

Saucon Valley School District Academic and Personnel Committee

June 5, 2024 – 5:00 pm
District Office Conference Room

Welcome to the Academic and Personnel Committee meeting. Our objective is to serve the students, parents, and residents of our community. You are an important part of this meeting, and we look forward to your questions and comments.

We are all here for the same reason. All opinions are welcomed and equally valuable. Our only request is that we address each other with civility and respect. Our courtesy toward each other is the best way to show our students how much we respect them as well.

Committee Members - William Broun, Cedric Dettmar, Tracy Magnotta, Shamim Pakzad

Committee Agenda

- I. **Call to the Order** – *Tracy Magnotta, Committee Chair*
- II. **Pledge of Allegiance**
- III. **Recording of Attendance** – *Tracy Magnotta, Committee Chair*
- IV. **Motion to Approve Agenda** –
- V. **Approval of Minutes** – May 15, 2024
- VI. **Courtesy of the Floor to Visitors – Agenda Items Only** - *Visitors should state their name and address*
- VII. **Discussion: Curriculum**
 - Business, Computers and Information Technology
 - Family and Consumer Science
 - K-4 Library
- VIII. **Discussion & Action: Policies**
 - Policy 236.1 – Threat Assessment
 - Policy 249 – Bullying/Cyberbullying
 - Policy 249 AR1 – Discrimination/Sexual Harassment/Bullying/Hazing/Dating Violence/Retaliation Report Form
 - Policy 252 – Dating Violence
 - Policy 252 AR-1 - Discrimination/Sexual Harassment/Bullying/Hazing/Dating Violence/Retaliation Report Form
- IX. **New Business**
- X. **Old Business**
- XI. **Citizens' Inquiries and Comments** – *Visitors should state their name and address*
- XII. **Announcements**

Future Meetings ~ Wednesday, July 3, 2024 – 5:00 PM
- XIII. **Motion to Adjourn Meeting**

Saucon Valley School District
Academic and Personnel Committee
Minutes of May 15, 2024

Present at the May 15, 2024, Academic & Personnel Committee were Academic and Personnel Committee Board Members William Broun, Cedric Dettmar, Tracy Magnotta - online, and Dr. Shamim Pakzad. Also present were Superintendent Jaime Vlasaty, David Bonenberger, Business Manager, and Robert Frey, Director of Student and Community Relations.

- I. **Call to the Order** – 5:07 pm - *Tracy Magnotta, Committee Chair*
- II. **Pledge of Allegiance**
- III. **Recording of Attendance** – *Tracy Magnotta, Committee Chair*
3-present, 1-absent (Broun)
- IV. **Motion to Approve Agenda** – Director Pakzad, seconded by Director Dettmar, moved to approve the agenda. Vote: 3-yes, 0-no, 1-absent (Broun)
- V. **Approval of Minutes** – Director Pakzad, seconded by Director Magnotta, moved to approve the minutes of April 3, 2024. Vote: 3-yes, 0-no, 1-absent (Broun)

Director Broun arrived at 5:08 pm.

- VI. **Courtesy of the Floor to Visitors – Agenda Items Only** – None
- VII. **Discussion:** K-12 ELA - See attached presentation.
- VIII. **Discussion:** K-12 Science Curriculum - See attached presentation.
- IX. **New Business** – None
- X. **Old Business** – None
- XI. **Citizens' Inquiries and Comments** – None
J. Murphy – Commented on the school district's theatre program.
C. Kaler – Commented on her daughter's participation in the high school's theater production.
- XII. **Announcements**
Future Meetings ~
Wednesday, June 5, 2024 – 5:00 PM
- XIII. **Motion to Adjourn Meeting**

Director Pakzad, seconded by Director Dettmar, moved to adjourn the meeting.

Vote: 4-yes, 0-no

Time: 7:29 pm



Saucon Valley School District

2097 Polk Valley Road, Hellertown, PA 18055-2400
District Office/Business Office: 610-838-7001
District Office Fax: 610-838-6419 Business Office Fax: 610-838-6661

K-12 English Language Arts:

- Identify Saucon Valley K-12 student learning outcomes for English Language Arts specific skills and knowledge
- Develop a comprehensive and aligned curriculum for K-12 that meetings English Language Arts, Structured Literacy requirements, and Career Education and Work standards.
- Review and adopt Tier 1 resources that are aligned to the components of Structured Literacy
- Develop teachers knowledge and competency in teaching the components of structured literacy resources through professional development.

K-12 ELA | Curriculum & Instruction | [Survey Data and Results](#)

Building	Head Writer	Implementation Plan	Planned Course of Study
Elementary School	Leah Mickey	K-4 ELA	Kindergarten 1st Grade 2nd Grade 3rd Grade 4th Grade 5th Grade 6th Grade
Middle School	Lara McCarthy	5-8 ELA	7th Grade , 7th Grade HA 8th Grade , 8th Grade HA Bridges to Literature and Composition , Academic English 9 , Honors English 9 , Academic English Literature, Honors English Literature, Academic Essential Literature , Honors Essential Literature, Honors Analytical Writing , AP Language and Composition, AP Literature and Composition, Heroes Through Tragedy and Sitcom , Creative Writing , Journalism I & II , Public Speaking
High School	Lynn Cheddar	9-12 ELA	

Jaime L. Vlasaty, M. Ed.
Superintendent

David J. Bonenberger, PCSBA
Director of Fiscal/Operation Management

HEART
HATE

The Saucon Valley School District, an equal opportunity employer, will not discriminate in employment, educational programs or activities, based on race, sex, handicap, or because a person is a disabled veteran. This policy of nondiscrimination extends to other applicable classifications as may be required by law. Publication of this policy is in accordance with State and Federal laws including the Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, and Title VI and VII of the Civil Rights Act of 1964. We further affirm that all curriculum offerings and student enrollment practices will be handled without discrimination based on sex, race, religion, national origin, or non-job related handicaps or disabilities.



Saucon Valley School District

2097 Polk Valley Road, Hellertown, PA 18055-2400
District Office/Business Office: 610-838-7001
District Office Fax: 610-838-6419 Business Office Fax: 610-838-6661

K-12 English Language Arts Curriculum & Instruction Survey Data and Analysis

Curriculum and instruction surveys were designed to collect key stakeholder feedback using current practices within the district. Early survey analysis was used to inform curricular objectives and draft mission and guiding principles which will be refined through the curriculum writing process.

Overview of K-12 Survey Results

- **Integrate Varied Types of Writing Across Instruction:** Develop and implement instructional frameworks that incorporate diverse forms of writing into the K-12 ELA curriculum. This should include narrative, expository, persuasive, and creative writing to enhance students' writing skills across different genres.
- **Update and Diversify Assessments:** Respond to teacher requests for updated assessments, particularly focusing on specific assessments for writing skills. Develop pretests to gauge students' baseline writing abilities and track progress over time. Additionally, explore alternative assessment methods beyond traditional homework and classwork, such as project-based assessments or performance tasks.
- **Enhance Professional Development on Structured Literacy Components:** Provide targeted professional development sessions on morphology, syntax, writing strategies, and comprehension strategies aligned with structured literacy principles. Offer resources and support for implementing these strategies effectively in the classroom to improve student outcomes in English language skills.
- **Foster Community Connections and Career Awareness:** Increase exposure to real-life experiences related to ELA through author visits, field trips, volunteer/internship opportunities, and interactions with experts in the field. Facilitate communication with the community through various channels, emphasizing the importance of ELA in career pathways and fostering positive perceptions towards pursuing ELA-related careers.
- **Integrate Technology for Enhanced Learning:** Provide training on information literacy and leverage technology to engage students in meaningful ELA activities beyond substitution-level tasks. Encourage the use of technology for collaborative writing, research, and multimedia presentations to prepare students for future careers in ELA-related fields.

Jaime L. Vlasaty, M. Ed.
Superintendent

David J. Bonenberger, PCSBA
Director of Fiscal/Operation Management

HEART
HATE

The Saucon Valley School District, an equal opportunity employer, will not discriminate in employment, educational programs or activities, based on race, sex, handicap, or because a person is a disabled veteran. This policy of nondiscrimination extends to other applicable classifications as may be required by law. Publication of this policy is in accordance with State and Federal laws including the Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, and Title VI and VII of the Civil Rights Act of 1964. We further affirm that all curriculum offerings and student enrollment practices will be handled without discrimination based on sex, race, religion, national origin, or non-job related handicaps or disabilities.

K-12 English Language Arts Curriculum & Instruction Survey Data and Analysis

Survey Question Sets by Theme and Building

Password: panthers

Theme	Elementary School	Middle School	High School
<u>K-12 Quality</u>	<u>Students Quality</u> <u>Teachers Quality</u> <u>Parents Quality</u>	<u>Students Quality</u> <u>Teachers Quality</u> <u>Parents Quality</u>	<u>Students Quality</u> <u>Teachers Quality</u> <u>Parents Quality</u>
<u>K-12 Instruction</u>	<u>Students Instruction</u> <u>Teachers Instruction</u> <u>Parents Instruction</u>	<u>Students Instruction</u> <u>Teachers Instruction</u> <u>Parents Instruction</u>	<u>Students Instruction</u> <u>Teachers Instruction</u> <u>Parents Instruction</u>
<u>K-12 Data + Assessment</u>	<u>Students Assessment</u> <u>Teachers Data & Assessment</u>	<u>Students Assessment</u> <u>Teachers Data & Assessment</u>	<u>Students Assessment</u> <u>Teachers Data & Assessment</u>
<u>K-12 Resources + Materials</u>	<u>Teachers Resources + Materials</u> <u>Parents Resources + Materials</u>	<u>Teachers Resources + Materials</u> <u>Parents Resources + Materials</u>	<u>Teachers Resources + Materials</u> <u>Parents Resources + Materials</u>
<u>K-12 Professional Development</u>	<u>Teachers Professional Development</u>	<u>Teachers Professional Development</u>	<u>Teachers Professional Development</u>
<u>K-12 College + Career</u>	<u>Students College + Careers</u> <u>Teachers College + Careers</u> <u>Parents College + Careers</u>	<u>Students College + Careers</u> <u>Teachers College + Careers</u> <u>Parents College + Careers</u>	<u>Students College + Careers</u> <u>Teachers College + Careers</u> <u>Parents College + Careers</u>
<u>K-12 Technology</u>	<u>Students Technology</u> <u>Teachers Technology</u> <u>Parents Technology</u>	<u>Students Technology</u> <u>Teachers Technology</u> <u>Parents Technology</u>	<u>Students Technology</u> <u>Teachers Technology</u> <u>Parents Technology</u>
<u>K-12 Community Connections</u>	<u>Parents Community Connections</u>	<u>Parents Community Connections</u>	<u>Parents Community Connections</u>
<u>K-12 Homework</u>	<u>Students Homework</u> <u>Teachers Homework</u> <u>Parents Homework</u>	<u>Students Homework</u> <u>Teachers Homework</u> <u>Parents Homework</u>	<u>Students Homework</u> <u>Teachers Homework</u> <u>Parents Homework</u>

