Monday, October 19, 2026
Legislative Meeting

Jefferson-Morgan Elementary Library
6:30 PM

1. **Call to Order**
2. **Flag Salute- Mr. Beal**
3. **Roll Call- Mr. Beal**
4. **Acceptance of Minutes**
    1. Acceptance of Minutes- Mr. Beal
5. **Acceptance of Agenda**
    1. Acceptance of Agenda
6. **Vistors**
    1. Public Comment
       We welcome members of the public to speak during the designated public comment portion of tonight's meeting.
       In accordance with Board Policy 800.1, speakers are asked to:

- State their name and address for the public record.
- Limit comments to items on tonight's agenda or issues within the district's jurisdiction.
- Observe a time limit of three (3) minutes per speaker, with a total public comment period not to exceed thirty (30) minutes.
- Refrain from personal attacks, remarks about staff or students, or comments that violate privacy or Board policy regarding civility and respect.
- Submit any written materials for distribution to the Board in advance, if possible, or leave them with the Superintendent after speaking, and they may distribute them to the board.

       If you would like to engage in dialogue with Board members, we encourage you to attend a Planning Committee Meeting, which is generally held on the **second Monday of each month at 5:30 PM** in the **District Office Conference Room**. Public comment is also available at the start of each Planning Meeting. Dates and agendas are posted on our district website at www.jmsd.org.
       The Superintendent will follow up with any individual who speaks during public comment within **24-48 hours, if requested**. Please ensure your name, email address, and phone number are clearly listed on the public comment sign-in sheet to facilitate timely communication.

       Thank you for your interest in the Jefferson-Morgan School District.
       We value your input and are committed to conducting public dialogue in an orderly and respectful manner

    2. District Police Officer- Brian Shuba
7. **Administrative Reports**

1. Superintendent: Dr.Brandon Robinson
2. Business Manager: Jennifer Foringer
3. MS/HS Principal & Assistant Superintendent - Wesley Loring

8. **Executive Session**
    1. Executive Session
       Board Justification - Executive Session
       The Board of School Directors is entering into Executive Session in accordance with the Pennsylvania Sunshine Act to discuss matters that are legally required to be held in private. Discussion topics may include personnel matters, legal issues, collective bargaining, safety, or potential litigation.
       Executive Sessions provide the Board an opportunity to review sensitive information with the Superintendent, solicitor, or other advisors to ensure informed and lawful decision-making. No official action will be taken during the Executive Session.
9. **Financial Report**
    1. Treasurer's Report
    2. Payment of Bills
    3. Solicitor's Report
10. **Old Business**
11. **Board Committee Reports**
    1. Planning Meeting- October 9th, 2026
    2. Executive Session-October 9th, 2026
       The Board of School Directors entered into Executive Session in accordance with the Pennsylvania Sunshine Act to discuss matters that are legally permitted to be held in private. The Board met in Executive Session on Monday, October 9th, during its regularly scheduled Planning Meeting for the purpose of discussing personnel matters and safety planning. Executive Sessions provide the Board an opportunity to review sensitive and confidential information with the Superintendent, solicitor, or other advisors to ensure informed and lawful decision making. No official action was taken during the Executive Session and any action resulting from these discussions will be considered at a public meeting
    3. JOC- October 14th, 2026
12. **General Authorizations: Board Agreements, Contracts, Policies, and Proposals**
    1. 2027–2028 Allegheny Intermediate Unit Joint Purchasing Program
    2. RWAN Contract Renewal and Updated Pricing
       JMSD currently participates in Intermediate Unit 1's Regional Wide Area Network (RWAN) for internet, network transport, and related technology services. IU1 has provided updated pricing for Years 2 through 5 of the current RWAN contract, effective July 1, 2027.
       Under the updated pricing, Jefferson-Morgan's monthly cost is projected to decrease from $3,847 to $3,010, a savings of $837 per month. The proposed cost includes network transport, internet and backup internet, engineering services, data center costs, administrative/E-Rate services, and the optional IU1-hosted Sophos hardware.
       The District must notify IU1 of its intent to continue participation under the updated rates no later than November 1, 2026
    3. PSBA Policy Updates: September 2026 (Second and Final Reading)
       The Jefferson Morgan School District participates in the PSBA Policy Maintenance Program to keep district policies current with changes in laws, regulations, and legal requirements. The policies presented for first reading reflect PSBA's most recent recommended updates. Approval

of the first reading begins the formal review process before the policies are presented for final adoption at a future meeting.

13. **General Authorizations: Curriculum and Instruction**
    1. Remote Learning Plan 2026-2027
       The administration will review the District's updated 2026-2027 Remote Learning and Weather Makeup Plan. To provide greater consistency for families and staff, the District will use the term Remote Learning for instructional days when buildings are closed. The plan outlines the sequence of professional development, asynchronous Remote Learning Days, in person makeup days, and procedures for an extended closure requiring live virtual instruction. The plan is intended to provide a clear framework while maintaining flexibility based on weather conditions and the needs of the District and students.

14. **General Authorizations: Personnel**
    1. Instructional Personnel: 2026-2027 Teacher Subs
    2. Class Sponsor Resignation: Class of 2030

15. **General Authorizations: Buildings and Grounds/Operations**
    1. Verkada Environmental Sensors
       The Jefferson-Morgan School District has been exploring proactive measures to maintain healthy and safe learning environments. **The District is not currently experiencing any known mold or indoor air quality issues. These efforts are strictly preventative.**
       Over the past few weeks, the District has conducted a pilot program utilizing four Verkada SV23 environmental sensors at no cost to the District. These sensors monitor air quality, temperature, humidity, and other environmental conditions that could contribute to mold growth.
       The administration has been pleased with the data collected during the pilot and the ability to monitor environmental conditions in real time. This technology allows us to identify potential concerns early and take preventative action before minor issues develop into larger problems.
       Based on the positive results of the pilot, the administration is recommending the purchase of five additional Verkada SV23 environmental sensors through PCCD School Safety and Security Grant funding at a total cost of $7,577.50.
       Additionally, the District continues to work with Backtronix to explore custodial training and preventative treatment options, including a backpack sprayer and a product that could be applied twice annually to help reduce the potential for mold-related concerns.
       Our goal is to remain proactive rather than reactive. By utilizing real-time environmental monitoring, preventative maintenance, and appropriate custodial practices, we can better protect our facilities while maintaining healthy and safe learning environments for our students and staff.
    2. Security Bollard Project- PCCD Grant Spending Plan
       As part of the District's continued efforts to strengthen campus safety and physical security, the administration is recommending the installation of security bollards at strategic locations across the Jefferson-Morgan campus.
       Multiple quotes were obtained for the project, with All Around Fence Company, Inc. submitting the lowest proposal. The proposal provides flexibility for the District to install up to 22 bollards at a total project cost not to exceed $15,122, allowing the final number and placement to be adjusted based on site conditions and actual installation needs.
       The project will proceed only upon final approval and receipt of PCCD School Safety Grant funding.
    3. MS/HS Gym & Auditorium Door Project RFP- PCCD Spending Plan

This project will replace eight double-door pairs in the MS/HS gymnasium and auditorium with solid doors without vision panels and provide complete, functioning locking systems, required exit hardware, and applicable fire-rated assemblies. The project is intended to be funded through the PCCD grant and is contingent upon approval of the grant and associated project funding. Bid documents will be reviewed by the District Solicitor before advertisement. Bidders must complete the scheduled walkthrough or an alternative site visit before submitting a bid. The District will reserve the right to reject any and all bids for a sound, documented reason. Following bid review, the administration will present an award recommendation to the Board for approval.

4. Disposal of Unused Drainage Pipe
5. Disposal of Non Functioning District Utility Trailer
   The district's utility trailer is no longer functional or roadworthy due to several mechanical and structural issues, including broken spring shackles, nonfunctioning lights, and a rotted floor. The trailer also does not have a VIN or state title.
   Due to its condition and the cost and difficulty associated with making it usable again, the administration recommends transferring the trailer to Doug Headley in its current "as is" condition. The district would assume no responsibility for repairs, transportation, registration, or future use.

16. **General Authorizations: Staff and Student Activities**
    1. Forum for Western Pennsylvania School Superintendents
       The Superintendent will attend the Forum for Western Pennsylvania Superintendents hosted by the University of Pittsburgh School of Education. As a member of the Forum's Executive Committee, the Superintendent will attend one day prior to the general Forum meeting to participate in planning, coordination, and preparation for the Forum's activities and upcoming work.
       The Forum brings together regional superintendents to collaborate on shared challenges, discuss innovative leadership practices, and engage with educational research and policy experts.
       Participation in this professional learning network supports the district's commitment to continuous improvement, leadership development, and collaboration across Western Pennsylvania school systems. Serving on the Executive Committee also provides an opportunity to help shape the Forum's work while exchanging ideas and strategies that can strengthen educational programs and district operations.
    2. National Conference on Education: The Promise in Action
       The National Conference on Education (NCE), hosted by AASA, is a national event focused on leadership, innovation, and continuous improvement in public education.
       Attendance will provide opportunities to learn from national education leaders and bring back strategies to support Jefferson-Morgan's district goals. All costs will be fully covered through the Western Pennsylvania Learning 2025 Alliance grant, with no expense to the district.
    3. Elementary School Trips
       All trips involving students that require staff supervision and the use of substitute teachers must receive formal board approval to ensure alignment with district policy, budgeting, and liability protocols. Approval ensures transparency, supports instructional planning, and confirms that appropriate resources (such as transportation and substitute coverage) are allocated in advance.
    4. Middle/High School Trips
       All trips involving students that require staff supervision and the use of substitute teachers must receive formal board approval to ensure alignment with district policy, budgeting, and liability protocols. Approval ensures transparency, supports instructional planning, and

confirms that appropriate resources (such as transportation and substitute coverage) are allocated in advance.

5. Child Accounting Conference
   The ACAPA Child Accounting Conference provides training on state reporting, funding, and compliance requirements related to student accounting. Currently, the Business Manager handles the district's child accounting responsibilities. This training will allow additional staff to assist with these duties while supporting accurate reporting and compliance with PDE requirements.
   Registration and lodging expenses have been budgeted for the 2026-2027 school year.

17. **New Business**

18. **Items of Information**

    1. Scheduled Meetings
       November 2026
       Monday, November 9th, 2026 - Planning Meeting - 5:30 pm
       Monday, November 16th, 2026 - School Board Meeting - 6:30 pm
       December 2026
       Tuesday, December 1st, 2026 - Reorganization Meeting - 6:00 pm
       Tuesday, December 1st, 2026 - Legislative Meeting - Immediately following the Reorganization Meeting

19. **Adjournment**

2026-2031 RWAN Proposal
Jefferson-Morgan School District

Choose:						
Number of LEAs:	6	*DQE pricing based upon 6			**District Costs**	
		IU Total Yearly Costs		**District Yearly**	**District Monthly**	**Notes:**
Choose:						
Transport (Gbps)	3			$1,254	$105	(Transport)
Internet (Gbps)	3			$5,561	$463	(Internet and Backup Internet)
			Subtotal:	**$6,815**	**$568**	Cost after E-Rate
Engineering Services		$102,573.00		$17,096	$1,425	(50% Salary and Benfits)
Data Center Costs		$20,500.00		$3,417	$285	
Admin Costs		$20,000.00		$3,333	$278	(Erate Services)
			Subtotal:	**$23,846**	**$1,988**	Non-Erate Eligible
Optional Add-ons:						
Sophos Hardware IU1 Hosted				$5,448	$454.00	
Sophos Licensing IU1 Hosted					$0.00	
			Subtotal:	**$5,448**	**$454**	Non-Erate Eligible

$3,010 New Monthly Cost (Effective July 1, 2027)

$3,847 Current Cost (July 1, 2026 - June 30, 2027)

-$837 Monthly Cost Difference

BOARD POLICY

102 Academic Standards

POLICY NUMBER	VERSION	DOCUMENT STATUS	PRINTED
102	v3.1	DRAFT	8/31/2026

PURPOSE

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

DEFINITION

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

AUTHORITY

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

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

Comments

Use Comments to collaborate wit
document important decisions.

Guidelines

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

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

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

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

Legal Footnotes

[1] **22 PA Code 4.11**
LEGAL REFERENCE

[2] **22 PA Code 4.12**
LEGAL REFERENCE

[3] **22 PA Code 4.3**
LEGAL REFERENCE

[4] **Pol. 105 — Curriculum**
POLICY REFERENCE

[5] **Pol. 107**
POLICY REFERENCE
Referenced policy is not available in this policy book.

[6] **Pol. 127 — Assessments**
POLICY REFERENCE

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

[8] **Pol. 113 — Special Education**
POLICY REFERENCE

[9] **24-P-S-1556**
LEGAL REFERENCE

Legal References

No additional references listed.

Comments

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BOARD POLICY

105 Curriculum

POLICY NUMBER	VERSION	DOCUMENT STATUS	PRINTED
105	v3.1	DRAFT	8/31/2026

PURPOSE

The Board recognizes its responsibility for the development, assessment and improvement of the educational program of the schools. To this end, the curriculum shall be evaluated, developed and modified on a continuing basis and in accordance with a plan for curriculum improvement.[1]

DEFINTION

For purposes of this policy, curriculum shall be defined as a series of planned instruction aligned with established academic standards in each subject that is coordinated, articulated and implemented in a manner designed to result in the achievement of academic standards at the proficient level by all students.[2][3] **[4]**

AUTHORITY

The Board shall be responsible for the curriculum of the district's schools. The curriculum shall be designed to provide students the opportunity to achieve the academic standards established by the Board. Attaining the academic standards requires students to demonstrate the acquisition and application of knowledge.[1][3] **[4]**

In order to provide a quality educational program for district students, the Board shall adopt a curriculum plan that includes the requirements for courses to be taught; subjects to be taught in the English language; courses adapted to the age, development and needs of students; and strategies for assisting those students having difficulty attaining the academic standards.[1][3][5][6] **[7]** **[8]**

Special Instruction/Observances

The district's curriculum plan must also include provisions for special instruction and observances to comply with state and federal law including, but not limited to: Constitution Day and Citizenship Day, Arbor Day and the Bill of Rights Week.**[20][21][22]**

Comments

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document important decisions.

