

BOARD REPORT
N AREA SCHOOL DISTRICT LIBRARIES
September 2025 – December 2025

Circulation: High School

	<i>August/September</i>	<i>October</i>	<i>November</i>	<i>YEAR TOTAL</i>
Fiction	358	125	47	530
Non-Fiction	130	47	66	243
Graphic Novels	91	19	29	139
Total	579	191	142	912

Inter-Library Loans 0 received; 6 sent

Circulation: Elementary School

	<i>August/September</i>	<i>October</i>	<i>November</i>	<i>YEAR TOTAL</i>
Fiction	756	507	235	1,498
Graphic Novels	1,037	402	293	1,732
Non-Fiction	671	417	270	1,358
Everybody/Easy	1,506	904	593	3,003
Total	3,970	2,230	1,391	7,591

Inter-Library Loans 6 received; 0 sent

Accessions

- **145** new books processed in the high school this school year.
<https://docs.google.com/spreadsheets/d/1tXHP2u5EpatTlxtAQfzCjGOJOnN9qHBc/edit?gid=2112538901#gid=2112538901>
- **172** new books processed in the elementary school this school year.
<https://docs.google.com/spreadsheets/d/1xS6ibx6HzjPfRZBD5oiB2Wex6rFRmQU0/edit?gid=2025976047#gid=2025976047> HSNewTitles080125.xlsx

Special Projects

- Continuing to update call numbers and online catalog records section by section. Currently, working to update records for the “Everybody Chapter” books and designating all books in the section with the “EC” prefix for call number.

Comments

- N/A

Professional Development

- N/A

FUND ACCOUNTING PAYMENT SUMMARY

Bank Account: GF - General Fund Payment Date: 2025-11-28
 Check Numbers: 0000065169 - 0000065195
 Payment Categories: Regular Checks, Direct Deposits, Credit Cards
 Sort: Payment Number

Payment #	Paymnt Dt	Vendor Name	Description Of Purchase	Description Of Purchase	Amount
0000065169	11/28/2025	AMAZON CAPITAL SERVICES	SUPPLIES		2,144.19
0000065170	11/28/2025	BLAST IU #17	TECH BILLING	TRAINING - C WEST	1,065.00
0000065171	11/28/2025	BRADFORD-SULLIVAN COUNTY MUSIC EDUC. ASSOC.	COUNTY BAND REG FEE		20.00
0000065172	11/28/2025	BUCKS COUNTY INTERMEDIATE UNIT #22	TUITION - D. A-H		31,216.38
0000065173	11/28/2025	CCIU	TUITION - L.C.		7,971.48
0000065174	11/28/2025	CM REGENT LLC	INSURANCE PREMIUM		747.50
0000065175	11/28/2025	COLLINS SPORTS MEDICINE	SUPPLIES - MISC		763.82
0000065176	11/28/2025	CPE INTERLINK	ADD'L DOOR ACCESS SYSTEM		6,307.50
0000065177	11/28/2025	DAILY REVIEW	ADVERTISING		332.28
0000065178	11/28/2025	DAILY REVIEW	SUBSCRIPTION		250.00
0000065179	11/28/2025	DEMCO	SUPPLIES		547.75
0000065180	11/28/2025	MAGISTERIAL DISTRICT COURT 42-3-01	DED: MISC - Full Payroll Pay Date: 11/28/2025	DED: MISC - Full Payroll Pay Date: 11/14/2025	10.00
0000065181	11/28/2025	EDUCERE LLC.	SUPPLIES		274.50
0000065182	11/28/2025	FOLLETT CONTENT SOLUTIONS LLC	BOOKS		730.74
0000065183	11/28/2025	FRONTIER COMMUNICATIONS OF CTN	PHONE SVC		2,734.36
0000065184	11/28/2025	ERIC HOUSEKNECHT	RE TAX OVER PMT REFUND		736.68
0000065185	11/28/2025	KEYSTONE SCALE INC.	PROF SVC		253.80
0000065186	11/28/2025	NORTHERN TIER CAREER CENTER	2ND PMT		64,736.50
0000065187	11/28/2025	PENELEC	ELECTRICITY		11,457.02
0000065188	11/28/2025	JENNIFER PERSON	RE TAX OVER PMT REFUND		1,050.58
0000065189	11/28/2025	PMEA DISTRICT 8	DISTRICT BAND REG FEE	AUDITION FEE	225.00

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 Payment Categories: Regular Checks, Direct Deposits, Credit Cards
 Sort: Payment Number

Payment #	Paymnt Dt	Vendor Name	Description Of Purchase	Description Of Purchase	Amount
0000065190	11/28/2025	ROCKWELL H & SON	SUPPLIES		222.00
0000065191	11/28/2025	STULLS FLOWERS AND GIFTS	SUPPLIES		32.95
0000065192	11/28/2025	TURNER AND SONS PIANO	PROF SVC		380.00
0000065193	11/28/2025	WESCO RECEIVABLE CORPORATION	SUPPLIES		371.46
0000065194	11/28/2025	WISCO INDUSTRIES, INC.	SUPPLIES		108.75
0000065195	11/28/2025	WORK CENTER SUSQUEHANNA PHYSICIAN SERVICES	PROF SVC		558.40
D000003976	11/28/2025	ERIC AEPPLI	11/24/25 OFFICIAL		85.00 D
D000003977	11/28/2025	AGORA CYBER CHARTER SCHOOL	TUITION		1,318.63 D
D000003978	11/28/2025	BRADCO PRINTERS	WINTER SPORTS SCHEDULES		130.00 D
D000003979	11/28/2025	COPIERFAX BUSINESS TECHNOLOGIES, INC.	COPIERS		273.95 D
D000003980	11/28/2025	FELICIA DIEFENDERFER	REGULAR DAYS TRANS.		1,646.20 D
D000003981	11/28/2025	DOUD TRANSPORTATION LLC	REGULAR DAYS TRANS.	STUDENT ACTIVITY RUNS	30,229.96 D
D000003982	11/28/2025	STEPHEN HALL	11/22/25 OFFICIAL		120.00 D
D000003983	11/28/2025	JENNINGS BUS COMPANY	REGULAR DAYS TRANS.	STUDENT ACTIVITY RUNS	12,878.64 D
D000003984	11/28/2025	DAVID JURNACK	11/22/25 OFFICIAL	11/15/25 OFFICIAL	240.00 D
D000003985	11/28/2025	TIMOTHY MAY	11/24/25 OFFICIAL		75.00 D
D000003986	11/28/2025	MARK MCMURRAY	REGULAR DAYS TRANS.		14,776.70 D
D000003987	11/28/2025	FLOYD METZGER	11/24/25 OFFICIAL		85.00 D
D000003988	11/28/2025	NTSWA	PROF SVC		45.00 D
D000003989	11/28/2025	OMNI & TSACG	DED: 403b ANN1 - Full Payroll Pay Date: 11/28/2025	DED: 403b ROTH - Full Payroll Pay Date: 11/28/2025	5,765.83 D
D000003990	11/28/2025	PENNSYLVANIA PAPER & SUPPLY COMPANY	SUPPLIES		3,701.66 D

* - Non-Negotiable Disbursement + - Procurement Card Non-Negotiable # - Payable within Payment P - Prenote D - Direct Deposit C - Credit Card ^ - Virtual Payment

FUND ACCOUNTING PAYMENT SUMMARY

Bank Account: GF - General Fund Payment Date: 2025-11-28
Check Numbers: 0000065169 - 0000065195
Payment Categories: Regular Checks, Direct Deposits, Credit Cards
Sort: Payment Number

Payment #	Paymnt Dt	Vendor Name	Description Of Purchase	Description Of Purchase	Amount
D000003991	11/28/2025	DUANE POTTER	11/20/25 OFFICIAL	11/15/25 OFFICIAL	300.00 D
D000003992	11/28/2025	REAL DISPOSAL ENVIRONMENTAL SERVICE, LLC	GARBAGE REMOVAL		696.00 D
D000003993	11/28/2025	RIVER ROCK ACADEMY LLC	TUITION		10,878.00 D
D000003994	11/28/2025	KEVIN ROBINSON	11/13/25 OFFICIAL		120.00 D
D000003995	11/28/2025	SCHOONOVER PLMB & HEATING INC	SUPPLIES		69.14 D
D000003996	11/28/2025	ROBERT M SIDES INC.	SUPPLIES		41.50 D
D000003997	11/28/2025	STAPLES	SUPPLIES		219.00 D
D000003998	11/28/2025	JOHN B. SULLIVAN	11/13/25 OFFICIAL	11/24/25 OFFICIAL	195.00 D
D000003999	11/28/2025	DAVID TEWKSBURY	11/24/25 OFFICIAL		85.00 D
D000004000	11/28/2025	UGI ENERGY SERVICES INC.	NATURAL GAS		7,737.14 D
D000004001	11/28/2025	DONALD WAINWRIGHT	11/15/25 OFFICIAL		120.00 D
10 - GENERAL FUND					227,080.99
Grand Total All Funds					227,080.99
Grand Total Credit Cards					0.00
Grand Total Direct Deposits					91,832.35
Grand Total Manual Checks					0.00
Grand Total Other Disbursement Non-negotiables					0.00
Grand Total Procurement Card Other Disbursement Non-negotiables					0.00
Grand Total Regular Checks					135,248.64
Grand Total Virtual Payments					0.00
Grand Total All Payments					227,080.99

FUND ACCOUNTING PAYMENT SUMMARY

Bank Account: 50 - FOOD SERVICE FUND Payment Date: 2025-11-28

Payment Categories: Direct Deposits,
Sort: Payment Number

Payment #	Paymnt Dt	Vendor Name	Description Of Purchase	Description Of Purchase	Amount
D000000100	11/28/2025	GENERAL FUND-CASD	PAYROLL - OCTOBER		44,444.53 ^D
D000000101	11/28/2025	NUTRITION INC.	OCTOBER INVOICE		47,294.90 ^D
D000000102	11/28/2025	ASTI TILLOTSON	REIMB FOR SUPPLIES PURCHASED		89.93 ^D
50 - FOOD SERVICE FUND					91,829.36
Grand Total All Funds					91,829.36
Grand Total Credit Cards					0.00
Grand Total Direct Deposits					91,829.36
Grand Total Manual Checks					0.00
Grand Total Other Disbursement Non-negotiables					0.00
Grand Total Procurement Card Other Disbursement Non-negotiables					0.00
Grand Total Regular Checks					0.00
Grand Total Virtual Payments					0.00
Grand Total All Payments					91,829.36

M E M O
FROM THE DESK OF
Deanna Watkins
CANTON AREA SCHOOL DISTRICT

December 4, 2025

TO: Mark Jannone, Board of Education

RE: Transportation Changes

The following changes were made to transportation contracts since the last board meeting:

Doud Transportation

- Van 25- Effective 11/10/25 – Ralston to Canton \$147.54
- Van 23 – Effective 11/17/25 – Added student to North Academy \$244.57
- Van 23 – Effective 11/21/25 – Added student to North Academy \$247.85

Canton Area School District

Bradford County TCC Voting Delegate Appointment Resolution

Background. Act 32 § 505(b) **requires** the governing bodies of school districts, townships, boroughs, and cities that impose an earned income tax to appoint one voting delegate and one or more alternate delegates to be their Tax Collection Committee (TCC) representatives. The purpose of this resolution is to appoint the required delegates. The appointed individuals have consented to appointment.