Curriculum Review Implementation Plan

Content Area Overview: **Elementary School | K-4 | English Language Arts**

Start Date: 2/2024 **End Date:** 8/2026

Building Principal/ Administrative Team: Amy Braxmeier, Thomas Halcisak, Jillian Brodhead

Curriculum Lead: Pam Dobson

Head Curriculum Writers: Leah Mickey/Tori Heffelfinger

Guiding Principles for K-12 English Language Arts Education:

- Foster a love for literacy across diverse backgrounds and abilities, ensuring equitable access to rich learning experiences equipping learners with the skills, mindset, and passion to engage actively as informed readers, writers, and communicators throughout their lives.
- Cultivate communicators and critical thinkers, empowering them to inquire, analyze, and create meaningfully from a variety of texts and perspectives, preparing them for the responsibilities of active participation as a citizen in our democracy as well as in an evolving global society.
- Engender collaborative and creative environments where learners innovate, elevate diverse voices and modalities to express themselves effectively and imaginatively.
- Promote a culturally responsive English Language Arts education that honors the identities, cultures, and experiences of all students, integrating diverse texts and voices to promote empathy, understanding, and respect.

Objectives:

- Adopt K-12 student learning outcomes for English Language Arts specific skills and knowledge
- Develop a comprehensive and aligned curriculum to English Language Arts, Structured Literacy requirements, and Career Education and Work standards.
- Inventory current curricular strengths and opportunities and evaluate current/alternative curricular resources to address gaps as identified through structured literacy components.
- Adopt a consistent K-4 Tier 1 Resource, aligned to components of structured literacy
- Provide on-going professional development for Structured Literacy, per Chapter 49 guidelines, and for acquired updated resources/implementation training.

Roles and Responsibilities:

Role	Responsibilities
Curriculum Lead	<ul style="list-style-type: none">● Overall curriculum coordination across buildings● Works in alignment building principals, head curriculum writers, and curriculum writers● Aides in creating and presenting building implementation plan● Allocates resources, coordinates with outside vendors

- Oversees curriculum coordination and implementation
 - Allocates building resources, personnel, budget,
 - Sets instructional objectives
 - Sets implementation milestones
 - Reviews and approves all parts of implementation plan and curricular documents before board approval
 - Communicates to building staff
 - Content area curricular leader
 - Writes Planned Course(s) of Study
 - Aides in creating and presenting building implementation plan
 - Writes Curricular Framework document(s) in accordance with instructional framework
 - Administrative Team/ Principal
 - Curriculum Lead
 - Head Curriculum Writer
- Administrative Team
- Head Curriculum Writer
- Curriculum Writer
- Building Curriculum Team

Implementation Timeline | Milestones and Deliverables:

Milestone	Deliverable	Responsible Party	Due Date
1	LETRS Training Professional Development Offered K-4 ELA staff	LETRS Local Facilitator	11/2022
2	Lexia Learning Core5 Pilot Tier 2	Reading Specialists	2022-23
3	Summer Professional Development Offered K-4 ELA Staff	LETRS Local Facilitator	Summer 2023
4	Review of Structured Literacy Requirements	Administrative Team Curriculum Lead Building Curriculum Team	Summer 2023
5	Data Review Resource Allocation	Building Administration Reading Specialist	6/2023
6	Lexia Learning Core5 Acquired for Tier 1 Supplemental Instruction K-2	Lexia Learning	7/2023
7	Internal Data Review with Lexia Implementation Specialist	Lexia Learning Building Administration Reading Specialists	8/2023 11/2023
8	Develop K-2 Incentive Program	Reading Specialists Classroom Teachers	8/2023
9	Lexia Learning Implementation Professional Development K-2	Lexia Learning Reading Specialists	8/2023 11/2023
10	Needs Assessment Survey and Data	Administrative Team Curriculum Lead	2/2024
11	Professional Development Sessions Structured Literacy	Vendor/District Provided	6/2023- 6/2025
12	Review of K-4 ELA Programming, Resources and Supplemental Materials	Building Administration Reading Specialists Classroom Teachers	8/2023- 3/2024

13	Resource Identification and Acquisition	Administrative Team Curriculum Lead Building Curriculum Team	4/2024- 11/2024
14	Pilot Unit Launch	Administrative Team Curriculum Team Classroom Teachers	10/2024
15	Evaluation and Feedback Collection	Administrative Team Curriculum Team Classroom Teachers	3/2025
16	Program Implementation Planning	Curriculum Lead Building Curriculum Team	3/2025- 6/2025
17	Finalize Curriculum Framework Course Writing/Rewriting	Building Curriculum Team Curriculum Writers	Summer 2025
18	Program Resource Acquisition	Administrative Team	7/2025- 8/2025
19	Program Resources Professional Development Sessions	Vendor/District Provided	6/2025- 6/2026
20	Program Rollout	Curriculum Lead Curriculum Team	8/2025
21	Continuous Monitoring and Evaluation	Administrative Team Curriculum Lead	Ongoing

Communication Plan:

Presentation to Academic & Personnel Committee	May 15, 2024
Regular Building Curriculum team meetings will be held	Monthly
Communication to Community	Beginning SY 2025

Budget Impacts:

Resource	Cost
Lexia Core5 Grades K-2 Tier 1 Grades 3-4 Tier 2	\$14,500 (Building Budget) - annually
mClass	\$6497 (Building Budget) - annually
Tier I Program Resources	TBD for 2025-26 Building Budget following review
Yearly Recurring	TBD starting in 2026-27 Building Budget determined by program review
Curriculum Writing	5 courses
Professional Development - Structured Literacy (ex. LETRS)	2023/24 \$14,175 (Building Budget/Title I) - annually

Professional Development - Tier I Program Resources
--

TBD for 2025-26 Building Budget following Review

Approval:

[Space for signatures/approval from stakeholders.]

Curriculum Review Implementation Plan

Content Area Overview: MS | 5-8 | English Language Arts

Start Date: 3/2024 End Date: 6/2026

Building Principal/ Administrative Team: Lensi Nikolov, Michael Sakelarides, Jillian Brodhead

Curriculum Lead: Pam Dobson

Head Curriculum Writer: Lara McCarthy

Guiding Principles for K-12 English Language Arts:

- Foster a love for literacy across diverse backgrounds and abilities, ensuring equitable access to rich learning experiences
- Cultivate critical thinkers, empowering them to inquire, analyze, and create meaningfully from a variety of texts and perspectives, preparing them for active participation in an evolving global society
- Collaborative and creative environments where learners innovate, elevate diverse voices and modalities to express themselves effectively and imaginatively.
- Culturally responsive English Language Arts education that honors the identities, cultures, and experiences of all students, integrating diverse texts and voices to promote empathy, understanding, and respect.
- Lifelong love of learning and literacy, equipping them with the skills, mindset, and passion to engage actively as informed readers, writers, and communicators throughout their lives.

Objectives:

- Develop a comprehensive and aligned curriculum for 5-8 English Language Arts to PDE ELA, CEW standards and Structured Literacy requirements
- Implement a consistent 5-8 ELA Tier 1 resource, aligned to middle school elements of components of Reading & Writing Rope
- Investigate Tier 2/3 resources
- Provide on-going professional development for 5-8 core content area teachers on structured literacy
- Incorporate strategic co curricular learning opportunities per grade level between Social Studies, Science and English Language Arts

Roles and Responsibilities:

Role	Responsibilities
Curriculum Lead	<ul style="list-style-type: none">● Overall curriculum coordination across buildings● Works in alignment building principals, head curriculum writers, and curriculum writers● Aides in creating and presenting building implementation plan● Allocates resources, coordinates with outside vendors
Administrative Team	<ul style="list-style-type: none">● Oversees curriculum coordination and implementation● Allocates building resources, personnel, budget,

- Sets instructional objectives
 - Sets implementation milestones
 - Reviews and approves all parts of implementation plan and curricular documents before board approval
 - Communicates to building staff
 - Content area curricular leader
 - Writes Planned Course(s) of Study
 - Aides in creating and presenting building implementation plan
 - Writes Curricular Framework document(s) in accordance with instructional framework
 - Administrative Team/ Principal
 - Curriculum Lead
 - Head Curriculum Writer
- Head Curriculum Writer
- Curriculum Writer
- Building Curriculum Team

Implementation Timeline | Milestones and Deliverables:

Milestone	Deliverable	Responsible Party	Due Date
1	Needs Assessment Survey and Data	Administrative Team Curriculum Lead	2/2024
2	Review of Structured Literacy Requirements (Reading and Writing Rope)	Curriculum Lead Building Curriculum Team	3/2024
3	Professional Development Sessions Structured Literacy	Vendor/District Provided	6/2024- 6/2025
4	Resource Identification and Acquisition for Tier 1 and Tier 2/3	Curriculum Lead Building Curriculum Team	8/2024- 11/2024
5	Pilot Program Launch	Building Principal Classroom Teachers	11/2024
6	Evaluation and Feedback Collection	Curriculum Team Classroom Teachers	3/2025
7	Program Refinement/Alignment	Curriculum Lead Building Curriculum Team	3/2025- 6/2025
8	Curriculum Framework Approval Course Writing/Rewriting	Building Curriculum Team Curriculum Writers	6/2025- 8/2025
9	Program Resources Professional Development Sessions	Vendor/District Provided	8/2025- 6/2026
10	Program Rollout	Curriculum Lead Curriculum Team	8/2025
11	Continuous Monitoring and Evaluation	Administrative Team/ Building Principal Curriculum Lead	Ongoing

Communication Plan:

Presentation to Academic & Personnel Committee
Regular Building Curriculum team meetings will be held

May 15, 2024
Monthly

Curriculum Community

Beginning SY 2025

Budget Impacts:

Resource	Cost
Tier I Program Resources	TBD for 2025-26 Building Budget following Review
Yearly Recurring	TBD starting in 2026-27 Building Budget determined by program review
Professional Development - Tier I Program Resources	TBD for 2025-26 Building Budget following Review
Curriculum Writing	4 courses Summer 2025

Approval:

[Space for signatures/approval from stakeholders.]

