

Note: Districts may continue to comply with the procurement standards in previous federal guidance for two (2) additional fiscal years following the implementation of the new Uniform Grant Guidance (effective December 26, 2014). If the district chooses to use the previous procurement standards, the district must document this decision in their internal procurement policies and procedures. Procurement standards for Food Service programs shall follow the requirements set forth by the USDA and PDE's Division of Food and Nutrition.

Procurement – Federal Programs

This document is intended to integrate standard district purchasing procedures with additional requirements applicable to procurements that are subject to the federal Uniform Grant Guidance regulations and/or U.S. Department of Agriculture (USDA) regulations governing school food service programs. The district maintains the following purchasing procedures, in accordance with federal and state laws, regulations and Board policy. (2 CFR 200.318-200.325; 7 CFR 210.16, 210.19, 210.21, 215.14a, 220.16; 24 P.S. 120, 24 P.S. 504, 24 P.S. 508, 24 P.S. 521, 24 P.S. 607, 24 P.S. 609, 24 P.S. 751, 24 P.S. 807.1; 62 Pa. C.S.A. 4601 et seq; Pol. 610, 611, 612, 613, 808)

Responsibility for Purchasing

The Board has outlined standard district purchasing responsibility, methods of purchasing, price quotations and bid requirements in the following Board policies and their accompanying administrative regulations or procedures:

- Policy 610. Purchases Subject to Bid/Quotation
- Policy 611. Purchases Budgeted
- Policy 612. Purchases Not Budgeted
- Policy 613. Cooperative Purchasing

Purchase Methods

When a request for purchase of equipment, supplies or services has been submitted and approved as outlined below, the procurement method to be used will be determined based on the total cost of the purchase as further outlined below. This procedure outlines how the cost thresholds for determining when the quote or formal bidding procedures that are required by state law as reflected in Policy 610 must be modified when making purchases for federally funded purposes to which the Uniform Grant Guidance or USDA regulations apply, so as to comply with both state and federal requirements. At each point where requirements for food service-related procurement under USDA regulations differ, a note will refer to the Food Service Program Notes at the end of this procedure. Final determination of which purchasing procedures are to be applied is delegated to the Business Manager under the authority of the Board.

WPSD has chosen to retain the previous procurement standards
and hereby documents such in this Policy Attachment approved March 13, 2018.

Standard Procurement Documents and Purchase Request Process

The district shall use requisitions for purchase requests in accordance with the applicable purchase method.

The district shall use electronic purchasing records, which are pre-numbered and are accessible to designated purchasing staff in the Business Office.

Purchase requests by an employee must be submitted to the building administrator or immediate supervisor. Purchase of all budgeted items or items approved by an administrator or supervisor must be initiated by use of a purchase order or requisition submitted to the Business Manager, Superintendent and Purchasing Agent.

Purchase orders and requisitions shall contain information including, but not limited to:

1. Description of the services to be performed or goods to be delivered.
2. Location of where services will be performed or goods will be delivered.
3. Appropriate dates of service or delivery.

Documentation on purchase orders and requisitions shall be maintained in accordance with the district's Records Management Policy and records retention schedule. (Pol. 800)

Contracts shall be reviewed by the Business Manager and the school solicitor prior to submission to the Board for approval.

Contracts to which the Uniform Grant Guidance apply shall contain the clauses specified in Appendix II to 2 CFR Part 200 (Contract Provisions for Non-Federal Entity Contracts Under Federal Awards), when applicable.

[See Food Service Program Notes below for specific clauses required by USDA regulations to be included in cost reimbursable procurement contracts.]

Micro-Purchases Not Requiring Quotes or Bidding (up to \$3,500)

For purposes of this procedure, **micro-purchase** means a purchase of equipment, supplies or services for use in federally funded programs using simplified acquisition procedures, the aggregate amount of which does not exceed a base amount of \$3,500. The micro-purchase dollar threshold is adjusted periodically by the federal government, and the threshold most recently established and published in the Federal Register shall apply if other than \$3,500.(48 CFR Subpart 2.1)

Note: The micro-purchase maximum for federal purposes is lower than the amount below which the School Code allows purchase for nonfederal purposes to be made without

obtaining at least three (3) written or telephonic quotes or using formal competitive bidding.

The micro-purchase method is used in order to expedite the completion of its lowest dollar small purchase transactions and minimize the associated administrative burden and cost. Procurement by micro-purchase is the acquisition of equipment, supplies or services, the aggregate dollar amount of which does not exceed the micro-purchase threshold.

To the extent practicable, the district distributes micro-purchases equitably among qualified suppliers when the same or materially interchangeable products are identified and such suppliers offer effectively equivalent rates, prices and other terms. The Business Manager will be responsible to determine the equitable distribution of micro-purchases.

Micro-purchases may be awarded without soliciting competitive quotations if the district considers the price to be reasonable. The district will maintain evidence of this reasonableness in the records of all micro-purchases. **Reasonable** means that sound business practices were followed and the purchase is comparable to market prices for the geographic area. Such determinations of reasonableness may include comparison of the price to previous purchases of the same item or comparison of the price of items similar to the item being purchased.

Even if the cost of a purchase qualifies it as a micro-purchase, bidding or small purchase procedures may be used optionally when those procedures may result in cost savings.

Small Purchase Procedures (between \$3,500 and \$19,400)

For purposes of this procedure, **small purchase procedures** are those relatively simple and informal procurement methods for securing equipment, services, or supplies that cost more than the amount qualifying as a micro-purchase and do not cost \$19,400 or more. Small purchase procedures cannot be used for purchases of equipment or supplies or for construction, repair or maintenance services costing \$19,400 or more because the School Code requires formal competitive bidding at that level of cost.

The base amount at which bidding is required under state law is adjusted for inflation annually, and the amount most recently established and published in the Pennsylvania Bulletin shall apply if other than \$19,400. (24 P.S. Sec. 120)

Because state law does not require bidding for the purchase of services other than construction, maintenance or repairs on school facilities regardless of total cost, small purchase procedures, including a request for proposal (RFP) procedure, may be used for procurement of such other services except when the estimated total cost will be at or over the federal threshold at which formal competitive bidding is required (\$150,000).

[See Food Service Program Notes below for exemption from bidding for purchases of perishable food items costing less than \$150,000.]