GUIDELINES

The district's curriculum shall provide the following:

1. Continuous learning through effective collaboration among the schools of this district.

2. Guidance and counseling services for all students to assist in career and academic planning.[23]
3. A continuum of educational programs and services for all students with disabilities, pursuant to law and regulation. [11]
4. Language Instruction Educational Program for English Learner students, pursuant to law, and regulation and Board policy.[12] [13]
5. Compensatory education programs for students, pursuant to law and regulation.
6. Equal educational opportunity for all students, pursuant to law and regulation. [14] [15]
7. Career awareness and vocational education, pursuant to law and regulation. [16]
8. Educational opportunities for identified gifted students, pursuant to law and regulation. [17]
9. Regular and continuous instruction in required safety procedures. [18]

DELEGATION OF RESPONSIBILITY

As the educational leader of the district, the Superintendent shall be responsible to the Board for the district's curriculum. The Superintendent shall establish procedures for curriculum development, evaluation and modification, which ensure the utilization of available resources, and effective participation of [1] administrators and teaching staff members

A listing of all curriculum materials shall be made available for the information of parents/guardians, students, staff and Board members.[1] [19]

With prior Board approval, the Superintendent may conduct pilot programs as deemed necessary to the continuing improvement of the instructional program. The Superintendent shall report periodically to the Board on the status of each pilot program, along with its objectives, evaluative criteria, and costs.

The Board encourages, where it is feasible and in the best interest of district students, participation in state-initiated pilot programs of educational research.

The Board directs the Superintendent to pursue actively state and federal aid in support of research activities.

Legal Footnotes

[1] 22 PA Code 4.4
LEGAL REFERENCE

[2] 22 PA Code 4.3
LEGAL REFERENCE

[3] 22 PA Code 4.12
LEGAL REFERENCE

[4] Pol. 102 — Academic Standards
POLICY REFERENCE

[5] 24 P.S. 1511
LEGAL REFERENCE

[6] 24 P.S. 1512
LEGAL REFERENCE

Comments
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[7] **Pol. 107**
POLICY REFERENCE
Referenced policy is not available in this policy book.

[8] **Pol. 127 — Assessments**
POLICY REFERENCE

[11] **Pol. 113 — Special Education**
POLICY REFERENCE

[12] **22 PA Code 4.26**
LEGAL REFERENCE

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

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

[15] **Pol. 103.1 — Nondiscrimination - Qualified Students With Disabilities**
POLICY REFERENCE

[16] **Pol. 115 — Career and Technical Education**
POLICY REFERENCE

[17] **Pol. 114 — Programs for Gifted Students**
POLICY REFERENCE

[18] **Pol. 805 — Emergency Preparedness and Response**
POLICY REFERENCE

[19] **Pol. 105.1 — Review of Instructional Materials by Parents/Guardians and Students**
POLICY REFERENCE

[20] **24 P.S. 1541-1555**
LEGAL REFERENCE

[21] **36 U.S.C. 106**
LEGAL REFERENCE

[22] **P.L. 108-447 — P.L. 108-447**
LEGAL REFERENCE

[23] **Pol. 112 — Guidance Counseling**
POLICY REFERENCE

Legal References

No additional references listed.

Comments

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BOARD POLICY

204.1 Virtual Attendance and Wellness Checks

POLICY NUMBER	VERSION	DOCUMENT STATUS	PRINTED
204.1	v2.1	DRAFT	8/31/2026

PURPOSE

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

AUTHORITY

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

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

DEFINITION

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

DELEGATION OF RESPONSIBILITY

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

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

GUIDELINES

Weekly Wellness Checks

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

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

Wellness Check Methods

Acceptable methods of conducting wellness checks include:[1]

1. A student turning on a webcam and the district employee/representative visibly seeing and communicating with the student during synchronous online instruction.

2. Virtual or face-to-face participation by the student in any of the following activities:
    a. Health screenings.
    b. Standardized testing.
    c. Advising sessions.
    d. Tutoring sessions.
    e. In person, school-sponsored activities chaperoned by a district employee/representative.

Excused Absence Exemptions

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

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

Internet or Power Outage Exemptions

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

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

The student’s parent/guardian shall provide documentation of the outage to the district as soon as possible.[1]

Failure to Complete a Required Wellness Check

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

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

Wellness Review Conference

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

The wellness review conference will be conducted to:[1]

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

The wellness review conference shall convene as scheduled regardless of whether the student or the student’s parent/guardian participates.[1]

In-Person Wellness Check

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

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

Wellness Check Records

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

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

Reporting Requirements

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

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

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

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

Legal Footnotes

[1] **24 P.S. 1327.4**
LEGAL REFERENCE

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

[3] **Pol. 806 — Child Abuse**
POLICY REFERENCE

[4] **24 P.S. 1329**
LEGAL REFERENCE

[5] **Pol. 204 — Attendance**
POLICY REFERENCE

Legal References

No additional references listed.

BOARD POLICY

209 Health Examinations/Screenings

POLICY NUMBER	VERSION	DOCUMENT STATUS	PRINTED
209	v3.1	DRAFT	8/31/2026

AUTHORITY

In compliance with applicable law and regulations, and Board-approved health and safety plans, the Board shall require that district students submit to health and dental examinations, screenings and health monitoring in order to protect the school community from the spread of communicable disease and to ensure that the student's participation in health, safety and physical education courses meets the student's individual needs and that the learning potential of each student is not lessened by a remediable physical disability.[1][2][3][4]

GUIDELINES

Each student shall receive a comprehensive health examination conducted by the school physician upon original entry, in sixth grade, and in eleventh grade.[2][4][5]

Each student shall receive a comprehensive dental examination conducted by the school dentist upon original entry, in third grade, and in seventh grade.[3][4][5]

A private health and/or dental examination conducted at the parents'/guardians' request and expense shall be accepted in lieu of the school examination. The district shall accept reports of privately conducted physical and dental examinations completed within one (1) year prior to a student's entry into the grade where an exam is required.[5]

The school nurse or medical technician shall administer to each student vision tests, hearing tests, tuberculosis tests **and** other tests deemed **advisable at** intervals established by the district. Height and weight measurements shall be used to calculate the student's weight-for-height ratio.[2][4][6]

The school nurse or other health care practitioner shall conduct measurements of height and weight for each student for the purpose of tracking growth patterns. Height and weight measurements will be conducted at intervals established by the district and in a manner that protects student confidentiality. Parents/Guardians have the right to request an exemption from height and weight measurements for their child, and the district must provide notification of the exemption request procedure.[2][25]

Comments

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Parents/Guardians of students who are to receive physical and dental examinations or screenings shall be notified. The notice shall include the date and location of the examination or screening and notice that the parents/guardians may attend. The notice shall encourage the parent/guardian to have the examination or screening conducted by the student's private

physician or dentist at the parent's/guardian's expense to promote continuity of care. Such statement may also include notification that the student may be exempted from such examination or screening if it is contrary to the parent's/guardian's religious beliefs.[7][8][9]

A student who presents a statement signed by the parent/guardian that a health examination is contrary to the student's or parent's/guardian's religious beliefs shall be examined only when the Secretary of Health determines that facts exist indicating that certain conditions would present a substantial menace to the health of others in contact with the student if the student is not examined for those conditions.[10] [11]

Where it appears to school health officials or teachers that a student deviates from normal growth and development, or where school examinations reveal conditions requiring health or dental care, the parent/guardian shall be notified of the apparent need for a special examination by the student's private physician or dentist. The parent/guardian shall report to the school whether a special examination occurred. If the parent/guardian fails to report whether the examination occurred within a reasonable time after being notified of the apparent need and the abnormal condition persists, appropriate school health personnel shall arrange a special health examination for the student.[2][4][12]

In the event that the parent/guardian objects to or refuses to obtain a regular or special health or dental examination or refuses to permit the child to be examined as arranged by the school nurse or school physician, the school nurse, in consultation with the school physician, shall determine whether the student appears to have unaddressed health conditions such that under the circumstances the refusal should be reported to the PA Department of Health or other appropriate authorities.

Where school health officials or staff have reasonable cause to suspect that a student may be the victim of child abuse, the school employee shall make a report of suspected child abuse in accordance with law and Board policy.[13] **[14]**

Health Monitoring

The Board directs district staff to monitor student health in accordance with applicable Board policy and the Board-approved health and safety plan. **[15]**

A student may request an alternative method of monitoring as a religious accommodation, and designated district staff shall assess and respond to such request in accordance with applicable law, regulations and Board policy. A request for an accommodation that would unreasonably impair safety or cause undue hardship will not be granted. **[16]**

A student with a health condition that may render a monitoring method ineffective should notify designated staff so that alternative or supplemental methods may be considered. **[16]** **[17]**

Comments

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Students who may be exhibiting symptoms that indicate health concerns shall be referred to the school nurse or designated staff for further assessment and response, in accordance with Board policy. **[15]**

Health Records

The district shall maintain for each student a comprehensive health record which includes a record of immunizations and the results of tests, measurements, regularly scheduled examinations and special examinations.[2]

All health records shall be confidential and shall be disclosed only when necessary for the health of the student or when requested by the parent/guardian, in accordance with law and Board policy.[18] **[19]** **[20]**

The district may disclose information from health records to appropriate parties in connection with an emergency when necessary to protect the health or safety of the student or other individuals, in accordance with applicable law and Board policy. **[15]** [18] **[19]** **[20]** [21][22] **[23]**

Designated district staff shall request from the transferring school the health records of students transferring into district schools. Staff shall respond to such requests for the health records of students transferring from district schools to other schools.[18]

The district shall destroy student health records only after the student has not been enrolled in district schools for at least two (2) years.[18] **[24]**

DELEGATION OF RESPONSIBILITY

The Superintendent or designee shall instruct all staff members to continually observe students for conditions that indicate health concerns or disability and to promptly report such conditions to the school nurse or designated staff.[2]

The Superintendent or designee shall ensure that educational information and materials regarding eating disorder awareness and education are made available to students in grades six through twelve. Eating disorder awareness and educational materials must also be posted on the district's website.[26][27]

The Superintendent or designee shall ensure that notice is provided to all parents/guardians regarding the existence of and eligibility for the Children's Health Insurance Program (CHIP). [12]

Legal Footnotes

[1] 24 P.S. 1401
LEGAL REFERENCE

[2] 24 P.S. 1402
LEGAL REFERENCE

[3] 24 P.S. 1403
LEGAL REFERENCE

[4] 22 PA Code 12.41
LEGAL REFERENCE

[5] 24 P.S. 1407
LEGAL REFERENCE

[6] 28 PA Code 23.1
LEGAL REFERENCE

[7] 24 P.S. 1405
LEGAL REFERENCE

[8] 28 PA Code 23.2
LEGAL REFERENCE

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[9] 20 U.S.C. 1232h
LEGAL REFERENCE

[10] 24 P.S. 1419
LEGAL REFERENCE

[11] 28 PA Code 23.45
LEGAL REFERENCE

[12] 24 P.S. 1406
LEGAL REFERENCE

[13] 23 Pa. C.S.A. 6311
LEGAL REFERENCE

[14] Pol. 806 — Child Abuse
POLICY REFERENCE

[15] Pol. 203 — Immunizations and Communicable Diseases
POLICY REFERENCE

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

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

[18] 24 P.S. 1409
LEGAL REFERENCE

[19] Pol. 113.4 — Confidentiality of Special Education Student Information
POLICY REFERENCE

[20] Pol. 216 — Student Records
POLICY REFERENCE

[21] 20 U.S.C. 1232g
LEGAL REFERENCE

[22] 34 CFR Part 99
LEGAL REFERENCE

[23] Pol. 805 — Emergency Preparedness and Response
POLICY REFERENCE

[24] Pol. 800 — Records Management
POLICY REFERENCE

[25] 28 PA Code 23.7
LEGAL REFERENCE

[26] 24 P.S. 1408
LEGAL REFERENCE

[27] 24-P-S-1426
LEGAL REFERENCE

Legal References

No additional references listed.

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BOARD POLICY

246 School Wellness

POLICY NUMBER	VERSION	DOCUMENT STATUS	PRINTED
246	v3.1	DRAFT	8/31/2026

PURPOSE

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

AUTHORITY

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

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

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

DELEGATION OF RESPONSIBILITY

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

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

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

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

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

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

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

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

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

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GUIDELINES

Recordkeeping

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

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

Wellness Committee

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

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

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

Advisory Health Council

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

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

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

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

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

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

Nutrition Education

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

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

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

Nutrition education lessons and activities shall be age-appropriate.

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

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

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

Nutrition Promotion

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

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

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

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document important decisions.

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

Physical Activity

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

District schools shall contribute to the effort to provide students opportunities to accumulate at least sixty (30) minutes of age-appropriate physical activity daily, as recommended by the Centers for Disease Control and Prevention. Opportunities offered at school will augment physical activity outside the school environment, such as outdoor play at home, sports, etc.

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

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

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

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

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

Physical Education

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

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

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

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document important decisions.

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

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

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

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

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

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

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

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

Appropriate professional development shall be provided for physical education staff.

Social Media

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

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

Other School Based Activities

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

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

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

Students shall be provided a clean and safe meal environment.

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

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

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

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

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

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

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

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

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

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

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

Nutrition Guidelines for All Foods/Beverages at School

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

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

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

Comments

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Competitive Foods -

Competitive foods available for sale shall meet or exceed the established federal nutrition standards (USDA Smart Snacks in School). These standards shall apply in all locations and through all services where foods and beverages are sold to students, which may include, but

are not limited to: a la carte options in cafeterias, vending machines, school stores, snack carts and fundraisers.[3][18][19]

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

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

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

Fundraiser Exemptions -

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

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

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

Non-Sold Competitive Foods -

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

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

1. Rewards and Incentives: **(CHOOSE ONE OF THE OPTIONS BELOW)**
    a. Foods and beverages shall not be used as a reward for classroom or school activities unless the reward is an activity that promotes a positive nutrition message (e.g., guest chef, field trip to a farm or farmers market, etc.).

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2. Classroom Parties and Celebrations: **(CHOOSE ONE OR MORE OF THE OPTIONS BELOW)**
   a. Classroom parties/celebrations with food/beverages shall be limited to no more than one (1) per month in each classroom.
   b. Parents/Guardians shall be informed through newsletters or other efficient communication methods that foods/beverages should only be brought in when requested for scheduled parties.
   c. When possible, foods/beverages for parties and celebrations shall be provided by the food service department to help prevent food safety and allergy concerns.
   d. Food celebrations shall not occur until thirty (30) minutes after the end of the last lunch period.
   e.

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

Marketing/Contracting -

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

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

Management of Food Allergies in District Schools

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

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

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Safe Routes to School

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

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

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

Legal Footnotes

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

[3] 7 CFR 210.31
LEGAL REFERENCE

[4] 7 CFR 210.15
LEGAL REFERENCE

[5] 24 P.S. 1422
LEGAL REFERENCE

[6] 24 P.S. 1513
LEGAL REFERENCE

[7] Pol. 102 — Academic Standards
POLICY REFERENCE

[8] Pol. 105 — Curriculum
POLICY REFERENCE

[9] Pol. 808 — Food Services
POLICY REFERENCE

[10] 24 P.S. 1512.1
LEGAL REFERENCE

[11] 7 CFR 210.10
LEGAL REFERENCE

[12] 7 CFR 220.8
LEGAL REFERENCE

[13] 24 P.S. 701
LEGAL REFERENCE

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

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

[17] 7 CFR 210.30
LEGAL REFERENCE

[18] 7 CFR 210.11
LEGAL REFERENCE

[19] 7 CFR 220.12
LEGAL REFERENCE

[20] Pol. 229 — Student Fundraising
POLICY REFERENCE

[21] 24 P.S. 504.1
LEGAL REFERENCE

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

[23] 24 P.S. 1556
LEGAL REFERENCE

[24] 24 P.S. 742.1
LEGAL REFERENCE

Comments

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Legal References

No additional references listed.

