

On August 17, 2020 the Work Session of the Board of School Directors of the Spring-Ford Area School District was called to order at 7:30 p.m. in the cafeteria of the Spring-Ford High School with the following in attendance:

Region I:	Wendy Earle, Linda C. Fazzini and Dr. Margaret D. Wright
Region II:	Clinton L. Jackson and David R. Shafer
Region III:	Thomas J. DiBello, Christina F. Melton and Diane C. Sullivan
Presiding Officer:	Colleen Zasowski
Superintendent:	Dr. David R. Goodin
Chief Financial Officer:	James D. Fink (Absent)
Solicitor:	Mark Fitzgerald, Esq.
Student Reps.:	Eshika Seth (Arrived at 7:32 p.m.)

ANNOUNCEMENTS

Mrs. Zasowski announced that the board will be sharing details on the district's opening phase as was discussed, debated and deliberated upon a few weeks ago. She noted that while it is the School Board's intention to start the school year virtually, parents do have a choice to participate in the school district's plan or to choose cyber and while this may not be the choice that all parents are seeking it is nonetheless an option. Mrs. Zasowski stated that the board also recognizes that no plan to move forward would have appeased the masses but that the decision was based on a number of factors all of which have been discussed at great length. She advised that they have continued to receive many emails with legitimate questions and concerns and it is the board's intention to continue to add clarity to their plan. Mrs. Zasowski reminded everyone of the mandate from the Governor which limits 25 people in attendance at any indoor meeting and advised that the best way to attend a meeting is by watching via YouTube or Zoom. She also reminded the public of the process for the meeting and for making public comments at the beginning and end of the meeting. Mrs. Zasowski advised that the board met in an executive session on August 12, 2020 for a discussion on personnel.

I. PUBLIC TO BE HEARD ON AGENDA ITEMS ONLY

Roland Olsen, Collegeville, stated that he didn't know Louie Carbajal but his daughters said he was a terrific wrestler, a big girls' basketball supporter and an even nicer young man. He offered his family's thoughts and prayers to the Carbajal family, Louie's friends, teammates, coaches and classmates on this terrible day. Mr. Olsen commented that he was speaking on behalf of the 800+ members of the Spring-Ford Community Back-in-School Council which represents families of greater than 1000 students in the district. He expressed that they have attempted to open the lines of communication with the School Board and Dr. Goodin and have offered the help and assistance of their highly qualified and well-educated constituents. He informed that they reached out to the board via a single email requesting and suggesting a regularly scheduled, mediated meeting with pre-submitted questions and an opportunity for additional dialogue, increased in-person attendance allowance for these board meetings, a plan which combats the rising rates of alcohol and drug abuse, depression and suicide linked to students remaining out of the classroom besides the Safe-2-Say link on the district website, and a back-in-school plan

with specific and measurable criteria which supports the established re-opening date. Mr. Olsen added that the council would like to see this presented project plan to be publicly available and include what is needed, when it is needed by, an updated status on each milestone, where teachers are on this plan, whether teachers are involved in the planning, what parent input is being included in the plan, what will occur if a student or teacher has a positive result reported to the Montgomery County Health Department and what the plan is to interface with the health department on each case. He expressed appreciation for the email Mrs. Zasowski which advised them that the questions they posed required deliberation and action of the board publicly. Mr. Olsen asked why none of their questions or requests had been included in tonight's agenda. He questioned why the Board President and Dr. Goodin who make up the meeting agenda, had purposefully ignored the council's requests and questions. He asked why there was an action item on the agenda for the hiring of a new HR Manager.

Mr. DiBello stated out of respect the family they are not commenting on the recent student loss until they are sure the family is okay with public comments being made. He conveyed that the board, the administration and the entire Spring-Ford community are heartbroken by the recent, unfortunate, and upsetting loss. He offered his condolences to the family. Mr. DiBello commented that he was sure that when the time was right the administration would be putting out a proper message.

Mr. Jackson asked that additional members of the public be permitted to enter as those in attendance did not total 25. Mr. DiBello motioned that all members of the public waiting outside be permitted to enter the meeting. When asked for clarification it was determined that the board would be voting on the motion by Mr. Jackson to allow up to 25 people to be present at the meeting and Mr. Fitzgerald indicated that a motion was not necessary to go to the threshold of 25. Mrs. Zasowski instructed Chief Boyer to allow 3 members of the public to enter the meeting bringing the total to 25 attendees.

II. ACTION ITEMS

Mrs. Earle made a motion to approve Item A and Mrs. Fazzini seconded it.

Mr. Jackson spoke about the process for the board to receive information that they are being asked to vote on and expressed concerns over information for Item A being sent home in Friday's memo with an expectation of voting taking place tonight. Mr. Jackson questioned the timing of this position being established in light of everything currently going on. Dr. Goodin explained that it was due to everything going on in June that he held this motion until now. Mrs. Melton asked Dr. Goodin to provide additional information on this position which he did and advised that it was budget neutral as far as its financial impact. Mr. DiBello stated that there was a protocol in the past that was not followed this time and he questioned why they had to vote now rather than next week. Dr. Goodin replied that the job description needed to be approved prior to the an individual being able to be hired. Mrs. Zasowski offered her understanding of this motion. Mr. Shafer stated that it appears to him that the board's concerns were more about the past procedure not being followed and the why the position is needed. He commented that the approval of the job description was not the approval of anyone being put in that position so possibly the board could vote on the job description tonight, Mrs. Leiss could provide a paragraph for the memo on the why it is needed and how it would support the department and then the board could vote on the filling of the position next week after having all of the necessary information.

The motion passed 7-2 with Mr. Jackson and Mr. DiBello voting no.

- A. The Board approved the attached job description for Human Resources Manager.
(Attachment A1)

Dr. Wright asked for further explanation on this motion. Mr. Fitzgerald provided details on this as it relates to the Public School Code with regards to the transportation of public and non-public school students. Discussion took place on the number of students the district would be transporting and although the exact number of families who would want to use district bussing at this time was not known it was revealed that in the past the district transported approximately 600 non-public students. The pros and cons of providing this transportation including the liability if a student contracts COVID while being transported were discussed.

Mrs. Fazzini made a motion to approve Item B and Dr. Wright seconded it. The motion passed 8-1 with Mr. Shafer voting no.

- B. The Board approved maintaining non-public transportation for the 2020-2021 school year consistent with current school district practice and Section 12-1361 of the School Code. Nothing herein otherwise limits the board's ability to revisit this motion at a later date shall it be determined necessary.

Mr. DiBello made a motion to approve Item C and Mr. Shafer seconded it. The motion passed 9-0.

- C. The Board approved the Memorandum of Understanding between the Spring-Ford Area School District and the Spring-Ford Education Association for the purpose of allowing for a Flex Day for the 2020-2021 school year.

Dr. Goodin provided explanation on why the recommendation for Revision 2 of the 2020-2021 school calendar was being made.

Mrs. Earle made a motion to approve Item D and Mrs. Fazzini seconded it.

Mrs. Melton asked that the motion under Programming and Curriculum, Letter D, be moved forward to become an Action Item on tonight's agenda so that the district can move forward with the submission of the application for flexible instruction days. She asked that this be done before they vote on the calendar. Mr. Rizzo provided an explanation on the flexible instruction days application process and advised that the Pennsylvania Department of Education would provide a response no later than November 1st on the approval.

Ms. Earle withdrew her original motion for voting on the calendar revision until the motion Mrs. Melton asked to have moved forward could be voted on.

Mrs. Melton made a motion that Letter D under Programming and Curriculum be converted to an Action Item on tonight's agenda.

Mrs. Fazzini made a motion to approve the application and participation in the Spring-Ford Area School District's Flexible Instruction Day Program for the 2020-2021 school year, with the option for Administration to extend for an additional two years, consistent with Section 15-1506 of the Public School Code of 1949. In approving this program the Administration is so authorized to take any and all necessary steps to effectuate implementation of the program. Mrs. Melton seconded it.

The floor was opened up for public comment and there were no comments on this motion.

The motion passed 9-0.

The Board approved the application and participation in the Spring-Ford Area School District's Flexible Instruction Day Program for the 2020-2021 school year, with the option for Administration to extend for an additional two years, consistent with Section 15-1506 of the Public School Code of 1949. In approving this program the Administration is so authorized to take any and all necessary steps to effectuate implementation of the program. **(Attachment A7)**

Mrs. Earle made a motion to approve Item D and Mrs. Melton seconded it.

Discussion took place on the reasoning for pushing back the first student start day to September 8th.

The motion passed 7-2 with Mr. Jackson and Mr. DiBello voting no.

D. The Board approved Revision 2 of the 2020-2021 school calendar as recommended by the Administration. **(Attachment A2 and A3)**

III. **BOARD AND COMMITTEE REPORTS**

Superintendent's Report Dr. David Goodin

Dr. Goodin commented that no one in this room or in our country have faced anything like this before. He stated that they are basically trying to manage a hurricane where things are constantly changing. He added that the recommendation to open virtually that he and his administrative team have recommended have been out of concern for safety of both the students and staff as well as the community-at-large. Dr. Goodin stated that if they are going to be faulted for anything then fault them for looking for the safety of our students and staff. He introduced a video that was prepared by the nursing staff that will be sent out to all families.

Dr. Goodin spoke about the Department of Health and the Pennsylvania Department of Education county designations which now are shown as Low, Moderate and Substantial and how they relate to the type of instruction school districts should be providing. He also spoke about the recommendations for K-12 schools following the identification of a case of COVID-19. Dr. Goodin next discussed the updates to the daily schedule for students in grades 7-12. He advised that students at those grade levels will follow a regular bell schedule for their virtual instruction. Discussion took place on allowing teachers to develop their own lesson plans and have flexibility with their schedule in order to allow them to be creative with their instruction. Dr. Goodin provided updates on transportation, extracurriculars and explained the transition timeline for the hybrid return to school which is recommended to be the first day of the next marking period, November 12th. Discussion and a lengthy discussion occurred on the timeline for return to school with regards to the hybrid return option, the board's and the administration's expectations. The board also spoke about the potential of setting up a committee including some Board Members who would work together with administration on a collaborative plan for getting students back to school versus having the already established Board Committees explore this and provide feedback to the administration.

Solicitor's Report Mark Fitzgerald

Mr. Fitzgerald commented that on the agenda for a first reading are modifications to Policies 103 and 104 due to Title IX changes.

IV. MINUTES

There were no questions or comments.

- A. Administration recommends approval of the July 13, 2020 Special Board Meeting minutes. **(Attachment A4)**
- B. Administration recommends approval of the July 20, 2020 Special Board Meeting minutes. **(Attachment A5)**

V. PERSONNEL

Mrs. Melton asked that for the listing of extracurricular contracts that there be a consistent way of compiling the list.

A. Resignations

- 1. **Cristin M. Arbaugh**; Instructional Assistant, Brooke Elementary School. Effective: August 21, 2020.
- 2. **Lindsay Brock**; Support Technician, 7th Grade Center. Effective: July 30, 2020.
- 3. **Dannette M. Dewey**; Instructional Assistant, Brooke Elementary School for the purpose of retirement. Effective: August 12, 2020.
- 4. **Rachael Fenyus**; Senior Accountant, District Office. Effective: August 21, 2020.

B. Leave of Absence

- 1. **Beverly E. Reimund**; Elementary Teacher, 5/6th Grade Center, is requesting a Sabbatical Leave per Board Policy. Effective: August 25, 2020 through the first semester.

C. Temporary Professional Staff

- 1. **Amy R. Heiman**; Special Education Teacher, 7th Grade Center, replacing Rhonda Zimmerman who retired. Compensation has been set at B, Step 2, \$50,500.00 with benefits per the Professional Agreement. Effective: August 25, 2020.

D. Support Staff

- 1. **Annmarie Mill**; Level III Secretary, District Office, replacing Courtney Mullen who had a change of status. Compensation has been set at \$16.62/hour with benefits per the Secretarial Benefit Summary. Effective: To be determined.
- 2. **Jennifer L. Moyer**; Instructional Assistant, Upper Providence Elementary School, replacing Elise-Marie A. Lannutti who had a change of status. Compensation has been set at \$17.36/hour with benefits per the Instructional Assistants' Benefit Summary. Effective: August 25, 2020.
- 3. **Allison L. Worthington**; Instructional Assistant, Upper Providence Elementary School, replacing Lynne Marie D. Keene who retired. Compensation has been set at \$17.36/hour with benefits per the Instructional Assistants' Benefit Summary. Effective: August 25, 2020.

E. Change of Status

1. **Evvie J. Harrison**; Kindergarten Teacher, Oaks Elementary School, from part-time (.50) Kindergarten Teacher to full-time (1.0) Kindergarten Teacher replacing .5 of a contract available due to the change of assignment of Lauren Rose. Compensation has been set at B, Step 2, \$50,250.00 with benefits per the Professional Agreement. Effective: August 25, 2020.
2. **Mary R. Newett**; Staff Accountant to Senior Accountant, District Office, replacing Rachael Fenys who resigned. Compensation has been set at \$65,000.00, prorated with benefits. Effective: August 25, 2020.

F. Tenure Status

- | | |
|--------------------------------|--------------------------------|
| 1. Anne L. Bowen | 10. Emily E. Marzewski |
| 2. Ashley L. Brod | 11. Brittany N. McElwee |
| 3. Jean M. Champion | 12. Michael J. Miedlar |
| 4. Steven E. Entenman | 13. Ashley A. Monziona |
| 5. James L. Eveland | 14. Jennifer L. Ott |
| 6. Mark P. Ferko | 15. Elizabeth Shields |
| 7. Angela M. Fitzgerald | 16. Amelia M. Smith |
| 8. Christina Khoury | 17. Megan L. Taylor |
| 9. Meghan D. Marchetti | 18. Julie A. Zolnierz |

- G. Administration recommends approval of the attached extra-curricular contracts for the 2020-2021 school year. Payments of extra-curricular stipends shall be contingent upon the reopening of schools and the ability as determined by the Administration to provide such extra-curricular offerings to students consistent with CDC guidelines and guidelines from the Commonwealth of Pennsylvania. The district reserves the right to prorate or not pay stipends in the event of a school closure, school modification, and/or discontinuation of the activity due to pandemic or other events surrounding the pandemic.
(Attachment A6)

VI. FINANCE

There were no questions or comments.

- A. Administration recommends approval for next month's payroll, taxes, all benefits, transportation contracts, IU contracts, Vo-Tech payments, debt service payments, utility bills, maintenance agreements, copier leases, equipment maintenance, federal grants, insurance, and discounted invoices.

B. Checks:

- | | |
|----------------------------------|----------------|
| 1. <u>General Fund Checks</u> | |
| Check No. 210293 – 211481 | \$1,247,558.95 |
| 2. <u>Food Service Checks</u> | |
| Check No. 1865 – 1964 | \$ 4,845.79 |
| 3. <u>Capital Reserve Checks</u> | |
| Check No. 2087 – 2088 | \$ 71,197.03 |
| 4. <u>Capital Projects</u> | |
| Reserve Fund: Check No. 83 - 84 | \$ 3,782.10 |

- | | |
|---|----------------|
| 5. <u>Scholarships</u> | |
| Check No. 156 – 222 | \$ 28,750.00 |
| 6. <u>General Fund, Food Service, & Capital Reserve and Projects ACHs</u> | |
| ACH 192001459 – 192001765 | \$1,261,098.90 |
| ACH 202100001 – 202100229 | \$2,245,452.69 |
| 7. <u>Wires</u> | |
| 201900095 – 201900107 | \$8,255,517.09 |

C. The following monthly board reports are submitted for your approval:

- Skyward Reports
 - Check Register (General Fund, Food Service, Capital Reserve, Capital Projects, Scholarships and Wires)
 - ACH Check Register (General Fund, Food Service, Capital Reserve, and Capital Projects)
 - Wires Register (General Fund, Food Service, Capital Reserve, and Capital Projects)

D. Administration recommends approval of the following independent contracts:

1. **Pediatric Services of America, Inc. dba Aveanna Healthcare – Atlanta, GA.**
Provide nursing services during 2020-2021 school year for multiple special needs students during the school day or on community based trips as per their IEPs. Funding will be paid from the Special Education Budget and shall not exceed \$80,160.00.
2. **Lakeside Youth Service dba Lakeside Educational Network – North Wales, PA.**
Provide 5.25 in-school counselors and 10 student slots for special education services during the 2020-2021 school year at the Lakeside School, Lakeside Girls Academy, Souderton Vantage Academy or Upper Merion Vantage Academy. Funding will be paid from the Special Education Budget and shall not exceed \$779,223.00.
3. **Personal Health Care, Inc. – Valley Forge, PA.** Provide nursing services during the school day and/or on transportation during the 2020-2021 school year. Funding will be paid from the Special Education Budget and shall not exceed \$25,725.00.
4. **Visiting Nurses Group, Inc. – Philadelphia, PA.** Provide nursing services during the 2020-2021 school year for a special needs student as per the IEP. Funding will be paid from the Special Education Budget and shall not exceed \$81,000.00.
5. **Richard Weidner – High School to Work Transition Services, Inc. – Telford, PA.**
Provide a Spring-Ford Transitional Employment Program (S.T.E.P.) for special needs students during the 2020-2021 school year as per their IEPs. Funding will be paid from the Special Education Budget and shall not exceed \$89,301.00.
6. **Epic Health Services (PA) dba Aveanna Healthcare – Atlanta, GA.** Provide a home health aide at school during the 2020-2021 school year for a special needs student as per the IEP. Funding will be paid from the Special Education Budget and shall not exceed \$7,000.00.

7. **Central Montco Technical High School (CMTHS) – Plymouth Meeting, PA.** Provide educational services for a special needs student during the 2020-2021 school year as per the IEP. Funding will be paid from the Special Education Budget and shall not exceed \$11,110.00.
8. **Foundations Behavioral Health - LifeWorks Schools – Doylestown, PA.** Provide educational services for a special needs student during the 2020-2021 school year as per the IEP. Funding will be paid from the Special Education Budget and shall not exceed \$40,320.00.
9. **The Camphill Special School – Glenmoore, PA.** Provide educational and related services during the 2020-2021 school year including speech and language, occupational therapy and a 1:1 aide as per the IEP. Funding will be paid from the Special Education Budget and shall not exceed \$89,627.40.
10. **Austill's, Inc. – Exton, PA.** Provision of speech and language therapy during the 2020 Extended School Year Program for a special needs student as per the IEP. Services were provided for 34 hours at a rate of \$67.00 per hour. Funding will be paid from the Special Education Budget and shall not exceed \$2,278.00.
11. **Austill's, Inc. – Exton, PA.** Provide direct and indirect speech and language therapy during the 2020-2021 school year for a special needs student as per the IEP. Services will be provided for up to a total of 108 hours at a rate of \$67.00 per hour. Funding will be paid from the Special Education Budget and shall not exceed \$7,236.00.
12. **Behavior Interventions – King of Prussia, PA.** Provision of 2020 Extended School Year Program services for a special needs student as per the IEP. Registered Behavior Technician support services were provided for 304 hours at a rate of \$55.00 per hour (\$16,720.00). In addition, Board Certified Behavior Analyst supervision services were provided for 60 hours at a rate of \$105.00 per hour (\$6,300.00). Funding will be paid from the Special Education Budget and shall not exceed a total of \$23,020.00.
13. **Chester County Intermediate Unit – Downingtown, PA.** Provide psychology services during the 2020-2021 school year plus additional psychology support as a result of the overflow of evaluations and re-evaluations that were unable to be completed in the spring of 2020 due to COVID-19. The total cost shall not exceed \$90,975.72 with \$45,500.00 coming from the Special Education Budget and \$45,475.72 being an unbudgeted expenditure that will come from the Unassigned Fund Balance.
14. **Chester County Intermediate Unit –** Provide psychology services for 14 weeks of the 2020-2021 school year due to the overflow of evaluations and re-evaluations that were unable to be completed in the spring of 2020 due to COVID-19. This is an unbudgeted expenditure and will be initially funded from the Unassigned Fund Balance and shall not exceed \$51,775.00.
15. **Capstone Academy LLC – East Norriton, PA.** Provide educational and related services for 3 special needs students during the 2020-2021 school year as per their IEPs. Funding will be paid from the Special Education Budget and shall not exceed a total of \$255,552.00.
16. **Personal Health Care, Inc. – Valley Forge, PA.** Provide nursing services during the school day and/or on transportation during the 2020-2021 school year. Funding will be paid from the Special Education Budget and shall not exceed \$55,860.00.

17. **Pediatric Therapeutic Services, Inc. – Conshohocken, PA.** Provide additional behavior support to the full-time autistic support classes at Limerick Elementary School. Board Certified Behavior Analyst services including supervision, training and programming will be provided for up to 820 total hours at a rate of \$78.99 per hour. Funding will be paid from the Special Education Budget and shall not exceed \$64,771.80.
 18. **Spring-Ford Family Practice (Pottstown Medical Specialists, Inc.) – Pottstown, PA.** Perform state mandated school physical examinations, provide standing orders and consultation regarding school-based medical issues during the 2020-2021 school year as requested by parents/guardians. Funding will be paid from the General Fund and shall not exceed \$20.00 per student physical.
 19. **Access Service – Fort Washington, PA.** Provide an assembly entitled “Hope 4 Tomorrow” for 9th grade students prior to the Question Persuade Refer (QPR) Training. This assembly is specifically geared to educate students about mental health and suicide. The goal is to engage students and foster discussion and thoughts about their own mental wellness and supports as well as awareness of resources in the school and community.
 20. **Access Service – Fort Washington, PA.** Provide Question Persuade Refer (QPR) Training for 9th grade students to help them learn to recognize the warning signs, clues and suicidal communications of people in trouble and gain skills to act vigorously to prevent a possible tragedy. There is no cost to the district for this student training.
- E. Administration recommends approval of an addendum to the contract with Education Alternatives for ABA, LLC in King of Prussia, PA originally approved in August 2019. This addendum is necessary due to the additional 24.50 hours provided for a special needs student as per the IEP by a Board Certified Behavior Analyst (BCBA). Funding will be paid from the Special Education Budget and shall not exceed \$2,327.50.
- F. Administration is recommending the extension of the Confidential in Lieu of FAPE Agreement (#2019-04) previously approved in August 2019 for one year with the parents of a special needs student and the authorization of the payment of tuition to the Stratford Friends School. This extension is needed due to the district’s inability to determine FAPE via an evaluation as a result of COVID-19. Funding will be paid from the Special Education Budget and shall not exceed \$43,000.00.
- G. Administration recommends approval of a Letter of Agreement between Creative Health Services, Spring City, PA and the Spring-Ford Area School District. Creative Health will provide SAP Liaison assistance including the provision of consultant services, student assessments and parent assistance based on the Student Assistance Program (SAP) referrals and student support groups for the 2020-2021 school year. There is no cost to the district for these services.
- H. Administration recommends approval to renew the membership with the Delaware Valley Consortium for Excellence & Equity (DVCEE) for the 2020-2021 school year. The DVCEE is a collaborative network of metropolitan school districts in PA, DE and NJ that have committed to learn and work together to support and nurture the school and life success of all their students. The membership fee for 2020-2021 is \$11,000.00 and will be paid from the Superintendent’s Budget.