Curriculum Review Implementation Plan

Content Area Overview: HS | 9-12 | English Language Arts

Start Date: 3/2024 **End Date:** 6/2026

Building Principal/ Administrative Team: Teresa Casimire, Julie Davis, Jillian Brodhead

Curriculum Lead: Pam Dobson

Head Curriculum Writer: Lynn Cheddar

Guiding Principles for K-12 English Language Arts:

- Foster a love for literacy across diverse backgrounds and abilities, ensuring equitable access to rich learning experiences equipping learners with the skills, mindset, and passion to engage actively as informed readers, writers, and communicators throughout their lives.
- Cultivate communicators and critical thinkers, empowering them to inquire, analyze, and create meaningfully from a variety of texts and perspectives, preparing them for the responsibilities of active participation as a citizen in our democracy as well as in an evolving global society.
- Engender collaborative and creative environments where learners innovate, elevate diverse voices and modalities to express themselves effectively and imaginatively.
- Promote a culturally responsive English Language Arts education that honors the identities, cultures, and experiences of all students, integrating diverse texts and voices to promote empathy, understanding, and respect.

Objectives:

- Adopt K-12 student learning outcomes for English Language Arts specific skills and knowledge with aligned course progressions
- Develop a comprehensive and aligned curriculum for 9-12 English Language Arts to Pennsylvania Department of Education English Language Arts and Structured Literacy requirements and Career Education and Work standards
- Evaluate current curriculum documents and realign instructional content for instructional period; Evaluate and update end of course assessments as appropriate
- Reintroduce writing to persuade, entertain and inform into curricular expectations within each grade level.
- Provide on-going professional development for 9-12 core content area teachers and special education teachers in structured literacy

Roles and Responsibilities:

Role	Responsibilities
Curriculum Lead	<ul style="list-style-type: none">● Overall curriculum coordination across buildings

- Works in alignment building principals, head curriculum writers, and curriculum writers
 - Aides in creating and presenting building implementation plan
 - Allocates resources, coordinates with outside vendors
 - Oversees curriculum coordination and implementation
 - Allocates building resources, personnel, budget,
 - Sets instructional objectives
 - Sets implementation milestones
 - Reviews and approves all parts of implementation plan and curricular documents before board approval
 - Communicates to building staff
 - Content area curricular leader
 - Writes Planned Course(s) of Study
 - Aides in creating and presenting building implementation plan
 - Writes Curricular Framework document(s) in accordance with instructional framework
 - Administrative Team/ Principal
 - Curriculum Lead
 - Head Curriculum Writer
- Administrative Team
- Head Curriculum Writer
- Curriculum Writer
- Building Curriculum Team

Implementation Timeline | Milestones and Deliverables:

Milestone	Deliverable	Responsible Party	Due Date
1	Needs Assessment Survey and Data	Administrative Team Curriculum Lead	3/2024
2	Professional Development Sessions Structured Literacy	Vendor/District Provided	6/2024- 6/2025
3	Program Planning	Curriculum Lead Building Curriculum Team	8/2024
4	Current Core Course Content Inventory and Realignment	Curriculum Lead Building Curriculum Team	8/2024- 6/2025
5	9-12 Writing Skills Progression	Curriculum Lead Building Curriculum Team	8/2024- 6/2025
6	Resource Evaluation, Identification and Acquisition	Curriculum Lead Building Curriculum Team	8/2025- 11/2025
7	Pilot Program Launch	Building Principal Classroom Teachers	1/2025- 3/2025
8	Evaluation and Feedback Collection	Curriculum Team Classroom Teachers	4/2025
9	Program Refinement/Alignment	Curriculum Lead Building Curriculum Team	3/2025- 6/2025
10	Curriculum Framework Approval Course Writing/Rewriting	Building Curriculum Team Curriculum Writers	6/2025- 8/2025

K-12 Social Studies:

- Identify Saucon Valley K-12 student learning outcomes for Social Studies specific skills and knowledge
- Ensure curriculum alignment with state and national standards with adherence to the structured literacy requirements, and career education and work standards
- Establish K-12 Social Studies content-specific skills & practices progressions

K-12 Social Studies | Curriculum & Instruction | [Survey Data and Results](#)

Building	Head Writer	Implementation Plan	Planned Course of Study
Elementary School	Kellie King	K-4 Social Studies	Kindergarten 1st Grade 2nd Grade 3rd Grade 4th Grade 5th Grade
Middle School	Amanda Holveck	5-8 Social Studies	6th Grade 7th Grade 8th Grade Academic United States History II , Honors United States History II , AP United States History , Academic World Cultures , Honors World Cultures , AP World History , Academic 20th Century Studies , Honors 20th Century Studies , Academic American Government and Economics , Honors American Government and Economics , AP Psychology , Intro to Psychology , Intro to Sociology , Intro to Anthropology , Contemporary World Issues , Law & Justice
High School	Jess Friday	9-12 Social Studies	



Saucon Valley School District

2097 Polk Valley Road, Hellertown, PA 18055-2400
District Office/Business Office: 610-838-7001
District Office Fax: 610-838-6419 Business Office Fax: 610-838-6661

K-12 Social Studies Curriculum & Instruction Survey Data and Analysis

Curriculum and instruction surveys were designed to collect key stakeholder feedback using current practices within the district. Early survey analysis was used to inform curricular objectives and draft mission and guiding principles which will be refined through the curriculum writing process.

Overview of K-12 Survey Results

- **Enhance Instructional Consistency and Content Specific Skills:** Develop and implement an instructional framework that incorporates the development of inquiry-based skills in students, focusing on critical thinking, and communication in the fields of civics, economics, geography, and history. Curricular documents should reflect alignment to the four dimensions of social studies and the sequencing of content specific skills like: developing questions and planning inquiries; applying disciplinary concepts and tools; evaluating sources and using evidence; and communicating conclusions.
- **Curriculum Development for Diverse Learning Needs:** Revise and enhance the curriculum to ensure that materials and resources are fully inclusive and responsive to all learners. This involves evaluating current resources for their effectiveness in meeting diverse learning needs and standards alignment, particularly at the elementary level where there is less alignment.
- **Professional Development in Key Areas:** Focus professional development on strengthening social studies specific skills like: developing compelling questions, planning and carrying out investigations, applying disciplinary concepts, interpreting student data, and effectively using resources and materials. A key area of focus is professional development on teaching and information and media literacy.
- **Career and Real-World Connections:** Increase student awareness and preparation for careers related to the social sciences by integrating Career Education and Work standards into the curriculum. Increase opportunities to expose students to guest speakers, field trips, partnerships with historical societies, and other real-life experiences that connect classroom learning to potential career paths.
- **Strengthen Student Engagement and Assessment Strategies:** Redefine instructional outcomes to focus keeping social studies engaging, hands-on, and relevant. Reduce the emphasis on traditional assessments and homework in favor of more collaborative and project-based learning experiences.

Jaime L. Vlasaty, M. Ed.
Superintendent

David J. Bonenberger, PCSBA
Director of Fiscal/Operation Management

HEART
HATE

The Saucon Valley School District, an equal opportunity employer, will not discriminate in employment, educational programs or activities, based on race, sex, handicap, or because a person is a disabled veteran. This policy of nondiscrimination extends to other applicable classifications as may be required by law. Publication of this policy is in accordance with State and Federal laws including the Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, and Title VI and VII of the Civil Rights Act of 1964. We further affirm that all curriculum offerings and student enrollment practices will be handled without discrimination based on sex, race, religion, national origin, or non-job related handicaps or disabilities.

K-12 Social Studies Curriculum & Instruction Survey Data and Analysis

Survey Question Sets by Theme and Building

Password: panthers

Theme	Elementary School	Middle School	High School
<u>K-12 Quality</u>	<u>Students Quality</u> <u>Teachers Quality</u> <u>Parents Quality</u>	<u>Students Quality</u> <u>Teachers Quality</u> <u>Parents Quality</u>	<u>Students Quality</u> <u>Teachers Quality</u> <u>Parents Quality</u>
<u>K-12 Instruction</u>	<u>Students Instruction</u> <u>Teachers Instruction</u> <u>Parents Instruction</u>	<u>Students Instruction</u> <u>Teachers Instruction</u> <u>Parents Instruction</u>	<u>Students Instruction</u> <u>Teachers Instruction</u> <u>Parents Instruction</u>
<u>K-12 Data + Assessment</u>	<u>Students Assessment</u> <u>Teachers Data & Assessment</u>	<u>Students Assessment</u> <u>Teachers Data & Assessment</u>	<u>Students Assessment</u> <u>Teachers Data & Assessment</u>
<u>K-12 Resources + Materials</u>	<u>Teachers Resources + Materials</u> <u>Parents Resources + Materials</u>	<u>Teachers Resources + Materials</u> <u>Parents Resources + Materials</u>	<u>Teachers Resources + Materials</u> <u>Parents Resources + Materials</u>
<u>K-12 Professional Development</u>	<u>Teachers Professional Development</u>	<u>Teachers Professional Development</u>	<u>Teachers Professional Development</u>
<u>K-12 College + Career</u>	<u>Students College + Careers</u> <u>Teachers College + Careers</u> <u>Parents College + Careers</u>	<u>Students College + Careers</u> <u>Teachers College + Careers</u> <u>Parents College + Careers</u>	<u>Students College + Careers</u> <u>Teachers College + Careers</u> <u>Parents College + Careers</u>
<u>K-12 Technology</u>	<u>Students Technology</u> <u>Teachers Technology</u> <u>Parents Technology</u>	<u>Students Technology</u> <u>Teachers Technology</u> <u>Parents Technology</u>	<u>Students Technology</u> <u>Teachers Technology</u> <u>Parents Technology</u>
<u>K-12 Community Connections</u>	<u>Parents Community Connections</u>	<u>Parents Community Connections</u>	<u>Parents Community Connections</u>
<u>K-12 Homework</u>	<u>Students Homework</u> <u>Teachers Homework</u> <u>Parents Homework</u>	<u>Students Homework</u> <u>Teachers Homework</u> <u>Parents Homework</u>	<u>Students Homework</u> <u>Teachers Homework</u> <u>Parents Homework</u>