If small purchase procedures are used, written or telephonic price or rate quotations are obtained from at least three (3) qualified sources and records of quotes are maintained as provided in Policy 610. (Pol. 610)

Formal Competitive Bidding (\$19,400 or more)

Publicly Solicited Sealed Competitive Bids:

For purchases of equipment or supplies, or of services for construction, maintenance or repairs of school facilities, sealed competitive bids are publicly solicited and awarded to the lowest responsive and responsible bidder as provided in Policy 610 when the total cost is estimated to be \$19,400 or more. (Pol. 610)

Note: The amount at which formal competitive bidding is required by federal regulations is much higher than the base amount at which the School Code requires competitive bidding. Therefore, the lower base amount specified by the School Code, as annually adjusted, is used to determine when bidding will be used for purchases of equipment or supplies, or for obtaining services for construction, maintenance or repairs on school facilities. (24 P.S. Sec. 120)

State law does not require bidding for the purchase of services other than construction, maintenance or repairs on school facilities regardless of total cost. For procurement of such other services for federally funded purposes to which the Uniform Grant Guidance applies, formal competitive bidding will be used when the estimated total cost will be at or over the federal threshold of \$150,000.

The federal competitive bidding dollar threshold is adjusted periodically by the federal government, and the threshold most recently established and published in the Federal Register shall apply if other than \$150,000. (48 CFR Subpart 2.1)

Where specified in bidding documents, factors such as discounts, transportation cost, and life cycle costs must be considered in determining which bid is lowest. Payment discounts will only be used to determine the low bid when prior experience indicates that such discounts are usually taken advantage of. Any or all bids may be rejected if there is a sound documented reason.

[See Food Service Program Notes below for reference to state requirements regarding contracts with food service management companies and contractors of pre-plated meals.]

Competitive Proposals

State law does not require public school entities to solicit competitive bids for services other than construction, repairs or maintenance of school facilities, for which competitive bidding is required if the cost will be a base amount of \$19,400 or more. State law allows competitive proposals relating to work on facilities in lieu of bidding only in the context of guaranteed energy savings contracts.

Federal regulations allow the use of competitive proposals as an alternative when formal bidding would otherwise be required only to procure architectural and engineering services. Other types of services for federally funded purposes to which the Uniform Grant Guidance applies, professional or otherwise, must be procured using competitive bidding when the cost would meet or exceed the federal threshold for competitive bidding (\$150,000).

In the case of services other than for construction, repairs or maintenance of school facilities costing less than that threshold, the district may use small purchase procedures or micro-purchase procedures as applicable based on total cost. A request for proposal (RFP) process can also meet or exceed the small purchase competition requirements under state law and Policy 610 for the acquisition of services other than for construction, repairs or maintenance of school facilities, and can be used if the total cost will be less than \$150,000.

When permitted, the technique of competitive proposals is normally conducted with more than one (1) source submitting an offer, and either a fixed price or cost-reimbursement type contract is awarded. Competitors' qualifications are evaluated and the most qualified competitor is selected, subject to negotiation of fair and reasonable compensation. The district shall comply with other applicable state and federal law and regulations, Board policy and administrative regulations regarding purchasing; the district may consult with the school solicitor or other qualified counsel in determining the required process for purchasing through competitive proposals when necessary.

If this method is used, the following requirements apply:

1. Requests for proposals must be publicized and identify all evaluation factors and their relative importance. Any response to publicized requests for proposals must be considered to the maximum extent practical.
2. Proposals must be solicited from an adequate number of qualified sources.
3. Contracts must be awarded to the responsible firm whose proposal is most advantageous to the program, with price and other factors considered.

Competitive proposals shall be evaluated by the Business Manager and Federal Programs Coordinator based on factors including but not limited to:

1. Cost.
2. Experience of contractor.
3. Personnel qualifications.
4. Minority business, women's business enterprise, or labor surplus area firm status.

Evaluations shall be completed in a timely manner, documented and shall be reviewed by the Business Manager, Federal Programs Coordinator and school solicitor.

Contract/Price Analysis:

The district performs a cost or price analysis in connection with every procurement action in excess of \$150,000, including contract modifications. (2 CFR Sec. 200.323(a)).

A **cost analysis** generally means evaluating the separate cost elements that make up the total price, while a **price analysis** means evaluating the total price, without looking at the individual cost elements.

The method and degree of analysis is dependent on the facts surrounding the particular procurement situation; however, the Business Manager and Federal Programs Coordinator must come to an independent estimate prior to receiving bids or proposals. (2 CFR Sec. 200.323(a)). As part of the analysis, the BM and FPC will enact established business practices which may include evaluation of similar prior procurements and a review process.

When performing a cost analysis, the Business Manager and Federal Programs Coordinator negotiate profit as a separate element of the price. To establish a fair and reasonable profit, consideration is given to the complexity of the work to be performed, the risk borne by the contractor, the contractor's investment, the amount of subcontracting, the quality of its record of past performance, and industry profit rates in the surrounding geographical area for similar work. (2 CFR Sec. 200.323(b)).

Noncompetitive Proposals (Sole Sourcing)

Procurement by noncompetitive proposals means procurement through solicitation of a proposal from only one (1) source and may be used only when one or more of the following circumstances apply:

1. The item is available only from a single source.
2. The public exigency or emergency for the requirement will not permit a delay resulting from competitive solicitation. An **emergency** exists whenever the time required for the Board to act in accordance with regular procedures would endanger life or property or threaten continuance of existing school classes.
3. The federal awarding agency or pass-through entity expressly authorizes noncompetitive proposals in response to a written request from the district.
4. After solicitation of a number of sources, the district determines the competition is inadequate.

In addition to standard procurement policy and procedures, the district will document the grounds for using the noncompetitive method in lieu of an otherwise required competitive method of procurement, which may include written confirmation from the contractor as the sole source of the item. Documentation must be submitted to and maintained by the Business Office.

All noncompetitive proposals will ultimately be approved by the Board. The district may utilize legal advice from the solicitor regarding noncompetitive proposals.

A cost or price analysis will be performed for noncompetitive proposals when the price exceeds \$150,000.

Purchase Cards

The district approves the use of procurement cards for permissible purchases by designated employees to improve the efficiency of purchasing activities, reduce processing expenses, improve controls for small-dollar purchases, and streamline contractor payment.

Procurement cards may be used for purchases under federal programs. The use of procurement cards is governed by Board policy 625 Procurement Cards and established administrative regulations. (Pol. 625)

Full and Open Competition

All procurement transactions must be conducted in a manner providing full and open competition consistent with 2 CFR Sec. 200.319. In order to ensure objective contractor performance and eliminate unfair competitive advantage, contractors that develop or draft specifications, requirements, statements of work, or invitations for bids or requests for proposals must be excluded from competing for such procurements. Some of the situations considered to be restrictive of competition include but are not limited to:

1. Placing unreasonable requirements on firms in order for them to qualify to do business.
2. Requiring unnecessary experience and excessive bonding.
3. Noncompetitive pricing practices between firms or between affiliated companies.
4. Noncompetitive contracts to consultants that are on retainer contracts.
5. Organizational conflicts of interest.
6. Specifying only a “brand name” product instead of allowing “an equal” product to be offered and describing the performance or other relevant requirements of the procurement.
7. Any arbitrary action in the procurement process.

