well as their families and community partners.

The creation of a girls wrestling team at Octorara falls under the District's mission statement: "partnership among school, community, and family, is to foster a culture of high expectations in a safe, secure, and inclusive environment, empowering every learner to pursue the skills necessary to maximize their opportunities for success," ensuring that all students have equitable opportunities. Being one of the first PIAA member school in the state to sanction a girls team demonstrates the District's commitment to being a leader in the areas of equity and diversity.

Forming a girls team also provides our female athletes another potential collegiate sports outlet as well as another winter sport participation opportunity, which will assist us in Title IX compliance. Currently, we offer ... fewer participation opportunities to females during the winter season. Further, national data has shown that girls that wrestle are often girls that are not currently involved in other sports, so this would allow us to provide an opportunity to girls who otherwise would not have gotten one. It will also allow us to do this without drawing girls away from other winter sport teams.

Forming a girls team also allows girls to wrestle girls instead of being forced to compete against adolescent boys. This is important in terms of the ideals of fair play as well as from a safety perspective. Establishing a girls team will allow the girls to compete at girls only events without it counting as competition points for the boys team. Without recognizing a girls team, the girls would have to compete in events with the boys team. Further, when girls have the opportunity to wrestle girls, data across the country supports the idea that this grows the sport and increases the number of girls that will wrestle.

Providing girls with a team to join also provides an opportunity for them to participate in a school-based activity which creates additional avenues for students to connect, engage, and feel like they belong. Research has supported that by increasing students' sense of connectedness, that their attendance, engagement, and even academic performance can be positively impacted. In addition to providing opportunities for students to try to connect to school within the classroom, providing additional opportunities outside of the classroom can also increase connectedness through all aspects of a student's school experience. Ideally, we would like every student at [School Name] to feel connected and to have a place where they feel that they belong and are valued.

Additionally, pioneering in this way will provide many opportunities for positive media coverage.

Logistics

Practices will occur in the same facility, at the same time, using the same coaching staff. Ideally we would like to create a head coaching position for the Girls program. Our girls team will have the opportunity to compete in many opportunities, which includes tournaments, dual and meets. Currently, we have eight other schools in the Lancaster Lebanon League with Girls Wrestling.

The Booster Club will support both programs as they currently do, such as warm-ups, etc.

The addition of a girls team will be cost neutral to Octorara. Girls currently on the boys team are already provided singlets, so there is not an additional cost there just because a girls team is formed. Further, the coaching staff will be the same and facilities will be the same.

The practice facilities and competition mats are the same as those used today with the current wrestling program. When competitions are at the same site, both teams will travel together. Singlets will come out of the regular wrestling budget. The Booster Club will support both programs as they currently do, such as covering warm-ups, etc. The overall cost will include transportation and tournament entry fees..

BUDGET PROPOSAL

i	<i>Below is a suggested budget to start a girls wrestling program at our school.</i>
----------	--

Item	Description	Amount
Coach	(Your school's designated amount if you are adding a non-volunteer coach specifically for the girls team)	\$ 6200 ?
Tournament Entry Fees	(Depends if/what you are entering)	\$ 1000
Transportation	(Depends if the girls will go to additional competitions separate from what the boys will travel to – if you are going to only the same competitions, then transportation costs should not be additional because the bus is already going there.)	\$ School Vans
Uniforms	(If you have enough singlets and don't need to order more, this may be \$0. If you want to order girls cut singlets, then add that total here)	\$ 120
Additional Costs		\$ 0
	TOTAL HARD COSTS	\$
Offsetting Activities		
Fundraiser		\$ 600
Spirit Wear		\$ 100
Additional ticket sales		\$ 350
Additional concession sales		\$150
Team sponsorship by donor(s)		\$500
	TOTAL RAISED FUNDS	\$ 1700

Octorara School District

Brand Identity Proposal

February 10, 2022



TAYLOR
Brand Group

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About Taylor Brand Group

We are a marketing firm that has served well-known clients such as Penn National Insurance and Armstrong, but our experience includes nonprofits and many educational organizations, as well. Our services range from complete brand strategy programs including research and brand strategy development to specific marketing and public relations programs.

We thank you for considering this proposal and look forward to an opportunity to discuss it with you in the near future.

Some relevant clients are listed below:



Focal points for the Octorara logo systems design project

Unity

All brands with multiple applications, locations, or even sub-brands seek to have a sense of unity across all elements that carry their mark. The brand identities for Apple iPhone, iMac, and iPad are different, but share common characteristics that make it easy to recognize them as Apple products.