Curriculum Review Implementation Plan

Content Area Overview: **ES | K-4 | Social Studies**

Start Date: 3/2024 **End Date:** 6/2026

Building Principal/ Administrative Team: Amy Braxmeier, Thomas Halcisak

Curriculum Lead: Pam Dobson

Head Curriculum Writer: Kellie King

Guiding Principles for K-4 Social Studies Education:

- Social studies prepares the nation’s young people for college, careers, and civic life
- Inquiry is at the heart of social studies instruction which involves interdisciplinary applications, deep understandings, concepts and skills from the disciplines
- Young people require analytic, strategic, chronological and critical thinking skills and practices to prepare for participating in democratic decision-making
- Social studies instruction has direct and explicit connections to the Common Core State Standards for English Language Arts

Objectives:

- Adopt K-12 student learning outcomes for Social Studies specific skills and knowledge
- Develop a comprehensive and aligned curriculum for K-4 Social Studies to Pennsylvania Department of Education Social Studies, updated Economic standards, Career Education and Work standards, and Structured Literacy requirements
- Develop a comprehensive core program and K-4 content-skills continuum that emphasizes inquiry, research and media/information literacy

Roles and Responsibilities:

Role	Responsibilities
Curriculum Lead	<ul style="list-style-type: none">● Overall curriculum coordination across buildings● Works in alignment building principals, head curriculum writers, and curriculum writers● Aides in creating and presenting building implementation plan● Allocates resources, coordinates with outside vendors● Oversees curriculum coordination and implementation
Administrative Team	<ul style="list-style-type: none">● Allocates building resources, personnel, budget,● Sets instructional objectives● Sets implementation milestones● Reviews and approves all parts of implementation plan and curricular documents before board approval● Communicates to building staff

- Content area curricular leader
 - Writes Planned Course(s) of Study
 - Aides in creating and presenting building implementation plan
 - Writes Curricular Framework document(s) in accordance with instructional framework
 - Administrative Team/ Principal
 - Curriculum Lead
 - Head Curriculum Writer
- Head Curriculum Writer
- Curriculum Writer
- Building Curriculum Team

Implementation Timeline | Milestones and Deliverables:

Milestone	Deliverable	Responsible Party	Due Date
1	Needs Assessment Survey and Data	Administrative Team Curriculum Lead	2/2024
2	Current Practices Inventory & K-4 Skills Alignment	Curriculum Lead Building Curriculum Team	8/2024
3	Resource Identification and Acquisition	Administrative Team Curriculum Lead Building Curriculum Team	4/2024-11/2024
4	Pilot Unit Launch	Building Principal Classroom Teachers Curriculum Team	10/2024
5	Evaluation and Feedback Collection	Classroom Teachers	3/2025
6	Finalize Curriculum Framework Course Writing/Rewriting	Building Curriculum Team Curriculum Writers	6/2025-8/2025
7	Professional Development	Vendor/District Provided	8/2025-6/2026
8	Program Rollout	Curriculum Lead Curriculum Team	8/2025
9	Continuous Monitoring and Evaluation	Administrative Team/ Building Principal Curriculum Lead	Ongoing

Communication Plan:

Presentation to Academic & Personnel Committee	May 15, 2024
Regular Building Curriculum team meetings will be held	Monthly
Communication to Community	Parent Square

Budget Impacts:

Resource	Cost
Tier I Program Resources	TBD for 2025-26 Building Budget following review
Yearly Recurring	TBD starting in 2026-27 Building Budget

	determined by program review
Curriculum Writing	5 courses Summer 2025
Professional Development - Tier I Program Resources	TBD for 2025-26 Building Budget following Review

Approval:

[Space for signatures/approval from stakeholders.]

Curriculum Review Implementation Plan

Content Area Overview: **MS | 5-8 | Social Studies**

Start Date: 8/2024 **End Date:** 8/2026 - enter into monitoring phase

Building Principal/ Administrative Team: Lensi Nikolov, Michael Sakelarides, Jillian Brodhead

Curriculum Lead: Pam Dobson

Head Curriculum Writer: Amanda Holveck

Guiding Principles for K-12 Social Studies Education:

- Social Studies prepares the nation's young people for college, careers, and civic life.
- Inquiry is at the heart of social studies instruction which involves interdisciplinary applications, deep understandings, concepts, and skills from the disciplines.
- Young people require analytic, strategic, chronological, and critical thinking skills to prepare for participating in democratic decision-making.
- Social studies instruction directly and explicitly connects to the Common Core State Standards for English Language Arts.

Objectives:

- Adopt a K-12 student learning outcomes for Social Studies specific skills and knowledge
- Develop comprehensive curriculum documents aligned to Pennsylvania Department of Education's Social Studies, English Language Arts, updated Economics standards, and Career Education and Work standards
- Develop a comprehensive 5-8 content-skills continuum emphasizing inquiry, writing, research, and media/information literacy.
- Ensure a consistent and engaging learning experience for students culminating in one co-curricular research writing opportunity.
- Develop teacher knowledge and competence in teaching utilizing social studies resources and appropriate components of structured literacy.

Roles and Responsibilities:

Role	Responsibilities
Curriculum Lead	<ul style="list-style-type: none">● Overall curriculum coordination across buildings● Works in alignment with building principals, head curriculum writers, and curriculum writers● Aides in creating and presenting building implementation plan● Allocates resources, coordinate with outside vendors
Administrative Team	<ul style="list-style-type: none">● Oversees curriculum coordination and implementation● Allocates building resources, personnel, budget,● Sets instructional objectives

- Sets implementation milestones
 - Reviews and approves all parts of the implementation plan and curricular documents before board approval
 - Communicates to building staff
 - Content area curricular leader
 - Writes Planned Course(s) of Study
 - Aides in creating and presenting building implementation plan
 - Writes Curricular Framework document(s) in accordance with instructional framework
 - Administrative Team/ Principal
 - Curriculum Lead
 - Head Curriculum Writer
- Head Curriculum Writer
- Curriculum Writer
- Building Curriculum Team

Implementation Timeline | Milestones and Deliverables:

Milestone	Deliverable	Responsible Party	Due Date
1	Needs Assessment Survey and Data	Administrative Team Curriculum Lead	2/2024
2	Implementation Planning	Curriculum Lead Building Curriculum Team	3/2024
3	Current Practices Inventory & 5-8 Skills Alignment	Curriculum Lead Building Curriculum Team	8/2024
4	Resource Identification and Acquisition	Curriculum Lead Building Curriculum Team	4/2024- 11/2024
6	Pilot Program Launch	Building Principal Classroom Teachers Curriculum Team	2024-2025
7	Evaluation and Feedback Collection	Classroom Teachers	3/2025
8	Curriculum Framework Approval Course Writing/Rewriting	Building Curriculum Team Curriculum Writers	6/2025- 8/2025
9	Professional Development	Vendor/District Provided	8/2025- 6/2026
11	Continuous Monitoring and Evaluation	Administrative Team/ Building Principal Curriculum Lead	Ongoing

Communication Plan:

Presentation to Academic & Personnel Committee	May 15, 2024
Regular Building Curriculum team meetings will be held	Monthly
Community Communication	Beginning SY 2025

Budget Impacts:

Resource	Cost
Program Resources & Materials	TBD for 2025-26 Building Budget following review
Yearly Recurring	TBD starting in 2026-27 Building Budget determined by program review
Curriculum Writing	4 Courses - Summer 2025
Professional Development - Program Resources	TBD for 2025-26 Building Budget following Review

Approval:

[Space for signatures/approval from stakeholders.]

Curriculum Review Implementation Plan

Content Area Overview: **High School | 9-12 | Social Studies**

Start Date: 2/2024 **End Date:** 8/2027

Building Principal/ Administrative Team: Teresa Casimire, Julie Davis, Jillian Brodhead

Curriculum Lead: Pam Dobson

Head Curriculum Writer: Jess Friday

Guiding Principles for K-12 Social Studies Education:

- Social Studies prepares the nation's young people for college, careers, and civic life.
- Inquiry is at the heart of social studies instruction which involves interdisciplinary applications, deep understandings, concepts, and skills from the disciplines.
- Young people require analytic, strategic, chronological, and critical thinking skills to prepare for participating in democratic decision-making.
- Social studies instruction directly and explicitly connects to the Common Core State Standards for English Language Arts.

Objectives:

- Adopt a K-12 student learning outcomes for Social Studies specific skills and knowledge
- Identify the essential skills and responsibilities of citizenry and democracy, media and information literacy
- Develop comprehensive curriculum documents aligned to Pennsylvania Department of Education's Social Studies, English Language Arts, updated PDE Economics Standards, and Career Education and Work standards, Technology and Engineering standards
- Develop a comprehensive curriculum that incorporates student choice, interest and appropriate rigor in completion of Pennsylvania State graduation requirements
- Evaluate current curriculum documents and realign instructional content for instructional period; Evaluate and update end of course assessments as appropriate
- Develop teacher knowledge and competence and in teaching AP coursework
- Strengthen argument and writing development, positionality and evidence, Reevaluate current resources and evaluate new resources, where appropriate

Roles and Responsibilities:

Role	Responsibilities
Curriculum Lead	<ul style="list-style-type: none">● Overall curriculum coordination across buildings● Works in alignment building principals, head curriculum writers, and curriculum writers

Administrative Team	<ul style="list-style-type: none"> • Aides in creating and presenting building implementation plan • Allocates resources, coordinates with outside vendors • Oversees curriculum coordination and implementation • Allocates building resources, personnel, budget, • Sets instructional objectives • Sets implementation milestones • Reviews and approves all parts of implementation plan and curricular documents before board approval • Communicates to building staff
Head Curriculum Writer	<ul style="list-style-type: none"> • Content area curricular leader • Writes Planned Course(s) of Study • Aides in creating and presenting building implementation plan
Curriculum Writer	<ul style="list-style-type: none"> • Writes Curricular Framework document(s) in accordance with instructional framework
Building Curriculum Team	<ul style="list-style-type: none"> • Administrative Team/ Principal • Curriculum Lead • Head Curriculum Writer