VII. PROGRAMMING AND CURRICULUM

Mrs. Melton asked where the contracts stood with regards to Letters B and C and if the solicitor had the chance to review them yet. Mr. Fitzgerald advised that they are in the completion mode of it and will be finalizing.

Letter D will not be on the agenda next week as it was voted on this evening.

- A. Administration recommends approval of the 2020-2021 Title I, Part A, Federal Programs Grant – Improving Basic Programs, in the amount of \$577,891.00, the 2020-2021 Title II, Part A, Federal Programs Grant – Supporting Effective Instruction, in the amount of \$147,931.00, and the 2020-2021 Title IV, Part A, Student Support and Academic Enrichment Grants, in the amount of \$23,118.00.
- B. Administration recommends the purchase of one year access to Seesaw for Schools from Seesaw Learning, pending contract approval by the solicitor's office. Seesaw will support virtual instruction by providing K-2 grade-level appropriate lessons and interactive content. Funding will come from the Curriculum Budget and shall not exceed \$9,900.00.
- C. Administration recommends entering into a one year license agreement with Nearpod Inc. for Nearpod Lesson Library and Social & Emotional Learning Software, pending contract approval by the solicitor's office. Funding will come from the Curriculum Budget and shall not exceed \$29,808.00.
- D. The Administration recommends approval of the application and participation in the Spring-Ford Area School District's Flexible Instruction Day Program for the 2020-2021 school year, with the option for Administration to extend for an additional two years, consistent with Section 15-1506 of the Public School Code of 1949. In approving this program the Administration is so authorized to take any and all necessary steps to effectuate implementation of the program. **(Attachment A7)**

VIII. CONFERENCE/ WORKSHOP RECOMMENDATION

There were no questions or comments.

- A. **Brian Aikens**, Emotional Support Teacher, Upper Providence Elementary, to attend the virtual *"Relaunching Relationally Roadmap Training"* on July 23, 2020 via Zoom. The total cost of this training is \$79.00 (registration). There are no other costs to the district as this training is held virtually.

IX. OTHER BUSINESS

There were no questions or comments.

- A. Board approval is needed for the appointment of **James D. Fink**, Chief Financial Officer, to the Office of Board Treasurer of the Spring-Ford Area School District Board of Directors for the term of one (1) year, effective July 1, 2020.
- B. The following policy is being brought forward to be rescinded and retired:
 - 1. Policy #810.1 – OPERATIONS: Video Monitors **(Attachment A8)**
- C. The following policies are submitted as first readings:
 - 1. Policy #103 – PROGRAMS: Discrimination/Title IX Sexual Harassment Affecting Students **(Attachment A9)**

2. Policy #104 – PROGRAMS: Discrimination/Title IX Sexual Harassment Affecting Staff (**Attachment A10**)

X. BOARD COMMENT

Dr. Wright asked for verification that there was a plan in place for extracurricular activities and band to begin and Dr. Goodin confirmed this was correct. She asked about the Tech Club and if this was slated to begin and Dr. Goodin responded that the only obstacle would be if the club was still looking for an advisor to oversee the club. Dr. Wright requested that the information on student mental health resources be moved to the forefront of the district's website to make it easily accessible. She wished the students and teachers good luck with the beginning of the school year.

Mrs. Melton commented that Mr. Jackson had stated that the board should meet more frequently and she asked if he would like to meet weekly to which he replied yes that they should be meeting as much as humanly possible. Mrs. Earle agreed that she would prefer to have multiple shorter meetings but it would just be a matter of when they would have to be scheduled due to the committee meeting schedule. A suggestion was made for the board meetings to take place every other week and not necessarily on the last two weeks of the month.

Mr. Jackson spoke about the numbers of parents who have many questions and the need to provide answers to their questions and allowing them to come to board meetings and speak. He stated that this will just improve the dialogue.

Dr. Goodin offered his apologies to the board and specifically Mr. DiBello saying he did not want to be offensive to them by raising his voice.

Mr. DiBello asked if the Chromebook requirements were ever put up on the website so it was easy for parents to find and the response was yes.

Mrs. Fern asked that she be notified of the dates the board wants to meet so that a legal notice can be run since the meetings were not normally scheduled ones. Mrs. Zasowski stated that the board will think about this and then come back next week and firm this up.

Mr. Jackson asked if any reference has been made to the status of the teachers and Mrs. Zasowski replied that there was a statement that went out and was shared with the board in their weekly memo. Mr. Jackson commented that he was talking about the community as they need to know. Dr. Goodin responded that the staff was notified but he is not sure that anything went out to the community. Mr. Jackson felt that this information should be shared with the community. Ms. Crew advised that the notification can go out and that it is typically shared in a weekly update or back to school newsletter that will be coming out this week. Mr. Jackson felt that this should happen.

Mr. DiBello asked about the notification and what that entailed and Dr. Goodin replied that the teachers were notified that they had flexibility with regards to where they will work from but that they were urged strongly to come in but there is an understanding that they all have individual circumstances. Mr. Jackson again asked that parents also be notified.

XI. PUBLIC TO BE HEARD

Kelly Olsen, Collegeville, commented that kids are not social distancing and have not been doing it all summer. She stated that sports are going full-force and have been all summer without one deadly outbreak. Mrs. Olsen suggested that there may already be

a large immunity to this so it hopefully may not be as big of a deal in the fall. She asked that another better survey be sent out that would take count of every single student to see if they would come back. She felt that possibly the district would find that they would have a smaller population to work with. Mrs. Olsen suggested that possibly the seniors could be the first students in. She encouraged the administration to continue to work and strive for better as their efforts are appreciated but this is Spring-Ford and a high level is expected. She asked that they not throw their hands up as the students need them.

Roland Olsen, Collegeville, stated that Mrs. Melton made some great points earlier with finding out what the challenges are and suggested that they get to work as a group on these issues. He stated that Dr. Goodin's team is under a great deal of pressure with limited resources. Mr. Olsen suggested marshalling everyone's efforts and thoughts. He advised that they are fielding texts and emails from people who have ideas such as brown bagging half of the class while the other half get a hot lunch if they want. He added that not every kid needs a hot lunch so why do we even need to use the cafeterias. He advised that Pottstown brown bags all of the kids so we could keep a portion in their classrooms and a portion in the cafeteria.. Mr. Olsen stated that if there are not as many kids coming to school because they want to stay in red then there is that much less that we have to worry about so we may go from 700 in a lunch period to 350 in a flash. Mr. Olsen commented that there are a lot of highly motivated parents who want their kids back in school and feel like they have no voice; they want to be part of the solution not complainers, they want to be involved so give them so give them things like this to work on. He urged the board to throw challenges out to the public and let them help as they will come up with some good ideas. He expressed hope that they all can continue to collaborate and get the kids back in school safely and effectively.

Gabrielle Deardorff, Royersford, commented that it seemed like progress had been made but seemed like progress had been made where the board all seemed to be on the same page in previous meetings and then today was a mess. She stated that Mr. Jackson had told Dr. Goodin that he should tell the board now if this is not going to work and she encouraged him to say it is not going to work. Ms. Deardorff stated that the kids cannot go back to school in November in-person when flu season is about to hit. She added that they don't want to understand and accept that fact. She clarified that she was speaking about certain Board Members not all of them saying they are complete denial about the science of what is going on and felt this was the same about some parents. Ms. Deardorff felt that they think because she does not want her child in school that she is okay with and supports red and that she is not devastated that her child won't be there. She stated that it is a joke and they are wasting everyone's time.

Mary Jo Mcnamara, Royersford, stated that she was encouraged by tonight's meeting until slide 4 or 5 of Dr. Goodin's presentation where she felt they stepped backwards. She commented that they have a saying in her industry that says you take the happy path when trying to define a solution; you define the goal, the assumptions, the risks and dates and bring them forward to mitigate. She urged public forums and to let parents be involved in solutioning in some manner. Ms. Mcnamara added that the perceived view of the board is rejecting solutions by parents and not allowing question and answer periods. She stated that she believes the longer we stay out the bigger the divide between students as parents who have the resources are hiring teachers and creating pods where parents who do not have the resources are stuck working and trying to take care of their preschoolers and those children that are in school. She added that there will be an advantage that will happen so the longer you stay out the bigger the divide will be. Ms. Mcnamara stated that we have to get the kids back in school and she urged them to use the survey results which indicated 54%

said they would come back so the population is in ½ already. She suggested another survey be sent out if a better count is needed. She stated that the community is brilliant and have good ideas and they can solve this.

Eric Adie, Royersford, encouraged the board to start moving forward and if the first marking period is virtual to use this time to get the kids, parents and teachers all of the information they need as well as the equipment they need. He stated that if Wi-Fi is the problem then expand the broadband and allow kids to park in the parking lot using every other space so they can learn there. He commented that if the second marking period comes us and you are still virtual then tweak what you learned from the first marking period but have a plan in order in case you do go back. Mr. Adie stated that if lunch is a problem and you cannot figure it out then get rid of it and put the entire student body on a modified kindergarten schedule 7-12:30 and provide a morning snack that is delivered to the classrooms and kids that rely on the school district for their only meal of the day then send them home with a bag lunch. He added that when the third marking period comes around if you are still virtual then re-tweak again and then branch out on what you did in the second marking period. He stated that they need to start with an idea and then branch out or debunk it and repeat as necessary. He commented that as everyone had said the information is changing daily so in his opinion the board should all be available weekly.

Sarah Daunoras, Royersford, thanked Dr. Goodin for his leadership and his hard work over the summer and said that she can see he is putting safety first for students, teachers, staff and the wider community. She commented that everything about school is being reinvented right now by administrators, teachers and parents and everyone is faced with making impossible choices right now. Ms. Daunoras stated that as disappointed as she is she feels it is necessary to move back the date for the start of school and supports the changes in order to allow the technical department more time to prepare and deploy the technology and the teachers more time to prepare the virtual presentations for their classrooms for Canvas. She added that the board made the decision to allow the purchase of Canvas a month ago and the teachers only received training last week. She commented that if we have such high expectations of the lessons they will be delivering virtually then they owe it to them to give them more time. Ms. Daunoras stated that Mr. DiBello's behavior tonight is unacceptable as he was being abusive of the administrators and fellow Board Members. She asked him to step back, listen and try to understand. She stated that if anyone else would have suggested bringing in trailers to expand square footage in school buildings he would have been the first to vote against that increased cost. Ms. Daunoras said that setting an arbitrary date to return to school is reckless as November is the start of seasonal flu and she asked that he adjust his expectations. She stated that they would all like to have kids back in school but not if it is not safe and that a global pandemic does not bend itself around the school calendar or wishful thinking. She urged the board to allow Dr. Goodin and his administration to do their work without micro-managing and added that they do not need the added hours of extra meetings with the board when they and the teachers are already working far beyond their normal hours. Ms. Daunoras commented that every time she watches a board meeting she sees administration present their work and then she sees the board ask them to change everything. She felt that this is what has slowed down the process of planning this summer and this is why the start of school had to be moved back.

Kate Doyle, Collegeville, stated that if they are concerned over the emotional and mental wellness of students under the circumstances created by the pandemic then she urged them to please consider the recommendations of the AAP, CDC, AMA, Pennsylvania Psychological Association and other numerous medical organizations and have grades 7-12 bell schedules start at 8:30 a.m. or later. She added that with no need to coordinate

bussing, the district has the flexibility to start school at a time that enables students to achieve the sleep they need for optimal mental and physical health. Ms. Doyle added that despite all of the challenges that distance learning posed in the spring it appears that one of the unexpected benefits that they may have read about in articles in May and June may have been that a majority of teens seem to have met their biologically required sleep needs likely associated with later school start times established during distance learning at Spring-Ford and across the nation especially in schools in Montgomery County. She asked that the Board encourage teachers to work at the location that is best for them and their families and avoid any pressure to teach in the school building.

Heather Staley, Spring City, commented that she believes the board needs more collaboration as someone stated earlier that there are a lot of people who have a lot to offer. She advised that she is a designated infection control officer and heard several things that are not what the CDC is saying. Ms. Staley stated that there is a lot of information out there as well as a lot of misinformation. She added that we can get these kids back to school and it can be done safely but you need to have people who can help you navigate it. Ms. Staley said she has 20 years of experience of doing that as a first responder as well and she is here in the district and is more than willing to help for free. She stated that mentally this is killing kids and she spoke of her own experience with her daughter. She added that kids especially at the middle school level need to have some interaction with teachers, staff and students. Ms. Staley said she agreed with a lot of what has gone on tonight but that she also thinks that people need to understand that it is not just the administrators and the board as other districts like North Penn have had their parents involved in a lot of their committees and she believes this is what Spring-Ford is lacking and this is why a lot of parents are upset. She felt that if they can be part of the solution there would not be as much upheaval and there would be more ideas on the table.

Lauren Rafter, Schwenksville, thanked the board for voting on postponing the start of school until September 8th as she feels this was the right decision and will set them up for success better than starting school in two weeks from now. Ms. Rafter asked Mr. DiBello and Mr. Jackson to please have some respect and trust in their administration team who have clearly worked tirelessly on their plans for this school year during a global pandemic where nothing is ideal. She added that the constant disrespect, condescension and arguing must stop. She stated that the teachers on the front line are the ones who need to be prepared to teach our 8,000 children in this district so please include them in the decisions in the future by asking them what they want and trust administration in what they are saying as to what each school's leadership and teachers want. Ms. Rafter suggested that the board hold a pre-meeting before the board meeting to all get on the same page, have a plan in place prior to the public board meetings and prioritize things. She stated that they spent so much time tonight trying to figure out the plan for November 12th and beyond when there is not even a plan in place for the start of school. She felt the time would have been better spent figuring out the distribution of materials, issues or challenges with the teacher's union, device distribution, teacher training, the meet the teacher plan and the myriad of other things that need to be figured out for the 8,000 students that are starting back in just three weeks all of which parents, teachers and administrators have no answers to.

Wes Martz, Royersford, commented that he is amazed that they are using some sort of geometric equation to figure out how many kids can fit in the school and be six feet apart. He stated that the suggestion of trailers is wild. Mr. Martz added that these kids are teenagers and you cannot possibly ask staff to them to enforce mask wearing and social distancing. He commented that they were all teenagers once and they will be making out in hallways, vaping in bathrooms and you cannot actually expect that these kids are going to respect these guidelines. He asked the board not to be ridiculous and asked them to

understand who they are dealing with as kids will be kid so we will not be able to enforce all of the stuff.

Kim Huston, Royersford, stated that she wanted to talk about the discussion on hybrid versus why we cannot bring students back full-time. She referenced a comment that Mrs. Zasowski said regarding Spring-Ford not being able to mitigate this due to our numbers and she asked how schools such as Souderton make this work. She advised that right now Souderton High School had 2200 9th-12th graders where Spring-Ford has approximately 2500. Ms. Huston added that Souderton can make this work and bring back their kids five days a week and give their families an option of virtual if they are not comfortable. She asked why Spring-Ford administrators and board cannot meet with Souderton to see how they are planning to make it work. She advised that Souderton is bringing in tents for outdoor seating to ensure the social distancing and heaters if they are needed. She suggested thinking outside of the box to make this work especially if the cafeteria size is one of the main reasons that hybrid is being considered for the start of the second marking period. Ms. Huston urged the board to check out some of the other districts for some of their ideas and see how we can leverage some of their creativity to try and get this to work and ensure that our Spring-Ford kids can get back five days a week.

Erica Love, Royersford, stated that her comments are mostly directed at Mr. DiBello saying she was having a hard time understanding his logic as he voted for the red plan as it was the safest option but now she keeps hearing the phrase bring kids back as soon as possible when it really should be bring students and teachers back when it is safe and makes sense. Ms. Love commented that theoretically you can bring all of the kids back now but they will only be sent home again as happened down south and in universities that tried to start in person. She stated that the sources she heard being cited were just parents doing random things, other schools and she is not hearing sources from credible resources and experts on the topic. She added that this is health and people's lives that are at stake so they should be listening to actual experts in education and health care and not just random people and the loudest voice in the room. Ms. Love voiced her support for later start times because she hears a lot of claims about the mental health of students but does not see a lot of action in place to help the students have the best year as they possibly can.

Victoria Karalius, Collegeville, urged the Board Members to listen to the recommendations of experts whom she said are the staff and administration. She added that Dr. Goodin proposed in his plan today that at the start of the second quarter the hybrid plan would be manageable. She stated that a couple Board Members asked really good questions in wanting more details and she wondered how they can get students to have more live classes or see the teacher more per week than maybe two days a week. She suggested that possibly having dialogue in collaboration with each other several times a week rather than arguing with each other and taking up valuable time would be better. Ms. Karalius commented that one issue raised with hybrid was that students would only have real-time with teachers two days a week and she asked about the possibility of having cameras in the classroom to allow teachers to teach live so that students could see teachers everyday. She felt that some Board Members were trying to run before they walk and felt that they needed to possibly crawl and practice to make sure we can do one plan before we jump ahead. She asked the board to listen to administration, experts and staff and ask them detailed questions as she felt that many are looking for quick solutions to get student in when it is really not practical with the CDC and the suggestions of health experts as well. Ms. Karalius stated that safety comes first.

Michael Lebieczinski, Royersford, stated that the head of the CDC has been stating for weeks that there is no problem with in-person instruction. He advised that Montgomery County has had a total of 16 deaths in the last 54 days with only 1 day having more than 1 death. He added that it has been 11 days with no deaths and 18 straight days with less than 50 new cases in a county with 850,000 people. Mr. Lebieczinski stated that we really need to look at the actual numbers and added that he is not sure what kind of bubble some people are living in that they think this pandemic is getting worse as it has been getting better since the middle of April and in fact it is likely that in the next couple of weeks that CDC will declassify this as a pandemic. He added that by the time we get back to school it is very likely that Montgomery County and Spring-Ford will be in the low strata with PDE. Mr. Lebieczinski commented that he felt that to be not thinking full instruction no later than November which is three months away is just being completely ignorant of the numbers.

Annie Schlichter, Spring City, thanked Dr. Goodin for his presentation and commended him on making the recommendation to open in the red phase and added that not a lot of people are living in bubbles as referenced by the last caller. She stated that she does not want to be part of that .0001 % or whatever the numbers are that her kids get sick. She added that she has an 11th grader and a senior this year and she is happy with the Phase and okay with the plan. Ms. Schlichter expressed that she felt that Dr. Goodin was extremely humble in apologizing the way he did to Mr. DiBello and she felt that Mr. DiBello's response to him was horrid and she was very disappointed because she is team DiBello as he has made some great points but she was completely disgusted by that. Ms. Schlichter stated that all of the arguing is absolutely discouraging, the parents are worried, she is worried, the community is worried and the board spent the majority of the meeting arguing about the 2nd marking period when they haven't even reached the 1st marking period and what they are all doing. She again expressed that she was very disturbed by this meeting and then she cheered on Dr. Goodin saying he did great this evening.

Christine Grines, Royersford, thanked Dr. Goodin, High School Principals and Board for allowing senior to take the SATs on August 29th. She stated that she feels the bottom line is that collaboration is needed as it is desperately missing and they need to have parents involved. Ms. Grines commented that we have a very smart school district and there are parents out there and even community members that have ideas that could actually be put into place to bring the kids back. She referenced the caller who indicated that kids would not follow rules and will be smoking in bathrooms and asked that he give the kids more credit than that as they want to be back in school. Ms. Grines stated that it is ridiculous the amount of bickering that is going on but it is also ridiculous the amount of fear mongering that is going on. She commented that if you want to talk about statistics and the fear then how about the mental health of these kids. She advised that the CDC says these kids should be in school. Ms. Grines added that she thinks it is very unfair to continuously point out the actions of one or two Board Members when she feels everyone is at fault. She wanted to publicly say she supports Mr. DiBello and thanks him for all he is doing and the same for Mr. Jackson. Ms. Grines stated that this is very hard times for everyone and just because someone has an actual opinion that may differ from yours does not make it wrong.

Kari Zarynow, Collegeville, commented that she just wanted to thank Mr. DiBello for speaking on behalf of so many families and so many of them that cannot be present and that he is appreciated and valued. She next thanked the Olsens for being at the meeting as so many of them want to be here. Ms. Zarynow stated that they just want their kids back, want Spring-Ford to be proud of all of them, want the community back and everything back and she feels this can be done safely.

Erica Hermans, Royersford, stated that even though the motion carried with regards to public school transportation for private school students, she was upset with the Board Member who commented that if they elect to come out of our school district then they should elect to pay for their own transportation. She added that this comment was said in spite of the fact that the transportation cost was already a sunk cost. Ms. Hermans commented that another Board Member asked if there was a reason why we would not transport our kids that are part of our community who have chosen to get an education elsewhere. Ms. Hermans asked which of the statements was inclusive and which one was divisive and punitive? She stated that she has had 3 kids in Spring-Ford; two who will probably graduate from Spring-Ford and one who she chose to put into private school for personal reasons as it was the best choice for him. She urged that they continue to lift up all families in Spring-Ford and not the ones that some feel just deserve it.

Leigh Yeager, Schwenksville, expressed concern on the change to the 7-12th grade schedule. She stated that with the kids being online for 7 hours per day and then the potential for up to 3 hours of homework at night as they could be looking at 10 hours per day for the kids on the computer. She said this is a concern for her and that she cannot believe that on August 17th she is looking at a different educational situation for her children and where to place them next. She asked the board to please take this into consideration.

XII. ADJOURNMENT

Mrs. Earle made a motion to adjourn and Mr. Jackson seconded it. The motion passed 9-0. The meeting adjourned at 11:05 p.m.

Respectfully submitted,

Diane M. Fern
School Board Secretary

Pamela Santos Mon 8/17/2020 8:40 PM

I am in Region One. I am not able to find the email addresses for the board members that cover my region. They are Dr. Margaret White, Wendy Earle and Linda Sullivan. I am very disappointed that the the school administration and teachers are not able to get themselves ready to begin school on time. I feel that there has been plenty of time for this school district to obtain the necessary programming and training for the teachers. It's embarrassing that our school district seems to lag behind all the other school districts, except Philadelphia, to get their act together. Next things that will happen is another request for a delay, please stop dragging your feet and get your act together!

Kim Wallace Mon 8/17/2020 9:27 PM

Please consider the following to get kids back to school:

- Cafeteria - please keep students at their desk, deliver brown bag lunches, pass them out.
- Hallway - Instead of running classes 1-7 every day, run 1-4/5-7 day 1 and day 2, longer/double periods each. Reduces number of class exchanges.
- Hallway - INCREASE the length of time to change classes and release students in 3 phases - A-G, H-R, S-Z, 3 minutes each, then next group goes, and then the last. This reduces the hallway traffic to 1/3.
- In Hybrid plan, why cannot those that are at home, live virtually with those kids that are in class? This way there is continuity of lessons for all students in each class.