RESOLVED, by the governing body of the Canton Area School District, that the following individuals are appointed as TCC delegates for the Canton Area School District:

1. Primary voting delegate (name & address, phone number and email address): Mark Jannone, 509 E. Main St. Canton PA 17724. Phone - 570-673-3191. mjannone@canton.k12.pa.us
2. First alternate voting delegate (name & address, phone number and email address): Amy Martell, 509 E. Main St. Canton PA 17724. Phone - 570-673-3191. amartell@canton.k12.pa.us
3. Second alternate voting delegate (name & address, phone number and email address): Ryan Allen, 509 E. Main St. Canton PA 17724. Phone - 570-673-8398. ryan@carolwelchinsurance.com
4. If the primary voting delegate cannot be present for a TCC meeting, the first alternate voting delegate shall be the representative at the TCC meeting. If both the primary voting delegate and the first alternate voting delegate cannot be present for a TCC meeting, the second alternate voting delegate shall be the representative at the TCC meeting.
5. These appointments are effective immediately and shall continue until successors are appointed. Delegates shall be appointed each year in December or January at the organization meeting or as soon thereafter as possible. All delegates shall serve at the pleasure of this governing body and may be removed at any time.

Certification of adoption. The undersigned certifies that the above Resolution was adopted at a public meeting on 12/4/2025.

Date

President

WW 11/21/25
Bd App 12/04/25

**MINUTES
CANTON AREA SCHOOL DISTRICT
NOVEMBER 13, 2025**

The regular meeting of the Canton Area School District Board of Education was held in the Canton Jr/Sr High School Library on Thursday, November 13, 2025, at 5:00 p.m.

MEETING CALLED TO ORDER

Our President, Mrs. Judy Sourbeer, called the meeting to order, welcomed all in attendance, and reminded the audience to please sign in if they had not done so.

All stood and recited the Pledge to the Flag.

BOARD MEMBERS PRESENT

Mrs. Judy Sourbeer, President; Mr. John Ambruch, Mr. Bill Holland, Mrs. Arica Jennings, Mr. Tom Resavage, and Mr. Denny Sourbeer.

OTHERS PRESENT

Dr. Amy Martell, Superintendent; Mr. Mark Jannone, Business Manager/Board Secretary; Mr. Lucas Bailey, Elementary School Principal; Mr. Donald Jacopetti, High School Principal; Mrs. Amy Repard, Special Education Supervisor; Attorney Cassi Blaney, District Solicitor; Mrs. Asti Tillotson, Food Service Director; and Ms. Cinda Dewey.

MINUTES

A motion was made by Mr. Bill Holland and seconded by Mr. Denny Sourbeer to approve the minutes of the regular meeting of October 9, 2025.

Voice Vote: All seven members present voted yea.
Mr. Ryan Allen and Mrs. Sarah Neeley were absent.
Motion carried.

REPORTS

Superintendent

Dr. Amy Martell, Superintendent, reported on the following items:

- Updated the board on current enrollment.
- On November 11th, the Veterans Day assembly was held at the high school. The Master of Ceremony was Alexis McRoberts who shared about duty, honor, courage, and sacrifice. Members of the Canton VFW Post 714, American Legion Post 303, Sons of American Legion Post 303, American Legion Auxiliary Post 303, and Marine Corps League Deer Xing Detachment 522 were honored guests. Isaiah Colton read the history of Veterans Day. Keynote Speaker, Chris Roof, Senior Master Sergeant Retired (25+ years of service) spoke about gratitude and service. Reed Taylor read his Voice of Democracy essay titled "Is America Today Our Forefather's Vision." Blake Barnes performed "Proud to Be an American" by Lee Greenwood. Amelia Pepper read her Patriot's Pen Essay titled "My Voice in America's Democracy." Leo Sechrist and LuAnn Groover conducted the MIA ceremony. Petty Officer Ernie Turner from the American Legion Post 303 accepted the wreath from NHS student Emma McGee, followed by Volley (VFW Post 714) and Taps (performed by Blake Barnes). A video, "*Today We Honor Our Veterans*," was shared. The last step of the ceremony was the retrieval of the colors.
- The book, *Remarkably You*, written by Pat Zietlow Miller and illustrated by Patrice Barton was donated by PSBA as a gift in recognition of our district's dedication to student achievement.
- On November 12th, Dr. Martell read *SkippyJon Jones Mummy Trouble* to first grade students. This book was chosen because it relates to their current study of early world civilizations.
- After 135 years of dedicated service to Canton Area School District, the Canton High School Alumni Association has made its final gift to the school and community that it has faithfully

supported since 1889. The new electronic message board, valued at \$22,000, was donated in August 2025 and installed last week along Main Street near the Nelle Black Westgate Auditorium. The sign will be used to display school announcements, upcoming events, student achievements, and important community news, providing enhanced visibility and communication for the district.

"This donation represents our alumni association's ongoing dedication to the Canton Area School District," said Barbara Machmer, President of the Canton High School Alumni Association. "We're proud to conclude our association's 135-year history with this meaningful gift that will benefit current students and keep our community informed for years to come."

The project was spearheaded by the alumni association's executive board, which includes President Barbara Machmer, Vice President Bev Griffin, and Secretary Shelley Reese, along with board members Darby Fiester and Melody Kitchen. Also, special thanks to Brock Kitchen for his hard work on this project and Mr. Mark Jannone for his input.

For more than a century, the Canton High School Alumni Association brought together graduates from across the decades to celebrate their shared Canton heritage. The association held its 135th annual alumni reception in May 2024, marking one of the longest-running alumni organizations in the region.

- Pursuant to Board Policy 308, the following employee retirements/resignations have been accepted:
 - a. Deborah Morse, Part-Time (9-month) Cafeteria Worker, retirement effective January 9, 2026, with 8.5 years of service to the district.
 - b. Craig Route, Junior High Head Football Coach, retirement effective October 27, 2025, with 31 years of service to the Canton Warrior football team.
 - c. Steve Turner, Maintenance II Worker, retirement effective December 26, 2025, with over 37 years of service to the district.
 - d. Logan Hawley, Part-Time (9-month) Cafeteria Worker, resignation effective October 29, 2025, with over two months of service to the district.

CITIZEN RECOGNITION – AGENDA RELATED

There were no comments.

BUSINESS

Treasurer's Report

A motion was made by Mrs. Arica Jennings and seconded by Mr. John Ambruch to approve the Treasurer's Report as presented for October 31, 2025. (A copy is in the supplemental file.)

Roll Call Vote: All six members present voted yea.
Mr. Ryan Allen, Mr. Dave DeCristo, and Mrs. Sarah Neely were absent.
Motion carried.

Bills

A motion was made by Mrs. Arica Jennings and seconded by Mr. John Ambruch to approve the bills for October 2025.

Roll Call Vote: All six members present voted yea.
Mr. Ryan Allen, Mr. Dave DeCristo, and Mrs. Sarah Neely were absent.
Motion carried.

Tax Additions, Exemptions and Exonerations

A motion was made by Mrs. Arica Jennings and seconded by Mr. John Ambruch to approve the tax additions, exemptions and exonerations.

Roll Call Vote: All six members present voted yea.
Mr. Ryan Allen, Mr. Dave DeCristo, and Mrs. Sarah Neely were absent.

Motion carried.

Transportation Changes

A motion was made by Mrs. Arica Jennings and seconded by Mr. John Ambruch to approve the transportation changes.

Roll Call Vote: All six members present voted yea.
Mr. Ryan Allen, Mr. Dave DeCristo, and Mrs. Sarah Neely
were absent.
Motion carried.

New Award

A motion was made by Mrs. Arica Jennings and seconded by Mr. John Ambruch to approve the addition of a new memorial award named The Eloise McNett Memorial Award.

Roll Call Vote: All six members present voted yea.
Mr. Ryan Allen, Mr. Dave DeCristo, and Mrs. Sarah Neely
were absent.
Motion carried.

Agreement

A motion was made by Mrs. Arica Jennings and seconded by Mr. John Ambruch to approve the agreement between Canton Area School District and NRG Controls effective 11/01/25.

Roll Call Vote: All six members present voted yea.
Mr. Ryan Allen, Mr. Dave DeCristo, and Mrs. Sarah Neely
were absent.
Motion carried.

New Clubs/Accounts

A motion was made by Mrs. Arica Jennings and seconded by Mr. John Ambruch to approve the addition of the following new clubs/accounts to the Canton Elementary School Central Treasury:

- a. First Grade
- b. Jeans
- c. PBIS
- d. Marjorie Clark Award

Roll Call Vote: All six members present voted yea.
Mr. Ryan Allen, Mr. Dave DeCristo, and Mrs. Sarah Neely
were absent.
Motion carried.

Signature Listing

A motion was made by Mrs. Arica Jennings and seconded by Mr. John Ambruch to approve the revised bank signature listing as presented.

Roll Call Vote: All six members present voted yea.
Mr. Ryan Allen, Mr. Dave DeCristo, and Mrs. Sarah Neely
were absent.
Motion carried.

PERSONNEL

New Hires

A motion was made by Mrs. Arica Jennings and seconded by Mr. John Ambruch to approve the

following new hires, pending completion of required paperwork:

- a. Adriane Katona, Part-Time 12-month Custodian, \$20/hour, no benefits, retroactive to 10/20/25.
- b. Glenda Beadnell, Part-Time 9-month Cafeteria Worker, \$15/hour, no benefits, effective 11/17/25.

Roll Call Vote: All six members present voted yea.
Mr. Ryan Allen, Mr. Dave DeCristo, and Mrs. Sarah Neely
were absent.
Motion carried.

Substitute List Additions

A motion was made by Mrs. Arica Jennings and seconded by Mr. John Ambruch to approve the following additions to the substitute list, pending completion of required paperwork:

- a. Shannon Chilson, Nurse, retroactive to 10/13/25
- b. Larry Confer, Custodian, retroactive to 10/24/25
- c. Katelyn Hartford, Prospective Teacher Substitute, retroactive to 10/29/25
- d. Mya Allen, Paraprofessional and Guest Teacher

Roll Call Vote: All six members present voted yea.
Mr. Ryan Allen, Mr. Dave DeCristo, and Mrs. Sarah Neely
were absent.
Motion carried.