Comments

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document important decisions.

BOARD POLICY

249 Bullying/Cyberbullying

POLICY NUMBER	VERSION	DOCUMENT STATUS	PRINTED
249	v3.1	DRAFT	8/31/2026

PURPOSE

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

DEFINITIONS

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

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

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

Cyberbullying means bullying through the use of electronic technology or communication, including data, computer software or online platforms regardless of their origin, using a device, system network, internet service, email, social media or other digital means, including artificial intelligence–generated or modified media. Cyberbullying includes bullying conduct which occurs in a school setting.[1]**and/or outside a school setting. School setting** means in the school, on school grounds, in school vehicles, at a designated bus stop or at any activity sponsored, supervised or sanctioned by the school.[1]

AUTHORITY

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

The Board encourages students who believe they or
to the building principal or designee.

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

Confidentiality

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

Retaliation

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

DELEGATION OF RESPONSIBILITY

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

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

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

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

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

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

GUIDELINES

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

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

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

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

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

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

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

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

Threat Assessment

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

Discrimination/Harassment

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

Investigation Procedures

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

If law enforcement has been notified, a law e
allegations could result in expulsion, the buil
Superintendent or appropriate administrator

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

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

Investigative Findings

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

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

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

District Response and Corrective Action

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

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

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

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

Counseling within the school.

Parental conference.

Loss of school privileges.

Transfer to another school building, classroo

Exclusion from school-sponsored activities.

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Detention.

Suspension.

Expulsion.

Counseling/Therapy outside of school.

Referral to law enforcement officials.

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

Education

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

School Safety and Security Incidents Report

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

Legal Footnotes

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

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

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

[4] Pol. 806 — Child Abuse
POLICY REFERENCE

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

[6] Pol. 236.1 — Threat Assessment
POLICY REFERENCE

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

[8] Pol. 103 — Nondiscrimination - Qualified Students With Disabilities
POLICY REFERENCE

[9] Pol. 216 — Student Records
POLICY REFERENCE

[10] 22 PA Code 12.3
LEGAL REFERENCE

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

[12] 24 P.S. 1302-A

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

Comments
Use Comments to collaborate wit document important decisions.

Policy saved — content, tracked changes, comments

Legal References

No additional references listed.

Comments

Use Comments to collaborate wit
document important decisions.

Policy saved — content, tracked changes, comments

BOARD POLICY

704 Maintenance

POLICY NUMBER	VERSION	DOCUMENT STATUS	PRINTED
704	v3.1	DRAFT	8/31/2026

PURPOSE

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

AUTHORITY

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

DELEGATION OF RESPONSIBILITY

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

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

Testing lead levels in drinking water.[3]

Critical spare parts inventory.

Equipment replacement program.

Long-range plans for building modernization and conditioning.

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

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

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

Comments

Use Comments to collaborate wit
document important decisions.

Policy saved — content, tracked changes, comments

Legal Footnotes

[2] **24 P.S. 701**
LEGAL REFERENCE

[3] **24 P.S. 742.1**
LEGAL REFERENCE

Legal References

No additional references listed.

Comments

Use Comments to collaborate wit
document important decisions.

Policy saved — content, tracked changes, comments

BOARD POLICY

803 School Calendar

POLICY NUMBER	VERSION	DOCUMENT STATUS	PRINTED
803	v3.1	DRAFT	8/31/2026

PURPOSE

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

AUTHORITY

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

The school calendar shall normally consist of a minimum of [1][2][8][10] 180 student days and/or 900 hours of instruction at the elementary level and 990 hours of instruction at the secondary level.

The Board reserves the right to alter the school calendar when it is in the best interests of the district, including in cases of emergency, in accordance with applicable law and regulations. The Board shall take action to establish temporary provisions in cases of emergency, in accordance with law, and shall document such actions with the PA Department of Education when required.[2][5][6][7][9][11][12][13][14]
Temporary provisions established in accordance with law may include but are not limited to: [1][2][5][6][7][8][9][12][13][15]

1. Keeping schools in session such days and hours as the Board deems necessary, which shall include maintaining the requirement for a minimum of 180 student days or 900 hours of instruction at the elementary level and 990 hours of instruction at the secondary level.
2. Reducing the length of time of daily instruction for courses and classes.
3. Implementing remote and other alternat
direction of certified school employees.

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

DELEGATION OF RESPONSIBILITY

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

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

Legal Footnotes

[1] 24 P.S. 133
LEGAL REFERENCE

[2] 24 P.S. 1501
LEGAL REFERENCE

[3] 24 P.S. 1502
LEGAL REFERENCE

[4] 24 P.S. 1503
LEGAL REFERENCE

[5] 24 P.S. 1504
LEGAL REFERENCE

[6] 24 P.S. 1505
LEGAL REFERENCE

[7] 24 P.S. 1506
LEGAL REFERENCE

[8] 22 PA Code 11.1
LEGAL REFERENCE

[9] 22 PA Code 11.2
LEGAL REFERENCE

[10] 22 PA Code 4.4
LEGAL REFERENCE

[11] 24 P.S. 520
LEGAL REFERENCE

[12] 24 P.S. 520.1
LEGAL REFERENCE

[13] 24 P.S. 1501.3
LEGAL REFERENCE

[14] Pol. 006
LEGAL REFERENCE

[15] Pol. 805 — Emergency Preparedness and Response
POLICY REFERENCE

Legal References

No additional references listed.

Policy saved — content, tracked changes, comments

BOARD POLICY

805.2 SD School Security Personnel

POLICY NUMBER	VERSION	DOCUMENT STATUS	PRINTED
805.2 SD	v3.1	DRAFT	8/31/2026

AUTHORITY

The Board shall employ, contract for and/or assign staff to coordinate the safety and security of district students, staff, visitors and facilities.

The district shall employ or contract for at least one (1) full-time school security personnel who has completed the training required by law and this Board policy to be on duty during the school day.[1]

The district shall certify to the state School Safety and Security Committee annually that it has met the requirements for school security personnel or has received a waiver, in accordance with applicable law.[1]

DEFINITIONS

School security personnel - school police officers, school resource officers and school security guards.[2]

Independent contractor - an individual, including a retired federal agent or retired state, municipal or military police officer or retired sheriff or deputy sheriff, whose responsibilities, including work hours, are established in a written contract with the district for the purpose of performing school security services.[2]

School day - the hours between the morning opening of a school building and the afternoon dismissal of students on a day which classes are in session.[1]

Third-party vendor - a company or entity approved by the PA Commission on Crime and Delinquency that provides school security services in accordance with law.[2]

DELEGATION OF RESPONSIBILITY

The Superintendent shall appoint a school administrator to serve as the School Safety and Security Coordinator, in accordance with law. When a vacancy occurs in the role of the School Safety and Security Coordinator, the Superi
administrator to serve as the School Safety
of the vacancy and shall notify the Board re

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The Superintendent or designee shall submit the name and contact information for the appointed School Safety and Security Coordinator to the state's School Safety and Security Committee within thirty (30) days of the appointment.[3]

The School Safety and Security Coordinator shall report directly to the Superintendent, and shall be responsible for the following:[3]

1. Oversee all school police officers
2. Review and provide oversight of all Board policies, administrative regulations and procedures related to school safety and security, and ensure compliance with federal and state laws and regulations regarding school safety and security.
3. Coordinate training and resources for students and staff related to situational awareness, trauma-informed approaches, behavioral health awareness, suicide **awareness and prevention,** bullying **and cyberbullying** awareness **and prevention**, substance use awareness, emergency procedures and training drills, and identification or recognition of student behavior that may indicate a threat to the safety of the student, other students, school employees, other individuals, school facilities or the community, in accordance with the standards established by the state's School Safety and Security Committee and the requirements of applicable law and regulations.[3][4][5][6][7][8][9][10][11][12][13]
4. Meet with school employees annually to seek their input on the mandatory school safety and security training.[4]
5. Coordinate a tour of the district’s buildings and grounds biennially, or when a building is first occupied or reconfigured, with law enforcement and first responders responsible for protecting and securing the district to discuss and coordinate school safety and security matters.
6. Serve as the liaison with law enforcement and other state committees and agencies on matters of school safety and security.
7. Serve on the district's threat assessment team(s) and participate in required training and the threat assessment process.[8][14]
8. Coordinate School Safety and Security Assessments, School Safety and Security grant requirements and respond to School Safety and Security surveys, as applicable.[12][15]
9. Coordinate school safety and security meetings with school and building leadership, at least on a quarterly basis.

The School Safety and Security Coordinator shall, within one (1) year of appointment, complete required training as specified by the state's School Safety and Security Committee for serving in the role of a School Safety and Security Coordinator. This training shall be in addition to other training requirements for school administrators, but shall count toward professional education credit, where applicable.[3][16][17][18]

The School Safety and Security Coordinator
education as required by the School Safety

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By June 30 of each year, the School Safety and Security Coordinator shall make a report to the Board at an executive session on the district's current safety and security practices, and identify strategies to improve school safety and security.[3][19]

The Board directs the School Safety and Security Coordinator to include the following information in the annual report:

1. Threat assessment team information, including verification of compliance with law and regulations, the number and composition of the district's threat assessment team(s), the total number of threats assessed in the past year and additional information on threat assessment required by the Superintendent or designee, in accordance with Board policy.[8][14]
2. The number and type(s) of school security personnel contracted or employed by the district, including:[3]
   a. The number of school security personnel that are armed, listed by type(s) of personnel.
   b. The school building at which each school security personnel is assigned, listed by type(s) of personnel.
   c. The training, including the type of training and completion dates, of each school security personnel, listed by type(s) of personnel.
   d. A listing of other individuals utilized by the district for school safety-related duties.
3. An attendance report of the school and building personnel present at each school safety and security meeting, including yearly attendance totals.
4. Reports of required emergency preparedness, fire, bus evacuation and school security drills.[12]
5. Information on required school safety and security training and resources provided to students and staff.[12]
6. Safe2Say Something aggregate data, including a breakdown of Life Safety and Non-Life Safety reports received.
7. Behavioral health and school climate information, including aggregate data from surveys and assessments issued in the district, information on referrals and services accessed by students and families, and identification of additional resources needed in the district.[20]
8. School safety and security incident reports for the previous year(s) and/or data collected to date for the current year.[21]
9. Updates regarding the district's memorandum of understanding with law enforcement agencies.[21]
10. Updates to laws, regulations and/or Board policies related to school safety and security.
11. Information on tours, inspections and/or School Safety and Security Assessments of school facilities and programs.
12. Information on grants or funding applied
    and security efforts.

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A copy of the report, including the required information on threat assessment and school security personnel, shall be submitted to the state's School Safety and Security Committee. [3]

The Superintendent or designee shall implement job descriptions and procedures to address the responsibilities and requirements specific to each category of school security personnel in carrying out their duties.

School security personnel shall carry weapons, including firearms, in performance of their duties only if, and to the extent, authorized by the Board, including as provided in an agreement with a law enforcement agency for the stationing of a School Resource Officer or in a contract with an independent contractor or third-party vendor approved by the Board.

School Police Officers

The district shall employ and/or contract for one or more school police officers and apply to the appropriate court for appointment and powers of authority, in accordance with the provisions of law.[2][22][23][24][25][26]

Within thirty (30) days of court approval for appointment of a school police officer, the district shall notify the School Safety and Security Committee and submit a copy of the court's order. [22]

School police officer -[2][23][24]

1. A law enforcement officer employed by the district whose responsibilities, including work hours, are established by the district; or
2. An independent contractor or an individual provided through a third-party vendor who has been appointed in accordance with law, and who meets the requirements of contracted services personnel, in accordance with Board policy.[26]

Background Checks -

Prior to receiving an offer of employment, all school police officers shall comply with the requirements for background checks/certifications and employment history reviews for all school employees, in accordance with applicable law, Board policy and administrative regulations. These requirements are addressed separately in Board policy 304 for school police employed by the district and Board policy 818 for school police employed by an independent contractor or third-party vendor.[25][26][27][28][29][30]

The district shall conduct a law enforcement agency background investigation in compliance with applicable law and regulations for all school police employed by the district and shall review a background investigation conducted for all school police employed by an independent contractor or third-party vendor.[31][32]

Following an offer of employment, the distr
police officer employed or contracted by the
and regulations for a law enforcement agen

Policy saved — content, tracked changes, comments

Requirements -

The district shall annually report the following information regarding school police officers receiving required training to the PA Department of Education, the School Safety and Security Committee and the PA Commission on Crime and Delinquency:[35]

1. The district's name and the number of school police officers employed or contracted by the district.
2. The municipalities comprising the district.
3. The date and type of training provided to each school police officer.

The district shall make reports regarding hiring and separation, and shall maintain all records, as required for a law enforcement agency, in accordance with applicable law and regulations.[31][36]

School police officers shall take and subscribe to the Oath of Office required by law.[37]

The district shall request that the court grant the school police officer authority to carry a firearm, in accordance with law. The school police officer shall maintain all applicable firearm license and training requirements, in accordance with applicable law and Board policy.[22][38]

School police officers shall successfully complete required training, in accordance with law, and other required staff training, including district training on the use of positive behavior supports, de-escalation techniques and appropriate responses to behavior for students with disabilities, in accordance with law, regulations and Board policy.[38][39][40][41][42]

School police officers shall possess and exercise the following duties:[43]

1. Enforce good order in school buildings, on school buses or vehicles owned or leased by the district, and on school grounds.
2. If authorized by the court, issue summary citations or detain individuals who are in school buildings, on school buses and on school grounds in the district until local law enforcement is notified.
3. If authorized by the court, a school police officer who is a law enforcement officer employed by the district whose responsibilities, including work hours, are established by the district, may exercise the same powers as exercised under authority of law or ordinance by the police of the municipality in which the school property is located.