Thank you for your consideration.

Kim

Mon 8/17/2020 9:35 PM

We are working parents who cannot work from home full time. My son was at summer camp all summer and no one got sick. We have had to find childcare for our son for the virtual first marking period. So our son will have to go to the YMCA. How is that safer than going to school? Now we have to find care for an extra week? How are the teachers not ready?

Who is helping the working parent? According to the board they are trying to keep kids safe but what about the kids going to a childcare center? Any concern for their safety? I have not heard anyone discuss this.

Thank you,
Sara Trigger

SPRING-FORD AREA SCHOOL DISTRICT

Position Description

POSITION TITLE: Human Resources Manager

REPORTS TO: Director of Human Resources

ESSENTIAL DUTIES AND RESPONSIBILITIES: Serves as administrative support to the Director of Human Resources requiring the use of independent judgment, personal initiative and a background in human resources.

- Assists the Director of Human Resources with the district's Diversity and Inclusion initiatives.
- Assists the Director of Human Resources with recruiting and interviewing district applicants.
- Serves as the district's Compliance Officer and is trained and knowledgeable in Title IX and Title VII regulations.
- Acts as administrator for FBI PA SafeCheck for all employees, substitutes, extra-curricular employees, and transportation.
- Assists in revising and editing Board policies and drafting new policies when required.
- Tracks teacher and administrative certification and communicates certification issues in a timely manner.
- Manages requests for Level II certifications and ensures that all required documentation is submitted before forwarding to Pennsylvania Department of Education.
- Tracks licenses for RN's, CSN's, Behavioral Specialists and Speech Therapists as needed and communicates licensing issues with employees in a timely manner.
- Track and verify tenure status for professional employees, ensure that all requirements have been satisfied.
- Maintains HIPAA compliance with employee medical information.
- Maintains and updates all employee information in the Skyward database, including changes to name, address, certification, etc.
- In conjunction with the Director of Human Resources, is responsible for the year-end roll in Skyward and ensuring data is accurate.
- Prepares personnel agenda items for School Board meetings and sends out letters reflecting personnel actions taken to affected employees.
- Posts all employment opportunities within the district on the district's online applicant tracking database
- Manages and maintains on-line applications through the district's online applicant tracking database.
- Meets with all new employees to process new hire paperwork. Enters all new employee data into Skyward and creates a personnel file for each new employee.
- Oversees the employee off-boarding process and is responsible for ensuring communication to Human Resources, Payroll, Technology, and Building Administrator.
- Works with the Athletic Department and building administration in preparing and maintaining extra-curricular contracts.

This Job Description in no way states or implies that these are the only duties to be performed by the employee occupying this position. The Human Resources Manager will be required to follow any other job-related instructions and perform other job related duties requested by the Director of Human Resources.

DRAFT

POSITION SPECIFICATIONS - Human Resources Manager

Work Year: Full-time: 7.5 hours/day, 12 months/year

Classification: Administrative Support

Physical Demands: Frequently required to stand and walk
Frequently required to climb, bend, twist, reach, and grasp
Frequently required to kneel and squat
Light lifting - up to 15 pounds
Light carrying - up to 15 pounds
Manual dexterity to prepare mailings and/or use office equipment
Repetitive movement of fingers and hands for keyboarding

Sensory Abilities: Ability to speak clearly and distinctly
Auditory acuity to answer phones and relay messages correctly
Visual acuity to read correspondence and computer screen

Work Environment: Level of noise is quiet to moderate
Inside year around

Temperament: Must be cooperative, congenial and service oriented
Ability to work in an environment with frequent interruptions
Ability to work with others as a team
Must be courteous and be able to deal effectively and responsibly with people

Cognitive Ability: Ability to read, write and do simple computation
Ability to use correct grammar, sentence structure, and spelling
Ability to compose clear, concise sentences and paragraphs
Ability to communicate effectively, both orally and in writing
Ability to complete tasks with minimal supervision

Specific Skills: Must be proficient with MS Windows and Office, including Word, Power Point and Excel, as well as other software programs and the Internet.
Ability to learn and adapt to other customized software packages
Knowledge of federal and state labor laws.
Ability to work collaboratively with administrators, teachers, support staff, vendors and community members.
Strong verbal and written communication skills
Is sensitive to the various cultural, ethnic and economic groups in the school community and provides for a harmonious co-existence

Educational Level: Bachelor's Degree in Human Resources, Business or Psychology preferred

License/Clearance(s): Act 34 - Criminal History Clearance
Act 151 - Child Abuse History Clearance
Act 114 – Federal Criminal History Clearance

The position holder must be able to perform the essential job functions with or without reasonable accommodation. It is the responsibility of the employee to inform the Director of Human Resources of any and all reasonable accommodation that will be required.

DRAFT

2020-2021
SPRING-FORD AREA SCHOOL DISTRICT
STUDENT SCHOOL CALENDAR

Aug 25th	T	Staff In-Service K-12
Aug 26th	W	Staff In-Service K-12
Aug 27th	TH	Staff In-Service K-12
Aug 28th	F	Staff In-Service K-12
Aug 31st	M	First Day of School for Students
Sept 4th	F	No School for Students & 10 Month Employees
Sept 7th	M	Labor Day (school closed)
Sept 28th	M	No School for Students & 10 Month Employees
Nov 3rd	T	Staff In-Service K-12
Nov 23rd	M	Conferences K-12
Nov 24th	T	Conferences/In-Service
Nov 25th	W	No School for Students & 10 Month Employees
Nov 26th	TH	Thanksgiving Break (school closed)
Nov 27th	F	Thanksgiving Break (school closed)
Dec 24th	TH	Winter Break (school closed)
Dec 25th	F	Winter Break (school closed)
Dec 28th	M	Winter Break (school closed)
Dec 29th	T	Winter Break (school closed)
Dec 30th	W	Winter Break (school closed)
Dec 31st	TH	Winter Break (school closed)
Jan 1st	F	Winter Break (school closed)
Jan 18th	M	Martin Luther King Day (school closed)
Feb 12th	F	Conferences/In-Service
Feb 15th	M	President's Day (school closed)
Mar 31st	W	No School for Students & 10 Month Employees
Apr 1st	TH	Spring Break (school closed)
Apr 2nd	F	Spring Break (school closed)
Apr 5th	M	Spring Break (school closed)
May 18th	T	Staff In-Service K-12
May 31st	M	Memorial Day (school closed)
June 16th	W	Tentative Last Day for Students
June 17th	TH	Tentative Last Day for Teachers

Legend

No School for Students
Staff In-Service days
Add'l Emergency Days
First/Last Day for Students



The 2020-2021 calendar has 3 emergency days built into it in the event of school cancellations. If additional days are needed, the following days will be converted into student/teacher school days: November 23, November 24, February 15, March 31 and/or April 1.

The calendar will be revised as needed throughout the school year by the Board to reflect 180 student days and 190 teacher days.

	Student Days		Teacher Days	12 month
	Elem	Second		
Aug	1	1	5	23 Jul
Sept	19	19	19	21 Aug
Oct	22	22	22	22 Sep
Nov	15	15	18	22 Oct
Dec	17	17	17	21 Nov
Jan	19	19	19	23 Dec
Feb	18	18	19	21 Jan
Mar	22	22	22	20 Feb
Apr	19	19	19	23 Mar
May	19	19	20	22 Apr
June	12	12	13	21 May
	183	183	193	22 Jun
				261

7/20	8/20	9/20	10/20
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11/20	12/20	1/21	2/21
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3/21	4/21	5/21	6/21
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2020-2021
SPRING-FORD AREA SCHOOL DISTRICT
STUDENT SCHOOL CALENDAR

Sept 1st	T	Staff In-Service K-12
Sept 2nd	W	Staff In-Service K-12
Sept 3rd	TR	Staff In-Service K-12
Sept 4th	F	Staff In-Service K-12
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Apr 2nd	F	Spring Break (school closed)
Apr 5th	M	Spring Break (school closed)
May 18th	T	Staff In-Service K-12
May 31st	M	Memorial Day (school closed)
June 22nd	W	Tentative Last Day for Students
June 23rd	TH	Tentative Last Day for Teachers

Legend

No School for Students
Staff In-Service days
Add'l Emergency Days
First/Last Day for Students



The 2020-2021 calendar has 3 emergency days built into it in the event of school cancellations. If additional days are needed, the following days will be converted into student/teacher school days: November 23, November 24, February 15, March 31 and/or April 1.

The calendar will be revised as needed throughout the school year by the Board to reflect 180 student days and 190 teacher days.

	Student Days		Teacher Days	12 month
	Elem	Second		
Aug	0	0	0	23 Jul
Sept	16	16	20	21 Aug
Oct	22	22	22	22 Sep
Nov	15	15	18	22 Oct
Dec	17	17	17	21 Nov
Jan	19	19	19	23 Dec
Feb	18	18	19	21 Jan
Mar	22	22	22	20 Feb
Apr	19	19	19	23 Mar
May	19	19	20	22 Apr
June	16	16	17	21 May
	183	183	193	22 Jun

7/20	8/20	9/20	10/20
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11/20	12/20	1/21	2/21
S M T W TH F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	S M T W TH F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W TH F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W TH F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28
3/21	4/21	5/21	6/21
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On July 13, 2020 the Special Board Meeting of the Board of School Directors of the Spring-Ford Area School District was called to order at 7:30 p.m. in the cafeteria of the Spring-Ford High School with the following in attendance:

Region I: Wendy Earle, Linda C. Fazzini and Dr. Margaret D. Wright
Region II: Clinton L. Jackson and David R. Shafer
Region III: Thomas J. DiBello, Christina F. Melton and Diane C. Sullivan
Presiding Officer: Colleen Zasowski
Superintendent: Dr. David R. Goodin
Chief Financial Officer: James D. Fink
Solicitor: Mark Fitzgerald, Esq.
Student Reps.: Eshika Seth

ANNOUNCEMENTS

Mrs. Zasowski reminded everyone of the process for the virtual school board meeting.

I. PUBLIC TO BE HEARD ON AGENDA ITEMS ONLY

Roland Olsen, Collegeville, expressed his frustration with the communication from PDE which does not provide school districts with clear direction. He also expressed his hopes that our local state representatives were following the board meeting via Zoom and would offer their comments.

A member of the public asked the Board Members to introduce themselves when they speak as there are many who may not know who they are.

Andrew Svendsen, Royersford, commented that he has a lot of concerns over the virus spreading. He asked the Board to strongly consider opening under the hybrid model as he wants to protect his kids.

Due to audio and connection problems, the public comments via Zoom had to be held until the end of the meeting.

II. PRESENTATIONS

Dr. Goodin spoke about the 3 plans for educating students under the Red, Yellow and Green Phase using PDE's planning template. Dr. Goodin stated that the plans are not ideal as ideal would be returning to school with no restrictions. He advised that these are draft plans which will be finalized at the July 20th meeting. Dr. Goodin reported that in addition to the three plans the district is also looking to expand the cyber school program as another option for families. He added that the 3 committees working on the three draft plans tried to be as extensive as possible but the situation is fluid and changing. He advised that each committee's full attention is on the health of faculty and students. Dr. Goodin asked each committee chair to speak about the draft plans their committees have put together.

Dr. Murray spoke about the Red Phase which is student learning being done virtually. She recapped the information she provided at the June 22nd Board Meeting. Dr. Murray

spoke about the need for a Learning Management System (LMS) and advised that the committee's recommendation is to go with Canvas. She stated that discussion had begun prior to the COVID closure on the need for an LMS and now this is a fast forward of the initial plans discussed. She advised that the committee also spoke of the need for increased synchronous instruction and explained a revised daily student schedule to help with this. Dr. Murray also spoke about the need for additional devices for students in order to meet the live instructional demands under the Red Phase.

Dr. Rochlin spoke about the Yellow Phase planning which is the Hybrid Model. She advised that this plan had changed significantly from the one presented at the June 22nd Board Meeting. Dr. Rochlin reported that the new plan splits the K-12 population in half setting up a blue group and gold group. The blue group would attend on Monday and Thursday while the gold group would attend Tuesday and Friday. She added that Wednesday would be online learning for all students. Dr. Rochlin stated that students within the same family would be assigned to the same color group. She advised that students will still follow a 6-day cycle but the days of student attendance would remain constant. Dr. Rochlin stated that the purpose of proposing this model is so that the district can follow CDC guidelines and PDE guidance for social distancing. She added that the goal of the Yellow Phase Committee was to safely facilitate as much face-to-face instruction as possible, while working within recommended health and safety guidelines. She stated that the health, safety and well-being of staff and students was paramount to the Yellow Phase Committee's planning efforts. Dr. Rochlin outlined the plans for cleaning, sanitizing, disinfecting, ventilation of buildings, 6 foot social distancing and safety protocols while in schools and on busses.

Mr. Hunter spoke about the Green Phase planning which includes all students returning to schools for face-to-face learning. He recapped the information presented at the June 22nd Board Meeting. Mr. Hunter reported on what to expect in schools saying many of the same precautions taken under yellow will also apply to green with social distancing being reduced to 3 feet.

Chief Boyer spoke about protocols for symptomatic persons in school advising that the student or staff member will be triaged by the nurse or other health care personnel in an isolation room. Symptomatic individuals will be sent home. The staff member or student sent home will remain at home until a combination of the following is achieved; they are asymptomatic of cough or shortness of breath, no fever for 72 hours without the use of fever reducing medications, at least 10 days have passed since onset of symptoms, and 2 negative (24 hours apart) COVID-19 test results with no fever for 3 days. If the district is notified of a positive testing then the building nurse will notify the COVID Task Force or Representative who will notify families of all persons in contact with the symptomatic person including classmate, bus mates, and teachers/staff.

Dr. Goodin presented information on the projected financial impact of each the individual color phases including the cost if the district were to stand ready to move into any of those phases at any given time. He spoke about the grants that the district will apply for in order to offset some of the costs.

Mr. Rizzo spoke about the expansion of the Spring-Ford Cyber Learning Program. He advised that the purpose of this expansion is to support those families who may not be comfortable with whatever plan the district chooses to move forward with whether it be Red, Yellow or Green. Mr. Rizzo provided background on the platforms that were considered which included Accelerate Education, Apex Learning, Edgenuity/Compass and Virtual Learning Network. Mr. Rizzo reported that the committee he worked with had selected Edgenuity/Compass option as the program that best suited the district's

needs. He advised that Edgenuity/Compass was available via a technology consortium through the Seneca Valley Outreach Partnership. Mr. Rizzo commented that the cyber program would use Spring-Ford Teachers and professional development for those teachers would be provided. Mr. Rizzo presented on the technology needs. He spoke of the potential cost savings between families using an outside cyber program versus sending their children to the Spring-Ford program.

Dr. Goodin summarized that he and his team had presented 3 plans for the opening of the school year; a red plan where students continue with virtual learning, a yellow plan which is a hybrid plan where students come into school for a couple days during the week and use virtual learning for the other days, and a green plan where all students return to school with some guidelines and restrictions in place.

Questions, answers and discussion took place on the 3 plans with regards to the liabilities, the costs, the impacts, the pros and cons, the concerns including health and safety of students and staff. Discussion also took place on whether outside organizations should be permitted to continue to use district facilities after the school day concludes in light of the disinfecting of the buildings that will take place and then the risk of contamination of the buildings by those coming into the building after hours.

- A. **Dr. David R. Goodin**, Superintendent, to provide an “Update on the District Re-opening Plan”.

III. **MINUTES**

There were no questions or comments.

- A. Administration recommends approval of the June 8, 2020 Virtual Board Special Meeting minutes. **(Attachment A1)**
- B. Administration recommends approval of the June 15, 2020 Virtual Board Work Session minutes. **(Attachment A2)**
- C. Administration recommends approval of the June 22, 2020 Virtual Board Meeting minutes. **(Attachment A3)**

IV. **PERSONNEL**

There were no questions or comments.

A. **Resignations**

1. **Suzann B. Bani**; Instructional Assistant, Upper Providence Elementary School. Effective: July 9, 2020.
2. **Lenore Bianco**; Part-time, Food Service – 3 hours/day, 5/6th Grade Center. Effective: June 30, 2020.
3. **Patricia A. Flynn**; Mathematics Teacher, Senior High School. Effective: June 29, 2020.
4. **Linda S. Fulmer**; Elementary Teacher; Oaks Elementary School, for the purpose of retirement. Effective: July 1, 2020.

5. **Melody A. Hendricks**; Executive Secretary-Human Resources, District Office. Effective: July 22, 2020.
6. **Brooke Shiflet**; Instructional Assistant, 7th Grade Center. Effective: June 26, 2020.
7. **Vicki Yeager**; Part-time, Food Service – 3 hours/day, Senior High School. Effective: July 1, 2020.

B. Support Staff

1. **Brittany L. Harrington**; Level III - Attendance Secretary, Senior High School, replacing Lorraine R. Moyer who had a change of status. Compensation has been set at \$16.52/hour with benefits per the Secretarial Benefit Summary. Effective: August 21, 2020.
2. **Kristen E. Santee**; Instructional Assistant, Oaks Elementary School, replacing Mary C. Cassidy who resigned. Compensation has been set at \$17.36/hour with benefits per the Instructional Assistant's Benefit Summary. Effective: August 25, 2020.

C. Leaves of Absence

1. **Lauren E. Brock**; Math Teacher, Senior High School, for a child-rearing leave of absence per the Professional Agreement. Effective: August 25, 2020 through approximately October 12, 2020.
 2. **Diane Obenshine**; Administrative Assistant, District Office, for an unpaid leave of absence. Effective: June 12, 2020 through approximately December 31, 2020.
- D. Administration recommends approval of the following Professional Staff for the 2020 Extended School Year Program (ESY). The program will be held Monday through Thursday 8:30 AM to 2:30 PM; June 29, 2020 through July 29, 2020. Compensation for new employees will be set at \$40.00/hour plus benefits (FICA & Retirement). Funding will be from the Special Education Budget. The appointments herein shall be contingent upon the reopening of schools and a discontinuation of any school closure orders from the Governor's office.

1. Angela E. Rowe

- E. Administration recommends approval of the attached extra-curricular contracts for the 2020-2021 school year. Payments of extra-curricular stipends shall be contingent upon the reopening of schools and the ability as determined by the Administration to provide such extra-curricular offerings to students consistent with CDC guidelines and guidelines from the Commonwealth of Pennsylvania. The district reserves the right to prorate or not pay stipends in the event of a school closure, school modification, and/or discontinuation of the activity due to pandemic or other events surrounding the pandemic. *Designates new additions since the Work Session. **(Attachment A4)**
- F. Board approval is needed to set the salary for the Assistant Superintendent of Schools, Mr. Robert Rizzo. Mr. Rizzo's salary for 2020-2021, beginning July 1, 2020 will be \$_____.

- G. Board approval is needed to set the salary for the Superintendent of Schools, Dr. David R. Goodin. Dr. Goodin's salary for 2020-2021, beginning July 1, 2020 will be \$_____.

V. FINANCE

Mr. Jackson asked for an update on Letter B and Mr. Fitzgerald advised that for this particular item he will be reaching out to his colleague, David Comer, to determine what the break down was of the various appraisals of the property and why we came to the decision we did.

A. Administration recommends approval of the following independent contract:

1. **Dr. Fernando Cavallo – Huntingdon Valley, PA.** Conduct an independent educational evaluation for an elementary student. Funding will be paid from the Special Education Budget and shall not exceed \$3,250.00.

B. Administration recommends approval from the Board of School Directors to authorize Fox Rothschild LLP to enter into an agreement for the property located at 103 Commerce Court in Limerick Township and further identified as tax parcel No. 37-00-00614-85-2 setting the assessment of the property at \$542,300.00 for tax year 2020 (school tax year 2020-21) and for each subsequent tax year until a change in the property's assessment pursuant to applicable law.

VI. NEW CONFERENCE/ WORKSHOP RECOMMENDATION

Mr. Jackson asked if Item B was virtual or in-person and Mr. Rizzo explained that it was a combination of both.

The following individuals are recommended for attendance at the following:

CODE: 580 Account: Conference/Training, registration, food, and accommodations

HIGH SCHOOL

- A. **Allison Ramil**, Math Teacher, to attend the *"2020 AP Calculus AB-Online Chattanooga AP Summer Institute"* from June 22, 2020 through June 25, 2020. Ms. Ramil will be teaching AP Calculus and must be AP Certified in order to teach this class. Ms. McElwee was previously approved at the May Board Meeting to attend AP Training but that online class was cancelled and she was able to find this course which has a lower registration cost. The total cost for registration is \$525.00. There are no other costs to the district as this course is being held online.
- B. **Lauren Raugh**, Elementary Behavior Specialist, to attend *"Nonviolent Crisis Intervention Train theTrainer"* on August 24, August 31 and September 1, 2020 in Philadelphia, PA. The total cost of this conference is \$3,558.10 (registration, mileage). No substituted is needed.

VII. OTHER BUSINESS

There were no questions or comments.

- A. The following policies are submitted as a second reading for approval at next week's meeting:
 1. Policy #816 – OPERATIONS: Use of Audio and Video Monitoring Equipment (**Attachment A5**)

- B. Administration recommends approval of **Kaitlyn Tran**, an upcoming Junior, for Early Graduation in the Spring of 2021, a year ahead of her scheduled graduation date, 2022. Kaitlyn is a strong student who fully meets the qualifications/requirements under the Spring-Ford School Board Policy 217, Graduation Requirements. The High School Counseling and Professional Staff feel that Kaitlyn will succeed in college and endorse her application.

VIII. BOARD COMMENT

Eshika commented that she has had a bunch of students ask her that if the district returns under the green or yellow plan then what happens with pep rallies, Halloween parties and events like this and the response was that even under the green plan there is a limit to the number of people who can congregate.

IX. PUBLIC TO BE HEARD

Kristin Landis, Schwenksville, asked for clarification on whether the district opening plan color was the same as the county phase color and if athletics would run under the green plan. She expressed her concern with Google Classroom, spoke about the challenges and supported a new platform being used. She commented that she along with other parents want to provide their support and want the district and families to work together.

Roland Olsen, Collegeville, expressed his discouragement that there is no interfacing with the local state legislators. He also commented that he would have liked to have seen more discussion tonight on athletics and stated that he was discouraged on the discussion around Spring-Ford Youth Basketball and feels that if we are in green or yellow that they need to be a strong consideration. Mr. Olsen advocated for everyone to take care of themselves if they are at-risk health wise.

Kelly Olsen, Collegeville, stressed that she felt the district needed to go back to normal. She advocated for the need for extracurricular activities for students.

Marty Magazzolo, Collegeville, questioned if the district was communicating with other neighboring districts in order to learn from each other. He also expressed that in the presentation he did not hear anything about the continuous process going forward once a baseline is established and he urged the administration and board to consider this when planning. Mr. Magazzolo stated that as the President of the Spring-Ford Youth Basketball he wanted to encourage the board to consider the use of facilities and provide them with a framework that they will make sure they work within. Ms. Zasowski advised that the board members and administration had consulted and taken into consideration what other neighboring districts are doing.

