



June 3, 2024

6:00 P.M.
H.S. Library

Mr. Todd Engel
President
Region III

Mr. Steve Rupert
Vice President
Region II

Mrs. Cathy Bachman
Treasurer
Region III

Ms. Erin Armond
Region II

Mr. Ben Brigandi
Region I

Mrs. Summer Bukeavich
Region II

Mr. John Hitesman
Region III

Mr. Nathan Miller
Region I

Mr. Jason Young
Region I

Dr. Eric Briggs
Superintendent

Mrs. Jamie Mowrey
Board Secretary

Mr. Fred Holland
Solicitor

Agenda

Work Session of the Board

The board may vote on any items that properly come before the board.

Opening

Call to Order

Silent Meditation & Pledge of Allegiance

Roll Call

Preliminary Comments on Agenda Items

Action Items

1. CKLA Pilot Program
2. Approval of Board Meeting Date Changes
3. Approval of Depository
4. Approval of Newspaper of Record
5. Approve Policies – First Reading
6. Employment
7. Job Description
8. Disposal/Sale of Old Technology Equipment & Central Elementary Furniture

Items for Discussion

1. Timbering of District Trees
2. 2024 Debt Issue
3. 2024/2025 Final Budget Discussion
4. 2024/2025 Capital Reserve Budget Discussion

Old Business

New Business

Courtesy to the Floor

Final Remarks by Board Members

Adjournment

ACTION ITEMS

1. **CKLA Pilot Program** – Attachment #1

Dr. Briggs and Mrs. Melanie Rojas will discuss the CKLA Middle School Pilot Program for 6th, 7th, and 8th Grades with the board.

It is recommended the school board approve the CKLA Pilot Program for 6th, 7th, and 8th grade students beginning in the 2024/2025 school year. The cost of this program will be \$4,659.75.

2. **Approval of Board Meeting Date Changes**

It is recommended the school board approve changing the October 21, 2024 to Tuesday, October 22, 2024 due to a conflict with the Superintendent and also changing the December 2, 2024 Reorganization Meeting to Tuesday, December 3, 2024 due to school being closed for Thanksgiving Break/First Day of Hunting Season. These meetings will still be held at 6PM in the High School Library on the new dates.

3. **Approval of Depository**

Per Policy 005, the Board shall prior to July 1, designate depository(s) of school funds. It is recommended the board approve Woodlands Bank, Pennsylvania Local Government Investment Trust (PLGIT), and Journey Bank as the depositories of school funds for the 2024/2025 school year.

4. **Approval of Newspaper of Record**

Per Policy 005, the Board shall prior to July 1, designate newspaper(s) of general circulation as defined in law. It is recommended the Board approve the Williamsport Sun-Gazette as the newspaper of general circulation for the 2024/2025 school year.

5. **Approve Policies – First Reading** – Attachment #2

It is recommended the school board approve the first reading of Policy No. 222 – Tobacco and Vaping Products, Policy No. 227 – Controlled Substance and Paraphernalia, Policy No. 249 – Bullying/Cyberbullying, Policy No. 323 – Tobacco and Vaping Products, and Policy No. 351 – Controlled Substance Abuse.

6. **Employment**

Jr/Sr High School Special Education Teacher

It is recommended the school board approve Halle Sharp as the Jr/Sr High School Special Education Director for grades 9-10 Learning Support students for the 2024-2025 school year. Her salary step would be B-1 at a salary of \$50,089 per the South Williamsport Area Education Association Agreement.

7. **Job Description** – Attachment #3

It is recommended the school board approve the Paraprofessional Job Description as it has been revised.

8. **Disposal/Sale of Old Technology Equipment and Central Elementary Furniture – Attachment #4**

It is recommended the school board approve the disposal/sale of old technology equipment (attached) and furniture from the Central Elementary.

ITEMS FOR DISCUSSION

1. **Timbering of District Trees**

Dr. Briggs will discuss with the board the possibility of timbering trees behind the Jr/Sr High School. If in agreement the board will need to approve a motion to proceed with an RFP for the timbering.

2. **2024 Debt Issue**

Mrs. Jamie Mowrey, Business Manager, will discuss the results of the RFP sent to banks for the 2024 debt issue.

3. **2024/2025 Final Budget Discussion** – Attachment #5

Mrs. Jamie Mowrey, Business Manager, will present to the Board recommendations for the 2024/2025 final budget. The 2024/2025 final budget is scheduled to be approved at the June 24, 2024 board meeting. This version of the 2024/2025 final budget contains revenues of \$22,188,905, expenditures of \$22,308,512 and a real estate tax millage increase of 0.5 mills.