School police officers shall wear the assigned metallic shield or badge provided by the district in plain view when on duty.[44]

{ } School Security Guards

The district shall employ and/or contract for
accordance with the provisions of law.[2][25

Policy saved — content, tracked changes, comments

School security guard - an individual employed by the district or a third-party vendor or an independent contractor who is assigned to a school for routine safety and security duties, and has not been granted powers by the court to issue citations, detain individuals or exercise the same powers as exercised by police of the municipality in which the school property is located, in accordance with law. An independent contractor or individual employed by a third-party vendor contracted with the district shall meet the requirements of contracted services personnel, in accordance with Board policy and the provisions of applicable law.[2][24][26][47]

Background Checks -

Prior to receiving an offer of employment, all school security guards shall comply with the requirements for background checks/certifications and employment history reviews for all school employees, in accordance with applicable law, Board policy and administrative regulations. These requirements are addressed separately in Board policy 304 for school security guards employed by the district and Board policy 818 for school security guards employed by an independent contractor or third-party vendor.[25][26][27][28][29][30]

The district shall conduct a law enforcement agency background investigation in compliance with applicable law and regulations for all school security guards employed by the district and shall review a background investigation conducted for all school security guards employed by an independent contractor or third-party vendor.[31][32]

Following an offer of employment, the district shall request the separation record for a school security guard employed or contracted by the district, in accordance with applicable law and regulations for a law enforcement agency.[33][34]

Requirements -

School security guards shall provide the following services, as directed by the district:[47]

1. School safety support services.
2. Enhanced campus supervision.
3. Assistance with disruptive students.
4. Monitoring visitors on campus.[48]
5. Coordination with law enforcement officials, including school police officers.
6. Security functions which improve and maintain school safety.

School security guards shall successfully complete required training, in accordance with law, and applicable staff training in accordance with Board policy.[47]

School security guards authorized to carry a firearm shall maintain an appropriate license and successfully complete required firearm training in accordance with law.[47]

The district shall make reports regarding hi
records, as required for a law enforcement
regulations.[31][36]

Policy saved — content, tracked changes, comments

Legal Footnotes

[1] 24 P.S. 1316-C
LEGAL REFERENCE

[2] 24 P.S. 1301-C
LEGAL REFERENCE

[3] 24 P.S. 1309-B
LEGAL REFERENCE

[4] 24 P.S. 1310-B
LEGAL REFERENCE

[5] Pol. 146.1 — Trauma-Informed Approach
POLICY REFERENCE

[6] Pol. 227 — Controlled Substances/Paraphernalia & Reasonable Suspicion Testing
POLICY REFERENCE

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

[8] Pol. 236.1 — Threat Assessment
POLICY REFERENCE

[9] Pol. 249 — Bullying/Cyberbullying
POLICY REFERENCE

[10] Pol. 333 — Professional Development
POLICY REFERENCE

[11] Pol. 351 — Controlled Substance Abuse
POLICY REFERENCE

[12] Pol. 805 — Emergency Preparedness and Response
POLICY REFERENCE

[13] Pol. 819 — Suicide Awareness, Prevention and Response
POLICY REFERENCE

[14] 24 P.S. 1302-E
LEGAL REFERENCE

[15] 24 P.S. 1305-B
LEGAL REFERENCE

[16] 24 P.S. 1316-B
LEGAL REFERENCE

[17] 24 P.S. 1205.1
LEGAL REFERENCE

[18] 24 P.S. 1205.5
LEGAL REFERENCE

[19] Pol. 006 — Meetings
POLICY REFERENCE

[20] Pol. 235.1
POLICY REFERENCE
Referenced policy is not available in this policy book.

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

[22] 24 P.S. 1302-C
LEGAL REFERENCE

[23] 24 P.S. 1310-C
LEGAL REFERENCE

[24] 24 P.S. 1311-C
LEGAL REFERENCE

[25] Pol. 304 — Employment of District Staff
POLICY REFERENCE

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[27] 24 P.S. 111
LEGAL REFERENCE

LEGAL REFERENCE

[29] 23 Pa. C.S.A. 6344
LEGAL REFERENCE

[30] 23 Pa. C.S.A. 6344.3
LEGAL REFERENCE

[31] 44 Pa. C.S.A. 7301
LEGAL REFERENCE

[32] 37 PA Code 241.5
LEGAL REFERENCE

[33] 44 Pa. C.S.A. 7310
LEGAL REFERENCE

[34] 37 PA Code 241.6
LEGAL REFERENCE

[35] 24 P.S. 1303-C
LEGAL REFERENCE

[36] 37 PA Code 241.1
LEGAL REFERENCE

[37] 24 P.S. 1304-C
LEGAL REFERENCE

[38] 24 P.S. 1305-C
LEGAL REFERENCE

[39] 22 PA Code 10.23
LEGAL REFERENCE

[40] 22 PA Code 14.104
LEGAL REFERENCE

[41] 22 PA Code 14.133
LEGAL REFERENCE

[42] Pol. 113.2 — Behavior Support
POLICY REFERENCE

[43] 24 P.S. 1306-C
LEGAL REFERENCE

[44] 24 P.S. 1307-C
LEGAL REFERENCE

[47] 24 P.S. 1314-C
LEGAL REFERENCE

[48] Pol. 907 — School Visitors
POLICY REFERENCE

Legal References

No additional references listed.

Policy saved — content, tracked changes, comments

BOARD POLICY

822 SD PNN Automated External Defibrillator (AED)/Cardiopulmonary Resuscitation (CPR)

POLICY NUMBER	VERSION	DOCUMENT STATUS	PRINTED
822 SD PNN	v3.1	DRAFT	8/31/2026

PURPOSE

The Board is committed to providing a safe and healthy environment for the school community.

Maintaining automated external defibrillator (AED) units and staff trained in cardiopulmonary resuscitation (CPR) in the schools enables responders to deliver early defibrillation and resuscitation to victims.

DEFINITION

Automated external defibrillator (AED) - a portable device that uses electric shock to restore a stable heart rhythm to an individual in cardiac arrest.[1]

AUTHORITY

Each school **building** shall have one (1) person **trained and** certified in the use of **an AED and** CPR during **the school day** when school is in session and students are present.[2][3]

Each school nurse or designee, coach of an athletic activity, marching band director, physical education teacher and athletic trainer in the district must participate in instruction in the use of an AED and CPR and maintain their certification.[2]

The AED units are owned by the district and shall be properly maintained **and tested,** and located in secure and accessible locations.

The district shall have an AED in a readily accessible location for students participating in interscholastic athletics use of an AED and CPR will be present

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The AED units shall be used in accordance with approved district procedures.

GUIDELINES

A core team shall be trained in CPR and AED procedures by completing a training program offered by approved providers. Members of the team shall be provided opportunities for annual training and retraining.

The district shall make instruction in the use of an AED available to all its employees and volunteers at least once every two (2) years. The instruction is optional and shall be conducted by an approved provider that may be through the Internet or other electronic means.[2]

Written guidelines for medical emergencies related to the use of AED units shall be provided to all **employees instructed in the use of an AED**.

Responders' use of AED units shall not replace the care provided by emergency medical services (EMS) providers. Patient care shall be transferred to the EMS providers upon their arrival.

DELEGATION OF RESPONSIBILITY

The **Superintendent** or designee shall develop and disseminate administrative regulations that detail the use of AED units.

The Superintendent or designee shall annually, by June 30, report to the PA Department of Education detailing the number, condition, age, expiration date and placement of AEDs in each school building.[6]

Legal Footnotes

[1] 24 P.S. 1401
LEGAL REFERENCE

[2] 24 P.S. 1423.1
LEGAL REFERENCE

[3] 24 P.S. 1424
LEGAL REFERENCE

[4] 24 P.S. 1423.3
LEGAL REFERENCE

[5] Pol. 123 — Interscholastic Athletics
POLICY REFERENCE

[6] 24 P.S. 1423.2
LEGAL REFERENCE

Legal References

No additional references listed.

Policy saved — content, tracked changes, comments

JEFFERSON-MORGAN SCHOOL DISTRICT

WHATEVER IT TAKES

2026-2027
REMOTE LEARNING & WEATHER MAKEUP PLAN

OUR APPROACH

We will use the term **Remote Learning** when school buildings are closed due to inclement weather or other emergencies.

State requirements give districts flexibility in the use of remote learning. Our plan uses a reasonable combination of remote learning and in-person makeup days.

WHAT HAPPENS WHEN SCHOOL IS CLOSED?

CLOSURE DAY	PLAN	STUDENT EXPECTATIONS
Day 1	Teacher Professional Development	No School for Students
Day 2	Remote Learning	Asynchronous assignments posted by 10:00 AM
Day 3	Remote Learning	Asynchronous assignments posted by 10:00 AM
Day 4	Remote Learning	Asynchronous assignments posted by 10:00 AM
Day 5	Remote Learning	Asynchronous assignments posted by 10:00 AM
Day 6	Remote Learning	Asynchronous assignments posted by 10:00 AM

WHAT DOES REMOTE LEARNING LOOK LIKE?

- Asynchronous instruction for regular Remote Learning Days
- Teachers available from 10:00 AM – 2:00 PM for questions and assistance
- Attendance will be taken and assigned work must be completed
- Students use district-issued devices or grade-appropriate materials
- Building principals will communicate specific attendance and absence procedures

HOW WILL FAMILIES BE NOTIFIED?

Any closure or Remote Learning Day will be communicated through:

- **ParentSquare** (text, phone call, and email)
- **District website**
- **District social media**

IMPORTANT: Remote Learning is the term families and staff will see in district communications to keep expectations consistent and easy to understand.
We will no longer use the term FID (Flexible Instruction Day).

AFTER DAY 6: MAKEUP PLAN

Beginning with the next closure, the District plans to use the following options in order, to the best of our ability:

1. January 18 – Martin Luther King Jr. Day
2. February 15 – Presidents' Day
3. March 25 – Spring Break Makeup Day 1
4. March 31 – Spring Break Makeup Day 2
5. March 30 – Spring Break Day 3
6. One Act 80 Teacher Professional Development Day (date to be determined)
7. Remote Learning Day
8. Remote Learning Day
9. Remote Learning Day

EXTENDED SCHOOL CLOSURE

If the District must remain closed for an extended period due to severe weather, an emergency, facility issues, or other unforeseen circumstances, Jefferson-Morgan will also maintain an Extended Remote Learning Plan. Unlike regular asynchronous Remote Learning Days, this plan would include live, teacher-led virtual classes and a structured daily schedule. Families and staff would receive specific schedules and expectations before the plan is implemented.

IMPORTANT NOTE

The Remote Learning Day for the Elementary Holiday Program (Grades 7–12 only) is **NOT included** in this plan. This is a stand-alone, traditional Remote Learning Day and part of our annual holiday program tradition.

Enhance the Health, Safety, and Comfort of Your Indoor Environments



Overview

Verkada Air Quality Sensors empower organizations to optimize the health, safety, and comfort of their indoor environments with an all-in-one sensor device. Organizations can monitor a broad range of air quality and ambient environment conditions, effectively respond to deviations in sensor readings with real-time alerts and integrated video insights, and analyze and share the condition of their indoor environments using detailed reporting functionality.

Organizations can use air quality sensors to tackle diverse challenges, from protecting networking equipment to minimizing the risk of viral disease transmission. Using Command, Verkada's cloud-based management platform, organizations can easily scale and manage their deployments across sites. They can monitor all sensors in one place, edit settings for a group of sensors at once, and aggregate data across sensors for global insights.

Key features

Comprehensive coverage

- 10+ ambient environment readings help organizations protect people and assets
- 10+ air quality readings help organizations optimize the respiratory health of building occupants

Easy, durable install

- Durable, vandal-resistant design and an optional accessory support secure wall or ceiling mounting
- PoE-only connection coupled with intuitive software brings devices online in minutes

Superior performance

- Bandwidth-friendly design, operating at <5 kbps per device, enables enterprise scale
- 365 days onboard storage of air quality sensor data supports compliance and operational needs

Air quality sensor models & supported readings

For a detailed overview of each reading, including measurement scales, see the Reading Overview section of this document.





	SV21	SV23	SV25
Ideal for	IT closets / server rooms and cold storage areas	Bathrooms, locker rooms, corridors, classrooms & meeting rooms	Laboratories and production zones
10 Year warranty	✓	✓	✓
Sensors	4	10	15
		Ambient Environment	
Temperature	✓	✓	✓
Relative humidity	✓	✓	✓
Heat index	✓	✓	✓
Humidex	✓	✓	✓
Dew point index	✓	✓	✓
Mold risk index	✓	✓	✓
Tamper detection	✓	✓	✓
Noise level	–	✓	✓
Motion	–	✓	✓
Ambient light	–	–	✓
Barometric pressure	–	–	✓
Audio recording	–	–	✓
		Air Quality Monitoring	
Carbon dioxide	✓	✓	✓
Vape index	–	✓	✓
TVOC	–	✓	✓
Air qualityindex	–	✓	✓
RESET® viral index		✓	✓
PM 2.5, PM 4.0, PM 10.0	–	✓	✓
Carbon monoxide	–	–	✓
Formaldehyde	–	–	✓

Common use cases



Vape detection

Identify vaping incidents in restricted areas like bathrooms and locker rooms

Key Readings: Vape Index



Asset protection

Protect assets, like networking equipment, from costly downtime or damage

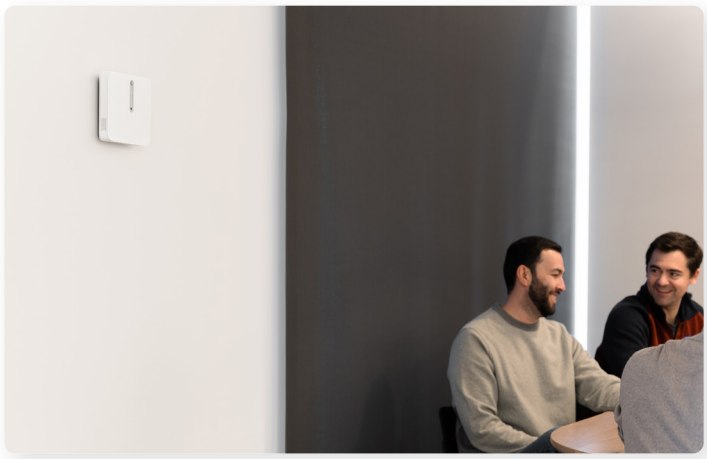
Key Readings: Temperature, Relative Humidity



Environment, health & safety

Keep environments safe for workers and support OSHA compliance

Key Readings: Noise, TVOC, PM2.5, Formaldehyde and more



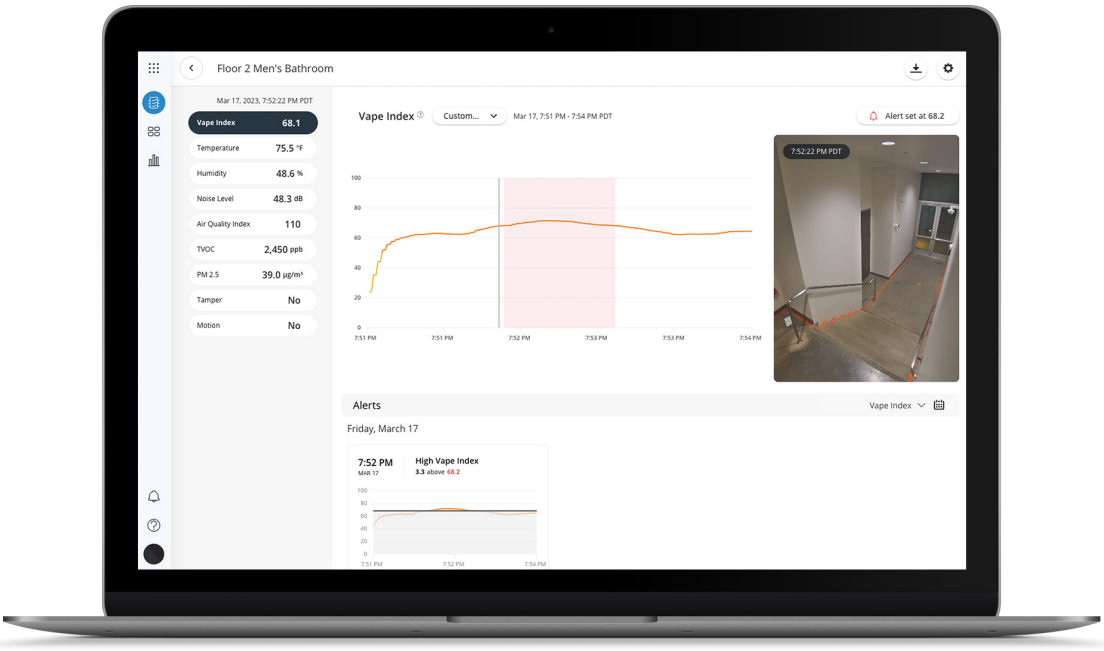
Indoor air quality monitoring

Identify harmful pollutants and optimize building occupants' respiratory health

Key Readings: CO2, AQI, PM2.5, and more

Real-time alerts & video insights

Swiftly Identify and Investigate Reading Deviations



Real-time alerts and video insights empower organizations to effectively address unwanted changes in their environmental conditions. Organizations can define thresholds for every sensor reading that, when surpassed, will trigger and log a sensor event. They can customize these event thresholds or use preset thresholds for readings like vape index, temperature, relative humidity, and noise level.