Dennis Wright, Limerick, felt that there was a lot of time and energy spent tonight on the type of equipment the district was planning on buying. He stated that his vested interest in the district is to make sure that the tax money from the constituents in the area is being spent properly. Mr. Wright suggested that when talking about extra-curricular activities that possibly there is a way to work with the outside organizations that use the facilities to have them help the district defray the costs. He added that he felt that if the Board approves what was presented tonight then he is not sure they are doing the right thing as there were no details in how certain things would be done.

Amy Walker, Royersford, expressed her support of continuing at-home learning. She commented on her concerns over how the district would protect teachers and students and she asked that the district be extra cautious and not take any risks.

Kathy Morris, Royersford, expressed her concern over her child who has an IEP and the fact that it will not be possible to keep a mask on all day. She also questioned if the district went back under anything other than green what would be done for children who have split schedules with part of the day in a regular education class and the other part receiving the special education services needed. Mr. Fitzgerald advised Ms. Morris to reach out to the Special Education Supervisor for her child's grade level with questions related specifically to the IEP. He stated that with regards to the facemask concern the order from PDE and the Department of Health states that there are limited exceptions and one of those would be for students who have needs under the IDEA or medical needs under a 504 Plan. He suggested that she review the PDE guidelines

Rebecca Bonawitz, Schwenksville, suggested that children have their temperatures checked prior to getting on the bus, bus drivers having daily temperature checks and out of state checks. Ms. Bonawitz recommended that all staff have their temperatures checked before entering a classroom. She expressed a need for additional medical staff at every building as one person will not be able to handle all of the students/staff presenting with COVID like symptoms especially as we head into cold and flu season. She spoke about the distancing between students in a classroom and how the 3 feet spoken about was not enough. Ms. Bonawitz urged the district to be mindful of the disease not only for the sake of students but more for the people they will come in contact with such as the educators and elderly.

Kristin Ballas, Collegeville, suggested that the district consider a 5 day program rather than a 6 day program for consistency. Dr. Goodin indicated that they did look into a split schedule that would run 5 days a week but this model presented significant problems especially when it comes to the special education population. Ms. Ballas expressed hope that students would have daily access to teachers as this was not the case in the spring.

Susan Paffett, Schwenksville, questioned if the Western Center would be following a 2 or 5 day model and Dr. Goodin said he was not sure if they would be opening under green or yellow but they would be operating on a 5 day schedule under one of those plans. Ms. Paffett expressed her hope that the district would be opening under the yellow plan for the benefit of Special Education students as she felt these students need to be in a classroom.

Lillian Graham, Schwenksville, expressed her feelings that Google Classroom was not a successful tool and she looked forward to seeing a new platform. She asked how long parents had to determine if they planned on putting their students up for cyber school and when information on the cyber curriculum would be released as well as how music and extracurriculars would be included in the cyber programming. Mr. Graham spoke of his concerns over the long-term effects on oxygen deficiency for students and teachers wearing a mask and stated that they need to be protected.

Trisha Smith, Collegeville, reiterated the need for someone to man the isolation room in the schools that only have one nurse. She spoke of the need to protect the at-risk population. Ms. Smith added that the school nurse handles many various medical duties during the day and the need to keep the nurse's office healthy so as not to expose those students with medical needs at risk. Ms. Smith commented that under normal circumstances nurses have to send sick kids home more than anyone may realize and she anticipates that in a COVID world, with the fact that they will not be able to diagnose due to the diversity of symptoms that could be COVID, there will be an even greater number

of kids needing to be sent home. She also stated that face shields are not CDC recommended and that cloth masks are truly the best protection.

Abby Dierdorf, Royersford, spoke of wearing a mask for her employment and does not have any issues with oxygen levels dropping due to wearing the mask. She next expressed that she is 98% sure she will be moving her child out of the brick and mortar Spring-Ford School due to the divisive bickering and obvious rejection of science by the majority of the School Board and members of the public who frequent the meetings. She asked the Board to focus on what can be controlled and stated that she felt that sending the students and staff back to school in the fall was not safe. Ms. Dierdorf asked that they focus on synchronous teaching and using the resources the district has on families. She expressed her disappointment on the lack of information provided this evening on the cyber curriculum and stated that she was in favor of the red phase.

Matthew Wanamaker, Oaks, expressed his disappointment that he felt certain Board Members were only focused on opening under the green phase while completely dismissing the yellow and red phases. He spoke of the lack of substitute teachers in his son's class last year and how that would be dealt with. Mr. Wanamaker also stated that he was disappointed that the Board seemed to only focus on the bottom line and not on keeping teachers safe. He questioned how teachers would be paid if they had to be forced out due to being quarantined and whether they had to use their sick time. He added that he also works wearing a mask and has never experienced oxygen deprivation.

Lauren Rafter, Schwenksville, commented that she felt the presentation was very well thought out. She also stated that she did not feel Google Classroom was an acceptable way of teaching kids and felt that an LMS was very much needed. Ms. Rafter expressed that student cleaning desks was not acceptable and suggested that perhaps a parent volunteer could come in to do this. She also commented that she did not feel teachers should have to use sick time if they have to be quarantined. Ms. Rafter stated that she was disappointed with the Board focusing on the bottom line rather than the health and safety of kids.

Michael Frascione, Collegeville, questioned how the district will provide an appropriate education and appropriate support for his special needs daughter who requires intensive instruction, a one-to-one aide, speech and language services, and occupational therapy services. He stated that a virtual curriculum is not practical and not appropriate.

Rebecca Roberts, Limerick, expressed her concern with moving in the green direction especially with all of the unknowns. She stated that she felt that the plan was not acceptable as far as responding to a person who is sick. Ms. Roberts commented that there it would take time for testing and contact tracing and it could be days before families know that their student could have possibly been contaminated. She stated that she had concerns over cafeteria lunches and did not feel students sitting every other seat was adequate. She asked that the Board come up with other ways of moving forward so that students can get a healthy and important education.

Mari Macdougall, Collegeville, commented that she felt that students need to be in school full-time for their mental, social and intellectual health. She stated that she was not happy with the yellow plan for elementary students only being in school for 2 days. She also added that she spoke with the Department of Health today and was informed that school districts were not required to implement the wearing of masks in their plan as they are not considered the general public and the only time masks are required were when a student was being transported to school and walking across the parking lot. Ms. Macdougall

expressed her opposition to students wearing masks unless it is their choice. Mr. Fitzgerald clarified that he was not sure of the conversation Ms. Macdougall had but the information she referenced regarding masks from the Department of Health was not the information that was received by districts from the Pennsylvania Department of Education.

Julie Tighe, Collegeville, stated that she filled out the survey on the cyber program and requested additional information but had not received it as of yet. She expressed her disappointment that the presentation tonight did not go further into the cyber school information. Ms. Tighe asked if parents will receive additional information on this and Mr. Rizzo advised that tomorrow and Wednesday he will be providing information to families that requested it by completing the survey.

Kim Anderson, Collegeville, advised that she is exploring an outside cyber program as she did not gain any confidence in the district's program as presented tonight. She stated that she was advised that the district's program would be on par with the outside programs but does not agree. Ms. Anderson commented that she thought the green plan would be an improvement over the yellow plan but if students desks are going to be close together and they will still have to wear masks then she did not feel this would be true. She encouraged the use of face shields over masks.

Leslie Damiani, Phoenixville, commented that she agrees with other callers that the district needs to go back under the green plan but expressed concern over the health implications of having to wear masks. She asked that the Board consider the mental and health of teenagers when making their decision and asked that extracurricular activities be provided. Ms. Damiani advocated for going back to school under the green plan and stated that she was also in favor of face shields instead of masks.

Susan Helm, Schwenksville, stated that she understood the concerns expressed by parents and felt that those with concerns over being immunocompromised should just choose the full-time cyber option. She commented that her child needs interaction with the teacher to learn. She stated that parents do not have the skills to teach their children which is why teachers are needed. Ms. Helm expressed that she hoped that if the district goes back under a virtual plan that attendance is taken as students need to be accountable in front of their teacher. She added that she also felt students need social skills.

Venus McHugh, Collegeville, expressed that she is a nurse and this disease is a beast so to think the district would not have students wearing masks is absurd. She stated that she does not believe the district will be ready to go back to school in 40 days and recommended that we wait until January to go back. Ms. McHugh requested that the district put together a panel of medical personnel before moving forward with a decision to return.

Denise Miller, Perkiomenville, commented that she feels that Spring-Ford should not open for instruction in the fall and urged online instruction for the fall semester with a focus on opening for the 2nd semester. She stated that she was not sure why there was a debate on wearing masks as it is a state mandate. Ms. Miller expressed she did not feel Google Classroom was a good platform and said that she has used Canvas and believes it is far above. She strongly asked the Board to adopt this LMS System.

Lyndsie Olenoski, Phoenixville, asked about children in the same family and how that would work if the district went back under the yellow plan with a split schedule. Dr. Goodin advised that children in the same family would be assigned to the same color group so they would go to school on the same days. She expressed that she felt that going back under the green plan was incredibly overwhelming and felt that going back under the yellow phase would give everyone a chance to gradually adjust to the new rules and regulations as well as provide continuity.

Erica Love, Royersford, commented that she is a college student and used Canvas. She expressed that she found it to be much easier and believes it will save a lot of time and frustration for teachers and students. Ms. Love also spoke about the high school hallway congestion and pointed out that most of the public who spoke in support of wearing masks work in the health care industry and felt that this was an important thing to take into consideration.

Kim Schempp, Schwenksville, stated that she is a registered nurse and wanted to speak about the need for a quarantine room. She said that with the cold and flu season approaching there will be a large amount of students presenting with illness symptoms. Ms. Schempp commented that there is a need for more than one quarantine room as you cannot put students with COVID symptoms in the same room as those with other illness symptoms.

Sarah Daunoras, Royersford, commented that after seeing tonight's presentation, she is not reassured that the schools can open safely in September. She expressed her shock that anyone would consider sports and after school activities when there is not a plan for opening for the basic school day in a safe manner. Ms. Daunoras stated that she felt the district should put all its efforts into providing the best education possible in a virtual setting for the fall.

Dr. Jacob Ericson, Schwenksville, stated that he believes the district should return to school full-time. He commented that the stats do not show any pediatric cases leading to any significant amount of deaths. Dr. Ericson advised that he works in an emergency room and the biggest hit from COVID in this area occurred back in April. He added that he has not seen any type of pediatric cases live, no type of ventilation, or any deaths at all. He commented that he believes there should be a quarantine room for removing a child who may be sick. He expressed that he felt kids need face-to-face learning and that he has seen first-hand the mental health decline. Dr. Ericson stated that he supports students returning to school full-time.

X. ADJOURNMENT

Mr. Shafer made a motion to adjourn and Mrs. Earle seconded it. The motion passed 9-0. The meeting adjourned at 11:39 p.m.

Respectfully submitted,

Diane M. Fern
School Board Secretary

On July 20, 2020 the Virtual Board Meeting of the Board of School Directors of the Spring-Ford Area School District was called to order at 7:30 p.m. in the cafeteria of the Spring-Ford High School with the following in attendance:

Region I:	Wendy Earle, Linda C. Fazzini and Dr. Margaret D. Wright
Region II:	Clinton L. Jackson and David R. Shafer
Region III:	Thomas J. DiBello and Diane C. Sullivan
Presiding Officer:	Colleen Zasowski
Superintendent:	Dr. David R. Goodin
Chief Financial Officer:	James D. Fink
Solicitor:	Mark Fitzgerald, Esq.
Student Reps.:	Eshika Seth

The following Board Member participated virtually: **Christina F. Melton**

ANNOUNCEMENTS

Mrs. Zasowski reminded everyone of the process for the virtual school board meeting. Mrs. Zasowski announced that the Board met in an executive session prior to tonight's meeting to discuss personnel.

Dr. Goodin commented that tonight the district will consider the approval of the phased re-opening templates required by the Department of Education. He stated that the green, yellow and red templates serve as unique local guidelines for all school re-opening activities. He added that these documents must be approved by each school entity's governing body and submitted to PDE. Dr. Goodin advised that each school district still must then determine the best method for opening schools in the fall based on their local community needs. He stated that submission of the planning templates does not indicate which phase; red, yellow or green, the district will open under in the fall. He commented that they will be discussing further this evening the different plans that the district is considering for opening in the fall. Dr. Goodin next advised that Spring-Ford Area School District is continuing its work of being a more inclusive school district. He stated that ongoing professional development in the areas of racial equality, conscious and unconscious bias took place as a large number of central office and building administrators recently participated in online workshops offered by the Delaware Valley Consortium for Excellence in Equity through the University of Pennsylvania. He added that the district's Diversity and Inclusion Committee is meeting virtually next month to further discuss professional development for employees and examine the curriculum. Dr. Goodin stated that this committee has doubled in size in recent months and everyone is excited for the additional voices and talents to help get our district to a better place. He added that his reason for sharing is to let the public know that the district's focus has not changed even in the midst of the pandemic and that Spring-Ford is committed to doing better for our students, families and our community.

I. PUBLIC TO BE HEARD ON AGENDA ITEMS ONLY

Sarah Daunoras, Royersford, urged the Board to approve the plans so that the Administration can move forward with planning for the upcoming school year. She stated that she supports the virtual plan for opening as she does not want to ignore

the risks to teachers and feels that virtual learning will protect the most people. Ms. Daunoras advised that a petition was started in support of the virtual plan and has 300+ signatures that she would like to submit to the Board.

Abby Deardorff, Royersford, encouraged the Board to approve the template and waste no more time trying to figure out how to get kids back into school buildings. She commented that she did not feel there was a safe way to open schools for in-person instruction. Ms. Deardorff asked that the Board include medical professionals on the planning committees.

Ed Hudak, Schwenksville, asked when the decision would be made on which plan will be chosen as the lack of decision was holding families hostage and causing angst with not being able to make child care arrangements. Mr. Hudak questioned if the Board had received any feedback on what the Teacher's Union was planning on doing with regards to the return to school. He added that there were a lot of financial items on the agenda and hoped that the decisions made did not tax families out of the area.

Denise Miller, Perkiomenville, commented that she hoped the Board considers the danger of going back to school. She expressed her support of the hybrid model. Ms. Miller felt that in-person instruction in large group settings was too dangerous. She stated that she supported the adoption of an LMS and felt Canvas was a better option over Google Classroom as she uses Canvas in another district.

Andrew Svendsen, Royersford, stated that he wanted to address the mask issue saying teachers have tough jobs and cannot be expected to be police or babysitters with masks. He expressed his concern with students being in school and the potential for another student showing symptoms of being ill. He stated that if a student shows symptoms of COVID then they are already at maximum contagiousness so everyone must be sent home with a warning. He advised the Board that doing the right thing is not always the easiest thing to do. Mr. Svendsen commented that he believes that Governor Wolf may take the responsibility and put the state in red anyway.

Kristin Landis, Schwenksville, thanked Mr. Rizzo for answering parent emails day and night regarding the cyber-school program. She expressed gratitude to the teachers and asked parents to have compassion for whatever choice is made by the Board. She asked everyone to remember that we are in unprecedented times and that our district is doing better than just about everyone out there. She urged the district to rise up and be a success story and be a headline of what is positive. Ms. Landis stated that keeping an open mind is the best way to succeed.

Staci Silar, Collegeville, urged the Board to consider children when making their decision. He asked the Board to put their political opinions aside. Ms. Silar advised that she works as a university professor and spent most of her time policing 25 year olds on wearing masks. She asked the Board to please not consider sending kids back to school for the sake of getting them back to normal.

Kate Palladino, Royersford, stated that she felt the yellow plan was the safest option. She also commented that, for better disinfection purposes, she felt it would be best for one group of students to come in two days in a row on Monday and Tuesday with Wednesday being the off day and then the other group of students coming in Thursday and Friday. She also suggested that teachers should be the ones to move throughout the building during the school day. She asked that teachers be considered when making the decision and that they be prioritized as much as students will be. She suggested potential hazard pay be considered.

Caroline Myer, Royersford, spoke about all of the Corona Virus cases and stated that she is a college student with a parent who is a teacher and she is terrified she could lose her mom. She expressed concern for teachers, bus drivers, lunch ladies and custodians saying it would only take one student to bring the virus in and get them sick. Ms. Myer stated that she did not feel the risk was worth it and added that the decision to be made was a powerful one.

Ellen Luchette, Limerick, urged the Board to return under the red phase. She stated that she did not feel anyone other than a teacher would put themselves in a classroom with 25 people. She expressed concern over students keeping their masks on and felt that there would be an uptick in Corona cases after schools opened as was seen in other countries. Ms. Luchette commented that teaching online is not ideal but that less ideal would be having to dedicate a yearbook page to someone who passed away from COVID.

Kate Doyle, Collegeville, stated that she wanted to reiterate that Spring-Ford should open in the red phase. She added that at some point if the caseload lowered then it may be possible to open in the yellow phase or hybrid model. She urged the Board to approve budget increases so committee recommendations can be executed as said. Ms. Doyle expressed her hope that any teacher who would choose to take on the task of teaching for the cyber-school program that their classroom would be waiting for them once students return to the building.

Michelle Yuhasz, Royersford, asked if the district decides to open under the red phase if parents could be given a list of the computer programs that would be needed as they intend to purchase the computers that their children would need and want them to have everything they need to start school.

Eric Paster, Royersford, stated that he wanted to comment on the mask discussion from last week with regards to the possibility of students not keeping their masks on. Mr. Paster commented that if students do return to school he would like to urge the Board to enforce whatever mask policy is chosen and that specific actions and guides need to be provided to schools and teachers on how to handle this. He added that people may make decisions on whether to send their kids to school based on the policy and teacher need an action plan to guide them on what to do.

Heather Staley, Spring City, commented that she is a paramedic and infection control officer and does not feel the mental health aspect of this issue has been addressed. She commented that she has seen the change in her child due to the school closure last year. Ms. Staley stated that mental health is a big issue and urged the board to consider the whole health of a child. She also expressed concern over extracurricular activities and sports saying these activities help students a lot as well as provide enrichment. Ms. Staley commented that she believes we can do this safely and as parents you always have a choice to either send your child to school or enroll them in a virtual learning program.

Senator Katie Muth, Royersford, thanked parents for reaching out with their concerns and thanked Dr. Goodin for taking time to talk with her recently. She expressed her encouragement over the public's participation in this call and them expressing that safety should be the priority. She added that everyone needs to work together in order to ensure safety for both staff, students and families. Ms. Muth advised that every decision being made is data backed and not being made on a whim or a political plan. She encouraged the open dialogue to continue and offered the help of her office for any further questions.

Angie Weiss, Schwenksville, urged the Board that when voting tonight that they remember that the cornerstone of our country is choice and that choice is expected. She stated that it appeared that the district had programs in place to allow both for in-person teaching and return to school as well as online learning. Ms. Weiss commented that teachers have made a career choice and added that frontline workers have been doing this since the beginning of March without question. Ms. Weiss expressed that she knows that these are unprecedented times and that teachers maybe did not sign up for this and they can either submit their resignation or sign up to teach online. She felt that parents and students need a choice as what is occurring is detrimental.

Debbie Carboni, Schwenksville, commented that she is new to the school district and that her experience has been amazing. She expressed a concern over the mental health of kids saying there is a significant amount of data. She questioned how mental health issues may be addressed with a virtual program. Ms. Carboni asked the Board to consider special education students when voting. She felt the plans had concerns that needed to be addressed.

Bill Baird, Royersford, stated that a lot of thought goes into safety, the pandemic and the effect on things. He felt that students being in-school was very important in order for kids to be able to interact with one another.

Mr. DiBello advised that there are 3 templates that need to be filled in and submitted to PDE. He stated that the Board is not determining how they will be opening schools as they are only approving the 3 templates for submission. Mr. DiBello added that there will be further discussion later in tonight's meeting about opening strategies for the upcoming school year. Mr. Fitzgerald advised that if the Board were to decide to vote on a specific course for opening the school year then additional public comment would be heard prior to the vote taking place.

The Board made the decision to cut off public comment at 8:30 in order to move forward with the main part of the meeting.

Lisa D'Annunzio, Royersford, urged the Board to vote extremely intelligently as mentally the kids are suffering. The comments were cut off as they did not pertain to a specific agenda item.

Paula Naphegyi, Limerick, asked that there is clarity on the communications presented with regards to the color coded designations. The comments were cut off as they did not pertain to a specific agenda item.

Rebecca Stadelmeyer, Schwenksville, said she wanted to comment on Item II-B regarding the Sports and Athletic Plan. Ms. Stadelmeyer stated that it appeared that there was only action if the district goes back under yellow or green. She asked for clarity that if the school goes back under red if that meant there would not be sports or marching band. Mrs. Zasowski advised that this is dictated by the state

Rebecca Roberts, Limerick, commented that the agenda was not linked in the email that was sent the public with regards to how to join the meeting. Mrs. Zasowski advised that the agenda was posted on the website.

Kevin Difrancesco, Royersford, stated that he wanted to speak about educational distancing. The comments were cut off as they did not pertain to a specific agenda item.

Carrol Franklin, Phoenixville, wanted to speak on the LMS motion on the agenda. She asked if this was a done deal or was the district open to explore other options.

Emilie Lussier, Royersford, commented on the LMS System being proposed saying she uses one at work and finds it very useful. She stated that it keeps you very organized and on track. Ms. Lussier expressed that she is new to the district and does not have experience with Spring-Ford but felt that from a parent perspective school is difficult to manage and that an LMS System would be very useful. She urged the Board to vote yes on this.

Ed Kaercher, Collegeville, commented that he could not find the agenda on the website. Mr. Catalano advised that it is under the School Board and then Board Documents webpage.

Danielle Lapenta, Schwenksville, strongly urged the Board to approve an LMS system. She felt that Google Classroom was not a good tool for working parents. Ms. Lapenta asked the Board to vote on a better LMS than Google Classroom in order for parents to effectively teacher their children and keep them moving forward if the district does move towards a virtual opening.

Arulraj Selvaraj, Collegeville, stated that he wanted to comment on the reopening plan and that the safety of staff as well as everyone in the community. He expressed that he would like the Board to vote for virtual learning. Mr. Selvaraj commented that he felt that the LMS System used previously needed a lot of changes and stated that the district needs a better system.

Mr. Fitzgerald commented that it was important for the Board to know that since the last meeting there was additional guidance put out by the State Department of Health. He stated that it relates to specific reopening issues that were originally released in June. He added that also new was guidance that was put out by the County Department of Health as it relates to reopening plans. Mr. Fitzgerald stated that this is new information that would be subject to consideration by the Administration and Board as this process continues. Mr. DiBello stated that he knows the parents are anxious but there is new information coming out almost every couple of days. He stated that they are all trying to move forward and make sense of this as far as what is in the best interest for Spring-Ford. He advised that this constant ever-changing degree of information as well as inconsistency that makes this even harder for the Board.

