

Book	Policy Manual
Section	100 Programs
Title	Gifted Education
Code	114
Status	First Reading
Adopted	October 24, 2017

Authority

In accordance with the Board's philosophy to develop the special abilities of each student, the district shall provide gifted education services and programs designed to meet the individual educational needs of identified students.[1][2][3]

The district shall develop and implement a gifted education plan every six (6) years, as required by law and regulations. Prior to approval by the Board, the gifted education plan shall be made available for public inspection and comment in the district's administrative offices and the nearest public library for a minimum of twenty-eight (28) days.[4][5][6]

The district's gifted education plan shall address:

1. The district's process for identifying gifted children in need of specially designed instruction.
2. The gifted special education programs offered by the district.
3. Reports of gifted students, personnel and program elements, and costs, as required by the Department of Education.

The Board may enter into a cooperative agreement with LIU 18 or NEIU 19 to provide gifted education services and programs.[7]

The Board directs that the district's gifted education program shall provide the following:

1. System to locate and identify all students within the district who are thought to be gifted and in need of specially designed instruction.[8]
2. Screening and evaluation process that meets state requirements, to determine students' educational needs.[8]
3. Procedures to determine whether a student is mentally gifted.[8]
4. Gifted Individualized Education Plan (GIEP) developed, and subsequently modified, for each student based on his/her unique needs and the written report of the Gifted Multidisciplinary Team (GMDT).[9][10][11][12]
5. Safeguards for the due process rights of gifted students.[13]
6. Notification to teachers of their responsibilities to each of their identified gifted students, as provided in the student's Gifted Individualized Education Plan (GIEP).[11]

The district shall provide all required notices and information to parents/guardians of gifted students, document all consents and responses of parents/guardians, and adhere to all established timelines.[11][14][15]

This policy shall be implemented consistent with 22 Pa. Code Chapter 16 (Special Education for Gifted Students) and applicable regulations of the Pennsylvania Department of Education.

Guidelines

The district shall make the Permission To Evaluate form readily available to parents/guardians. If an oral request is made to an administrator or professional employee, s/he shall provide the form to the parents/guardians within ten (10) calendar days of the oral request.[8]

Caseloads/Class Size

The Board directs the Superintendent and designated administrators to annually assess the district's delivery of gifted services and programs, in order to:[16]

1. Ensure the ability of assigned staff to provide the services required in each identified student's GIEP.
2. Address the educational placements for gifted students within the district.
3. Limit the total number of gifted students that can be on an individual gifted teacher's caseload to a maximum of sixty-five (65) students.
4. Limit the total number of gifted students that can be on an individual gifted teacher's class roster to a maximum of twenty (20) students.

The district may make a written request to the Secretary of Education to waive the applicable caseload and class size maximums in extenuating circumstances.[16]

Confidentiality of Student Records

All personally identifiable information regarding a gifted student shall be treated as confidential and disclosed only as permitted by the Family Educational Rights and Privacy Act (FERPA) and its implementing regulations, State Board of Education regulations, and Board policy.[17][18][19]

Awareness Activities

The Superintendent or designee shall annually conduct awareness activities to inform parents/guardians of school-aged children residing within the district of its gifted education services and programs, and how to request these services and programs.[8]

Awareness activities may include providing written notice of the district's gifted education program through local newspapers, other media, student handbooks and the district website.

Delegation of Responsibility

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

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|-------|----------------------------------|
| Legal | 1. <u>24 P.S. 1371</u> |
| | 2. <u>22 PA Code 4.28</u> |
| | 3. <u>22 PA Code 16.1 et seq</u> |
| | 4. <u>22 PA Code 4.13</u> |
| | 5. <u>22 PA Code 16.4</u> |

6. Pol. 100

7. 22 PA Code 16.2

8. 22 PA Code 16.21

9. 22 PA Code 16.22

10. 22 PA Code 16.23

11. 22 PA Code 16.32

12. 22 PA Code 16.33

13. 22 PA Code 16.63

14. 22 PA Code 16.61

15. 22 PA Code 16.62

16. 22 PA Code 16.41

17. 22 PA Code 16.65

18. 20 U.S.C. 1232g

19. Pol. 216

22 PA Code 11.12

Pol. 113



Book	Policy Manual
Section	200 Pupils
Title	Bullying/Cyberbullying
Code	249
Status	First Reading
Adopted	February 26, 2019
Last Revised	November 21, 2024

Purpose

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

Definitions

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

[1]

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

Bullying, as defined in this policy, includes cyberbullying.

Cyberbullying, Cyberbullying includes the use of social media platforms, messaging applications, online forums, gaming systems, or other digital communication tools to harass, threaten, intimidate, or humiliate another student.