Co-Curricular Lists Additions

A motion was made by Mrs. Arica Jennings and seconded by Mr. John Ambruch to approve the following additions to the Co-Curricular Sports/Non-Sports Lists:

- a. Tyler Sechrist, Assistant Softball Coach, Step 1 \$4,284.00
- b. Brenda Holland, Dramatics Assistant, \$2,855.93

Roll Call Vote: Mr. John Ambruch, Mrs. Arica Jennings, Mr. Tom Resavage,
Mr. Denny Sourbeer, and Mrs. Judy Sourbeer voted yea.
Mr. Bill Holland abstained.
Mr. Ryan Allen, Mr. Dave DeCristo, and Mrs. Sarah Neely
were absent.
Motion carried.

Volunteers

A motion was made by Mrs. Arica Jennings and seconded by Mr. John Ambruch to approve the following volunteers; all paperwork is complete:

- a. Chris Roupp, Girls' Basketball, retroactive to 10/22/25
- b. Marcie Jennings, Winter Cheer, retroactive to 10/10/25
- c. Gary Ward, Wrestling, retroactive to 10/27/25
- d. Lyle Wesneski, Wrestling, retroactive to 10/30/25
- e. Lee Preston, Girls' Basketball, retroactive to 11/05/25
- f. Casey Guindon, PTA and Elementary School, retroactive to 11/10/25

Roll Call Vote: All six members present voted yea.
Mr. Ryan Allen, Mr. Dave DeCristo, and Mrs. Sarah Neely
were absent.
Motion carried.

FINANCE/POLICY

First Reading

A motion was made by Mr. John Ambruch and seconded by Mrs. Arica Jennings to approve the first

reading of the following revised policies:

- a. No. 102 Academic Standards
- b. No. 105 Curriculum
- c. No. 118 Independent Study
- d. No. 122 Extracurricular Activities
- e. No. 123 Interscholastic Athletics
- f. No. 209.2 Diabetes Management
- g. No. 317 Conduct/Disciplinary Procedures
- h. No. 317.1 Educator Misconduct
- i. No. 320 Freedom of Speech by Employees

Roll Call Vote: All six members present voted yea.
Mr. Ryan Allen, Mr. Dave DeCristo, and Mrs. Sarah Neely
were absent.
Motion carried.

OTHER ITEMS

KUD

A motion was made by Mrs. Arica Jennings and seconded by Mr. Denny Sourbeer to approve the following KUD:

- a. College and Career Literacy - Employment Literacy Unit

Roll Call Vote: All six members present voted yea.
Mr. Ryan Allen, Mr. Dave DeCristo, and Mrs. Sarah Neely
were absent.
Motion carried.

Field Trip Request

A motion was made by Mrs. Arica Jennings and seconded by Mr. Denny Sourbeer to approve the following overnight field trip requests:

- a. From Grace Call, for four students to attend PMEA District Chorus Festival at Susquehanna University, January 07-09, 2026
- b. From Marcie Jennings, for the Competition Cheer Team to attend the National Cheer Competition in Orlando, FL, February 06-13, 2026

Roll Call Vote: All six members present voted yea.
Mr. Ryan Allen, Mr. Dave DeCristo, and Mrs. Sarah Neely
were absent.
Motion carried.

CITIZEN RECOGNITION – NON-AGENDA RELATED

There were no comments.

Announcements

An executive session was held immediately after the meeting to discuss legal matters.

The next Board Meeting will be held Thursday, December 4, 2025, at 5:00 p.m. in the Canton Jr/Sr High School Library, Canton, PA.

Meeting Adjourned

A motion to adjourn was made by Mr. John Ambruch and seconded by Mr. Denny Sourbeer.

Voice Vote: All six members present voted yea.

Mr. Ryan Allen, Mr. Dave DeCristo, and Mrs. Sarah Neely
were absent.
Motion carried.

Mrs. Sourbeer adjourned the meeting at approximately 5:15 p.m. on a unanimous voice vote.

Respectfully submitted,

Mark S. Jannone
Business Manager/Board Secretary

ww 11/21/25
Bd App 12/04/25

CANTON AREA SCHOOL DISTRICT

"WARRIOR PRIDE"

ADMINISTRATIVE OFFICES

509 East Main Street - Canton, PA 17724
Ph: (570) 673-3191 Fax: (570) 673-3680

OFFICE OF SUPPORT SERVICES

545 East Main Street - Canton, PA 17724
Ph: (570) 673-3983 Fax: (570) 673-7929



www.canton.k12.pa.us

CANTON AREA ELEMENTARY SCHOOL

545 East Main Street, Canton, PA 17724
Ph: (570) 673-5196 Fax: (570) 673-7929

CANTON JR. SR. HIGH SCHOOL

509 East Main Street, Canton, PA 17724
Ph: (570) 673-5134 Fax: (570) 673-5566

Proposed board meeting dates for 2026:

January 8

February 12

March 12

April 9

May 14

June 11

July – none

August 13

September 10

October 8

November 12

December 3



Book	Policy Manual
Section	100 Programs
Title	Academic Standards
Code	102
Status	Second Reading
Adopted	August 8, 1985
Last Revised	December 4, 2025
Prior Revised Dates	12/07/2017

Purpose

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

Definition

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

Authority

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

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

Guidelines

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

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

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

PSBA Revision 8/25 © 2025 PSBA

Legal

[1. 22 PA Code 4.11](#)

[2. 22 PA Code 4.12](#)

[3. 22 PA Code 4.3](#)

4. Pol. 105

5. Pol. 107

6. Pol. 127

7. Pol. 212

8. Pol. 113

[22 PA Code 4.4](#)



Book	Policy Manual
Section	100 Programs
Title	Curriculum
Code	105
Status	Second Reading
Adopted	August 8, 1985
Last Revised	December 4, 2025
Prior Revised Dates	01/10/2019

Purpose

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

Definition

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

Authority

The Board shall be responsible for the curriculum of the district's schools. The curriculum shall be designed to provide students the opportunity to achieve the academic standards established by the Board. Attaining the academic standards requires students to demonstrate the acquisition and application of knowledge.[\[1\]](#)[\[2\]](#)[\[4\]](#)

In order to provide a quality educational program for district students, the Board shall adopt a curriculum plan that includes the requirements for courses to be taught; subjects to be taught in the English language; courses adapted to the age, development and needs of students; and strategies for assisting those students having difficulty attaining the academic standards.[\[1\]](#)[\[2\]](#)[\[5\]](#)[\[6\]](#)[\[7\]](#)[\[8\]](#)

Special Instruction/Observances

The district's curriculum plan must also include provisions for special instruction and observances to comply with state and federal law including, but not limited to, Constitution Day and Citizenship Day, Arbor Day and the Bill of Rights Week.[\[9\]](#)[\[10\]](#)[\[11\]](#)

Guidelines

The district's curriculum shall provide the following:

1. {X} Continuous learning through effective collaboration among the schools of this district.
2. {X} Continuous access for all students to sufficient programs and services of a library/media facility and classroom collection to support the educational program.[\[12\]](#)

3. {X} Guidance and counseling services for all students to assist in career and academic planning.[13]
4. {X} A continuum of educational programs and services for all students with disabilities, pursuant to law and regulation.[14]
5. {X} Language Instruction Educational Program for English Learner students, pursuant to law, regulation and Board policy.[15][16]
6. {X} Compensatory education programs for students, pursuant to law and regulation.
7. {X} Equal educational opportunity for all students, pursuant to law and regulation.[17][18]
8. {X} Career awareness and vocational education, pursuant to law and regulation.[19]
9. {X} Educational opportunities for identified gifted students, pursuant to law and regulation.[20]
10. {X} Regular and continuous instruction in required safety procedures.[21]

Delegation of Responsibility

As the educational leader of the district, the Superintendent shall be responsible to the Board for the district’s curriculum. **The Superintendent** shall establish procedures for curriculum development, evaluation and modification, which ensure the utilization of available resources, and effective participation of [\[1\]](#).

{X} administrators

{X} teaching staff members

A listing of all curriculum materials shall be made available for the information of parents/guardians, students, staff and Board members.[\[1\]](#)[22]

PSBA Revision 8/25 ©2025 PSBA

Legal	1. 22 PA Code 4.4
	2. 22 PA Code 4.12
	3. 22 PA Code 4.3
	4. Pol. 102
	5. 24 P.S. 1511
	6. 24 P.S. 1512
	7. Pol. 107
	8. Pol. 127
	9. 36 U.S.C. 106
	10. P.L. 108-447
	11. 24 P.S. 1541-1555
	12. Pol. 109
	13. Pol. 112
	14. Pol. 113
	15. 22 PA Code 4.26
	16. Pol. 138
	17. Pol. 103
	18. Pol. 103.1

19. Pol. 115

20. Pol. 114

21. Pol. 805

22. Pol. 105.1

[22 PA Code 4.21](#)

[22 PA Code 4.22](#)

[22 PA Code 4.23](#)

[22 PA Code 4.25](#)

[22 PA Code 4.27](#)

[22 PA Code 4.29](#)

[22 PA Code 4.82](#)

Pol. 100

Pol. 106

Pol. 116



Book	Policy Manual
Section	100 Programs
Title	Gifted Education
Code	114
Status	First Reading
Adopted	January 10, 2008
Last Revised	December 4, 2025
Prior Revised Dates	08/09/2012

Authority

In accordance with the Board's philosophy to develop the special abilities of each student, the district shall provide gifted education services and programs designed to meet the individual educational needs of identified students. **The district recognizes that gifted students are "children with exceptionalities" who require specially designed instruction to reach their full potential.** [\[1\]](#)[\[2\]](#)[\[15\]](#)

The Board may enter into a cooperative agreement with BLaST IU17 to provide gifted education services and programs.[\[4\]](#)

Guidelines

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

Screening and Evaluation Process

A student may be considered mentally gifted if s/he has an IQ of 130, or when multiple criteria in this section are met. Determination of gifted ability will not be based on IQ score alone.

Giftedness is dynamic, not static; therefore, identification should occur over time with multiple opportunities to demonstrate gifts and talents across domains. The district will implement a screening tool upon a referral by teachers or parents/guardians for suspected giftedness. ~~If the student scores six out of eight possible points on the gifted screening tool, the district shall issue a permission to evaluate for gifted services. If the student does not meet an IQ score of 130 or higher, the district will then implement the gifted evaluation tool, which measures areas of giftedness through the five identified criteria listed below. If a student scores eighty (80) out of one hundred (100) points identified within the gifted tool, the student will be deemed eligible through the multiple criteria approach to receive accelerated or enrichment services.~~ **The district's screening and evaluation procedures utilize multiple data sources and assessment tools to identify students who may be gifted, recognizing that**

giftedness transcends all racial, ethnic, income, and exceptionality groups. The Gifted Multidisciplinary Team (GMDT) will determine eligibility based on comprehensive evaluation data, not on predetermined point thresholds.