Flexibility

With unity in mind, logo systems should allow for flexibility. Just for athletics alone there are 16 Octorara teams with different uniforms and accessories like caps or helmets to consider. (Not to mention center court, mid-field, or end zone logos.) A planned logo system should cover all possibilities.

Sustainability

New logo systems are a significant investment that reach far beyond the initial design cost. So achieving designs with longevity is crucial. The best logos are generally relatively simple designs that are memorable and build a comfortable sense of familiarity with their audiences.

Scope of work

School district and athletics brand identity development:

School district logo system—We will create a unified logo system for each of your four main schools, plus your virtual academy. Designs will use the established artwork of the brave encircled by the chain, lamp, and wheat shaft. We will present 3-4 design options based on the current circular design. These options will be principally type and color variations, with the goal of selecting a single look for all versions. The logos covered by this are as follows:

- Octorara School District main logo (four versions, one for each building)
- Octorara Virtual Academy logo
- OACTEP logo (updating the current keystone design)

Athletics logo system: We will refine the existing logo as a basis for various applications among your 16 sports teams.

Brand standards guide: We will create a comprehensive brand standards guide for use by school personnel and representatives that includes logo usage guidelines, primary and secondary color palettes for both the school district logo and the athletic logo systems.

Budget

Consulting fee	\$1,000
School district logo system (inc. brand standards guide)	3,500
Athletics logo system (inc. brand standards guide)	<u>2,000</u>
	\$6,500

School and sports logo examples

Alvernia University mascot renaming and logo design system

Our work for Alvernia included assisting them with developing a new mascot name, then developing a logo system for use across all athletics. Note that the university logo remained unchanged and separate from this design system.



Primary logos:



Secondary logos:



Logotypes:



Thaddeus Stevens College of Technology

Athletics logo

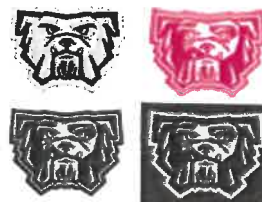
As part of a full-scale brand refresh for the College, we developed a new athletics mascot logo for the limited number of sports teams at the institution. Below is an excerpt from the College's Brand Standards Guide, which we also developed.



PMS 201
CMYK = 24/100/78/17
RGB = 165/29/54
Hex = #a31f34



Icon



PMS 421 or 35% Black
CMYK = 31/24/26/0
RGB = 178/179/178
Hex = #b2b3b2



Logotype



PMS Black
CMYK = 0/0/0/100
RGB = 0/0/0
Hex = #000000



Logo Lockup



General education experience examples

Thaddeus Stevens College of Technology: A brand with purpose

Our work for Thaddeus included brand research, brand strategy, marketing support for student recruiting, and preparation of annual reports to donors. We focused the brand concept on the purposeful nature of the institution, which has a focused mission of educating low-income students on marketable job skills. Unlike many for-profit training centers, Thaddeus delivers a two-year degree with a balance of general education and technical skill training. This prepares their students to be not just productive workers but also future managers and business owners, as well as productive citizens of their communities. Our Work/Life theme helped reflect this brand concept across many media.



Open your mind to...



© 2018 Thaddeus Stevens College of Technology



For women in STEM careers, the future is now



The number of women enrolled at Thaddeus Stevens College of Technology is growing every year. That's because our college offers a wide range of high-demand careers in high demand from business and industry. We're proud of our 85 percent job placement rate and high average salary—more than \$47,000/year to start.

Women at Stevens College are graduating with two-year degrees in Architecture, Technology, Business Administration, Computer Software and Engineering Technology. Learning CAD Technology and Welding and Environmental Technology to name just a few.

Each course of study includes technical training and general education that produces well-rounded graduates prepared for work and prepared for life. General financial aid is available for qualified students. Contact us today to learn more.



Brand work examples include (clockwise from the top) Annual Report, pole banners on campus, digital banner ad, women recruiting ad, open house postcard promotion.