EDGAR further requires the following to ensure adequate competition.

Minority Businesses, Women's Business Enterprises, Labor Surplus Area Firms

The district must take necessary affirmative steps to assure that minority businesses, women's business enterprises, and labor surplus area firms are used when possible. Affirmative steps must include: (2 CFR Sec. 200.321)

1. Placing qualified small and minority business and women's business enterprises on solicitation lists.
2. Assuring that small and minority businesses, and women's business enterprises are solicited whenever they are potential sources.
3. Dividing total purchasing requirements, when economically feasible, into smaller tasks or quantities to permit maximum participation by small and minority business and women's business enterprises.
4. Establishing delivery schedules, where the requirement permits, which encourage participation by small and minority businesses and women's business enterprises.
5. Using the services and assistance, as appropriate, of such organizations as the Small Business Administration and the Minority Business Development Agency of the Department of Commerce.
6. Requiring the prime contractor, if subcontracts are let, to take the affirmative steps listed above.

Geographical Preferences Prohibited

The district must conduct procurements in a manner that prohibits the use of statutorily or administratively imposed state, local, or tribal geographical preferences in the evaluation of bids or proposals, except in those cases where applicable federal statutes expressly mandate or encourage geographic preference. When contracting for architectural and engineering (A/E) services, geographic location may be a selection criterion provided its application leaves an appropriate number of qualified firms, given the nature and size of the project, to compete for the contract.

[See Food Service Program Notes below for permissibility of geographic preferences and "Buy American" practices in purchasing certain food products]

Prequalified Lists

The district must ensure that all prequalified lists of persons, firms, or products which are used in acquiring goods and services are current and include enough qualified sources to ensure maximum open and free competition. Also, the district must not preclude potential bidders from qualifying during the solicitation period.

[See Food Service Program Notes below for reference to state requirements regarding contracts with food service management companies and contractors of pre-plated meals.]

Solicitation Language

The district must ensure that all solicitations incorporate a clear and accurate description of the technical requirements for the material, product, or service to be procured. Such description must not, in competitive procurements, contain features which unduly restrict competition. The description may include a statement of the qualitative nature of the material, product or service to be procured and, when necessary, must set forth those minimum essential characteristics and standards to which it must conform if it is to satisfy its intended use. Detailed product specifications should be avoided if at all possible.

When it is impractical or uneconomical to make a clear and accurate description of the technical requirements, a “brand name or equivalent” description may be used as a means to define the performance or other salient requirements of procurement. The specific features of the named brand which must be met by offers must be clearly stated; and identify all requirements which the offerors must fulfill and all other factors to be used in evaluating bids or proposals.

Avoiding Acquisition of Unnecessary or Duplicative Items

The district must avoid the acquisition of unnecessary or duplicative items. Additionally, consideration must be given to consolidating or breaking out procurements to obtain a more economical purchase; and, where appropriate, an analysis must be made of leases versus purchase alternatives, and any other appropriate analysis to determine the most economical approach.

These considerations are given as part of the process to determine the allowability of each purchase made with federal funds. Such considerations are accessible in the procedure attached to Policy 626: Allowability of Costs – Federal Programs.

Use of Intergovernmental Agreements and Cooperative Purchasing

To foster greater economy and efficiency, the district enters into state and local intergovernmental agreements where appropriate for cooperative purchasing or use of common or shared goods and services, as permitted by the Intergovernmental Cooperation Act and the Commonwealth Procurement Code. (Pol. 613; 53 Pa. C.S. Ch. 23; 62 Pa. C.S. Ch. 19)

When procuring supplies or services for federally funded purposes to which the Uniform Grant Guidance applies, the district shall verify that the organization conducting the procurement pursuant to such agreements complies with the applicable requirements and standards of the Uniform Grant Guidance as outlined in this procedure.

Use of Federal Excess and Surplus Property

The district considers the use of federal excess and surplus property in lieu of purchasing new equipment and property whenever such use is feasible and reduces project costs.

Debarment and Suspension

The district awards contracts only to responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement. Consideration will be given to such matters as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources.

[See Food Service Program Notes below for reference to state requirements regarding contracts with food service management companies and contractors of pre-plated meals.]

The district may not subcontract with or award subgrants to any person or company who is debarred or suspended. For all contracts over \$25,000 the district verifies that the contractor with whom the district intends to do business is not excluded or disqualified. (2 CFR Part 200, Appendix II, and 2 CFR Sec. 180.220 and 180.300).

All successful contractors must provide written certification that they have not been suspended or debarred from federal projects. The Federal Programs Coordinator will be responsible for verification. Such verification may include accessing the online federal System for Award Management (SAM) to determine whether any relevant party is subject to any suspension or debarment restrictions.

Maintenance of Procurement Records

The district must maintain records sufficient to detail the history of all procurements. These records will include, but are not necessarily limited to the following: rationale for the method of procurement, selection of contract type, contractor selection or rejection, the basis for the contract price (including a cost or price analysis), and verification that the contractor is not suspended or debarred.

Maintenance of records of procurement will be governed by Board policy 800 Records Management and established administrative regulations. (Pol. 800)

Time and Materials Contracts

The district may use a time and materials type contract only: (1) after a determination that no other contract is suitable; and (2) if the contract includes a ceiling price that the contractor exceeds at its own risk. **Time and materials type contract** means a contract whose cost to the district is the sum of: the actual costs of materials, and direct labor hours charged at fixed hourly rates that reflect wages, general and administrative expenses, and profit.

Since this formula generates an open-ended contract price, a time-and-materials contract provides no positive profit incentive to the contractor for cost control or labor efficiency. Therefore, each contract must set a ceiling price that the contractor exceeds at its own risk. Further, the district must assert a high degree of oversight in order to obtain reasonable assurance that the contractor is using efficient methods and effective cost controls.

Settlements of Issues Arising Out of Procurements

The district alone is responsible, in accordance with good administrative practice and sound business judgment, for the settlement of all contractual and administrative issues arising out of procurements. These issues include, but are not limited to, source evaluation, protests, disputes, and claims. These standards do not relieve the district of any contractual responsibilities under its contracts. Violations of law will be referred to the local, state, or federal authority having proper jurisdiction.

