Regular Monthly Meeting of the GJCTC JOC

Tuesday, October 27, 2026 Immediately following Committee of the Whole Meeting which starts at 6:30 p.m.
Career Seminar Room, 445 Schoolhouse Road, Johnstown, PA 15904

1. **OPENING OF MEETING**

1.A. **Call to Order**

1.B. **Roll Coll of Members**

1.C. **Invocation and Pledge of Allegiance**

2. **COMMENTS, VISITOR INTRODUCTIONS**

3. **MINUTES**

3.A. **Minutes from the meeting held September 22, 2026.**

4. **TRESURER'S REPORT**

4.A. **Treasurer's Report and payment of bills.**

5. **CORRESPONDENCE**

6. **ITEMS FOR INFORMATION ONLY**

6.A. **Conference Report**

7. **EXECUTIVE SESSION FOR PERSONNEL/LEGAL MATTERS**

8. **COMMITTEE OF THE WHOLE AGENDA**

9. **REPORTS**

9.A. **Report of the Supervisor of Building and Grounds**

9.B. **Report of the Assistant Administrator of Program Operations**

9.C. **Report of the Assistant Director**

9.D. **Report of the Administrative Director**

9.E. **Report of the Chief School Administrator**

9.F. **Report of the Solicitor**

9.G. **Report of the J.O.C.Chairperson**

10. **FUTURE MEETINGS**

10.A. **December Reorganizational and Regular Meeting**

10.A.1. The December Reorganizational and Regular Meeting of the Joint Operating Committee is scheduled for Thursday, December 10, 2026, at

6:30 p.m. in the Career Seminar Room.

A Christmas Dinner for the JOC Board Members will be served in the cafeteria at 5:30 p.m.

11. **OTHER BUSINESS**

11.A. **None**

12. **ADJOURNMENT**

12.A. **Motion to adjourn the meeting.**

GREATER JOHNSTOWN CAREER AND TECHNOLOGY CENTER
445 Schoolhouse Road, Johnstown, PA 15904

REGULAR JOINT OPERATING COMMITTEE
MEETING MINUTES – September 22, 2026

OFFICERS

Chairperson – Mr. Galen George – Forest Hills School District
Vice-Chairperson – Mr. David Hudak – Richland School District
Secretary – Dr. Rocco Mantini – Conemaugh Township School District
Treasurer – Dr. Richard Knavel – Forest Hills School District

MEMBERS

Conemaugh Township Area School District	Mrs. Melanie Byer and Dr. Rocco Mantini
Ferndale Area School District	Mr. Richard Pavic
Forest Hills School District	Mr. Galen George, Dr. Richard Knavel, and Dr. Timothy Ondrejik
Greater Johnstown School District	Mr. Eugene Pentz
Richland School District	Mr. Julian Beglin, Mr. Dave Hudak and Mrs. Tricia Shaffer
Westmont Hilltop School District	Dr. William Carney, Dr. Kamal Gella and Mr. Joseph Podrebarac
Windber Area School District	Mr. Mark Portante and Mrs. Antoinette Rummel

1) CALL TO ORDER

Mr. Galen George, Chairperson, called the meeting to order at 7:15 p.m. The following were the items of business and discussion.

2) ROLL CALL OF MEMBERS

Mrs. Fran Kazmierczyk, GJCTC JOC Recording Secretary, took roll call as follows:

Members Present:	**Members Absent:**	**Alternates:**
Mr. Richard Pavic	Mrs. Melanie Byers	Ms. Susan Saylor-Stahl (CTSD)
Mr. Galen George	Dr. Rocco Mantini	Mr. Richard Sukenik (RSD)
Dr. Richard Knavel	Mr. Julian Beglin	
Dr. Timothy Ondrejik	Dr. William Carney	
Mr. Gene Pentz		
Mr. Dave Hudak		
Mrs. Tricia Shaffer		
Dr. Kamal Gella (Zoom)		
Mr. Joseph Podrebarac		
Mr. Mark Portante		
Mrs. Antoinette Rummel		

Total: 11 Members **4 Absent** **2 Alternates** **Quorum Present: 13 - Yes**

Others Present:
Mr. John S. Augustine II, Administrative Director
Mrs. Amanda Harrington, Assistant Administrator of Program Operations
Mrs. Fran Kazmierczyk, Recording Secretary
Dr. David Lehman, Forest Hills School District Superintendent
Mr. Thomas Mitchell, Chief School Administrator (Left prior to the start of the Regular Meeting.)
Attorney Ronald Repak, Solicitor
Mrs. Tricia Rummel, Assistant Director
Mr. Matthew Zern, Financial Officer

3) INVOCATION AND PLEDGE OF ALLEGIANCE
The meeting opened with the invocation and Pledge of Allegiance.

4) COMMENTS, VISITOR INTRODUCTIONS – None

5) APPROVAL OF MINUTES – August 5, 2026 REGULAR MEETING MINUTES
On a motion by Mr. Podrebarac, seconded by Dr. Ondrejik, it was moved that the minutes resulting from the August 5, 2026 Regular Meeting be approved as presented. A voice vote was taken and the motion passed unanimously.

6) TREASURER'S REPORT AND PAYMENT OF BILLS
Mr. Matthew Zern, Financial Officer, presented the Treasurer's Report, the billing list. He noted that Dr. Knavel, Treasurer, reviewed and approved the bills listed. On a motion by Mr. Pentz, seconded by Mr. Hudak, it was moved that the Treasurer's Report and Payment of Bills be approved as presented. A voice vote was taken and the motion passed unanimously. (Copy on file in the Administrative Office)

7) CORRESPONDENCE

A. Conference Reports:

A. Tricia Rummel, Assistant Director - BSI Corporate Benefits: Beyond Limits, September 3, 2026
B. Matthew Zern, Financial Officer - BSI Corporate Benefits: Beyond Limits, September 3, 2026

8) ITEMS FOR INFORMATION ONLY - None

9) EXECUTIVE SESSION FOR PERSONNEL/LEGAL MATTERS – Not needed

10) APPROVAL OF COMMITTEE OF THE WHOLE AGENDA (C.O.W.)
On a motion by Mrs. Shaffer, seconded by Mr. Pentz, it was moved that the Committee of the Whole Agenda, Items 3A through 6A, be approved as read. A voice vote was taken and the motion passed unanimously.

A. C.O.W. 3 - ITEMS RELATING TO EDUCATION AND PERSONNEL

A. Public Notice of Non-Discrimination (Attachment)

1. Approved the updated Public Notice of Non-Discrimination.

B. **Policy Manual Updates - First Reading** (Attachment)

1. Approved the first reading of the following Policy Manual updates:

1. Policy 102: Academic Standards
2. Policy 103: Discrimination/Harassment Affecting Students
3. Policy 104: Discrimination/Harassment Affecting Staff
4. Policy 113.2: Behavior Support
5. Policy 218: Student Discipline
6. Policy 218.1: Weapons
7. Policy 221: Dress and Grooming

8. Policy 247: Hazing
9. Policy 801: Public Records
10. Policy 818: Contracted Services Personnel
11. Policy 827: Conflict of Interest

C. Conference Requests

1. Approved the following conference/meeting requests:

1. Zack Buchholz, Cooperative Education Coordinator, 2026 PCEA Conference: Strategies for Success in Work-Based Learning, October 15-16, 2026
    i. Registration Fee: $300.00
2. Shelby Kieta, SkillsUSA Advisor, and Joel Yoder, SkillsUSA Advisor: SkillsUSA Fall Leadership Conference
    i. Advisors' Registration Fees: $60.00
    ii. Advisors' Hotel Fees: $1,219.92
3. Carissa Penatzer, Health Assistant Instructor, Strategies: Educational Excellence for Health Care Providers and Educators, November 12-13, 2026
    i. Registration Fee: $400.00
    ii. Hotel: $417.00
    iii. Mileage: $88.16
4. John S. Augustine, Administrative Director; Tricia Rummel, Assistant Director; and Serena Bridges, Assistant Principal: Pathways to Career Readiness: An Education and Workforce Development Symposium, February 9-10, 2027
    i. Registration Fee: $1,050.00
    ii. Hotel: $417.00

D. Enrollment Update

1. Reviewed the current GJCTC Enrollment Report.

1. All programs are fully operational.
2. Approved the administration's recommendation to remove Collision Repair and Industrial Refinishing from probationary status.

E. Employee Resignation

1. Approved the Director's acceptance of the resignation of Amanda Husar, part-time Custodian, effective Wednesday, August 19, 2026.

F. Diesel Technology Instructor

1. Retroactively approved the hiring of Dennis Lohr, effective September 8, 2026, at the prorated rate of $59,000/year, plus benefits. All required clearances have been received.

1. Dennis Lohr
   528 Carnation Street
   Johnstown, PA 15902

G. Culinary Arts Instructor

1. Retroactively approved the hiring of Alexander Prociuk, effective September 14, 2026, at the prorated rate of $50,964/year, plus benefits. All required clearances have been received.

1. Alexander Prociuk
   165 5th Avenue
   Indiana, PA 15701

H. Construction Technology Instructor

1. Construction Technology Instructor discussion: interviews are ongoing.

I. Annual Articulation Agreements 2026-2027 (Attachment)

1. Approved the following articulation agreements for the 2026-2027 school year:

1. Point Park University
2. Saint Francis University

J. GJCTC Instructional Aides

1. Retroactively approved the following Instructional Aides for the 2026-2027 school year at 5.5 hours/day and $13.25/hour.

1. Gregory Heinlein, effective August 31, 2026 – September 4, 2026
2. Edward Pfeil, effective September 2, 2026
3. Jim Revel, effective September 14, 2026 – September 15, 2026

K. Part-time Custodian

1. Retroactively approved the hiring of Daniel Mack for the position of Part-time Custodian at 4.5 hours/day and $13.50/hour:

1. Daniel Mack, effective August 31, 2026
   5002 Somerset Pike
   Hollsopple, PA 15935

L. Full-Time Custodian

1. Approved the hiring of Sara Petrondi for the position of Full-time Custodian at $13.50/hour, with a start date during the month of October.

1. Sara Petrondi
   3753 Main Street, Apt. B 104
   Morgantown, PA 15943

M. Granting Professional Contract - 2026

1. Approved that the following GJCTC secondary instructor, having met the requirements to receive tenure, be granted a Professional Contract, effective with the start of the 2026-2027 school year.

1. Abigail Gerber, Graphics and Digital Media Design Instructor

N. Mentors for New Instructors - 2026-2027

1. Approved, for the 2026-2027 school year, the following mentors for new instructors. The compensation for a mentor is $500.00/mentee.

1. Zack Buchholz, Cooperative Education Coordinator, to mentor: Alexander Prociuk, Secondary Culinary Arts Instructor, and Dennis Lohr, Secondary Diesel Technology Instructor.
2. Carissa Penatzer, Secondary Health Assistant Instructor, to mentor: Kennedy Fry, Secondary Cosmetology Instructor (Year 2) and Mary Potter, Secondary Cosmetology Instructor (Year 2).
3. Jen Wyant, Secondary Pre-Teacher Prep Instructor, to mentor: Tyler Mosorjak, Special Education Instructor (Year 2) and Megan Revesz, Special Education Instructor.

O. Grow Your Own - 2026-2027

1. Approved the following personnel as the 2026-2027 Gurus at the extracurricular rate of $1,500.

1. 9th Grade Tours - Jen Steele, High School Secretary
2. Occupational Advisory Committee Guru - Scott Thomas, Secondary Construction Trades Instructor
3. Adult Education Graduation - Fran Kazmierczyk, Adult Education Career Coach

4. High School Graduation - Shelby Kieta,
5. CTSO Guru - Carissa Penatzer, Secondary Health Assistant Instructor
6. Canvas Guru - Carissa Penatzer, Secondary Health Assistant Instructor
7. Mentor Program Guru - Zackery Buchholz, Co-Op Coordinator

P. CTSO Advisors

1. Approved the following instructors as Student Activity Advisors for the 2026-2027 school year, at the established rates of: $2,100/year for a single advisor rate and $1,050/year for co-advisor rate.

1. ProStart - Alex Procuik, Secondary Culinary Arts Instructor
2. National Technical Honor Society - Jen Weyant, Pre-Teacher Preparation Program, and Carissa Penatzer, Secondary Health Assistant Instructor
3. SkillsUSA - Shelby Kieta, Robotic Tech Instructor; Kelly Abel, Secondary Health Assistant Instructor; and Joel Yoder, Collision Repair and Industrial Refinishing Instructor
4. Battle Bots - Scott Pritts, Secondary Machine Tool Technology Instructor, and Brody Kieta, Welding Instructor
5. Motor Sport Club - Corey Leahey, Automotive Technology Instructor, and Jeremy Hall, Automotive Technology Instructor

Q. Title Modification

1. Approved the title modification for Mrs. Serena Bridges from Special Education Facilitator to Assistant Principal as informed by PDE due to job description requirements.

R. Graduation Contract

1. Approved the rental contract for the High School Graduation between GJCTC and 1st Summit Arena.

1. Date: May 20, 2027
2. Rental Fee: $2,500

S. OAC Additions/Deletions - September 2026

1. Approved the following changes to GJCTC's Occupational Advisory Committee (OAC)

1. Cosmetology - Additions
    i. Amy Rummel, Salon Owner - Skeeters
    ii. Emily Albough, Salon Owner - Hair Maiden Salon & Style
2. Culinary Arts - Addition
    i. Amanda Hogue, Owner - Bites & Brews
3. Graphics and Digital Media Design – Addition
    i. Bobby Bridges, Owner – Bridges Perspective Photo & Video
4. Health Assistant - Additions
    i. Michael Donald, DON - Maple Winds Healthcare & Rehabilitation
    ii. Rebecca Christ, HR Manager - Laurel View Village
    iii. James Ahacic, Associate Director - Conemaugh School of Nursing
5. Health Assistant - Deletions
    i. Bernie Varner
    ii. Lorrie Douglass
    iii. Diane Kurchak

T. Donations

1. FYI - The administration would like to acknowledge and thank Sherwin-Williams Paint Store for its generous donation of paints, stains, and polyurethanes to GJCTC's Construction Technology Program.
2. FYI - The administration would like to acknowledge and thank Linda Kelly for her generous donation of a 2008 Ford Escape to GJCTC's Automotive Programs.

U. GJCTC High School Driving Discussion

1. Discussed student driving at GJCTC, specifically the legal restrictions regarding the number of passengers permitted in a vehicle based on the driver's age and driver's license type.

V. Agriculture and Youth Program Grant

1. Approved, per grant guidelines, permission to apply for the $25,000 Agriculture and Youth Program Grant.

W. Alternate Community Resource Program (Attachment)

1. Approved the "Letter of Agreement" for referrals between the Greater Johnstown Career and Technology Center and the Alternate Community Resource Program (ACRP).

X. Other Items Relating to Education and Personnel – None

B. C.O.W. 5 - ITEMS RELATING TO BUILDING AND GROUNDS

A. Tuition Students

1. Approved two students from non-participating school districts to attend GJCTC as tuition students for the 2026-2027.
    1. Rockwood Area School District
        i. Grade 11 Student – Welding
    2. Shade-Central City School District
        i. Grade 11 Student – Graphics and Digital Media Design

B. Other Items Relating to Budget and Finance – None

C. C.O.W. 5 - ITEMS RELATING TO BUILDING AND GROUNDS

A. Building and Grounds Committee Meeting Minutes

1. Approved the minutes from the Building and Grounds Committee Meeting held August 5, 2026.

B. HVAC Maintenance Contract

1. Discussed the HVAC Maintenance Contract - no action was taken at this time.

C. Use of Facility Request

1. Approved the following Use of Facility Request:
    1. The Training and Education Fund - Nurse Aide Training
        i. Description: Cost: $125/day
        Tuesdays, Wednesdays, and Thursdays
        3:30 p.m. - 7:30 p.m.
        September 23, 2026 - November 19, 2026 (19 days)

D. Other Items Relating to Building and Grounds – None

D. C.O.W. 6 - ITEMS RELATED TO STUDENT ACTIVITIES

A. 2026 Fall Leadership Conference

1. Approved 12 GJCTC high school students to attend the 2026 SkillsUSA Fall Leadership Conference.

1. SkillsUSA Fall Leadership Conference
   i. Dates: October 28-30, 2026
   Location: Seven Springs, Champion, PA
   Number of Students: 12
   Registration Fees: $390.00 (School/Students Fees)
   Hotel Fees: $4,223.82 (Student Funded - SkillsUSA)

B. Other Items Relating Student Activities – None

E. C.O.W. 7 - OTHER BUSINESS – None

11) REPORT OF THE SUPERVISOR OF BUILDING AND GROUNDS

Mr. Randy Roxby, Supervisor of Building and Grounds, was not in attendance. Mr. Roxby's updates were covered in Mr. Augustine's weekly updates. Additionally, Mr. Augustine noted that Mr. Roxby has been working closely with TEN and Automative Logic. Congratulations were extended to Mr. Roxby's son, Braxton, on his call-up to Major League Baseball (MLB) to play for the San Francisco Giants.

12) REPORT OF THE ASSISTANT ADMINISTRATOR OF PROGRAM OPERATIONS

Mrs. Amanda Harrington, Assistant Administrator of Program Operations, reported her building activities have been covered in Mr. Augustine's weekly updates. Mrs. Harrington also presented each school board member with photos highlighting their respective GJCTC students who participate in fall extracurricular activities.

13) REPORT OF THE ASSISTANT DIRECTOR

Mrs. Tricia Rummel, Assistant Director, reported her monthly updates in Mr. Augustine's weekly reports.

14) REPORT OF ADMINISTRATIVE DIRECTOR

Mr. John S. Augustine II, Administrative Director, highlighted the GJCTC Cooperative Education Program at GJCTC. Currently, GJCTC has 16 Students are out in the workforce, 9 students have completed the requirements to work, and 67 students have expressed a desire to participate in the Co-op Program.

15) REPORT OF THE CHIEF SCHOOL ADMINISTRATOR

Mr. Tom Mitchell, Chief School Administrator, was called away from the meeting to attend to a school emergency. In his absence, Dr. David Lehman, Superintendent of the Forest Hills School District, reported on the strong attendance at the recent Occupational Advisory Committee Meeting. Dr. Lehman also noted that the PAC will discuss student transportation at its next meeting. He recognized GJCTC's Culinary Arts Program and students for the outstanding job they did providing catering services for recent events held at Forest Hills.

16) REPORT OF THE SOLICITOR

Attorney Ronald Repak, Solicitor, provided a case update on PDE's decision regarding habitually truant students who transfer to cyber schools.

17) REPORT OF THE J.O.C. CHAIRPERSON

Mr. Galen George, J.O.C. Chairperson, acknowledged Mr. Roxby, Mr. Augustine, Mrs. Rummel, and Mr. Repak for their ongoing work with TEN. TEN has accepted responsibility for not commissioning correctly. Additionally, he is proud of the planning that is taking place in anticipation of the Administrative Team's succession.

18) FUTURE MEETING DATES

The October Regular Meeting is scheduled for Tuesday, October 27, 2026, immediately following the Committee of the Whole Meeting at 6:30 p.m.

There will be a Budget and Finance Committee Meeting in the Board Room at 5:30 p.m.

19) OTHER BUSINESS

A. Mr. Portante requested an update on the house project. Mr. Augustine reported that the foundation for the first house has been excavated. Construction will move forward once a third Construction Technology Instructor is hired.

20) ADJOURNMENT

On a motion by Mr. Pentz, seconded by Mr. Pavic, it was moved that the meeting be adjourned, time 7:41 p.m. A voice vote was taken with all present voting AYE. Motion carried.

Respectfully submitted,

Fran Kazmierczyk

Mrs. Fran Kazmierczyk
Confidential Recording Secretary

BOARD POLICY

102 Academic Standards

POLICY NUMBER	VERSION	DOCUMENT STATUS	WORKFLOW
102	v2	UNDER-REVIEW	First Reading

PRINTED
9/16/2026

Purpose

The Joint Operating Committee recognizes the importance of developing, assessing and expanding academic standards to challenge students to achieve at their highest level possible. To this end, the center (school) 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, state academic standards and local academic standards.[3]

Authority

The Joint Operating Committee shall approve **the following** academic standards**, as applicable to the center's (school's) organizational structure, for students to attain**:[2]

1. English Language Arts **(reading, writing, speaking and listening)**.
2. Mathematics.
3. **Science, Environment, Ecology, Technology and Engineering (Grades K-5).**

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 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**.

Guidelines

The center's (school's) curriculum shall be designed to provide students with the planned instruction needed to attain established academic standards.[2] **[4]** **[5]**

The center (school) 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 Joint Operating Committee policy.[2] **[8]**

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Legal Footnotes

[1] 22 PA Code 4.11
LEGAL REFERENCE

[2] 22 PA Code 4.12
LEGAL REFERENCE

[3] 22 PA Code 4.3
LEGAL REFERENCE

[4] Pol. 105 — Curriculum
POLICY REFERENCE

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

[6] Pol. 127 — Assessment System
POLICY REFERENCE

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

[8] Pol. 113 — Special Education
POLICY REFERENCE

Legal References

No additional references listed.