II. ACTION ITEMS

Mrs. Melton made a motion to approve Item A-B and Mrs. Fazzini seconded it.

There was confusion on the unbudgeted expenditures being included as part of Item A.

Mr. DiBello made a motion to amend Item A to include the 3 template plans that are to be submitted to PDE only. Mrs. Zasowski seconded the motion to amend Item A. Mr. Fitzgerald clarified that Mr. DiBello wanted the wording "The plan includes the list of unbudgeted expenditures for approval" removed and Mr. DiBello replied yes that he did not want the unbudgeted expenditures approved as part of the plan and that the Board had advised the public that they were only approving the 3 template plans for submission to PDE.

Discussion took place on the unbudgeted expenditures and it was clarified that many of the items were included in the 2 grants that the district will be receiving. A question was raised

on when the district may expect to receive the grant money. Chief Boyer replied that it is specified in the grant that the money must be spent between the time period of July 31st to October. He stated that he would assume if this is the case then the money would be received before July 31st. Chief Boyer asked the Board to keep in mind when they are voting that all school districts are going to be ordering at the same time so every-one is in the same position and it is a seller's market and the window for ordering is starting to collapse. He added that he wants to be able to have all necessary gear in place if the district moves to a yellow or green situation.

Dr. Wright questioned if there was a way to approve the purchase of the grant funded items so that once the district receives the grant money then it will be possible to move forward and purchase those items immediately. Mr. DiBello advised that she would have to make a separate motion.

The motion to amend Item A to strike the wording "The plan includes the list of unbudgeted expenditures for approval" passed 9-0.

Dr. Wright made a motion to approve the grant funded items for purchase when the grant money has been received.

Mr. Fitzgerald advised the Board they needed to first vote on Item A with the amended version. Mr. DiBello made a motion to approve Item A as amended and Mrs. Fazzini seconded it. The motion passed 8-1 with Mr. Jackson voting no.

- A. The Board approved the PDE mandated Health and Safety Plans of the Spring-Ford Area School District for the 2020-2021 school year as presented to the Board of Directors on July 13, 2020 and posted on the district's website. The plan as proposed herein shall serve as the local guidelines for all school reopening activities in the Spring-Ford Area School District and shall be submitted to the Pennsylvania Department of Education following approval. ~~The plan includes the list of unbudgeted expenditures for approval.~~ Click the link below to view the plan.

https://docs.google.com/document/d/1SoJH4UW2wBLUhoqzFuQt_3bPppb4qIR-rrtDwV64Wbl/edit?usp=sharing

Dr. Wright made a motion to authorize administration to engage in expenditures related to specific unbudgeted expenses tied to the templates as long as the appropriate grant funding is received by the district. Ms. Earle seconded the motion. The motion passed 8-1 with Mr. Jackson voting no.

Mr. Shafer made a motion to approve Item B and Mrs. Fazzini seconded it. The motion passed 8-1 with Mr. Jackson voting no.

- B. The Board approved the "Revised" PDE mandated Athletic and Marching Band Health & Safety Plans of the Spring-Ford Area School District for the 2020-2021 school year originally approved at the June 22, 2020 Board Meeting and posted on the district's website. The plan proposed herein shall serve as local guidelines for the return to activity for athletics including the marching band following the COVID-19 closure. Revisions are a result of the Governor's July 15, 2020 increased restrictions and appear in red. Click the link below to view the plan.

<https://resources.finalsite.net/images/v1595016437/springford/u5ols2nfutcxeabuv3y/Athletic-BandHealthandSafetyPlanTemplateFinal.pdf>

III. MINUTES

Mr. DiBello made a motion to approve Items A-C and Mrs. Fazzini seconded it. The motion passed 9-0.

- A. The Board approved the June 8, 2020 Virtual Board Special Meeting minutes.
(Attachment A1)
- B. The Board approved the June 15, 2020 Virtual Board Work Session minutes.
(Attachment A2)
- C. The Board approved the June 22, 2020 Virtual Board Meeting minutes.
(Attachment A3)

IV. PERSONNEL

Mr. DiBello asked that Items E and F be separated. Mrs. Fazzini made a motion to approve Items A-D and G and Mrs. Melton seconded it. The motion passed 9-0.

A. Resignations

- 1. **Suzann B. Bani**; Instructional Assistant, Upper Providence Elementary School. Effective: July 9, 2020.
- 2. **Lenore Bianco**; Part-time, Food Service – 3 hours/day, 5/6th Grade Center. Effective: June 30, 2020.
- 3. **Patricia A. Flynn**; Mathematics Teacher, Senior High School. Effective: June 29, 2020.
- 4. **Linda S. Fulmer**; Elementary Teacher; Oaks Elementary School, for the purpose of retirement. Effective: July 1, 2020.
- 5. **Melody A. Hendricks**; Executive Secretary-Human Resources, District Office. Effective: July 22, 2020.
- 6. **Brooke Shiflet**; Instructional Assistant, 7th Grade Center. Effective: June 26, 2020.
- 7. **Vicki Yeager**; Part-time, Food Service – 3 hours/day, Senior High School. Effective: July 1, 2020.

New Resignation

- 8. **William C. Lewis**, Maintenance I, District-wide, for the purpose of retirement. Effective: September 4, 2020.

B. Support Staff

- 1. **Brittany L. Harrington**; Level III - Attendance Secretary, Senior High School, replacing Lorraine R. Moyer who had a change of status. Compensation has been set at \$16.52/hour with benefits per the Secretarial Benefit Summary. Effective: August 21, 2020.
- 2. **Kristen E. Santee**; Instructional Assistant, Oaks Elementary School, replacing Mary C. Cassidy who resigned. Compensation has been set at \$17.36/hour with

benefits per the Instructional Assistant's Benefit Summary. Effective: August 25, 2020.

C. Leaves of Absence

1. **Lauren E. Brock**; Math Teacher, Senior High School, for a child-rearing leave of absence per the Professional Agreement. Effective: August 25, 2020 through approximately October 12, 2020.
2. **Diane Obenshine**; Administrative Assistant, District Office, for an unpaid leave of absence. Effective: June 12, 2020 through approximately December 31, 2020.

D. The Board approved the following Professional Staff for the 2020 Extended School Year Program (ESY). The program will be held Monday through Thursday 8:30 AM to 2:30 PM; June 29, 2020 through July 29, 2020. Compensation for new employees will be set at \$40.00/hour plus benefits (FICA & Retirement). Funding will be from the Special Education Budget. The appointments herein shall be contingent upon the reopening of schools and a discontinuation of any school closure orders from the Governor's office.

1. **Angela E. Rowe**

Mrs. Fazzini made a motion to approve Item E and Mrs. Earle seconded it. The motion passed 6-2 with Mr. Jackson, Mr. DiBello and Mrs. Zasowski voting no.

E. The Board approved the salary for the Assistant Superintendent of Schools, Mr. Robert Rizzo. Mr. Rizzo's salary for 2020-2021, beginning July 1, 2020 will increase by 2%.

Mrs. Fazzini made a motion to approve Item F and Mrs. Earle seconded it. The motion passed 6-2 with Mr. Jackson, Mr. DiBello and Mrs. Zasowski voting no.

F. The Board approved the salary for the Superintendent of Schools, Dr. David R. Goodin. Dr. Goodin's salary for 2020-2021, beginning July 1, 2020 will increase by 2.5%.

New Personnel Motion

G. Change of Status

1. **Robert M. Colyer, Ed.D.**; Assistant Principal to Principal, Senior High School 10-12 Center, replacing Patrick J. Nugent, Ed.D. who retired. Compensation has been set at \$155,000.00 prorated with benefits per the Act 93 Administrators' Plan. Effective: August 10, 2020.

V. FINANCE

Mr. Jackson asked that Item B be separated. Mrs. Fazzini made a motion to approve Item A and Mrs. Earle seconded it. The motion passed 9-0.

A. The Board approved the following independent contract:

1. **Dr. Fernando Cavallo – Huntingdon Valley, PA.** Conduct an independent educational evaluation for an elementary student. Funding will be paid from the Special Education Budget and shall not exceed \$3,250.00.

Mr. Jackson asked for an update on this and Mr. Fink provided one. Mr. Jackson made a motion to approve Item B and Mrs. Fazzini seconded it. The motion passed 9-0.

- B. The Board authorized Fox Rothschild LLP to enter into an agreement for the property located at 103 Commerce Court in Limerick Township and further identified as tax parcel No. 37-00-00614-85-2 setting the assessment of the property at \$542,300.00 for tax year 2020 (school tax year 2020-21) and for each subsequent tax year until a change in the property's assessment pursuant to applicable law.

VI. NEW CONFERENCE/ WORKSHOP RECOMMENDATION

Mr. DiBello made a motion to approve Items A-B and Mrs. Fazzini seconded it. The motion passed 9-0.

The following individuals are approved for attendance at the following:

CODE: 580 Account: Conference/Training, registration, food, and accommodations

HIGH SCHOOL

- A. **Allison Ramil**, Math Teacher, to attend the *"2020 AP Calculus AB-Online Chattanooga AP Summer Institute"* from June 22, 2020 through June 25, 2020. Ms. Ramil will be teaching AP Calculus and must be AP Certified in order to teach this class. Ms. McElwee was previously approved at the May Board Meeting to attend AP Training but that online class was cancelled and she was able to find this course which has a lower registration cost. The total cost for registration is \$525.00. There are no other costs to the district as this course is being held online.
- B. **Lauren Raugh**, Elementary Behavior Specialist, to attend *"Nonviolent Crisis Intervention Train the Trainer"* on August 24, August 31 and September 1, 2020 in Philadelphia, PA. The total cost of this conference is \$3,558.10 (registration, mileage). No substitute is needed.

VII. OTHER BUSINESS

Mr. DiBello made a motion to approve Items A-B and Mrs. Fazzini seconded it. The motion passed 9-0.

- A. The following policies were approved:

- 1. Policy #816 – OPERATIONS: Use of Audio and Video Monitoring Equipment
(Attachment A4)

- B. The Board gave approval for **Kaitlyn Tran**, an upcoming Junior, for Early Graduation in the Spring of 2021, a year ahead of her scheduled graduation date, 2022. Kaitlyn is a strong student who fully meets the qualifications/requirements under the Spring-Ford School Board Policy 217, Graduation Requirements. The High School Counseling and Professional Staff feel that Kaitlyn will succeed in college and endorse her application.

VIII. PRESENTATION

Dr. Goodin provided a recap of the opening plans and what the green, yellow and red phase would look like. Dr. Goodin explained the difference between a cyber-school program and a virtual learning experience. He explained how the Seneca Valley Outreach Partnership of Technology (SV-OPT) would benefit our in-house cyber program and advised that the program would be facilitated by Spring-Ford teachers.

A question was raised over the possibility of the content being used for the cyber-school program being used as well for the virtual learning program. Mr. Rizzo advised that this could be done but there is an additional cost for this as we pay a per seat cost for the cyber program content.

Discussion took place on the pros and cons of Canvas Learning Management System (LMS) over Google Classroom.

A question was raised on when the administration needs a final decision from the Board on which of the three models the district will open under and Dr. Goodin advised that he would prefer that this decision not be put off any further than Monday, July 27th.

The Board spoke about various other decisions that need to be looked at and addressed with regards to how the district is handling student mental health, the provision of education and services to the special education students, the use of district buildings for extracurricular activities and outside organizations in addition to how we will enhance our curriculum offerings.

It was determined that a survey of parents would be sent out later this week asking for a simple yes or no response. Parents would be asked if the district opens would they send their student(s) back to school. If the parent responded no then they could be asked if they would be interested in the Spring-Ford Cyber-school Program or were they considering some other option.

A. **Dr. David R. Goodin**, Superintendent, to provide an update on the District Re-opening Plan.

IX. NEW OTHER BUSINESS

Mr. Jackson asked about Item C and questioned if we looked into pricing to get the best deal and why we were looking to approve a 3-year license instead of a 1-year license. Mr. Catalano explained that a 1-year deal was more expensive per student. Mr. Jackson asked what the total cost was for the 3-year licensing agreement and Mr. Catalano replied \$191,750.00. Mr. DiBello asked if there would be a cost for any additional modules and Mr. Catalano advised the price was all-inclusive and included everything including tier 1 support and annual training. Mr. Shafer stated that he had concerns over how this particular solution was procured. He asked that the Board consider approving just a 1-year deal in order to allow other options to be explored. Mr. Catalano expressed concern over moving platforms for consistency purposes and felt that Canvas was the best solution and he would prefer picking something for the long haul. Mrs. Fazzini asked if everyone did their homework when choosing the Canvas platform and Mr. Catalano replied that they had been talking about this for 8 months and feels the committee did a full evaluation. Discussion took place on the evaluation process that was done, the possibility of modifying the contract to a 1-year agreement and the impact on teachers, students and families with changing programs frequently.

Mr. Shafer made a motion to amend Item C to a 1-year licensing agreement pending solicitor review and inclusion of the dollar amount for this amended agreement and Mr. Jackson seconded it. There was a roll call vote with Mr. Shafer and Mr. Jackson voting yes on the amended motion and Dr. Wright, Mr. DiBello, Mrs. Zasowski, Mrs. Fazzini, Ms. Sullivan, Mrs. Earle and Mrs. Melton voting no on the amended motion. The motion to amend Item C did not pass by a vote of 2-7.

Mrs. Zasowski clarified that the motion is for the approval of Item C pending solicitor review and the contract having a clause that there will be no additional costs incurred by the school

district to the extent that new technology is offered by the platform during the life of this agreement. Mrs. Earle made the motion and Mrs. Fazzini seconded it. The motion passed 6-3 with Mr. DiBello, Mr. Jackson and Mr. Shafer voting no.

- C. The Board approved entering into a 3-year licensing agreement with Instructure, Inc. for use of their Canvas LMS (Learning Management System), pending solicitor review. The total cost over the 3-year term will not exceed \$200,000.00 and there will be no additional costs incurred by the school district to the extent that new technology is offered by the platform during the life of this agreement. Year 1 shall not to exceed \$88,000.00 including implementation and training fees. \$24,000.00 will be funded from Title IIa Funds and the remainder from the Curriculum Reserve. Year 2 and 3 costs shall not exceed \$56,000.00 per year annually and will be paid from the ongoing Technology Operating Budget.

Mrs. Melton made a motion to approve Item D and Mrs. Fazzini seconded it. Discussion took place on the purpose, the need and the timing deadlines for this purchase. The motion passed 7-2 with Mr. DiBello and Mr. Jackson voting no.

- D. Administration recommends approval of the purchase of 1,300 Chromebooks through the Co-Stars State Contract. The one-time cost shall not exceed \$520,000.00. This is an unbudgeted expenditure and will be funded from the Unassigned Fund Balance.

Mrs. Fazzini made a motion to approve Item E and Dr. Wright seconded it. Mr. Jackson asked about the total cost of the agreement and Mr. Rizzo replied that the known costs are the annual cost of \$1,500.00 plus \$6,500.00 for MyPath and UpSmart. He advised that the total costs cannot be determined as there is a per seat cost and we do not at this time know how many students will be enrolling. Mr. Jackson asked Mr. Fitzgerald if he reviewed this contract and he replied that there was still a component of it that was remaining under review. Discussion took place on the costs with regards to the per seat expense and the potential of students moving in and out of the cyber program. The decision was made to hold off on voting on this agreement until after Mr. Rizzo's cyber-school Q&A virtual meeting this week and the parent survey is conducted. Mrs. Fazzini withdrew her motion and Dr. Wright withdrew her second.

- E. There was no vote on the approval of an agreement between the Spring-Ford Area School District and the Seneca Valley School District for the Seneca Valley Outreach Partnership of Technology (SV-OPT). The annual fee is \$1,500.00 with additional pricing based on Exhibit A of the agreement. This is an unbudgeted expenditure and will be funded from the Unassigned Fund Balance.

Mrs. Fazzini made a motion to approve Item F and Dr. Wright seconded it. The motion passed 7-2 with Mr. DiBello and Mr. Jackson voting no.

- F. The Board approved paying the per diem hourly rate for teachers providing instruction in Spring-Ford Cyber Learning beyond their contractual weekly hours. This is an unbudgeted expenditure and will be funded from the Unassigned Fund Balance and shall not exceed \$297,000.00.

Mrs. Fazzini made a motion to approved Item G and Mrs. Earle seconded it. The motion passed 7-2 with Mr. DiBello and Mr. Jackson voting no.

- G. The Board approved the purchase of 200 Chromebooks through the Co-Stars State Contract to be issued to students enrolled in Spring-Ford Cyber Learning on an as-needed basis. This one-time cost shall not exceed \$80,000.00 and is an unbudgeted expenditure that will be funded from the Unassigned Fund Balance.

X. BOARD COMMENT

Mrs. Earle asked where the teachers stood with regards to schools reopening and if the teachers had been surveyed. Dr. Goodin replied that he had been in contact with teachers and they are all concerned with bringing back all 8,000 students and 1,200 employees back into the buildings. He added that they have voiced that if the district is determined to bring everyone back that they would prefer a hybrid approach which lessens the number of students in the rooms but felt that the safest decision was to remain virtual.

Mrs. Fazzini read the following statement: *I am surprised as anyone that I am in a position to have to make a decision that affects so many in such a fundamental way. I am constantly amazed that people in government at the state and federal level have not given clear guidance based on the scientific facts. But here I am, here we are.*

As a school board director, I consider my main job to have three major components. First to provide high quality education to all kids in the district, second to make sure it is done in a safe and effective way and third to attempt to do that in a fiscally frugal and sustainable manner. Then a global pandemic happens....

Now I need to consider three proposed plans.

In the green option, we open the school with all kids back to the buildings and some safety rules utilized but not all CDC guidelines followed, because they are not feasible. This seemed like a possible option to begin with because of Pennsylvania's mask rule. But I have to say after hearing parents at the board meetings, in person and through emails I am very troubled by their attitude towards masks. Many seem strongly opposed to their children wearing masks and even doubt the fact-based science on the issue. This attitude will surely affect the attitude of their children. I see no reason why children cannot be asked to wear masks and I feel if we create and foster the correct attitude it can be an effective policy. From kindergarten on, we constantly have expectations and rules for students, it is fundamental part of all education and this is no different. Also, I feel that asking to return to the old normal, meaning no changes at all is unrealistic. Life has changed, possibly forever. That doesn't mean that children will not ever see faces again, but it does mean that things need to change for some time until we get effective treatments, a vaccine and develop and implement creative ways to deal with rethinking and adapting our education.

So, do I discount everyone going back to the buildings just because not everyone will be safe? I am wary that children and parents will not support the mask rule and follow guidelines seriously and it could promote the spread of COVID. But I also see school as an essential service in many ways. I believe children who have special needs and children from K-4, need education in the buildings with teachers and aides. Online does not work for all or the majority of them and lost learning has already occurred during the months in the spring. And even though many people keep saying to me school is not childcare, I do not understand that concept or maybe I just do not agree. Of course, it is childcare. Everyone needs to earn a living. Most families are double income households these days and not everyone has the luxury to stop working or work from home to take care of children too young to take care of themselves. I am also concerned for those who are financially fragile and then we add the burden of child daycare to the mix. Also, this impacts our staff in so many ways. If we go back without proper safety guidelines, the students and staff will get COVID. The students will largely be asymptomatic and recover but the virus will pass to adult staff and family members who are higher risk.

If we go back in yellow it will be safer for all, but it will negatively impact community members and staff and their ability to work because of their need for childcare.

In addition, school provides a protected space for children. In school, students are not only educated but fed, given social and emotional support and sheltered from neglect and domestic violence.

So, these factors and really countless others have kept me up for nights all summer. But I personally feel that as much I want all students back to school I can only agree to that when we have the following conditions met: everyone wearing masks, social distancing, proper hand hygiene and no local surges in community numbers of cases. At this point I feel the buildings are too crowded and I need to be more assured that students and families will adhere to wearing masks as needed to return everyone to the buildings at once. I also feel implementing the green plan without being able to follow necessary CDC guidelines would most likely have the consequence of sending us directly to red. I support starting the school in yellow with hybrid learning if we can meet the conditions I have stated. I hope we as a school district can work together quickly to implement, improve and adapt this plan creatively.

I think my priorities as a school board director have shifted because of the pandemic. I believe at this moment in time, we need to concentrate on creatively trying to educate the district to a high standard but realize we also need to take steps to protect those at highest risk for lost learning and safety. I strongly support creating a robust competitive online experience for district students who are fully cyber and for those who will be hybrid learning. I also support trying implement a hybrid plan because I think going fully red puts many students at a high risk for other serious problems which I detailed previously.

I want to say I am so thankful to all the staff and administration who have been working tirelessly all spring and summer. Theirs had been a herculean effort. It is really amazing to watch a group of people accomplish so much so quickly with so many unknowns. I am also appreciative to all the information and input from the school board. We have differing opinions and styles but I have benefited from everyone's insight. I can say that I know everyone on this board cares deeply about the students, Spring-Ford education and the community.

Lastly, I also want to thank the Spring-Ford community. I can absolutely say after receiving countless phone calls, reading hundreds of emails, comments and texts and hearing emotional pleas behind a mask at a 6-foot distance in the grocery store that you feel passionately about your children, their education and this district. I learned so much from all the information you shared and empathize with each of your stories and situations.

Mr. Shafer questioned if any consideration was given to modifying the upcoming school start date in order to bump back the start of school to the middle of September in order to take all of the in-service days throughout the year and move them to the beginning of year in order to provide professional development for the professional staff. He stated that he hoped that the district was sprinting to prepare teachers to provide a meaningful experience not only for them but for the kids as well. Mr. Shafer commented that he believes the best thing is to provide parents with a choice with regards to students moving in and out of a virtual/cyber program.

Mr. DiBello stated that from his perspective he would like to get the kids back into school in the safest environment possible. He commented that he took exception to comments that the Board's questions and comments made last week were politically motivated. He added that he did not think people realized the amount of work going into this decision and that no matter what decision they make people will not be happy. Mr. DiBello advised that they are trying to figure how to provide the best educational experience for students and how to do it safely for everyone. He begged the public to hang in there with the Board as they are getting closer to making a decision but that it will all have a lot to do with the situation at that time and the ever-changing CDC guidelines.

Dr. Goodin asked to revisit the comment at looking to change the start date for the upcoming school year and questioned if this was the Board's desire but reminded them that they are still bound by the 180 day school year. Mr. Fitzgerald noted that under the collective bargaining agreement it will not buy you that much more time with the teachers as if they have a 190 day professional year then 180 of them will have to be with students so you will always have the finite number of professional development days.

Dr. Wright suggested that administrative team take a look at this as if you can buy another one or two days of professional development in the front of the year it may be impactful in order to help our teachers be prepared for the student's returning.

Mr. Shafer commented that he did not want a lot of time invested in this but just offered the suggestion in case it had not been thought of.