Protest Procedures to Resolve Dispute

The district maintains protest procedures to handle and resolve disputes relating to procurements and, in all instances, discloses information regarding the protest to the awarding agency. Protest procedures will be acted on in accordance with current state law and regulations, established district administrative regulations and the advice of the solicitor. (Pol. 610)

Food Service Program Notes:

Exemption from Bidding for Perishable Food Items -

The School Code exempts purchases of perishable food items from bidding requirements. Bidding for perishable food items is required only if the cost would be at or over the federal threshold at which formal competitive bidding is required (\$150,000). Small purchase procedures may be used for purchases below \$150,000, or micro-purchase procedures for purchases below \$3,500. Use of bidding should be considered as an option if it is feasible and likely to result in cost savings.(24 P.S. Sec. 504(d))

Geographic Preferences -

The district is permitted to apply a geographic preference when procuring unprocessed locally grown or locally raised agricultural products. When a geographic preference is applied, the district has discretion to determine the local area to which the geographic preference option will be applied.

Unprocessed locally grown or locally raised agricultural products means only those agricultural products that retain their inherent character. The effects of the following food handling and preservation techniques shall not be considered as changing an agricultural product into a product of a different kind or character: cooling; refrigerating; freezing; size adjustment made by peeling, slicing, dicing, cutting, chopping, shucking, and grinding; forming ground products into patties without any additives or fillers; drying/dehydration; washing; packaging

(such as placing eggs in cartons), vacuum packing and bagging (such as placing vegetables in bags or combining two (2) or more types of vegetables or fruits in a single package); the addition of ascorbic acid or other preservatives to prevent oxidation of produce; butchering livestock and poultry; cleaning fish; and the pasteurization of milk. (7 CFR Sec. 210.21, 215.14a, 220.16)

Buy American -

The district shall purchase, to the maximum extent practicable, domestic commodities or products for food service purposes. The term **domestic commodity or product** means: (7 CFR Sec. 210.21, 220.16)

1. An agricultural commodity that is produced in the United States; and
2. A food product that is processed in the United States substantially using agricultural commodities that are produced in the United States.

Mandatory Contract Clauses -

The following provisions shall be included in all cost reimbursable contracts for food services purchases, including contracts with cost reimbursable provisions, and in solicitation documents prepared to obtain offers for such contracts: (7 CFR Sec. 210.21, 215.14a, 220.16)

1. Allowable costs will be paid from the nonprofit school food service account to the contractor net of all discounts, rebates and other applicable credits accruing to or received by the contractor or any assignee under the contract, to the extent those credits are allocable to the allowable portion of the costs billed to the school food authority;
2. (a) The contractor must separately identify for each cost submitted for payment to the school food authority the amount of that cost that is allowable (can be paid from the nonprofit school food service account) and the amount that is unallowable (cannot be paid from the nonprofit school food service account); or

(b) The contractor must exclude all unallowable costs from its billing documents and certify that only allowable costs are submitted for payment and records have been established that maintain the visibility of unallowable costs, including directly associated costs in a manner suitable for contract cost determination and verification;
3. The contractor's determination of its allowable costs must be made in compliance with the applicable departmental and program regulations and Office of Management and Budget cost circulars;
4. The contractor must identify the amount of each discount, rebate and other applicable credit on bills and invoices presented to the school food authority for payment and individually identify the amount as a discount, rebate, or in the case of other applicable credits, the nature of the credit. If approved by the state agency, the school food authority

may permit the contractor to report this information on a less frequent basis than monthly, but no less frequently than annually;

5. The contractor must identify the method by which it will report discounts, rebates and other applicable credits allocable to the contract that are not reported prior to conclusion of the contract; and
6. The contractor must maintain documentation of costs and discounts, rebates and other applicable credits, and must furnish such documentation upon request to the school food authority, the state agency, or the department.

Contracts with Food Service Management Companies -

Procedures for selecting and contracting with a food service management company (FSMC) shall comply with guidance provided by the Pennsylvania Department of Education, Division of Food and Nutrition, including standard forms, procedures and timelines for solicitation, selection and approval of proposals and contracts. (7 CFR Sec. 210.16, 210.19, 210.21, 215.14a, 220.16)

Pre-Plated Meals -

Procedures for selecting and contracting with contractors of pre-plated meals shall comply with guidance provided by the Pennsylvania Department of Education, Division of Food and Nutrition, including standard forms, procedures and timelines for solicitation, selection and approval of proposals and contracts. (7 CFR Sec. 210.16, 210.19, 210.21, 220.16)



Book	Policy Manual
Section	900 Community
Title	Public Complaint Procedures
Number	906 Vol I 2018
Status	From PSBA

Purpose

The Board welcomes inquiries, suggestions, and constructive criticism **from** parents/guardians, **district** residents or community groups regarding the district's programs, personnel, operations and facilities. **The Board adopts this policy to establish procedures** for seeking appropriate resolution **to complaints**.

Authority

The Board encourages parents/guardians, district residents or community groups who have general complaints about Board policy and district procedures, district programs, personnel, operations and facilities to follow the general complaint procedure established in this policy.

The Board **directs** parents/guardians, other individuals and organizations alleging violations **of law** in the **district's** administration of **federally-funded** programs to submit complaints **in accordance with the separate federal program complaint procedure established in this policy.**[\[1\]](#)

The Board shall ensure that this policy is posted on the district's publicly accessible website in accordance with law.[\[2\]](#)

Delegation of Responsibility

The district shall annually notify parents/guardians, employees and the public of this policy and established complaint procedures via the district website, newsletters, posted notices and/or other efficient communication methods.

Guidelines

General Complaint Procedure

It is the intent of the Board that complaints, concerns and suggestions be addressed and/or resolved at the lowest appropriate level.

At all levels of this procedure, district employees shall make a determination as to whether the complaint should proceed as outlined in this policy or if the complaint should be submitted through a specialized complaint process addressed in a separate Board policy,

district procedure or administrative regulation that is directly related to the nature of the complaint.

General complaints about Board policy and district procedures, programs, personnel, operations and facilities shall **begin with an informal, direct discussion between the complainant and district employee who is most directly involved.**

The employee shall attempt to provide a reasonable explanation or take appropriate action within the employee's authority. The employee shall report the matter and the resolution to the building principal or immediate supervisor.

When an informal discussion fails to resolve the complaint, the following procedure shall be used.