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

Authority

The Board prohibits all forms of bullying by district students.[1]

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

Students are encouraged to use the district's report form, available from the building principal, or to put the complaint in writing; however, oral complaints shall be accepted and documented. The person accepting the complaint shall handle the report 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 Board directs that verbal and written complaints of bullying shall be investigated promptly, and appropriate corrective or preventative action be taken when allegations are substantiated. The Board directs that any complaint of bullying brought pursuant to this policy shall also be reviewed for conduct which may not be proven to be bullying under this policy but merits review and possible action under other Board policies.

When a student's behavior indicates a threat to the safety of the student, other students, school employees, school facilities, the community or others, district staff shall report the student to the threat assessment team, in accordance with applicable law and Board policy.[2][3]

Discrimination/Harassment

Every report of alleged bullying 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 bullying 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 bullying.[4][5]

Confidentiality

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

Retaliation

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

Delegation of Responsibility

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

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

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

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

District administration shall annually provide the following information with the school safety and security incident report:[1][6]

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

Guidelines

The Code of Student Conduct, which shall contain this policy, shall be disseminated annually to students.[1][7][8]

This policy shall be accessible in every classroom. The policy shall be posted in a prominent location within each school building and on the district website.[1]

Education

The district may develop, implement and evaluate bullying prevention and intervention programs and activities. Programs and activities shall provide district staff and students with appropriate training for effectively responding to, intervening in and reporting incidents of bullying.[1][9][10][11]

Consequences for Violations

A student who violates this policy shall be subject to appropriate disciplinary action consistent with the Code of Student Conduct, which may include:[1][7][12]

1. Counseling within the school.
2. Parental conference.
3. Loss of school privileges.
4. Transfer to another school building, classroom or school bus.
5. Exclusion from school-sponsored activities.
6. Detention.
7. Suspension.
8. Expulsion.
9. Counseling/Therapy outside of school.
10. Referral to law enforcement officials.

Legal

1. 24 P.S. 1303.1-A
2. 24 P.S. 1302-E
3. Pol. 236.1
4. Pol. 103
5. Pol. 103.1
6. Pol. 805.1
7. Pol. 218
8. 22 PA Code 12.3
9. 20 U.S.C. 7118
10. 24 P.S. 1302-A
11. Pol. 236
12. Pol. 233
- Pol. 113.1

249 Report Form.pdf (351 KB)

Book	Policy Manual
Section	100 Programs
Title	Charter Schools
Code	140 Vol I 2026
Status	From PSBA

Purpose

To provide students an opportunity to attend schools that operate independently from the school district, the Board shall work cooperatively with individuals and groups submitting proposals and applications for charter schools.[1]

Definitions

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

Board of Trustees of a charter school shall be classified as public officials.[3]

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

Local Board of Directors (Board) means the Board of Directors of the school district in which a proposed or approved charter school is located.[2]

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

Authority

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

A charter school application shall be approved or denied by a majority vote of all Board members at an **open** meeting, in accordance with the provisions of law. Written notice of the Board's decision shall be sent to the applicant, Department of Education and the Appeal Board, including reasons for denial and a clear description of application deficiencies if the application is denied. The Board shall evaluate denied applications that are revised and resubmitted.[4][6]

Upon approval of a charter application, the Board and the charter school's Board of Trustees shall sign the written charter, which shall be binding on both **parties**. The charter shall be for a period of three (3) to five (5) years and may be renewed for five-year periods by the Board.[7]

The Board shall not cap nor limit the number of district students enrolling in a charter school, unless agreed to by the charter school as part of the written charter.[8]

The Board may approve a leave of absence for up to five (5) years for a district employee to work in a charter school located in the district of employment or in a regional charter school in which the employing district is a participant, and the employee shall have the right to return to a comparable position in the district. The Board at its discretion may grant tenure to a temporary professional employee on leave from this district to teach in a charter school located in the district, upon completion of the appropriate probation period.[9]

The Board shall annually assess whether each charter school is meeting the goals of its charter and shall require each charter school to submit an annual report no later than August 1 of each year.[10]

The Board shall conduct a comprehensive review prior to granting a five-year renewal of the charter.[10]

The Board shall have ongoing access to the records and facilities of the charter school to ensure that the charter school is in compliance with its charter, Board policy and applicable laws.[10]

In cases where the health or safety of the charter school's students, staff or both is at serious risk, the Board may take immediate action to revoke a charter.[11]

The Board affirms that the Board of Trustees and the charter school shall be solely liable for any and all damages and costs of any kind resulting from any legal challenges involving the operation of a charter school. The local Board shall not be held liable for any activity or operation related to the program of a charter school.[12]

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

Delegation of Responsibility

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

The Superintendent or designee shall be responsible to assist applicants with plans for technical assistance and contracted services that may be provided by the district.