Multiple criteria indicating gifted ability include:[\[1\]](#)[\[5\]](#)[\[6\]](#)

1. A year or more above grade achievement level for the normal age group in one or more subjects as measured by nationally normed and validated achievement tests able to accurately reflect gifted performance. Subject results shall yield academic instruction levels in all academic subject areas.
2. An observed or measured rate of acquisition/retention of new academic content or skill that reflects gifted ability.
3. Demonstrated achievement, performance, or expertise in one or more academic areas as evidenced by excellence of products, portfolio or research, as well as criterion-referenced team judgment.
4. Early and measured use of high level thinking skills, academic creativity, leadership skills, intense academic interest areas, communication skills, foreign language aptitude or technology expertise.
5. Documented, observed validated or assessed evidence that intervening factors such as English as a Second Language, learning disability, physical impairment, emotional disability, gender or race bias, or socio/cultural deprivation are masking gifted abilities.

Gifted Multidisciplinary Referral System

Referral for gifted multidisciplinary evaluation shall be made when the student is suspected by teachers or parents/guardians of being gifted and requires specially designed instruction and one or more of the following apply:[\[7\]](#)

1. The district shall make the Permission to Evaluate Gifted Student Form readily available to parents/guardians. If an oral request is made to an administrator or professional employee, s/he shall provide the form to the parents/guardians within ten (10) calendar days of the oral request.
2. The student is thought to be gifted because the school district's screening of the student indicates high potential consistent with the definition of mentally gifted or a performance level which exceeds that of other students in the regular classroom.
3. A hearing officer or judicial decision orders a gifted multidisciplinary evaluation.

Parents/Guardians who suspect that their child is gifted may request a gifted multidisciplinary evaluation of their child at any time, with a limit of one (1) request per school term. The request shall be in writing.

Multidisciplinary evaluations shall be conducted by gifted multidisciplinary teams (GMDT). The GMDT shall be formed on the basis of the student's needs and shall be comprised of the student's parents/guardians, a certified school psychologist, persons familiar with the student's educational experience and performance, one or more of the student's current teachers, persons trained in the appropriate evaluation techniques and, when possible, persons familiar with the student's cultural background. A single member of the GMDT may meet two (2) or more of the qualifications specified in this subsection.[\[6\]](#)[\[7\]](#)

The GMDT shall prepare a written report which will make recommendations as to whether the student is gifted and is in need of specially designed instruction.

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

The evaluation report shall be completed within sixty (60) calendar days of receipt of parental permission to evaluate.

Gifted Individualized Education Program

Once a child is determined to be eligible for gifted services, the parents/guardians will receive an invitation to participate in the GIEP team meeting to develop a GIEP for the student. [\[8\]](#)[\[9\]](#)

The Gifted Individualized Education Plan (GIEP) is a strength-based program. The identification of a gifted student is dependent upon demonstrated strength in one or more academic areas. The GIEP focuses on developing and enhancing these strengths through specially designed instruction, rather than remediating deficits. All goals, services, and programming are built upon the student's area of giftedness and exceptional abilities. The GIEP team shall consist of: one (1) or both of the parents/guardians; the student if s/he is sixteen (16) years of age or older, or younger if the parents/guardians choose to have the student participate; a representative of the district, who will serve as the chairperson of the GIEP team; one or more of the student's current teachers; **a teacher of the gifted**; and other individuals at the discretion of the parents/guardians or the district. [\[9\]](#)

If the GIEP team determines that the student is eligible for services, the GIEP team will develop a GIEP, based upon GMDT recommendations that will consist of:

1. A statement of present levels of educational performance.
2. A statement of annual goals and short-term learning outcomes, which are responsive to the learning needs, identified in the evaluation report. A measurable annual goal should be addressed in the GIEP stating specific learning expectation for successful completion of the course identified in the GIEP.
3. A statement of the specially designed instruction and support services to be provided to the student. **Specially designed instruction includes adaptations or modifications to the general curriculum, instruction, instructional environments, methods, materials, or a specialized curriculum. This may consist of planning and implementing varied approaches to content, process, and product modification in response to the student's interests, ability levels, readiness, and learning needs.**
4. Projected dates for the initiation and anticipated duration of gifted education.
5. Appropriate objective criteria, assessment procedures and timelines for determining, on at least an annual basis, whether the goals and learning outcomes are being achieved.
6. The names and positions of the GIEP team participants and the date of the meeting.

Once a child is determined to be eligible for gifted services, an opportunity for one rigorous online or college level course per year traditional schedule/per semester intensive schedule will be provided.

A copy of the GIEP and a notice of procedural safeguards will be provided to the parents/guardians and teachers of the student, along with a notice of parental rights as described in 22 PA Code Chapter 16.[\[10\]](#)[\[11\]](#)

The Special Education Supervisor or designee shall notify all teachers who work with the gifted student of their responsibilities under the student's GIEP. Gifted students are gifted at all times of the day and should be appropriately challenged in all educational settings, not only during pull-out enrichment time.

Timelines –

1. The GIEP shall be developed within thirty (30) calendar days after the issuance of the GMDT's written report.
2. The GIEP shall be implemented no more than ten (10) calendar days after it is signed or at the start of the following school year if completed less than thirty (30) days before the last day of scheduled classes.

Caseloads/Class Size

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

1. Ensure the ability of assigned staff to provide the services required in each identified student's GIEP.
2. Address the educational placements for gifted students within the district.
3. Limit the total number of gifted students that can be on an individual gifted teacher's caseload to a maximum of seventy-five (75) students. Beginning July 1, 2010, the maximum teacher caseload shall be sixty-five (65) students.
4. Limit the total number of gifted students that can be on an individual gifted teacher's class roster to a maximum of twenty (20) students.

The district may make a written request to the Secretary of Education to waive the applicable caseload and class size maximums in extenuating circumstances.[\[12\]](#)

Confidentiality of Student Records

All personally identifiable information regarding a gifted student shall be treated as confidential and disclosed only as permitted by the Family Educational Rights and Privacy Act (FERPA) and its implementing regulations, State Board of Education Regulations, and Board policy.[\[13\]](#)[\[14\]](#)

Activities – Awareness

The Superintendent or designee shall annually conduct awareness activities to inform parents/guardians of school-aged children residing within the district of its gifted education services and programs, and how to request these services and programs.[\[6\]](#)

Service Delivery Options and Educational Programming

Research strongly suggests that acceleration is the best-researched, yet most under-utilized intervention for gifted students. Based on over 60 years of research, the district adopts the principle: first accelerate, then enrich. No educational option for gifted students has the research support that academic acceleration has.

The district recognizes that there are twenty (20) different forms of acceleration, allowing for individualized decisions that benefit each gifted student. Acceleration options include, but are not limited to: early entrance to kindergarten, whole-grade acceleration, subject-specific acceleration, curriculum compacting, early graduation, dual enrollment, Advanced Placement courses, credit by examination, and telescoping curriculum. [18]

In addition, to acceleration, the district provides enrichment opportunities and differentiated instruction to meet the needs of gifted students. Differentiation occurs across four (4) key areas: content (what is taught), process (how students learn), product (how students demonstrate learning), and learning environment (where and with whom learning occurs).

The district offers the following service delivery options for gifted students determined by individual student needs as identified in the GIEP:

Acceleration Options:

- 1. Early Entrance to Kindergarten [18]**
- 2. Grade ~~Or~~ Acceleration (Whole-Grade Skipping)**
- 3. Subject ~~Skipping~~ Acceleration**
- 4. Curriculum by Compacting**
- 5. Credit by Examination**
6. AP Courses
7. Dual Enrollment
8. College Courses
- 9. Early Graduation**
10. Online Coursework
- ~~11. Keystone Courses (Not Keystone College)~~

Enrichment and Differentiation Options:

1. Enrichment In Content Areas (Differentiated Instruction)
2. Specialized Curriculum Through Validated Research (Learning Focused Units Within Gifted)
3. Independent Learning Contracts
- 4. Anchor Activities**
- 5. Activity Menus (Choice Menus)**
- 6. Cubing / Think Dots / Tic-Tac-Toe Boards**
- 7. Independent Study Projects**
- 8. Learning Centers**
- 9. Mentorships and Internships**
- 10. STEM and Robotics Competitions**

Pull-Out Enrichment Gifted Support:

1. Pull-Out Program ~~(IU), two (2) hours a week~~ **three (3) times per week for forty (40) minutes.**
2. **Pull-Out Enrichment is provided in Mathematics, English Language Arts (ELA), and Science, Technology, Engineering, and Mathematics (STEM).**

The district will make available continuum of services and educational placements to address the specific needs and varied levels of giftedness among students. Services will be individualized based on each student's GIEP and may include a combination of acceleration and enrichment options.

What does NOT constitute Gifted Education: The district recognizes that extra work, peer tutoring, helping the teacher, or simply placing students into Advanced Placement or Honors courses without individualized modification does not constitute specially designed instruction for gifted students.

Differentiation in the Regular Classroom

Gifted students spend the majority of their school day in the regular education classrooms. All teachers working with identified gifted students are responsible for implementing the specially designed instruction outlined in the student's GIEP. The district expects evidence of differentiation in classrooms serving gifted students, including:

- 1. Consistent use of pre-testing to determine prior knowledge.**
- 2. Flexible grouping arrangements**
- 3. Differentiated instruction in learning centers**
- 4. Evidence of advanced content and acceleration opportunities**
- 5. Use of curriculum compacting when appropriate**
- 6. Tiered assignments with differentiated homework**
- 7. Open-ended questioning using higher order thinking skills**
- 8. Flexible pacing and learning contracts**
- 9. Encouragement of student self-advocacy**

Delegation of Responsibility

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

Legal

- [1. 24 P.S. 1371](#)
- [2. 22 PA Code 4.28](#)
- [4. 22 PA Code 16.2](#)
- [5. 22 PA Code 16.1](#)
- [6. 22 PA Code 16.21](#)
- [7. 22 PA Code 16.22](#)
- [8. 22 PA Code 16.31](#)
- [9. 22 PA Code 16.32](#)
- [10. 22 PA Code 16.61](#)
- [11. 22 PA Code 16.62](#)
- [12. 22 PA Code 16.41](#)
- [13. 22 PA Code 16.65](#)
14. Pol. 216
- [15. 22 PA Code 16.1 et seq](#)
- [16. 22 PA Code 11.12](#)
17. Pol. 113

Cross References

18. Pol. 201

[114-AR-7-NoticeOfIntentToReevaluate 12 OCT 2023.docx \(48 KB\)](#)

[114-AR-6-GiftedNORA 12 OCT 2023.docx \(19 KB\)](#)

[114-AR-5-GIEP 12 OCT 2023.docx \(23 KB\)](#)

[114-AR-4-InvitationToParticipateGiftedTeamMeeting 12 OCT 2023.docx \(43 KB\)](#)

[114-AR-3-GiftedWrittenReport 12 OCT 2023.docx \(18 KB\)](#)

[114-AR-2-PermissionToEvaluate 12 OCT 2023.docx \(42 KB\)](#)

[114-AR-1-NoticeParentalRights 12 OCT 2023.docx \(44 KB\)](#)

[114-AR-0-GiftedEducation 12 OCT 2023.pdf \(166 KB\)](#)



Book	Policy Manual
Section	100 Programs
Title	Independent Study
Code	118
Status	Second Reading
Adopted	March 10, 2011
Last Revised	December 4, 2025

Purpose

The Board shall support the approval of a course of independent study for a properly qualified student, as recommended by the Superintendent, on the condition that the student will demonstrate achievement of established academic standards as a result of participation in the independent study.