Organizations can create notification processes to be alerted in real time when events are triggered, with a live link that immediately directs recipients to sensor data. They can also pair sensors with native of third-party camera footage to add valuable visual context. In the case of temperature, relative humidity, and related alerts, Verkada also integrates with the BACnet protocol, allowing buildings to automatically adjust their HVAC in response to relevant deviations.

Key features

Real-time alerts

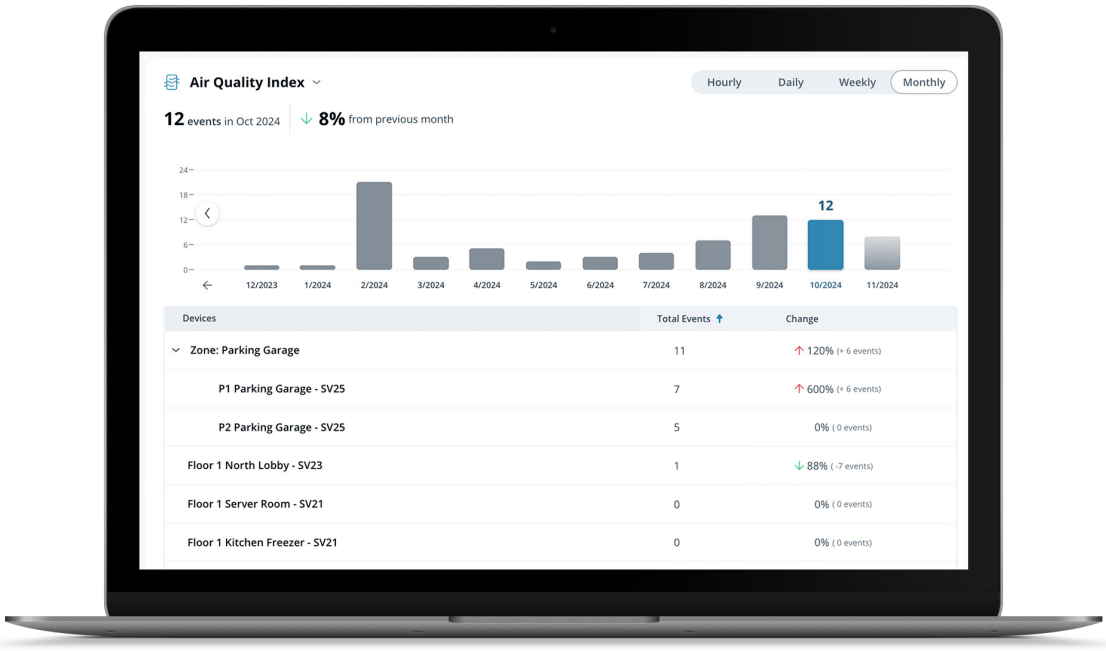
- Optimize notification channels (SMS, email, mobile app), users, timing, and schedules to ensure deviations are addressed
- Group sensor devices into zones and define notifications at a zone level to reduce redundant alerts
- Bulk edit event triggers and alerts across zones and sites to minimize manual work and enforce consistent standards

Video insights

- Overlay sensor data on Verkada camera footage or view side-by-side for easy event interpretation
- Use people detection capabilities from Verkada cameras to track people of interest associated with sensor events
- Leverage pre-built integrations or APIs to connect sensor event data with third-party video management systems

Monitoring & reporting at scale

Monitor and Analyze Reading Trends Across Sites



In Verkada Command, organizations can leverage a rich set of functionality to monitor, analyze, and report on their sensor deployments. They have the flexibility to zoom into a particular reading for one sensor or examine current readings and trends across sensors, zones, and sites.

Organizations can centrally access all sensor data and use it to support different operational and compliance needs. For example, manufacturing facilities can export reading data on noise levels to show they are in compliance with OSHA policies across sites, or school districts can analyze vape index trends to identify schools in most need of student intervention.

Key features

Ongoing monitoring

- View color-coded graphs to easily track reading trends and identify concerning spikes
- Keep track of all ongoing events via a live event view on the Command homepage
- Visualize and display sensor readings with easy-to-configure dashboards across one or more sensors

Cross-site analytics & reporting

- Access, review, and export all sensor events via a comprehensive event log for each sensor device
- Analyze reading trends across sensors and sites to identify problematic areas or showcase progress
- Export sensor reading and event data in a shareable format, or extract data via API for reporting or analysis purposes

Feature spotlight | dashboard



Organizations can visualize sensor reading values across one or more sensors by creating custom dashboards in Verkada Command. They can dynamically share these dashboards to any email or phone number and display them on third-party devices like iPads or televisions using live links. Organizations can build trust among building occupants by publicly showcasing their dashboards and keeping occupants informed of current environmental conditions, such as indoor air quality.

Dashboards can feature a mix of tiles, depicting average or sensor-specific reading values. These tiles can span multiple pages, which will automatically cycle through in Command or on the display screen.

Key features

Metric Tile

Aggregate reading values across multiple devices and display average

Line Graph Tile

Display the last 24 hours' worth of data for one reading from a single device

Sensors Reading Tile

Display multiple current reading values from a single device

Gauge Tile

Aggregate reading values across multiple devices and display average on a scale

List Tile

Aggregate reading values across multiple devices and display as a table

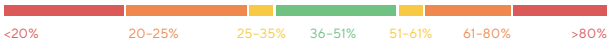
Reading overview | ambient environment indicators

Temperature



SV23 and SV25 temperature measurements are accurate from -5°C to 45.0°C (23°F to 113.0°F). SV21 temperature measurements are accurate from -32°C to 45.0°C (-25°F to 113.0°F) for all sensor readings with the exception of CO2. For the SV21, CO2 readings are accurate down to -5°C to 45.0°C (23°F to 113.0°F), and temperatures below -5° C may damage the CO2 sensor. As with other data streams, users can customize temperature alerts if a space is kept at a temperature outside of the recommended green zone.

Relative humidity



Relative humidity is the amount of moisture in the air compared to what the air can hold at that temperature.

Heat index



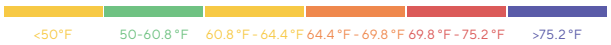
The heat index represents what the temperature feels like to the human body when relative humidity is combined with the temperature. It is derived from our existing temperature and humidity readings and uses the National Weather Service's heat index chart to calculate the reading value.

Humidex



Similar to the heat index and commonly used in Canada, Humidex indicates how hot it feels to the average person. It is calculated using a formula developed by Canadian meteorologists.

Dew point index



Dew point is the temperature at which air cools enough for water vapor to condense into dew or frost. Industries from transportation to agriculture often use this index to predict and mitigate risks from conditions like frost or fog.

Mold risk index



The Mold Risk Index assesses the likelihood of mold growth in confined, unventilated spaces based on temperature and humidity levels. Higher temperatures combined with elevated humidity create ideal conditions for mold spores to thrive, making these factors key indicators of potential mold growth.

Reading overview | ambient environment indicators

Noise level



A measure of total noise level at the sensor. OSHA regulations state that noise levels cannot exceed 90 dBA over an 8 hour period, or 95 dBA over a 4 hour period.

Motion

A measure of changes in infrared light absorption caused by the motion of warm bodies, as measured by a passive infrared sensor. Powered by the same technology as motion sensors for intrusion detection, a motion event indicates human/animal motion or other large changes in infrared activity.

Ambient light

With Verkada Sensors, you can understand light patterns, ensure a safe occupant experience and help improve building energy savings. Measured in lux, Ambient Light readings allow you to see light conditions in real time and set alerts based on customized thresholds to protect and optimize your spaces.

Barometric pressure

Barometric pressure, or atmospheric pressure, is a measure of the weight of air. Measured in hectoPascals (hPa), barometric pressure is impacted by the outdoor climate and indoor conditions like running HVAC systems or temperature.

Audio recording

An audio recording system powered by an omnidirectional digital microphone that can record up to 365 days of audio on any SV25 device. Audio recording is disabled by default and also comes with standard privacy features that ensure audio recording capabilities are deployed in a way that respects individuals' privacy.

Tamper detection

Indicates if your device has been moved or tampered with.

Reading overview | air quality indicators

Carbon dioxide (CO_2)



CO_2 measurements capture the absolute level of CO_2 in an environment. At levels of 800ppm or less, CO_2 is harmless. Between 800 and 2000ppm, CO_2 levels can be harmful to health, at levels above 2000ppm, CO_2 can be extremely harmful to human health.

Vape index



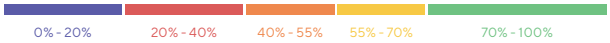
Verkada's Vape Index is a score derived from multiple sensors that is strongly correlated with vaping and/or smoking activity. Vape Index measurements outside of the green zone indicate suspected vaping/smoking activity, but could also reflect smoke or fumes from other sources. Smoke from cooking, burning fuel or wildfires may register highly on the Vape Index.

Air quality index



The U.S. AQI measures total air pollution and provides benchmarks for healthy values. When AQI exceeds 100, air quality is unhealthy - at first for certain sensitive groups of people, then for everyone as AQI values get higher.

RESET® viral index



The RESET® Viral Index is designed to assess the likelihood of airborne virus transmission in indoor spaces, using research on virus transmission and applying it to continuous monitoring.

TVOC



TVOC is a total measure of Volatile Organic Compounds, which are chemicals that evaporate into the air and are emitted by cleaners, paints, varnishes, fragrances and hundreds of other products. Examples include benzene, ethylene glycol and formaldehyde. Measured as a TVOC index, VOCs are measured as a group because of their cumulative effects, with high TVOC values associated with negative health impacts.

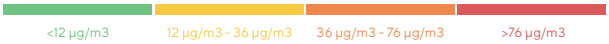
Carbon monoxide (CO)



Carbon Monoxide (CO) is an odorless, colorless gas that can be deadly. Measured in parts per million (ppm), CO is found in the fumes produced anytime fuel is burned on trucks, engines, stoves, grills or furnaces. Left undetected, CO can build up indoors and poison people or animals who breathe it.

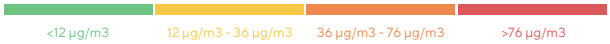
Reading overview | air quality indicators

PM 2.5



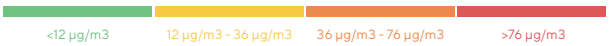
Particulate Matter 2.5 (PM 2.5) refers to tiny inhalable particles or droplets in the air that are less than 2.5 microns in width. PM 2.5 captures particulates from dust, vehicle exhaust, burning fuels, cooking, smoking and vaping. These particles can have a negative health impact.

PM 4.0



Particulate Matter 4.0 (PM 4.0) refers to tiny inhalable particles or droplets in the air that are less than 4.0 microns in width. PM 4.0 captures particulates from dust, vehicle exhaust, burning fuels, cooking, smoking and vaping. These particles can have a negative health impact.

PM 10.0



Particulate Matter 10.0 (PM 10.0) refers to tiny inhalable particles or droplets in the air that are less than 10.0 microns in width. PM 10.0 captures particulates from dust, vehicle exhaust, burning fuels, cooking, smoking and vaping. These particles can have a negative health impact.

Formaldehyde



Formaldehyde is a colorless, flammable gas that is used in many common compounds such as building materials, paints, fertilizers and as a byproduct of combustion from fuel-burning appliances or cigarette smoke. Formaldehyde has a strong odor and can cause irritation of the skin, eyes, nose and throat and can cause some types of cancer.