Guidelines

A charter school shall be subject to all federal and state laws and regulations prohibiting discrimination in admissions, employment and operation on the basis of disability, race, creed, color, sex, sexual orientation, national origin, religion, ancestry or need for special education services.[3]

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

Transportation

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

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

Applications

Applications for charter schools must contain all the information specified in the Charter School Law and any additional information required by the Board.**[4][15]**

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

Within forty-five (45) days of receipt, the Board shall hold at least one (1) public hearing on the charter application, in accordance with law. At least forty-five (45) days must pass between the first public hearing and the final decision of the Board. No later than seventy-five (75) days after the first public hearing, the Board shall grant or deny the application.**[4]**

Insurance/Risk Management

The charter school shall adequately protect against liability and risk through an active risk management program approved by the Board. The program shall include proof of purchase of insurance coverages as required by the Board.**[12][15]**

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

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

PSBA Revision 3/26 © 2026 PSBA

Legal

1. 24 P.S. 1702-A

2. 24 P.S. 1703-A

3. 24 P.S. 1715-A

4. 24 P.S. 1717-A

5. 24 P.S. 1718-A

6. 65 Pa. C.S.A. 701 et seq

7. 24 P.S. 1720-A

8. 24 P.S. 1723-A

9. 24 P.S. 1724-A

10. 24 P.S. 1728-A

11. 24 P.S. 1729-A

12. 24 P.S. 1727-A

13. 24 P.S. 1726-A

14. Bell v. Wilksburg Sch. Dist., No. 23 WAP 2024, 2026 WL 152043 (Pa. Jan. 21, 2026)

15. 24 P.S. 1719-A

24 P.S. 1701-A et seq

Book	Policy Manual
Section	200 Pupils
Title	Dress and Grooming
Code	221 Vol I 2026
Status	From PSBA

Purpose

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

Authority

The Board has the authority to impose limitations on students' dress in school. The Board 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 schools or constitute a health or safety hazard.[1][2]

The Board directs compliance with Board 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 Board may require students to wear standard dress or uniforms, which may be required district-wide or by individual schools.[1][2]

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

The Board directs district staff to support students experiencing educational instability by waiving penalties related to a delay in compliance with Board policy or school rules related to dress and grooming.[5]

Delegation of Responsibility

The building principal or designee shall be responsible to monitor student dress and grooming, and to enforce Board policy and school rules governing student dress and grooming.

The Superintendent or designee shall ensure that all school 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 Board policy and school rules related to dress and grooming.[6]

NOTE:

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

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Legal

1. 24 P.S. 1317.3
2. 22 PA Code 12.11
3. 43 P.S. 951 et seq
4. Pol. 103
5. Pol. 251
6. Pol. 325

Book	Policy Manual
Section	200 Pupils
Title	Threat Assessment
Code	236.1 Vol I 2026
Status	From PSBA

Purpose

The Board is committed to protecting the health, safety and welfare of its students and the school community and providing the resources and support to address identified student needs. The Board adopts this policy to address student behavior that may indicate a threat to the safety of the student, other students, school employees, school facilities, the community and others.[1]

Authority

The Board directs the Superintendent or designee, in consultation with the School Safety and Security Coordinator, to establish a threat assessment team and develop procedures for assessing and intervening with students whose behavior may indicate a threat to the safety of the student, other students, school employees, school facilities, the community and others.[1]

The established procedures must include protocols for the timely consultation between the team and law enforcement, juvenile justice agencies, county agencies, health care providers or behavioral service providers, as appropriate, to refer students whose behavior indicates a potential threat for additional interventions or supports, including the exchange of relevant information in accordance with federal and state law.[1][2][3]

Definitions

Behavioral service providers – includes, but is not limited to, a state, county or local behavioral health service provider, crisis intervention center or psychiatric hospital. The term includes a private service provider which contracts with a state, county or local government to act as a behavioral health agency.[4]

Bias – the attitudes or beliefs we have about a person or group that affects our understanding, actions and decisions in a conscious or subconscious manner.

Individualized Management Plan – a plan developed for a student who is referred to the threat assessment team that documents the concerns that brought a student to the team's attention, as well as the resources and supports a student might need based on the information gathered during the assessment.

Threat assessment – a fact-based process for the assessment of and intervention with students whose behaviors may indicate a threat to the safety of the student, other students, school employees, school facilities, the community or others.

Delegation of Responsibility

The Superintendent or designee, in consultation with the School Safety and Security Coordinator, shall appoint [1]

[Note: districts should only select one of the appropriate options if the designated team is made up of required personnel under 24 P.S. 1302-E]

- individuals to a district threat assessment team.
- individuals to a threat assessment team at each school building in the district.
- the district's Student Assistance Program team to serve as the threat assessment team.
- the district's Safe2Say Something crisis team to serve as the threat assessment team.
- the district's suicide prevention crisis response/crisis intervention team to serve as the threat assessment team.
- the district's _____ to serve as the threat assessment team.