BOARD POLICY

103 Discrimination/Harassment Affecting Students

POLICY NUMBER	VERSION	DOCUMENT STATUS	WORKFLOW
103	v2.1	UNDER-REVIEW	First Reading

PRINTED
9/16/2026

Authority

The Joint Operating Committee declares it to be the policy of this center (school) to provide an equal opportunity for all students to achieve their maximum potential through the programs and activities offered in the center (school) without discrimination on the basis of race, color, age, **religious** creed, religion, sex, sexual orientation, ancestry, national origin, marital status, pregnancy or handicap/disability.[1][2][3][4][5][6][7][8][9]**[10]**[11][12][13][14][15][16][17] **[18]**

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

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

Under Review sub-status updated

Violations of this policy, including acts of retaliation as described in this policy, or knowingly providing false information, may result in disciplinary consequences under applicable Joint Operating Committee policy and procedures. [19] [20] [21] [22]

The Joint Operating Committee directs that the foregoing statement of Joint Operating Committee policy be included in each student and staff handbook, and that this policy and related attachments be posted to the center (school)'s website.

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

Reports of Title IX Sexual Harassment and Other Discrimination and Retaliation

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

The student's parents/guardians or any other person with knowledge of conduct that may violate this policy is encouraged to immediately report the matter to the building administrator.

A center (school) employee who suspects or is notified that a student **may have** been subject to conduct that constitutes a violation of this policy shall immediately report the incident to the building administrator, as well as properly making any mandatory **law enforcement** or child protective services reports required by law. [23] [24]

Under Review sub-status updated

If the building administrator is the subject o
reporting employee shall report the incident directly to the Title IX Coordinator.

The complainant or the individual making the report may use the **designated center (school) report form** attached to this policy for purposes of reporting an incident or incidents in writing; however, **oral** reports of an incident or incidents shall be accepted, documented and the procedures of this policy and the relevant attachments followed.

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

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

Disciplinary Procedures When Reports Allege Title IX Sexual Harassment

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

When an emergency removal, as described in Attachment 3, is warranted to address an immediate threat to the physical health or safety of an individual, and it is not feasible to continue educational services remotely or in an alternative setting, the normal procedures for suspension and expulsion shall be conducted to accomplish the removal, including specific provisions to address a student with a disability where applicable. **[20]** **[22]** **[23]**

When an emergency removal is not required, disciplinary sanctions shall be considered in the course of the Title IX grievance process for f
written determination and any applicable ap

Under Review sub-status updated

written determination or appeal decision shall be implemented in accordance with the normal procedures for suspensions, expulsions or other disciplinary actions, including specific provisions to address a student with a disability where applicable. **[19]** **[20]** **[22]** **[23]**

Discipline/Placement of Student Convicted or Adjudicated of Sexual Assault

Upon notification of a conviction or adjudication of a student for sexual assault against another student attending the center (school) or participating in a center (school) program, the center (school) shall coordinate actions with the appropriate participating school entity and comply with the disciplinary or placement requirements established by state law and Joint Operating Committee policy.[26] **[27]**

Confidentiality

Confidentiality of all parties, witnesses, the allegations, the filing of a report and the investigation related to any form of discrimination or retaliation, including Title IX sexual harassment, shall be handled in accordance with applicable law, regulations, this policy, the attachments and the center (school)'s legal and investigative obligations.[28][29][30][31][32]

Retaliation

The Joint Operating Committee prohibits retaliation by the center (school) or any other person against any person for:[31]

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

The center (school), its employees and othe
coercing, or discriminating against anyone f
encouraged to contact the Title IX Coordinator immediately if retaliation is believed to have

Under Review sub-status updated

occurred.

Definitions

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

Pregnancy - the use of assisted reproductive technology, the state of being in gestation, childbirth, breastfeeding, the postpartum period after childbirth and medical conditions related to pregnancy.[33]

Race includes all of the following:[33][34]

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

Religious creed includes all aspects of religious observance, practice or belief.[35]

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

Discrimination

Discrimination shall mean to treat individuals differently, or to harass or victimize based on a protected classification including race, col
orientation, ancestry, national origin, marita

Under Review sub-status updated

Harassment is a form of discrimination based on the protected classifications listed in this policy consisting of unwelcome conduct such as graphic, written, electronic, verbal or nonverbal acts including offensive jokes, slurs, epithets and name-calling, ridicule or mockery, insults or put-downs, offensive objects or pictures, physical assaults or threats, intimidation, or other conduct that may be harmful or humiliating or interfere with a person's school or school-related performance when such conduct is:

1. Sufficiently severe, persistent or pervasive; and

2. A reasonable person in the complainant's position would find that it creates an intimidating, threatening or abusive educational environment such that it deprives or adversely interferes with or limits an individual or group of the ability to participate in or benefit from the services, activities or opportunities offered by the center (school).

Definitions Related to Title IX Sexual Harassment

Formal complaint shall mean a document filed by a complainant or signed by the Title IX Coordinator alleging Title IX sexual harassment and requesting that the center (school) investigate the allegation under the grievance process for formal complaints. The authority for the Title IX Coordinator to sign a formal complaint does not make the Title IX Coordinator a party in the grievance process for formal complaints. The phrase "document filed by a complainant" refers to a document or electronic submission that contains the complainant's physical or digital signature, or otherwise indicates that the complainant is the person filing the formal complaint.[30][36]

Supportive measures shall mean nondisciplinary, nonpunitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed.[36]

Supportive measures shall be designed to restore or preserve equal access to the educational program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the educational environment, or to deter sexual harassment. **Supportive measures** may include, but are not limited to:[36]

1. Counseling.

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2. Extensions of deadlines or other course-related adjustments.
3. Modifications of work or class schedules.
4. Campus escort services.
5. Mutual restrictions on contact between the parties.
6. Changes in work or housing locations.
7. Leaves of absence.
8. Increased security.
9. Monitoring of certain areas of the campus.
10. Assistance from domestic violence or rape crisis programs.
11. Assistance from community health resources including counseling resources.

Supportive measures may also include assessments or evaluations to determine eligibility for special education or related services, or the need to review an Individualized Education Program (IEP) or Section 504 Service Agreement based on a student's behavior. This could include, but is not limited to, a manifestation determination or functional behavioral assessment (FBA), in accordance with applicable law, regulations or Joint Operating Committee policy, and in coordination with the student's school district of residence. **The Title IX Coordinator shall consult with the Director of Special Education in the implementation of supportive measures for students with an IEP or Section 504 Service Agreement.** [18] [25] [37]

Title IX sexual harassment means conduct on the basis of sex that satisfies one or more of the following:[36]

1. A center (school) employee conditioning the provision of an aid, benefit, or service on an individual's participation in unwelcome sexual conduct, commonly referred to as *quid pro quo sexual harassment.*

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2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive and objectively offensive that it effectively denies a person equal access to a center (school) education program or activity.

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

    a. ***Dating violence*** means violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim and where the existence of such a relationship is determined by the following factors:[38]

        i. Length of relationship.

        ii. Type of relationship.

        iii. Frequency of interaction between the persons involved in the relationship.

    b. ***Domestic violence*** includes felony or misdemeanor **crimes committed** by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving federal funding, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction.[38]

    c. ***Sexual assault*** means a sexual offense under state or federal law that is classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.[39]

    d. ***Stalking*****,** under Title IX means stalking on the basis of sex, for example when the stalker desires to date a victim. Stalking means to engage in a course of conduct directed at a specific person that would cause a reasonable person to either:[38]

        i. Fear for their safety or the safety of others.

        ii. Suffer substantial emotional distress.

Such conduct must have taken place during a center (school) education program or activity and against a person in the United States to qualify as sexual harassment under Title IX. An **education program or activity** includes t
the center (school) exercises substantial co

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which the harassment occurs. Title IX applies to all of a center (school)'s education programs or activities, whether such programs or activities occur on-campus or off-campus.[29][30] [36]

Delegation of Responsibility

In order to maintain a program of nondiscrimination practices that is in compliance with applicable laws and regulations, the Joint Operating Committee designates the [40]

[The center (school) may choose the same or different individuals to fulfill the roles of Compliance Officer and Title IX Coordinator. If designating one (1) individual to fulfill both responsibilities, select the first option and enter the appropriate position title. If designating two (2) individuals to fulfill the separate responsibilities, select the second option and enter the appropriate position titles.]

{X } **Tricia Rummel**__ as the center (school)'s Compliance Officer and Title IX Coordinator. The Compliance Officer/Title IX Coordinator can be contacted at:

Address: **445 Schoolhouse Road, Johnstown, PA 15904**

Email: **trummel@gjctc.org**

Phone Number: **814-266-6073 x 121**

{ } _____ as the center (school)'s Compliance Officer and _____ as the center (school)'s Title IX Coordinator.

The Compliance Officer can be contacted at:

Address:

Email:

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Phone Number:

The Title IX Coordinator can be contacted at:

Address:

Email:

Phone Number:

The Compliance Officer and Title IX Coordinator shall fulfill designated responsibilities to ensure adequate nondiscrimination procedures are in place, to recommend new procedures or modifications to procedures and to monitor the implementation of the center (school)'s nondiscrimination procedures in the following areas, as appropriate:

1. Curriculum and Materials - Review of curriculum guides, textbooks and supplemental materials for discriminatory bias.
2. Training - Provide training for students and staff to prevent, identify and alleviate **conduct which may constitute** discrimination.
3. Resources - Maintain and provide information to staff on resources available to complainants in addition to the complaint procedure or Title IX procedures, such as making reports to **law enforcement**, and available supportive measures such as assistance from domestic violence or rape crisis programs and community health resources including counseling resources.
4. Student Access - Review of programs, activities and practices to ensure that all students have equal access and are not segregated except when permissible by law or regulation.
5. Center (School) Support - Assure that like aspects of the center (school) programs and activities receive like support as to staffing and compensation, facilities, equipment, and related areas.
6. Student Evaluation - Review of assessments, procedures, and guidance and counseling materials for stereotyping and discrimina

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7. Reports/Formal Complaints - Monitor and provide technical assistance to individuals involved in managing informal reports and formal complaints.

Guidelines

Title IX Sexual Harassment Training Requirements

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

1. Definition of sexual harassment.
2. Scope of the center (school)'s education program or activity, as it pertains to what is subject to Title IX regulations.
3. How to conduct an investigation and grievance process for formal complaints, including examination of evidence, conducting hearings (if applicable), drafting written determinations, handling appeals and informal resolution processes, as applicable.
4. How to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest and bias.
5. Use of relevant technology.
6. Issues of relevance including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant.
7. Issues of relevance, weight of evidence and application of standard of proof and drafting investigative reports that fairly summarize relevant evidence.
8. How to address complaints when the alleged conduct does not qualify as Title IX sexual harassment but could be addressed under another complaint process or Joint Operating Committee policy.

All training materials shall promote impartia
complaints of Title IX sexual harassment wi

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All training materials shall be posted on the center (school)'s website.

Disciplinary Consequences

A student who is determined to be responsible for **a** violation of this policy shall be subject to appropriate disciplinary action consistent with the Code of Student Conduct, which may include but is not limited to: [19] [20] [22]

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

An employee who violates this policy shall be subject to appropriate disciplinary action consistent with the applicable Joint Operating Committee policy, collective bargaining agreement and individual contract, up to and including dismissal and/or referral to law enforcement officials. [21] [41]

Reports of Discrimination

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

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Reports of Title IX Sexual Harassment

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

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Legal Footnotes

[1] 22 PA Code 12.1
LEGAL REFERENCE

[2] 22 PA Code 12.4
LEGAL REFERENCE

[3] 22 PA Code 15.1
LEGAL REFERENCE

[4] 22 PA Code 4.4
LEGAL REFERENCE

[5] 24 P.S. 1301
LEGAL REFERENCE

[6] 24 P.S. 1310
LEGAL REFERENCE

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

[8] 24 P.S. 5004
LEGAL REFERENCE

[9] 43 P.S. 951
LEGAL REFERENCE

[10] 16 PA Code 41.201
LEGAL REFERENCE

[11] 20 U.S.C. 1681
LEGAL REFERENCE

[12] 34 CFR Part 106
LEGAL REFERENCE

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

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

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

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

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

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

[19] Pol. 218 — Student Discipline
POLICY REFERENCE

[20] Pol. 233 — Suspension and Expulsion
POLICY REFERENCE

[21] Pol. 317 — Conduct/Disciplinary Procedures
POLICY REFERENCE

[22] Pol. 113.1 — Discipline of Students With Disabilities

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[23] Pol. 806 — Child Abuse
POLICY REFERENCE

POLICY REFERENCE

[26] **24 P.S. 1318.1**
LEGAL REFERENCE

[27] **Pol. 218.3 — Discipline of Student Convicted/Adjudicated of Sexual Assault**
POLICY REFERENCE

[28] **20 U.S.C. 1232g**
LEGAL REFERENCE

[29] **34 CFR 106.44**
LEGAL REFERENCE

[30] **34 CFR 106.45**
LEGAL REFERENCE

[31] **34 CFR 106.71**
LEGAL REFERENCE

[32] **34 CFR Part 99**
LEGAL REFERENCE

[33] **16 PA Code 41.204**
LEGAL REFERENCE

[34] **16 PA Code 41.207**
LEGAL REFERENCE

[35] **16 PA Code 41.205**
LEGAL REFERENCE

[36] **34 CFR 106.30**
LEGAL REFERENCE

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

[38] **34 U.S.C. 12291**
LEGAL REFERENCE

[39] **20 U.S.C. 1092**
LEGAL REFERENCE

[40] **34 CFR 106.8**
LEGAL REFERENCE

[41] **Pol. 317.1 — Educator Misconduct**
POLICY REFERENCE

Legal References

No additional references listed.

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BOARD POLICY

104 Discrimination/Harassment Affecting Staff

POLICY NUMBER	VERSION	DOCUMENT STATUS	WORKFLOW
104	v2	UNDER-REVIEW	First Reading

PRINTED
9/16/2026

Authority

The Joint Operating Committee declares it to be the policy of this center (school) to provide to all persons equal access to all categories of employment in this center (school), regardless of race, color, age, **religious** creed, religion, sex, sexual orientation, ancestry, national origin, marital status, genetic information, handicap/disability **or pregnancy, childbirth or pregnancy-related medical conditions**. The center (school) shall make reasonable accommodations for identified physical and mental impairments that constitute disabilities, **as well as pregnancy, childbirth and pregnancy-related conditions,** consistent with the requirements of federal and state laws and regulations.[1][2][3][4][5][6][7]**[8]**[9][10][11]**[12]**[13][14]**[15]**

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

The Joint Operating Committee directs that the foregoing statement of Joint Operating Committee policy be included in each student and staff handbook, and that this policy and related attachments be posted to the center (school)'s website.

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

Reports of Title IX Sexual Harassment and Other Discrimination and Retaliation

The Joint Operating Committee encourages employees**, applicants** and third parties who believe they or others have been subject to Title IX sexual harassment, other discrimination or retaliation to promptly report such incidents to the building administrator **or Title IX Coordinator**. A person who is not an intended victim or target of discrimination but is adversely affected by the offensive conduct may file a report of discrimination.

An employee in a supervisory position who suspects or is notified that a center (school) employee may have been subject to conduct that constitutes a violation of this policy shall immediately report the incident to the Title IX Coordinator.

If the building administrator is the subject of a complaint, the complainant or the individual making the report shall direct the report of the incident to the Title IX Coordinator.

If the Title IX Coordinator is the subject of a complaint, the complainant or building administrator shall direct the report of the incident to the Administrative Director or designee.

The complainant or the individual making the report may use the **designated center (school) report form** attached to this policy for purposes of reporting an incident or incidents in writing; however, **oral** reports of an incident or incidents shall be accepted, documented and the procedures of this policy and the relevant attachments followed.

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

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

Disciplinary Procedures when Reports Allege Title IX Sexual Harassment

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

Administrative Leave –

When an employee, based on an individualized safety and risk analysis, poses an immediate threat to the health or safety of any student or other individual, the employee may be removed on an emergency basis.

An accused, nonstudent center (school) employee may be placed on administrative leave during the pendency of the grievance process for formal complaints, consistent with all rights under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, and in accordance with state law and regulations, Joint Operating Committee policy and an applicable collective bargaining agreement or individual contract.

Confidentiality

Confidentiality of all parties, witnesses, the allegations, the filing of a report, and the investigation related to any form of discrimination or retaliation, including Title IX sexual harassment, shall be handled in accordance with applicable law, regulations, **Joint Operating Committee** policy, the attachments and the center (school)'s legal and investigative obligations.[16][17][18][19][

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Retaliation

The Joint Operating Committee prohibits retaliation by the center (school) or any other person against any person for:[19]

1. Reporting or making a formal complaint of **conduct that may constitute** discrimination or retaliation, including Title IX sexual harassment.

2. Testifying, assisting, participating **in any manner** or refusing to participate in a related investigation, process or other proceeding or hearing.

3. Acting in opposition to practices the person reasonably believes to be discriminatory.

The center (school), its employees and others are prohibited from intimidating, threatening, **harassing,** coercing, or discriminating against anyone for actions described above. Individuals are encouraged to contact the Title IX Coordinator immediately if they believe retaliation has occurred.

Definitions

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

Pregnancy, childbirth and pregnancy-related medical conditions, as defined in federal law, refers to the pregnancy or childbirth of the specific employee and includes, but is not limited to, current pregnancy; past pregnancy or recovery; termination of pregnancy; potential or intended pregnancy (which can include infertility, fertility treatment and the use of contraception); labor; childbirth; and lactation. Related medical conditions are medical conditions relating to the pregnancy, termination of pregnancy, childbirth or lactation of the specific employee.[21]

Pregnancy, as defined in state regulations, shall include the use of assisted reproductive technology, the state of being in gestation, childbirth, breastfeeding, the postpartum period after childbirth and medical conditions related to pregnancy. [22]

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

Discrimination

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

Harassment is a form of discrimination based on the protected classifications listed in this policy**, or association with an individual who has a protected classification,** consisting of **objectively and subjectively hostile** conduct such as graphic, written, electronic, verbal or nonverbal acts including offensive jokes **or comments**, slurs, **stereotypes,** epithets and name-calling, ridicule or mockery, insults or put-downs, offensive objects or pictures, physical assaults or threats, intimidation, **ostracism,** or other conduct that **affects a term, condition or privilege of employment, and** may be harmful or humiliating or interfere with a person's school or school-related work performance, including when:[10]

1. Submission to such conduct is made explicitly or implicitly a term or condition of an employee's status; or

2. Submission to or rejection of such conduct is used as the basis for employment-related decisions affecting an employee; or

3. Such conduct is sufficiently severe, persistent or pervasive that a reasonable person in the complainant's position would find that it unreasonably interferes with the complainant's performance at work or otherwise creates an intimidating, hostile, or offensive working environment such that it alters the complainant's working conditions.

Examples of harassment based on race, color, ancestry or national origin may include but not be limited to harassment regarding traits or characteristics related to an individual's name, cultural dress or diet, accent, linguistic characteristics or manner of speech, or physical characteristics, such as hairstyles or hair texture.

Harassment based on religion, religious conditions, or handicap/disability may or receipt of a reasonable accommodation.

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Discrimination or harassment based on handicap/disability may also include harassment based on how an individual speaks, looks or moves, as well as discrimination or harassment because an individual is regarded as having an impairment, even if the individual does not have an actual disability; has a record or history of a disability, even if the individual does not currently have a disability; or is associated with an individual who has a disability.

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

Race includes all of the following:[24]

1. **Ancestry, national origin or ethnic characteristics.**
2. **Interracial marriage or association.**
3. **Traits associated with race, which includes but is not limited to, hair texture and protective hairstyles, such as braids, locks and twists.**
4. **Hispanic ancestry, national origin or ethnic characteristics.[22]**
5. **Persons of any other national origin or ancestry as specified by a complainant or in a complaint.**

Definitions Related to Title IX Sexual Harassment

Formal complaint shall mean a document filed by a complainant or signed by the Title IX Coordinator alleging Title IX sexual harassment and requesting that the center (school) investigate the allegation under the grievance process for formal complaints. The authority for the Title IX Coordinator to sign a formal complaint does not make the Title IX Coordinator a party in the grievance process for formal complaints. The phrase "document filed by a complainant" refers to a document or electronic submission that contains the complainant's physical or digital signature, or otherwise indicates that the complainant is the person filing the formal complaint.[18][25]

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Supportive measures shall mean nondisciplinary, nonpunitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed.[25]

Supportive measures shall be designed to restore or preserve equal access to the educational program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the educational environment, or to deter sexual harassment. **Supportive measures** may include, but are not limited to:[25]

1. Counseling or Employee Assistance Program.
2. Extensions of deadlines or other course-related adjustments.
3. Modifications of work or class schedules.
4. Campus escort services.
5. Mutual restrictions on contact between the parties.
6. Changes in work locations **or other activities**.
7. Leaves of absence.
8. Increased security.
9. Monitoring of certain areas of the campus.
10. Assistance from domestic violence or rape crisis programs.
11. Assistance from community health resources including counseling resources.

Title IX sexual harassment means conduct on the basis of sex that satisfies one or more of the following:[25]

1. A center (school) employee conditioning the provision of an aid, benefit, or service on an individual's participation in unwelcome s
quo sexual harassment.

Under Review sub-status updated

2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive and objectively offensive that it effectively denies a person equal access to a center (school) education program or activity.