Dr. Wright stated that tonight they passed the approval for a principal for the high school. She said she wanted to take the opportunity to welcome Dr. Colyer to the helm.

XI. PUBLIC TO BE HEARD

Mr. Fitzgerald suggested that due to the late hour, the Board set a ½ hour maximum time limit to the public comment section and restrict comments to 2 minutes per person with the comment section ending at 12:03 a.m.

Kelly Olsen, Collegeville, stated that she felt that children's education should not be at risk and those who do not feel safe sending their child to school should take advantage of online learning while those who feel safe should be able to send their kids to school. She urged the Board to choose the choice that will give each family a choice as to what the best platform is to them.

Mary Jo McNamara, Royersford, commented that last week there were Board comments on things that were not addressed tonight such as lunches, bussing, counseling, mental health, use of facilities, and teacher substitutes. She stated that she would love to have a decision for her children and her work and what she needs to do going forward. She questioned how they make a decision on this within a week without having some of those other factors figured out. Ms. McNamara advised that she read through the templates but was not sure if the plan to open for athletics could be different from the plan for opening for instruction.

Roland Olsen, Collegeville, advised that he was working on initiating a town hall meeting that would put Dr. Goodin and Spring-Ford at a table with PA's Department of Education Secretary Rivera, the Department of Health, the Governor's Office, and local legislators. He added that he invited the School Board President, the President of the Teacher's Organization and will include local superintendents as well. He stated that he will keep everyone updated with his progress on this. Mr. Olsen stated that he felt that with the

proper equipment and resources that the district could stream their classrooms and provide synchronous learning for both online and in-person instruction. He spoke of the comfort level of teachers returning to the classroom and stated that he hoped that they had been included in the planning.

Dennis Wright, Limerick, stated that he has attended several meetings thus far and had three words; safety, technology and fiscal responsibility. He commented that a lot of time tonight was spent on the technology piece and felt that there was still a lot of work to do on the safety piece. He stated that there were many concerns expressed tonight by the public on the phone with concerns over returning to school and he felt that they needed to be provided with options.

Allison Zimmerman, Oaks, expressed her concern that many Advanced Placement classes that are typically offered as Spring-Ford AP courses are not available with the cyber learning environment. She stated that AP students would not be able to use the cyber option to get the same education that they would receive in school. Ms. Zimmerman questioned if the district was in a red or yellow phase if there was a reason why teachers would not be able to deliver the same synchronous classes under the normal school day schedule.

Abby Deardorff, Royersford, expressed that she has noticed during this meeting that some Board Members were posting on Facebook and stated that she would appreciate if they focused their time more on the tasks at-hand. Ms. Deardorff commented that she felt that Spring-Ford Cyber-school was a bait and switch to keep tax dollars in the district. She questioned why the district cannot use a Learning Management System and allow students to stay home. Ms. Deardorff stated that the cyber option was not a quality option and felt that opening under the red phase was the only safe option for staff and students.

Kristin Ballas, Collegeville, commented that tonight she heard someone say “they are employed here and how we open is how they work” and felt that when it comes to the teacher’s engagement that this needed to be taken a little bit more seriously. She stated that she looks to teachers as critical, impressionable people on the children’s lives. Ms. Ballas questioned if any consideration was given to the teachers possibly going on strike. She also posed that if the district has a high number of teachers who would request leave what the district would do to augment staff. She urged the district to consider broadcasting classes live and have one group attend for a full week while the other half participate at home and then vice versa.

Venky Parigi, Collegeville, commented that he did not hear too much detail on the cyber-school and did not find much on the website as well. He questioned why self-paced learning and why can it not be live. He asked why the district is calling it cyber learning when it is not the same curriculum that is taught in the classroom. Mr. Parigi questioned what the district was going to do for AP students as his daughter has been taking AP courses and currently has no options. He expressed that he thought it was sad that the 8 months of work done by the administration was railroaded by the Board by telling them that they need to go with the one-year option over the three-year option. Mr. Parigi stated that he heard one of the Board Members say that teachers are employees and need to come here and work and he felt that they are one of the most critical components of the school system.

Rashmi Goswami, Collegeville, questioned why the cyber learning platform is different from the red model that was presented and felt that they should be the same so that students could switch in and out of those systems. He stated that there needs to be flexibility to switch and that this cannot happen with an LMS versus something else. He asked that if the district determines to go back under the yellow phase if it stays yellow throughout the year or can it change depending on the situation.

Annie Schlichter, Spring City, commented that she did not understand why the salary increases for Dr. Goodin and Mr. Rizzo was approved so quickly and felt that all of the teacher who are frontline workers should get a raise. She stated that she did not understand why it was so difficult to come to an agreement on an appropriate platform for students to learn. Ms. Schlichter asked if teachers were getting the same respect as students and would they lose their positions at school if they accept a virtual position.

Julie Tighe, Collegeville, suggested in regards to the simple survey that Mr. DiBello spoke of that it be worded in a better fashion than just would you come to school if school opened. She felt that parents needed to know specifically if it was opening under green or yellow. Ms. Tighe stated that she felt it would be better to do the survey after the cyber-school meeting on Wednesday night.

Conrad Folkes, Royersford, felt that comparing Google Classroom to an LMS was a fair comparison because they are the choices we have in a virtual reopening but stated that an LMS is superior to Google Classroom. Mr. Folkes spoke about the concerns expressed over the mental health aspect and children missing out on the social interaction and stated that at times synchronous learning takes place within an LMS so this should help with that. He commented that the question is not what phase to open under but the true focus should be on the health and safety of students and staff. He urged the district to open in the red phase.

Arlene Hudak, Schwenksville, commented that her children's teachers did an amazing job online from March until June. She urged the Board to approve the Canvas Learning Management System. She asked how parents would be notified if a child in their student's class tested positive for COVID and would testing be recommended for everyone exposed.

Lyndsie Olenoski, Phoenixville, questioned how her child is supposed to learn if the district opens in green and then are quarantined for 14 days even though they are not sick and there is no LMS system. She expressed frustration over the squabbling and questions and felt that they were not about learning but rather about money. She commented that it was her understanding that the Board has \$172 million appropriated in the approved budget and discussion is for an additional \$2.6 million to open in red with an LMS system. Ms. Olenoski stated that this equates to 1.5% of the \$172 million. She asked the Board to take a moment and think about what it is like trying to be a parent trying to navigate the system. She urged the Board to talk about the children's well-being and their education and not squabble over the minute details.

Venus McHugh, Collegeville, recommended that the Board apply Occam's Razor which is the choice with the fewest assumptions is usually the correct choice. She stated that there are too many unknowns that will be thrown at us creating inconsistency and making it harder on students, staff and parents. She asked the Board to allow teachers to create a curriculum for one platform of teaching. Ms. McHugh expressed that she is disheartened that the Governor is not making this decision for us. She urged the Board to open in red and revisit this in January.

XII. ADJOURNMENT

Ms. Earle made a motion to adjourn and Mr. Jackson seconded it. The motion passed 9-0. The meeting adjourned at 12:04 a.m.

Respectfully submitted,

Diane M. Fern
School Board Secretary

	Contract Title	Season	Last	First	Stipend
1	Volunteer Assistant Football Coach - HS	Fall	Algeo, Jr.	James M.	Volunteer
2	Bandfront & Majorettes-Fall -Grades 7 & 8	Fall	Eddowes	Annette	\$1,471.00
3	Head Cheerleading Fall-7th Grade	Fall	Kajak	Brittany E.	\$1,875.00
4	Volunteer Assistant Football Coach - HS	Fall	Moyer	Stephen	Volunteer
5	Volunteer Assistant Football Coach - 9th Grade	Fall	Scarcelle	Michael V.	Volunteer
6	Senior High Percussion Technician	Fall	Slifer	Brett M.	\$1,698.00
7	Asst. Soccer Coach-Boys'-HS	Fall	Waller	Peter S.	\$4,190.55
8	Reading Olympics – Limerick Elementary	Year	Alba	Alice V.	\$402.00
9	7 th Gr. Club #10- Orchestra Club	Year	Baisch	Ashley E.	\$402.00
10	HS Club #1 - Debate Club	Year	Barnett	Rebecca C.	\$402.00
11	5/6 Club #1- Art Club-IMS	Year	Beerer	Katherine J.	\$402.00
12	5/6 Club #2- Art Club-IMS	Year	Beerer	Katherine J.	\$402.00
13	5/6 Club #3- Art Club-IMS	Year	Beerer	Katherine J.	\$402.00
14	HS Club #17 - Library Club/Reading Olympics	Year	Bowen	Melanie F.	\$402.00
15	HS Club #23 - Animal Rescue Club	Year	Briggs	Janine	\$402.00
16	7 th Gr. Club #5- World Language Club	Year	Calvin	Krista L.	\$402.00
17	7 th Gr. Club #8- Aavidum Advisor	Year	Cooper	Cynthia A.	\$402.00
18	Reading Olympics – 5/6	Year	Craig	Jessica M.	\$402.00
19	Art Enrichment - HS	Year	Culp	Amy B.	\$402.00
20	Art Enrichment - HS	Year	Culp	Amy B.	\$402.00
21	HS Club #14 - Health Club Advisor	Year	Czapor	Kevin M.	\$402.00
22	Reading Olympics – Spring City Elementary	Year	Eaton	Deborah M.	\$402.00
23	Reading Olympics – Limerick Elementary	Year	Ellison	Gwendolyn D.	\$402.00
24	HS Club #24 - Science Club Advisor	Year	Eveland	James L.	\$402.00
25	7 th Gr. Club #15- Community Club	Year	Gabel	Kate E.	\$402.00
26	Ireland Trip Coordinator	Year	German	Kelly L.	\$1,104.00
27	5/6 Club #6- Morning Announcements Club	Year	Glass	Patricia M.	\$402.00
28	HS Club # 13 - German Club Advisor	Year	Huss	Ingrid	\$402.00
29	Friends in the Community-MS (1/3 Contract)	Year	Kenney	Joan E.	\$368.00
30	Yearbook- Grade 7 (1/2 Contract)	Year	Kenney	Joan E.	\$735.50
31	Reading Olympics – 5/6	Year	Kraer	Brian J.	\$402.00
32	Ireland Trip Coordinator	Year	Landis	Doug W.	\$1,104.00
33	HS Club #3 - Book Club	Year	Lawrence	Rachel	\$402.00
34	HS Club # 18 - Math Club Advisor	Year	McElwee	Brittany N.	\$402.00
35	WSFR-TV Club Advisor-HS (1/2 Contract)	Year	Murgia	Cheryl B.	\$735.50
36	Reading Olympics – Limerick Elementary	Year	O'Callaghan	Marykay	\$402.00
37	Reading Olympics-Grade 7	Year	Pinard	Sarah	\$1,104.00
38	Ramoirs Advisor-HS	Year	Reagan	Jennifer E.	\$585.00
39	HS Club #11 - French Club Advisor	Year	Richardson	Ann	\$402.00
40	WSFR-TV Club Advisor-HS (1/2 Contract)	Year	Rothermel	Andrew T.	\$735.50
41	Reading Olympics - Spring City Elementary	Year	Rudinsky	Janet L.	\$402.00
42	HS Club #8 - FBLA Club Advisor	Year	Scheck	Carol L.	\$402.00
43	HS Club #6 - Future Medical Leaders of America	Year	Shaw	Heather L.	\$402.00
44	HS Club #19 - Minorities Coming Together Club	Year	Shelly	Janell M.	\$402.00
45	HS Club #7 - Cultural Awareness Club	Year	Smith-Wood	Mollie M.	\$402.00
46	Student Council-Grade 7	Year	Stauffer	Megan M.	\$1,471.00
47	Art Consultant - Digital Graphic Artist HS	Year	Strickler	Chadwick A.	\$1,873.00
48	HS Club #22 - DECA	Year	Swier, III	Robert A.	\$402.00
49	HS Club #26 - Spanish Club	Year	Tornambe	Lydia J.	\$402.00

50	Reading Olympics - Oaks Elementary	Year	Verma	Greta L E.	\$402.00
51	HS Club # 9 - FCS Advisor	Year	Viscardi	Cheryl C.	\$402.00
52	Reading Olympics – Oaks Elementary	Year	Wike	Christine N.	\$402.00
53	Reading Olympics - Limerick Elementary	Year	Williams	Kristin K.	\$402.00
54	5/6 Club #5- Morning Announcements Club	Year	Wobensmith	Melissa A.	\$402.00

Flexible Instructional Days

2020-20... Online Application

IMPORTANT: To avoid losing your work, please save or submit the application every 10 minutes or less. You can't save or submit the application unless the required information (Public School Entity, Contact, Email, Phone, and Period) is entered correctly and the assurances are selected. You can't submit the application unless the narratives are completed and the Electronic Signature section is completed.

To facilitate the development and review process for exemplars, the Pennsylvania Department of Education (PDE) has provided a lesson plan exemplar template. Public school entities may choose to use the template or their own formatted lesson plan. All exemplars must be submitted as a PDF.

Public school entities applying for a FID program for the 2019-2020 school year:

The option to create a 2019-2020 application is no longer available. The deadline for submitting a 2019-20 application ended on 6/15/20.

If a public school entity submits an application, inclusive of all required documentation on or before June 15, 2020, the public school entity may implement the proposed FID program for an unlimited number of days through the end of the 2019-2020 school year. The proposed FID program will receive a complete review by PDE to determine completeness and acceptance of the application for implementation in the 2020-2021 and 2021-2022 school years. PDE will notify the public school entity as to whether its application meets the requirements of section 1506 of the Pennsylvania Public School Code (School Code), 24 P.S. § 15-1506, and is therefore accepted, no later than Nov. 1, 2020. If the application is accepted for use during the 2020-2021 and 2021-2022 school years, the public school entity is limited to five (5) FIDs for those years.

The following documentation is to be provided by June 15, 2020 if the school wishes to utilize a FID program for the 2019-2020 school year: completed application, including the uploading of exemplars; electronic signature page; and a letter of commitment of intent to adopt a FID program signed by the public school entity's Board President and Superintendent/CAO. Additionally, approved Board minutes, evidencing the board resolution approving the FID application must be submitted no later than Sept. 1, 2020.

Public school entities applying for a FID program beginning in the 2020-2021 school year:

Applications and all required documentation are due by Sept. 1, 2020. PDE will notify the public school entity whether its application meets the requirements of section 1506 of the School Code, 24 P.S. § 15-1506, and is therefore accepted, no later than November 1, 2020. If accepted, the public school entity may implement a FID program for 2020-2021 and two subsequent years. A FID program cannot be instituted during the 2020-2021 school year or in subsequent school years, prior to PDE accepting the public school entity's application.

Public School Entity

Spring-Ford Area SD

Choose your public school entity.

AUN

123467303

Populated automatically based on selected public school entity.

Contact

Robert Rizzo

Enter the first and last name of a primary contact familiar with your program.

Email

rrizz@spring-ford.net

Enter the email address of the primary contact.

Phone

6107056135

Enter the phone number of the primary contact.

Period

2020-2021 and two subsequent years

Choose the FID period to which this application applies. The option to create a 2019-2020 application is no longer available. The deadline for submitting a 2019-20 application ended on 6/15/20.

Assurances

Select each box below to indicate your assurance that:

- ☒ Staff, students, and parents shall be made aware of notification procedures prior to the institution of a flexible instructional day and the means of notification shall be fully accessible.
- ☒ Responsibilities shall be agreed upon and expectations shall be communicated to all staff, students, and parents prior to the institution of a flexible instructional day.
- ☒ Attendance shall be strictly enforced in compliance with Article XIII of the School Code during a flexible instructional day.
- ☒ Students shall be provided health services during a flexible instructional day in compliance with Article XIV of the School Code.
- ☒ Free Appropriate Public Education (FAPE) shall be afforded all students during a flexible instructional day in compliance with the Individuals with Disabilities Education Act (IDEA).

- ☒ Should technology ever be employed during a flexible instructional day, policies and measures are in place to ensure the cyber-safety and security of students accessing online school services and digital resources.
- ☒ Should technology ever be employed during a flexible instructional day, technical assistance and support shall be provided, as appropriate, to ensure access to instruction and resources.

Save

Narratives

Describe the procedure for notifying all students, parents, and professional staff prior to a flexible instructional day being instituted.

As a matter of regular practice, through our student information system (SIS), Skyward, we communicate with our staff and families. We utilize our website for one-way communication to our families. Lastly, we have a major social media presence on FaceBook, Twitter, Linked In, Instagram, and YouTube. When inclement weather seems imminent, we will send out a notification through our SIS (known as a Skylert) to all families and students that there may be the possibility of poor weather conditions and to prepare for the potential of a Flexible Instructional Day (FID). If during the school day, we will utilize our intercom system to inform teachers to have students take necessary materials home and to plan to log-in to our Learning Management System (LMS), Canvas, for their instruction. Upon confirmation of a cancellation, our Communications department will send out a Skylert to all families and staff, update our website, and post the information to all of our social media feeds.

IMPORTANT: To avoid losing your work, please save the application every 10 minutes or less.

Save

Describe the procedure for instituting a flexible instructional day, including (if applicable) the use of technology and equitable accommodations for students and professional staff lacking sufficient home access to devices and/or the Internet. Please provide an alternative method of delivering instruction, should there be issues with the availability of technology or student access to the materials during a flexible instructional day.

Spring-Ford, through disbursement of devices and our secondary 1:1 technology initiative is able to ensure 100% access to devices and internet access. From March, 2020 until the start of this school year, we have been communicating with and providing devices and data cards to families in need. Further, our building principals have personally reached out to our families to verify every student within Spring-Ford Area School District has a device and can get connected. From the first day of the 2020-2021 school year, our students are accessing Canvas (our LMS) to retrieve materials, complete online assignments, participate in assessments, and attend class meetings via Zoom and/or Teams links. Spring-Ford is beginning our school year virtually and we will permit all families to keep devices at home for the 2020-2021 school year or, as needed, transport devices to/from school. Our Technology Department, School Police, and Administration will work collaboratively to provide devices/resources as needed during the FID to the extent possible.

IMPORTANT: To avoid losing your work, please save the application every 10 minutes or less.

Save

Describe the responsibilities of professional staff during a flexible instructional day.

Generally, staff are required to provide a virtual replication of a school day and advance learning. They will follow a period schedule and provide virtual lessons via Zoom or Teams synchronously for a portion of each period. They will, then, provide assignments and virtual discussion board topics for students to engage in debate and apply learning. All professional staff are expected to provide services, accommodations, and commensurate levels of instruction albeit virtually. Spring-Ford follows a 6-day rotation. We will continue our day rotation even if not physically in school. Morning announcements can be communicated via YouTube, Skylerts, and emails. Staff are expected to always be as prepared as possible in the event of an emergency closure. Detailed information can be found on our Virtual Learning: Instructional Continuation Plan document found on this link:

https://docs.google.com/document/d/1zzxX4RWBjzo_vGcHih2aPGoEcyal1n3IEELnDxOJSxg/edit

IMPORTANT: To avoid losing your work, please save the application every 10 minutes or less.

Save

Describe the responsibilities of students during a flexible instructional day.

All students are expected to log in to each classroom in Canvas and complete daily lessons and assignments. They will, again, follow their regular schedule on the next day in the rotation and submit all work. Students are expected to participate in online discussions, post to discussion boards, and complete assignments posted to our LMS. Synchronous learning opportunities will happen in accordance with our bell schedule. Asynchronous opportunities may occur anytime throughout the day; even beyond the regular school hours. Detailed information can be found on our Virtual Learning: Instructional Continuation Plan document found on this link:

https://docs.google.com/document/d/1zzxX4RWBjzo_vGcHih2aPGoEcyal1n3IEELnDxOJSxg/edit

IMPORTANT: To avoid losing your work, please save the application every 10 minutes or less.

Save

Describe the procedure for tracking student participation (i.e., attendance) during a flexible instructional day.

Students are expected, simply, to be in attendance. They are required to either attend their classes virtually or watch recorded versions of the teacher-provided lesson. If a student is unable to complete assignments and participate in classroom lessons and discussions, they will be marked absent. Teachers will take the attendance of students that attended the live instruction component of the period. They will, then, cross reference that to list with the student time log in our LMS. Students that did not attend the live class, watch the recording, or complete any assignments will be marked absent. Students that did attend but did not complete work will lose participation points and/or credit for daily assignments. Detailed information can be found on our Virtual Learning: Instructional Continuation Plan document found on this link:

https://docs.google.com/document/d/1zzxX4RWBjzo_vGcHih2aPGoEcyal1n3IEELnDxOJSxg/edit

IMPORTANT: To avoid losing your work, please save the application every 10 minutes or less.

Save

File Upload

Note: PDE has provided an optional [Exemplar Template](#), which can be accessed from the [Training/Templates Document Library](#).

Upload as *six separate* PDF files named “Appendix [LETTER]_FID19” exemplars designed to progress the learning for all students in support of course objectives and representative of instruction on a flexible instructional day.

- Appendix A: English Language Arts exemplar (*any level within grades K-8*)
- Appendix B: English Language Arts exemplar (*any level within grades 9-12*)
- Appendix C: Mathematics exemplar (*any level within grades K-8*)
- Appendix D: Mathematics exemplar (*any level within grades 9-12*)
- Appendix E: Science exemplar (*any level within grades 9-12*)
- Appendix F: Social Studies exemplar (*any level within grades 9-12*)

Exemplars must include the following design elements: reference standards, establish expectations for instructional outcomes, identify opportunities for accommodations, list resources to be utilized, delineate student participation, and define evidence of learning.


For 2019-2020 applications, also upload the following:

The option to create a 2019-2020 application is no longer available. The deadline for submitting a 2019-20 application ended on 6/15/20.

- **A letter signed by the Board President and Superintendent/CAO** – Upload, as a single PDF file named “Board_FID19”, a letter signed by the Board President and Superintendent/CAO evidencing the commitment by the public school entity that you will implement a FID program in the 2019-20 school year. The letter verifies that Board has reviewed the application and has intent to adopt the program at the next meeting. You may use Flexible Instructional Days during the 2019-20 school year, once the completed application is submitted to PDE.
- **Official approved board minutes** – In order for this application to be considered for the 2020-21 and 2021-22 school years, upload official approved board minutes, as a single PDF file named “Approved Board Minutes_FID19”, by no later than September 1, 2020. You may not use any Flexible Instructional Days in the 2020-21, or subsequent year, until PDE provides notification that the application has been accepted.

For 2020-2021 applications, also upload the following:

- **Official approved board minutes** – Upload, as a single PDF file named “Approved Board Minutes_FID20”, approved board minutes that evidences that the Board met, reviewed and approved the submission of this application and includes the tally of the votes between April 15 and September 1, 2020. PDE will review FID program applications and notify of acceptance/denial by no later than November 1, 2020. You may not use any Flexible Instructional Days in 2019-20 school year. If accepted, the FID program would begin in the 2020-21 school year. A public school entity may not institute a FID prior to PDE accepting the FID program application.