The Superintendent or designee shall designate a member of the team as team leader for the threat assessment team.[1]

The threat assessment team shall include the School Safety and Security Coordinator and individuals with expertise in school health; counseling, school psychology or social work; special education; and school administration.[1]

- members of the Student Assistance Program team.[5]
- school security personnel.[6]
- law enforcement agency representatives.
- behavioral health professionals.
- members of the Safe2Say Something crisis team.[7]
- suicide prevention coordinators and/or members of the crisis response/crisis intervention team.[8]
- juvenile probation professionals.
- an individual who serves on a local or county threat assessment team, if applicable.**

The Superintendent or designee may assign additional staff members or designated community resources to the threat assessment team for assessment and response support.

The Superintendent or designee shall develop and implement administrative regulations to support the threat assessment process.

Guidelines

Training

The

- Superintendent or designee
- School Safety and Security Coordinator

shall ensure that threat assessment team members are provided individual and/or group training annually on:[1]

1. Responsibilities of threat assessment team members.
2. Process of identifying, reporting, assessing, responding to and intervening with threats.
3. Identifying and avoiding racial, cultural or disability bias.[9][10]
4. Confidentiality requirements under state and federal laws and regulations, and Board policies.[5][7][11][12][13]
5. { } Student Assistance Program process.[5]
6. { } Youth suicide awareness, prevention and response.[8]
7. { } Trauma-informed approach.[14]
8. { } Safe2Say Something procedures.[7]
9. { } Multi-tiered systems of support.
10. { } Positive Behavioral Intervention and Support.

Threat assessment team training shall be credited toward professional education requirements and school safety and security training requirements for staff, in accordance with applicable law and Board policy.[1][7][15][16][17][18]

Information for Students, Parents/Guardians and Staff

The district shall annually notify students, staff and parents/guardians about the existence and purpose of the threat assessment team through posting information on the district website, publishing in handbooks and through other appropriate methods.[1]

The threat assessment team shall make available age-appropriate informational materials to students regarding recognition of threatening or at-risk behavior that may present a threat to the student, other students, school employees, school facilities, the community or others and how to report concerns, including through the Safe2Say Something program and other district reporting hotlines or methods. Informational materials shall be available for review by parents/guardians. [1][8][9][19][20][21]

The threat assessment team shall make available informational materials for school employees regarding recognition of threatening or at-risk behavior that may present a threat to the student, other students, school employees, school facilities, the community or others and how to report concerns, including through the Safe2Say Something program and other district reporting hotlines or methods. Information for school employees shall include a list of the staff members who have been appointed to the threat assessment team.[1][8][9][19][21]

The district shall annually provide mandatory training for school staff on identification or recognition of student behavior that may indicate a threat to the safety of the student, other students, school employees, other individuals, school facilities or the community, in accordance with law, Board policy and the standards specified by the state's School Safety and Security Committee.[7][17]

Reporting and Identification

The threat assessment team shall document, assess and respond to reports received regarding students whose behavior may indicate a threat to the safety of the student, other students, school employees, school facilities, the community or others.[1]

The threat assessment team shall assist in assessing and responding to reports that are received through the Safe2Say Something Program identifying students who may be a threat to themselves or others.[1][7]

The threat assessment team shall assist in assessing and responding to reports of students exhibiting self-harm or suicide risk factors or warning signs, as identified in accordance with applicable law and Board policy.[1][8]

When the threat assessment team has made a preliminary determination that a student's reported behavior may indicate a threat to the safety of the student, other students, school employees, school facilities, the community or others, the team shall immediately take the following steps:[1]

1. Notify the Superintendent or designee and School Safety and Security Coordinator of the reported threat.
2. Notify the building principal of the school the student attends of the reported threat, who shall notify the student's parent/guardian of the reported threat.

When a reported student's behavior indicates that there may be an imminent threat to the safety of the student or others, or an emergency situation, a threat assessment team member shall take immediate action, which may include promptly reporting to the appropriate law enforcement agency and school administration.[1][6][7][22]

Where a threat assessment team member has reasonable cause to suspect that a reported situation indicates that a student may be a victim of child abuse, the member shall make a report of suspected child abuse in accordance with law and Board policy.[1][23][24]

Inquiry and Assessment

In investigating, assessing and responding to threat reports, the threat assessment team shall make a determination if the report should be addressed under one or more specific Board policies or administrative regulations, based on the subject matter of the report and the requirements of law, regulations and Board policy, including, but not limited to, reports involving:

1. Discrimination/Harassment.[9][19]
2. Bullying/Cyberbullying.[21]
3. Suicide Awareness, Prevention and Response.[8]
4. Hazing.[25]
5. Dating Violence.[26]

Members of the threat assessment team shall engage in an assessment of the reported student behavior that may indicate a threat, in accordance with training and established procedures. This process may include, but is not limited to:

1. ✓ Interviewing the student, other students, staff, parents/guardians or others regarding the subject(s) of the reported threat.
2. ✓ Reviewing existing academic, health and disciplinary records and assignments, as appropriate, regarding the subject(s) of the report.
3. ✓ Conducting searches of lockers, storage spaces and other possessions on school property as applicable, in accordance with applicable law, regulations and Board policy.[27]