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

    a. ***Dating violence*** means violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim and where the existence of such a relationship is determined by the following factors:[26]

        i. Length of relationship.

        ii. Type of relationship.

        iii. Frequency of interaction between the persons involved in the relationship.

    b. ***Domestic violence*** includes felony or misdemeanor **crimes committed** by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving federal funding, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction.[26]

    c. ***Sexual assault*** means a sexual offense under state or federal law that is classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.[27]

    d. ***Stalking***, under Title IX means stalking on the basis of sex, for example when the stalker desires to date a victim. Stalking means to engage in a course of conduct directed at a specific person that would cause a reasonable person to either:[26]

        i. Fear for their safety or the safety of others.

        ii. Suffer substantial emotional distress.

Such conduct must have taken place during a center (school) education program or activity and against a person in the United States to qualify as sexual harassment under Title IX. An **education program or activity** includes t
the center (school) exercises substantial co

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which the harassment occurs. Title IX applies to all of a center (school)'s education programs or activities, whether such programs or activities occur on-campus or off-campus.[17][18][25]

Delegation of Responsibility

In order to maintain a program of nondiscrimination practices that is in compliance with applicable laws and regulations, the Joint Operating Committee designates the [28]

[The center (school) may choose the same or different individuals to fulfill the roles of Compliance Officer and Title IX Coordinator. If designating one (1) individual to fulfill both responsibilities, select the first option and enter the appropriate position title. If designating two (2) individuals to fulfill the separate responsibilities, select the second option and enter the appropriate position titles.]

{**X**} **Tricia Rummel** as the center (school)'s Compliance Officer and Title IX Coordinator. The Compliance Officer/Title IX Coordinator can be contacted at:

Address: **445 Schoolhouse Road, Johnstown, PA 15904**

Email: **trummel@gjctc.org**

Phone Number: **(814)266-6073 x 121**

{ } _____ as the center (school)'s Compliance Officer and _____ as the center (school)'s Title IX Coordinator.

The Compliance Officer can be contacted at:

Address:

Email:

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Phone Number:

The Title IX Coordinator can be contacted at:

Address:

Email:

Phone Number:

The Compliance Officer and Title IX Coordinator shall fulfill designated responsibilities to ensure adequate nondiscrimination procedures are in place, to recommend new procedures or modifications to procedures and to monitor the implementation of the center (school)'s nondiscrimination procedures in the following areas, as appropriate:

1. Review - Review of personnel practices and actions for discriminatory bias and compliance with laws against discrimination to include monitoring and recommending corrective measures when appropriate to written position qualifications, job descriptions and essential job functions; recruitment materials and practices; procedures for screening applicants; application and interviewing practices for hiring and promotions; center (school) designed performance evaluations; review of planned employee demotions, non-renewal of contracts, and proposed employee disciplinary actions up to and including termination.

2. Training - Provide training for supervisors and staff to prevent, identify and alleviate problems of employment discrimination.

3. Resources - Maintain and provide information to staff on resources available to alleged victims in addition to the complaint procedure or Title IX procedures, such as making reports to the police, and available supportive measures such as assistance from domestic violence or rape crisis programs, and community health resources including counseling resources.

4. Reports/Formal Complaints - Monitor and provide technical assistance to individuals involved in managing informal reports and formal complaints.

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Guidelines

Title IX Sexual Harassment Training Requirements

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

1. Definition of sexual harassment.
2. Scope of the center (school)'s education program or activity, as it pertains to what is subject to Title IX regulations.
3. How to conduct an investigation and grievance process for formal complaints, including examination of evidence, conducting hearings (if applicable), drafting written determinations, handling appeals and informal resolution processes, as applicable.
4. How to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest and bias.
5. Use of relevant technology.
6. Issues of relevance including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant.
7. Issues of relevance, weight of evidence and application of standard of proof and drafting investigative reports that fairly summarize relevant evidence.
8. How to address complaints when the alleged conduct does not qualify as Title IX sexual harassment but could be addressed under another complaint process or Joint Operating Committee policy.

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

All training materials shall be posted on the center (school)'s website.

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Disciplinary Consequences

An employee who violates this policy shall be subject to appropriate disciplinary action consistent with the applicable Joint Operating Committee policy, collective bargaining agreement and individual contract, up to and including dismissal and/or referral to law enforcement officials. [29] [30] [31] [32]

Reports of Discrimination

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

Reports of Title IX Sexual Harassment

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

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Legal Footnotes

[1] 43 P.S. 336.3
LEGAL REFERENCE

[2] 43 P.S. 951
LEGAL REFERENCE

[3] 34 CFR Part 106
LEGAL REFERENCE

[4] 20 U.S.C. 1681
LEGAL REFERENCE

[5] 29 U.S.C. 206
LEGAL REFERENCE

[6] 29 U.S.C. 621
LEGAL REFERENCE

[7] 29 U.S.C. 794
LEGAL REFERENCE

[8] 29 CFR Part 1636
LEGAL REFERENCE

[9] 42 U.S.C. 1981
LEGAL REFERENCE

[10] 42 U.S.C. 2000e
LEGAL REFERENCE

[11] 42 U.S.C. 2000ff
LEGAL REFERENCE

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[13]	42 U.S.C. 12101 LEGAL REFERENCE	[14]	U.S. Const. Amend. XIV, Equal Protection Clause LEGAL REFERENCE
[15]	29 U.S.C. 218d LEGAL REFERENCE	[16]	20 U.S.C. 1232g LEGAL REFERENCE
[17]	34 CFR 106.44 LEGAL REFERENCE	[18]	34 CFR 106.45 LEGAL REFERENCE
[19]	34 CFR 106.71 LEGAL REFERENCE	[20]	34 CFR Part 99 LEGAL REFERENCE
[21]	29 CFR 1636.3 LEGAL REFERENCE	[22]	16 PA Code 41.204 LEGAL REFERENCE
[23]	16 PA Code 41.205 LEGAL REFERENCE	[24]	16 PA Code 41.207 LEGAL REFERENCE
[25]	34 CFR 106.30 LEGAL REFERENCE	[26]	34 U.S.C. 12291 LEGAL REFERENCE
[27]	20 U.S.C. 1092 LEGAL REFERENCE	[28]	34 CFR 106.8 LEGAL REFERENCE
[29]	Pol. 317 — Conduct/Disciplinary Procedures POLICY REFERENCE	[30]	Pol. 317.1 — Educator Misconduct POLICY REFERENCE
[31]	Pol. 806 — Child Abuse POLICY REFERENCE	[32]	Pol. 824 — Maintaining Professional Adult/Student Boundaries POLICY REFERENCE

Legal References

No additional references listed.

Under Review sub-status updated

BOARD POLICY

113.2 Behavior Support

POLICY NUMBER	VERSION	DOCUMENT STATUS	WORKFLOW
113.2	v2	UNDER-REVIEW	First Reading

PRINTED
9/16/2026

Purpose

Students with disabilities shall be educated in the least restrictive environment (LRE) in accordance with their Individualized Education Program (IEP) and shall only be placed in settings other than the regular education class when the nature or severity of the student's disability is such that education in the regular education class with the use of appropriate supplementary aids and services cannot be achieved satisfactorily and cannot meet the needs of the student. The IEP team for a student with a disability shall develop a Positive Behavior Support Plan if the student requires specific intervention to address behavior that interferes with learning. A representative from the center (school) shall participate on the IEP team to provide input regarding placement decisions and development of the Positive Behavior Support Plan.[1][2][3][4][5][6]

Authority

The Joint Operating Committee directs that the center (school) shall implement students' Positive Behavior Support Plans based on positive rather than negative behavior techniques to ensure that students shall be free from demeaning treatment and unreasonable use of restraints or other aversive techniques. The use of restraints shall be considered a measure of last resort and shall only be used after other less restrictive measures, including de-escalation techniques. Behavior support programs and plans shall be based on a functional behavioral assessment and shall include a variety of research-based techniques to develop and maintain skills that will enhance students' opportunity for learning and self-fulfillment.[1][2][6][7][8][9] **[10]** **[11]**

Definitions

The following terms shall have these meanings, unless the context clearly indicates otherwise.[2]

Aversive techniques - deliberate activities designed to establish a negative association with a specific behavior.

Behavior support - development, change and maintenance of selected behaviors through the systematic application of behavior change techniques.

Positive Behavior Support Plan or Behavior Intervention Plan - plan for students with disabilities who require specific intervention to address behavior that interferes with learning. A Positive Behavior Support Plan shall be developed by the IEP team, be based on a functional behavioral assessment and become part of the individual student's IEP. These plans must include methods that use positive reinforcements, other positive techniques and related services required to assist a student with a disability to benefit from special education.

Positive techniques - methods that utilize positive reinforcement to shape a student's behavior, ranging from the use of positive verbal statements as a reward for good behaviors to specific tangible rewards.

Restraints - application of physical force, with or without the use of any device, designed to restrain free movement of a student's body, excluding the following:

1. Briefly holding a student, without force, to calm or comfort the student.
2. Guiding a student to an appropriate activity.
3. Holding a student's hand to escort the student safely from one area to another.
4. Hand-over-hand assistance with feeding or task completion.
5. Techniques prescribed by a qualified medical professional for reasons of safety or for therapeutic or medical treatment, as agreed to by the student's parents/guardians and specified in the IEP.

6. Mechanical restraints governed by this policy, such as devices used for physical or occupational therapy, seatbelts in wheelchairs or on toilets used for balance and safety, safety harnesses in buses and functional positioning devices.

Students with disabilities - school-aged children who have been evaluated and found to have one or more disabilities as defined by law, and who require, because of such disabilities, special education and related services. **[10]**

Delegation of Responsibility

The Administrative Director or designee shall ensure that this Joint Operating Committee policy is implemented in accordance with federal and state laws and regulations.

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

The Administrative Director or designee shall provide regular training, and retraining as needed, of staff in the use of specific procedures, methods and techniques, including de-escalation techniques, emergency responses and restraints, that will be used to implement positive behavior supports or interventions in accordance with students' IEPs, Positive Behavior Support Plans and Joint Operating Committee policy.[2]

The Administrative Director or designee shall maintain and report data on the use of restraints to **the student's school district of residence**, as required.[2]

Guidelines

When an intervention is necessary to address problem behavior, the positive techniques and types of intervention chosen for a student shall be the least intrusive necessary.[2]

Physical Restraints

Restraints to control acute or episodic aggressive behavior may be used only when the student is acting in a manner that presents a clear and present danger to the student, other students or employees, and only when less restrictive measures and techniques have proven to be or are less effective.[2]

The Administrative Director or designee shall notify the parent/guardian and student's school district of residence as soon as practicable of the use of restraints to control the aggressive behavior of the student and shall request a meeting of the IEP team to convene within ten (10) school days of the use of restraints, unless the parent/guardian, after written notice from the student's school district of residence, agrees in writing to waive the meeting. At this meeting, the IEP team shall consider whether the student needs a functional behavioral assessment, re-evaluation, a new or revised Positive Behavior Support Plan, or a change of placement to address the inappropriate behavior.[2]

Mechanical Restraints

Mechanical restraints, which are used to control involuntary movement or lack of muscular control of a student when due to organic causes or conditions, may be employed only when specified by an IEP and as determined by a medical professional qualified to make the determination, and as agreed to by the student's parents/guardians and school district of residence.[2]

Mechanical restraints shall prevent a student from injuring the student or others, or promote normative body positioning and physical functioning.

Aversive Techniques

The following aversive techniques of handling behavior are considered inappropriate and shall not be used in educational programs:[2]

1. Corporal punishment.
2. Punishment for a manifestation of a student's disability.
3. Locked rooms, locked boxes, other locked structures or spaces from which the student cannot readily exit.

4. Noxious substances.
5. Deprivation of basic human rights, such as withholding meals, water or fresh air.
6. Suspensions constituting a pattern as defined in state regulations.[12]
7. Treatment of a demeaning nature.
8. Electric shock.
9. Methods implemented by untrained personnel.
10. Prone restraints, which are restraints by which a student is held face down on the floor.

Referral to Law Enforcement

The Administrative Director or designee shall immediately report required incidents and may report discretionary incidents committed on center (school) property, at any center (school)-sponsored activity or on a conveyance providing transportation to or from the center (school) or a center (school)-sponsored activity by a student with a disability, including a student for whom an evaluation is pending, to the **law enforcement agency** that has jurisdiction over the center (school)'s property, in accordance with state and federal laws and regulations, the procedures set forth in the memorandum of understanding with **law** enforcement and Joint Operating Committee policies. The Administrative Director or designee, in coordination with the student's school district of residence, shall respond to such incidents in accordance with law and regulations and, if applicable, the procedures, methods and techniques defined in the student's Positive Behavior Support Plan.[2][7][11][13][14][15][16][17][18][19] [20] [21] [22] [23] [24] [25][26][27]

For a student with a disability who has a Positive Behavior Support Plan at the time of referral, subsequent to notification to law enforcement, the center (school) shall contact the student's school district of residence to request an updated functional behavioral assessment and Positive Behavior Support Plan.[2][9][16]

For a student with a disability who does not have a Positive Behavior Support Plan, subsequent to notification to law enforcement, the center (school) shall contact the student's school district of residence to convene the student's IEP team to consider whether a Positive Behavior Support Plan should be developed to address the student's behavior, in accordance with law and regulations.[2][16]

Relations With Law Enforcement

The center (school) shall provide a copy of its administrative regulations and procedures for implementing positive behavior support plans to each **law enforcement agency** that has jurisdiction over center (school) property. Updated copies shall be provided each time the administrative regulations and procedures are revised by the center (school).[16] **[25]**

The center (school) shall invite representatives of each **law enforcement agency** that has jurisdiction over center (school) property to participate in center (school) training on the use of positive behavior supports, de-escalation techniques and appropriate responses to student behavior that may require intervention.[2][16] **[25]**

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Legal Footnotes

[1] 20 U.S.C. 1414
LEGAL REFERENCE

[2] 22 PA Code 14.133
LEGAL REFERENCE

[3] 22 PA Code 14.145
LEGAL REFERENCE

[4] 22 PA Code 339.21
LEGAL REFERENCE

[5] 34 CFR 300.114
LEGAL REFERENCE

[6] 34 CFR 300.324
LEGAL REFERENCE

[7] 20 U.S.C. 1415
LEGAL REFERENCE

[8] 34 CFR 300.34
LEGAL REFERENCE

[9] 34 CFR 300.530
LEGAL REFERENCE

[10] Pol. 113 — Special Education
POLICY REFERENCE

[11] Pol. 113.1 — Discipline of Students With Disabilities
POLICY REFERENCE

[12] 22 PA Code 14.143
LEGAL REFERENCE

[13] 22 PA Code 10.2
LEGAL REFERENCE

[14] 22 PA Code 10.21
LEGAL REFERENCE

[15] 22 PA Code 10.22
LEGAL REFERENCE

[16] 22 PA Code 10.23
LEGAL REFERENCE

[17] 22 PA Code 10.25
LEGAL REFERENCE

[18] 34 CFR 300.535
LEGAL REFERENCE

[19] **Pol. 103.1 — Nondiscrimination - Qualified Students with Disabilities**
POLICY REFERENCE

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

[21] **Pol. 218.1 — Weapons**
POLICY REFERENCE

[22] **Pol. 218.2 — Terroristic Threats**
POLICY REFERENCE

[23] **Pol. 222 — Tobacco and Vaping Products**
POLICY REFERENCE

[24] **Pol. 227 — Controlled Substances/Paraphernalia**
POLICY REFERENCE

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

[26] **24 P.S. 1306.2-B**
LEGAL REFERENCE

[27] **24 P.S. 1319-B**
LEGAL REFERENCE

Legal References

No additional references listed.

BOARD POLICY

218.1 Weapons

POLICY NUMBER	VERSION	DOCUMENT STATUS	WORKFLOW
218.1	v2	UNDER-REVIEW	First Reading

PRINTED
9/16/2026

Purpose

The Joint Operating Committee recognizes the importance of a safe school environment relative to the educational process. Possession of weapons in the school setting is a threat to the safety of students and staff and is prohibited by law.

Definitions

Weapon - the term shall include but is not limited to any knife, cutting instrument, cutting tool, nunchaku, firearm, shotgun, rifle, replica of a weapon and any other tool, instrument or implement capable of inflicting serious bodily injury.[1][2]

Possession - a student is in possession of a weapon when the weapon is found on the person of the student**;** in the student's locker or assigned storage area**;** or under the student's control while on center (school) property, on property being used by the center (school), at any center (school) function or activity, at any center (school) event held away from the center (school) or while the student is coming to or from the center (school).

Authority

The Joint Operating Committee prohibits students from possessing and bringing weapons and replicas of weapons into any center (school) buildings, onto center (school) property, to any center (school)-sponsored activity and onto any vehicle providing transportation to or from the center (school) or a center (school)-sponsored activity, or while the student is coming to or from the center (school).[2][3] **[4]**

The Joint Operating Committee shall, in coordination with the school district of residence, expel for a period of not less than one (1) year any student who violates this weapons policy. Such expulsion shall be given in conformance with formal due process proceedings required by law and Joint Operating Committee policy.[2] **[5]** **[6]**

The Administrative Director may recommend modifications of such expulsion requirement on a case-by-case basis.[2]

In the case of a student with a disability, including a student for whom an evaluation is pending, the center (school) shall take all steps required to comply with state and federal laws and regulations, the procedures set forth in the memorandum of understanding **with** law enforcement and Joint Operating Committee policies.[2] **[5]** [7][8] **[9]** **[10]** **[11]**

Delegation of Responsibility

The Administrative Director or designee shall react promptly to information and knowledge concerning possession of a weapon. Such action shall be in compliance with state law and regulations and with the procedures set forth in the memorandum of understanding with **the** law enforcement **agency that has jurisdiction over** the center (school)'s property, and the center (school)'s emergency preparedness plan. **[11]** **[12]** **[13]**

When the behavior of a student in possession of a weapon indicates a threat to the safety of the student, other students, school employees, school facilities, the community or others, staff shall report the student to the threat assessment team, in accordance with applicable law and Joint Operating Committee policy.[14] **[15]**

Guidelines

The Administrative Director or designee shall immediately report incidents involving weapons on center (school) property, at any center (school)-sponsored activity or on a conveyance providing transportation to or from the center (school) or a center (school)-sponsored activity to the **law enforcement agency** that has jurisdiction over the center (school)'s property, in accordance with state law and regulations, the procedures set forth in the memorandum of understanding **with** law enforcement and Joint Operating Committee policies.[2] **[11]** **[12]** **[16]** [17][18]

The Administrative Director or designee shall notify the parent/guardian of any student directly involved in an incident involving weapons as a victim or suspect immediately, as soon as practicable. The Administrative Director or designee shall inform the parent/guardian whether or not the **law enforcement agency** that has jurisdiction over the center (school) property has been or may be notified of the incident. The Administrative Director or designee shall document attempts made to reach the parent/guardian. **[11]** [17][19]

In accordance with state law, the Administrative Director shall annually, by July 31, report all incidents involving possession of a weapon to the **PA Department of Education** on the required form. **[11]** **[12][16]**

The building administrator shall annually inform staff, students and parents/guardians about the Joint Operating Committee policy prohibiting weapons and about their personal responsibility for the health, safety and welfare of the center (school) community.

An exception to this policy may be made by the Administrative Director, **in accordance with law,** who shall prescribe special conditions or procedures to be followed.[2]

{**X**} In accordance with federal law, possession or discharge of a firearm in, on or within 1,000 feet of school grounds is prohibited. Violations shall be reported to the appropriate law enforcement agency.[20][21]

Transfer Students

When the center (school) receives a student who transfers from a public or private school during an expulsion period for an offense involving a weapon, the center (school) may assign that student to an alternative assignment or may provide alternative education, provided the assignment does not exceed the expulsion period.[2]

NOTES:

Gun-Free School Zone Act was found unconstitutional – change language to read "In accordance with federal law, . . ." and keep cites to 18 U.S.C. Sec. 921, 922.

The “replica of a weapon” language in the policy definition of “weapon” is not included in School Code 1301-A or 1317.2; it was included because PSBA and solicitors agree that school entities may define “weapon” through policy based on their needs—that language was included as a recommendation from a school safety standpoint, since it is often difficult to tell whether a weapon, particularly a gun, is real or a model.

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Legal Footnotes

[1] 24 P.S. 1301-A
LEGAL REFERENCE

[2] 24 P.S. 1317.2
LEGAL REFERENCE

[3] 24 P.S. 1850.1
LEGAL REFERENCE

[4] Pol. 218 — Student Discipline
POLICY REFERENCE

[5] Pol. 113.1 — Discipline of Students With Disabilities
POLICY REFERENCE

[6] Pol. 233 — Suspension and Expulsion
POLICY REFERENCE

[7] 20 U.S.C. 1400
LEGAL REFERENCE

[8] 22 PA Code 10.23
LEGAL REFERENCE

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

[10] Pol. 113.2 — Behavior Support
POLICY REFERENCE

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

[12] 24 P.S. 1319-B
LEGAL REFERENCE

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

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

[15] Pol. 236.1 — Threat Assessment
POLICY REFERENCE

[16] 24 P.S. 1306.2-B
LEGAL REFERENCE

[17] 22 PA Code 10.2
LEGAL REFERENCE

[18] 22 PA Code 10.21
LEGAL REFERENCE

[19] 22 PA Code 10.25
LEGAL REFERENCE

[20] 18 U.S.C. 921
LEGAL REFERENCE

[21] 18 U.S.C. 922
LEGAL REFERENCE

Legal References

No additional references listed.