The purposes of independent study shall be to:

1. Fulfill graduation requirements if courses are unable to be scheduled by guidance.
2. Extend the learning experience begun in the classroom.
3. Relate the school world to the world of work and learning around and beyond the school.
4. Include a greater variety of learning experiences within their educational program.
5. Identity and explore an area of particular interest.
6. Set personal learning goals and work, with appropriate staff guidance, toward achieving them.

Authority

The Superintendent or designee shall recommend to the Board each course of independent study and designate the number of credits toward graduation to be awarded upon successful completion of such course. The Board or their designee shall approve each course of independent study, except that the Board reserves the right to assign no credit for such an approved course.

Each such course of study must meet the requirements set down in applicable codes and regulations.
[1][2]

Delegation of Responsibility

The Superintendent or designee shall develop administrative regulations to implement independent study programs that:

1. Counsel students who apply for independent study.
2. Develop specified, measurable, instructional objectives for each individually planned course of independent study.
3. Assure that each student conducts **the independent** study under appropriate staff and guidance and supervision.
4. Monitor the progress of each student.

5. Certify the completion of each course of independent study based upon the original specified objective.
6. **Grades will be issued according to the approved district grading scale.**
7. **Courses completed will not factor into the overall G.P.A. but rather be listed on the transcript as an independent study.**
8. **Independent study courses successfully completed will count toward the credits required for graduation in grades 9-12.**

Guidelines

Qualifications

The Board directs that only those students shall be admitted to courses of independent study who have demonstrated academic proficiency, maturity of judgment, a strong motivation to learn, and self-reliance.

Objective

The intention of this policy is to provide students with the opportunity to supplement existing scope and sequence of available courses not supplant the offering or duplicate it.

Legal

[1. 22 PA Code 4.4](#)

[2. 22 PA Code 4.24](#)

[22 PA Code 4.12](#)

[118-AR-0 Independent Study Instruction Methods 17 OCT 2025.docx \(9 KB\)](#)

[118-AR-1 Independent_Study_Request_Application 01 OCT 2025 \(1\).docx \(196 KB\)](#)



Book	Policy Manual
Section	100 Programs
Title	Extracurricular Activities
Code	122
Status	Second Reading
Adopted	June 21, 2007
Last Revised	December 4, 2025
Prior Revised Dates	03/14/2024, 02/11/2021

Purpose

The Board recognizes the educational values inherent in student participation in extracurricular activities and supports the concept of student organizations for such purposes as **enriching the educational experience**, building social relationships, developing interests in a specific area, **promoting civic engagement** and gaining an understanding of the elements and responsibilities of **teamwork, leadership and** good citizenship.

Definitions

For purposes of this policy, **extracurricular activities refers to** programs, **including athletic activities**, that are sponsored or approved by the **Board, are** conducted wholly or partly outside the regular school **day and** are equally available to all students who voluntarily elect to participate.

For purposes of this policy, an **athletic activity** shall mean all of the following: [\[1\]](#)[\[2\]](#)

1. An athletic contest or competition, other than interscholastic athletics, that is sponsored by or associated with the school, including cheerleading, club-sponsored sports activities and sports activities sponsored by school-affiliated organizations.
2. Noncompetitive cheerleading that is sponsored by or associated with the school.
3. Practices, interschool practices and scrimmages for all athletic activities.

Authority

The Board shall make school facilities, supplies and equipment available and shall assign staff members for the support of extracurricular activities for students. Such availability and assignment shall be in accordance with the Equal Access Act **and other applicable laws, regulations and Board policies.**[\[3\]](#)[\[4\]](#)[\[5\]](#)[\[6\]](#)[\[7\]](#)

The Board encourages secondary level students to pursue clubs and interests that may not be related directly to any of the curriculum programs offered in the district. In pursuit of such goal and in compliance with law, the Board maintains a limited open forum in which secondary students may meet for voluntary student-initiated activities unrelated directly to the curriculum, regardless of the religious, political, philosophical or other content of the speech related to such activities.[\[3\]](#)[\[7\]](#)

Any extracurricular activity shall be considered under the sponsorship of this Board when it has been

{X} approved by the Board upon recommendation of the Superintendent.

The Board shall maintain the program of extracurricular activities at no cost to participating students, except that:

1. {X} The Board's responsibility for provision of supplies shall carry the same exemptions as listed in the Board's policy on regular school supplies.[8]
2. {X} Students may assume all or part of the costs for travel and attendance at extracurricular events and trips. The district will pay for transportation and participation fees for all NTL League/County competitions. Transportation, lodging, and meals within reason are reimbursed by the district for state tournament competitions only.

Where eligibility requirements are necessary or desirable, the Board shall **determine the standards for eligibility to be met by all students participating in an extracurricular activity.**[4][9]

The Board directs that no student may participate in extracurricular activities who has not:

1. {X} **Met the requirements for academic eligibility.**[4]
2. {X} **Complied with the requirements of applicable Board policies and administrative regulations.**[10][11][12]
3. {X} **Attended school regularly.**[13]
4. {X} **Been in attendance on the day of the activity, event or practice for the hours required.**
5. {X} **Returned all school equipment previously used as directed.**
6. {X} **Adhered to other applicable conduct standards.**

Off-Campus Activities

Student conduct that occurs off school property **or during nonschool hours shall be addressed in accordance with the provisions of the student discipline policy regarding on and off-campus activities.**[12]

This policy shall also apply to student conduct that occurs off school property and would otherwise violate the Code of Student Conduct if any of the following circumstances exist:[9]

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

Delegation of Responsibility

Each school year, prior to participation in an athletic activity, every student athlete and their parent/guardian shall sign and return the **acknowledgment** of receipt and review of the following:[\[2\]](#)
[\[10\]](#)[\[11\]](#)[\[14\]](#)

1. Concussion and Traumatic Brain Injury Information Sheet.
2. Sudden Cardiac Arrest Symptoms and Warning Signs Information Sheet, **that includes information about electrocardiogram testing.**

The Superintendent or designee shall develop administrative regulations to implement the extracurricular activities program.

Guidelines

Guidelines shall ensure that the program of extracurricular activities:

1. {X} Assesses the needs and interests of and is responsive to district students.
2. {X} Invites the participation of parents/guardians and **the** community in developing extracurricular activities. Such participation shall be in accordance with the Equal Access Act.[\[3\]](#)
3. {X} Involves students in developing and planning extracurricular activities.
4. {X} Ensures provision of competent guidance and supervision by staff.
5. {X} Guards against exploitation of students.
6. {X} Provides a variety of experiences and diversity of organizational models.
7. {X} Provides for continuing evaluation of the program and its components.
8. {X} Ensures that all extracurricular activities are open to all students, **without discrimination**, and that all students are fully informed of the opportunities available to them.[\[15\]](#)[\[16\]](#)

Equal Access Act

The district shall provide secondary students the opportunity for noncurriculum-related student groups to meet on the school premises during noninstructional time for the purpose of conducting a meeting within the limited open forum on the basis of religious, political, philosophical, or other content of the speech at such meetings. Such meetings must be voluntary, student-initiated, and not sponsored in any way by the school, its agents or employees.[\[4\]](#)

Transportation

In all cases, transportation provided must comply with Board Policy 810. The administration is authorized to arrange the sharing of transportation with another school district to generate cost savings. In the event that another district is invited to share Canton transportation, the district that will be sharing must provide a certificate of insurance which names the Canton Area School District as additionally insured.[\[14\]](#)

Noninstructional time is the time set aside by the school before actual classroom instruction begins, after actual classroom instruction ends, or during the lunch hour.

The meetings of student groups cannot materially and substantially interfere with the orderly conduct of the educational activities in the school.

The Superintendent or designee shall establish the length of sessions, number per week, and other limitations deemed reasonably necessary.

The district retains the authority to maintain order and discipline on school premises in order to protect the well-being of students and employees and to ensure that student attendance at such meetings is voluntary.

Legal

[1. 24 P.S. 5322](#)[2. 24 P.S. 1425](#)[3. 20 U.S.C. 4071 et seq](#)[4. 24 P.S. 511](#)

5. Pol. 103

6. Pol. 103.1

7. Pol. 122.1

8. Pol. 110

[9. 22 PA Code 12.3](#)

10. Pol. 123.1

11. Pol. 123.2

12. Pol. 218

13. Pol. 204

[14. 24 P.S. 5323](#)[15. 22 PA Code 12.1](#)[16. 22 PA Code 12.4](#)[24 P.S. 5321 et seq](#)

Mahanoy Area School District v. B.L., 594 U.S. 180 (2021)

[122-AR-0-Extracurricular Activities 10 OCT 25.docx \(41 KB\)](#)[122-AR-1-StudntAcknowForm 10 OCT 25.docx \(34 KB\)](#)[122-AR-5-ReqFormForStdntMtngs 10 OCT 25.docx \(34 KB\)](#)



Book	Policy Manual
Section	100 Programs
Title	Interscholastic Athletics
Code	123
Status	Second Reading
Adopted	June 21, 2007
Last Revised	December 4, 2025
Prior Revised Dates	02/11/2021

Purpose

The Board recognizes the value of a program of interscholastic athletics as an integral part of the total school experience for all district students and as a conduit for community involvement.

{X} The **interscholastic athletic** program fosters the growth of school loyalty within the student body as a whole and **inspires** community interest.

{X} **Interscholastic athletic** activities and practice sessions provide opportunities to teach the values of competition, sportsmanship, and teamwork.

Definition

For purposes of this policy, the program of **interscholastic athletics includes** all activities relating to competitive or exhibition sport contests, games or events involving individual students or teams of students when such events occur between schools within this district or outside this district.

Authority

It shall be the policy of the Board to offer opportunities for participation in interscholastic athletic programs to male and female students on as equal a basis as is practicable and without discrimination, in accordance with **applicable laws, regulations and Board policies**.[\[1\]](#)[\[2\]](#)[\[3\]](#)[\[4\]](#)[\[5\]](#)

{X} The Board shall approve a program of interscholastic athletics and require that all facilities utilized in that program, whether or not the property of this Board, properly safeguard both players and spectators and are kept free from hazardous conditions.[\[6\]](#)

The Board shall determine the standards of eligibility to be met by all students participating in **the interscholastic athletic** program. Such standards shall require that each student, before participating in any interscholastic **athletic** activity, be covered by student accident insurance and undergo a physical examination by a licensed physician **to ensure that there are no obvious illnesses and/or injuries that would place the student or others at enhanced risk of injury**.[\[6\]](#)[\[7\]](#)

The **Board adopts the** eligibility standards set by the Constitution **and Bylaws** of the Pennsylvania Interscholastic Athletic Association (**P.I.A.A.**).