4. ✓ Examining outside resources such as social media sites, in coordination with law enforcement, or contacting law enforcement, juvenile probation or community agencies to request additional information about the subject(s) of the report, in accordance with law, regulations and Board policies.
5. ✓ Where appropriate, convening the appropriate team to assess and/or address the situation that is the subject of the report, such as the Individualized Education Program (IEP) team, Section 504 Team, Behavior Support team, Student Assistance Program team or others.[5][10][28][29][30][31]

The threat assessment team shall establish and implement procedures, in accordance with the district's memorandum of understanding with each law enforcement agency having jurisdiction over school property, to address situations where the investigation of a reported threat shall be transferred to the appropriate law enforcement agency.[6][22]

The threat assessment team may request that the county agency or juvenile probation department consult and cooperate with the team in assessing the student who is the subject of a preliminary determination regarding a threat.[1]

When assessment of a student's behavior determines that it is not a threat to the student, other students, school employees, school facilities, the community or others, the threat assessment team shall document the assessment and may refer the student to other appropriate resources such as a child study team, the Student Assistance Program team, an IEP or Section 504 Team or other district supports and services.

Response and Intervention

The threat assessment team shall develop an Individualized Management Plan for each student identified and assessed as posing a threat to the student, other students, school employees, school facilities, the community or others. The plan should document the team's evaluation of the threat and recommendations for disposition of the threat, including the information gathered during the assessment and recommendations for response and intervention.

Following notification to the student's parent/guardian, the threat assessment team may refer the student to an appropriate program or take action to address the reported situation in accordance with applicable Board policy, which may include, but is not limited to:[1]

1. A referral to the Student Assistance Program.[5]
2. A referral to the appropriate law enforcement agency.[6][7][22]
3. An appropriate evaluation to determine whether the student is a qualified student with a disability in need of a Section 504 Service Agreement or in need of special education services through an Individualized Education Program (IEP), in accordance with applicable law and Board policy.[10][28][31]
4. A referral to the student's IEP Team to review and address the student's IEP and/or Positive Behavior Support Plan. This could include, but is not limited to, a manifestation determination or functional behavioral assessment in accordance with applicable law, regulations and Board policy.[28][29][30][31]
5. A referral to the student's Section 504 Team to review and address the student's Section 504 Service Agreement and/or Positive Behavior Support Plan.[10]
6. With prior parental consent, a referral to a behavioral service provider, health care provider or county agency.[32]

7. Addressing behavior in accordance with applicable discipline policies and the Code of Student Conduct.[33][34][35][36]
8. Ongoing monitoring of the student by the threat assessment team, a child study team, Student Assistance Program team or other appropriate school personnel.
9. Taking steps to address the safety of any potential targets identified by the reported threat.
[7][37]

School Safety and Security Incident Reporting -

For reporting purposes, the term **incident** means 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.[22][38][39][40]

When a reported threat also meets the definition of an incident, in accordance with reporting requirements, the Superintendent or designee shall immediately report required incidents, if not previously reported by district staff, and may report discretionary incidents committed by students on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity to the law enforcement agency that has jurisdiction over the school's property, in accordance with state law and regulations, the procedures set forth in the memorandum of understanding with law enforcement and Board policies.[22][33][38][39][41][42][43]

The Superintendent or designee shall notify the parent/guardian, if not previously notified by district staff, of any student directly involved in an incident on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity, who is a victim or suspect, immediately, as soon as practicable. The Superintendent or designee will inform the parent/guardian whether or not the law enforcement agency that has jurisdiction over the school property has been or may be notified of the incident. The Superintendent or designee will document attempts made to reach the parent/guardian.[22][39][44]

Students With Disabilities -

When reporting an incident committed by a student with a disability or referring a student with a disability to a law enforcement agency, the district shall provide the information required by state and federal laws and regulations and shall ensure that copies of the special education and disciplinary records of the student are transmitted for consideration by these authorities. The district shall ensure compliance with the Family Educational Rights and Privacy Act when transmitting copies of the student's special education and disciplinary records.[2][3][11][13][45][46]

Monitoring and Management

If a student has an Individualized Management Plan, the threat assessment team shall monitor the Individualized Management Plan and coordinate with the designated team or resource to provide support and follow-up assessment as necessary. Follow-up assessments, referrals, re-entry plans and other supports shall be documented as part of the student's Individualized Management Plan.

The threat assessment team, in coordination with other appropriate teams and supports, shall determine when the student's Individualized Management Plan is no longer needed for disposition of the threat(s), and may transfer appropriate information in accordance with applicable law, regulations and Board policy.[5][8][10][11][13][28]

Records Access and Confidentiality

In order to carry out their duties and facilitate the timely assessment of and intervention with students whose behavior may indicate a threat, the threat assessment team shall have access to the following student information to the extent permitted under applicable law and regulations: [1]

1. Student health records.[47][48]
2. Prior school disciplinary records.[11][13][49]
3. Records related to adjudication under applicable law and regulations.[49][50][51][52][53][54]
4. Records of prior behavioral or mental health or psychological evaluations or screenings maintained by the district.
5. Other records or information that may be relevant to evaluating a threat or determining treatment or referral options for a student that are maintained by the district.