BOARD POLICY

218 Student Discipline

POLICY NUMBER	VERSION	DOCUMENT STATUS	WORKFLOW
218	v2	UNDER-REVIEW	First Reading

PRINTED
9/16/2026

Purpose

The Joint Operating Committee recognizes that student conduct is closely related to learning. An effective career and technical education program requires a safe and orderly school environment.

Authority

The Joint Operating Committee shall establish fair, reasonable and nondiscriminatory rules and regulations regarding the conduct of all students in the center (school).[1][2][3] [4] [5]

The Joint Operating Committee shall adopt a Code of Student Conduct to govern student discipline, and students shall not be subject to disciplinary action because of race, sex, color, religion, sexual orientation, national origin or handicap/disability. Each student must adhere to Joint Operating Committee policies and the Code of Student Conduct governing student discipline.[2][3] [4] [5] [6] [7] [8]

{ } The Joint Operating Committee shall approve the inclusion of restorative practices in the Code of Student Conduct to address violations where applicable.[9]

The Joint Operating Committee prohibits the use of corporal punishment to discipline students for violations of Joint Operating Committee policies, the Code of Student Conduct and center (school) rules and regulations.[10]

Any student disciplined shall have the right to be informed of the nature of the infraction and the applicable rule or rules violated. [11]

When suspensions and expulsions are imposed, they shall be carried out in accordance with Joint Operating Committee policy. [7] [11]

In the case of a student with a disability, including a student for whom an evaluation is pending, the center (school) shall take all steps required to comply with state and federal laws and regulations, the procedures set forth in the memorandum of understanding with **law** enforcement and Joint Operating Committee policies. [5] [7] [12][13] [14] [15]

On and Off-Campus Activities

This policy and the Code of Student Conduct apply to the behavior of students at all times during the time they are under the supervision of the center (school) or at any time while on center (school) property, while present at center (school)-sponsored activities or at other times while riding in school-provided means of transportation ("on-campus"). This policy and the Code of Student Conduct also apply to student behavior that occurs at other times and places ("off-campus") when:[1]

1. The conduct involves, threatens or makes more likely violence, use of force or other serious harm directed at students, staff or the center (school) environment;

2. The conduct materially and substantially disrupts or interferes with the center (school) environment or the educational process, such as center (school) activities, school work, discipline, safety and order on center (school) property or at center (school) functions;

3. The conduct interferes with or threatens to interfere with the rights of students or staff or the safe and orderly operation of the center (school) and its programs;

4. The conduct involves the theft or vandalism of center (school) property; or

5. The proximity, timing or motive for the conduct in question or other factors pertaining to the conduct otherwise establish a direct connection to attendance at school, to the school community or to a center (school)-sponsored activity. This would include, for example, but not be limited to, conduct that would violate the Code of Student Conduct if it occurred in the center (school) that is committed in furtherance of a plan made or agreed to in the center (school), or acts of vandalism directed at the property of staff because of their status as staff of the center (school).

Delegation of Responsibility

The Administrative Director or designee shall ensure that reasonable and necessary rules and regulations are developed to implement Joint Operating Committee policy governing student conduct.

The Administrative Director or designee shall publish and distribute to all staff, students and parents/guardians the rules and regulations for student behavior contained in the Code of Student Conduct, the sanctions that may be imposed for violations of those rules and a listing of students' rights and responsibilities. A copy of the Code of Student Conduct shall be available in each center (school) library and center (school) office and may be included in student handbooks and on the center's (school's) website.[2] **[8]**

The building administrator **or designee** shall have the authority to assign discipline to students, subject to Joint Operating Committee policies, administrative regulations, the Code of Student Conduct and center (school) rules, and to the student's due process right to notice, hearing and appeal. **[7]** **[11]** [16][17]

Teaching staff and other center (school) employees responsible for students shall have the authority to take reasonable actions necessary to control the conduct of students in all situations and in all places where students are within the jurisdiction of the Joint Operating Committee, and when such conduct interferes with the educational program of the center (school) or threatens the health and safety of others, in accordance with Joint Operating Committee policy, administrative regulations, the Code of Student Conduct and center (school) rules. [16]

Reasonable force may be used by teachers and school authorities under any of the following circumstances: to quell a disturbance, obtain possession of weapons or other dangerous objects, for the purpose of self-defense, **and/or** for the protection of persons or property.[10]

Referral to Law Enforcement and Reporting Requirements

For reporting purposes, the term **incident** shall mean an instance involving an act of violence; the possession of a weapon; the possession, use or sale of a controlled substance or drug paraphernalia as defined in the Pennsylvania Controlled Substance, Drug, Device and Cosmetic Act; the possession, use or sale of alcohol or tobacco **products**; or conduct that constitutes an offense listed **in the school safety and security provisions of School Code**.[18][19]**[20]**

The Administrative Director or designee shall immediately report required incidents and may report discretionary incidents committed by students on center (school) property, at any center (school)-sponsored activity or on a conveyance providing transportation to or from the center (school) or a center (school)-sponsored activity to the **law enforcement agency** that has jurisdiction over the center's (school's) property, in accordance with state law and regulations, the procedures set forth in the memorandum of understanding with **law** enforcement and Joint Operating Committee policies. **[15]** [18]**[20]**[21][22]**[23]**

The Administrative Director or designee shall notify the parent/guardian of any student directly involved in an incident as a victim or suspect immediately, as soon as practicable. The Administrative Director or designee shall inform the parent/guardian whether or not the **law enforcement agency** that has jurisdiction over the center's (school's) property has been or may be notified of the incident. The Administrative Director or designee shall document attempts made to reach the parent/guardian. [15] [18][24]

In accordance with state law, the Administrative Director shall annually, by July 31, report all new incidents to the **PA Department of Education** on the required form. [15] [20][23] [25] [26] [27] [28]

When a student's behavior indicates a threat to the safety of the student, other students, employees, the center's (school's) facilities, the community or others, center (school) staff shall report the student to the threat assessment team, in accordance with applicable law and Joint Operating Committee policy. [29] [30]

The Administrative Director shall report to the Joint Operating Committee the methods of discipline imposed by administrators and incidences of student misconduct, in the degree of specificity required by the Joint Operating Committee.

NOTES:

Act 116 of 2002 defines graffiti as it relates to criminal mischief offenses and defines defiant trespassers – Title 18, Sec. 3304 (3503)

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Legal Footnotes

[1] **24 P.S. 1850.1**
LEGAL REFERENCE

[2] **22 PA Code 12.3**
LEGAL REFERENCE

[3] **22 PA Code 12.4**
LEGAL REFERENCE

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

[5] **Pol. 103.1 — Nondiscrimination - Qualified Students with Disabilities**
POLICY REFERENCE

[6] **22 PA Code 12.2**
LEGAL REFERENCE

[7] **Pol. 113.1 — Discipline of Students With Disabilities**
POLICY REFERENCE

[8] **Pol. 235 — Student Rights and Responsibilities**
POLICY REFERENCE

[9] **Pol. 146.1**
POLICY REFERENCE
Referenced policy is not available in this policy book.

[10] **22 PA Code 12.5**
LEGAL REFERENCE

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

[12] **22 PA Code 10.23**
LEGAL REFERENCE

[13] **20 U.S.C. 1400**
LEGAL REFERENCE

[14] **Pol. 113.2 — Behavior Support**
POLICY REFERENCE

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

[16] **24 P.S. 1317**
LEGAL REFERENCE

[17] **24 P.S. 1318**
LEGAL REFERENCE

[18] **22 PA Code 10.2**
LEGAL REFERENCE

[19] **35 P.S. 780-102**
LEGAL REFERENCE

[20] **24 P.S. 1319-B**
LEGAL REFERENCE

[21] **22 PA Code 10.21**
LEGAL REFERENCE

[22] **22 PA Code 10.22**
LEGAL REFERENCE

[23] **24 P.S. 1306.2-B**
LEGAL REFERENCE

[24] **22 PA Code 10.25**
LEGAL REFERENCE

[25] **Pol. 218.1 — Weapons**
POLICY REFERENCE

[26] **Pol. 218.2 — Terroristic Threats**
POLICY REFERENCE

[27] **Pol. 222 — Tobacco and Vaping Products**
POLICY REFERENCE

[28] **Pol. 227 — Controlled Substances/Paraphernalia**
POLICY REFERENCE

[29] **24 P.S. 1302-E**
LEGAL REFERENCE

[30] **Pol. 236.1 — Threat Assessment**
POLICY REFERENCE

Legal References

No additional references listed.

BOARD POLICY

221 Dress and Grooming

POLICY NUMBER	VERSION	DOCUMENT STATUS	WORKFLOW
221	v1.4	UNDER-REVIEW	First Reading

PRINTED
9/16/2026

Proposed addition Proposed deletion

Purpose

The Joint Operating Committee recognizes that each student's mode of dress and grooming is a manifestation of personal style and individual preference.

Authority

The Joint Operating Committee has the authority to impose limitations on students' dress in the center (school). The Joint Operating Committee will not interfere with the right of students and their parents/guardians to make decisions regarding their appearance, except when their choices disrupt the educational program of the center (school) or constitute a health or safety hazard.[1][2]

The Joint Operating Committee directs compliance with Joint Operating Committee policy and law prohibiting discrimination, including but not limited to protections addressing:[3][4]

1. **Protective hairstyles, including but not limited to hairstyles such as locs, braids, twists, coils, Bantu knots, afros and extensions.**

2. **Religious creed including head covering and hairstyles historically associated with religious creeds.**

{ } The Joint Operating Committee may require students to wear standard dress or uniforms, which may be required center-wide (school-wide) or by individual programs.[1][2]

Students may be required to wear certain types of clothing while participating in ~~physical education classes,~~ technical education programs, extracurricular activities or other situations where special attire may be required to ensure the health or safety of the student.[2]

The Joint Operating Committee directs staff to support students experiencing educational instability by waiving penalties related to a delay in compliance with Joint Operating Committee policy or center (school) rules related to dress and grooming.**[5]**

Delegation of Responsibility

The building administrator or designee shall be responsible to monitor student dress and grooming, and to enforce Joint Operating Committee policy and center (school) rules governing student dress and grooming.

The Administrative Director or designee shall ensure that all rules implementing this policy impose only the minimum necessary restrictions on the exercise of the student's taste and individuality.[2]

Staff members shall be instructed to demonstrate, by example, positive attitudes and compliance with Joint Operating Committee policy and center (school) rules related to dress and grooming. **[6]**

NOTES:

If center (school) has three (3) employee sections, remember to change the policy cites in the policy and references.

Safety Glasses – Health and Safety – 24 P.S. Sec. 5301, 5304

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Legal Footnotes

[1] **24 P.S. 1317.3**
LEGAL REFERENCE

[2] **22 PA Code 12.11**
LEGAL REFERENCE

[3] **43 P.S. 951**
LEGAL REFERENCE

[5] **Pol. 251**
POLICY REFERENCE
Referenced policy is not available in this policy book.

[6] **Pol. 325 — Dress and Grooming**
POLICY REFERENCE

Legal References

No additional references listed.

BOARD POLICY

247 Hazing

POLICY NUMBER	VERSION	DOCUMENT STATUS	WORKFLOW
247	v2	UNDER-REVIEW	First Reading

PRINTED
9/16/2026

Purpose

The purpose of this policy is to maintain a safe, positive environment for students and staff that is free from hazing. Hazing activities of any type are inconsistent with the educational goals of the center (school) and are prohibited at all times.

Definitions

Hazing occurs when a person intentionally, knowingly or recklessly, for the purpose of initiating, admitting or affiliating a student with an organization, or for the purpose of continuing or enhancing membership or status in an organization, causes, coerces or forces a student to do any of the following:[1]

1. Violate federal or state criminal law.
2. Consume any food, liquid, alcoholic liquid, drug or other substance which subjects the student to a risk of emotional or physical harm.
3. Endure brutality of a physical nature, including whipping, beating, branding, calisthenics or exposure to the elements.
4. Endure brutality of a mental nature, including activity adversely affecting the mental health or dignity of the individual, sleep deprivation, exclusion from social contact or conduct that could result in extreme em

Under Review sub-status updated

5. Endure brutality of a sexual nature.

6. Endure any other activity that creates a reasonable likelihood of bodily injury to the student.

Aggravated hazing occurs when a person commits an act of hazing that results in serious bodily injury or death to the student and:[2]

1. The person acts with reckless indifference to the health and safety of the student; or

2. The person causes, coerces or forces the consumption of an alcoholic liquid or drug by the student.

Organizational hazing occurs when an organization intentionally, knowingly or recklessly promotes or facilitates hazing.[3][4]

Any activity, as described above, shall be deemed a violation of this policy regardless of whether:[5]

1. The consent of the student was sought or obtained, or

2. The conduct was sanctioned or approved by the center (school) or organization.

Student activity or organization means any activity, society, corps, team, club or service, social or similar group, operating under the sanction of or recognized as an organization by the center (school), whose members are primarily students or alumni of the organization.[6][7]

For purposes of this policy, **bodily injury** shall mean impairment of physical condition or substantial pain.[8]

For purposes of this policy, **serious bodily injury** shall mean bodily injury which creates a substantial risk of death or which causes serious, permanent disfigurement, or protracted loss or impairment of the function of any bo

Under Review sub-status updated

Authority

The Joint Operating Committee prohibits hazing in connection with any student activity or organization regardless of whether the conduct occurs on or off center (school) property or outside of school hours.[4][5][7] [9]

No student, parent/guardian, coach, sponsor, volunteer or center (school) employee shall engage in, condone or ignore any form of hazing.

The Joint Operating Committee encourages students who believe they, or others, have been subjected to hazing to promptly report such incidents to the building administrator or designee.

Discrimination/Harassment

Every report of alleged hazing that can be interpreted at the outset to fall within the provisions of policies addressing potential violations of laws against discrimination or harassment shall be handled as a joint, concurrent investigation into all allegations and coordinated with the full participation of the Compliance Officer and Title IX Coordinator. If, in the course of a hazing investigation, potential issues of discrimination or harassment are identified, the Title IX Coordinator shall be promptly notified, and the investigation shall be conducted jointly and concurrently to address the issues of alleged discrimination or harassment as well as the incidents of alleged hazing. [10] [11]

Delegation of Responsibility

Students, parents/guardians, coaches, sponsors, volunteers and center (school) employees shall be alert to incidents of hazing and shall report such conduct to the building administrator or designee.

When a student's behavior indicates a threat to the safety of the student, other students, school employees, school facilities, the community or others, staff shall report the student to the threat assessment team, in accordance with applicable law and Joint Operating Committee policy.[12] [13]

Under Review sub-status updated

Guidelines

In addition to posting this policy on the center's (school's) publicly accessible website, the center (school) shall inform students, parents/guardians, sponsors, volunteers and center (school) employees of the center's (school's) policy prohibiting hazing, including center (school) rules, penalties for violations of the policy and the program established by the center (school) for enforcement of the policy by means of [4]

{ } distribution of written policy

{X} publication in handbooks

{ } presentation at an assembly

{ } verbal instructions by the coach or sponsor at the start of the season or program

{ } posting of notice/signs.

This policy, along with other applicable center (school) policies, procedures and Codes of Conduct, shall be provided to all center (school) athletic coaches and all sponsors and volunteers affiliated with a student activity or organization, prior to coaching an athletic activity or serving as a responsible adult supervising, advising, assisting or otherwise participating in a student activity or organization together with a notice that they are expected to read and abide by the policies, procedures and Codes of Conduct.[7]

Complaint Procedure

A student who believes that they have been subject to hazing is encouraged to promptly report the incident to the building administrator or designee.

Students are encouraged to use the center's (school's) report form, available from the building administrator, or to put the compla
accepted and documented. The person acce

Under Review sub-status updated

objectively, neutrally and professionally, setting aside personal biases that might favor or disfavor the student filing the complaint or those accused of a violation of this policy.

The Joint Operating Committee directs that verbal and written complaints of hazing shall be provided to the building administrator or designee, who shall promptly notify the Administrative Director or designee of the allegations and determine who shall conduct the investigation. Allegations of hazing shall be investigated promptly, and appropriate corrective or preventative action be taken when allegations are substantiated. The Joint Operating Committee directs that any complaint of hazing brought pursuant to this policy shall also be reviewed for conduct which may not be proven to be hazing under this policy but merits review and possible action under other Joint Operating Committee policies.

Interim Measures/Law Enforcement

Upon receipt of a complaint of hazing, the building administrator or designee, in consultation with the Administrative Director or designee, shall determine what, if any interim measures should be put in place to protect students from further hazing, bullying, discrimination or retaliatory conduct related to the alleged incident and report. Such interim measures may include, but not be limited to, the suspension of an adult who is involved, the separation of alleged victims and perpetrators, and the determination of what the complaining student needs or wants through questioning.

Those receiving the initial report and conducting or overseeing the investigation will assess whether the complaint, if proven, would constitute hazing, aggravated hazing or organizational hazing and shall report it to law enforcement consistent with center (school) practice and, as appropriate, consult with legal counsel about whether to report the matter to law enforcement at every stage of the proceeding. The decision to report a matter to law enforcement should not involve an analysis by center (school) personnel of whether safe harbor provisions might apply to the person being reported, but information on the facts can be shared with law enforcement in this regard.[14]

Referral to Law Enforcement and School Safety and Security Incident Reporting –

For purposes of reporting hazing incidents to law enforcement in accordance with school safety and security reporting, the term incident shall mean an instance involving an act of violence; the possession of a weapon; the p
or drug paraphernalia as defined in the Pen

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Cosmetic Act; the possession, use, or sale of alcohol or tobacco products; or conduct that constitutes an offense listed in the school safety and security provisions of School Code.[15][16][17]

The Administrative Director or designee shall immediately report required incidents and may report discretionary incidents committed by students on center (school) property, at any center- (school-) sponsored activity or on a conveyance providing transportation to or from a center (school) or center- (school-) sponsored activity to the law enforcement agency that has jurisdiction over the center's (school's) property, in accordance with state law and regulations, the procedures set forth in the memorandum of understanding with law enforcement and Joint Operating Committee policies.[15][16][18][19][20] **[21]**

The Administrative Director or designee shall notify the parent/guardian of any student directly involved in an incident as a victim or suspect immediately, as soon as practicable. The Administrative Director or designee shall inform the parent/guardian whether or not the law enforcement agency that has jurisdiction over the center (school) property has been or may be notified of the incident. The Administrative Director or designee shall document attempts made to reach the parent/guardian.[16] **[21]** [22]

In accordance with state law, the Administrative Director shall annually, by July 31, report all new incidents to the PA Department of Education on the required form.[15][18] **[21]**

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 center's (school's) legal and investigative obligations.

Retaliation

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

Consequences for Violations

Under Review sub-status updated

Safe Harbor –

An individual needing medical attention or seeking medical attention for another shall not be subject to criminal prosecution if the individual complies with the requirements under law, subject to the limitations set forth in law.[14]

Students –

If the investigation results in a substantiated finding of hazing, the investigator shall recommend appropriate disciplinary action up to and including expulsion, as circumstances warrant, in accordance with the Code of Student Conduct. The student may also be subject to disciplinary action by the coach or sponsor, up to and including removal from the activity or organization. The fact of whether a student qualified for and received safe harbor under a criminal investigation shall be considered in assigning discipline.[4][7][14] **[23]** **[24]**

{**X**} In addition to other authorized discipline, building administrators shall have the authority, after providing the student or students an informal hearing, to impose a fine of up to[4] **[23]**

{**X**} Fifty dollars ($50)

{ } _____ dollars ($___)

on each student determined to have engaged in hazing in violation of this policy.

{**X**} When recommended disciplinary action results in a formal hearing before the Joint Operating Committee, in addition to other authorized disciplinary consequences, the Joint Operating Committee may also impose a fine of up to[4] **[24]**

{**X**} One hundred fifty dollars ($150)

{ } _____ dollars ($___)

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on each student determined to have engaged in hazing in violation of this policy.

{X} When fines have not been paid, the Administrative Director shall have the authority to direct that student diplomas and/or transcripts be withheld until payment in full is made or a payment plan is agreed upon. In cases of economic hardship, the Administrative Director shall consider whether diplomas and/or transcripts should be released despite an unpaid fine. [4]

Nonstudent Violators/Organizational Hazing -

If the investigation results in a substantiated finding that a coach, sponsor, or volunteer affiliated with the student activity or organization engaged in, condoned or ignored any violation of this policy, the coach, sponsor, or volunteer shall be disciplined in accordance with Joint Operating Committee policy and applicable laws and regulations. Discipline could include, but is not limited to, dismissal from the position as coach, sponsor, or volunteer, and/or dismissal from center (school) employment. **[25]**

If an organization is found to have engaged in organizational hazing, it shall be subject to the imposition of fines and other appropriate penalties. Penalties may include rescission of permission for that organization to operate on center (school) property or to otherwise operate under the sanction or recognition of the center (school).

Criminal Prosecution –

Any person or organization that causes or participates in hazing may also be subject to criminal prosecution.[4]

NOTE:

If the center (school) meets the definition for an "Institution" in 18 Pa. C.S.A. Sec. 2801 (for example, grants Associate degrees), please consult the solicitor in revising the policy to address any additional requirements, such as the reporting requirements under 18 Pa. C.S.A. Sec. 2809.