First Level - If a satisfactory resolution is not achieved by discussion with the employee, the complainant shall submit a written complaint to the building principal or designee and a conference shall be scheduled with the complainant. The written complaint shall include the contact information of the person or group filing the complaint, the specific nature of the complaint, a brief statement of relevant facts, how the complainant has been affected adversely, and the action requested. The building principal or designee shall provide a written response to the complainant.

Second Level - If a satisfactory resolution is not achieved through a conference with the building principal or designee, the complaint shall be referred to the Superintendent or designee. The Superintendent or designee shall review the complaint and may schedule a conference with the complainant. The Superintendent or designee shall provide a written response to the complainant.

Third Level - If a satisfactory resolution is not achieved through referral to the Superintendent or designee or if resolution of the complaint is beyond his/her authority and requires Board action, the Superintendent or designee shall refer the complaint to the Board.

The Board, after reviewing all information relative to the complaint, shall provide the complainant with its written **response. The Board may, at its discretion**, grant a hearing before the Board or a committee of the Board. **If a hearing is granted**, the complainant shall be advised of the Board's **response**, in writing, no more than **thirty (30)** days following the hearing.

Any requests, suggestions or complaints **first** directed to individual Board members and/or the Board shall be referred to the Superintendent for consideration, **investigation** and action. If further action is warranted, based on the initial investigation, such action shall be in accordance with the **procedures outlined above.**

Complaint Procedure for Federal Programs

Complaints alleging violations of law in the district's administration of federally-funded programs shall be processed in accordance with the following procedure. [\[1\]](#)

The complainant shall submit a written, signed statement **to the district's administration office** that **includes:**

- 1. Contact information of the individual or organization filing the complaint.**
- 2. Alleged federal program violation.**
- 3. Facts supporting the alleged violation.**

4. Supporting documentation, such as information on discussions, correspondence or meetings with district **staff** regarding the complaint.

District staff shall forward complaints to the **district administrator responsible for federal programs**, who will notify the Superintendent **and acknowledge receipt of the complaint in writing**.

The **district administrator responsible for federal programs shall** conduct an independent investigation, which **may** include, but not be limited to:

1. On-site visit to the building that is the subject of the complaint.
2. Opportunity to present evidence by all individuals and/or organizations involved.
3. Opportunity for **participants to ask questions of each other** and witnesses.

When the investigation is completed, the **district administrator responsible for federal programs shall** prepare a **written** report with a recommendation for resolving the complaint. The report **shall** include:

1. Name of the individual or organization filing the complaint.
2. Nature of the complaint.
3. Summary of the investigation.
4. Recommended resolution.
5. Reasons for the recommended resolution.

The **district administrator responsible for federal programs shall** submit the **written** report to the Superintendent, who will determine whether further investigation is required and/or the district's final response.

All **individuals and/or organizations making the complaint or that are the subject of the complaint shall** be notified of the resolution of the complaint by the **Superintendent or designee**.

The **district administrator responsible for federal programs shall** ensure that the resolution of the complaint is implemented.

The time period between receipt and resolution of a complaint **shall** not exceed sixty (60) calendar days, unless circumstances require additional time.

The complainant may appeal the final resolution to the Pennsylvania Department of Education.

Division Chief
Division of Federal Programs
PA Department of Education
333 Market Street
Harrisburg, PA 17126-0333

Legal

[1. 20 U.S.C. 7844](#)[2. 24 P.S. 510.2](#)[24 P.S. 510](#)

Pol. 103

Pol. 103.1

Pol. 104

Pol. 105.1

Pol. 108

Pol. 109

Pol. 116

Pol. 127

Pol. 137

Pol. 150

Pol. 202

Pol. 206

Pol. 247

Pol. 249

Pol. 251

Pol. 252

Pol. 255

Pol. 610

Pol. 621

Pol. 626

Pol. 718

Pol. 801

Pol. 808

Pol. 815

Pol. 824

Pol. 827

Pol. 828

Last Modified by Frank Bruno on March 5, 2018



ADMINISTRATIVE REGULATION

APPROVED:

REVISED:

906-AR-0. REPORT FORM FOR PUBLIC COMPLAINTS

Please return the completed form to the district administration office.

Complainant's Name: _____

Address: _____

Phone Number: _____

Complainant is: ☐ parent/guardian
☐ district resident
☐ community group (specify): _____
☐ organization (specify): _____
☐ other (specify): _____

Attach additional page(s) if necessary for any question that may require a lengthy response.

For General Complaints

What is your complaint? Please include the specific nature of the complaint, a brief statement of relevant facts, and how you have been affected adversely. Use full names, dates and exact occurrences, including witnesses, if appropriate:

What action are you requesting that the district consider? _____

For Complaints Related to a Federal Program

Is your complaint related to an alleged violation in the district's administration of a federally-funded program? ☐ Yes ☐ No

If yes, identify any facts supporting the alleged violation and supporting documentation, such as information on discussions, correspondence or meetings with district staff regarding the complaint:

What resolution are you requesting that the district consider? _____

I verify that the information I have provided in this complaint is true and correct to the best of my knowledge and belief. I understand that any false information provided herein is subject to the penalties contained in 18 Pa. C.S.A. Sec. 4904, relating to unsworn falsification to authorities.

Complainant's Signature

Date

Received By

Date

The Board reserves the right to defer and redirect complaints that have not been explored to the appropriate administrative level(s).
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ADMINISTRATIVE REGULATION

APPROVED:

REVISED:

906-AR-1. PUBLIC COMPLAINTS - SPECIAL PROVISIONS

The policies listed below may contain specialized complaint and/or appeal procedures, dispute resolution processes, or methods for reporting policy violations that should be addressed in accordance with the established Board policy, district procedure or administrative regulation directly related to the nature of the complaint.

Upon receipt of a complaint, district staff should make a determination as to whether the complaint should be processed in accordance with Policy 906 Public Complaint Procedures or if the complaint should be processed in accordance with other established Board policy, district procedure or administrative regulation.