The threat assessment team shall use all information or records obtained in fulfilling the team's duty in accordance with law to evaluate a threat or to recommend disposition of a threat. Team members shall not redisclose any record or information obtained or otherwise use any record of a student beyond the purpose for which the disclosure was made to the team, in accordance with law.[1]

The threat assessment team shall maintain confidentiality and handle all student records in accordance with applicable law, regulations, Board policy, the Student Records Plan and the district's legal and investigative obligations.[2][3][5][8][11][12][13][21][49][55]

Threat assessment members whose other assignments and roles require confidentiality of specific student communications, in accordance with law, shall ensure that all confidential communications and information are addressed in accordance with applicable law, regulations, Board policy and administrative regulations.[12][56][57][58][59]

Annual Board Report

The threat assessment team shall provide the required information to the Superintendent, in consultation with the School Safety and Security Coordinator, to annually develop and present to the Board, at an executive session, a report outlining the district's approach to threat assessment, which shall include:[1]

1. Verification that the district's threat assessment team and process complies with applicable law and regulations.
2. The number of threat assessment teams assigned in the district, and their composition.
3. The total number of threats assessed that year.
4. A summary of interactions with outside law enforcement agencies, juvenile probation and behavioral service providers.
5. An assessment of the district's threat assessment team(s) operation.
6. Recommendations for improvement of the district's threat assessment processes.
7. Any additional information required by the Superintendent or designee.

✓ } The annual threat assessment report shall be presented as part of the annual report to the Board by the School Safety and Security Coordinator on district safety and security practices.[1][6]

The threat assessment team's information addressing verification of compliance with law and regulations, the number of threat assessment teams assigned in the district and their composition, the total number of threats assessed that year, and additional information required by the Superintendent or designee shall be included in the School Safety and Security Coordinator's annual report on district safety and security practices that is submitted to the state's School Safety and Security Committee.[1][6][60]

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Legal

1. 24 P.S. 1302-E
2. 20 U.S.C. 1232g
3. 34 CFR Part 99
4. 24 P.S. 1301-E
5. Pol. 236
6. Pol. 805.2
7. Pol. 805
8. Pol. 819
9. Pol. 103
10. Pol. 103.1
11. Pol. 113.4
12. Pol. 207
13. Pol. 216
14. Pol. 146.1
15. 24 P.S. 1205.2
16. 24 P.S. 1205.5
17. 24 P.S. 1310-B
18. Pol. 333
19. Pol. 104
20. Pol. 105.1
21. Pol. 249
22. Pol. 805.1
23. 23 Pa. C.S.A. 6311
24. Pol. 806
25. Pol. 247
26. Pol. 252
27. Pol. 226
28. Pol. 113
29. Pol. 113.1

Book	Policy Manual
Section	300 Employees
Title	Dress and Grooming
Code	325 Vol I 2026
Status	From PSBA

Authority

Administrative, professional and support employees set an example in dress and grooming for students and the school community. Employees' dress should reflect their professional status and encourage respect for authority in order to have a positive influence on the district's programs and operations.

The Board has the authority to specify reasonable dress and grooming requirements, within law, for all district employees to prevent an adverse impact on the educational programs and district operations. [1]

The Board directs compliance with Board policy and law prohibiting discrimination, including but not limited to protections addressing: [2][3]

- 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 coverings and hairstyles historically associated with religious creeds.**

When assigned to district duties, employees shall be physically clean, neat, well-groomed and dressed in a manner consistent with assigned job responsibilities.

Employees shall be groomed so that their hair style does not cause a safety or health hazard.

Support employees shall be required to

wear a designated work uniform.

utilize safety gear when performing assigned duties.

Delegation of Responsibility

If an employee feels that an exception to this policy would enable **the employee** to carry out **their** assigned duties more effectively, a request should be made to the

building principal.

immediate supervisor.

Superintendent.

Personnel Director.

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Legal

1. 24 P.S. 510

2. 43 P.S. 951 et seq

3. Pol. 104

Book	Policy Manual
Section	300 Employees
Title	Working Periods
Code	332 Vol I 2026
Status	From PSBA

Authority

Work schedules required for administrative, professional and support employees shall be clearly specified to ensure regular attendance by employees and consistent operation of the district.