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Legal Footnotes

[1] 18 Pa. C.S.A. 2802
LEGAL REFERENCE

[2] 18 Pa. C.S.A. 2803
LEGAL REFERENCE

[3] 18 Pa. C.S.A. 2804
LEGAL REFERENCE

[4] 18 Pa. C.S.A. 2808
LEGAL REFERENCE

[5] 18 Pa. C.S.A. 2806
LEGAL REFERENCE

[6] 18 Pa. C.S.A. 2801
LEGAL REFERENCE

[7] 24 P.S. 1850.1
LEGAL REFERENCE

[8] 18 Pa. C.S.A. 2301
LEGAL REFERENCE

[9] Pol. 122 — Extracurricular Activities
POLICY REFERENCE

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

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

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

[13] Pol. 236.1 — Threat Assessment
POLICY REFERENCE

[14] 18 Pa. C.S.A. 2810
LEGAL REFERENCE

[15] 24 P.S. 1319-B
LEGAL REFERENCE

[16] 22 PA Code 10.2
LEGAL REFERENCE

[17] 35 P.S. 780-102
LEGAL REFERENCE

[18] 24 P.S. 1306.2-B
LEGAL REFERENCE

[19] 22 PA Code 10.21
LEGAL REFERENCE

[20] 22 PA Code 10.22
LEGAL REFERENCE

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

[22] 22 PA Code 10.25
LEGAL REFERENCE

[23] Pol. 218 — Student Discipline
POLICY REFERENCE

[24] Pol. 233 — Suspension and Expulsion
POLICY REFERENCE

[25] Pol. 317 — Conduct/Disciplinary Procedures
POLICY REFERENCE

Legal References

No additional references listed.

Under Review sub-status updated

BOARD POLICY

801 Public Records

POLICY NUMBER	VERSION	DOCUMENT STATUS	PRINTED
801	v3.4	DRAFT	9/16/2026

Purpose

The Joint Operating Committee recognizes the importance of public records as the record of the center (school)'s actions and the repository of information about this center (school). The public has the right to access and procure copies of public records, with certain exceptions, subject to law, Joint Operating Committee policy and administrative regulations.

Definitions

Financial record - any account, voucher or contract dealing with the receipt or disbursement of funds or acquisition, use or disposal of services, supplies, materials, equipment or property; or the salary or other payments or expenses paid to an officer or employee, including the individual's name and title; **or** a financial audit report, excluding the audit's underlying work papers.[1]

Public record - a record, including a financial record, that is not protected by a defined privilege or is not exempt from being disclosed under one of the exemptions in Pennsylvania's Right-to-Know Law or under other federal or state law or regulation, or judicial decree or order.**[1]**

Record - information, regardless of physical form or characteristics, that documents a center (school) transaction or activity and is created, received or retained pursuant to law or in connection with a center (school) transaction, business or activity, including: a document; paper; letter; map; book; tape; photograph; film or sound recording; information stored or maintained electronically; and a data-processed or image-processed document.**[1]**

Response - the center (school)'s notice informing a requester of a granting of access to a record or the center (school)'s written notice to a requester granting, denying or partially granting and partially denying access to a requested record.**[1]**

Requester - **a person that is** a legal resident of the United States who requests access to a record. **The term Requester includes an agency.[1]**

Authority

The Joint Operating Committee shall make the center (school)'s public records available for access and duplication to a requester, in accordance with law, Joint Operating Committee policy and administrative regulations.[2][3][4][5]

{X} The Joint Operating Committee authorizes the center (school) to deny anonymous requests for records. A request may be considered anonymous if the requester has submitted insufficient information for the center (school) to identify if the requester is a legal resident of the United States.[1][6]

Delegation of Responsibility

The Joint Operating Committee shall designate an Open Records Officer, who shall be responsible to:[7]

1. Receive written requests for access to records submitted to the center (school).
2. Review and respond to written requests in accordance with law, Joint Operating Committee policy and administrative regulations.
3. Direct requests to other appropriate individuals in the center (school) or in another agency.
4. Track the center (school)'s progress in responding to requests.
5. Issue interim and final responses to submitted requests.
6. Maintain a log of all record requests and their disposition.

7. Ensure center (school) staff are trained to perform assigned job functions relative to requests for access to records.

Upon receiving a request for access to a record, the Open Records Officer shall:[7][8][9]

1. Note the date of receipt on the written request.
2. Compute and note on the written request the day on which the five-day period for response will expire.
3. Maintain an electronic or paper copy of the written request, including all documents submitted with the request, until the request has been fulfilled.
4. If the written request is denied, maintain the written request for thirty (30) days or, if an appeal is filed, until a final determination is issued or the appeal is deemed denied.

Guidelines

Requesters may access and procure copies of the public records of the center (school) during the regular business hours of the administration offices.[5]

A requester's right of access does not include the right to remove a record from the control or supervision of the Open Records Officer.

The center (school) shall not limit the number of records requested.[2]

When responding to a request for access, the center (school) is not required to create a record that does not exist nor to compile, maintain, format or organize a record in a manner which the center (school) does not currently use.[10]

Information shall be made available to individuals with disabilities in an appropriate format, upon request and with sufficient advance notice.[11][12][13]

The center (school) shall post at the administration office and on the center (school)'s **website, the** following information:[4][14]

1. Contact information for the Open Records Officer.
2. Contact information for the state's Office of Open Records or other applicable appeals officer.
3. The form to be used to file a request, with a notation that the state Office of Open Records form may also be used if the center (school) decides to create its own form.

   The center (school) shall post the acceptable form(s) on the center (school)'s website with information notifying requesters that the center (school) may choose to deny a request for failure to submit the proper form.[15]
4. Joint Operating Committee policy, administrative regulations and procedures governing requests for access to the center (school)'s public records.

Request **for** Access

A written request for access to a public record shall be submitted on the required form(s) and addressed to the Open Records Officer.[4][14][15][16]

Requests made in accordance with this policy may be submitted to the center (school) in person, by mail **or** to a designated email address **and must include the following information:[5][16]**

1. Identification or description of the requested record, in sufficient detail **to allow the center (school) to determine what records are being requested**.
2. Medium in which the record is requested.
3. Name and address of the individual to receive the center (school)'s response.

The center (school) shall not require an explanation of the reason for the request or the intended use of the requested record, unless otherwise required by law.[16]

Fees

Except for the duplication fee established by the state, the Joint Operating Committee shall approve a list of reasonable fees relative to requests for public records. The center (school) shall maintain a list of applicable fees and disseminate the list to requesters.[17]

No fee may be imposed for review of a record to determine whether the record is subject to access under law.[17]

Prior to granting access, the center (school) may require prepayment of estimated fees when the fees required to fulfill the request are expected to exceed $100.[17]

The Administrative Director may waive duplication fees when the requester duplicates the record, or the Administrative Director deems it is in the public interest to do so.[17]

Response **to** Request

Employees of the center (school) shall be directed to immediately forward requests for access to public records to the Open Records Officer.[7][18]

Upon receipt of a written request for access to a record, the Open Records Officer shall determine if the requested record is a public record and if the center (school) has possession, custody or control of that record.[8]

The Open Records Officer shall respond as promptly as possible under the existing circumstances, and the initial response time shall not exceed five (5) business days from the date the written request is received by the Open Records Officer.[8]

The initial response shall grant access to the requested record; deny access to the requested record; partially grant and partially deny access to the requested record; notify the requester of the need for an extension of time to fully respond; or request more detail from the requester to clearly identify the requested material.

If the center (school) fails to respond to a request within five (5) business days of receipt, the request for access shall be deemed denied.[8]

Extension **of** Time

If the Open Records Officer determines that an extension of time is required to respond to a request, in accordance with the factors stated in law, written notice shall be sent within five (5) business days of receipt of request. The notice shall indicate that the request for access is being reviewed, the reason that the review requires an extension, a reasonable date when the response is expected, and an estimate of applicable fees owed when the record becomes available.[8][19]

Up to a thirty-day extension for one (1) of the listed reasons does not require the consent of the requester. If the response is not given by the specified date, it shall be deemed denied on the day following that date.

A requester may consent in writing to an extension that exceeds thirty (30) days, in which case the request shall be deemed denied on the day following the date specified in the notice if the Open Records Officer has not provided a response by that date.

Granting **of** Request

If the Open Records Officer determines that the request will be granted, the response shall inform the requester that access is granted and either include **a copy of the requested records,** information on the regular business hours of the administration office, provide electronic access or state where the requester may go to inspect the records or information electronically at a publicly accessible site. The response shall include a copy of the fee schedule in effect, a statement that prepayment of fees is required in a specified amount if access to the records will cost in excess of $100, and the medium in which the records will be provided.

A public record shall be provided to the requester in the medium requested if it exists in that form; otherwise, it shall be provided in its existing medium. However, the center (school) is not required to permit use of its computers.[5]

The Open Records Officer may respond to a records request by notifying the requester that the record is available through publicly accessible electronic means or that the center (school) shall provide access to inspect the record electronically. If the requester, within thirty (30) days following receipt of the center (school)'s notice, submits a written request to have the record converted to paper, the center (school) shall provide access in printed form within five (5) days of receipt of the request for conversion to paper.[5][20]

A public record that the center (school) does not possess but is possessed by a third party with whom the center (school) has contracted to perform a governmental function and which directly relates to that governmental function shall be considered a public record of the center (school)**, and shall be made accessible in accordance with law, Joint Operating Committee policy and administrative regulations.** When the center (school) contracts with such a third party, the center (school) shall require the contractor to agree in writing to comply with requests for such records and to provide the center (school) with the requested record in a timely manner to allow the center (school) to comply with law.[21]

If the Open Records Officer determines that a public record contains information both subject to and not subject to access, the Open Records Officer shall grant access to the information subject to access and deny access to the information not subject to access. The Open Records Officer shall redact from the record the information that is not subject to access. The Open Records Officer shall not deny access to a record if information is able to be redacted.[22]

If the Open Records Officer responds to a requester that a copy of the requested record is available for delivery at the administration office and the requester does not retrieve the record within sixty (60) days of the center (school)'s response, the center (school) shall dispose of the copy and retain any fees paid to date.[23]

Notification **to** Third Parties

The Open Records Officer shall notify a third party of a record request if the requested record contains a trade secret or confidential proprietary information, in accordance with law and administrative regulations.[24]

When the center (school) produces a record that is not a public record in response to a request, the Open Records Officer shall notify any third party that provided the record to the center (school), the person that is the subject of the record, and the requester.[24]

Denial **of** Request

If the Open Records Officer denies a request for access to a record, whether in whole or in part, a written response shall be sent within five (5) business days of receipt of the request. The response denying the request shall include the following:[8][25]

1. Description of the record requested.
2. Specific reasons for denial, including a citation of supporting legal authority.
3. Name, title, business address, business telephone number and signature of the Open Records Officer on whose authority the denial is issued.
4. Date of the response.
5. Procedure for the requester to appeal a denial of access.

The Open Records Officer may deny a request for access to a record if the requester has made repeated**, identical** requests for that same record and the repeated requests have placed an unreasonable burden on the center (school).[21]

The Open Records Officer may deny a request for access to a record when timely access is not possible due to a disaster, or when access may cause physical damage or irreparable harm to the record. To the extent possible, a record's contents shall be made accessible even when the record is physically unavailable.[21]

Information that is not subject to access and is redacted from a public record shall be deemed a denial.[22][25]

Appeals

If a written request for access to a record is denied or deemed denied, the requester may file an appeal with the state's Office of Open Records within fifteen (15) business days of the mailing date of the Open Records Officer's response or deemed denial.[9]

Appeals Involving Third Party Records –

The Open Records Officer shall provide notice to a third party within seven (7) business days of any appeal relating to records requested, which affect the legal or security interest of an employee; contain or constitute proprietary, confidential or trademarked records of a third party; or are held by a third party contractor or vendor, the center (school) shall notify such parties of the appeal and advise them of their ability to participate in accordance with law. The Open Records Officer shall also provide proof of such notice to the Office of Open Records within seven (7) business days of sending the third party notification.[9][26]

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Legal Footnotes

[1] 65 P.S. 67.102
LEGAL REFERENCE

[2] 65 P.S. 67.302
LEGAL REFERENCE

[3] 65 P.S. 67.305
LEGAL REFERENCE

[4] 65 P.S. 67.504
LEGAL REFERENCE

[5] 65 P.S. 67.701
LEGAL REFERENCE

[7] 65 P.S. 67.502
LEGAL REFERENCE

[8] 65 P.S. 67.901
LEGAL REFERENCE

[9] 65 P.S. 67.1101
LEGAL REFERENCE

[10] 65 P.S. 67.705
LEGAL REFERENCE

[11] 42 U.S.C. 12132
LEGAL REFERENCE

[12] 28 CFR 35.160
LEGAL REFERENCE

[13] 28 CFR 35.164
LEGAL REFERENCE

[14] 65 P.S. 67.505
LEGAL REFERENCE

[16] 65 P.S. 67.703
LEGAL REFERENCE

[17] 65 P.S. 67.1307
LEGAL REFERENCE

[18] 65 P.S. 67.702
LEGAL REFERENCE

[19] 65 P.S. 67.902
LEGAL REFERENCE

[20] 65 P.S. 67.704
LEGAL REFERENCE

[21] 65 P.S. 67.506
LEGAL REFERENCE

[22] 65 P.S. 67.706
LEGAL REFERENCE

[23] **65 P.S. 67.905**
LEGAL REFERENCE

[24] **65 P.S. 67.707**
LEGAL REFERENCE

[25] **65 P.S. 67.903**
LEGAL REFERENCE

[26] **Office of Open Records Procedural Guidelines**
LEGAL REFERENCE

Legal References

No additional references listed.

BOARD POLICY

818 Contracted Services Personnel

POLICY NUMBER	VERSION	DOCUMENT STATUS	WORKFLOW
818	v2	UNDER-REVIEW	First Reading

PRINTED
9/16/2026

Purpose

In its effort to provide cost-effective programs, the Joint Operating Committee **uses outside independent contractors for a variety of purposes. The center (school) is required to ensure that such contractors comply with certain legal requirements regarding contractor employees involved in the delivery of services to the center (school). This policy is adopted to outline those requirements and the manner in which the center (school) shall direct and monitor contractor compliance.**

Definitions

For purposes of this policy, contractor employee shall include an individual who:

1. **Is employed or offered employment by an independent contractor or a subcontractor of an independent contractor, or is an individual independent contractor; and**

2. **Has or will have direct contact with children.**

Direct Contact with Children - the possibility of care, supervision, guidance or control of children or routine interaction with children.[1]

For purposes of this policy, independent contractor shall mean an individual or entity that contracts with the center (school) to provide services.

Under Review sub-status updated

Authority

The **center (school)** is required by law to ensure that independent contractors and **contractor** employees comply with the mandatory background check requirements for criminal history and child abuse **certifications, the employment history review requirement, and the arrest and conviction reporting requirements.**[2][3]**[4]**

Guidelines

Prior to using contracted services, a written contractual agreement shall be entered into between the center (school) and the independent contractor and maintained centrally by the center (school) in a manner similar to that for other contracts. Requests for proposals, bid specifications for proposals and resulting contracts shall specify the following:

1. Mandatory requirements for criminal history **background checks,** child abuse **certifications, employment history reviews, and arrest and conviction reporting** for contracted services **involving direct contact with children, as mandated by law and set forth in this policy.[5]**

2. **A requirement that all contracted transportation providers provide a program of drug and alcohol testing for covered drivers. A covered driver shall include any contractor employee who drives, operates or is in the actual physical control or movement of a school bus or a commercial vehicle owned, leased or operated by the independent contractor in connection with center (school) programs and services.[6][7][8][9][10]**

3. **That** failure to comply with this policy and the requirements for **criminal history background checks and child abuse certifications, employment history reviews,** and **required** reporting of employee **arrests, convictions or other** misconduct by an independent contractor **or contractor employee** shall **be grounds for termination** of the contract.

The Administrative Director or designee shall review all information provided pursuant to this policy and determine if information is disclosed that precludes employment or continued service of an independent contractor or contractor employee.[2][3][4][5][11]

Information submitted by an independent contractor or contractor employee in accordance with this policy shall be ma
for center (school) employees.

Under Review sub-status updated

Pre-Employment Requirements

Employment History Review -

Independent contractors shall conduct an employment history review, in compliance with state law, prior to assignment of a **contractor** employee to perform work for the center (school) **in a position or assignment involving direct contact with children.** The independent contractor may use the information for the purpose of evaluating an applicant's fitness to be hired or for continued employment of a current **contractor** employee and may report the information as permitted by law.[4]

Independent contractors shall inform the center (school), in writing, upon receipt of an affirmative response to any of the abuse and sexual misconduct background questions for a contractor employee. If the center (school) objects to the assignment, the independent contractor may not assign the contractor employee to the center (school).[4]

Independent contractors shall, upon request, provide the center (school) to which a contractor employee is assigned access to the employee's employment history review records.

Criminal History -

Prior to assignment of contractor employees to perform work for the center (school) in a position or assignment involving direct contact with children, contractor employees shall **submit an official child abuse clearance statement and state and federal** criminal history **background checks (certifications) as required by law.**[2][3]

Contractor employees shall report, on the designated form, all arrests and convictions as specified on the form. **Contractor employees** shall likewise report arrests and/or convictions that occur subsequent to initially submitting the form. Failure to accurately report such arrests and convictions may subject the individual to denial of employment/contract termination if already hired/contracted, and

Under Review sub-status updated

Tuberculosis Test -

Contractor employees providing services for students shall undergo a test for tuberculosis in accordance with the regulations and guidance of the Pennsylvania Department of Health.[12][13]

Arrest and Conviction Reporting Requirements

All independent contractors shall adopt policies and procedures that require their employees, who are providing services to the center (school) and who have direct contact with children, to notify the **independent** contractor, in writing, within seventy-two (72) hours of the occurrence, of an arrest or conviction required to be reported by law. **Contractor** employees shall also be required to report to the **independent** contractor, within seventy-two (72) hours of notification, that the employee **has been named as a perpetrator in a founded or indicated report pursuant to the** Child Protective Services Law. **The policies and procedures shall also include the provision that the failure on the part of contractor employees to make such a timely notification shall subject them to disciplinary action, including termination.**[3][11]

If the **independent** contractor receives notice of such arrest or conviction **or** that the **contractor** employee has been **named as a perpetrator in a founded or indicated report,** from either the **contractor** employee or a third party, the **independent** contractor shall immediately report, in writing, that information to the **Administrative Director or designee.**

The independent contractor shall immediately require a contractor employee to submit new certifications when there is a reasonable belief that the employee was arrested for or has been convicted of an offense required to be reported by law, was named as a perpetrator in a founded or indicated report, or has provided written notice of such occurrence.[3][11]

{ } Contractor employees who provide transportation services shall immediately notify the independent contractor and the center (school)'s transportation supervisor of any traffic citations or the suspension, revocation or cancellation of operating privileges.[14]

Under Review sub-status updated

Educator Misconduct

If the Administrative Director reasonably suspects that conduct being reported involves an incident required to be reported under the Educator Discipline Act, the Administrative Director or designee shall notify the Pennsylvania Department of Education, in accordance with applicable law, regulations and Joint Operating Committee policy 317.1.[15] [16]

Training

Independent contractors shall provide their employees who have direct contact with children with mandatory training on child abuse recognition and reporting. The training shall include, but not be limited to, the following topics:[1]

1. Recognition of the signs of abuse and sexual misconduct and reporting requirements for suspected abuse and sexual misconduct.
2. Provisions of the Educator Discipline Act, including mandatory reporting requirements. [17]
3. Center (School) policy related to reporting of suspected abuse and sexual misconduct. **[18]**
4. Maintenance of professional and appropriate relationships with students. **[19]**

Employees of independent contractors who have direct contact with children are required to complete a minimum of three (3) hours of training every five (5) years.[1]

Contractor employees shall attend orientation and training sessions, as appropriate to the nature of their service. When training is provided for center (school) employees relating to the legal obligations of employers and educational institutions, consideration shall be given to which contractor employees should also receive that training.

Child Abuse Reporting

All contractor employees who have reasonable cause to suspect that a child is the victim of child abuse shall make a repo
with applicable law, Joint Operating Co
regulations.[18] [20]

Under Review sub-status updated

Confidentiality

No contractor employee shall be permitted access to confidential student information unless the center (school) has determined that such access is necessary for the contractor employee to fulfill his/her responsibilities. Contractor employees with access to confidential student information shall maintain the confidentiality of that information in accordance with Joint Operating Committee policies and procedures and applicable law. If a contractor employee has questions about the confidentiality of student information, the contractor employee should consult with the building administrator. [21] [22]

NOTES:

Chapter 8 of the State Joint Operating Committee of Education Regulations has not been updated since August of 1990 and does not reflect current statutory requirements.

Chapter 3490 of the Protective Services regulations of the Department of Human Services has not been updated since July 1999 and does not reflect current statutory requirements.