Implementation Timeline | Milestones and Deliverables:

Milestone	Deliverable	Responsible Party	Due Date
1	Needs Assessment Survey and Data	Administrative Team Curriculum Lead	2/2024
2	Implementation Planning	Curriculum Lead Building Curriculum Team	3/2024
3	Course Content and Skills Alignment	Curriculum Lead Building Curriculum Team	8/2024- 6/2025
4	9-12 Social Studies Skills Progression	Building Curriculum Team	8/2024
5	Board Approval of Planned Course of Study	School Board Directors	4/2024
6	Resource Evaluation, Identification and Acquisition	Curriculum Lead Building Curriculum Team	4/2024- 11/2024
8	Curriculum Framework Approval Core Course Writing/Rewriting	Building Curriculum Team Curriculum Writers	6/2025- 8/2025
9	Elective Course Writing/Rewriting	Building Curriculum Team Curriculum Writers	6/2026- 8/2027
10	Elective Course Content Inventory and Realignment	Curriculum Lead Building Curriculum Team	8/2025- 6/2026
11	9-12 Writing & Research Skills Progression	Curriculum Lead Building Curriculum Team	8/2025- 6/2026
12	Program Refinement/Alignment	Curriculum Lead Building Curriculum Team	3/2026- 6/2026
13	Continuous Monitoring and Evaluation	Administrative Team/ Building Principal Curriculum Lead	Ongoing

Communication Plan:

Presentation to Academic & Personnel Committee	May 15
Regular Building Curriculum team meetings will be held	Monthly
Communication to Community	Beginning SY 2025

Budget Impacts:

Resource	Cost
Program Resources & Materials	TBD for 2025-26 Building Budget following review
Yearly Recurring	TBD starting in 2026-27 Building Budget determined by program review
Curriculum Writing	11 Core Courses Summer 2025 6 Elective Courses Summer 2026
Professional Development - Program Resources	TBD for 2025-26 Building Budget following Review

Approval:

[Space for signatures/approval from stakeholders.]

Section

200 Pupils

Title

Threat Assessment

Code

236.1 Vol III 2022

Status

Active

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.[\[1\]](#)

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.[\[2\]](#)

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.[\[3\]](#)

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.~~
[HJJ1]

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.[4]~~

~~school security personnel.[5]~~

~~law enforcement agency representatives.~~

~~behavioral health professionals.~~

~~members of the Safe2Say Something crisis team.[6]~~

~~suicide prevention coordinators and/or members of the crisis response/crisis intervention team.[7]~~

~~juvenile probation professionals.~~

~~The Superintendent or designee may assign additional staff members or designated community resources to the threat assessment team for assessment and response support.[HJJ2]~~

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[HJJ3]~~

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.[3][8]
4. Confidentiality requirements under state and federal laws and regulations, and Board policies.[4][6][9][10][11]
5. Student Assistance Program process.[4]
6. Youth suicide awareness, prevention and response.[7]
7. Trauma-informed approach.[12]
8. Safe2Say Something procedures.[6]
9. Multi-tiered systems of support.
10. Positive Behavioral Intervention and Support.
[HJJ4]

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][6][13][14][15][16]

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][7][8][17][18][19]

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][7][8][17][19]

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.[6][15]

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.[\[1\]](#)[\[6\]](#)

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.[\[1\]](#)[\[7\]](#)

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.[\[1\]](#)[\[5\]](#)[\[6\]](#)[\[20\]](#)

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.[\[1\]](#)[\[21\]](#)[\[22\]](#)

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/Title IX Sexual Harassment.[\[8\]](#)[\[17\]](#)
2. Bullying/Cyberbullying.[\[19\]](#)
3. Suicide Awareness, Prevention and Response.[\[7\]](#)
4. Hazing.[\[23\]](#)
5. Dating Violence.[\[24\]](#)

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.[25]
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.[4][26][27][28][29][30] |
[HJJ5]

The threat assessment team shall establish and implement procedures, in accordance with the district's Memorandum of Understanding, to address situations where the investigation of a reported threat shall be transferred to the appropriate law enforcement agency.[5][20]

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.[4]
2. A referral to the appropriate law enforcement agency.[5][6][20]
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.[26][27][30]

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.[27][28][29][30]
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.[26]
6. With prior parental consent, a referral to a behavioral service provider, health care provider or county agency.[31]
7. Addressing behavior in accordance with applicable discipline policies and the Code of Student Conduct.[32][33][34][35]
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.[6][36]

Safe Schools Incident Reporting –

For Safe Schools 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; or conduct that constitutes an offense listed under the Safe Schools Act.[20][37][38][39]

When a reported threat also meets the definition of an incident under the Safe Schools Act, 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 local police department 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 local law enforcement and Board policies.[20][32][37][38][40][41][42]

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 local police department 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.[20][38][43]

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.[9][11][44][45][46][47]

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.^{[4][7][9][11][26][27]}

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.^{[48][49]}
2. Prior school disciplinary records.^{[9][11][50]}
3. Records related to adjudication under applicable law and regulations.^{[50][51][52][53][54][55]}
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.^{[4][7][9][10][11][19][44][46][50][56]}

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.^{[10][57][58][59][60]}

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.[\[1\]](#)[\[5\]](#)[\[HJJ6\]](#)

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.[\[1\]](#)[\[5\]](#)[\[61\]](#)

PSBA Revised 8/22 © 2022 PSBA

Legal References

1. 24 P.S. 1302-E
2. 24 P.S. 1301-E
3. Pol. 832
4. Pol. 236
5. Pol. 805.2
6. Pol. 805
7. Pol. 819
8. Pol. 103
9. Pol. 113.4
10. Pol. 207
11. Pol. 216
12. Pol. 146.1
13. 24 P.S. 1205.2
14. 24 P.S. 1205.5
15. 24 P.S. 1310-B
16. Pol. 333
17. Pol. 104
18. Pol. 105.1
19. Pol. 249
20. Pol. 805.1
21. 23 Pa. C.S.A. 6311

22. Pol. 806
23. Pol. 247
24. Pol. 252
25. Pol. 226
26. Pol. 103.1
27. Pol. 113
28. Pol. 113.1
29. Pol. 113.2
30. Pol. 113.3
31. Pol. 146
32. Pol. 218
33. Pol. 218.1
34. Pol. 218.2
35. Pol. 233
36. Pol. 709
37. 24 P.S. 1303-A
38. 22 PA Code 10.2
39. 35 P.S. 780-102
40. 24 P.S. 1302.1-A
41. 22 PA Code 10.21
42. 22 PA Code 10.22
43. 22 PA Code 10.25
44. 20 U.S.C. 1232g
45. 20 U.S.C. 1415
46. 34 CFR Part 99
47. 34 CFR Part 300
48. 24 P.S. 1409
49. Pol. 209
50. Pol. 216.1
51. 24 P.S. 1304-A
52. 24 P.S. 1305-A
53. 24 P.S. 1307-A
54. 42 Pa. C.S.A. 6341
55. Pol. 218.3
56. 24 P.S. 1304-D
57. 22 PA Code 12.12
58. 42 Pa. C.S.A. 5945
59. 42 Pa. C.S.A. 8337
60. 42 CFR Part 2
61. 24 P.S. 1309-B
20 U.S.C. 1400 et seq
35 P.S. 7601 et seq

Pol. 203.1

PA Commission on Crime and Delinquency, School Safety and Security Committee Model K-12 Threat Assessment Procedures and Guidelines

© ~~PSBA 2021~~

Saucon Valley School District

Policy

Title – 249 Bullying/Cyberbullying

Section – Pupils

Adopted – October 10, 2006

Revised – January 12, 2021

Content

PURPOSE

The Board is committed to provide a safe, positive learning climate 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 that is severe, persistent, or pervasive and has the effect of doing any of the following: [\[1\]](#)

1. Substantially ~~interference~~ interfering with a student's education
2. ~~Creation~~ Creating of a threatening environment in the school, ~~or,~~
3. Substantially ~~disruption~~ disrupting of the orderly operation of the school

~~Bullying may occur in the school setting or out of the school setting.~~

Bullying, as defined in this policy, includes cyberbullying. [Bullying that does not occur in a school setting but otherwise fits the definition above may fall under this policy if](#)

[the effect of the bullying has an impact on the students in the school setting.\[24 P.S. 13-1303.1-A\]](#)

Bullying may occur in the school setting or out of the school setting.

Cyberbullying means willful harm inflicted through the use of computers, cell phones, and other electronic devices, including, but not limited to, the use of generative artificial intelligence.

School setting means

1. In the school;
2. On school grounds;
3. In school vehicles;
4. At a designated bus stop;
5. At any activity sponsored, supervised, or sanctioned by the school^[1]
6. On the internet, including, but not limited to, messaging, texting, emailing, posting on social media, when the district's hardware or network ~~are used to access the internet for such activity, or when the posting is done on a school-sponsored~~ is used to access the internet for such activity, or when the posting is done on a school-sponsored website or social media account.

Out of the school setting means at any place not identified in "school setting" above. Examples include, but are not limited to, ~~at~~ private residences, commercial establishments, or non-school public places, or on the internet or electronically when the district's hardware, network, or school-sponsored websites or social media accounts are not used.

Examples of Bbullying situations may include, but are not limited to, physical intimidation or assault; extortion; oral or written threats; teasing; putdowns; name-calling; threatening looks, gestures, or actions; cruel rumors; false accusations; social isolation; or a situation that creates an imbalance of power in a relationship.

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 report such incidents to the building principal or designee promptly.

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 violating this policy.

The Board directs that complaints of bullying shall be investigated promptly, and corrective or preventative action shall be taken when allegations are verified.

The Board directs that any complaint of bullying brought pursuant to this policy shall also be reviewed for conduct that 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, per the applicable law and Board policy.[2][3]

Confidentiality

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

Retaliation

The Board prohibits ~~No~~ reprisals or retaliation related to good faith reporting of bullying or participation in an investigation shall occur as a result of good faith charges of bullying or participation in an investigation into allegations of bullying.