"Literacy is for life": A statewide education campaign to emphasize the importance of literacy in PA (2013-2018)

From 2013-2018, Pennsylvania participated in a federal grant program designed to improve literacy called Keystones to Opportunity. A major goal of the Keystones to Opportunity literacy improvement grant is to, "Demystify the language and essential elements of effective literacy instruction, and mobilize all stakeholders in support of improved literacy outcomes." The strategies behind this goal are:

- Creating a glossary of literacy terms
- Convening a Guiding Coalition
- Launching a statewide media campaign
- Providing core training in key areas of literacy

To address the statewide media campaign, and recognizing that literacy really needed a brand of its own, the operational team administering the grant enlisted the services of Taylor Brand Group. Our first phase of the program was to conduct extensive market research with the three targets of the media campaign: students, parents, and teachers/administrators across Pennsylvania. Research included focus groups with all three audiences in the eastern, central, and western parts of the state, as well as statewide online surveys with teachers/administrators and parents. The results were used to formulate a literacy brand, and to develop objectives and strategies for promoting the importance of literacy in Pennsylvania.

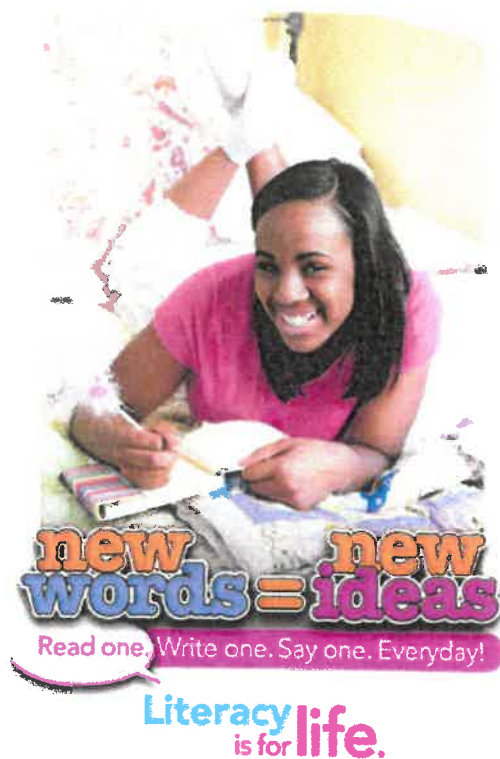
Literacy is for life.



Frame from an animated video promoting "Literacy is for Life"



Examples of the poster series (five different concepts, with multiple versions for each) from the marketing toolkit

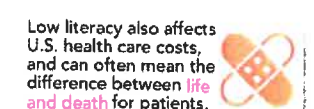
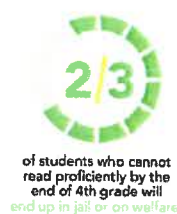


Two individual poster examples

Toolkit: The brand comes alive

We developed an extensive Marketing Literacy Toolkit, which was disseminated to IUs, school districts, schools, and any other literacy-related agencies or entities so that they could promote literacy in their own communities. The Toolkit included public relations strategies for local communities, messaging about the campaign aimed at the different audiences, marketing collateral pieces, literacy facts and figures, and a full social media campaign that consisted of weekly content emails (sent throughout the year) that gave the schools and IUs a full week's worth of social media content for their existing channels. We also developed a comprehensive statewide PR plan to be implemented by the Pennsylvania Department of Education press office.

Example of infographics created specifically for social media use



School District of Lancaster examples



School District of Lancaster

Full Circle Learning

At home.
In person.
Whole child.

Sample pages from a bilingual community newsletter for the School District of Lancaster. Our work for them also includes logo development for several sub-programs, website development, annual calendar, signage design, and other newsletters.

Octorara Area School District Request for Establishment of Activity Club Form

1. NAME (PROPOSED) OF ORGANIZATION: Thespian Society

2. PURPOSE OR OBJECTIVE: Describe why this organization is being formed. The purpose of this club is to give people who love and are involved in theater to broaden their horizons in multiple ways.

3. BENEFIT: How will the students/district will benefit from the establishment of this organization?
Some of the ways that students/district will benefit from the establishment of the club is that it provides the opportunity to go beyond school productions and casual theater class, along with "eligibility for exclusive state and international Thespian opportunities including workshops, performances, college auditions, and scholarships.

4. ELIGIBILITY OF STUDENTS: Are students required to meet certain eligibility requirements before participating in this organization? If so, please indicate those requirements.

Anybody interested in the theater arts would be able to attend meetings.

5. LEADERSHIP:

Who will be the club advisor Mrs. John

How will this activity be organized, how it will be run, are the officers elected or appointed, etc.

6. FUND RAISING:

a. Will this organization raise funds? YES Yes NO NO

b. If yes, briefly describe typical fund-raising activities.