POLICY	TITLE
103	Nondiscrimination in School and Classroom Practices
103.1	Nondiscrimination – Qualified Students With Disabilities
104	Nondiscrimination in Employment Practices
105.1	Review of Instructional Materials by Parents/Guardians and Students
108	Adoption of Textbooks
109	Resource Materials
116	Tutoring
127	Assessment System
137	Home Education Programs
247	Hazing
249	Bullying/Cyberbullying
251	Homeless Students

252	Dating Violence (Policy is Optional)
255	Educational Stability for Children in Foster Care
610	Purchases Subject to Bid/Quotation
621	Local Taxpayer Bill of Rights
626	Federal Fiscal Compliance (Procurement (bid protest) procedures)
801	Public Records
808	Food Services
815	Acceptable Use of Internet, Computers and Network Resources
824	Maintaining Professional Adult/Student Boundaries
827	Conflict of Interest
828	Fraud



Book	Policy Manual
Section	900 Community
Title	Title I Parent and Family Engagement
Number	918 Vol I 2018
Status	First Reading

Purpose

The Board recognizes that **meaningful parent and family engagement** contributes to the achievement of **state** academic standards by students participating in Title I programs. The Board views the education of students as a cooperative effort among the school, parents **and family members**, and community. [\[1\]](#)[\[2\]](#)

Definition

Parent and Family (Family Member) - these terms are used interchangeably and shall include caregivers, a legal guardian or other person standing in loco parentis such as a grandparent or stepparent with whom the child lives, a person who is legally responsible for the child's welfare, or a legally appointed Education Decision Maker of a child participating in a Title I program.

Authority

The Board directs the district **and each of its schools with a Title I program to:** [\[1\]](#)

1. **Conduct outreach to all parents and family members.**
2. **Include parents and family members** in development of the district's overall Title I Plan and process for school review and improvement. [\[3\]](#)
3. **Include parents and family members in the development of the Title I Parent and Family Engagement Policy. Following adoption of the policy by the Board, the policy shall be:**
 - a. **Distributed in writing to all parents and family members.**
 - b. **Incorporated into the district's Title I Plan.** [\[3\]](#)
 - c. **Posted to the district's publicly accessible website.** [\[4\]](#)
 - d. **Evaluated annually with parent and family involvement.**

4. **Provide opportunities and conduct meaningful collaborations with parents and family members in the planning and implementation of Title I programs, activities and procedures.**

Accessibility

The district and each of its schools with a Title I program shall provide communications, information and school reports to parents and family members who are migrants or who have limited English proficiency, a disability, limited literacy, or racial and ethnic minority backgrounds, in a language they can understand.[\[1\]](#)[\[5\]](#)

Delegation of Responsibility

The Superintendent or designee shall ensure that the district's Title I Parent **and Family Engagement** Policy, plan and programs comply with the requirements of federal law.[\[1\]](#)[\[3\]](#)

The Superintendent or designee shall ensure that **the district and its schools with Title I programs provide opportunities for the informed participation of parents and family members by providing resources**, information and **school** reports in an understandable and uniform format **or, upon request, in another format. Such efforts shall include:**

1. **Providing communications in clear and simple language.**
2. **Posting information for parents and family members on the district's website.**
3. **Including a telephone number for parents and family members to call with questions.**
4. **Partnering with community agencies which may include libraries, recreation centers, community-based organizations and faith-based organizations to assist in sharing information.**
5. **{X} Provide language access services to families with limited English proficiency through on-site or telephonic translation and interpretation services, as appropriate.**[\[5\]](#)

The building principal and/or Title I staff shall **notify parents and family members of the existence of the Title I programs and** provide:

1. **An** explanation of the reasons supporting their child's selection for the program.
2. **A** set of **goals and expectations** to be addressed.
3. **A** description of the services to be provided.
4. **A copy of this policy and the School-Parent and Family Compact.**[\[1\]](#)

Parents and family members shall actively carry out their responsibilities in accordance with this policy and the School-Parent and Family Compact. At a minimum, parents and family members shall be expected to:[\[1\]](#)

1. **Volunteer in their child's classroom.**[\[6\]](#)
2. **Support their child's learning.**
3. **Participate, as appropriate, in decisions relating to the education of their child and positive use of extracurricular time.**

Guidelines

Each district school operating a Title I program shall hold an annual meeting of parents and family members at a convenient time, to explain the goals and purposes of Title I programs and to inform them of their right to be involved. Parents and family members shall be given the opportunity to participate in the design, development, operation and evaluation of the program. Parents and family members shall be encouraged to participate in planning activities, to offer suggestions, and to ask questions regarding policies and programs.[\[1\]](#)

The schools with Title I programs shall offer a flexible number of meetings which shall be held at various times of the morning and evening. Title I funds may be used to enable parent and family member attendance at meetings through payment of transportation, child care costs or home visits.[\[1\]](#)

The schools shall involve parents and family members in an organized, ongoing and timely way, in the planning, review and improvement of Title I programs, the Title I Parent and Family Engagement Policy and the joint development of the Title I Plan.[\[1\]](#)[\[3\]](#)

At these meetings, parents and family members shall be provided:[\[1\]](#)

1. **Timely** information about programs provided under Title I.
2. Description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress, and the **achievement levels of the academic standards.**
3. Opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children.

To ensure the continuous engagement of parents and family members in the joint development of the Title I Plan and with the school support and improvement process, the district shall:

{X} Establish meaningful, ongoing two-way communication between the district, staff and parents and family members.

{X} Communicate with parents and family members about the plan and seek their input and participation through the use of newsletters, the district website, email, telephone, parent and teacher conferences, and home visits if needed.

{X} Train personnel on how to collaborate effectively with parents and family members with diverse backgrounds that may impede their participation, such as limited literacy or language difficulty.

{X} Analyze and share the results of the Title I Parent/Family Survey.

{X} Post school performance data on the district's website.

{X} Distribute and discuss the School-Parent and Family Compact.

{X} Host various parent and family nights at each school building with a Title I program.

{ } Establish and support active and engaged Title I parent and family advisory councils. The council will include a majority of parents and family members of students participating in Title I programs, as well as the building principal, teachers or other appropriate staff, students and community members. The purpose of the council shall be to focus on

improved student achievement, effective classroom teaching, parent / family / community engagement in the educational process, and to facilitate communications and support.

{X} Actively recruit parents and family members to participate in school review and improvement planning.

{ } Assign district representatives to be available to work collaboratively with parents and family members, and to conduct school-level trainings to promote understanding of school data, comprehensive plans and the budgeting process.

{X} Invite participation of parents and family members at the regular comprehensive planning committee meetings, Title I budget meetings and school improvement plan meetings to obtain input and propose school improvement initiatives.

{ } Other _____.