4. **2024/2025 Capital Reserve Budget Discussion** – Attachment #6

Mrs. Jamie Mowrey, Business Manager, will present to the Board recommendations for the 2024/2025 Capital Reserve Budget. These items are funds separate from the 2024/2025 Final Budget discussed above.

BOARD INFORMATION
June 3, 2024

BOARD MEETING DATES

- June 3, 2024 – Work Session Meeting – 6:00 p.m.
- June 24, 2024 – Regular Board Meeting – 6:00 p.m.
- July 15, 2024 – Regular Board Meeting – 6:00 p.m.
- August 19, 2024 – Regular Board Meeting – 6:00 p.m.



Price Quote

Amplify

55 Washington Street, Suite 800
Brooklyn, NY 11201
Phone: (800) 823-1969
Fax: (646) 403-4700

Quote #: Q-375185-1
Date: 5/21/2024
Expires On: 6/20/2024

Customer Contact Information
South Williamsport Area Sd

Amplify Contact Information
Janet Barry
Inside Sales Representative
jabarry@amplify.com

PRODUCT	QUANTITY	PRICE	TOTAL PRICE
Amplify ELA G6 Student Consumable Set	95.00	\$15.00	\$1,425.00
Amplify ELA G7 Student Consumable Set	95.00	\$15.00	\$1,425.00
Amplify ELA G8 Student Consumable Set	95.00	\$15.00	\$1,425.00
TOTAL			\$4,275.00

SHIPPING AND HANDLING	SHIPPING COST	TOTAL PRICE
Amplify Shipping and Handling	\$384.75	\$384.75

GRAND TOTAL

\$4,659.75

Scope and Duration

Payment Terms:

- This Price Quote (including all pricing and other terms) is valid through Quote Expiration Date stated above.
- Payment terms: net 30 days.
- Prices do not include sales tax, if applicable.
- Pricing terms in the Price Quote are based on the scope of purchase and other terms herein.
- The Federal Tax ID # for Amplify Education, Inc. is 13-4125483. A copy of Amplify's W-9 can be found at: <http://www.amplify.com/w-9.pdf>

License and Services Term:

- Licenses: 07/01/2024 until 06/30/2025.
- Services: 18 months from order date. Unless otherwise stated above, all training and other services purchased must be scheduled and delivered within such term or will be forfeited.

Special Terms:

- FOR SHIPPED MATERIALS:
 - Expedited shipping is available at extra charge.
 - Print materials and kits are non-returnable and non-refundable, except in the case of defective or missing materials reported by Customer within 60 days of receipt.
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- A copy of your Price Quote
- A copy of your Tax-Exemption Certificate

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Grade 6

100 Lesson Pathway

Amplify ELA offers 180 days of instruction, but we know that teachers may want to reserve some instructional time for other favorite projects. Here's an abridged version of the curriculum that ensures full standards coverage in only 100 lessons. This pathway includes five reading assessments, two essays, and a mix of informational and literary texts. You can always add on Quests, Poetry in America, Novel Guides, and all your other favorite content.



Dahl & Narrative

17 Lessons



SUB-UNITS (Lessons)

Get Started (1–4)

Boy: *Tales of Childhood* by Roald Dahl (1–12)

Dahl & Narrative Reading Assessment

READING Informational Text	RI.6.1, RI.6.2, RI.6.3, RI.6.4, RI.6.5, RI.6.6, RI.6.10
WRITING*	W.6.1, W.6.1.B, W.6.2, W.6.3, W.6.3.B, W.6.3.D, W.6.5, W.6.6, W.6.9.B, W.6.10
SPEAKING & LISTENING	SL.6.1, SL.6.1.A, SL.6.1.B, SL.6.1.C, SL.6.1.D, SL.6.6
LANGUAGE †	L.6.1, L.6.2, L.6.3, L.6.4, L.6.4.A, L.6.4.C, L.6.4.D, L.6.5, L.6.6

Mysteries & Investigations

21 Lessons



SUB-UNITS (Lessons)

The Secret of the Yellow Death by Suzanne Jurmain (1–15)

Write an Essay (1–5)

Mysteries & Investigations Reading Assessment

READING Informational Text	RI.6.1, RI.6.2, RI.6.3, RI.6.4, RI.6.5, RI.6.6, RI.6.7, RI.6.8, RI.6.9, RI.6.10
WRITING*	W.6.1, W.6.2, W.6.2.A, W.6.2.B, W.6.2.C, W.6.2.D, W.6.2.E, W.6.2.F, W.6.3, W.6.4, W.6.5, W.6.6, W.6.9, W.6.9.B, W.6.10
SPEAKING & LISTENING	SL.6.1, SL.6.1.A, SL.6.3
LANGUAGE †	L.6.1, L.6.2.B, L.6.3, L.6.3.B, L.6.4, L.6.4.A, L.6.4.C, L.6.4.D, L.6.5, L.6.5.C, L.6.6