Title IX Sexual Harassment and Other Discrimination

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 shall be handled as a joint, concurrent investigation into all allegations and coordinated with the full participation of the Compliance Officer/Title IX Coordinator. If, ~~in the course of a bullying investigation, potential issues of discrimination are identified, the Compliance Officer/Title IX Coordinator shall be promptly notified, and the investigation shall be conducted jointly and concurrently to address the issues of~~

~~alleged discrimination as well as potential issues of discrimination are identified during a bullying investigation, the Compliance Officer/Title IX Coordinator shall be promptly notified, and the investigation shall be conducted jointly and concurrently to address the issues of alleged discrimination and~~ the incidents of alleged bullying. ~~[4][5]~~

DELEGATION OF RESPONSIBILITY

The Superintendent or designee shall:

1. ~~D~~develop administrative regulations to implement this policy.~~;~~
2. ~~E~~nsure that this policy and administrative regulations are reviewed annually with students;~~[1] and~~
3. ~~I~~n cooperation with other appropriate administrators, ~~shall~~ review this policy every three (3) years and recommend necessary revisions to the Board.~~[1]~~
- 2.
- 3.4. ~~S~~submit a copy of this policy, ~~reports of bullying incidents, and information on the development and implementation of any bullying prevention, intervention, or education programs~~ with the district's annual Safe Schools Report.~~;~~~~[1]~~

Sec. 1303.1-A

Each staff member shall be responsible ~~to maintain~~for maintaining an educational environment free from bullying. Staff members who observe or become aware of an act of bullying shall take immediate, appropriate steps to intervene ~~--~~unless intervention ~~would be a threat to~~threatens staff members' safety. If a staff member believes that ~~his/her~~ their intervention has not resolved the matter, or if the bullying persists, ~~s/he~~ the staff shall report the bullying to the school principal for further investigation. This investigation may include interviews with students, parents/guardians, and school staff; review of school records; and any other appropriate means of investigation.

Each student shall be responsible ~~to respect the rights of his/her fellow students, to ensure the rights of his/her fellow students, and to ensure~~for respecting the rights of his/her fellow students, ensuring their rights, and ensuring an atmosphere free from all forms of bullying.

The Board expects students and parents/guardians who become aware of an act of bullying to report it to a school official for further investigation. Any student who retaliates against another person for reporting bullying or participating in an investigation into allegations of bullying may be subject to appropriate disciplinary consequences.

GUIDELINES

The Code of Student Conduct, which shall contain this policy, shall be disseminated annually to students.[1][6][7]

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

Students shall be informed that they may choose to report bullying complaints to school principals, teachers, counselors, nurses, administrators, and other instructional and non-instructional staff. A district staff member who receives a complaint of bullying shall notify the building principal within 48 hours.

If the school principal is the subject of a complaint, the student or staff member receiving the complaint shall report the complaint directly to the ~~Assistant Superintendent or the Superintendent~~ or designee.

When a student believes that ~~s/he is~~ they are being bullied, intimidated, or in physical danger, the student should immediately inform the bully that ~~his/her~~ their behavior is unwelcome, offensive, or inappropriate, to the extent possible. The student shall also follow the established complaint procedure.

Complaint Procedure

1. A student shall report a complaint of bullying to the school principal or a school district employee, who shall inform the student of ~~his/her~~ their rights and of the complaint process.

2. The school principal or designee shall immediately conduct an impartial, thorough investigation of the alleged bullying behavior, which should include interviewing the individual accused of bullying and the potential victim.

The school principal or designee shall review complaints of bullying for conduct ~~which that~~ may not be proven to be bullying under this policy but merits review and possible action under other Board policies. Since harassment and bullying are closely related ~~types of behavior~~ behaviors, if it is determined that, as per Board Policy 103 or 103.2, the student is being harassed rather than bullied, the investigation and other applicable procedures should proceed within the framework of Board Policy 103 or 103.2, as appropriate.

3. The school principal or designee shall summarize the investigation ~~as per school procedures, recommending according to school procedures and recommend the~~ disposition of the complaint.
4. If the investigation results in a substantiated charge of bullying, the school district shall take prompt corrective action and impose disciplinary action according to the Code of Conduct and applicable Board policies to ensure the bullying ceases and will not recur. ~~[1][6][11]~~ Such action may include guidance counseling; ~~counseling/therapy outside of school;~~ change of seating, change of class or schedule; other method for separation of the bully and victim; parental conference; detention; suspension; expulsion; involuntary transfer to another school, class, or bus operated by the school district; ~~loss of school privileges; exclusion from school-sponsored activities; referral to law enforcement~~ or ~~[HJJ1]~~ other appropriate forms of disciplinary consequence.

Depending on the severity of the incident, the school principal may also take appropriate steps to ensure student safety. These may include implementing a safety plan; separating and supervising the students involved; providing staff support for students as necessary; reporting incidents to law enforcement if appropriate; and developing a supervision plan with the parents/guardians.

If it is concluded that a student has made false accusations, such student shall be subject to disciplinary action, consistent with the school Code of Conduct.

Appeal Procedure

If the complainant or accused is not satisfied with the school principal's decision, ~~s/he~~ they may file a written appeal to the ~~Assistant Superintendent~~ Superintendent or designee.

Education

The district may develop and implement bullying prevention and intervention programs. Such programs shall provide district staff and students with appropriate training for effectively responding to, intervening in and reporting ~~incidents of bullying~~ bullying incidents. ~~[1][8][9][10]~~

References:

1. -24 P.S. 1303.1-A
2. 24P.S. 1302-E
3. Pol. 236.1
4. Pol. 103
5. Pol 103.1
6. Pol. 218
7. 22 PA Code 12.3
8. 820 U.S.C 7118
9. 24 P.S. 1302-A
10. Pol. 236
11. Pol. 233
- Pol. 113.1

**DISCRIMINATION/SEXUAL HARASSMENT/BULLYING/
HAZING/DATING VIOLENCE/RETALIATION
REPORT FORM**

The Board declares it to be the policy of this district to provide a safe, positive learning and working environment that is free from bullying, hazing, dating violence, sexual harassment and other discrimination, and retaliation. If you have experienced, or if you have knowledge of, any such actions, we encourage you to complete this form. The Title IX Coordinator will be happy to support you by answering any questions about the report form, reviewing the report form for completion and assisting as necessary with completion of the report. The Title IX Coordinator's contact information is:

Position: _____

Address: _____

Email: _____

Phone Number: _____

Retaliation Prohibited

The district, its employees and others are prohibited from intimidating, threatening, coercing, or discriminating against you for filing this report. Please contact the Title IX Coordinator immediately if you believe retaliation has occurred.

Confidentiality

Confidentiality of all parties, witnesses, the allegations and the filing of a report shall be handled in accordance with applicable law, regulations, Board policy, procedures, and the district's legal and investigative obligations. The school will take all reasonable steps to investigate and respond to the report, consistent with a request for confidentiality as long as doing so does not preclude the school from responding effectively to the report. If you have any questions regarding how the information contained in this report may be used, please discuss them with the Title IX Coordinator prior to filing the report. Once this report is filed, the district has an obligation to investigate the information provided.

Note: For purposes of Title IX sexual harassment, this Report Form serves initially as an informal report, not a formal complaint of Sexual Harassment under Title IX.

I. Information About the Person Making This Report:

Name: _____

Address: _____

Phone Number: _____

School Building: _____

I am a:

Student Parent/Guardian Employee Volunteer Visitor

Other _____ (please explain relationship to the district)

If you are not the victim of the reported conduct, please identify the alleged victim:

Name: _____

The alleged victim is: Your Child Another Student A District Employee

Other: _____ (please explain relationship to the alleged victim)

II. Information About the Person(s) You Believe is/are Responsible for the Bullying, Hazing, Harassing or Other Discrimination You are Reporting

What is/are the name(s) of the individual(s) you believe is/are responsible for the conduct you are reporting?

Name(s):

The reported individual(s) is/are:

Student(s) Employee(s)

Other _____ (please explain relationship to the district)

III. Description of the Conduct You are Reporting

In your own words, please do your best to describe the conduct you are reporting as clearly as possible. Please attach additional pages if necessary:

When did the reported conduct occur? (Please provide the specific date(s) and time(s) if possible):

Where did the reported conduct take place?

Please provide the name(s) of any person(s) who was/were present, even if for only part of the time.

Please provide the name(s) of any other person(s) that may have knowledge or related information surrounding the reported conduct.

Have you reported this conduct to any other individual prior to giving this report?

Yes No

If yes, who did you tell about it?

If you are the victim of the reported conduct, how has this affected you?

I affirm that the information reported above is true to the best of my knowledge, information and belief.

Signature of Person Making the Report

Date

Received By

Date

FOR OFFICIAL USE ONLY

This section is to be completed by the Title IX Coordinator based on reviewing the report with the complainant or other individual making the report.

The purpose of this form is to assist the Title IX Coordinator in gathering information necessary to properly assess the circumstances surrounding the reported conduct to determine if the allegations fall under the definition of Title IX sexual harassment or if the matter merits review and action under the Code of Student Conduct and/or other Board policies. The Title IX Coordinator shall gather as much information as possible in cases of incomplete or anonymous reports (including those that may be received through the Safe2Say Something program) to assess the report.

Upon receipt of the report, 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 as described in Policy 103 and Attachment 3. The Title IX Coordinator shall consider the complainant's wishes with respect to supportive measures.

I. Reporter Information:

Name: _____

Address: _____

Phone Number: _____

School Building: _____

Reporter is a:

Student Parent/Guardian Employee Volunteer Visitor

Other _____ (please explain relationship to the district)

If the reporter is not the victim of the reported conduct, please identify the alleged victim:

Name: _____

The alleged victim is: Reporter's Child Another Student Another Employee

Other: _____ (please explain relationship to the alleged victim)

II. Respondent Information

Please state the name(s) of the individual(s) believed to have conducted the reported violation:

Name(s):

The reported respondent(s) is/are:

- Student(s) Employee(s)
- Other _____ (please explain relationship to the district)

III. Level of Report:

- Informal Formal (see additional information below on Title IX formal complaints)

IV. Type of Report:

- Title IX Sexual Harassment Discrimination Retaliation Bullying
- Hazing Dating Violence Other _____

Nature of the Report (check all that apply):

- | | |
|--|---|
| <input type="checkbox"/> Race | <input type="checkbox"/> Age |
| <input type="checkbox"/> Color | <input type="checkbox"/> Creed |
| <input type="checkbox"/> Religion | <input type="checkbox"/> Sex |
| <input type="checkbox"/> Sexual Orientation | <input type="checkbox"/> Sexual Harassment (Title IX) |
| <input type="checkbox"/> National Origin | <input type="checkbox"/> Ancestry |
| <input type="checkbox"/> Marital Status | <input type="checkbox"/> Pregnancy |
| <input type="checkbox"/> Handicap/Disability | <input type="checkbox"/> Bullying |
| <input type="checkbox"/> Hazing | <input type="checkbox"/> Dating Violence |

V. Reported Conduct

Describe the reported conduct below, including specific actions, dates, times, locations and any other details necessary to properly assess the reported incident(s).