PSBA Revision 5/18 © 2018 PSBA

Legal Footnotes

[1] 24 P.S. 1205.6
LEGAL REFERENCE

[2] 23 Pa. C.S.A. 6344
LEGAL REFERENCE

[3] 24 P.S. 111
LEGAL REFERENCE

[4] 24 P.S. 111.1
LEGAL REFERENCE

[5] 55 PA Code 3490.132
LEGAL REFERENCE

[6] 49 CFR Part 382
LEGAL REFERENCE

[7] 67 PA Code 71.3
LEGAL REFERENCE

[8] 75 Pa. C.S.A. 1612
LEGAL REFERENCE

[9] 75 Pa. C.S.A. 3802
LEGAL REFERENCE

[10] Pol. 810.1 — Drug/Alcohol Testing - Covered Drivers

Under Review sub-status updated

[11] 23 Pa. C.S.A. 6344.3
LEGAL REFERENCE

[12] 24 P.S. 1418
LEGAL REFERENCE

[13] 28 PA Code 23.44
LEGAL REFERENCE

[14] 75 Pa. C.S.A. 1606
LEGAL REFERENCE

[15] 24 P.S. 2070.9a
LEGAL REFERENCE

[16] Pol. 317.1 — Educator Misconduct
POLICY REFERENCE

[17] 24 P.S. 2070.1a
LEGAL REFERENCE

[18] Pol. 806 — Child Abuse
POLICY REFERENCE

[19] Pol. 824 — Maintaining Professional Adult/Student Boundaries
POLICY REFERENCE

[20] 23 Pa. C.S.A. 6311
LEGAL REFERENCE

[21] Pol. 113.3 — Confidentiality of Special Education Student Information
POLICY REFERENCE

[22] Pol. 216 — Student Records
POLICY REFERENCE

Legal References

No additional references listed.

Under Review sub-status updated

BOARD POLICY

827 Conflict of Interest

POLICY NUMBER	VERSION	DOCUMENT STATUS	WORKFLOW
827	v3	UNDER-REVIEW	First Reading

PRINTED
9/16/2026

Purpose

This policy shall affirm standards of conduct established to ensure that Joint Operating Committee members and employees avoid potential and actual conflicts of interest, as well as the perception of a conflict of interest.

Definitions

Confidential information shall mean information not obtainable from reviewing a public document or from making inquiry to a publicly available source of information.[1]

Conflict or **Conflict of interest** shall mean use by a Joint Operating Committee member or **center (school)** employee of the authority of his/her office or employment, or any confidential information received through his/her holding public office or employment, for the private pecuniary benefit of him/herself, a member of his/her immediate family or a business with which s/he or a member of his/her immediate family is associated. The term does not include an action having a de minimis economic impact, or which affects to the same degree a class consisting of the general public or a subclass consisting of an industry, occupation or other group which includes the Joint Operating Committee member or **center (school)** employee, a member of his/her immediate family or a business with which s/he or a member of his/her immediate family is associated.[1]

For federal purposes, a conflict of interest includes when the employee, officer, agent, or Joint Operating Committee member, or any member of their immediate family, their partner, or an organization that employees or is about to employ any

of those individuals, has a financial or other interest in or a tangible personal benefit from an entity considered for a contract. [2]

De minimis economic impact shall mean an economic consequence which has an insignificant effect.[1]

Financial interest shall mean any financial interest in a legal entity engaged in business for profit which comprises more than five percent (5%) of the equity of the business or more than five percent (5%) of the assets of the economic interest in indebtedness.[1]

Honorarium shall mean payment made in recognition of published works, appearances, speeches and presentations, and which is not intended as consideration for the value of such services which are nonpublic occupational or professional in nature. The term does not include tokens presented or provided which are of de minimis economic impact.[1]

Immediate family shall mean a parent, parent-in-law, spouse, child, spouse of a child, brother, brother-in-law, sister, sister-in-law, or the domestic partner of a parent, child, brother or sister.[1]

Business partner shall mean a person who, along with another person, plays a significant role in owning, managing, or creating a company in which both individuals have a financial interest in the company.

Delegation of Responsibility

Each employee and Joint Operating Committee member shall be responsible to maintain standards of conduct that avoid conflicts of interest. The Joint Operating Committee prohibits members of the Joint Operating Committee and **center (school)** employees from engaging in conduct that constitutes a conflict of interest as outlined in this policy.

Guidelines

All Joint Operating Committee members and employees shall be provided with a copy of this policy and acknowledge in writing that they have been made aware of it. Additional training shall be provided to designated individuals.

Disclosure of Financial Interests

No Joint Operating Committee member shall be allowed to take the oath of office or enter or continue upon his/her duties, nor shall s/he receive compensation from public funds, unless s/he has filed a statement of financial interests as required by law. **[3]**

The center (school) solicitor and designated center (school) employees shall file a statement of financial interests as required by law and regulations.[4][5]

Standards of Conduct

The center (school) maintains the following standards of conduct covering conflicts of interest and governing the actions of its employees and Joint Operating Committee members engaged in the selection, award and administration of contracts.[2]

No employee or Joint Operating Committee member may participate in the selection, award or administration of a contract supported by a federal award if s/he has a real or apparent conflict of interest as defined above, as well as any other circumstance in which the employee, Joint Operating Committee member, any member of his/her immediate family, his/her business partner, or an organization which employs or is about to employ any of them, has a financial or other interest in or a tangible personal benefit from a firm considered for a contract.[2]

The center (school) shall not enter into any contract with a Joint Operating Committee member or employee, or his/her spouse or child, or any business in which the person or his/her spouse or child is associated valued at $500 or more, nor in which the person or spouse or child or business with which associated is a subcontractor unless the Joint Operating Committee has determined it is in the best interests of the center (school) to do so, and the contract has been awarded through an open and public process, including prior public notice and subsequent public disclosure of all proposals considered and contracts awarded. In such a case, the Joint Operating Committee member or employee shall not have any supervisory or overall responsibility for the implementation or administration of the contract.[1]

When advertised formal bidding is not required or used, an open and public process shall include at a minimum:

1. Public notice of the intent to contract for goods or services;
2. A reasonable amount of time for potential contractors to consider whether to offer quotes; and
3. Post-award public disclosure of who made bids or quotes and who was chosen.

Any Joint Operating Committee member or employee who in the discharge of his/her official duties would be required to vote on a matter that would result in a conflict of interest shall abstain from voting and, prior to the vote being taken, publicly announce and disclose the nature of his/her interest as a public record in a written statement to be attached to the Joint Operating Committee minutes.[1]

No **Joint Operating Committee member** or **center (school)** employee shall accept an honorarium.[1]

Joint Operating Committee members and employees may neither solicit nor accept gratuities, favors or anything of monetary value from contractors or parties to subcontracts, unless the gift is an unsolicited item of nominal value. Gifts of a nominal value may be accepted in accordance with Joint Operating Committee policy.[2] **[6]**

Improper Influence

No person shall offer or give to a Joint Operating Committee member, employee or nominee or candidate for the Joint Operating Committee, or a member of his/her immediate family or a business with which s/he is associated, anything of monetary value, including a gift, loan, political contribution, reward or promise of future employment based on the offeror's or donor's understanding that the vote, official action or judgment of the Joint Operating Committee member, employee or nominee or candidate for the Joint Operating Committee would be influenced thereby.[1]

No Joint Operating Committee member, employee or nominee or candidate for the Joint Operating Committee shall solicit or accept anything of monetary value, including a gift, loan, political contribution, reward or promise of future employment, based on any understanding

of that Joint Operating Committee member, employee or nominee or candidate that the vote, official action or judgment of the Joint Operating Committee member, employee or nominee or candidate for the Joint Operating Committee would be influenced thereby.[1]

Organizational Conflicts

Organizational conflicts of interest may exist when due to the center's (school's) relationship with a subsidiary, affiliated or parent organization that is a candidate for award of a contract in connection with federally funded activities, the center (school) may be unable or appear to be unable to be impartial in conducting a procurement action involving a related organization.[2]

In the event of a potential organizational conflict, the potential conflict shall be reviewed by the Administrative Director or designee to determine whether it is likely that the center (school) would be unable or appear to be unable to be impartial in making the award. If such a likelihood exists, this shall not disqualify the related organization; however, the following measures shall be applied:

1. The organizational relationship shall be disclosed as part of any notices to potential contractors;
2. Any center (school) employees or officials directly involved in the activities of the related organization are excluded from the selection and award process;
3. A competitive bid, quote or other basis of valuation is considered; and
4. The Joint Operating Committee has determined that contracting with the related organization is in the best interests of the program involved.

Reporting Conflicts of Interest

Any perceived conflict of interest that is detected or suspected by any employee or third party shall be reported to the Administrative Director. If the Administrative Director is the subject of the perceived conflict of interest, the employee or third party shall report the incident to the Joint Operating Committee President.

Any perceived conflict of interest of a Joint Operating Committee member that is detected or suspected by any employee or third party shall be reported to the Joint Operating Committee President. If the Joint Operating Committee President is the subject of the perceived conflict of interest, the employee or third party shall report the incident to the Administrative Director, who shall report the incident to the solicitor.

No reprisals or retaliation shall occur as a result of good faith reports of conflicts of interest. **The center (school) shall provide written notification of such protections to center (school) employees.**

The Administrative Director or designee shall report in writing to the federal awarding agency or pass-through entity any potential conflict of interest related to a federal award, in accordance with federal awarding agency policy.[7]

Investigation

Investigations based on reports of perceived violations of this policy shall comply with state and federal laws and regulations. No person sharing in the potential conflict of interest being investigated shall be involved in conducting the investigation or reviewing its results.

In the event an investigation determines that a violation of this policy has occurred, the violation shall be reported to the federal awarding agency in accordance with that agency's policies.[7]

Disciplinary Actions

If an investigation results in a finding that the complaint is factual and constitutes a violation of this policy, the center (school) shall take prompt, corrective action to ensure that such conduct ceases and will not recur. Center (School) staff shall document the corrective action taken and, when not prohibited by law, inform the complainant.

Violations of this policy may result in disciplinary action **for employees** up to and including discharge, fines and possible imprisonment. Disciplinary actions shall be consistent with Joint Operating Committee policies, procedures, applicable collective bargaining agreements and state and federal laws. **[8]**

PSBA Revision 6/25 © 2025 PSBA

Legal Footnotes

[1] 65 Pa. C.S.A. 1101
LEGAL REFERENCE

[2] 2 CFR 200.318
LEGAL REFERENCE

[3] Pol. 004 — Membership
POLICY REFERENCE

[4] 51 PA Code 15.2
LEGAL REFERENCE

[5] 65 Pa. C.S.A. 1104
LEGAL REFERENCE

[6] Pol. 322 — Gifts
POLICY REFERENCE

[7] 2 CFR 200.112
LEGAL REFERENCE

[8] Pol. 317 — Conduct/Disciplinary Procedures
POLICY REFERENCE

Legal References

No additional references listed.

POINT PARK
UNIVERSITY

ARTICULATION AGREEMENT
BETWEEN
GREATER JOHNSTOWN CTC
AND
POINT PARK UNIVERSITY

THIS ARTICULATION AGREEMENT (this "Agreement,") made as of this 5TH day of August 2026 (the "Effective Date"), by and between Point Park University, a Pennsylvania non-profit corporation (the "University"), located at 201 Wood Street, Pittsburgh, PA 15222-1984, each of which are referred to herein as a "Party" and collectively as the "Parties,"

And

Greater Johnstown CTC, ("CTC"), a non-profit, public entity with their campus located at 445 Schoolhouse Road, Johnstown, PA 15904.

W I T N E S S E T H

This agreement will provide a means by which Educators Rising students/graduates ("Eligible Students") of the Secondary Component Education (CIP 13.0101) taking the NOCTI and passing with a 70% or higher, students enrolled and completing a high school program, or taking micro-credentials receive advanced standing credits in one of Point Park University's initial certification programs in the School of Education (Elementary Education, Pre-K, Special Education PK-12, Grades 4-8, Dance Education PK-12, or Secondary Education 7-12). This agreement is for the 2026-2027 School year.

1. Transfer of Credit**.** Advanced Standing will be granted to Eligible Students who complete the requirements as shown in Exhibit C and Exhibit D. Credits only, not grades, will be recorded on the University's transcript for these courses upon matriculation to the University, so these credits will not be used to calculate the student's university grade point average. Also, Point Park University may accept additional college credits for students who take and pass College in High School courses that correspond to their program.

2. Program requirements**.** Acceptance will be granted to Eligible Students who complete the requirements for high school graduation. The students must apply to the University and complete all necessary requirements. Eligible Students will complete the signed Letter of Intent (Exhibit B).

3. Advertisement. Neither Party shall make use of the other Party's trademarks, trade names, and service marks nor shall a Party advertise or publicize the Advance Standing Program externally without the other Party's prior written consent, which will not be unreasonably withheld. Both parties will market the program to students, guidance counselors, teachers, and administrators.

4. Period. This articulation agreement and awarding of credit is acceptable up to two years after the student has graduated from a CTC program or participated in a high school program using the Educators Rising curriculum. Students who apply for credit after the two-year period must be able to document that they have been employed or are currently working in an area related to their CTC or high school program

of study. If the two years have passed, they can appeal to the Managing Director of Articulation, Transfer, and Prior Learning for a special review.

5. Advisor. The Eligible Students would have an advisor within the School of Education.

6. Cost. There will not be a charge for credits awarded through this Agreement.

7. Notice of Non-Discrimination, Equal Opportunity and Diversity Initiatives. Inquiries regarding Title IX and the Title IX regulations should be referred to the Title IX Coordinator and the Office of Compliance & Integrity (OCI) by email at oci@pointpark.edu.

8. Parties. Both Parties will work together for the Eligible Student's interest.

9. Term. This Agreement shall commence on the Effective Date and shall remain in effect until terminated as provided for below.

10. Termination for Convenience. Either Party may terminate this Agreement for any reason with one hundred eighty (180) days written notice to the other Party. Eligible Students already admitted into the University at the time of such notice or those admitted one semester following the notice date will be allowed to obtain Advanced Standing.

11. Written Modification. This Agreement may be modified by mutual agreement as needed, in the event of cancellation, discontinuance, or disapproval of any course or program by either Party.

12. Compliance. This Agreement is subject to institutional compliance with all state, local, and federal laws as well as compliance with policies of the relevant regional accrediting body (MSCHE).

13. Entire Agreement. This Agreement and any applicable incorporated Exhibits contain the entire understanding with respect to the subject matter hereof and may not be amended except by a written agreement executed by the Parties.

INTENDING TO BE LEGALLY BOUND, the Parties hereto have executed this Agreement as of the date first written above.

POINT PARK UNIVERSITY

By: _____

Name: Dr. Shari Payne

Title: Provost

Date: _____

GREATER JOHNSTOWN CTC

By: _____

Name:

Title:

Date: _____

EXHIBIT A: CTC-Secondary Component Education (CIP:13.0101) (attached)

100 Orientation to the Education Profession

Item	Task	(X) Indicates Proficiency [1]	Secondary Course Crosswalk	Hours Spent on Task
101	Research potential career paths within the education profession including requirements for coursework, training, and certification.		Yr. 1 MP 1	14 hours
102	Develop professional goals and a postsecondary career plan based on one's individual interests and preferences.		Yr. 1 MP 4	40 hours
103	Acquire required clearances to participate in clinical experiences.		Yr. 1 MP 1	14 hours
104	Research the history, role, and social/political/economic context of American education and the education profession.		Yr. 1 MP 1	40 hours
105	Reflect on one's cultural lens.		Yr. 1 MP 1	40 hours
106	Develop a personal mission statement that summarizes one's motivation for entering the education profession based on one's personal experiences, values, and goals.		Yr. 2 MP 2	80 hours
107	Identify the knowledge, skills, dispositions, and abilities necessary to succeed within the education profession.		Yr. 1 MP 1	40 hours

200 Planning and Preparation

Item	Task	(X) Indicates Proficiency [1]	Secondary Course Crosswalk	Hours Spent on Task
201	Explore the connections of content knowledge and pedagogy.		Yr. 1 MP 2	40 hours
202	Demonstrate knowing and valuing students as part of the planning process.		Yr. 1 MP 2	80 hours
203	Prepare instructional outcomes.		Yr. 1 MP 3	80 hours
204	Identify educational resources and evaluate uses in the classroom.		Yr. 1 MP 2	30 hours
205	Plan clear and thoughtful instruction aligned to standards.		Yr. 1 MP 3	40 hours
206	Design and analyze assessments and identify how to incorporate results into the instructional planning process.		Yr. 1 MP 2	100 hours

207	Identify the several types of assessments.		Yr. 1 MP 2	40 hours
208	Design culturally relevant learning that brings real-world experiences into educational spaces/the classroom.		Yr. 1 MP 4	40 hours

300 Learning Environment and Classroom Management

Item	Task	(X) Indicates Proficiency [1]	Secondary Course Crosswalk	Hours Spent on Task
301	Identify classroom modifications and accommodations to meet the needs of all students.		Yr. 1 MP 2	100 hours
302	Identify and practice strategies to cultivate respectful and affirming environments and a sense of belonging for all students.		Yr. 1 MP 4	100 hours
303	Identify and practice strategies for fostering a culture for learning.		Yr. 1 MP 3	100 hours
304	Identify and practice strategies for supporting positive student behavior.		Yr. 2 MP 2	100 hours
305	Identify and practice strategies for organizing physical and digital spaces for learning.		Yr. 1 MP 1	40 hours
306	Provide all learners with equitable and differentiated opportunities to learn and succeed.		Yr. 2 Mp 1	100 hours

400 Human Growth and Development

Item	Task	(X) Indicates Proficiency [1]	Secondary Course Crosswalk	Hours Spent on Task
401	Identify a learner's cognitive, physical, emotional, and social developmental stages (Pre-K-12).		Yr. 1 MP 2	40 hours
402	Identify strategies for designing learning environments based on learner's developmental stages.		Yr. 1 MP 3	40 hours
403	Identify strategies for designing and delivering instruction based on learner's developmental stages.		Yr. 1 MP 3	100 hours
404	Discuss how social issues and relationships affect students.		Yr. 1 MP 2	40 hours
405	Promote asset-based perspectives about differences.		Yr. 2 MP 1	40 hours

500 Clinical Experience (Observation and Participation)

Item	Task	(X) Indicates Proficiency [1]	Secondary Course Crosswalk	Hours Spent on Task
501	Observe a variety of classrooms and reflect upon learning environment and classroom management.		Yr. 1 MP 4	40 hours
502	Participate in an elementary, middle, high school, career and technical center or cross-grade instructional program.		Yr. 2 MP 3	80 hours
503	Meet with mentor teacher and plan for active participation in the classroom.		Yr. 2 MP 3	20 hours
504	Maintain a log of time and activities in clinical experiences.		Yr. 2 MP 4	140 hours
505	Design and deliver instruction that takes into consideration the diverse needs of all learners.		Yr. 2 MP 4	80 hours
506	Seek out opportunities to both self-reflect and receive feedback from others to adjust future practice.		Yr. 1 MP 3	20 hours minimum
507	Assess lesson plan effectiveness.		Yr. 2 MP 4	20 hours
508	Observe and evaluate students' performance and development.		Yr. 2 MP 4	140 hours
509	Observe a variety of classrooms and reflect upon instructional practice.		Yr. 1 MP 4	40 hours
510	Establish high expectations for each learner and treat them as capable and deserving of achieving success.		Yr. 2 MP 3	20 hours

600 Culturally Relevant and Sustaining Education and Inclusion

Item	Task	(X) Indicates Proficiency [1]	Secondary Course Crosswalk	Hours Spent on Task
601	Research students' rights in the public education setting (e.g., IDEA, Title IX, ESSA. FERPA).		Yr. 1 MP 2	40 hours
602	Describe ways educators can support students identified as needing special services (e.g., emerging multilinguals, special education).		Yr. 1 MP 3	40 hours
603	Identify, deepen understanding of, and take steps to address bias in the system.		Yr. 1 MP 1	40 hours
604	Communicate in linguistically and culturally relevant ways that demonstrate respect for learners, educators, educational leaders, and families.		Yr. 2 MP 4	40 hours

605	Educate oneself about microaggressions and their impact on diverse learners, educators, and families.		Yr. 1 MP 4	40 hours
606	Research culturally relevant and sustaining practices in the design of an instructional activity or lesson.		Yr. 2 MP 2	20 hours

700 Professionalism, Ethics and Reflective Practice

Item	Task	(X) Indicates Proficiency [1]	Secondary Course Crosswalk	Hours Spent on Task
701	Research and adhere to school, district, and program rules, regulations, and policies in all applicable education settings.		Yr. 2 MP 2	100 hours
702	Determine and employ the professional demeanor and social-emotional competencies needed to maintain professionalism.		Yr. 1 MP 2	40 hours
703	Identify and adhere to the professional ethics competencies and code of conduct practice for educators as established by the Pennsylvania Department of Education under Chapter 49, as well as other legal requirements (e.g., FERPA, mandated reporting).		Yr. 1 MP 3	40 hours
704	Communicate professionally in oral, written, and electronic communication, including maintaining a professional digital footprint.		Yr. 2 Mp 1	100 hours
705	Practice planning, sharing, and working collaboratively to improve instructional skills, student success, and the professional culture and climate of the school.		Yr. 1 MP 4	100 hours
706	Identify resources for engaging in professional learning, inquiry, and growth.		Yr. 1 MP 4	40 hours
707	Identify and use resources to support self-care wellness.		Yr. 1 MP 4	20 hours
708	Reflect upon practice through the lens of culturally relevant and sustaining education, as outlined in the CR-SE competencies.		Yr. 2 MP 3	140 hours

[1] Student Demonstrated Entry-Level Industry Proficiency as Indicated by (X)

Secondary CTE Instructor Signature _____ Date _____

Student Signature _____ Date _____

EXHIBIT B: LETTER OF INTENT TO ENTER POINT PARK UNIVERSTY

I plan to enroll at Point Park University (PPU) I understand that my signature on this letter entitles me to advanced standing credit for courses completed through the Educators Rising program I am familiar with the terms of the Agreement including the following requirements and conditions:

Credits only, not grades, will be recorded on the University's transcript for these courses, so these credits will not be used to calculate the student's university grade point average.