If the Title I Plan is not satisfactory to parents and family members, the district shall submit any parent or family member comments with the plan when the school makes the plan available to the Board.[\[1\]](#)[\[3\]](#)

Building Capacity for Parent and Family Engagement

The district shall provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools in planning and implementing effective parent and family involvement activities to improve academic achievement and school performance through:[\[1\]](#)

- 1. Providing assistance to parents and family members in understanding such topics as the academic standards, state and local academic assessments, the requirements of parent and family involvement, how to monitor a child's progress and work with teachers to improve the achievement of their children.**[\[2\]](#)[\[7\]](#)
- 2. Providing material and training to help parents and family members work with their children to improve academic achievement and to foster parent and family engagement, such as:**
 - a. Scheduling trainings in different locations on a variety of topics including how to support their child in school, literacy, school safety, cultural diversity and conflict resolution.**
 - b. Using technology, including education about the harms of copyright piracy, as appropriate.**[\[8\]](#)
 - c. Providing information, resources and materials in a user friendly format.**
 - d. Providing, as requested by a parent or family member, other reasonable support for parent and family engagement activities.**
 - e. { } Training on how to use the Parent Portal as a tool to monitor grades and achievement.**
- 3. Educating teachers, specialized instructional support personnel, principals and other school leaders and staff, with the assistance of parents and family members, on the**

value and usefulness of contributions of parents and family members and in how to reach out to, communicate with, and work with them as equal partners, implement and coordinate parent and family programs, and build ties between parents and family members and the school.[9]

4. To the extent feasible and appropriate, coordinating and integrating Title I parent and family involvement efforts and activities with other federal, state and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents and family members in more fully participating in the education of their children.[1][5][10][11][12][13][14][15]
5. {X} Engage the ~~PTA/PTO~~ Home and School Association to actively seek out and involve parents and family members through regular updates, information sessions and assistance with the identification of effective communication strategies.
6. { } Train parents and family members to enhance the involvement of other parents and family members.
7. {X} Adopt and implement model approaches to improving parent and family engagement.
8. {X} Establish a district-wide parent and family advisory council to provide advice on all matters related to parent and family engagement in Title I programs.
9. { } Engage community-based organizations and businesses in parent and family engagement activities.

Coordinating Parent and Family Engagement Strategies

The district shall coordinate and integrate Title I parent and family engagement strategies with other parent and family engagement strategies required by federal, state, and local laws by:[1][5][10][11][12][13][14][15]

1. Involving district and program representatives to assist in identifying specific parent and family member needs.
2. Sharing data from other programs to assist in developing initiatives to advance academic achievement and school improvement.

Annual Parent and Family Engagement Policy Evaluation

The district shall conduct, with meaningful participation of parents and family members, an annual evaluation of the content and effectiveness of this policy in improving the academic quality of all district schools with a Title I program.[1]

The evaluation shall identify:[1]

1. Barriers to parent and family member participation, with particular attention to those who are migrants, are economically disadvantaged, have a disability, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority.
2. The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers.
3. Strategies to support successful school and parent and family interactions.

{X} The evaluation shall be conducted through:

{X} Establishment of a schedule and process for the policy review and revision by parents and family members.

{ } An evaluation of the effectiveness of the content and communication methods through a variety of methods.

{X} A parent and family member and teacher survey designed to collect data on school level and district-wide parent and family engagement outcomes.

{ } Focus groups. Parents and family members, and community members, unable to attend the focus groups in person shall have an opportunity to participate in an alternate format.

{X} Documentation of parent and family member input regarding Title I programs and activities from throughout the year.

{ } A parent and family advisory council comprised of a sufficient number and representative group of parents and family members to adequately represent the needs of the district's Title I population.

The district shall use the findings of the annual evaluation to design evidence-based strategies for more effective parent and family engagement, and to revise, if necessary, the district's Title I Parent and Family Engagement Policy.[\[1\]](#)

School-Parent and Family Compact

Each school in the district receiving Title I funds shall jointly develop with parents **and family members** a School-Parent **and Family** Compact outlining the manner in which parents **and family members, the entire** school staff and students **will** share responsibility for improved student **academic achievement and the means by which the school and parents and family members will build and develop partnerships to help children achieve the state's** academic standards.

The compact shall: [\[1\]](#)

1. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment, enabling students in Title I programs to meet the academic standards.
2. **Describe** the ways in which parents **and family members** will be responsible for supporting their child's learning; volunteering in the classroom; and participating, as appropriate, in decisions related to their child's education and positive use of extracurricular time.[\[6\]](#)
3. Address the importance of **ongoing two-way, meaningful** communication **between** parents/**family members and** teachers through, at a minimum, **annual** parent-teacher conferences **at the elementary level**, frequent reports to parents **and family members on their child's progress**, reasonable access to staff, **opportunities to volunteer and participate in their child's class, and observation of classroom activities.**[\[6\]](#)

Title I Funds

Unless exempt by law, the district shall reserve at least one percent (1%) of its Title I funds to assist schools in conducting parent and family engagement activities. Parents and family members shall be involved in the decisions regarding how the Title I reserved funds are used for parent and family engagement activities.[\[1\]](#)

Not less than ninety percent (90 %) of the reserved funds shall be distributed to district schools with a Title I program, with priority given to high need schools. The district shall use the Title I reserved funds to conduct activities and strategies consistent with this policy, including:[\[1\]](#)

{X} Supporting schools and nonprofit organizations in providing professional development for the district and school personnel regarding parent and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents and family members.[\[9\]](#)

{ } Supporting programs that reach parents and family members at home, in the community, and at school.

{X} Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members.

{ } Collaborating or providing subgrants to schools to enable such schools to collaborate with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement.

{X} Engaging in any other activities and strategies that the district determines are appropriate and consistent with this policy.

Documentation of Parent and Family Engagement Practices

Documentation to track the implementation of this policy is an essential part of compliance and may include, but not be limited to, sign-in sheets at workshops, meetings and conferences; schedules, training and informational materials; communications and brochures; and meeting notes.

PSBA Revision 2 / 18 © 2018 PSBA

Legal

1. [20 U.S.C. 6318](#)
2. Pol. 102
3. [20 U.S.C. 6312](#)
4. [24 P.S. 510.2](#)
5. Pol. 138
6. Pol. 916
7. Pol. 127
8. Pol. 814
9. Pol. 333
10. [20 U.S.C. 7845](#)
11. [29 U.S.C. 3271 et seq](#)
12. [29 U.S.C. 701 et seq](#)
13. [42 U.S.C. 11301 et seq](#)
14. [42 U.S.C. 9831 et seq](#)
15. Pol. 212

Last Modified by Frank Bruno on March 16, 2018



ADMINISTRATIVE REGULATION

APPROVED:

REVISED:

918-AR-1. CHECKLIST FOR SCHOOL-PARENT AND FAMILY MEETINGS

Each district school operating a Title I program will hold an annual meeting of parents and family members at a convenient time, to explain the goals and purposes of Title I programs and to inform them of their right to be involved. Parents and family members will be given the opportunity to participate in the design, development, operation and evaluation of the program. Parents and family members will be encouraged to participate in planning activities, to offer suggestions, and to ask questions regarding policies and programs.