The Board has the authority and responsibility to determine the hours and days during which district programs and services shall be available to students and the community, consistent with the administrative compensation plan, individual contracts, applicable collective bargaining agreements, Board resolutions, **and state law**. [1][2][3][4][5]

The Board has the authority to make modifications to the school calendar and the school schedule as necessary to meet the instructional and health and safety needs of students and staff. Modifications to staff working periods shall be addressed in accordance with the administrative compensation plan, individual contracts, applicable collective bargaining agreements, Board resolutions and/or Board-approved health and safety or other emergency preparedness and response plans. [4][6][7]

Delegation of Responsibility

The Superintendent or designee shall develop administrative regulations to ensure district employees are informed of and adhere to their assigned work schedules.

Professional personnel shall have a duty-free lunch period of not less than thirty (30) minutes. [3]

Staff may be assigned extra or alternative duties, distributed equitably when possible, at the discretion of the

building principal.

department chairperson.

immediate supervisor.

All professional staff members are expected to attend each faculty meeting unless specifically excused by the responsible administrator.

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Legal	<u>1. 24 P.S. 133</u>
	<u>2. 24 P.S. 510</u>
	<u>3. 24 P.S. 1504</u>

4. Pol. 803

5. Pol. 804

6. 24 P.S. 520.1

7. Pol. 805

Pol. 318

Book	Policy Manual
Section	600 Finances
Title	District Audit
Code	619 Vol I 2026
Status	From PSBA

Purpose

To ensure accurate, transparent and legally compliant financial reporting for the school district, the district's financial accounts must be fully documented within the annual district audit and applicable state audits.

Authority

The Board shall employ an independent, certified public accountant to conduct an annual district audit in conformance with prescribed and legal standards. The completed audit shall be presented to the Board for its examination and approval.[1][2][3][4]

The Board recognizes the importance of the public's right **to access the public records of the district**, including public financial records. The public has the right under law to inspect and procure copies of the annual **financial** audit conducted by the district's accountants and **any state-level financial** audit.[2][5][6][7]

Delegation of Responsibility

The district must submit an annual financial report to the Pennsylvania Department of Education by October 31 each year.[8][9]

The Superintendent and Board Secretary shall annually, by December 31, submit a signed statement to the Pennsylvania Department of Education certifying that the financial statements of the school district have been properly audited pursuant to law and that in the independent auditor's opinion, the financial information submitted in the annual financial report is materially consistent with the audited financial statements.[8]

If the financial information **submitted in the annual financial report was not** deemed materially consistent **with the audited financial statements**, the district shall submit a revised annual financial report no later than December 31.[8][9]

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Legal	<u>1, 24 P.S. 437</u>
	<u>2, 24 P.S. 2401</u>
	<u>3, 24 P.S. 2408</u>
	<u>4, 24 P.S. 2441</u>
	<u>5, 24 P.S. 408</u>

6. 65 P.S. 67.701

7. Pol. 801

8. 24 P.S. 218

9. Pol. 601

24 P.S. 504

24 P.S. 511

24 P.S. 1337

24 P.S. 2432

65 P.S. 67.101 et seq

Book	Policy Manual
Section	800. Operations
Title	Transportation
Code	810 Vol I 2026
Status	From PSBA

Purpose

Transportation for students shall be provided in accordance with law and Board policy.

Definitions

School bus means a motor vehicle that is designed to carry eleven (11) passengers or more, including the driver, and is used for the transportation of preprimary, primary or secondary school students to or from public, private or parochial schools or events related to such schools or school-related activities.[1]

School vehicle means a motor vehicle, except a motorcycle, designed for carrying no more than ten (10) passengers, including the driver, and used for the transportation of preprimary, primary or secondary school students while registered by or under contract to the school district. The term includes vehicles having chartered, group and party rights under the Pennsylvania Public Utility Commission and used for the transportation of school children.[1]

Authority

The Board shall provide transportation for resident students in grades kindergarten through 12 to the district's public schools and charter, regional charter and nonpublic schools located in the district or within the district's transportation boundary or other placements as required by law or agreements. The district's transportation boundary is a distance not exceeding ten (10) miles by the nearest public highway outside the school district's border.[2][3][4]

The Board shall purchase, lease, equip and maintain school buses/vehicles and/or contract for school bus/vehicle services for transportation of students to and from school at regularly scheduled hours and for field trips and extracurricular activities.[2][3][5][6][7][8][9][10][11]

The Board shall provide transportation for students living within the prescribed limits when walking conditions to the school are found to be hazardous by the Department of Transportation.[3][12]

The Board shall provide transportation for students with disabilities, without regard to distance or hazardous walking conditions, when required by the student's individualized education program (IEP) or Section 504 Service Agreement.[13][14][15][16][17]

The Board shall provide **free** transportation for eligible resident students who are enrolled in nonpublic schools or charter schools as required by law. **Transportation provided to charter school students need not be identical to transportation provided to traditional public school students.**[2][4][18][19]

The Board shall provide transportation for children in foster care in accordance with federal and state laws and regulations, and the local transportation plan.[20][21]

The Board shall provide transportation for homeless children and youths in accordance with federal and state laws and regulations.[21][22]

The Board prohibits any diesel-powered motor vehicle weighing 10,001 pounds or more to idle for more than five (5) minutes in any continuous sixty-minute period while parked, loading or unloading, except as allowed by law.[23]

The Board shall ensure that permanent signs, notifying drivers of the idling restrictions, are maintained on district property at locations where diesel-powered motor vehicles weighing 10,001 pounds or more load or unload. Signs shall also be posted at locations that provide fifteen (15) or more parking spaces for such diesel-powered motor vehicles.[24][25]

Delegation of Responsibility

The school bus/vehicle driver shall be responsible to maintain order while students are being transported.