Typical fund-raising activities would be car washes, Atglen community day stand, and chili's sales.

7. USE OF FUNDS: Describe how funds raised will be used to benefit the students or the district.

Trips to participate in Thespian Society competitions.

8. FINANCIAL DEPENDENCE: Will this organization require any financial assistance from the General Fund?

Yes NO No NO If yes, briefly describe the assistance needed and the whether it is a continuing year-to-year need:


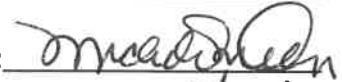
FINANCIAL RESPONSIBILITIES: Identify who will be responsible for any funds and how the decisions to raise funds/spend funds will be made and documented.

Once the club is up and running, we will select a treasurer to take care of the counting of money and other financial responsibilities.

Octorara Area School District
Request for Establishment of Activity Club Form

Date Submitted 5/6/2022 Submitted by: Natalie Robinson

Please Print: Natalie Robinson

Principal Approval:  Superintendent Approval: 
5/16/22



Emergency Instructional Time Template

Section 520.1 - 2022-23 School Year

As communicated to chief school administrators on July 6, 2020, Section 520.1 of the School Code provides flexibility to meet minimum instructional time requirements in the event of an emergency that prevents a school entity from providing for the attendance of all pupils or usual hours of classes at the school entity. As occurred for the 2020-21 and 2021-22 school year, the Pennsylvania Department of Education (PDE) considers the World Health Organization-declared Coronavirus disease (COVID-19) a global pandemic and an emergency as contemplated by Section 520.1 for the 2022-23 school year. Nothing in Section 520.1 of the School Code should be construed to extend beyond the 2022-23 school year.

A local education agency (LEA) that elects to implement temporary provisions in response to the COVID-19 global pandemic may meet the minimum 180 days of instruction and 900 hours of instruction at the elementary level and 990 hours of instruction at the secondary level through a combination of face-to-face and remote instruction, consistent with the requirements outlined in PDE's May 23, 2022, guidance. Such LEAs must provide PDE with the following information specific to the 2022-23 school year:

1. LEA's Proposed Calendar and Schedule(s) for SY 2022-23

a. School Year Calendar

School Year Start Date	School Year End Date	Total Number of Instructional Days Must meet minimum 180 days
August 29, 2022	June 7, 2023	180

- b. Should a school need to use remote learning at either the student or school level, LEAs should submit a sample weekly schedule reflecting remote learning as approved by the LEA's governing body. (Recognizing the need for flexibility and that circumstances may change as the LEA responds to the COVID-19 pandemic, an LEA may provide more than one proposed weekly schedule.)

2. When using remote learning (i.e., learning outside of the school building), describe how the LEA will ensure access for all students.

If necessary, the Octorara Area School District is prepared to move any school building to partial or full on-line learning at any time. All students are issued devices for use in class and at home. Instructional materials are made available digitally for use in both settings. When necessary, the District works with families to provide near-broadband level internet access for students. Staff have participated in professional development so they can effectively provide instruction to students using remote learning tools and systems. The District's remote learning plan includes teacher-led activities, teacher-defined expectations for student engagement and work, and attendance requirements. Activities are synchronous and asynchronous, defined by the teacher, and appropriate for the course/subject matter.

3. The Chief School Administrator and Board President affirm the following:

- ☒ The proposed school calendar and academic schedule(s) will provide all students the planned instruction needed to attain the relevant academic standards set forth in Chapter 4.
- ☒ The proposed school calendar and academic schedule(s) allow sufficient instructional time necessary for content mastery and provide instructional blocks for each grade level and content area.
- ☒ The proposed school calendar and academic schedule(s) provide at least 900 hours (elementary) and 990 hours (secondary) of in-person instruction and/or remote learning for all students. (Such time may include synchronous and/or asynchronous instruction.)
- ☒ The proposed school calendar and academic schedule(s) define instructional time for students as time in the school day devoted to instruction and instructional activities under the direction of certified school employees. (Such time may include synchronous and/or asynchronous instructional activities.)
- ☒ Clearly defined systems for tracking attendance and instructional time will be implemented to ensure student engagement in remote instruction.
- ☒ The LEA acknowledges that it must provide Free and Appropriate Public Education (FAPE) during this pandemic-related emergency.
- ☒ The proposed school calendar and academic schedule(s) ensures ESL services for English Learners.
- ☒ Clearly defined and ongoing systems for evaluating the quality and outcomes of instructional delivery will be implemented, at least quarterly, and necessary adjustments will be made when data highlight concerns about quality, equity, and/or lack of progress in student learning.