How often did the conduct occur?

Is it being repeated? Yes No

Do the circumstances involve a student identified as a student with a disability under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act?

No.

Yes, please identify the student with a disability and contact the Director of Special Education.

Date Director of Special Education was contacted: _____

How has the conduct affected the alleged victim's ability to fully participate in the school's academic, programs, activities or school employment?

What is the alleged victim's relationship with the alleged respondent?

Insert names, descriptions, and/or contact information of individuals believed to have observed the conduct or who otherwise may have knowledge of the conduct and/or related circumstances.

Additional observations or evidence including pictures, texts, emails, video or other information submitted to the Title IX Coordinator.

VI. Safety Concerns

Are there safety concerns that may require Emergency Removal of or Administrative Leave for a respondent? (This requires an individualized safety and risk analysis as to whether there is an immediate threat to the physical health or safety of a student or other individual.)

No.

Yes, please describe:

VII. Other Reports

Has the conduct been reported to the police or any other agency?

No

Yes Date reported: _____ Agency: _____

VIII. Identification of Policies Implicated by Reported Conduct

Check all that apply:

- Policy 103. Discrimination/Title IX Sexual Harassment Affecting Students
- Policy 104. Discrimination/Title IX Sexual Harassment Affecting Staff
- Policy 247. Hazing
- Policy 249. Bullying
- Policy 252. Dating Violence
- Other _____

To meet the definition of Title IX sexual harassment, the conduct must have taken place during a district education program or activity involving a person in the United States. An **education program or activity** includes the locations, events or circumstances over which the district exercises substantial control over both the respondent and the context in which the sexual harassment occurs. Title IX applies to all of a district's education programs or activities, whether such programs or activities occur on-campus or off-campus.

Did the incident occur during a during a school program or activity involving a person in the United States?

Yes

No

To meet the definition of Title IX sexual harassment, the conduct needs to satisfy one or more of the following (please check all that apply):

- A district employee conditioning the provision of an aid, benefit, or district service on an individual's participation in unwelcome sexual conduct, commonly referred to as quid pro quo sexual harassment.
- 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 district education program or activity.
- Sexual assault, dating violence, domestic violence or stalking.

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:

- Length of relationship.
- Type of relationship.
- Frequency of interaction between the persons involved in the relationship.

Domestic violence includes felony or misdemeanor crimes of violence 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.

Sexual assault means a sexual offense under a 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.

Stalking 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:

1. Fear for their safety or the safety of others.
2. Suffer substantial emotional distress.

IX. Recommended Course of Action

After consultation with the complainant and consideration of the reported information, the Title IX Coordinator directs the report to proceed under the provisions of (check all that apply):

No further action at this time. Reason:

Policy 247. Hazing

Policy 249. Bullying

Policy 252. Dating Violence

Other _____

Policy 103 Discrimination/Title IX Sexual Harassment Affecting Students: Attachment 2
Discrimination Complaint Procedures

- Policy 104 Discrimination/Title IX Sexual Harassment Affecting Staff: Attachment 2
Discrimination Complaint Procedures
- Policy 103. Discrimination/Title IX Sexual Harassment Affecting Students: Attachment 3 Title IX Sexual Harassment Procedures and Grievance Process for Formal Complaints
- Policy 104. Discrimination/Title IX Sexual Harassment Affecting Staff: Attachment 3 Title IX Sexual Harassment Procedures and Grievance Process for Formal Complaints

X. Title IX Information to Complainant

What supportive measures were discussed with the complainant, and what were the complainant's wishes with respect to supportive measures?

Upon designating a course of action under Title IX sexual harassment, the Title IX Coordinator will promptly:

1. Explain to the complainant the process for filing a formal complaint.
2. Inform the complainant of the continued availability of supportive measures with or without the filing of a formal complaint.
3. The Title IX Coordinator shall contact a student complainant's parents/guardians and provide them with information regarding the report and Title IX sexual harassment procedures and grievance process for formal complaints.

If the complainant/reporter, school staff or others with professional knowledge relating to the complainant's health and well-being indicate that notifying the parents/guardians could cause serious harm to the health or well-being of the complainant or other person(s), the Title IX Coordinator will determine, in consultation with such individuals and upon advice of legal counsel, whether to withhold or delay notification of the report from the complainant's parents/guardians.

4. Determine what supportive measures may be offered to the respondent.
5. Determine whether the complainant wishes this report to be treated as a formal complaint.

XI. Title IX Coordinator Signature

I recommend the above course of action based on my consultation with the complainant and the information available at this time.

Title IX Coordinator: _____

Date: _____

XII. Title IX Formal Complaint Action

The Title IX Coordinator shall have the complainant check the appropriate box and sign and date below to indicate whether or not the complainant wishes to have this form serve as a formal complaint pursuant to Title IX.

I would like my report to be treated as a formal complaint pursuant to Title IX.

Yes No

Complainant’s Signature: _____

Date: _____

If the complainant does not wish this report to be treated as a formal complaint pursuant to Title IX, the Title IX Coordinator must assess whether actions limited to supportive measures are a sufficient response to alleged behavior, or whether a formal complaint process is necessary to investigate and address the situation adequately. For example, if disciplinary action would be warranted if allegations are true, if the respondent is an employee, or if further investigation is needed to assess the extent of the behavior and impact on others, it may be clearly unreasonable not to initiate the formal complaint process. The Title IX Coordinator may consult with the school solicitor and other district officials in making this decision.

As Title IX Coordinator, I have determined that, notwithstanding the complainant’s preference, it is necessary to proceed with the Grievance Process for Formal Complaints for the following reasons:

Therefore, I am signing this form for the purpose of serving as the formal complaint initiating that process:

Title IX Coordinator’s Signature: _____

Date: _____

Section 200 Pupils

Title Dating Violence

Code 252 Vol VII 2020

Status Active

Purpose

The purpose of this policy is to maintain a safe, positive learning environment for all students that is free from dating violence. Dating violence is inconsistent with the educational goals of the district and is prohibited at all times.

Definitions

Dating partner shall mean a person, regardless of gender, involved in an intimate relationship with another person, primarily characterized by the expectation of affectionate involvement, whether casual, serious or long-term.[1]

Dating violence shall mean behavior where one person uses threats of, or actually uses, physical, sexual, verbal or emotional abuse to control the person's dating partner.[1]

Authority

The Board encourages students who have been subjected to dating violence to promptly report such incidents.

The district shall investigate promptly all complaints of dating violence and shall administer appropriate discipline to any student who violates this policy.[2]

Title IX Sexual Harassment and Other Discrimination

Every report of alleged dating violence that can be interpreted at the outset to fall within the provisions of policies addressing potential violations of laws against discrimination 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 dating violence investigation, potential issues of discrimination 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 as well as the incidents of alleged dating violence.[3][4]

Discipline of Student Convicted or Adjudicated of Sexual Assault

Upon notification of a conviction or adjudication of a student in this district for sexual assault against another student enrolled in this district, the district shall comply with the disciplinary requirements established by state law and Board policy.[5][6]

Guidelines

Complaint Procedure

When a student believes that they have been subject to dating violence, the student is encouraged to promptly report the incident, orally or in writing, to the

-
{ } building principal.

-
{ } guidance counselor or.

-
{ } classroom teacher.

The building principal shall conduct a timely, impartial, and comprehensive investigation of the alleged dating violence.

The building principal shall prepare a written report summarizing the investigation and recommending disposition of the complaint. The complainant and the accused shall be informed of the outcome of the investigation.[1]

If the investigation results in a substantiated finding of dating violence, the building principal shall recommend appropriate disciplinary action, as circumstances warrant, in accordance with the Code of Student Conduct.[1][2]

The district shall document the corrective action taken and, where not prohibited by law, inform the complainant.

This policy on dating violence shall be:[1]

1. Published in the Code of Student Conduct.
2. Published in the Student Handbook.
3. Made available on the district's website, if available.
4. Provided to parents/guardians.

Dating Violence Training

The district may provide dating violence training to guidance counselors, nurses, and mental health staff at the high school as deemed necessary. At the discretion of the Superintendent or designee, parents/guardians and other staff may also receive training on dating violence.[1]

Dating Violence Education

The district may incorporate age-appropriate dating violence education into the annual health curriculum framework for students in grades nine through twelve. The district shall consult with at least one (1) local domestic violence program or rape crisis program when developing the educational program.[\[1\]\[7\]](#)

A parent/guardian of a student under the age of eighteen (18) shall be permitted to examine the instructional materials for the dating violence education program.[\[1\]\[8\]](#)

At the request of the parent/guardian, the student may be excused from all or part of the dating violence education program.[\[1\]\[9\]](#)

Legal References

1. 24 P.S. 1553

2. Pol. 218

3. Pol. 103

4. Pol. 103.1

5. Pol. 218.3

6. 24 P.S. 1318.1

7. 71 P.S. 611.13

8. Pol. 105.1

9. Pol. 105.2

22 PA Code 12.12

20 U.S.C. 1232g

**DISCRIMINATION/SEXUAL HARASSMENT/BULLYING/
HAZING/DATING VIOLENCE/RETALIATION
REPORT FORM**

The Board declares it to be the policy of this district to provide a safe, positive learning and working environment that is free from bullying, hazing, dating violence, sexual harassment and other discrimination, and retaliation. If you have experienced, or if you have knowledge of, any such actions, we encourage you to complete this form. The Title IX Coordinator will be happy to support you by answering any questions about the report form, reviewing the report form for completion and assisting as necessary with completion of the report. The Title IX Coordinator's contact information is:

Position: _____

Address: _____

Email: _____

Phone Number: _____

Retaliation Prohibited

The district, its employees and others are prohibited from intimidating, threatening, coercing, or discriminating against you for filing this report. Please contact the Title IX Coordinator immediately if you believe retaliation has occurred.