The Board directs that no student may participate in interscholastic athletics who has not: [\[6\]](#)

1. {X} Met the requirements for academic eligibility.
2. {X} Complied with the requirements of **applicable handbooks**, Board policies and administrative regulations.[\[8\]](#)[\[9\]](#)[\[10\]](#)
3. {X} Attended school regularly.[\[11\]](#)
4. {X} Been in attendance on the day of the athletic event or practice for the hours required.
5. {X} Returned all school athletic equipment previously used.
6. {X} Adhered to **other** applicable **conduct** standards.

Off-Campus Activities

Student conduct that occurs off school property **or during nonschool hours shall comply with the provisions of the student discipline policy addressing on and off-campus activities.**[\[10\]](#)

Delegation of Responsibility

Each school year, prior to participation in an interscholastic athletic activity, every student athlete and their parent/guardian shall sign and return the **acknowledgment** of receipt and review of the following:
[\[8\]](#)[\[9\]](#)[\[12\]](#)[\[13\]](#)

1. Concussion and Traumatic Brain Injury Information Sheet.
2. Sudden Cardiac Arrest Symptoms and Warning Signs Information Sheet, **that includes information about electrocardiogram testing.**

The Superintendent or designee shall annually prepare, approve and present to the Board for its consideration a program of interscholastic athletics, which shall include a complete schedule of events.

{X} The Superintendent shall inform the Board of changes in **the** schedule as they occur.

The Superintendent or designee shall disseminate rules for the conduct of students participating in interscholastic athletics. Such rules shall be in conformity with regulations of the State Board of Education, the P.I.A.A. and the district.

The Superintendent shall ensure that similar athletic programs are offered to both sexes in proportion to the district's enrollment, **in accordance with Title IX regulations.**[\[3\]](#)

{X} The Superintendent shall ensure that interscholastic athletics are open to all eligible students and that all students are fully informed of the opportunities available to them.[\[14\]](#)[\[15\]](#)

Guidelines

Male/Female Athletic Opportunities Report

By October 15 of each year, on the designated disclosure form, the Superintendent or designee shall report to the PA Department of Education the interscholastic athletic opportunities and treatment for male and female secondary school students for the preceding school year.[\[16\]](#)

By November 1 of each year, the completed disclosure form shall be made available for public inspection during regular business hours and posted on the district's website.[\[16\]](#)

The availability of the completed disclosure form shall be announced by posting a notice on school bulletin boards, in the school newspaper, on any electronic mailing list or list serve, and by any other reasonable means.[\[16\]](#)

[1. 22 PA Code 4.27](#)

[2. 24 P.S. 1601-C et seq](#)

[3. 34 CFR 106.41](#)

4. Pol. 103

5. Pol. 103.1

[6. 24 P.S. 511](#)

[7. PIAA Bylaws, Article V](#)

8. Pol. 123.1

9. Pol. 123.2

10. Pol. 218

11. Pol. 204

[12. 24 P.S. 5323](#)

[13. 24 P.S. 1425](#)

[14. 22 PA Code 12.1](#)

[15. 22 PA Code 12.4](#)

[16. 24 P.S. 1603-C](#)

[17. PIAA Bylaws, Article II](#)

[24 P.S. 5321 et seq](#)



Book	Policy Manual
Section	200 Pupils
Title	Admission of Students
Code	201
Status	First Reading
Adopted	December 10, 2011
Last Revised	December 4, 2025
Prior Revised Dates	08/12/2021, 11/14/2019

Authority

The Board shall establish age requirements for the admission of students to first grade and to kindergarten that are consistent with state law and regulations.[\[1\]](#)[\[2\]](#)[\[3\]](#)

Guidelines

First Grade

Beginners are students entering the lowest grade of the primary school above the kindergarten level. The Board establishes the district's entry age for beginners as six (6) years by September 1, in accordance with state law and regulations.[\[4\]](#)[\[5\]](#)[\[6\]](#)

The Board may admit as a beginner a child who is five (5) years old and demonstrates readiness for entry by the first day of the school term, upon the written request of the parent/guardian, recommendation of the district psychologist, and approval of the Superintendent.[\[7\]](#)

The Board is not required to admit as a beginner any child whose age is less than the district's established admission age for beginners.[\[7\]](#)

Kindergarten

The Board establishes the district's entry age for kindergarten as five (5) years by September 1, in accordance with state law and regulations.[\[8\]](#)

Early Admission to Kindergarten

~~A child is eligible for early admission to kindergarten if s/he will turn five (5) years old between September 2 and September 30 of the current school year. In order to be eligible for early admission to kindergarten, the parents/guardians of the child must submit a written request no later than April 1 of the prior school year to request that a gifted evaluation be administered by the district school psychologist. The child must achieve an intelligence quotient (IQ) of 130 or higher or meet the multiple criteria approach for gifted services in order to enroll in kindergarten for the current school year.~~

Eligibility: A child may be considered for early admission to kindergarten if they will turn five (5) years old between September 2 and September 30 of the current school year. Parents/guardians of children who turn five (5) after September 1 may request consideration for early admission to kindergarten.

Application Process:

1. Parents/Guardians must submit a written request for early kindergarten admission no later than April 1 of the year prior to the desired entry year.
2. The district will conduct a comprehensive evaluation to assess the child's readiness for kindergarten, which shall include: cognitive ability assessment, academic readiness assessment (pre-literacy, pre-math skills), social-emotional development assessment, physical development and motor skills development, parent interview regarding the child's interests, motivation, and behavior; Observation of the child in an age-appropriate setting where possible.
3. The building principal or designee will convene an early entrance evaluation team which may include: school psychologist, Kindergarten teacher(s), building principal or designee, gifted education teacher, Special Education Supervisor, and Parents or Guardians.
4. The evaluation team will use a research-based assessment tool, such as the Iowa Acceleration Scale for Kindergarten, to guide the decision-making process.
5. The team will make a recommendation to the Superintendent, who will make the final decision.
6. Parents/Guardians will be notified in writing of the decision by August 1.

Evaluation Criteria: The evaluation team will consider multiple factors when making early kindergarten admission decision, including but not limited to:

1. **Cognitive Ability:** Intellectual capacity appropriate for kindergarten level work
2. **Academic Readiness:** Pre-literacy skills (letter recognition, phonemic awareness), pre-math skills (counting, number recognition, patterns)
3. **Social-Emotional Maturity:** Ability to separate from parents, interact with peers, follow directions, manage emotions
4. **Physical Development:** Fine motor skills (holding pencil, cutting), gross motor skills appropriate for kindergarten activities
5. **Motivation and Interest:** Enthusiasm for learning, curiosity, attention span
6. **Parent support:** Parent understanding of early entrance and commitment to support the child

No single criterion shall be determinative. The evaluation team shall consider the whole child and use professional judgement based on comprehensive data.

Connection to Gifted Education: Early admission to kindergarten does not automatically qualify a child for gifted services under Policy 114 (Gifted Education), nor does a child need to be identified as gifted to be eligible for early kindergarten admission. These are separate processes with different criteria:

1. **Early Kindergarten Admission (Policy 201):** Focuses on readiness for kindergarten-level work
2. **Gifted Identification (Policy 114):** Focuses on whether a student requires specially designed instruction beyond the regular curriculum.

A child admitted to early kindergarten may be referred for gifted evaluation at any time if there are indicators of need for gifted services.

Trial Period and Monitoring: Students admitted early to kindergarten shall be monitored regularly during the first semester to ensure successful adjustment. If concerns arise regarding academic, social, or emotional adjustment, the evaluation team shall reconvene to determine appropriate interventions or, in rare cases, consider grade-level placement changes.

Professional Development: The district shall provide professional development to kindergarten teachers and administrators on: characteristics of developmentally young but academically advanced children; how to support early entrants in the kindergarten classroom; using the Iowa Acceleration Scale for early entrance decisions.

Delegation of Responsibility

The Superintendent or designee shall require that the parent/guardian of each student who registers for entrance to school shall submit proof of age, residency, and required immunizations. [9][10] **The Superintendent or designee shall develop administrative regulations to implement the early kindergarten admission evaluation process, including timelines, forms, and procedures.**

Legal

- [1. 22 PA Code 11.12](#)
- [2. 22 PA Code 11.41](#)
- [3. 24 P.S. 1301](#)
- [4. 22 PA Code 11.15](#)
- [5. 24 P.S. 1304](#)
- [6. 24 P.S. 1326](#)
- [7. 22 PA Code 11.16](#)
- [8. 22 PA Code 11.14](#)
- 9. Pol. 200
- 10. Pol. 203
- [11. 24 P.S. 503](#)
- [12. 22 PA Code 4.41](#)

Cross References

- 13. Pol. 114 - Gifted Education
- 14. Pol. 215.1 - Academic Acceleration



Book	Policy Manual
Section	200 Pupils
Title	Diabetes Management
Code	209.2
Status	Second Reading
Adopted	November 10, 2022
Last Revised	December 4, 2025

Purpose

The Board recognizes that an effective program of diabetes management in school is crucial to:

1. The immediate safety of students with diabetes.
2. The long-term health of students with diabetes.
3. Ensure that students with diabetes are ready to learn and participate fully in school activities.
4. Minimize the possibility that diabetes-related emergencies will disrupt classroom activities.

Authority

The Board adopts this policy in accordance with applicable state and federal laws and regulations, and Board policies and administrative regulations, regarding the provision of student health services.[\[1\]](#)[\[2\]](#)[\[3\]](#)[\[4\]](#)[\[5\]](#)[\[6\]](#)[\[7\]](#)[\[8\]](#)[\[9\]](#)

Definitions

Diabetes Medical Management Plan (DMMP) means a document describing the medical orders or diabetes regimen developed and signed by the student's health care practitioner and parent/guardian.[\[1\]](#)

Individualized Education Program (IEP) means the written educational statement for each student with a disability that is developed, reviewed and revised in accordance with federal and state laws and regulations. A **student with a disability** is a school-aged child within the jurisdiction of the district who has been evaluated and found to have one or more disabilities as defined by law, and who requires, because of such disabilities, special education and related services.[\[7\]](#)

Section 504 Service Agreement (Service Agreement) means an individualized plan for a qualified student with a disability which sets forth the specific related aids, services, or accommodations needed by the student, which shall be implemented in school, in transit to and from school, and in all programs and procedures, so that the student has equal access to the benefits of the school's educational programs, nonacademic services, and extracurricular activities. A **qualified student with a disability** means a student who has a physical or mental disability which substantially limits or prohibits participation in or access to an aspect of the district's educational programs, nonacademic services or extracurricular activities.[\[6\]](#)

Trained Diabetes Personnel means nonlicensed school employees who have successfully completed the required training.