The schools with Title I programs will offer a flexible number of meetings, which will be held at various times of the morning and evening. Title I funds may be used to enable parent and family member attendance at meetings through payment of transportation, child care costs or home visits.

Development, implementation and maintenance of **School-Parent and Family Compacts (school compact)**, Title I programs, the Title I Parent and Family Engagement Policy and the Title I Plan must be accomplished with meaningful **engagement** with parents and family members of students participating in Title I programs.

The Superintendent **will designate** an employee within each school conducting a Title I program to be responsible for the school's process of obtaining meaningful **engagement**.

The following checklist includes measures designed to encourage meaningful **engagement**. The checklist will be completed annually by the designated employee.

- ☐ Plan regular meetings throughout the school year with parents **and family members** to discuss the **school-parent and family compact**; identify dates, times and places, and persons whose attendance is desired. Offer meetings in the morning and evening; if funds are available, provide transportation and childcare. **Conduct** home visits related to parent **and family engagement as necessary**.
- ☐ Develop an agenda, built around federal compliance requirements, for meetings to **be held with parents and family members, which may include the following items**:
 1. An introduction of “where we are now” and an ending that addresses “next steps.”

2. A section **informing** parents **and family members** of their school's participation under Title I and to explain Title I requirements regarding parent **and family engagement**, including the right of parents **and family members** to be involved.
3. A section **describing** and **explaining** the curriculum in use at the school, forms of academic assessment used to measure student progress, and **achievement** levels students are expected to meet.
4. A section for parents **and family members** to formulate suggestions and to participate, as appropriate, in decisions relating to their child's education.
5. A section to involve parents **and family members** in the planning, review and improvement of Title I programs, including the joint development of the Title I Plan.
6. A **section to address** how funds are allotted for parent **and family** involvement in activities; parents **and family members** of students receiving services must be involved in these decisions.

Meeting notification requirements include:

- ☐ Notifying interested persons about meeting dates, including:
 - ☐ Parents **and family members** of students participating in Title I programs.
 - ☐ Staff members.
 - ☐ Students participating in Title I programs.
 - ☐ School Board members.
 - ☐ Media.
 - ☐ Coordinators of other **federal, state and local** programs, **including** preschool programs.
 - ☐ Other _____.
- ☐ Publicizing the meeting dates, times and locations in accordance with legal requirements **and the notice provisions of Board policy 006**. It is wise to assume these are open meetings if Board members are expected to attend.

Standard meeting procedures include:

- ☐ **Providing sign-in sheets for parents and family members attending the meeting.**
- ☐ **Appointing** a Recording Secretary to keep meeting minutes.

- ☐ **Providing** copies of working drafts **of the Title I Plan, Title I Parent and Family Engagement Policy and/or the school compact, as appropriate**, to parents **and family members** in an understandable and uniform format, and in a language the parents **and family members** can understand.

The designated school employee will ensure a process of evaluation is conducted, as appropriate to each area, by collectively:

- ☐ **Discussing and selecting indicators of success which will be used to** measure the effectiveness of, as appropriate, the Title I Plan, programs, Parent **and Family Engagement Policy and/or the school** compact in improving achievement of academic standards.
- ☐ **Making recommendations based on the results of the evaluation process to improve** academic achievement.
- ☐ Identifying barriers to greater participation by parents **and family members**, with particular attention to parents **and family members** who are **migrants**, economically disadvantaged, **have a disability**, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. Use the findings of such evaluation to design strategies for more effective **parent and family engagement**.

Following the meeting, the designated school employee will:

- ☐ Provide status reports to the **Superintendent, who will update the Board, including possible recommendations for revisions to the Title I Plan and Parent and Family Engagement Policy**.
- ☐ Revise the applicable **school-parent and family** compact, **Title I Plan, and Parent and Family Engagement Policy** as necessary.

SCHOOL DISTRICT NAME
Individual School Name

SCHOOL-PARENT AND FAMILY COMPACT

This School-Parent and Family Compact has been jointly developed with parents and family members, and outlines how parents and family members, school staff, and students will share in the responsibility for improved student academic achievement, and the means by which the school and parents and family members will build and develop partnerships to help their children achieve the state's academic standards.

SCHOOL COMMITMENT

As a school, we are committed to supporting student learning by:

- **Providing high-quality curriculum and instruction in a supportive and effective learning environment that enables students participating in Title I programs to meet the state academic standards.**
- **Addressing the importance of communication between teachers and parents and family members on an ongoing basis through, at a minimum:**
 - **Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual student's achievement.**
 - **Frequent reports to parents and family members on their child's progress.**
 - **Reasonable access to staff, and**
 - **Ensuring regular two-way, meaningful communication between family members and school staff, including providing information and school reports in a format and in a language that the parent and family member can understand.**
- **Providing parents and family members opportunities to volunteer and participate in their child's class, and to observe classroom activities.**
- **{ } Treating each student with dignity and respect.**
- **{ } Striving to address the individual needs of each student.**
- **{ } Acknowledging that parents and family members are vital to the academic success of their children.**

- { } Taking steps to provide a safe, positive and healthy learning environment.
- { } Assuring that school staff communicate clear expectations for performance of both students and parents and family members.
- { } Providing professional development for staff.

PARENT AND FAMILY COMMITMENT

As parents and family members, we are committed to supporting our children's learning by:

- **Creating an atmosphere that supports learning by conducting activities at home to continue classroom learning.**
- **Volunteering in the classroom, at school activities and events.**
- **Participating, as appropriate, in decisions relating to the education of our children and positive use of extracurricular time.**
- { } **Attending school meetings, functions and conferences.**
- { } **Communicating with teachers at conferences, by phone, by email and by attending Title I parent and family workshops.**
- { } **Being aware of Board policies and school rules.**
- { } **Monitoring school attendance and school arrival times.**
- { } **Making sure that homework is completed.**
- { } **Encouraging student involvement in school activities held during and after school.**
- { } **Reinforcing positive behavior.**

STUDENT COMMITMENT

As students, we are committed to being responsible and taking ownership of learning by:

- { } **Coming to school each day on time and ready to learn.**
- { } **Reading at home.**
- { } **Completing homework assignments.**

- { } **Taking home and returning necessary school papers and forms.**
- { } **Maintaining a positive attitude toward school.**
- { } **Being respectful to students, staff and property.**