Confidentiality

Confidentiality of all parties, witnesses, the allegations and the filing of a report shall be handled in accordance with applicable law, regulations, Board policy, procedures, and the district's legal and investigative obligations. The school will take all reasonable steps to investigate and respond to the report, consistent with a request for confidentiality as long as doing so does not preclude the school from responding effectively to the report. If you have any questions regarding how the information contained in this report may be used, please discuss them with the Title IX Coordinator prior to filing the report. Once this report is filed, the district has an obligation to investigate the information provided.

Note: For purposes of Title IX sexual harassment, this Report Form serves initially as an informal report, not a formal complaint of Sexual Harassment under Title IX.

I. Information About the Person Making This Report:

Name: _____

Address: _____

Phone Number: _____

School Building: _____

I am a:

Student Parent/Guardian Employee Volunteer Visitor

Other _____ (please explain relationship to the district)

If you are not the victim of the reported conduct, please identify the alleged victim:

Name: _____

The alleged victim is: Your Child Another Student A District Employee

Other: _____ (please explain relationship to the alleged victim)

II. Information About the Person(s) You Believe is/are Responsible for the Bullying, Hazing, Harassing or Other Discrimination You are Reporting

What is/are the name(s) of the individual(s) you believe is/are responsible for the conduct you are reporting?

Name(s):

The reported individual(s) is/are:

Student(s) Employee(s)

Other _____ (please explain relationship to the district)

III. Description of the Conduct You are Reporting

In your own words, please do your best to describe the conduct you are reporting as clearly as possible. Please attach additional pages if necessary:

When did the reported conduct occur? (Please provide the specific date(s) and time(s) if possible):

Where did the reported conduct take place?

Please provide the name(s) of any person(s) who was/were present, even if for only part of the time.

Please provide the name(s) of any other person(s) that may have knowledge or related information surrounding the reported conduct.

Have you reported this conduct to any other individual prior to giving this report?

Yes No

If yes, who did you tell about it?

If you are the victim of the reported conduct, how has this affected you?

I affirm that the information reported above is true to the best of my knowledge, information and belief.

Signature of Person Making the Report

Date

Received By

Date

FOR OFFICIAL USE ONLY

This section is to be completed by the Title IX Coordinator based on reviewing the report with the complainant or other individual making the report.

The purpose of this form is to assist the Title IX Coordinator in gathering information necessary to properly assess the circumstances surrounding the reported conduct to determine if the allegations fall under the definition of Title IX sexual harassment or if the matter merits review and action under the Code of Student Conduct and/or other Board policies. The Title IX Coordinator shall gather as much information as possible in cases of incomplete or anonymous reports (including those that may be received through the Safe2Say Something program) to assess the report.

Upon receipt of the report, 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 as described in Policy 103 and Attachment 3. The Title IX Coordinator shall consider the complainant's wishes with respect to supportive measures.

I. Reporter Information:

Name: _____

Address: _____

Phone Number: _____

School Building: _____

Reporter is a:

Student Parent/Guardian Employee Volunteer Visitor

Other _____ (please explain relationship to the district)

If the reporter is not the victim of the reported conduct, please identify the alleged victim:

Name: _____

The alleged victim is: Reporter's Child Another Student Another Employee

Other: _____ (please explain relationship to the alleged victim)

II. Respondent Information

Please state the name(s) of the individual(s) believed to have conducted the reported violation:

Name(s):

The reported respondent(s) is/are:

- Student(s) Employee(s)
- Other _____ (please explain relationship to the district)

III. Level of Report:

- Informal Formal (see additional information below on Title IX formal complaints)

IV. Type of Report:

- Title IX Sexual Harassment Discrimination Retaliation Bullying
- Hazing Dating Violence Other _____

Nature of the Report (check all that apply):

- | | |
|--|---|
| <input type="checkbox"/> Race | <input type="checkbox"/> Age |
| <input type="checkbox"/> Color | <input type="checkbox"/> Creed |
| <input type="checkbox"/> Religion | <input type="checkbox"/> Sex |
| <input type="checkbox"/> Sexual Orientation | <input type="checkbox"/> Sexual Harassment (Title IX) |
| <input type="checkbox"/> National Origin | <input type="checkbox"/> Ancestry |
| <input type="checkbox"/> Marital Status | <input type="checkbox"/> Pregnancy |
| <input type="checkbox"/> Handicap/Disability | <input type="checkbox"/> Bullying |
| <input type="checkbox"/> Hazing | <input type="checkbox"/> Dating Violence |

V. Reported Conduct

Describe the reported conduct below, including specific actions, dates, times, locations and any other details necessary to properly assess the reported incident(s).

How often did the conduct occur?

Is it being repeated? Yes No

Do the circumstances involve a student identified as a student with a disability under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act?

No.

Yes, please identify the student with a disability and contact the Director of Special Education.

Date Director of Special Education was contacted: _____

How has the conduct affected the alleged victim's ability to fully participate in the school's academic, programs, activities or school employment?

What is the alleged victim's relationship with the alleged respondent?

Insert names, descriptions, and/or contact information of individuals believed to have observed the conduct or who otherwise may have knowledge of the conduct and/or related circumstances.

Additional observations or evidence including pictures, texts, emails, video or other information submitted to the Title IX Coordinator.

VI. Safety Concerns

Are there safety concerns that may require Emergency Removal of or Administrative Leave for a respondent? (This requires an individualized safety and risk analysis as to whether there is an immediate threat to the physical health or safety of a student or other individual.)

No.

Yes, please describe:

VII. Other Reports

Has the conduct been reported to the police or any other agency?

No

Yes Date reported: _____ Agency: _____

VIII. Identification of Policies Implicated by Reported Conduct

Check all that apply:

- Policy 103. Discrimination/Title IX Sexual Harassment Affecting Students
- Policy 104. Discrimination/Title IX Sexual Harassment Affecting Staff
- Policy 247. Hazing
- Policy 249. Bullying
- Policy 252. Dating Violence
- Other _____

To meet the definition of Title IX sexual harassment, the conduct must have taken place during a district education program or activity involving a person in the United States. An **education program or activity** includes the locations, events or circumstances over which the district exercises substantial control over both the respondent and the context in which the sexual harassment occurs. Title IX applies to all of a district's education programs or activities, whether such programs or activities occur on-campus or off-campus.

Did the incident occur during a during a school program or activity involving a person in the United States?

Yes

No

To meet the definition of Title IX sexual harassment, the conduct needs to satisfy one or more of the following (please check all that apply):

- A district employee conditioning the provision of an aid, benefit, or district service on an individual's participation in unwelcome sexual conduct, commonly referred to as quid pro quo sexual harassment.
- 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 district education program or activity.
- Sexual assault, dating violence, domestic violence or stalking.

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:

- Length of relationship.
- Type of relationship.
- Frequency of interaction between the persons involved in the relationship.

Domestic violence includes felony or misdemeanor crimes of violence 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.

Sexual assault means a sexual offense under a 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.

Stalking 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:

1. Fear for their safety or the safety of others.
2. Suffer substantial emotional distress.

IX. Recommended Course of Action

After consultation with the complainant and consideration of the reported information, the Title IX Coordinator directs the report to proceed under the provisions of (check all that apply):

No further action at this time. Reason:

Policy 247. Hazing

Policy 249. Bullying

Policy 252. Dating Violence

Other _____

Policy 103 Discrimination/Title IX Sexual Harassment Affecting Students: Attachment 2
Discrimination Complaint Procedures

- Policy 104 Discrimination/Title IX Sexual Harassment Affecting Staff: Attachment 2
Discrimination Complaint Procedures
- Policy 103. Discrimination/Title IX Sexual Harassment Affecting Students: Attachment 3 Title IX Sexual Harassment Procedures and Grievance Process for Formal Complaints
- Policy 104. Discrimination/Title IX Sexual Harassment Affecting Staff: Attachment 3 Title IX Sexual Harassment Procedures and Grievance Process for Formal Complaints

X. Title IX Information to Complainant

What supportive measures were discussed with the complainant, and what were the complainant's wishes with respect to supportive measures?

Upon designating a course of action under Title IX sexual harassment, the Title IX Coordinator will promptly:

1. Explain to the complainant the process for filing a formal complaint.
2. Inform the complainant of the continued availability of supportive measures with or without the filing of a formal complaint.
3. The Title IX Coordinator shall contact a student complainant's parents/guardians and provide them with information regarding the report and Title IX sexual harassment procedures and grievance process for formal complaints.

If the complainant/reporter, school staff or others with professional knowledge relating to the complainant's health and well-being indicate that notifying the parents/guardians could cause serious harm to the health or well-being of the complainant or other person(s), the Title IX Coordinator will determine, in consultation with such individuals and upon advice of legal counsel, whether to withhold or delay notification of the report from the complainant's parents/guardians.

4. Determine what supportive measures may be offered to the respondent.
5. Determine whether the complainant wishes this report to be treated as a formal complaint.

XI. Title IX Coordinator Signature

I recommend the above course of action based on my consultation with the complainant and the information available at this time.

Title IX Coordinator: _____

Date: _____

XII. Title IX Formal Complaint Action

The Title IX Coordinator shall have the complainant check the appropriate box and sign and date below to indicate whether or not the complainant wishes to have this form serve as a formal complaint pursuant to Title IX.

I would like my report to be treated as a formal complaint pursuant to Title IX.

Yes No

Complainant’s Signature: _____

Date: _____

If the complainant does not wish this report to be treated as a formal complaint pursuant to Title IX, the Title IX Coordinator must assess whether actions limited to supportive measures are a sufficient response to alleged behavior, or whether a formal complaint process is necessary to investigate and address the situation adequately. For example, if disciplinary action would be warranted if allegations are true, if the respondent is an employee, or if further investigation is needed to assess the extent of the behavior and impact on others, it may be clearly unreasonable not to initiate the formal complaint process. The Title IX Coordinator may consult with the school solicitor and other district officials in making this decision.

As Title IX Coordinator, I have determined that, notwithstanding the complainant’s preference, it is necessary to proceed with the Grievance Process for Formal Complaints for the following reasons:

Therefore, I am signing this form for the purpose of serving as the formal complaint initiating that process:

Title IX Coordinator’s Signature: _____

Date: _____