 Click here to attach a file

-  AppendixA_FID19.pdf
-  AppendixB_FID19.pdf
-  AppendixC_FID19.pdf
-  AppendixD_FID19.pdf
-  AppendixE_FID19.pdf
-  AppendixF_FID19.pdf

Electronic Signature

"On behalf of entity noted below, I am submitting this application for the Flexible Instructional Day (FID) program. By entering my Name and Title below and clicking "Submit", I acknowledge that I have reviewed and understand Pennsylvania's policy and requirements for acceptance as published on the PDE website. By entering my name in the field below, I confirm that I am the Superintendent/Chief Academic Officer and Approver of this application for the above-named public school entity and that the information provided in the application is accurate and complete."

Note: When a public-school entity is selected above, Entity is automatically populated below. When you submit the application, the Date Submitted and Submitted By fields are automatically populated.

Name	<input type="text" value="Robert W. Rizzo"/>
Title	<input type="text" value="Assistant Superintendent"/>
Entity	<input type="text" value="Spring-Ford Area SD"/>
Date Submitted	<input type="text"/>
Submitted By	<input type="text"/>

PDE Review

Do you wish to submit your application for PDE review?

- Click **Save** to save your application and attachments in the FID SharePoint Site for future editing. This will NOT initiate PDE review.
- Click **Submit** to initiate PDE review of your application. You will not be able to edit the application or files once review is initiated.
- Click **Cancel** to exit the application without saving your changes.
- Click **Print** to open a read-only, print-friendly view of this form. Please save your changes before you print the form.

<input type="button" value="Save"/>	<input type="button" value="Submit"/>	<input type="button" value="Cancel"/>	<input type="button" value="Print"/>
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LESSON PLAN

Template for the submission of local exemplars
representative of instruction on a flexible instructional day

PDE review shall verify completeness of submission only, not quality or compliance.

LOCAL EDUCATION AGENCY (LEA) NAME

Spring-Ford Area School District

English Language Arts ☒ Math ☐ Social Studies ☐ Science ☐ | K-8 ☒ 9-12 ☐

STANDARD(S) ADDRESSED *(include alpha numeric and standard descriptor)*

1.3.4.B Describe in the depth a character, setting or event in a story or drama drawing on specific details in the text.

LESSON TITLE

Understanding Characters

LESSON GOALS *(planned instructional outcomes)*

Students will be able to identify character traits by analyzing the character's thoughts, words and actions.

ACTIVITIES *(step-by-step directions for active student participation in support of planned instructional outcome. If instruction is to be delivered via the Internet, please include alternative pathways for lesson completion for those without Internet access.)*

1. Students will be meeting synchronously over Zoom with the teacher for a 15 minute whole group mini-lesson where teacher will model how to analyze a character by looking closely at details using a digital version of our online reading text.
2. Students will then work through some asynchronous activities during their ELA block time in our LMS system. These activities will include students viewing on a short video on character analysis , continuing to read the online text and completing a character trait organizer (thoughts, words, actions) and then posting in the discussion thread (Give one character trait that describes your character and give evidence from the text to support your thinking...I think my character is _____. I know this because the character stated _____).
3. While students work independently at home, the teacher will pull a small group of students to meet for a guided reading lesson where students will read text at instructional level. The teachers will support students before reading with building background and introducing new vocabulary, while reading by prompting students and asking about character and after reading with a short writing response about the character of this book.

RESOURCES *(materials and/or tools required to complete the activities)*

Digital Version of the text (anchor and leveled text)
LMS system for sharing of resources and submission of work
Graphic Organize

OPPORTUNITIES FOR ACCOMMODATIONS AND MODIFICATIONS *(options for adaptations, alternatives, and/or assistive measures within the lesson for English Learners and students with IEPs.)*

Small Group instruction with Leveled Text at instructional level
Character Organizer with more supports
Discussion Stem Starters
Audio of anchor text

ASSESSMENT(S) *(evidence of learning)*

The teacher will observe students application of the character analysis strategy in small groups.
Students will complete an exit ticket that the teacher can review before the afternoon check out. The teachers can discuss misconceptions and do any required re-teaching at that time.

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STANDARD(S) ADDRESSED *(include alpha numeric and standard descriptor)*

1.3.11-12.C: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.

1.3.11-12.D: Evaluate how an author's point of view or purpose shapes the content and style of a text.

LESSON TITLE

Author's perspective and character development

LESSON GOALS *(planned instructional outcomes)*

Students will analyze how characters are developed and represent social groups of the time period.

Students will be able to identify words and phrases that indicate the author's perspective about characters as a part of an overall society.

ACTIVITIES *(step-by-step directions for active student participation in support of planned instructional outcome. If instruction is to be delivered via the Internet, please include alternative pathways for lesson completion for those without Internet access.)*

1. Students will watch a short [video](#) about Medieval Society and the writing style of Chaucer. (Students who do not have internet access will be provided with a transcript of this video.)
2. After reading the Prologue of Chaucer's *Canterbury Tales*, students will choose one character to analyze based on the description in the Prologue and the character's tale. An example of this will first be modeled by the teacher, and the students will analyze the model to better understand the learning goals.
3. Students will analyze their chosen character, highlighting the language Chaucer uses to describe him/her, the character's actions, and the theme of the character's tale. This will be completed through a written analysis, which will be supported with evidence from the Prologue and the chosen tale.
4. Students will create a visual representation of their analysis using Google Slides, along with a reflection of how this character represented an aspect of Medieval society. (Students who do not have internet access can create a paper version of their slide.)

RESOURCES *(materials and/or tools required to complete the activities)*

Video: <https://study.com/academy/lesson/the-canterbury-theses-medieval-society-feudalism-culture.html>

Text: *Canterbury Tales*

Technology: Internet, device, Google Slides

OPPORTUNITIES FOR ACCOMMODATIONS AND MODIFICATIONS *(options for adaptations, alternatives, and/or assistive measures within the lesson for English Learners and students with IEPs.)*

A possible adaptation includes an [audio](#) version of the Prologue and chosen tales.

Possible scaffolds include model/sample analysis of a character, graphic organizers of major characters introduced in the Prologue, checklists of required elements, chunked work, and teacher check-ins.

ASSESSMENT(S) *(evidence of learning)*

The summative assessment will be the final analysis of the chosen character.

Formative assessments include teacher conferences during the literary analysis portion and a formative quiz concerning the language Chaucer uses in relation to the perspective of the societal class.

LESSON PLAN

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Spring-Ford Area School District

English Language Arts ☐ Math ☒ Social Studies ☐ Science ☐ | K-8 ☒ 9-12 ☐

STANDARD(S) ADDRESSED (include alpha numeric and standard descriptor)

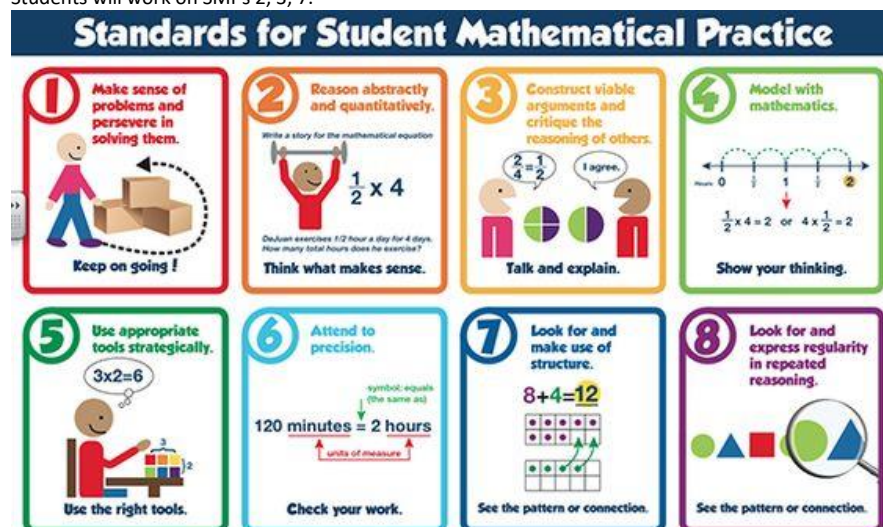
Standard - CC.2.2.2.A.2

Use mental strategies to add and subtract within 20.

Standard - CC.2.1.2.B.3

Use place value understanding and properties of operations to add and subtract within 1000.

Students will work on SMPs 2, 3, 7.



LESSON TITLE

Making Ten Strategy

LESSON GOALS (planned instructional outcomes)

Children use a strategy to use place value to add within 20.

ACTIVITIES (step-by-step directions for active student participation in support of planned instructional outcome. If instruction is to be delivered via the Internet, please include alternative pathways for lesson completion for those without Internet access.)

Mental Math and Fluency: students will practice quick look cards. These can be accessed online. Some teachers may have students keep a set at home. The teacher may choose to show these synchronously to the class via zoom.

Lesson Warm-Up: The teacher will ask students to share ways to make ten. Students can do this on paper, whiteboard, tablet, jamboard, slide, etc. If students agree with an answer given, they may give a thumbs up signal. If they also had that combination, students may give two thumbs up. Students should then put a circle or star to indicate that response was already given. Small strategies such as these keep students engaged in the learning, even when working remotely.

LESSON PLAN

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Lesson Practice: Students will use the “making ten” strategy to help solve addition problems to 20.

Ex: $8 + 7 = 15$

A student might say (and use ten frames to show), “I took 2 from the 7 and moved them over to the 8. That filled the ten frame to 10. Now I can add 10 + 5 more easily.”

Rich conversations can be had synchronously with these math talks. The teacher can do formative checks along the way making note of misconceptions and errors.

Students will work online OR in their math journals to complete the lesson pages for EDM Math Lesson 2.4. Teachers already have lessons set up for virtual learning and students will be familiar with working on the online EDM platform.

Game Options for Off-Line Engagement and Fluency Practice:

Penny Plate Game:

Students can use a plate and pennies (or cereal, buttons, legos, etc.).

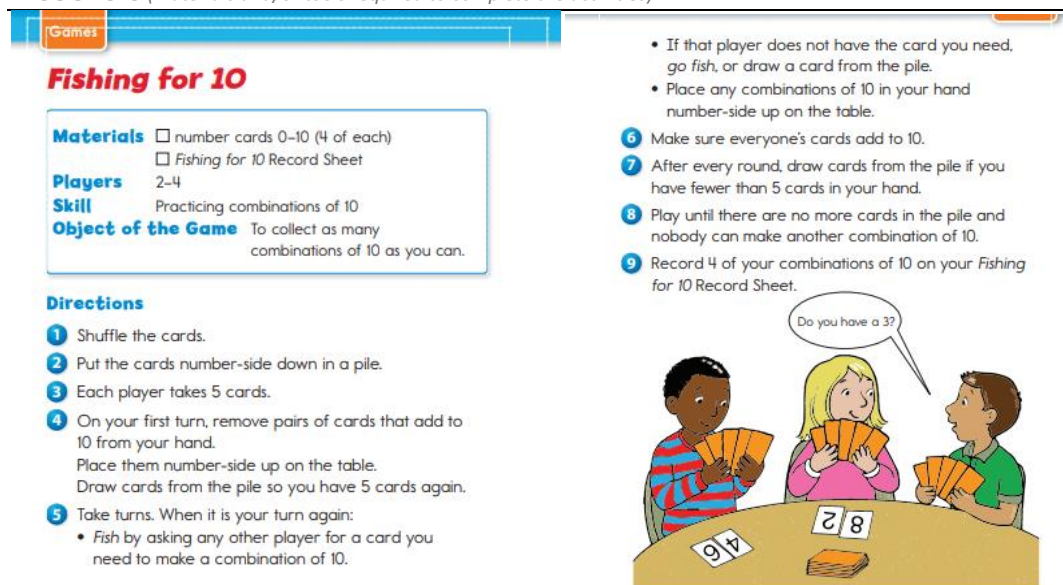
Hide some under the plate. The remaining are showing.

How many to make 10? 20? Students must figure out how many are hidden under the plate.

Fishing for Ten Game:

See resources

RESOURCES (materials and/or tools required to complete the activities)



Fishing for 10

Materials ☐ number cards 0–10 (4 of each)
☐ Fishing for 10 Record Sheet

Players 2–4

Skill Practicing combinations of 10


Object of the Game To collect as many combinations of 10 as you can.

Directions

- 1 Shuffle the cards.
- 2 Put the cards number-side down in a pile.
- 3 Each player takes 5 cards.
- 4 On your first turn, remove pairs of cards that add to 10 from your hand. Place them number-side up on the table. Draw cards from the pile so you have 5 cards again.
- 5 Take turns. When it is your turn again:
 - Fish by asking any other player for a card you need to make a combination of 10.

- If that player does not have the card you need, go fish, or draw a card from the pile.
- Place any combinations of 10 in your hand number-side up on the table.

- 6 Make sure everyone's cards add to 10.
- 7 After every round, draw cards from the pile if you have fewer than 5 cards in your hand.
- 8 Play until there are no more cards in the pile and nobody can make another combination of 10.
- 9 Record 4 of your combinations of 10 on your Fishing for 10 Record Sheet.



EDM Student Journal Lesson 2.4

Online EDM Lesson 2.4

https://catalog.mcgraw-hill.com/repository/private_data/DOC/50001168/61/24.pdf



Printables Lesson
2-4\Printables Lesso

OPPORTUNITIES FOR ACCOMMODATIONS AND MODIFICATIONS (options for adaptations, alternatives, and/or assistive measures within the lesson for English Learners and students with IEPs.)

LESSON PLAN

Template for the submission of local exemplars
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Teacher will scaffold for students who need further guidance and the teacher will have office hours to support student learning. The teacher may consider working in guided math groups during the lesson.

ASSESSMENT(S) *(evidence of learning)*

The teacher will do formative checks during synchronous teaching. The teacher will check student work.



Assessment Check-In 2.OA.2

Math Journal 1, p. 24

Expect most children to succeed using double ten frames and the making-10 strategy to solve Problems 1–2 on journal page 24. Some children may struggle communicating their thinking in words or numbers for Problem 3. Provide a blank double ten frame (*Math Masters*, page TA6) and counters so children can show and record each step of their thinking. Some children might be more comfortable describing their strategy in words rather than number sentences.

LESSON PLAN

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LOCAL EDUCATION AGENCY (LEA) NAME

Spring-Ford Area School District

English Language Arts ☐ Math ☒ Social Studies ☐ Science ☐ | K-8 ☐ 9-12 ☒

STANDARD(S) ADDRESSED *(include alpha numeric and standard descriptor)*

CC.2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.
CC.2.2.8.B.3 Analyze and solve linear equations and pairs of simultaneous linear equations. CC.2.2.HS.D.7 Create and graph equations or inequalities to describe numbers or relationships. CC.2.2.HS.D.9 Use reasoning to solve equations and justify the solution method.
CC.2.2.HS.D.10 Represent, solve, and interpret equations/inequalities and systems of equations/inequalities algebraically and graphically.

LESSON TITLE

Solve a system of linear equations (including problem situations) using substitution Note: Limit systems to two linear equations. Students will understand how to use substitution to solve systems of linear equations. Students will also recognize the benefits of using substitution in certain situations.

LESSON GOALS *(planned instructional outcomes)*

Students will use prior knowledge to recall that every point on a line is a solution and solving systems of equations by graphing.
Students will be able to represent the solution to a system of equations as a solution to both linear equations.
Students will be able to represent the solution to a system in multiple ways such as a point of intersection on a graph of the system; as $x = 3$ and $y = 5$, as a coordinate pair (3, 5) or as an application 3 cheeseburgers and 5 orders of fries.

ACTIVITIES *(step-by-step directions for active student participation in support of planned instructional outcome. If instruction is to be delivered via the Internet, please include alternative pathways for lesson completion for those without Internet access.)*

1. The teacher will begin with a formative check/warm up - given the equation $y=2x-4$ what is the value of y when x is 1.
2. The teacher will introduce two new equations $y= x+3$ and $2x +3y = 29$. The teacher will explain that this system could represent going to a fast food restaurant with a group of friends. Where y represents the number of cheeseburgers purchased and x represents the orders of fries purchased. The number of cheeseburgers purchased was three more than the number of orders of fries. The cost of fries is \$2 and the cost of cheeseburgers is \$3 and the total cost of all the food was \$29.
3. The teacher will demonstrate substitution by using three index cards with the following quantities written on them: y , y , $x+3$. The teacher will demonstrate using the index cards for equal quantities, since $x+3$ is equal to y , we can substitute, $x+3$ into the second equation for y . Can we switch the quantity of $x+3$ into the second equation for y ? The class will actively participate in a discussion about what substitute means.
4. The teacher will work through the rest of the problem with the substitution. $2x + 3(\mathbf{x+3}) = 29$
The teacher will highlight that this strategy has reduced the equation into a one variable equation – something that they are familiar with and have solved many times.

LESSON PLAN

Template for the submission of local exemplars
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5. The teacher will continue to find the value of y after finding x , by again using substitution. The teacher will use the information gained from these steps $x=4$ and $y = 7$ and refer back to step 2 where x and y represented the number of orders of fries and cheeseburgers that were ordered. The teacher will also demonstrate that the equations can be graphed and the resulting point of intersection is the solution $(4,7)$.
6. The teacher will have students start problems 6-34 and 6-35 by just setting up the substitution first. Then after checking in with the work, students will solve.
7. The teacher will assign homework 6-37 through 6-42 and answers for checking their work. Students will be instructed to turn in work on the class portal.

Students who do not have internet access will have the textbook resource, transcript and complete lesson shown above.

RESOURCES *(materials and/or tools required to complete the activities)*

Textbook – CPM Algebra Connections ebook
Calculator and Internet

OPPORTUNITIES FOR ACCOMMODATIONS AND MODIFICATIONS *(options for adaptations, alternatives, and/or assistive measures within the lesson for English Learners and students with IEPs.)*

Teacher will scaffold for students who need further guidance and the teacher will have office hours to support student learning. The use of graphic organizers and providing step by step checks for understanding. As an additional support students will practice with linear equations and systems using this activity in Desmos:
<https://teacher.desmos.com/activitybuilder/custom/5f343525b3c5a52e3d8880b0>

ASSESSMENT(S) *(evidence of learning)*

Formative assessments are provided in the warm ups and during the synchronous lesson with discussion posts and formal quiz checkpoints. The teacher will also provide intermediate check-ins using interactive assessments for students online or for those without internet, students will have preprinted quizzes and assessments to be submitted.

A summative assessment will be administered to assess skills involving solving linear systems utilizing strategies such as substitution, elimination and applications of linear systems.

LESSON PLAN

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LOCAL EDUCATION AGENCY (LEA) NAME

Spring-Ford Area School District

English Language Arts ☐ Math ☐ Social Studies ☐ Science ☒ | K-8 ☒ 9-12 ☒

STANDARD(S) ADDRESSED *(include alpha numeric and standard descriptor)*

3.1.B.A.1: Describe the common characteristics of life. Compare and contrast the cellular structures and degrees of complexity of prokaryotic and eukaryotic organisms. Explain that some structures in eukaryotic cells developed from early prokaryotic cells.
BIO.A.1.2.1: Compare cellular structures and their functions in prokaryotic and eukaryotic cells.

LESSON TITLE

Form Fits Function: The Parts of the Cell

LESSON GOALS *(planned instructional outcomes)*

Students will understand the structure and function of specific organelles within a prokaryotic and eukaryotic cell.
Students will recognize and be able to identify the organelles within the cell.
Students will be able to identify the primary function of each organelle.
Students will be able to compare and contrast the prokaryotic and eukaryotic cells, listing their similarities and differences.
Students will be able to explain and model how each of the cell's different parts helps the cell to maintain homeostasis.

ACTIVITIES *(step-by-step directions for active student participation in support of planned instructional outcome. If instruction is to be delivered via the Internet, please include alternative pathways for lesson completion for those without Internet access.)*

- 1) Students will observe Prokaryotic and Eukaryotic Cells. Students will submit via Canvas a "notice and wonder" response. Students will be asked: What do you notice about these two cells. What do you wonder?
- 2) Students will watch a video that tours the inside of a cell (See Resources)
- 3) Students will create a Venn Diagram that outlines the differences and similarities of Prokaryotic and Eukaryotic cells.
- 4) Students will create a table that lists the different organelles. Students will draw a picture of each organelle labeling the various parts. Students will identify specific characteristics that are important to the function of each organelle. Students will identify the primary function of each organelle. Students will answer the question "How does the structure of the organelle help it to perform a specific job?"

LESSON PLAN

Template for the submission of local exemplars
representative of instruction on a flexible instructional day

- 5) Students will participate in an interactive Science Lab Simulation.

RESOURCES *(materials and/or tools required to complete the activities)*

- 1) "Inside Cells." *Discovery Education*, Ancient Lights, 2014, app.discoveryeducation.com/learn/videos/04a62013-0dad-4595-a77a-e5ef5def7af4.
- 2) "Science Lab: Cells." *Discovery Education*, iKnowthat.com, 2005, app.discoveryeducation.com/learn/player/5700ea23-888e-423a-a7dc-324d049de0c8.

OPPORTUNITIES FOR ACCOMMODATIONS AND MODIFICATIONS *(options for adaptations, alternatives, and/or assistive measures within the lesson for English Learners and students with IEPs.)*

Student can be provided with a scaffolded template for the Venn Diagram and the Table of Organelles.

Fill-in-the-Blank Notes page

Students can submit their work via Canvas by creating a video in lieu of typing responses.

ASSESSMENT(S) *(evidence of learning)*

- 1) Prokaryotic and Eukaryotic Cells Venn Diagram
- 2) Table of Organelles
- 3) Lab Simulation

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STANDARD(S) ADDRESSED *(include alpha numeric and standard descriptor)*

8.1.9.A: Analyze chronological thinking.

8.1.9.B: Analyze and interpret historical sources.

8.3.9.B: Identify and analyze primary documents, material artifacts, and historical sites important in United States history 1787-1914.

LESSON TITLE

The end of the Civil War and the Gettysburg Address

LESSON GOALS *(planned instructional outcomes)*

Students will be able to explain the importance of Gettysburg during the Civil War and relate this information to reasons Lincoln chose Gettysburg for to deliver his address.

Students will be able to identify the central idea presented in the Gettysburg Address.

ACTIVITIES *(step-by-step directions for active student participation in support of planned instructional outcome. If instruction is to be delivered via the Internet, please include alternative pathways for lesson completion for those without Internet access.)*

1. Students will watch a short video depicting the importance of the Battle of Gettysburg. (Students who do not have internet access will be provided with a transcript of this video.)
2. Students will brainstorm and discuss the reasons that Lincoln chose Gettysburg for the location of his Address.
3. Students will analyze the literary meaning of the Gettysburg Address and identify the central idea and essential content of the speech.
4. Students will create a visual representation of the key ideas presented in the Gettysburg Address using Google Slides (Students who do not have internet access can create a paper version of their slide.)