Ordering information

Air Quality Sensors pricing

Model number	Description	US cost (MSRP) USD	WW cost (MSRP) USD
SV21-HW	SV21 Air Quality Sensor Hardware	$699	$699
SV23-HW	SV23 Air Quality Sensor Hardware	$999	$999
SV25-HW	SV25 Air Quality Sensor Hardware	$1,299	$1,299
SV25-HW-F	SV25-F Air Quality Sensor Hardware	$1,449	$1,449
SV25-128-HW	SV25 Air Quality Sensor Hardware	$1,449	$1,449

Air Quality Sensors accessories pricing

Model number	Description	US cost (MSRP) USD	WW cost (MSRP) USD
ACC-SV-MOUNT-1	Reinforced Sensor Mount	$89	$89

Air Quality Cloud License pricing (new/capacity increase)

Model number	Description	US cost (MSRP) USD	WW cost (MSRP) USD
LIC-SV-1Y-CAP	1-Year SV License, Capacity Increase	$249	$249
LIC-SV-3Y-CAP	3-Year SV License, Capacity Increase	$599	$599
LIC-SV-5Y-CAP	5-Year SV License, Capacity Increase	$999	$999
LIC-SV-10Y-CAP	10-Year SV License, Capacity Increase	$1,999	$1,999
LIC-SV-1Y-CAP-G	1-Year SV License for Government, Capacity Increase	$374	$374
LIC-SV-3Y-CAP-G	3-Year SV License for Government, Capacity Increase	$899	$899
LIC-SV-5Y-CAP-G	5-Year SV License for Government, Capacity Increase	$1,499	$1,499
LIC-SV-10Y-CAP-G	10-Year SV License for Government, Capacity Increase	$2,999	$2,999

Ordering information

Air Quality Cloud License pricing (renewal)

Model number	Description	US cost (MSRP) USD	WW cost (MSRP) USD
LIC-SV-1Y-RNW	1-Year SV License, Renewal	$249	$249
LIC-SV-3Y-RNW	3-Year SV License, Renewal	$599	$599
LIC-SV-5Y-RNW	5-Year SV License, Renewal	$999	$999
LIC-SV-10Y-RNW	10-Year SV License, Renewal	$1,999	$1,999
LIC-SV-1Y-RNW-G	1-Year SV License for Government, Renewal	$374	$374
LIC-SV-3Y-RNW-G	3-Year SV License for Government, Renewal	$899	$899
LIC-SV-5Y-RNW-G	5-Year SV License for Government, Renewal	$1,499	$1,499
LIC-SV-10Y-RNW-G	10-Year SV License for Government, Renewal	$2,999	$2,999

Air Quality Sensors additional resources



SV21 Datasheet



SV23 Datasheet



SV25 Datasheet



SV25-F Datasheet



Sensors for Education Solution Overview



Vaping & Smoking Detection Solution Overview

THE WILSON GROUP
KW23

147 Delta Drive
Pittsburgh, PA 15238
p. (412) 586-7191
thewilsongroup.com

SALES ORDER FORM

Order #	8243	Order Date	10/13/2026	Sales Representative	Barry Balaski

INSTALLATION ADDRESS			
Customer #: JM00			
JEFFERSON MORGAN SCHOOL DISTRICT			
1351 JEFFERSON ROAD BOX 158			
JEFFERSON, PA 15344			
Contact	Brandon Robinson	**Phone**	(724) 883-2310x122
Email	brobinson@jmsd.org		

BILLING ADDRESS			
Customer #: JM00			
JEFFERSON MORGAN SCHOOL DISTRICT			
1351 JEFFERSON ROAD BOX 158			
JEFFERSON, PA 15344			
Contact	Brandon Robinson	**Phone**	(724) 883-2310
Email	brobinson@jmsd.org		

QTY	PRODUCT #	EQUIPMENT DESCRIPTION	UNIT PRICE	AMOUNT
5	SV-23	Verkada SV-23 - Environmental Sensor	$749.25	$3,746.25
5	LIC-SV-5Y-CAP	Verkada LIC-SV-5Y-CAP - 5-Year SV License, Capacity Increase	$749.25	$3,746.25

COMMENTS

S&H	$85.00
SALES TAX	
TOTAL	**$7,577.50**

Orders processed upon receipt of a 50% deposit for orders exceeding $7,000 or full payment for orders of $7,000 or less.

ACCEPTED BY THE WILSON GROUP	
Authorized Signature	Date

ACCEPTED BY CUSTOMER	
Authorized Signature	Date

Printed Name / Title	Printed Name / Title

TERMS & CONDITIONS

1) Definitions. The following definitions shall apply throughout these terms and conditions. “Equipment” means all office technology, display systems, physical security systems, and related products provided by TWG under a sale or lease. “Customer” means the purchaser, lessee, or other client acquiring Equipment from TWG, including service-only clients where applicable. “Agreement” means any purchase order, lease, or contract signed by Customer and accepted by TWG, together with these Terms.

2) Orders and Usage. Orders signed by Customer become binding upon acceptance by TWG at its home office, which may include verification of creditworthiness. Customer shall provide electric service of 120 volts +10%, at 60 Hertz A.C., with sole use of a 15 Ampere minimum branch circuit. Equipment must be installed and operated in accordance with TWG’s specifications to ensure proper function and serviceability. Equipment must be installed and operated in accordance with TWG’s and the manufacturer's specifications to ensure proper function and serviceability, including: 1) Placement in a normal office environment with sufficient space for access, free from excessive dust, humidity, extreme temperatures, or corrosive fumes, 2) Operation on UL-approved electrical circuits, with proper current, voltage, and outlet type as specified by the manufacturer, 3) Use within specified operational and usage limits, and 4) Use of only manufacturer-recommended or TWG-approved consumables and supplies.

3) Change Orders. If the scope of work is modified, expanded, or otherwise changed by Customer after this Agreement has been signed, TWG will issue a written change order reflecting the revised scope and any associated charges. Such charges shall be due and payable in accordance with the payment terms of this Agreement. No additional work will be performed until the change order is accepted by Customer.

4) Payment & Default. Invoices are due as stated on the face of the invoice. Returned checks or declined electronic payments may be subject to reasonable fees to cover processing costs. If Customer fails to make payments when due, TWG may, in addition to any other remedies available at law, suspend further deliveries until payment is received. TWG will make reasonable efforts to notify Customer before suspension. In the event of persistent default, TWG may pursue recovery of unpaid balances and associated costs.

5) Taxes. Customer is responsible for all federal, state, and local sales, use, excise, or other taxes, unless a valid tax-exemption certificate is provided to TWG.

6) Passage of Title, Security Interest, and Risk of Loss. For cash sales, title to the Equipment passes to Customer only upon TWG’s receipt of full payment. Until such time, TWG retains a security interest in the Equipment, including all attachments, additions, proceeds from any sale, and insurance proceeds related to loss or damage. Customer authorizes TWG to prepare and file financing statements or other documents necessary to perfect and maintain TWG’s security interest and agrees to execute such documents upon request. This Agreement, or a copy thereof, may serve as a financing statement for purposes of recording TWG’s security interest. For leases or cost-per-copy agreements, title remains with TWG or its financing partner until contract terms and conditions are fulfilled. Risk of loss or damage to the Equipment passes to Customer upon delivery of the Equipment to Customer’s premises, regardless of payment status.

7) Warranty. TWG will pass through to Customer any manufacturer warranties applicable to the Equipment. TWG makes no additional warranties, express or implied, except as required by law.

8) Assignment. This Agreement shall remain binding upon Customer and its successors, including in the event of merger, acquisition, or change of ownership. Customer may not otherwise assign its rights or obligations without prior written consent from TWG.

9) Applicable Law. This Agreement shall be governed by the laws of the Commonwealth of Pennsylvania.

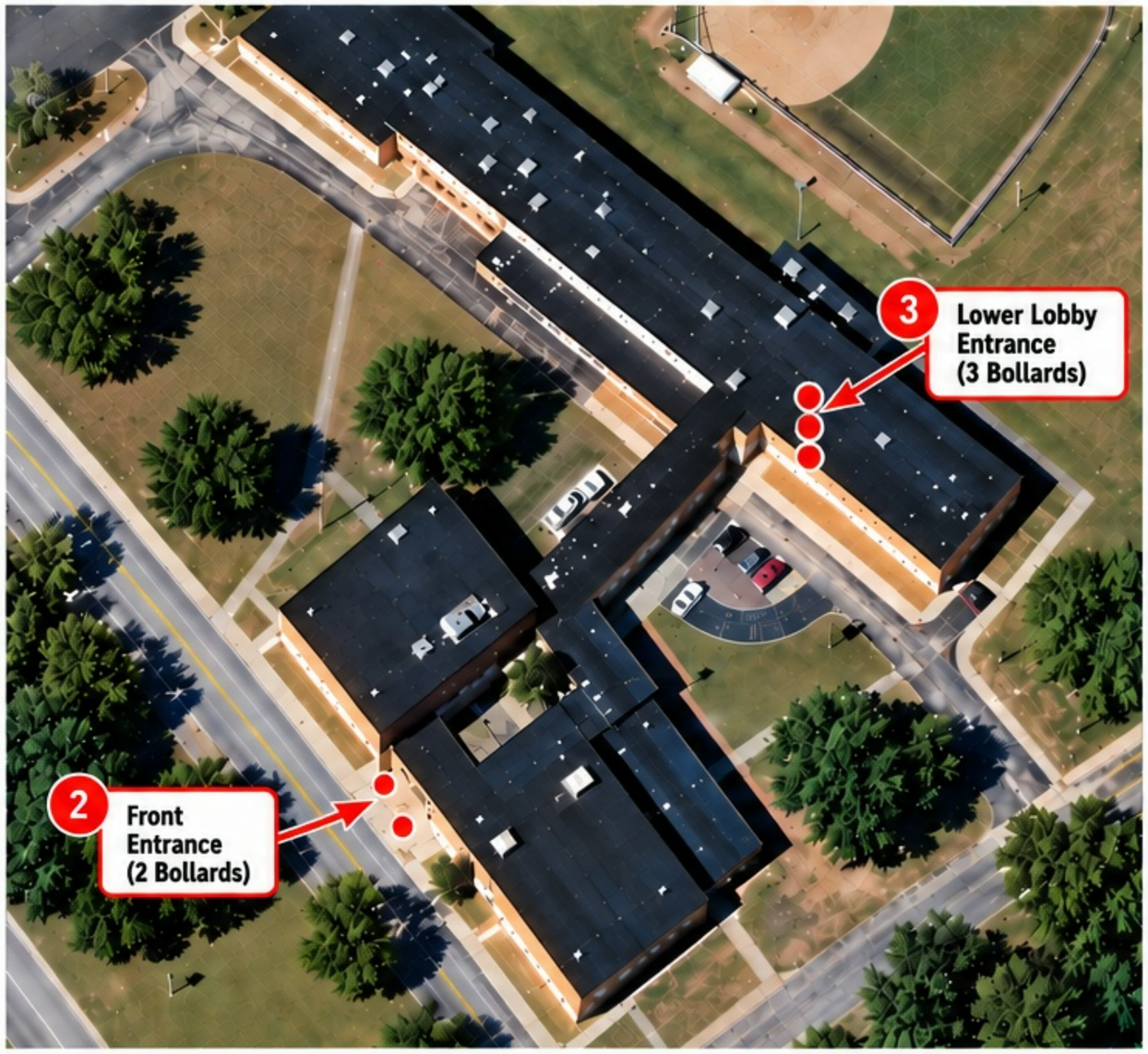
10) Entire Agreement. These Terms, together with the signed purchase or lease documents, constitute the entire agreement between TWG and Customer regarding Equipment. No oral statements or prior agreements shall have effect unless expressly included in writing.

Initials: _____

JEFFERSON-MORGAN SCHOOL DISTRICT

SAFETY BOLLARD PLAN

MIDDLE / HIGH SCHOOL CAMPUS



PROPOSED BOLLARD LOCATIONS – MIDDLE / HIGH SCHOOL CAMPUS

LOCATION #	ENTRANCE / AREA	DESCRIPTION	QUANTITY
1	Front Entrance	Protect main entrance walkway	2
2	Lower Lobby Entrance (Underpass Area)	Protect lower lobby entrance walkway (underpass area)	3

JEFFERSON-MORGAN SCHOOL DISTRICT

SAFETY BOLLARD PLAN

ELEMENTARY SCHOOL CAMPUS



PROPOSED BOLLARD LOCATIONS – ELEMENTARY SCHOOL CAMPUS

LOCATION #	ENTRANCE / AREA	DESCRIPTION	QUANTITY
1	Front of School	Protect main entrance walkway	7
2	Teacher Door	Protect teacher entrance	2
3	PreK Door	Protect PreK entrance	2
4	Gas Meter	Protect gas meter (corner of building – bottom right)	2

KEY: = Proposed Safety Bollard

NOTE: *This diagram is not to scale and is for general location purposes only.*
Bollards are shown in the approximate area and are not placed on the roof. Actual placement may vary based on site conditions.

N

Aerial Images – Not to Scale

JEFFERSON-MORGAN SCHOOL DISTRICT

1351 Jefferson Road, Jefferson, PA 15344
Phone: 724.883.2310

Gymnasium and Auditorium Door Replacement

Request for Bids
October 21st, 2026

Jefferson-Morgan School District seeks sealed bids from qualified contractors to supply and install replacement doors and hardware in the gymnasium and auditorium areas. The project includes eight double-door pairs, totaling sixteen door leaves, including one 90-minute fire-rated pair. The contractor shall provide all labor, materials, equipment, delivery, supervision, permits, installation, cleanup, and disposal necessary to complete the work.

Door quantities, configurations, materials, and hardware are listed on the separate Door Specifications page, which is part of this solicitation.

Installation Requirements

Remove and legally dispose of the existing door leaves and hardware being replaced. Retain serviceable existing frames and include normal preparation and minor repair. Identify any frame replacement or substantial repair during the walkthrough; the District will establish those requirements by addendum before bids close so all contractors price the same scope.

Protect adjacent surfaces and repair damage caused by the work. Coordinate installation with school administration, minimize disruption, and maintain safe access and required emergency exits throughout the project. Do not disturb suspected hazardous materials; stop affected work and notify the District.

Submit field measurements, shop drawings, opening-specific hardware sets, product data, finish samples, and rated assembly documentation for approval before ordering. Adjust and demonstrate all door and hardware operation before acceptance. Obtain required inspections and provide keys, maintenance instructions, warranties, and the final hardware schedule.

Provide at least a one-year workmanship warranty from final acceptance, in addition to manufacturer warranties. State material lead times and installation duration. Begin only after a written District notice to proceed.

Bid Requirements

Company Information: Provide the company's legal name, address, primary contact, telephone, email, years in business, applicable licenses, and relevant experience. Demonstrate the capacity to perform the work and provide three comparable commercial or school project references with contact information. Identify proposed subcontractors.

Products and Project Approach: Describe proposed doors, hardware, installation methods, safety procedures, finish, warranties, and schedule. Include an opening-by-opening hardware description and identify any approved equivalent products.

Pricing: Submit one firm lump-sum base bid for the entire eight-pair project. Itemize door and hardware materials, labor, and other costs, including delivery, disposal, permits, bonds, applicable taxes, and all required incidentals. The itemized amounts must reconcile to the base bid. Do not assume contractor purchases are exempt because the District is tax exempt. Unapproved exclusions or conditional bids may be deemed nonresponsive.

Required Documents: Include a signed offer, signed noncollusion affidavit using the attached District form, addenda acknowledgments, reference information, insurance evidence, product data, and schedule. Include a bid bond or certified check payable to the District equal to 10 percent of the total base bid. Successful bidder shall provide performance and payment bonds each equal to 100 percent of the contract price before work begins.

Insurance and Compliance: Comply with applicable public work, employment verification, background clearance, school visitor, building, fire, accessibility, and safety requirements.