Guidelines

Before a student can receive diabetes-related care and treatment in a school setting, the student's parent/guardian shall provide written authorization for such care and instructions from the student's health care practitioner. The written authorization may be submitted as part of a student's DMMP.[3]

Diabetes-related care shall be provided in a manner consistent with Board policy, district procedures and individualized student plans such as an IEP, Service Agreement or DMMP.[2][3][4][6][7][9]

In order to maintain a student's health and safety, each student's individualized plan shall address what information will be provided to school staff and other adults who have responsibility for the student in the school setting.[3][6][7][10][11]

Student health records shall be confidential and maintained in accordance with state and federal laws and regulations.[12][13][14]

Trained Diabetes Personnel

The school nurse, in consultation with the Superintendent or designee, may identify at least one (1) school employee, who is not the school nurse and who does not need to be a licensed health care practitioner, in each school building attended by a student with diabetes to perform diabetes care and treatment for students. The identified school employee has the right to decline this role.[2]

An identified school employee who has accepted this role shall complete the training developed by the state or training offered by a licensed health care practitioner with expertise in the care and treatment of diabetes, that includes at a minimum:[2]

1. An overview of all types of diabetes.
2. Means of monitoring blood glucose.
3. The symptoms and treatment for blood glucose levels outside of target ranges, as well as symptoms and treatment for hypoglycemia, hyperglycemia and other potential emergencies.
4. Techniques on administering glucagon and insulin.

The identified school employee shall complete such training on an annual basis.[2]

Upon successful completion of the required training, individual trained diabetes personnel may be designated in a student's Service Agreement or IEP to administer diabetes medications, use monitoring equipment and provide other diabetes care.[2]

If the diabetes-related care provided to a particular student by trained diabetes personnel will include administration of diabetes medication via injection or infusion, the Board shall require the following:[2]

1. The parent/guardian and the student's health care practitioner must provide written authorization for such administration; and
2. The trained diabetes personnel must receive annual training for such administration from a licensed health care practitioner with expertise in the care and treatment of diabetes.

Training of Other School Personnel

School employees, including classroom teachers, lunchroom staff, coaches and bus drivers, shall receive annual diabetes care training appropriate to their responsibilities for students with diabetes.

Student Possession and Use of Diabetes Medication and Monitoring Equipment

Prior to student possession or use of diabetes medication and monitoring equipment, the Board shall require the following:[4][15]

1. A written request from the parent/guardian that the school comply with the instructions of the student's health care practitioner. The request from the parent/guardian shall include a statement relieving the district and its employees of responsibility for the prescribed medication or monitoring

equipment and acknowledging that the school is not responsible for ensuring that the medication is taken or the monitoring equipment is used.

2. A written statement from the student's health care practitioner that provides:
 - a. Name of the drug.
 - b. Prescribed dosage.
 - c. Times when medication is to be taken.
 - d. Times when monitoring equipment is to be used.
 - e. Length of time medication and monitoring equipment is prescribed.
 - f. Diagnosis or reason medication and monitoring equipment is needed.
 - g. Potential serious reactions to medication that may occur.
 - h. Emergency response.
 - i. Whether the child is competent and able to self-administer the medication or monitoring equipment and to practice proper safety precautions.
3. A written acknowledgement from the school nurse that the student has demonstrated that s/he is capable of self-administration of the medication and use of the monitoring equipment.
4. A written acknowledgement from the student that s/he has received instruction from the student's health care practitioner on proper safety precautions for the handling and disposal of the medications and monitoring equipment, including acknowledgement that the student will not allow other students to have access to the medication and monitoring equipment and that s/he understands appropriate safeguards.

The written request for student possession and use of diabetes medication and monitoring equipment shall be reviewed annually, along with the required written statements from the parent/guardian and the student's health care practitioner. If there is a change in the student's prescribed care plan, level of self-management or school circumstances during the school year, the parent/guardian and the student's health care practitioner shall update the written statements.

Students shall be prohibited from sharing, giving, selling and using diabetes medication and monitoring equipment in any manner other than which it is prescribed during school hours, at any time while on school property, at any school-sponsored activity and during the time spent traveling to and from school and school-sponsored activities. Violations of this policy, provisions of a Service Agreement or IEP, or demonstration of unwillingness or inability to safeguard the medication and monitoring equipment may result in loss of privilege to self-carry the diabetes medication and monitoring equipment, and may result in disciplinary action in accordance with Board policy and applicable procedural safeguards.[\[4\]](#)[\[6\]](#)[\[10\]](#)[\[16\]](#)[\[17\]](#)

If the district prohibits a student from possessing and self-administering diabetes medication and operating monitoring equipment, or if a student is not capable of self-administering diabetes medication or operating monitoring equipment, the district shall ensure that the diabetes medication and monitoring equipment is appropriately stored in a readily accessible location in the student's building. The school nurse and other designated school employees shall be informed where the medication and monitoring equipment is stored and the means to access them.[\[4\]](#)

Delegation of Responsibility

The Superintendent or designee, in conjunction with the school nurse(s), shall develop administrative regulations for care and treatment of students with diabetes in the school setting.

The Superintendent or designee shall coordinate training for school employees. Such training may be included in the district's Professional Education Plan.[\[2\]](#)[\[18\]](#)[\[19\]](#)

The Superintendent or designee shall annually distribute to all staff, students and parents/guardians this policy along with the Code of Student Conduct. **In addition, the district must make the Type 1 Diabetes Fact Sheet developed by the PA Department of Health available to parents/guardians when their child is first enrolled in elementary school and again upon their child's entry into grade six. The Diabetes Fact Sheet must be made available in writing, electronically or on the school district's publicly accessible Internet website.**^[16]^[20]^[21]

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Legal

[1. 24 P.S. 1401](#)

[2. 24 P.S. 1414.3](#)

[3. 24 P.S. 1414.4](#)

[4. 24 P.S. 1414.5](#)

[5. 24 P.S. 1414.7](#)

6. Pol. 103.1

7. Pol. 113

8. Pol. 209

9. Pol. 209.1

10. Pol. 113.1

11. Pol. 810

[12. 24 P.S. 1409](#)

13. Pol. 113.4

14. Pol. 216

[15. 22 PA Code 12.41](#)

16. Pol. 218

17. Pol. 227

18. Pol. 100

19. Pol. 333

[20. 22 PA Code 12.3](#)

[21. 24 P.S. 1414.12](#)

[24 P.S. 510](#)

Pol. 210



Book	Policy Manual
Section	300 Employees
Title	Conduct/Disciplinary Procedures
Code	317
Status	Second Reading
Adopted	February 12, 2015
Last Revised	December 4, 2025
Prior Revised Dates	12/28/2017, 12/03/2015

Authority

All administrative, professional and support employees are expected to conduct themselves in a manner consistent with appropriate and orderly behavior. Effective operation of district schools requires the cooperation of all employees working together and complying with a system of Board policies, administrative regulations, rules and procedures, applied fairly and consistently.

The Board requires employees to maintain professional, moral and ethical relationships with students at all times.[\[1\]](#)[\[2\]](#)

The Board directs that all district employees shall be informed of conduct that is required and is prohibited during work hours and the disciplinary actions that may be applied for violation of Board policies, administrative regulations, rules and procedures.[\[3\]](#)[\[4\]](#)

Delegation of Responsibility

All district employees shall comply with state and federal laws and regulations, Board policies, administrative regulations, rules and procedures. District employees shall endeavor to maintain order, perform assigned job functions and carry out directives issued by supervisors.[\[3\]](#)

Certificated employees shall comply with the Code of Professional Practice and Conduct for Educators, in accordance with applicable law and regulations.[\[1\]](#)

When engaged in assigned duties, district employees shall not participate in activities that include, but are not limited to, the following:

1. {X} Physical or verbal abuse, or threat of harm, to anyone.
2. {X} Nonprofessional relationships with students.[\[2\]](#)
3. {X} Causing intentional damage to district property, facilities or equipment.
4. {X} Forceful or unauthorized entry to or occupation of district facilities, buildings or grounds.
5. {X} Use, possession, distribution, or sale of alcohol, drugs or other illegal substances.[\[5\]](#)
6. {X} Use of profane language.
7. {X} Breach of confidential **student, staff or district** information.

8. {X} Failure to comply with directives of district officials, security officers or law enforcement officers.[\[6\]](#)
9. {X} Carrying **or** possessing a weapon on school grounds without authorization from the appropriate school administrator.
10. {X} Violation of Board policies, administrative regulations, rules or procedures.[\[6\]](#)
11. {X} Violation of federal, state, or applicable municipal laws or regulations.[\[6\]](#)

The district may take disciplinary action for employee conduct that **occurs during or outside of assigned duties when such conduct has a direct nexus to or** obstructs, disrupts, or interferes with **the** teaching, research, service, operations, administrative or disciplinary functions of the district, or any **district-sponsored activity**.

The Superintendent or designee shall develop and disseminate disciplinary rules for violations of Board policies, administrative regulations, rules and procedures that provide progressive penalties, including but not limited to

{X} verbal warning

{X} written warning

{X} reprimand

{X} suspension

{X} demotion[\[7\]](#)

{X} dismissal[\[6\]](#)

{X} pursuit of civil and **legal remedies**.

Prior to considering demotion or dismissal of an employee, and at other times when employee conduct has been reported, the Superintendent or designee shall investigate allegations that an employee has violated Board policies, administrative regulations, rules or procedures and shall recommend appropriate action to the Board, in accordance with applicable law and regulations.[\[4\]](#)[\[6\]](#)[\[8\]](#)[\[9\]](#)

When demotion or dismissal charges are filed against a certificated administrative or professional employee, a public Board hearing, if demanded shall be provided. Noncertificated administrative and support employees may be entitled to a Local Agency Law hearing, at the employee's request.[\[4\]](#)[\[6\]](#)[\[8\]](#)[\[9\]](#)[\[10\]](#)[\[11\]](#)[\[12\]](#)[\[13\]](#)[\[14\]](#)[\[15\]](#)[\[16\]](#)[\[17\]](#)

Arrest or Conviction Reporting Requirements

Employees shall use the designated form to report to the Superintendent or designee, within seventy-two (72) hours of the occurrence, an arrest or conviction required to be reported by law.[\[18\]](#)[\[19\]](#)

Employees shall also report to the Superintendent or designee, in writing, within seventy-two (72) hours of notification, that the employee has been named as a perpetrator in a founded or indicated report pursuant to the Child Protective Services Law.[\[20\]](#)

The Superintendent may also receive notice from the PA Department of Education when a certificated educator has a pending record of arrest, indictment or charge entered upon their state record in the Teacher Information Management System (TIMS).