I must apply to the program to gain acceptance and complete all necessary requirements. Any credits will be listed on a PPU transcript.

PPU is not responsible if these credits do not transfer to another college or university.

Parents/Guardian

_____

Name

_____

Signature

_____

Date

Student

_____

Name

_____

Email Address

_____

Phone

Please email this document when completed to tcolonie@pointpark.edu

Greater Johnstown CTC & Point Park University
21 Credit Transfer Pathway

BA Education in the following areas: PreK-4, 4-8, Secondary 7-12, Dance Education, and Special Education

I. Course Alignment Matrix (21 Transfer Credits)

Educator Rising Competency Task	Item Number Aligned to PPU Course	Additional Educator Rising Competency Task 5- Item Number Aligned to PPU Course	PPU School of Education Course (3 credits each)	PPU Course Description	Micro-credential
300 Learning Environment and Classroom Management/ **200 Planning and Preparation**	302 303 305 306 202 204 206 207	501 507 509	**EDUC 101** Technological Literacy for Education	This course will enable the preservice teacher to utilize technology to improve their professional practice. The course will enable students to comply with state standards and competencies as enumerated by the Pennsylvania Department of Education. Preservice teachers will begin to build e-portfolios to enhance their accountability and marketability.	**LESSON DESIGN AND COLLABORATION** Effective lesson design requires intentional planning and thoughtful integration of technology to enhance student engagement and improve learning outcomes. Collaborating with peers and mentors in this process fosters diverse perspectives, leading to more innovative and inclusive instructional approaches. This directly aligns with **EDUC 101's** focus on strengthening instructional delivery through the strategic use of digital

					tools to create interactive, accessible, and meaningful learning experiences.
100 Orientation to the Education Profession	101 105 102 106 103 107 104	501 502 503 504	**EDUC 150** Introduction to the Teaching Profession	This course is an overview course in which students are introduced to the philosophy for preparing highly effective Pennsylvania teachers. At the beginning of the semester students will obtain all clearances as required by the Pennsylvania Department of Education, so that by the end of the semester, students are able to begin their required observation experiences. During the semester students will begin to understand how the components of: instruction, state standards, standards-based curriculum, materials and resources for instruction and appropriate interventions all lead to highly effective classroom instruction	**LESSON DESIGN AND LEARNER ENGAGEMENT** Effective lesson design cultivates foundational skills in planning, reflection, and instructional structuring-skills essential for engaging diverse learners and promoting meaningful participation. Intentional lesson planning not only supports academic achievement but also fosters curiosity, motivation, and active learning. This directly aligns with **EDUC 150 Introduction to the Teaching Profession** by preparing candidates to design purposeful, inclusive lessons that enhance both instructional effectiveness and learner engagement.
200 Planning and Preparation	201 205 202 206 203 207 204 208	501 502 507 508	**EDUC 222** Assessment and Adaptation	This course focuses on the development of children through the selection and use of formal and informal assessment and development of the student's observational skills of diverse academic levels, including children with special needs. Special emphasis is placed on authentic assessment, lesson planning and related standards as outlined by the Pennsylvania Department of Education Academic Standards. Classroom observations are required.	**FORMATIVE ASSESSMENTS AND LEARNER ENGAGEMENT** Effective educators use formative assessment as an ongoing, responsive practice to actively engage students in their learning. By strategically selecting assessment tools, analyzing evidence of student understanding, providing timely feedback, and adjusting instruction, teachers create learning experiences that are personalized, meaningful, and motivating. This aligns with **EDUC 222 Assessment and Adaptation**, which emphasizes using data-driven insights to guide instruction, foster student ownership of learning, and support continuous academic growth.
100 Orientation to the Education Profession/ **600 Culturally Relevant and**	104 105 107 601 602 603	505 506 509 510	**EDUC 250** English Language Learners	This course is designed to introduce the special considerations for working with English Language Learners given their unique cultural, linguistic, instructional and assessment needs. An understanding of who these students are, how to provide appropriate interventions for them and an in-depth look at the Pennsylvania ELL Standards correlation to other content	**LEARNER ENGAGEMENT AND FORMATIVE ASSESSMENT** Engaging learners effectively requires responsiveness to students' diverse cultural, linguistic, and experiential backgrounds. By connecting instruction to students' lived experiences and using formative assessment to monitor understanding, educators can tailor

Sustaining Education and Inclusion	604 605			areas will be included. The study will focus on linking research to practice and provide information that will be useful for working with this special population as the fastest growing student group in US schools.	feedback and adjust learning activities to foster meaningful participation, motivation, and academic success. This aligns with **EDUC 250 English Language Learners**, reinforcing strategies that support multilingual students through culturally responsive and data-informed teaching practices.
400 Human Growth and Development	401 402 403 404 405	505 506	**EDUC 228** Educational Psychology	This course will assist students in better understanding the role that psychological and educational theories play in understanding human learning and human behavior. Prime emphasis will be placed on the role that psychological processes such as cognitive development, individual and group differences, motivation, psycho-social development and metacognition play in the functioning of humans in everyday settings and circumstances. Each student will be challenged to make connections between the various psychological theories studied in this course and their own personal and professional interests. As such, an interdisciplinary approach to educational psychology will be utilized.	**EFFECTIVE CLASSROOM LEADERSHIP AND COLLABORATION** Educators demonstrate leadership by applying knowledge of motivation, learning theory, and developmental factors to guide classroom practices that are structured, supportive, and student-centered. Collaborating with colleagues and reflecting on student behavior allows teachers to address challenges constructively, share effective strategies, and optimize instructional time. This aligns with **EDUC 228 Educational Psychology**, supporting the development of positive learning environments where leadership and teamwork promote both student success and professional growth.
600 Culturally Relevant and Sustaining Education and Inclusion/ **700 Professionalism, Ethics and Reflective Practice** **300 Learning Environment and Classroom Management- "Your Students" & Your Classroom" Units**	603 604 606 701 702 708 301 304 306	505 507 508 509 510	**SPED 180** Introduction to Special Education	This course offers a survey of issues relevant to teaching students with disabilities, including historical, legal, ethical, and philosophical considerations. Educators build the foundations for working with students with disabilities by exploring perspectives on disability, the role of the special educator, and current issues in special education. They articulate a personal philosophy of supporting students with disabilities and reflect on the impact of educator mindsets on students with disabilities. Educators develop resources to help families understand special education laws and policies and they communicate information about special education laws to colleagues. The course culminates with an opportunity for educators to apply their learning by analyzing a student's IEP and developing a lesson plan that both meets the needs of	**EFFECTIVE CLASSROOM LEADERSHIP AND LESSON DESIGN** Educators exercise leadership by designing lessons that accommodate diverse learning and behavioral needs while fostering inclusive, supportive classroom environments. By strategically planning instruction and implementing proactive management strategies, teachers create structured learning experiences that promote engagement, address challenges constructively, and support success for all students. This aligns with **Introduction to Special Education**, reinforcing the microcredential's focus on cultivating positive classroom climates through thoughtful lesson design and instructional leadership.

				all students through universal design and individualizes support to accommodate a specific student.	
700 Professionalism, Ethics and Reflective Practice **200 Planning and Preparation – "Your Classroom" & "Your Students" Units**	703 704 705 706 707 708 208	501 506	**EDUC 220** Community and Family Diversity	This course will provide teacher candidates with methods and strategies for creating a positive, inclusive learning environment that addresses the various cognitive, affective and developmental needs of diverse learners. Cultural, racial, and ethnic issues will be explored as they relate to the needs of school aged students. Students will review strategies for building positive relationships with diverse families and communities and learn how to develop working relationships with key community organizations related to cultural diversity to enhance children's educational outcomes.	**COLLABORATION AND EFFECTIVE LEADERSHIP** Effective educators build partnerships with families, community members, and colleagues to create inclusive and equitable learning environments. By actively engaging diverse stakeholders, teachers exercise leadership in supporting student success and fostering shared responsibility for learning. This aligns with **EDUC 220 Community and Family Diversity**, which emphasizes meaningful collaboration to strengthen learning communities and promote equitable outcomes for all students.

Exhibit 4: 21 Credit Transfer Pathway

Complete Educators Rising Coursework AND/OR **PASS THE NOCTI**	**Earn 21 Point Park Undergraduate Credits**

OR

Complete Educators Rising Coursework AND/OR **PASS ALL 5 Microcredentials**	**Earn 21 Point Park Undergraduate Credits**

OR

PASS the following Micro-Credentials	**Earn the following credits**
Lesson Design Collaboration	EDUC 101- Technological Literacy in Education (3 credits)
Lesson Design Learner Engagement	EDUC 150 - Introduction to the Teaching Profession (3 credits)
Collaboration Effective Leadership	EDUC 220 - Family and Community Diversity (3 credits)
Formative Assessment Learner Engagement	EDUC 222 - Assessment and Adaptation (3 credits)
Effective Leadership Collaboration	EDUC 228 – Educational Psychology (3 credits)
Learner Engagement Formative Assessment	EDUC 250 – Working with English Language Learners (3 credits)
Effective Leadership Lesson Design	SPED 180 - Introduction to Special Education (3 credits)

Cooperative Agreement

Between

Saint Francis University and Greater Johnstown CTC

Saint Francis University (SFU) and **Greater Johnstown CTC**, agree to establish a cooperative academic program entitled College in High School (CiHS) for the **2026-2027 Academic Year**. This program will be administered through the Division of Professional Studies (DPS) and is inclusive of dual credit, career development series, and online course offerings. The stipulations associated with these offerings include:

CiHS Student Responsibilities:

1. Saint Francis University's College in High School (CiHS) program will be offered to academically approved students. Academically approved means they have a high school GPA of 3.0 or higher, recommended by a teacher of that same subject and will also have consent from a parent/guardian.
2. All students who plan to enroll in this program are required to complete the online Saint Francis University - College in High School application, have parent/guardian provide consent, and pay the total amount due for tuition for the course(s).
3. The tuition rate will be sixty-five ($65) dollars per credit (unless otherwise agreed upon in writing) for the dual credit courses taught by high school personnel. Textbooks will be the responsibility of the student unless provided by the high school for the dual credit courses. Please refer to Appendix A for a list of the dual credit courses offered through this agreement.
4. Appropriate representatives from the High School will determine whether any enrollment limits are set for the dual credit courses.
5. The tuition rate will be four hundred eighty-five ($485) dollars per credit for the Career Development Series and online courses. High school students enrolled will receive a scholarship of $285 per credit resulting in the out-of-pocket cost of $200 per credit. Textbooks will be the responsibility of the student.
6. Students registered for this program will be considered as part-time, non-degree seeking students through the Division of Professional Studies.

7. It is the student's responsibility to complete all coursework as assigned by the faculty member to receive full transcripted credit from Saint Francis University.

CiHS Faculty Responsibilities at the High School

1. The courses taught will follow an outline agreed upon by the appropriate Saint Francis University Department Chair. These outlines will contain the course content of the equivalent course taught at Saint Francis University.
2. For courses taught in the high school by high school faculty, a CV/Resume and transcripts must be on file prior to teaching and approved by the appropriate Saint Francis University Department Chair based on teaching credentials and qualifications.
3. All syllabi must be approved by the appropriate Saint Francis University Department Chair prior to the course beginning and must be received at least two weeks prior to the beginning of each semester.
4. All faculty must verify their course roster in a timely manner. Rosters will be sent out for electronic verification within 2 weeks of the registration deadline.
5. University policies must be followed by all programs regardless of where they are taught, by whom they are taught (SFU faculty or high school faculty), or what modality they are taught such as online unless otherwise noted in this Cooperative Agreement.
6. If a student wishes to drop or withdraw from a course throughout the semester, the College in High School Coordinator must be notified by 4pm on the associated drop or withdraw date.
7. All faculty must submit their grades to the College in High School Coordinator in a timely manner. Grade sheets will be sent out for electronic submission at the end of the course session.

CiHS School Responsibilities:

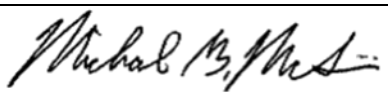
1. The high school will market programs to students and will coordinate with the College in High School Coordinator on student application/registration.
2. The high school will ensure that all high school faculty teaching dual credit courses abide by the responsibilities listed in this Cooperative Agreement.

3. If faculty are unable to complete their duties or shall leave the high school prior to completion of the course, the College in High School Coordinator must be notified immediately, and new faculty arrangements must be made to ensure students are able to complete the course.
4. If an enrolled student leaves the high school for any reason, it is the high school's responsibility to notify the College in High School Coordinator.

CiHS Saint Francis University – Division of Professional Studies Responsibilities (SFU-DPS):

1. SFU-DPS will assist the school in marketing all programs to the students including supplying collateral marketing materials, assistance in back-to-school nights, parent meetings, registration night, etc.
2. SFU-DPS will work with the high school and all faculty to ensure that students are able to complete their coursework in a timely manner and receive transcripted credit.
3. SFU-DPS will work with the school and high school faculty to provide any assistance with policies, guidelines or administrative questions pertaining to the high school programs.

Both parties will review the cooperative agreement during the spring of 2027 to explore the continuation for the following year to explore the continuation for the following year.

Greater Johnstown Career and Technology Center	**For SAINT FRANCIS UNIVERSITY**
	
	Michael B. McGinnis, Ph.D. Vice President for Academic Affairs
Date:	Date: 7/27/2026

Appendix A

Dual Credit Courses at Greater Johnstown CTC

EDUC 205: Introduction to Special Education, 3 credits, Jennifer Wyant

Alternative Community Resource Program

Helping Youth & Families

In an effort to develop and maintain positive working relationships with agencies that serve the human service needs of the community,

Greater Johnstown Career & Technology Center
445 Schoolhouse Road
Johnstown, PA 15904

Effects this agreement with the Alternative Community Resource Program

It is mutually agreed by both parties that appropriate individuals will be referred between the agencies named herein and that ongoing communication will be maintained between the agencies in order to guarantee the most appropriate continuum of care for the consumer.

The undersigned acknowledges that a referral system has been established and will remain in effect from the date of the respective signatures and this agreement will be renewed as agreeable between the two parties. The agreement is not a legal and binding contract for services between the two parties.

John Augustine, Administrative Director	Date
Frank J. Janakovic, Chief Executive Officer	8/14/2026 Date

*Please keep one signed copy for your records and return to the other to the mailing address below

ACRP Corporate Office
ATTN: Lydia Hill
131 Market Street
Johnstown, PA 15901

GREATER JOHNSTOWN CAREER AND TECHNOLOGY CENTER
445 Schoolhouse Road, Johnstown, PA 15904

Building & Grounds Committee
Meeting Minutes – August 5, 2026

2026 Sub-Committee Members
Mr. Dave Hudak, Chairperson
Dr. Kamal Gella
Mr. Gene Pentz
Mr. Joseph Podrebarac
Mr. Mark Portante

The following members were present:
Mr. Hudak, Chairperson
Mr. Podrebarac
Mr. Portante

Others present:
Mr. John S. Augustine II, Administrative Director
Mr. Galen George, Ex-Officio Member
Mrs. Fran Kazmierczyk, Confidential Recording Secretary
Mr. Randy Roxby Supervisor of Building & Grounds
Mrs. Tricia Rummel, Assistant Director
Mr. Thomas Mitchell, Chief School Administrator
Mr. Matt Zern, Financial Officer

Absent:
Dr. Kamal Gella
Mr. Eugene Pentz

1. **TEN HVAC Update** (Attachment)

- Reviewed the summer unit failures that resulted in East Hills Rec's five weeks of rental interruption resulting from HVAC and humidity issues experienced during the summer months.
- TEN ordered parts to fix and recommission every unit at no cost to GJCTC.
- TEN recommends a separation from the current HVAC maintenance provider.

2. **Insurance Recommendation for Fire Suppression/Paint Booth** (Attachment)

- For the past two (2) audits, CM Regent has recommended GJCTC install a fire suppression system.
- Three (3) bids were received. The committee recommends the bid from Blue's Fire Extinguisher Service, Inc, for $20,500.00.

3. **Culinary Arts Floor Recommendation** (Attachment)
    - The committee reviewed the bid from Integrity Coatings and recommends proceeding with the project, for a cost of $29,385.90.

4. **Culinary Arts Cleaning Discussion** (Attachment)
    - Reviewed the proposal from ServPro to professionally cleaned the kitchen.
    - The committee recommends proceeding with the total kitchen cleaning option for a cost of $7,396.25.

5. **Pressley Ridge Playground Recommendation**

    - Reviewed Andrea Roberts's request:
        i. Andrea Roberts, "I have someone coming to weed the space this weekend, but in two weeks the ground space will be enlarged. Once that is complete the playground installer will be scheduled to remove the swing and move the playground. We are not permitted to move it or we lose the warranty.

        After the playground is moved the mulch, boarder, and fence will be installed. We are pushing to have it complete by the end of August when students return."
    - The Committee decided that the project must be completed by Labor Day or the playground will be removed.

6. **Learning Lamp Restroom Request** (Attachment)

    - Reviewed the proposed plan by the Learning Lamp to install an additional restroom in the F-wing in Room F210.

    - Due to the location of the proposed restroom, and the potential for damage to existing GJCTC equipment and infrastructure, the administration and the committee agree to deny this request.

7. **Lack of Custodial Workforce**

    - Discussed the current shortage of GJCTC custodial staff despite continued attempts to promote the positions through various media outlets and on social media.

    - Decided to begin promoting the position on CareerLink's job portal.

Field Report # 6

Project Name: Greater Johnstown Career and Technology Center	
Project Number: 21-01-071	**Date:** 7/29/2026
Address: 445 Schoolhouse Rd, Johnstown, PA 15904	
Weather Conditions: *7/29/26* - 65°F, 81% RH, Cloudy, 17 mph NW wind	
Attendees: Brian Wetherby, TEN, Sr Energy Engineer	
Purpose of Visit: Commissioning site observation conducted to review HVAC system repairs, startup activities, and functional performance testing. The visit included review of rooftop unit repairs, refrigerant charge, exhaust damper operation, ductwork conditions, and control system operation.	
Summary of Activities: Observed progress on rooftop unit repairs, reviewed refrigerant system deficiencies, inspected exhaust barometric dampers and supply ductwork, and conducted functional performance testing of AHU VL-D-5.	

Observations and Findings:

Mechanical Systems

1. Rooftop Unit Repairs
    a. Installation of the reheat valve was delayed due to material availability.
    b. Installation of the APR valve was also delayed because required isolation valves were not ordered and weather impacted installation activities on July 28th.
    c. The contractor reported that all required materials have been received and repairs to ME-2 resumed during the current visit.
    d. ME-2 remained out of service during portions of the visit while repairs were being completed.
2. Refrigeration System
    a. Contractor personnel reported that one refrigeration circuit serving ME-2 contained approximately 11 lb 4 oz of refrigerant compared to the manufacturer's listed charge of approximately 16 lb 7 oz.
3. Exhaust Barometric Dampers
    a. Smaller rooftop units did not exhibit significant issues with exhaust barometric damper seals.
    b. Multiple larger rooftop units were observed with missing or damaged exhaust barometric damper seals.
    c. Missing seals on the lower damper blades create approximately a 1/2-inch opening, allowing uncontrolled outdoor air infiltration.
    d. This condition may contribute to winter freeze trips and increased heating load during cold weather.
    e. Units observed with bent barometric louvers include:
        i. ME-1
        ii. MC-3
        iii. MC-6
        iv. MB-1
        v. MB-4
        vi. MD-2
        vii. MD-4

f. A tissue test performed at MD-1 indicated leakage across the exhaust dampers, confirming they are not sealing completely and pull in outside air.

4. Supply Ductwork
   a. Inspection of MB-2 ductwork did not identify significant gaps between the rooftop unit discharge and the existing supply duct.
   b. Smaller gaps were observed at several branch duct connections, with measurable air leakage present.
   c. Similar leakage was observed at additional duct joints throughout the building, suggesting duct leakage may be present throughout portions of the existing distribution system.
5. Functional Performance Testing
   a. Functional performance testing was performed on AHU VL-D-5.
   b. The outdoor air damper remained fully open during testing and should be reviewed for proper operation.
   c. Upon further review, it was determined that the control logic was configured with a minimum CO_2 setpoint of 1100 PPM and a maximum setpoint of 1000 PPM. This incorrect configuration caused demand control ventilation to remain active, forcing the outdoor air damper to stay 100% open. The minimum and maximum CO_2 setpoints were adjusted to 900 PPM and 1000 PPM, respectively, to match the settings used on the other AHUs. Following this correction, the unit returned to normal operation and the outdoor air damper modulated back to its minimum position of 20%. This adjustment may help prevent future issues, including the potential for a frozen coil.

Issues Identified:

1. Rooftop unit repairs were delayed due to material availability and weather.
2. ME-2 was found to have a significant refrigerant deficiency requiring corrective action.
3. Multiple rooftop units have damaged or missing exhaust barometric damper seals allowing uncontrolled outdoor air infiltration.
4. Air leakage was observed at multiple supply duct connections, indicating duct leakage may be present throughout portions of the facility.
5. AHU VL-D-5 outdoor air damper operation should be reviewed.
6. Building schedules should be reviewed to minimize unnecessary operation during unoccupied periods.