The school bus/vehicle driver shall report all incidents, including, but not limited to, discipline problems, medical problems, bullying/harassment, safety issues, accidents or injuries, and violations of Pennsylvania's School Bus Stopping Law to the Superintendent or designee as soon as practicable.

The building principal may suspend a student from bus transportation for disciplinary reasons, and the parents/guardians shall be responsible for the student's transportation.[Z]

The Superintendent or designee shall be responsible to:

1. Maintain records and make required reports regarding school transportation.[5][Z]
2. Distribute rules governing student conduct during transport; such rules shall be binding on all students transported by the district.[Z]
3. Provide each school bus/school vehicle driver with:
 - a. The Pennsylvania School Bus Driver's Manual;
 - b. The written rules for student conduct on buses/vehicles;
 - c. The procedures for evacuation drills; and
 - d. Any additional laws and applicable Board policies and administrative regulations which apply to school bus/vehicle drivers.
4. { } Establish administrative regulations that specify the number of chaperones to accompany students in connection with school-related activities and field trips.[Z][26]
5. ✓ Prepare a district map or schedule indicating each bus stop and bus route.[Z]

Guidelines

Student Health Information

When necessary for student safety, or when required by a student's IEP or Section 504 Service Agreement, a school bus/vehicle driver shall be provided with relevant student health and medical information.[16][17][27][28][29][30]

School bus/vehicle drivers shall maintain the confidentiality of student health/medical information in accordance with district policies and procedures and applicable law.[31][32]

Evacuation Drills

Bus evacuation drills shall be conducted twice a year and reported to the Pennsylvania Department of Education, in accordance with law and Board policy.[33][34][35]

NOTES:

Title 22, Sec. 23.4 - discipline, field trips, contracted negotiations, records
 Title 22, Sec. 23.6 - authorized passengers
 Computation of distance - 1366
 Field Trips – 24 P.S. Sec. 517 (farm show), 1361 (nonpublic); Title 22, Sec. 23.4
 Ten-mile boundaries - 1361
 Other boundaries - 1 ½ miles - 1362
 Payments/reimbursements - 2541, 2542, Title 22 Sec. 23.31-23.40
 Transportation - Title 22, Chapter 23
 School Buses/Vehicles - Title 67, Chapter 171
 Bus Drivers Minor Children – Title 22 Sec. 23.6
 Definitions of motor vehicle – Vehicle Code – 75 Pa. C.S.A. Sec. 102

If the district has existing language in policy on transportation routes and stops, which addresses students being limited to a single bus stop or single residence, recommend reviewing the language with the solicitor based on recent court cases regarding student transportation and residency (*Watts v Manheim Township SD, Wyland v West Shore SD*). Consult Legal with questions.

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Legal

1. 75 Pa. C.S.A. 102
2. 24 P.S. 1361
3. 24 P.S. 1362
4. 24 P.S. 1726-A
5. 22 PA Code 23.1
6. 22 PA Code 23.2
7. 22 PA Code 23.4
8. Pol. 610
9. Pol. 611
10. Pol. 818
11. 75 Pa. C.S.A. 3345.1
12. 67 PA Code 447.1 et seq
13. 22 PA Code 23.3
14. 24 P.S. 1374
15. Pol. 103
16. Pol. 103.1
17. Pol. 113
18. Pol. 140

19. Bell v. Wilkinsburg Sch. Dist., No. 23 WAP 2024, 2026 WL 152043 (Pa. Jan. 21, 2026)

20. 20 U.S.C. 6312

21. Pol. 251

22. 42 U.S.C. 11432

23. 35 P.S. 4601 et seq

24. 35 P.S. 4608

25. 67 PA Code 212.101

26. Pol. 121

27. Pol. 209.1

28. Pol. 209.2

29. Pol. 210

30. Pol. 210.1

31. Pol. 113.4

32. Pol. 216

33. 24 P.S. 1517

34. 75 Pa. C.S.A. 4552

35. Pol. 805

24 P.S. 1331

24 P.S. 1365

24 P.S. 1366

24 P.S. 2541

24 P.S. 2542

22 PA Code 15.1 et seq

22 PA Code 23.6

75 Pa. C.S.A. 4551-4553

20 U.S.C. 6301 et seq

42 U.S.C. 11431 et seq

49 CFR Part 37

49 CFR Part 38

Pol. 810.1