Name of Local Education Agency: Octorara Area School District

Signature of Chief School Administrator

Date

Signature of Governing Body President

Date

Date Approved at Board Meeting: _____

Please scan and submit this entire signed document, the proposed weekly schedule, and a copy of the board meeting minutes at which such schedule was approved to to RA-EDContinuityofED@pa.gov.

Questions can also be submitted to this email address.

2022- 2023: Octorara Junior Senior High School: Grades 7-12

Remote Learning Schedule

DAY 1	DAY 2	DAY 3	DAY 4	BEGINS	ENDS	DURATION
2	1	1	1	7:45	8:35	0:50
3	3	2	2	8:45	9:35	0:50
4	4	4	3	9:45	10:35	0:50
6	5	5	5	10:45	11:35	0:50
Lunch/ Office Hour	Lunch/ Office Hour	Lunch/ Office Hour	Lunch/ Office Hour	11:35	12:35	1:00
7	7	6	6	12:35	1:25	0:50
8	8	8	7	1:35	2:25	0:50
Office Hours	Office Hours	Office Hours	Office Hours	2:30	2:50	0:20

2022-2023 Elementary Remote Learning Schedule

The K-6 school day begins at 8:30 a.m. and ends at 3:30 p.m. Students in grades K-6 at the Octorara Primary Learning Center, Octorara Elementary School and Octorara Intermediate School are in self contained classes during the school day. Students will follow their in-person learning schedules.

Octorara Administration Office

228 HIGHLAND ROAD, SUITE 1, ATGLEN, PA 19310-1603

Phone: (610) 593-8238 Fax: (610) 593-6425 www.octorara.k12.pa.us



Elena M. Tachau, Ed.D.

Director of Curriculum and Instruction

To: OASD Board Directors

From: Dr. Elena Tachau, Director of Curriculum and Instruction

RE: New Curriculum, New Resources, and New Textbooks for Board Approval

Date: 06/08/2022

The following curriculum resources are being submitted for Board approval:

Junior Senior High School:

OACTEP Homeland Security: *Emergency Medical Responder: Your First Response in Emergency Care, Seventh Edition.* ISBN# 9781284230789

Publisher Name: Public Safety Group, Division of Jones and Bartlett

This textbook is for Emergency Medical Responder training. The certification course will be run in combination with the current EMT class. It will provide a second resource for the students and prepare them for certification as an EMR if the student selects not to pursue national EMT certification. This curriculum and certification is commonly used for those entering careers in the law enforcement fields. With the approval of the program OAC, the addition of a separate certification can be obtained by the student as an EMR and function with this medical training even if EMT certification is not desired or achieved. The course material is the same as the EMT curriculum, but with a limited depth and breadth.

Technology and Your Future I Grade 7: Cyber Civics Mini: Digital Citizenship & Online Safety Lessons

These resources will provide students with up-to-date statistics and information to help them guide their digital lives. It aligns with the current Technology and Your Future I Curriculum, specifically in support of Digital Citizenship and Digital Literacy Topics.

Octorara Primary Learning Center:

Kindergarten English Language Arts: Fountas & Pinnell Classroom Shared Reading

The *Fountas & Pinnell Classroom™ Shared Reading Collection* is for the classroom teacher who wants to expand and refine children's reading and writing powers in grades PreK–4. This context is implemented during whole-group literacy instruction where the teacher engages students in shared reading using enlarged print books and shared poetry charts and often leads to shared/interactive writing. Shared reading using this collection, will be another component of the balanced literacy program in Kindergarten. The literacy program consists of:

- a. Shared Reading*
- b. Reading Mini Lessons–Reading Workshop
- c. Guided Reading
- d. Phonemic Awareness Instruction (recognizing phonemes, or units of sound, in a word)
- e. Phonology Instruction
 - i. Encoding (spelling) and Decoding
- f. Writing Workshop
 - i. Grammar and conventions

*As an instructional context, shared reading:

- Provides enjoyable, successful experiences with print for all students
- Promotes the development of all aspects of the reading process
- Builds language skills and enhances vocabulary
- Provides opportunities to engage in expressive, meaningful, fluent reading
- Builds understanding of various types of texts, formats, and language structures
- Builds a community of readers