Prevailing Wage: Where applicable, comply with the project-specific Pennsylvania prevailing wage determination attached to this package and submit required certified payroll records

Terms of Payment

Payment will follow the executed District contract for completed and accepted work. Any progress payment requires District approval and supporting documentation. Final payment is subject to final acceptance and required closeout documents. No advance deposit is authorized by this solicitation. Changes require written District approval before additional work is performed.

Bid Evaluation and Award

Bids will remain sealed and will not be opened, reviewed, or evaluated before the solicitation closes. A minimum of two bids must be received. If fewer than two are received, the District will document the result and rebid unless PCCD authorizes a different lawful procedure in writing. The earlier budgetary quote does not count as a bid under this solicitation.

The contract will be awarded to the lowest responsible bidder submitting a responsive bid, subject to Board approval, available funding, and contract execution. Responsibility includes relevant experience, references, capacity, and ability to meet the schedule. The District may reject any or all bids for a sound, documented reason. Bids must remain firm for 60 days after opening; extensions require mutual written agreement.

Mandatory Site Walkthrough

All interested bidders must complete an on-site walkthrough before submitting a bid. The scheduled walkthrough will be held on November 12, 2026, at 9:00 a.m. Eastern Time, beginning in the MS/HS Front Lobby, at 1351 Jefferson Road, Jefferson, PA 15344.

Bidders unable to attend the scheduled walkthrough may contact Brandon Robinson, Superintendent, at brobinson@jmsd.org to arrange an alternative site visit. Alternative visits must be scheduled and completed before the bid submission deadline.

During either visit, bidders must inspect every designated opening, confirm its exact placement, and verify dimensions, handing, swing, frame conditions, hardware, and required fire ratings. Each bidder's representative must sign the District attendance sheet. **Bids from firms that do not complete either the scheduled walkthrough or an alternative site visit and sign in will not be considered.**

Questions

Submit questions and equivalent-product requests in writing to Brandon Robinson, Superintendent, Jefferson-Morgan School District, at brobinson@jmsd.org.

Bid Submission

Sealed bids must be received by December 7th, 2026 at 2:00pm Eastern Time, when the solicitation closes. Mail or deliver to:

Jefferson-Morgan School District
Attn: Gymnasium and Auditorium Door Replacement Bid
Business Office
1351 Jefferson Road
Jefferson, PA 15344

Clearly label the envelope "Gymnasium and Auditorium Door Replacement Bid" and include the bidder's name and return address. Late submissions will be returned unopened. A postmark does not establish timely receipt. Electronic and fax submissions will not be accepted.

Bids will be publicly opened and read aloud on December 8th, 2026 at 9am in the District Office Conference room., at the address above. Bidder names and total base bid amounts will be recorded at the opening.

Project Timeline

Milestone	Date and time
Solicitation opening and documents available	October 21st, 2026
Mandatory walkthrough	November 12th, 2026 @ 9am in MS/HS Front Lobby
Sealed bids due and solicitation closes	December 7th, 2026 by 2:00pm
Public bid opening	December 8th, 2026 @ 9am in District Office Conference Room
Award Date	January 11th at the Legislative Board Meeting

All listed times are Eastern Time. The full package and addenda are available at www.jmsd.org from the opening date through closing.

Door Specifications

Scope: Eight double-door pairs totaling sixteen door leaves, consisting of four gymnasium pairs and four auditorium pairs. All replacement door leaves shall be solid, without vision panels, windows, or glazing, including replacements for existing doors that currently contain vision panels.

Location	Pairs	Preliminary Reference Configuration
Front gym G1	2	Nominal 5 ft by 7 ft opening; unequal leaves approximately 35 5/8 and 23 3/4 inches wide by 83 5/16 inches high; right-hand reverse active leaf per original reference quote. Dimensions, handing, and required fire rating must be verified.
Front gym G2	1	Nominal 5 ft by 7 ft opening; same unequal leaf dimensions as G1; left-hand reverse active leaf per original reference quote. Dimensions, handing, and required fire rating must be verified.
Middle gym G3	1	Nominal 5 ft by 7 ft opening; equal leaves approximately 29 3/4 inches wide by 83 1/2 inches high; both leaves active, reverse handing per original reference quote. Dimensions, handing, and required fire rating must be verified.
Auditorium A1	1	Nominal 5 ft by 7 ft opening; unequal leaves approximately 35 3/4 and 23 1/2 inches wide by 83 1/2 inches high; left-hand reverse active leaf per original reference quote. Dimensions, handing, and required fire rating must be verified.
Auditorium A2	2	Nominal 5 ft by 7 ft opening; same unequal leaf dimensions as A1; right-hand reverse active leaf per original reference quote. Dimensions, handing, and required fire rating must be verified.
Auditorium A3	1	Proposed 90-minute rated pair per original reference quote; nominal 5 ft by 7 ft opening with equal leaves approximately 29 3/4 inches wide by 83 1/2 inches high; both leaves active, reverse handing. Exact opening location, dimensions, handing, and required assembly rating must be confirmed by the District before bids close.

Photo References: The separate Gymnasium and Auditorium Existing Door Photo Appendices document existing conditions. Photo identifiers are separate from the opening identifiers in this table. The District will confirm the correspondence between each designated opening and its photograph during the mandatory walkthrough and document it in the final specifications or a written addendum.

Mandatory Site Walkthrough and Field Verification: All interested bidders must attend the mandatory site walkthrough and inspect every designated opening before submitting a bid. Verify exact placement, dimensions, handing, swing, active-leaf configuration, frame condition, hardware, and required fire ratings. Dimensions and configurations listed above are preliminary references from the original quote. Photographs are not to scale and do not establish measurements or fire ratings. The District will resolve scope discrepancies and confirm opening requirements by written addendum before bids close. The successful contractor must verify final measurements and placement before ordering and is responsible for proper fit, installation, and operation.

Door Construction: Provide solid commercial flush wood door leaves with natural birch, rotary-sliced veneer and a manufacturer-approved finish selected by the District. No replacement door shall contain vision panels, windows, or glazing. Existing vision panels shown in the photographs shall not be replicated. Report any conflict with applicable requirements before bids close for resolution by District addendum.

Locking Systems and Hardware: Provide complete, functioning locking systems compatible with the District's existing keying system unless otherwise approved in writing. Include all locks, cylinders, latches, entry trim, exit devices, hinges, closers, strikes, and associated components required by the bid specifications for complete operation. Install, adjust, test, and demonstrate secure locking, proper latching, key operation, and required emergency egress at every opening before final acceptance.

Fire Ratings: Verify existing and required fire ratings at all designated openings. Provide a complete, compatible, listed assembly at each opening requiring a fire rating, including appropriate door leaves, frames, and hardware. Maintain all required assembly ratings. The District must confirm the location of the proposed 90-minute rated pair before bids close.

JEFFERSON-MORGAN SCHOOL DISTRICT

Auditorium Existing Door Photo Appendix

MS/HS auditorium • Gymnasium and Auditorium Door Replacement Bid

Photo AUD 01 Two adjacent double-door openings



Left pair: AUD 01L. Right pair: AUD 01R. Identifiers refer to the viewer’s position in this photograph. Both pairs show wood-finish leaves and existing pull hardware.

Reference only: Photos are not to scale and do not establish dimensions, handing, fire rating, hardware function, or exact schedule assignment. All bidders must inspect these openings during the mandatory walkthrough. The successful contractor must verify measurements and placement before ordering.

Four door pairs are pictured across this appendix. Photo identifiers are separate from bid schedule identifiers; confirm the opening cross-reference during the walkthrough before procurement.

Auditorium Existing Door Photos

MS/HS auditorium • Gymnasium and Auditorium Door Replacement Bid

Photo AUD 02 Single double-door opening with wood finish



AUD 02 identifies the pair shown in this photograph. Existing pull and cylinder hardware, hinges, frame, and surface wear are visible.

Reference only: Photos are not to scale and do not establish dimensions, handing, fire rating, hardware function, or exact schedule assignment. All bidders must inspect these openings during the mandatory walkthrough. The successful contractor must verify measurements and placement before ordering.

Auditorium Existing Door Photos

MS/HS auditorium • Gymnasium and Auditorium Door Replacement Bid

Photo AUD 03 Single double-door opening with vision panels



AUD 03 identifies the dark-finish pair shown in this photograph. Each leaf has a vertical vision panel; existing pulls, cylinder hardware, hinges, and frame are visible.

Reference only: Photos are not to scale and do not establish dimensions, handing, fire rating, hardware function, or exact schedule assignment. All bidders must inspect these openings during the mandatory walkthrough. The successful contractor must verify measurements and placement before ordering.

Replacement requirement: Provide solid door leaves with no vision panels, windows, or glazing at all openings, including this existing glazed pair. The photograph documents existing conditions only; existing vision panels shall not be replicated. Any conflict with applicable requirements must be reported before bids close for resolution by District addendum.

JEFFERSON-MORGAN SCHOOL DISTRICT

Gymnasium Existing Door Photo Appendix

MS/HS gymnasium • Gymnasium and Auditorium Door Replacement Bid

Photo GYM 01 Two adjacent double-door openings



Left pair: GYM 01L. Right pair: GYM 01R. Identifiers refer to the viewer’s position in this photograph. Both pairs show wood-finish leaves, existing pull hardware, and dark frames beneath gymnasium entrance signage.

Replacement requirement: Provide solid door leaves with no vision panels, windows, or glazing. Provide complete, functioning locking systems and required exit hardware in accordance with the bid specifications.

Reference only: Photos are not to scale and do not establish dimensions, handing, fire rating, hardware function, or exact schedule assignment. All bidders must inspect these openings during the mandatory walkthrough. The successful contractor must verify measurements and placement before ordering.

Four door pairs are pictured across this appendix. Photo identifiers are separate from bid schedule identifiers; confirm the opening cross-reference during the walkthrough before procurement.

Gymnasium Existing Door Photos

MS/HS gymnasium • Gymnasium and Auditorium Door Replacement Bid

Photo GYM 02 Single double-door opening



GYM 02 identifies the wood-finish pair shown in this photograph. Surface wear, existing hardware, and unused hardware holes are visible. Faded auditorium lettering remains on one leaf; confirm the exact opening location during the walkthrough.

Replacement requirement: Provide solid door leaves with no vision panels, windows, or glazing. Provide complete, functioning locking systems and required exit hardware in accordance with the bid specifications.

Reference only: Photos are not to scale and do not establish dimensions, handing, fire rating, hardware function, or exact schedule assignment. All bidders must inspect these openings during the mandatory walkthrough. The successful contractor must verify measurements and placement before ordering.

Gymnasium Existing Door Photos

MS/HS gymnasium • Gymnasium and Auditorium Door Replacement Bid

Photo GYM 03 Single double-door opening



GYM 03 identifies the wood-finish pair shown in this photograph. Both leaves have pull handles; existing hinges, a dark frame, and surface wear are visible.

Replacement requirement: Provide solid door leaves with no vision panels, windows, or glazing. Provide complete, functioning locking systems and required exit hardware in accordance with the bid specifications.

Reference only: Photos are not to scale and do not establish dimensions, handing, fire rating, hardware function, or exact schedule assignment. All bidders must inspect these openings during the mandatory walkthrough. The successful contractor must verify measurements and placement before ordering.

ES Trips- October 2026

Item #1

Request approval for 12 elementary students to participate in the Shop with a Cop event at Walmart in Waynesburg, Pennsylvania, on December 9, 2026. Two school vans will be required, with Sammel and Clayton serving as drivers. Each student will receive $100 to spend through the program.

MS/HS Trips- October 2026

Item #1
Request approval for Michael Pochron and one additional staff member to take Digital Arts and Design class students to Carnegie Mellon University on November 13, 2026. Two substitute teachers will be required, as well as two vans, as budgeted.

Item #2
Request approval for Jodi Fulks to take four students to the WVU High School Business Case Competition hosted by the Business Honors Program at WVU Chambers College of Business and Economics on Friday, February 8, 2027. There is no cost for the competition. One substitute teacher and one school van will be required, as budgeted.

Item #3 - Students Will Raise Funding for Trip
Request approval for Katie Caffrey and one additional staff member to take twelve students on an educational field trip to the West Virginia Penitentiary in Moundsville, WV for a guided tour in correlation to a literature unit on November 18, 2026. Two substitute teachers and two school vehicles would be required, as budgeted.

Item #4 - GATE Funding to Cover Cost of Trip
Request approval for Danielle Shrader and Lindsay Shay to take GATE 7-12 (Gifted and Talented Education) students to Urban Air (Munhall, PA) on March 5, 2027 as a culminating reward trip. Two substitute teachers will be required as well as one bus, as budgeted.

Item #4 - Boosters will Pay for Students - Chaperones Responsible for Own Trip Costs - Booking Company Provides Security - District will invoice bus cost and cover equivalent of FS bus fees - Boosters will cover rest of transportation costs.

Request approval for Christina Colebank, Michael Pochron, and five additional volunteers to take middle/high school marching band members to Pigeon Forge, Tennessee from April 23 to April 25, 2027. Two substitute teachers will be needed. One charter bus and one school van will be required, as budgeted.