RESOURCES *(materials and/or tools required to complete the activities)*

Video: <https://study.com/academy/lesson/battle-of-gettysburg-facts-summary-significance.html>

Text: Lincoln's Gettysburg Address

Technology: Internet, device, Google Slides

OPPORTUNITIES FOR ACCOMMODATIONS AND MODIFICATIONS *(options for adaptations, alternatives, and/or assistive measures within the lesson for English Learners and students with IEPs.)*

Possible scaffolds include model/sample analysis, graphic organizers of major events of the Civil War, checklists of required elements, chunked work, and teacher check ins.

Possible accommodations include a transcript of the Battle of Gettysburg video and an audio version of the Gettysburg Address.

ASSESSMENT(S) *(evidence of learning)*

The summative assessment will be the visual representation of the major elements related to time periods presented by Lincoln in the Gettysburg Address.

A formative assessment includes teacher conferences during the literary analysis portion of the lesson.

SPRING-FORD AREA SCHOOL DISTRICT

SECTION: OPERATIONS

TITLE: VIDEO MONITORS

ADOPTED: September 22, 1997

REVISED: November 25, 2013

	810.1. VIDEO MONITORS
1. Purpose	<p>The purpose of the video cameras is to ensure that the student's behavior and safety on the school vehicle is consistent with the established school district guidelines, including but not limited to, student bus conduct as described in the student handbook and the policies of the school district. In addition, to the other general issues, a significant reason for the school bus program is to instill in the student rider that his/her actions on the school bus will result in the same disciplinary procedures that exist in the formal classroom and that safety must be maintained. Video monitoring is more precise and accurate than a bus driver's divided attention through a rear view mirror or his/her personal observation. If unacceptable behavior is recorded and/or reported, timely, appropriate and corrective action is more likely to improve the situation on the school bus.</p>
2. Guidelines	<p><u>Cameras</u></p> <p>Vehicles will be fitted with a housing that could hold a video camera with audio recording capability. This housing has a red light that will be activated whether it contains a camera or not, making it appear as though a camera is there and recording. If the recording needs to be viewed, the card from the camera will be removed and downloaded at the request of a school or building administrator.</p> <p><u>Notification</u></p> <p>All riders will be notified as to the possible presence of a video camera with audio recording capability on the school bus annually in the student handbook and on a sign posted on the bus.</p> <p><u>Screening</u></p> <p>The use of video/audio recording will be for disciplinary consequences only. The film will be reviewed by a school administrator or building administrator to determine if the recording is applicable to reported incidents.</p>

Parent Screening

In the event that a student is disciplined as a result of information derived from the video/audio camera on the bus, the parent may request to view the recording within two (2) weeks. In the event that the principal considers it advisable for the parent to view the recording, the principal may request a viewing be scheduled for the parent.

Discipline

The building principal will determine the appropriate discipline for the student based on the bus driver's report, the interview with the student(s) and the review of the film and district discipline code.

Book	Policy Manual
Section	100 Programs
Title	Discrimination/Title IX Sexual Harassment Affecting Students
Code	103 Vol IV 2020
Status	

Authority

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

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

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

Violations of this policy, including acts of retaliation as described in this policy, or knowingly providing false information, may result in disciplinary consequences under applicable Board policy and procedures.[\[18\]](#)[\[19\]](#)[\[20\]](#)[\[21\]](#)

The Board directs that the foregoing statement of Board policy be included in each student and staff handbook, and that this policy and related attachments be posted to the district's website.

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

Reports of Title IX Sexual Harassment and Other Discrimination and Retaliation

The Board encourages students and third parties who believe they or others have been subject to **Title IX sexual harassment, other discrimination or retaliation** to promptly report such incidents to **the building principal**, even if some elements of the related incident took place or originated away from school grounds, school activities or school conveyances. **A person who is not an**

intended victim or target of discrimination but is adversely affected by the offensive conduct may file a report of discrimination.

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

A school employee who suspects or is notified that a student has been subject to conduct that constitutes a violation of this policy shall immediately report the incident to the building principal, as well as properly making any mandatory police or child protective services reports required by law.
[22]

If the building principal is the subject of a complaint, the student, third party or a reporting employee shall report the incident directly to the Title IX Coordinator.

The complainant or **the individual making the report may use the Discrimination/Sexual Harassment/Bullying/Hazing/Dating Violence/Retaliation Report Form attached to this policy for purposes of reporting an incident or incidents in writing**; however, **verbal reports of an incident or incidents** shall be accepted, documented and the procedures of this policy and the relevant attachments followed.

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

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

Disciplinary Procedures When Reports Allege Title IX Sexual Harassment

When a report alleges Title IX sexual harassment, disciplinary sanctions may not be imposed until the completion of the grievance process for formal complaints outlined in Attachment 3. The district shall presume that the respondent is not responsible for the alleged conduct until a determination has been made at the completion of the grievance process for formal complaints.[18][20][23][24]

When an emergency removal, as described in Attachment 3, is warranted to address an immediate threat to the physical health or safety of an individual, and it is not feasible to continue educational services remotely or in an alternative setting, the normal procedures for suspension and expulsion shall be conducted to accomplish the removal, including specific provisions to address a student with a disability where applicable.[18][19][20][23]

When an emergency removal is not required, disciplinary sanctions shall be considered in the course of the Title IX grievance process for formal complaints. Following the issuance of the written determination and any applicable appeal, any disciplinary action specified in the written determination or appeal decision shall be implemented in accordance with the normal procedures for suspensions, expulsions or other disciplinary actions, including specific provisions to address a student with a disability where applicable.

Confidentiality

Confidentiality of all parties, witnesses, the allegations, the filing of a report and the investigation related to any form of discrimination or retaliation, including Title IX sexual harassment,

shall be handled in accordance with **applicable law, regulations, this policy, the attachments** and the district's legal and investigative obligations. [\[25\]](#)[\[26\]](#)[\[27\]](#)[\[28\]](#)[\[29\]](#)

Retaliation

The Board prohibits retaliation by **the district** or any other person against any person for: [\[28\]](#)

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

The district, its employees and others are prohibited from intimidating, threatening, coercing, or discriminating against **anyone for actions described above. Individuals are encouraged to contact the Title IX Coordinator immediately if retaliation is believed to have occurred.**

Definitions

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

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

Discrimination

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

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

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

Definitions Related to Title IX Sexual Harassment

Formal complaint shall mean a document filed by a complainant or signed by the Title IX Coordinator alleging Title IX sexual harassment and requesting that the district investigate the allegation under the grievance process for formal complaints. The authority for the Title IX Coordinator to sign a formal complaint does not make the Title IX Coordinator a party in the grievance process for formal complaints. The phrase "document filed by a complainant" refers to a document or electronic submission that contains the complainant's physical or digital signature, or otherwise indicates that the complainant is the person filing the formal complaint. [\[27\]](#)[\[30\]](#)

Supportive measures shall mean nondisciplinary, nonpunitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the

complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed.[\[30\]](#)

Supportive measures shall be designed to restore or preserve equal access to the educational program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the educational environment, or to deter sexual harassment. Supportive measures may include, but are not limited to:[\[30\]](#)

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

Supportive measures may also include assessments or evaluations to determine eligibility for special education or related services, or the need to review an Individualized Education Program (IEP) or Section 504 Service Agreement based on a student's behavior. This could include, but is not limited to, a manifestation determination or functional behavioral assessment (FBA), in accordance with applicable law, regulations or Board policy.[\[17\]](#)[\[18\]](#)[\[23\]](#)[\[24\]](#)[\[31\]](#)

Title IX sexual harassment means conduct on the basis of sex that satisfies one or more of the following:[\[30\]](#)

1. **A district employee conditioning the provision of an aid, benefit, or district service on an individual's participation in unwelcome sexual conduct, commonly referred to as *quid pro quo sexual harassment*.**
2. **Unwelcome conduct determined by a reasonable person to be so severe, pervasive and objectively offensive that it effectively denies a person equal access to a district education program or activity.**
3. **Sexual assault, dating violence, domestic violence or stalking.**
 - a. ***Dating violence* means violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim and where the existence of such a relationship is determined by the following factors:[\[32\]](#)**
 - i. **Length of relationship.**
 - ii. **Type of relationship.**

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

- b. ***Domestic violence*** includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving federal funding, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction. [\[32\]](#)
- c. ***Sexual assault*** means a sexual offense under state or federal law that is classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation. [\[33\]](#)
- d. ***Stalking***, under Title IX means stalking on the basis of sex, for example when the stalker desires to date a victim. Stalking means to engage in a course of conduct directed at a specific person that would cause a reasonable person to either: [\[32\]](#)

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

ii. **Suffer substantial emotional distress.**

Such conduct must have taken place during a district education program or activity and against a person in the United States to qualify as sexual harassment under Title IX. An education program or activity includes the locations, events or circumstances over which the district exercises substantial control over both the respondent and the context in which the harassment occurs. Title IX applies to all of a district's education programs or activities, whether such programs or activities occur on-campus or off-campus. [\[26\]](#)[\[27\]](#)[\[30\]](#)

Delegation of Responsibility

In order to maintain a program of nondiscrimination practices that is in compliance with applicable laws and regulations, the Board designates [\[34\]](#) **Sydney McGill as the district's Compliance Officer and Elizabeth Leiss as the district's Title IX Coordinator.**

The Compliance Officer can be contacted at:

Address: 857 South Lewis Road, Royersford, PA 19468

Email: smcgi@spring-ford.net

Phone Number: 610-705-6208

The Title IX Coordinator can be contacted at:

Address: 857 South Lewis Road, Royersford, PA 19468

Email: eleis@spring-ford.net

Phone Number: 610-705-6124

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

1. Curriculum and Materials - Review of curriculum guides, textbooks and supplemental materials for discriminatory bias.
2. Training - **Provide** training for students and staff to prevent, identify and alleviate problems of discrimination.
3. Resources - Maintain and provide information to staff on resources available to complainants in addition to the school complaint procedure **or Title IX procedures**, such as making reports to the police, and available **supportive measures such as** assistance from domestic violence or rape crisis programs and community health resources including counseling resources.
4. Student Access - Review of programs, activities and practices to ensure that all students have equal access and are not segregated except when permissible by law or regulation.
5. District Support - **Assure** that like aspects of the school programs **and activities** receive like support as to staffing and compensation, facilities, equipment, and related areas.**[35]**
6. Student Evaluation - Review of assessments, procedures, and guidance and counseling materials for stereotyping and discrimination.
7. **Reports/Formal** Complaints - Monitor and provide technical assistance to **individuals involved in managing informal reports and formal** complaints.

Guidelines

Title IX Sexual Harassment Training Requirements

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

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

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

All training materials shall be posted on the district's website.

Disciplinary Consequences

A student who is determined to be responsible for violation of this policy shall be subject to appropriate disciplinary action consistent with the Code of Student Conduct, which may include but is not limited to:[18][19][20]

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

An employee who violates this policy shall be subject to appropriate disciplinary action consistent with the applicable Board policy, collective bargaining agreement and individual contract, up to and including dismissal and/or referral to law enforcement officials.[21][36]

Reports of Discrimination

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

Reports of Title IX Sexual Harassment

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

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Legal	1. 22 PA Code 12.1
	2. 22 PA Code 12.4
	3. 22 PA Code 15.1 et seq
	4. 22 PA Code 4.4
	5. 24 P.S. 1301
	6. 24 P.S. 1310
	7. 24 P.S. 1601-C et seq
	8. 24 P.S. 5004
	9. 43 P.S. 951 et seq
	10. 20 U.S.C. 1681 et seq
	11. 34 CFR Part 106
	12. 29 U.S.C. 794

13. 42 U.S.C. 12101 et seq
14. 42 U.S.C. 1981 et seq
15. 42 U.S.C. 2000d et seq
16. U.S. Const. Amend. XIV, Equal Protection Clause
17. Pol. 103.1
18. Pol. 113.1
19. Pol. 218
20. Pol. 233
21. Pol. 317
22. Pol. 806
23. Pol. 113.2
24. Pol. 113.3
25. 20 U.S.C. 1232g
26. 34 CFR 106.44
27. 34 CFR 106.45
28. 34 CFR 106.71
29. 34 CFR Part 99
30. 34 CFR 106.30
31. Pol. 113
32. 34 U.S.C. 12291
33. 20 U.S.C. 1092
34. 34 CFR 106.8
35. Pol. 150
36. Pol. 317.1
18 Pa. C.S.A. 2709
20 U.S.C. 1400 et seq
28 CFR Part 41
28 CFR Part 35
34 CFR Part 100
34 CFR Part 104
34 CFR Part 110
U.S. Const. Amend. I
Bostock v. Clayton County, 590 U.S., 140 S. Ct. 1731 (2020)
Davis v. Monroe County Board of Education, 526 U.S. 629 (1999)
Franklin v. Gwinnett County Public Schools, 503 U.S. 60 (1992)
Gebser v. Lago Vista Independent School District, 524 U.S. 274 (1998)
Office for Civil Rights - Resources for Addressing Racial Harassment
Pol. 122
Pol. 123
Pol. 138
Pol. 216

- Pol. 210
- Pol. 220
- Pol. 247
- Pol. 249
- Pol. 251
- Pol. 252
- Pol. 320
- Pol. 701
- Pol. 815
- Pol. 832

103-Attach 1 Report Form.pdf (161 KB)

103-Attach 2 Discrimination.docx (40 KB)

103-Attach 3 Title IX.docx (77 KB)

103-Attach 4 ConfidentialityTemplateLetter.docx (21 KB)

Book	Policy Manual
Section	100 Programs
Title	Discrimination/Title IX Sexual Harassment Affecting Staff
Code	104
Status	First Reading

Authority

The Board declares it to be the policy of this district to provide to all persons equal access to all categories of employment in this district, regardless of race, color, age, creed, religion, sex, sexual orientation, ancestry, national origin, marital status, genetic information, pregnancy or handicap/disability. The district shall make reasonable accommodations for identified physical and mental impairments that constitute disabilities, consistent with the requirements of federal and state laws and regulations.[\[1\]](#)[\[2\]](#)[\[3\]](#)[\[4\]](#)[\[5\]](#)[\[6\]](#)[\[7\]](#)[\[8\]](#)[\[9\]](#)[\[10\]](#)[\[11\]](#)[\[12\]](#)

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

The Board directs that the foregoing statement of Board policy be included in each student and staff handbook, and that this policy and related attachments be posted to the district's website.

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

Reports of Title IX Sexual Harassment and Other Discrimination and Retaliation

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

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

The complainant or **the individual making the report may use the Discrimination/Sexual Harassment/Retaliation Report Form attached to this policy for purposes of reporting an incident or incidents in writing**; however, **verbal reports of an incident or incidents** shall be accepted, documented and the procedures of this policy and the relevant attachments followed.

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

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

Disciplinary Procedures when Reports Allege Title IX Sexual Harassment

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

Administrative Leave –

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

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

Confidentiality

Confidentiality of all parties, witnesses, the allegations, the filing of a **report**, and the investigation **related to any form of discrimination or retaliation, including Title IX sexual harassment**, shall be handled in accordance with **applicable law, regulations, this policy, the attachments** and the district's legal and investigative obligations. [\[13\]](#)[\[14\]](#)[\[15\]](#)[\[16\]](#)[\[17\]](#)

Retaliation

The Board prohibits retaliation by **the district** or any other person against any person for: [\[16\]](#)

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

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

Definitions

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

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

Discrimination

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

Harassment is a form of discrimination based on the protected classifications listed in this policy consisting of unwelcome conduct such as graphic, written, electronic, verbal or nonverbal acts including offensive jokes, slurs, epithets and name-calling, ridicule or mockery, insults or put-downs, offensive objects or pictures, physical assaults or threats, intimidation, or other conduct that may be harmful or humiliating or interfere with a person's school or school-related work performance, including when:[\[9\]](#)

1. Submission to such conduct is made explicitly or implicitly a term or condition of an employee's status; or
2. Submission to or rejection of such conduct is used as the basis for employment-related decisions affecting an employee; or
3. Such conduct is sufficiently severe, persistent or pervasive that a reasonable person in the complainant's position would find that it unreasonably interferes with the complainant's performance at work or otherwise creates an intimidating, hostile, or offensive working environment such that it alters the complainant's working conditions.

Definitions Related to Title IX Sexual Harassment

Formal complaint shall mean a document filed by a complainant or signed by the Title IX Coordinator alleging Title IX sexual harassment and requesting that the district investigate the allegation under the grievance process for formal complaints. The authority for the Title IX Coordinator to sign a formal complaint does not make the Title IX Coordinator a party in the grievance process for formal complaints. The phrase "document filed by a complainant" refers to a document or electronic submission that contains the complainant's physical or digital signature, or otherwise indicates that the complainant is the person filing the formal complaint.[\[15\]](#)[\[18\]](#)

Supportive measures shall mean nondisciplinary, nonpunitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed.[\[18\]](#)

Supportive measures shall be designed to restore or preserve equal access to the educational program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the educational environment, or to deter sexual harassment. Supportive measures may include, but are not limited to:[\[18\]](#)

1. **Counseling or Employee Assistance Program.**
2. **Extensions of deadlines or other course-related adjustments.**
3. **Modifications of work or class schedules.**
4. **Campus escort services.**
5. **Mutual restrictions on contact between the parties.**

6. **Changes in work locations.**
7. **Leaves of absence.**
8. **Increased security.**
9. **Monitoring of certain areas of the campus.**
10. **Assistance from domestic violence or rape crisis programs.**
11. **Assistance from community health resources including counseling resources.**

Title IX sexual harassment means conduct on the basis of sex that satisfies one or more of the following:[\[18\]](#)

1. **A district employee conditioning the provision of an aid, benefit, or district service on an individual's participation in unwelcome sexual conduct, commonly referred to as *quid pro quo sexual harassment*.**
2. **Unwelcome conduct determined by a reasonable person to be so severe, pervasive and objectively offensive that it effectively denies a person equal access to a district education program or activity.**
3. **Sexual assault, dating violence, domestic violence or stalking.**
 - a. ***Dating violence* means violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim and where the existence of such a relationship is determined by the following factors:**[\[19\]](#)
 - i. **Length of relationship.**
 - ii. **Type of relationship.**
 - iii. **Frequency of interaction between the persons involved in the relationship.**
 - b. ***Domestic violence* includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving federal funding, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction.**[\[19\]](#)
 - c. ***Sexual assault* means a sexual offense under state or federal law that is classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.**[\[20\]](#)
 - d. ***Stalking*, under Title IX means stalking on the basis of sex, for example when the stalker desires to date a victim. Stalking means to engage in a course of conduct directed at a specific person that would cause a reasonable person to either:**[\[19\]](#)
 - i. **Fear for their safety or the safety of others.**
 - ii. **Suffer substantial emotional distress.**

Such conduct must have taken place during a district education program or activity and against a person in the United States to qualify as sexual harassment under Title IX. An education program or activity includes the locations, events or circumstances over which the district exercises substantial control over both the respondent and the context in which the harassment occurs. Title IX applies to all of a district's education programs or activities, whether such programs or activities occur on-campus or off-campus.[\[14\]](#)[\[15\]](#)[\[18\]](#)

Delegation of Responsibility

In order to maintain a program of nondiscrimination practices that is in compliance with applicable laws and regulations, the Board designates [\[21\]](#) **Sydney McGill as the district's Compliance Officer and Elizabeth Leiss as the district's Title IX Coordinator.**

The Compliance Officer can be contacted at:

Address: 857 South Lewis Road, Royersford, PA 19468

Email: smcgi@spring-ford.net

Phone Number: 610-705-6208

The Title IX Coordinator can be contacted at:

Address: 857 South Lewis Road, Royersford, PA 19468

Email: eleis@spring-ford.net

Phone Number: 610-705-6124

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

1. Review - Review of personnel practices and actions for discriminatory bias and compliance with laws against discrimination to include monitoring and recommending corrective measures when appropriate to written position qualifications, job descriptions and essential job functions; recruitment materials and practices; procedures for screening applicants; application and interviewing practices for hiring and promotions; district designed performance evaluations; review of planned employee demotions, non-renewal of contracts, and proposed employee disciplinary actions up to and including termination.
2. Training - **Provide** training for supervisors and staff to prevent, identify and alleviate problems of employment discrimination.
3. Resources - Maintain and provide information to staff on resources available to alleged victims in addition to the school complaint procedure **or Title IX procedures**, such as making reports to the police, and available **supportive measures such as** assistance from domestic violence or rape crisis programs, and community health resources including counseling resources.
4. **Reports/Formal** Complaints - Monitor and provide technical assistance to **individuals involved in managing informal reports and formal** complaints.

Guidelines

Title IX Sexual Harassment Training Requirements

The Compliance Officer and Title IX Coordinator, investigator(s), decision-maker(s), or any individual designated to facilitate an informal resolution process related to Title IX

sexual harassment shall receive the following training, as required or appropriate to their specific role:

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

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

All training materials shall be posted on the district's website.

Disciplinary Consequences

An employee who violates this policy shall be subject to appropriate disciplinary action consistent with the applicable Board policy, collective bargaining agreement and individual contract, up to and including dismissal and/or referral to law enforcement officials.[22][23][24][25]

Reports of Discrimination

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

Reports of Title IX Sexual Harassment

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

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Legal

1. 43 P.S. 336.3
2. 43 P.S. 951 et seq
3. 34 CFR Part 106
4. 20 U.S.C. 1681 et seq
5. 29 U.S.C. 206
6. 29 U.S.C. 621 et seq
7. 29 U.S.C. 794
8. 42 U.S.C. 1981 et seq
9. 42 U.S.C. 2000e et seq
10. 42 U.S.C. 2000ff et seq
11. 42 U.S.C. 12101 et seq
12. U.S. Const. Amend. XIV, Equal Protection Clause
13. 20 U.S.C. 1232g
14. 34 CFR 106.44
15. 34 CFR 106.45
16. 34 CFR 106.71
17. 34 CFR Part 99
18. 34 CFR 106.30
19. 34 U.S.C. 12291
20. 20 U.S.C. 1092
21. 34 CFR 106.8
22. Pol. 317
23. Pol. 317.1
24. Pol. 806
25. Pol. 824
- 16 PA Code 44.1 et seq
- 18 Pa. C.S.A. 2709
- 28 CFR 35.140
- 28 CFR Part 41
- 29 CFR Parts 1600-1691
- EEOC Enforcement Guidance on Harris v. Forklift Sys., Inc., November 9, 1993
- EEOC Enforcement Guidance on Vicarious Employer Liability for Unlawful Harassment by Supervisors, June 18, 1999
- EEOC Policy Guidance on Current Issues of Sexual Harassment, March 19, 1990
- Burlington Industries, Inc. v. Ellerth, 524 U.S. 742 (1998)
- Faragher v. City of Boca Raton, 524 U.S. 775 (1998)
- Pol. 320
- Pol. 815
- Pol. 832

104-Attach 1 Report Form.pdf (170 KB)

104-Attach 2 Discrimination.docx (40 KB)

104-Attach 3 Title IX.docx (76 KB)