Open Items/Action Items:

1. Revise the occupied startup schedules for MB-3 and MD-2 from 6:00 AM to 5:00 AM in accordance with occupant schedule. | ALC | OPEN
2. Discrepancies were identified between the RTU and associated VAV box space assignments within the BAS. | TEN / Controls Contractor | OPEN
3. Continue trending return air temperature, supply air temperature, relative humidity, airflow, and compressor operation for RTU M-E1, M-E2, and M-E3. | ALC/TEN | OPEN
4. ETS to return to site to install new fan bearings on RTU M-A1. | ETS | OPEN
5. Install a new reheat valve on RTU M-E2. | ETS | OPEN
6. Continue troubleshooting RTU M-E3, including further evaluation of the low refrigerant condition on Compressor 1 and determination of any additional refrigerant and/or repairs required. | ETS | OPEN

7. Install a new filter drier on RTU M-D2. | ETS | OPEN
8. Review and verify cooling operation on RTU M-E1 to confirm proper system performance including the Compressor #1 coil freeze alarm. | ETS | OPEN
9. Continue troubleshooting RTU M-E1 refrigerant system and verify proper refrigerant charge. | ETS | OPEN
10. Repair leaking compressor line on RTU M-E2. | ETS | OPEN
11. Modify hot gas reheat sequence to improve compressor unloading during light load conditions. | ETS | OPEN
12. Install APR values for RTUs M-E1 through M-E3 and review operation as necessary. | ETS | OPEN
13. Verify operation of the updated heating/dehumidification sequence following control adjustments and APR valve installation for RTU M-E1, M-E2, and M-E3. | ETS / TEN | OPEN
14. Increase economizer enable temperature from approximately 55°F to approximately 60°F+ and verify system operation. | ETS / ALC | OPEN
15. Implement supply air temperature reset based on outdoor air temperature. | ETS / ALC | OPEN
16. Add BAS alarm reset capability and additional BACnet alarm points. | ALC | OPEN
17. ME-2 was found to have a significant refrigerant deficiency requiring corrective action. | ETS | OPEN
18. All rooftop units (RTUs) are missing exhaust barometric damper seals, and multiple units have damaged dampers. These conditions allow uncontrolled outdoor air infiltration, which can increase energy consumption and activate freezestats. | ETS | OPEN
19. Air leakage was observed at multiple supply duct connections, indicating duct leakage may be present throughout portions of the facility. | Owner | OPEN
20. AHU VL-D-5 outdoor air damper operation should be reviewed. | ALC | OPEN
21. Building schedules should be reviewed to minimize unnecessary operation during unoccupied periods. |TEN/Owner/ALC | OPEN

Conclusions and Next Steps:

Repairs to ME-2 are progressing following delays associated with material availability and weather. Contractor personnel identified a significant refrigerant deficiency in one refrigeration circuit, which should be verified following completion of repairs and system startup.

Inspection of the larger rooftop units identified multiple exhaust barometric dampers with damaged or missing seals. These conditions permit uncontrolled outdoor air infiltration and may contribute to winter freeze protection events and increased heating energy consumption.

Observed air leakage at multiple duct connections suggests leakage may exist throughout portions of the building's duct distribution system. Additional evaluation and sealing should be considered where practical.

Functional performance testing has begun; however, outdoor air damper operation and control scheduling should be corrected prior to completion of commissioning activities.

Prepared by: Brian Wetherby, Sr Energy Engineer, TEN

Blue's Fire Extinguisher Service, Inc.
1241 Franklin St. Johnstown, PA 15905
Phone: 814-536-0056 ** Fax: 814-536-0093

QUOTE FOR AMEREX SUPRESSION SYSTEM

3 – 18lb cylinders
4 – Brackets
1 – MRM
Links
1 – Manuel pull station
Cooper tubing
1 – 3-way nozzle
5 – Plenum nozzles
5 – ¾" Quick seals
1 – Horn and strobe

1 - 45lb cylinder
4 – Control heads
Detector brackets
1 - Nitrogen cylinder
Corner pullies
1 – Time delay
5 – Duct nozzles
2 – TFP nozzles
3 – 1" Quick seals
piping, conduit and fittings

Total price for this installation would be $20,500.00.

LCB Mechanical Corporation

Fire Sprinklers*Special Hazards*Sales*Service*Installation*Inspection*24 Hour Service

Subject: GJCTC Paint Booth Chemical System

Attn: Estimating

LCB Mechanical Corporation is pleased to submit this proposal for the subject mentioned above.

This is a quote to adjust the fire protection system at GJCTC, located at 445 Schoolhouse Rd. Johnstown, PA 15904. The Project will be completed in accordance with NFPA 13, the latest edition of the IBC, and will be DOH compliant.

Base Bid: $27,895.00

If PE Stamped Drawings are Required – Add $550.00

The above quoted proposal fee includes the following:

- Complete FK-5-1-12 Clean Agent Fire Suppression and Detection System Installation
- 1 Fan Test Service Call

Power shall be provided by others.

The above quoted proposal fee may be altered if any hazards or the scope of work were to change.

Please review the above outlined proposal and feel free to contact us if you have any further questions or concerns regarding this project.

We appreciate the opportunity to do business with you and look forward to working with you in the future.

Sincerely,

Matt Monko
1214 Graham Ave.
Windber, PA 15963
PO BOX 390
mattmlcbmech@yahoo.com
Phone: (814)509-6316

June 26, 2026

FACTORY CERTIFIED AMEREX INDUSTRIAL FIRE SUPPRESSION SYSTEM INSTALLATION COST POPOSAL

Liberty Fire Solutions, LLC is an Amerex Distributor and a Certified Factory Trained and Licensed Installer

Customer:
Greater Johnstown Career and Technology Center
445 Schoolhouse Road
Johnstown, PA 15904

Installation Location: (LAHJ)
Same

We are pleased to submit the following specifications and estimate for the above-mentioned location. Pricing includes plans and testing procedures as required.
This Commercial Industrial Paint Booth Fire Suppression System Agreement (the Agreement) is entered into as of the date signed by the Customer, between Liberty Fire Solutions, LLC. (Company) and the Customer (as identified above). This Agreement provides only for the Equipment and Services identified and described in this Agreement.

ALL QUOTES ARE SUBJECT TO THE SITE INSPECTION AND UNFORESEEN FIELD CONDITIONS THAT MAY VARY FROM PLANS OR DIRECTIONS AND THE COST COULD INCREASE. EXISTING & CURRENT DRAWINGS.

If a tariff results in an increase in material costs, the quoted price for those materials will be adjusted accordingly. By approving this quote, the customer acknowledges and agrees to pay any additional costs related to applicable tariffs.

1. AMEREX INDUSTRIAL PAINT BOOTH UL 300 FIRE SUPPRESSION INSTALLATION:
Provide necessary labor and material to perform the installation of an Amerex **Industrial Paint Booth UL 300 Compliant ABC Dry Chemical Fire Suppression System.** All electrical wiring such as shutdowns & local alarm bell is to be done by others. **The booth cannot be used during the time of the installation.**
The cost of the installation will be a charge of.... **$25,187.00**

EXCLUSIONS:
Electrical Circuitry & Controls to Fans, Electrical Equipment Shut Offs Shunt Trip Breakers, Building Fire Alarm Bell System Interlock and Annunciation, Overtime or Scale Labor, Plumbing, cutting, paint or patching. **Pricing includes a single final inspection test. If for any reason out of our control the inspection test fails, additional charges and re-inspection fees shall be billed and must be paid by the Customer in addition to this contract.**

COMPLETION:
Liberty Fire Solutions, LLC will not be responsible for delays caused by other trades, strikes, weather or any other conditions beyond our control. **Proposed work is to be accomplished during normal working hours. The booth and paint mixing room cannot be used during the time of the installation.**

TERMS: A 50% deposit is required upon signing the agreement in order to schedule the work. Liberty Fire Solutions, LLC may invoice you as progress is made on the job and that progress billing is due upon receipt. Liberty Fire Solutions, LLC typically invoices the final 10% once the final testing of the job has been completed. That final invoice needs to be paid before any lien release can be provided and is due upon receipt. This proposal is valid for 30 days and Liberty Fire Solutions, LLC reserves the right to revise this proposal if it's not accepted within thirty (30) days. *Sales tax is not included in the above stated price and will be charged in addition to the above prices. If your company is tax exempt, please provide tax exempt or resale certificate, otherwise sales tax will be assessed and must be paid.*

Integrity Coatings

165 Graystone Ln
Stoystown, PA 15563 US
Jonathan@integrityofPA.com
www.integritycoatingsofPA.com

Estimate

ADDRESS	SHIP TO		
Greater Johnstown Career and Technology Center 445 Schoolhouse Road Johnstown, Pa 15904	Greater Johnstown Career and Technology Center 445 Schoolhouse Road Johnstown, Pa 15904	ESTIMATE DATE	1957 07/27/2026

DATE	ACTIVITY	DESCRIPTION	SQUARE FEET	RATE	AMOUNT
	Quartz Double Broadcast Coating	Double broadcast full quartz polyurea/polyaspartic coating.	1,902	11.00	20,922.00
	Grinding	removal of old coating	1,902	3.50	6,657.00
	Floor Repair	repair of cracks & spalling	1,902	0.95	1,806.90

Mail to:
Integrity Coatings
165 Graystone Ln
Stoystown, PA 1553
COSTARS Contract # 008-E25-1550

SUBTOTAL	29,385.90
TAX	0.00
TOTAL	**$29,385.90**

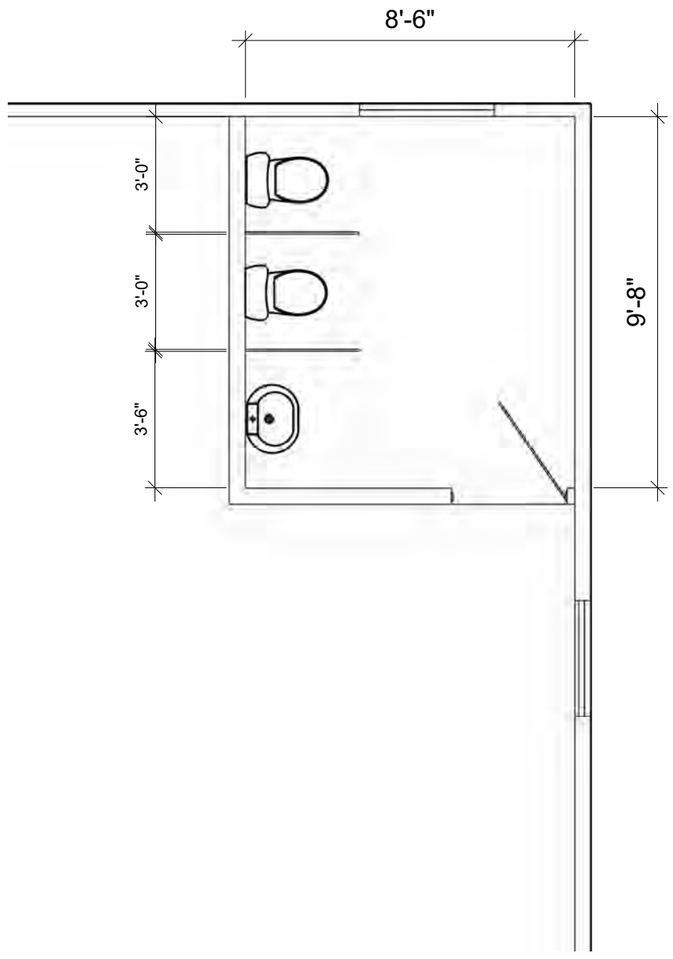
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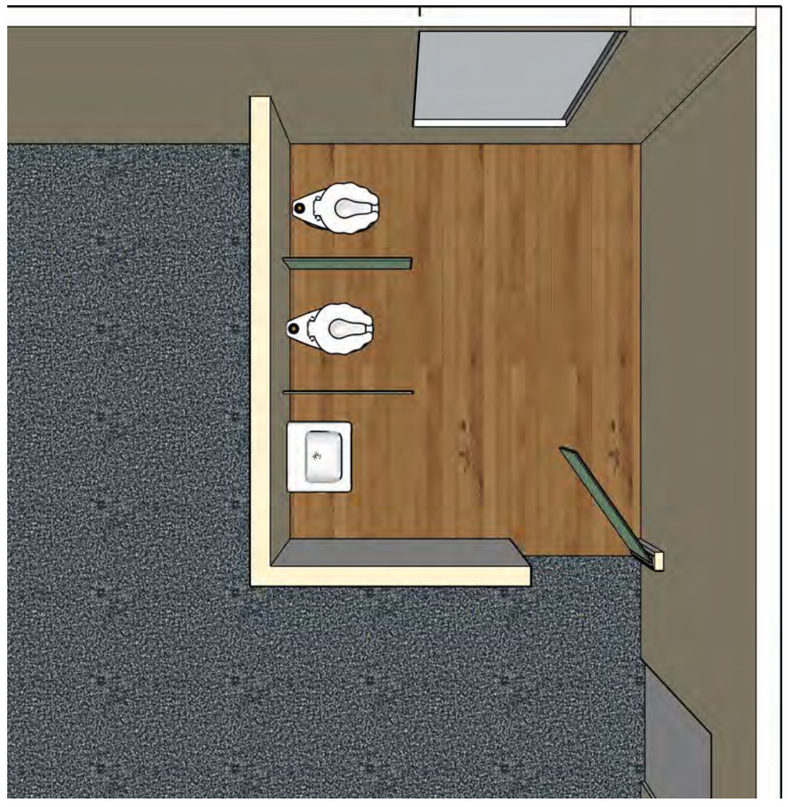
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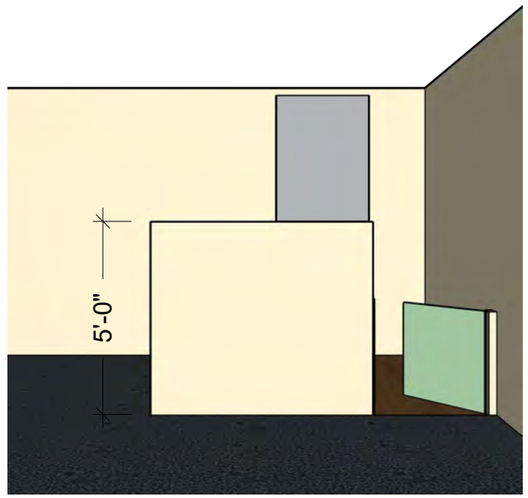
	Back Kitchen		
44	moving fee	219.78	
45	clean cielings	632.89	
46	clean cielings	363.13	
47	clean register heat/ac	34.56	
48	light diffusing panel	109.9	
49	clean walls	564.4	564.4
50	clean doors	35.4	
51	door hardware	32.73	
52	window opening	213.59	
53	sink	63.77	
54	sink faucet	47.45	
55	floor	632.89	632.89
56	paper towel dispenser	8.73	
57	soap and sanitizer	8.67	
58	oven-exterior	38.99	38.99
59	prep table	429.43	
		3436.31	1236.28
	Dish Pit		
60	moving fee	219.78	
61	clean cielings	318.17	
62	clean cielings	182.55	
63	clean register heat/ac	20.73	
64	light diffusing panel	42.74	
65	clean walls	463.06	463.06
66	clean doors	17.7	
67	door hardware	16.37	
68	window opening	106.75	
69	sink	47.83	47.83
70	sink faucet	35.58	35.58
71	paper towel dispenser	8.73	
72	soap and sanitizer	8.67	
73	floor	318.17	318.17
74	washer	12.14	
75	dryer	12.42	
76	shelf unit	243.21	
77	prep table	322.07	322.07
78	dishwasher	28.79	28.79
		2425.46	1215.5
	Mens Locker Room		
79	clean cielings	48.44	
80	clean cielings	27.79	
81	lights	17.28	
82	walls	152.12	152.12
83	door	17.7	
84	door hardware	8.18	
85	window opening	16.31	

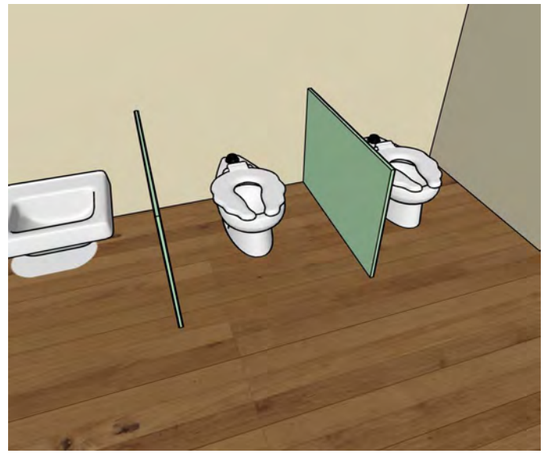
	Back Kitchen		
44	moving fee	219.78	
45	clean cielings	632.89	
46	clean cielings	363.13	
47	clean register heat/ac	34.56	
48	light diffusing panel	109.9	
49	clean walls	564.4	564.4
50	clean doors	35.4	
51	door hardware	32.73	
52	window opening	213.59	
53	sink	63.77	
54	sink faucet	47.45	
55	floor	632.89	632.89
56	paper towel dispenser	8.73	
57	soap and sanitizer	8.67	
58	oven-exterior	38.99	38.99
59	prep table	429.43	
		3436.31	1236.28
	Dish Pit		
60	moving fee	219.78	
61	clean cielings	318.17	
62	clean cielings	182.55	
63	clean register heat/ac	20.73	
64	light diffusing panel	42.74	
65	clean walls	463.06	463.06
66	clean doors	17.7	
67	door hardware	16.37	
68	window opening	106.75	
69	sink	47.83	47.83
70	sink faucet	35.58	35.58
71	paper towel dispenser	8.73	
72	soap and sanitizer	8.67	
73	floor	318.17	318.17
74	washer	12.14	
75	dryer	12.42	
76	shelf unit	243.21	
77	prep table	322.07	322.07
78	dishwasher	28.79	28.79
		2425.46	1215.5
	Mens Locker Room		
79	clean cielings	48.44	
80	clean cielings	27.79	
81	lights	17.28	
82	walls	152.12	152.12
83	door	17.7	
84	door hardware	8.18	
85	window opening	16.31	

86	floor	47.47	47.47
87	locker faces	212	
		547.29	199.59
	womens locker room		
88	clean cielings	48.51	
89	clean cielings	27.84	
90	lights	17.28	
91	walls	151.91	151.91
92	door	17.7	
93	door hardware	253.68	
94	window opening	16.08	
95	floor	47.54	47.54
96	locker faces	212	
		792.54	199.45
	Storage Closet (main Kitchen)		
97	content Manipulation	99.89	99.89
98	clean cielings	37.49	
99	clean cielings	21.52	
100	lights	17.28	
101	walls	113.22	113.22
102	clean wall shelf unit	243.21	
103	door	17.7	
104	door hardware	8.18	
105	window opening	15.77	
106	floor	37.49	37.49
		611.75	250.6









GJCTC YT RR ALTERATION

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THE LEARNING LAMP - GJCTC YT RR

REVISIONS

	MM/DD/YY	REMARKS
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GREATER JOHNSTOWN CAREER & TECHNOLOGY CENTER

POST-CONFERENCE REPORT FORM
MEETING OR WORKSHOP ATTENDED

(Must be submitted in typewritten format)

EMPLOYEE: Zackery Buchholz

CONFERENCE/WORKSHOP/MEETING ATTENDED: Cooperative Educations Conference

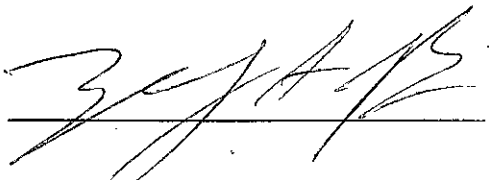
DATE(S) ATTENDED: October 14 and 15

1. Please give a short summary of the conference/workshop/meeting attended:

Jobready 360 Group Meeting- Found new ways to utilize the Job Ready 360 software
Navigating APTE 339 review- Saw new 339 Onsite review procedures
Preparing and Supporting Special populations on Co-Op- Reviewed best practices and ideas for to better help student navigate the transition from classroom to work
Overview of state and Federal child labor laws- Reviewed HO and student exemptions on co-op
Teaching softskills that stick- Looked at how softskills can be brought into the classroom for new generations
Capstone roundtable- Discussed best practices and ways to streamline the co-op process as well as best practices for student, employer, and parent communications to raise the bar of expectations
AI in the classroom- Presentation on how to keep the human aspect of a teacher while still utililizing AI in the classroom

2. Please list any new or innovative ideas that would enhance the educational experiences here at GJCTC:

Over the two days I took in alot of information on how to better prepare our students for the workforce. One of the main things is being able to bring in conversations and lessons for students to navigate the softskills that are required for students to be successful, especially when working with students with accomadations. Also how to better utilize Jobready 360 in a more efficient manner. The AI presentation gave many alot of tools that not only can help with co-op but also ways for teachers to utlize in the classroom in a more intential way.

Employee's Signature  Date 10/22/26

At your discretion, you may attach any brochures, pamphlets, etc that would give a review of this conference.