Wednesday, November 4

Time	Topic and Speaker(s)	Location
G:00 am-10:00 am	**A/CAPA Business Meeting** By-Laws Updates, Membership Report, Election Nominations, Logistics	Garden Terrace
10:10 am-11 am	**AI in Schools: The Good, the Bad, The Illegal and the Unknown** AI posits many promises of making life easier for all. But will it? Is it doing so now? A survey of the application of AI to work in schools: featuring examples of good uses, cautionary tales, illegal uses, gray areas, and larger moral questions that may not yet have answers. *Speaker: Peter Agnone Ruane, Esq., Sweet, Stevens, Katz & Williams*	Garden Terrace East
	Discipline PIMS Reporting: A Comprehensive Overview This session dives into Safe Schools Discipline Reporting under PIMS, addressing why accurate data matters and where LEAs across PA are falling short. Using publicly available data, this session will walk through the common misclassifications that drive reporting inconsistencies. The session covers the full reporting framework, from distinguishing between commonly confused infraction types like fighting, minor altercations and simple assault, to navigating tricky scenarios involving CTCs, non-PIMS reporting entities, and end-of-year disciplinary actions, Attendees will also be introduced to the "Appendix Z Reimagined," a practical resource linking PIMS infraction codes to plain-language PA Criminal Statute summaries, designed to align data teams and strengthen reporting accuracy. *Speaker: Rebecca Daugherty, Chester County Intermediate Unit*	Garden Terrace West
	McKinney Vento: An Overview for Homeless Liaisons What is the McKinney-Vento Act? How does it affect my students? What are my obligations to students? What resources are available? Learn all of this and more to more effectively support your students experiencing homelessness. *Speaker: Mitchell Hendricks, Bethlehem Area School District*	Starlight
	ABCs of Child Accounting Overview of the basics of Child Accounting. *Speaker: Lori Sieber, PDE*	Castilian
11:10 am-Noon	**Risky Business: A Legal Perspective on the High-Stakes Consequences of Student Conduct Matters** Legal Risk attaches to the everyday actions of school employees and administrators when addressing student misconduct. The first step in mitigating risk is awareness and preparation. In this presentation, an experienced school law attorney delves into the prevalence of litigation and the magnitude of legal liability exposure using real case law and hypothetical scenarios to engage the audience. Discussion will center around practical challenges and legal exposure containment. Topics will include bullying, harassment (on the basis of sex, race, religion,	Garden Terrace East

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	disability), dangerous conduct, and special education implications. Audience members will be asked to participate using interactive polling software. *Speakers: Kalani Linnell Asroff, Esq. and Cassi Blaney, Esq., Sweet, Stevens, Katz & Williams*	
	Act 47 Charter School Residency Verification Act 47 of 2025 created new responsibilities for PA School Districts related to verifying residency for charter school students. This presentation will examine one potential approach to fulfilling those requirements by drawing from real-world experience conducting student residency verifications in a public school district setting. Attendees will be introduced to practical procedures, best practices, documentation considerations, and strategies for addressing residency concerns and follow-up actions. The information shared is intended as guidance and professional insight that districts may adapt to support their own local processes and compliance efforts. *Speaker: Brianna Hulshizer, Chester County Intermediate Unit*	Garden Terrace West
	Does my LEA need Flexible Instructional Days (FID)? LEAs use snow/make-up days, FIDs as well as remote/virtual learning to reach the required 180 days/900/990 hours of instruction to varying degrees annually. This presentation will provide an overview of an FID program, the application process, and point you to some resources. Updates on some recent changes in Section 1506 that went into effect for the 202 6-27 SY related to tracking FIDs and remote/virtual learning will also be covered. *Speaker: Tom Dubbs, PDE*	Starlight
	Identifying Resident and Non-Resident Membership Keys to identifying the different types of resident and non-resident students including Sections 1302, 1305, and 1306. *Speaker: Lori Sieber, PDE*	Castilian
1:10 pm-2:00 pm	**Religious Freedom in Public Schools: History and Recent Changes that Administrators Need to Understand** Our nation's Founding Fathers viewed religion as personal, not political. Washington, Jefferson, Hamilton, Madison and others rejected the European practice of government favoring particular religious beliefs. This led to our First Amendment, which forbids laws that establish religion or prohibit the free exercise thereof. This presentation traces the history of religious freedom in public schools, including recent decisions by the Supreme Court of the United States that have changed the law and practices of religious expression in ways school administrators need to understand. *Speaker: Howard Kelin, Esq. and Rose McHugh,Esq., Sweet, Stevens, Katz & Williams*	Garden Terrace East
	Funding Follows the Data: How Act 16 Reporting Shapes Special Education Success Join this interactive session designed for Special Education Administrators, Data Coordinators, and PIMS Administrators to deepen your understanding of Act 16 reporting. Participants will learn practical strategies for organizing and managing Act 16 data, including how to create and maintain a master Act 16 MS Excel file to support accurate and efficient PIMS submissions to PDE. This session will also explore best practices for data validation, cross-department collaboration, and	Garden Terrace West

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	the connection between accurate reporting and funding outcomes—all aimed at helping LEAs strengthen their data quality culture. *Speaker: Kendra Shockley, Chester County Intermediate Unit*	
	Why are there so many home schoolers in PA and how do I track them? This session not only explores the reasons why parents are homeschooling their children and updates, but also your district's responsibilities for reporting and providing resources to these families. We will review the annual data collection tool as well as some of the issues related to compliance/noncompliance with home school law. *Speaker: Tom Dubbs, PDE*	Starlight
	Child Accounting Templates Template fields and requirements associated with the School Calendar and Student Calendar Fact templates. *Speaker: Scott Cole, PDE*	Castilian
2:10 pm-3:00 pm	**SROs and SPOs in Pennsylvania Schools: Refresher on Roles, Responsibilities and Legal Boundaries** In the myriads of permissible school security personnel, it can be easy to confuse roles, responsibilities, and limits on the power. In this session, we will explore the various ways that school districts can implement school security, with an emphasis of the distinction between different types of personnel, including in employment, reporting responsibilities, and powers in the school setting – including the power to search students. We will also highlight student rights in the context of school security authority. *Speakers: Suzanne Pontious, Esq. and Rebekah A. VanDerWerf, Esq., Sweet, Stevens, Katz & Williams*	Garden Terrace East
	Out of District Placements from a Host District's Perspective Hear from a host district's perspective on the process from student intake to Child Accounting *Speakers: Tammy Brant, Upper St. Clair School District and Aidan Mulvihill, Montour School District*	Garden Terrace West
	Office of School Climate and Well-Being The Pennsylvania Department of Education (PDE) Office of School Climate and Well-Being is dedicated to fostering equitable, trauma-informed learning environments that promote the academic, physical, and psychological well-being of students and staff. This session will explore the various resources and supports available through the PDE Office of School Climate and Well-Being. It will also review all reporting aspects of Safe School reporting and discuss other data sets involved in creating safe learning environments in schools. *Speaker: Scott Kuren, PDE*	Starlight
	Child Accounting PIMS Reports Review of the reports that accompany the Child Accounting collection and tips on what to look for when analyzing the reports.	Castilian

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	Speaker: Lori Sieber, PDE	
3:10 pm-4:00 pm	**SIS Alike Sessions**	
	Power School	Garden Terrace East
	Sapphire	Garden Terrace West
	Steps to Achieve: Foundational Learn Excel fundamentals and navigation: shortcuts, AutoFill, Paste Special, reusable templates, Formulas and references: the totals your membership and enrollment reports run on; relative vs. absolute references, Tables, sorting, and filtering: turn raw roster and system exports into filterable data.	Starlight

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Thursday, November 5, 2026

Time	Topic and Speaker(s)	Location
8:00 am-G:00 am	**A/CAPA Business Meeting** Election speeches, Treasurer's Report, Upcoming Events	Garden Terrace
G:10 am-10:00 am	**Custody/Family Law** Schools often face challenging questions about who can make educational decisions for a child. This session explores Pennsylvania law on custody versus residency, interpreting court orders and guardianship documents, and the role of 1302 affidavits. We'll address step-parent rights, the impact of legal marriage, PFAs and school access, parents' rights to student information, and termination of parental rights. Gain clarity on navigating these sensitive issues while ensuring compliance and protecting student welfare. *Speaker: Paige Gross, Esq., King Spry*	Garden Terrace East
	Special Education Overview An overview of Special Education reporting and updates for 2026-27, including December 1, Act 16, and Exiting. Speaker: Dan Ficca, PDE	Garden Terrace West
	Programs of Study (POS) and Student Occupationally and Academically Ready (SOAR) This session will explore SOAR and include a review of postsecondary requirements and signatory addenda for statewide articulation agreements, PDE verification on postsecondary websites, a discussion of prerequisites and industry credentials, how to navigate collegetransfer.net, and a peek at secondary partners *Speakers: Wendy Leiby, PDE*	Starlight
	Summary of Child Accounting Membership Report See the results of the PIMS Child Accounting collection and how a school district's average daily membership (ADM) is calculated. *Speaker: Lori Sieber, PDE*	Castilian
10:10 am-11:00 am	**Rights of Home School and Cyber School Students** *Speaker: Gianna Corpora, Esq., King Spry*	Garden Terrace East
	Special Education Discipline Discussion of the Special Education Discipline collection with Safe Schools and Table 9A including data discrepancies between collections. *Speaker: Dan Ficca, PDE*	Garden Terrace West
	From Collection to Impact: Key Concepts, Updates and Best Practices for the C4 CTE Collection This session will provide an overview of the essential components of the C4 CTE Collection. We'll walk through the PDE408 Form requirements, highlight updates to the Secondary Timeline,	Starlight

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	review the new fields in the CTE Student Fact file, and address common errors. We'll also share best practices to help you prepare now and streamline the collection process. *Speakers: Stacey McCreary, PDE, Alex Deacon, PDE, Wendy Sullivan, PDE, Brenda Gomez-Perez, PDE, Sherrie Whisler, PDE*	
	Instructional Time and Calendars Understanding the calculation of instructional time and the use of calendars. *Speaker: Carrie Pase, PDE*	Castilian
11:10 am-Noon	**Cyber School** *Speaker: Rosemary Hughes, PDE*	Garden Terrace East
	Special Education Fiscal Considerations *Speaker: Barry Frank, PDE*	Garden Terrace West
	Safe Schools: Criminal Statute vs School Codes *Speaker: Sgt. Michael Bogart, Weatherly School District, Jay Wasser, PDE and Tony Durante, PDE*	Starlight
	Tracking Resident Students Learn what questions to ask when your student is educated by another entity. Test your knowledge of who reports whom for Child Accounting. *Speaker: Lori Sieber, PDE*	Castilian
1:10 pm-2:00 pm	**School Safety** *Speaker: Sgt. Michael Bogart*	Garden Terrace East
	APSEM *Speaker: Dan Ficca, PDE*	Garden Terrace West
	Clarifying 1306: When and How LEAs Report Students in Children's Institutions (Part 1) This session equips LEAs with the knowledge and tools necessary to navigate the requirements for 1306 students placed in a Children's Institution. Participants will develop a clear understanding of qualifying institutions, the distinct roles of the educating and tracking LEA (district of residence) and when the tracking LEA should or should not report a student in this placement. The session will also provide guidance on the accurate completion of the PDE-4605 form from both LEA perspectives. Through applied, scenario-based examples, attendees will strengthen compliance practices, improve documentation accuracy, and support consistent, well-informed decision-making. *Speaker: Jessica Gioia-Young, Chester County Intermediate Unit*	Starlight
	ACS Deletion Requests and Manual Revisions This session will provide a step-by-step walkthrough on how to successfully submit child accounting Accuracy Certification Statements, Deletion Request Forms, and Manual Revision Forms in an effort to ensure consistent and compliant submissions. *Speaker: Lori Sieber, Scott Cole, and Carrie Pase, PDE*	Castilian

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2:10 pm-3:00 pm	**Special Education Law** The presentation will be designed to explain the sometimes challenging intersection of the IDEA and school discipline for those students identified under the IDEA or Section 504, with time for a QCA session afterward. *Speaker: Chris Bambach, Esq., Sweet, Stevens, Katz & Williams*	Garden Terrace East
	From Submission to Insight: Making Sense of PVAAS PIMS Data PVAAS reporting begins long before reports are released—it starts with accurate PIMS submissions. This session demystifies the connection between PIMS data collections and PVAAS reporting, helping participants understand how submitted data fuels access to projections, growth measures, and educator-specific reporting. Participants will explore key PIMS collections, timelines, and common pitfalls that impact data visibility and accuracy in PVAAS. Through practical examples, we will connect submission practices to reporting outcomes, empowering LEAs to strengthen data quality and maximize the value of PVAAS reports for planning, instruction, and decision making. *Speakers: Yashira Ashby, Laurie Kolka, and Jennifer Kurtz, PDE*	Garden Terrace West
	Clarifying 1306: When and How LEAs Report Students in Children's Institutions (Part 2) This session equips LEAs with the knowledge and tools necessary to navigate the requirements for 1306 students placed in a Children's Institution. Participants will develop a clear understanding of qualifying institutions, the distinct roles of the educating and tracking LEA (district of residence) and when the tracking LEA should or should not report a student in this placement. The session will also provide guidance on the accurate completion of the PDE-4605 form from both LEA perspectives. Through applied, scenario-based examples, attendees will strengthen compliance practices, improve documentation accuracy and support consistent, well-informed decision-making. *Speaker: Jessica Gioia-Young, Chester County Intermediate Unit*	Starlight
	Enrollment Updates *Speaker: Fianne vanSchaaik, PDE and Rosemary Hughes, PDE*	Castilian
3:10 pm-4:00 pm	**SIS Alike Sessions**	
	Steps to Achieve: Intermediate Excel Data validation: keep codes and dates consistent by stopping bad data at entry, Logical and conditional formulas: IF logic plus SUMIFS and COUNTIFS to count students and total membership by school, grade, or status, Lookups: VLOOKUP and XLOOKUP to match students across rosters, sheets, and exports, Text functions and data cleanup: fix messy PIMS and SIS exports (names, IDs, dates) fast, Conditional formatting: flag gaps, duplicates, and outliers at a glance, PivotTables: summarize enrollment, membership, and ADM data with no formulas, Charts and data visualization: turn the numbers into clear visuals for boards and administrators	Garden Terrace East
	Focus	Starlight

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Friday, November 6, 2026

Time	Topics and Speaker(s)	Location
8:00 am-G:00 am	**ACAPA Business Meeting** Raffles, Scholarships, Election Results, Strategic Initiatives Report	Garden Terrace
G:10 am-10:00 am	**Preparing for the Civil Rights Data Collection** This presentation will cover all aspects of the CRDC 2025-26 collection including what the collection is, points of contact, timeline, new fields, removed fields, tips and tricks *Speaker: Daniel Nestorick, Dallas School District*	Garden Terrace East
	1305, 1306, 1302 Basics This introductory training will provide an overview of the Pennsylvania School Code statutes governing student residency and enrollment. Participants will review the basic requirements of Sections 1302, 1305, and 1306, including residency determination, enrollment documentation, and the responsibilities of school districts and families. *Speaker: Ann Bauer, A/CAPA President*	Garden Terrace West
	New to PIMS? Need help with where to find information or who to ask for help? This session is for you! *Speaker: Diane Meck, A/CAPA Secretary*	Starlight
10:10 am-11:00 am	**Navigating Educational Rights, Supports, and Responsibilities for Students in Foster Care** This session will provide a practical overview of key education considerations for students in foster care, including school stability, school of origin, and best interest decision-making (BID). Participants will explore the roles of the Educational Decision Maker (EDM), parents and foster parents in the BID process; reasonable and prudent parenting; foster care documentation and information/record sharing; and strategies for identifying students in foster care, including PIMS reminders. The session will highlight practical approaches for collaboration among schools, caregivers, and child welfare partners to ensure students' educational rights, stability, and needs are addressed. *Speakers: Matt Butensky, Center for Schools and Communities, Ben Simmons, Center for Schools and Communities, and Dawn Traill, Pennsylvania Department of Human Services*	Garden Terrace East
	Tracking Graduation Pathways What do you do when your SIS doesn't have a clean way of tracking Graduation Pathways? See how one district created an internal document for tracking pathways to graduation and uses the information for data meetings. *Speaker: Dr. Diane Szader, A/CAPA COO*	Garden Terrace West
	New Officer Orientation	Starlight

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	Newly elected officers will meet with current board members to discuss transition activities and next steps *Speaker: Dr. Brian Pipech, A/CAPA Assistant Executive Director, Amber Brady, A/CAPA Vice President*	

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