An employee shall be required to submit new criminal history background checks if the Superintendent or designee has a reasonable belief that the employee was arrested or has been convicted of an offense required to be reported by law, and the employee has not notified the Superintendent or designee.[\[18\]](#)
[21]

An employee shall be required immediately to submit a new child abuse history certification if the Superintendent or designee has a reasonable belief that the employee was named as a perpetrator in a founded or indicated report or has provided written notice of such occurrence.[\[20\]](#)**[21]**

Failure to accurately report such occurrences may subject the employee to disciplinary action up to and including termination and criminal prosecution.[\[18\]](#)[\[20\]](#)

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Legal

[1. 22 PA Code 235.1 et seq](#)

2. Pol. 824

[3. 24 P.S. 510](#)

[4. 24 P.S. 514](#)

5. Pol. 351

[6. 24 P.S. 1122](#)

[7. 24 P.S. 1151](#)

[8. 24 P.S. 1121](#)

[9. 24 P.S. 1127](#)

[10. 24 P.S. 1126](#)

[11. 24 P.S. 1128](#)

[12. 24 P.S. 1129](#)

[13. 24 P.S. 1130](#)

[14. 24 P.S. 1131](#)

[15. 24 P.S. 1132](#)

[16. 24 P.S. 1133](#)

[17. 2 Pa. C.S.A. 551 et seq](#)

[18. 24 P.S. 111](#)

[19. 24 P.S. 2070.9a](#)

[20. 23 Pa. C.S.A. 6344.3](#)

21. Pol. 806

[23 Pa. C.S.A. 6301 et seq](#)

[24 P.S. 2070.1a et seq](#)

Neal Follman v. School District of Philadelphia (Department of Education), 320 A.3d 882 (Commw. Ct. 2024)

Pol. 317.1

[317-AR-1-Disciplinary Procedures 10 OCT 25.pdf \(156 KB\)](#)

[317-AR-2-Arrest Or Convctn Rpt 10 OCT 25.pdf \(155 KB\)](#)



Book	Policy Manual
Section	300 Employees
Title	Educator Misconduct
Code	317.1
Status	Second Reading
Adopted	February 12, 2015
Last Revised	December 4, 2025
Prior Revised Dates	11/14/2024, 09/10/2020

Purpose

The Board adopts this policy to promote the integrity of the education profession and to create a climate within district schools that fosters ethical conduct and practice.

Authority

The Board requires certificated district employees to comply with the Code of Professional Practice and Conduct and the requirements of the Educator Discipline Act.[\[1\]](#)[\[2\]](#)

Definitions

Educator - shall mean a person who holds a certificate.[\[3\]](#)

Certificate - shall mean any Commonwealth of Pennsylvania certificate, commission, letter of eligibility or permit issued under the School Code.[\[3\]](#)

Sexual Abuse or Exploitation - shall mean any of the following:[\[4\]](#)

1. The employment, use, persuasion, inducement, enticement or coercion of a child to engage in or assist another individual to engage in sexually explicit conduct, which includes, but is not limited to, the following:
 - a. Looking at the sexual or other intimate parts of a child or another individual for the purpose of arousing or gratifying sexual desire in any individual.
 - b. Participating in sexually explicit conversation either in person, by telephone, by computer or by a computer-aided device for the purpose of sexual stimulation or gratification of any individual.
 - c. Actual or simulated sexual activity or nudity for the purpose of sexual stimulation or gratification of any individual.
 - d. Actual or simulated sexual activity for the purpose of producing visual depiction, including photographing, videotaping, computer depicting or filming.
2. Any of the following offenses committed against a child: rape; statutory sexual assault; involuntary deviate sexual intercourse; sexual assault; institutional sexual assault; aggravated indecent assault; indecent assault; indecent exposure; incest; prostitution; sexual abuse; unlawful contact with a minor; or sexual exploitation.

Sexual Misconduct - any act, including, but not limited to, any verbal, nonverbal, written or electronic communication or physical activity, directed toward or with a child or student that is designed to establish a romantic or sexual relationship with the child or student, such acts include but are not limited to:[\[3\]](#)

1. Sexual or romantic invitation.
2. Dating or soliciting dates.
3. Engaging in sexualized or romantic dialog.
4. Making sexually suggestive comments.
5. Self-disclosure or physical disclosure of a sexual or erotic nature.
6. Any sexual, indecent, romantic or erotic contact with a child or student.

Delegation of Responsibility

Duty to Report

The Superintendent or designee shall report to the Pennsylvania Department of Education on the required form, within fifteen (15) days of receipt of notice from an educator or discovery of the incident, any educator:[\[5\]](#)

1. Who has been provided with notice of intent to dismiss or remove for cause, notice of nonrenewal for cause, notice of removal from eligibility lists for cause, or notice of intent not to reemploy for cause.
2. Who has been arrested or indicted for, or convicted of any crime that is graded a misdemeanor or felony.
3. Against whom there are any allegations of sexual misconduct or sexual abuse or exploitation involving a child or student.
4. Where there is reasonable cause to suspect that the educator has caused physical injury to a child or student as the result of negligence or malice.
5. Who has resigned or retired or otherwise separated from employment after a school entity has received information of alleged misconduct under the Educator Discipline Act.
6. Who is the subject of a report filed by the school entity under 23 Pa. C.S. Ch. 63 (relating to child protective services).[\[6\]](#)
7. Who the school entity knows to have been named as a perpetrator of an indicated or founded report under 23 Pa. C.S. Ch. 63.

An educator who knows of any action, inaction or conduct which constitutes sexual abuse or exploitation or sexual misconduct under the Educator Discipline Act shall report such misconduct to the Pennsylvania Department of Education on the required form, and shall report such misconduct to the Superintendent and immediate supervisor, within fifteen (15) days of discovery of such misconduct.[\[5\]](#)

All reports submitted to the Pennsylvania Department of Education shall include an inventory of all information, including: documentary and physical evidence in possession or control of the school relating to the misconduct resulting in the report.[\[5\]](#)

An educator who is arrested or convicted of a crime shall report the arrest or conviction to the Superintendent or designee, within seventy-two (72) hours of the occurrence, in the manner prescribed in Board policy.[\[5\]](#)[\[7\]](#)[\[8\]](#)

Failure to comply with the reporting requirements may result in professional disciplinary action.[\[9\]](#)

Guidelines

Investigation

School officials shall cooperate with the Pennsylvania Department of Education during its review, investigation, or prosecution, and shall promptly provide the Pennsylvania Department of Education with any relevant information and documentary and physical evidence upon request.[\[10\]](#)

Upon receipt of notification in writing from the Pennsylvania Department of Education, the Superintendent or designee shall investigate the allegations of misconduct as directed by the Department and may pursue its own disciplinary procedure as established by law or by collective bargaining agreement.[\[10\]](#)

Within ninety (90) days of receipt of notification from the Pennsylvania Department of Education directing the school district to conduct an investigation (extensions may be requested), the Superintendent or designee shall report to the Department the outcome of its investigation and whether it will pursue local employment action. The Superintendent or designee may make a recommendation to the Department concerning discipline. If the district makes a recommendation concerning discipline, it shall notify the educator of such recommendation.[\[10\]](#)

Discrimination/Harassment

Whenever the allegations underlying a report of educator misconduct include conduct that appears to constitute harassment or other discrimination, including **Title IX sexual harassment**, subject to policies and procedures specific to such conduct, the Title IX Coordinator shall be promptly notified and shall respond to such allegations as provided in the applicable Board policies. Whenever an investigation by the district of educator misconduct reveals indications of conduct by any person that appears to constitute harassment or other discrimination, including **Title IX sexual harassment**, the Title IX Coordinator shall be promptly notified and shall respond to such allegations as provided in policies specific to such conduct. To the extent feasible, investigations shall be conducted jointly with investigations by the district of educator misconduct.[\[11\]](#)[\[12\]](#)

Confidentiality Agreements

The district shall not enter into confidentiality or other agreements that interfere with the mandatory reporting requirement.[\[10\]](#)

Confidentiality

Except as otherwise provided in the Educator Discipline Act, all information related to any complaint, any complainant, or any proceeding related to discipline under the Educator Discipline Act shall remain confidential unless or until public discipline is imposed.[\[13\]](#)

Immunity

Any person who, in good faith, files a complaint or report, or who provides information or cooperates with the Pennsylvania Department of Education or Professional Standards and Practices Commission in an investigation or proceeding shall be immune from civil liability. The district also is immune from civil liability for the disclosure of information about the professional conduct of a former or current employee to a prospective employer of that employee.[\[14\]](#)

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Legal

[1. 22 PA Code 235.1 et seq](#)

[2. 24 P.S. 2070.1a](#)

[3. 24 P.S. 2070.1b](#)

[4. 23 Pa. C.S.A. 6303](#)

[5. 24 P.S. 2070.9a](#)

6. Pol. 806

[7. 24 P.S. 111](#)

8. Pol. 317

[9. 24 P.S. 2070.9c](#)

[10. 24 P.S. 2070.11](#)

11. Pol. 103

12. Pol. 104

[13. 24 P.S. 2070.17b](#)

[14. 24 P.S. 2070.17a](#)

[23 Pa. C.S.A. 6301 et seq](#)

[24 P.S. 2070.1a et seq](#)



Book	Policy Manual
Section	300 Employees
Title	Freedom of Speech by Employees
Code	320
Status	Second Reading
Adopted	August 8, 1985
Last Revised	December 4, 2025
Prior Revised Dates	03/08/2018

Authority

The Board respects employees' freedom of speech. Public school employees do not surrender their rights to free speech merely because of their status as an employee of the school district. The Board acknowledges the right of administrative, professional and support employees as **private** citizens in a democratic society to speak on issues of public concern.

The Board adopts this policy to clarify situations in which an employee's expression could conflict with the district's interests, **when the employee is not engaged in assigned duties. In such instances, the district, in coordination with the school solicitor, must balance the employee's interests regarding freedom of expression on issues of public concern as a private citizen against the interests of this district in promoting the efficient and effective functioning and educational purpose of the district.**

In situations in which a district employee is not engaged in the performance of assigned duties, **the employee's freedom of speech may be addressed when the employee's speech impacts efficiency or constitutes a reasonable likelihood of disruption, as indicated by any one of the following:**

1. Making comments that would interfere with the maintenance of student discipline;
2. Making public statements about the district known to be false or made without regard for truth or accuracy;
3. Making threats against co-workers, supervisors, or district officials;
4. **Impairing discipline by superiors or harmony among co-workers;**
5. **Having a detrimental impact on close working relationships requiring loyalty and confidence;**
6. **Impeding the performance of the duties of the employee that conducted the speech; or**
7. **Interfering with the operations of the school district.**

Any decisions based on the above listing shall take into consideration all of the facts of each individual situation and shall include consultation with the school solicitor.

[22 PA Code 235.1 et seq](#)

[PA Const. Art. I Sec. 7](#)

[U.S. Const. Amend. I](#)

Connick v. Myers, 461 U.S. 138 (1983)

Dougherty v. Sch. Dist. of Philadelphia, 772 F.3d 979, 991 (3d Cir. 2014)

Garcetti v. Ceballos, 547 U.S. 410 (2006)

Natalie Munroe v. Central Bucks School District, 805 F.3d 454 (3d Cir. 2019)

Pickering v. Board of Education, 391 U.S. 563 (1968)

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