The Chocolate Collection

25 Lessons



SUB-UNITS (Lessons)

Information Literacy (1–4)

Scavenger Hunt and Internet Research (1–4)

Argumentative Writing and Collection Research (1–4)

Debate and Internet Research (1–4)

Write an Essay^s (1–8)

The Chocolate Collection Reading Assessment

READING Literature	RL.6.1, RL.6.7, RL.6.9, RL.6.10
READING Informational Text	RI.6.1, RI.6.4, RI.6.6, RI.6.7, RI.6.8, RI.6.9, RI.6.10
WRITING*	W.6.1, W.6.1.A, W.6.1.B, W.6.1.C, W.6.1.D, W.6.1.E, W.6.2, W.6.3, W.6.4, W.6.5, W.6.6, W.6.7, W.6.8, W.6.9, W.6.9.B, W.6.10
SPEAKING & LISTENING	SL.6.1, SL.6.1.A, SL.6.1.D, SL.6.2, SL.6.3, SL.6.4, SL.6.5, SL.6.6
LANGUAGE †	L.6.1, L.6.2, L.6.2.B, L.6.3, L.6.4.A, L.6.4.C, L.6.4.D, L.6.5.B



100 Lesson Pathway



6D

The Greeks

14 Lessons



SUB-UNITS (Lessons)

Prometheus (1–6)

Odysseus (1–7)

The Greeks Reading Assessment

READING Literature	RL.6.1, RL.6.2, RL.6.3, RL.6.4, RL.6.5, RL.6.6, RL.6.7, RL.6.10
WRITING*	W.6.1, W.6.2, W.6.3, W.6.9, W.6.9.A, W.6.10
SPEAKING & LISTENING	SL.6.1, SL.6.1.A, SL.6.1.B, SL.6.2, SL.6.4
LANGUAGE†	L.6.4.C, L.6.4.D, L.6.5.C

* This pathway includes narrative writing instruction but does not address narrative writing sub-standards W.6.3.A, W.6.3.C, and W.6.3.E. For additional narrative writing instruction that addresses these standards, we recommend Lessons 1–3, 6–8, 15–16, and 21–22 in the Beginning Story Writing unit.

† To ensure full coverage of the Language standards, we recommend using part of each Flex Day to work on grammar instruction. There are a total of 14 Flex Days in which to cover 7 grammar standards: L.6.1.A, L.6.1.B, L.6.1.C, L.6.1.D, L.6.1.E, L.6.2.A, and L.6.3.A. See the Grammar Pacing Guide for more information.

‡ This essay provides a choice of two prompts. To ensure full standards coverage, assign the argumentative prompt.



6E

Summer of the Mariposas

22 Lessons

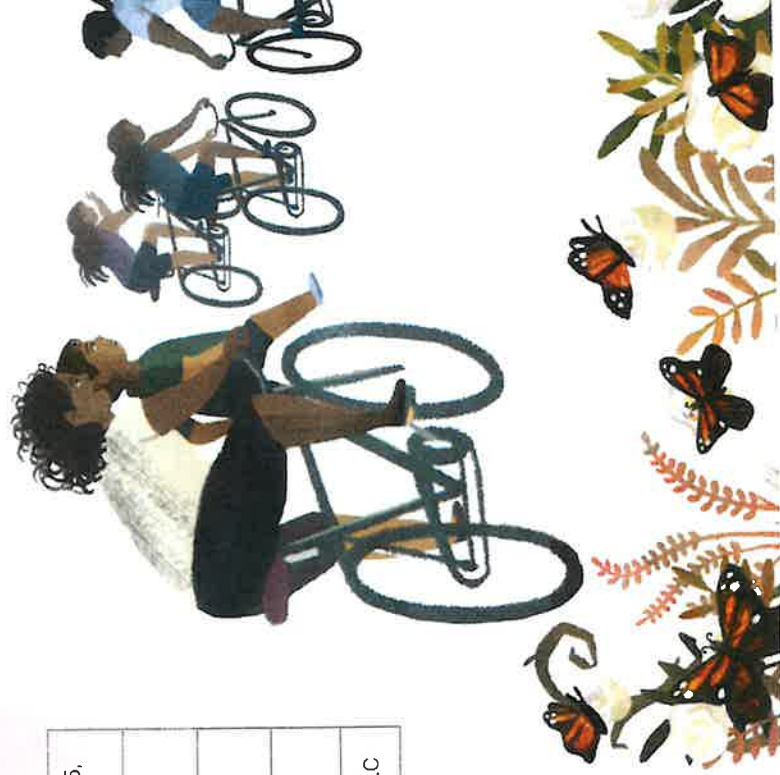


SUB-UNITS (Lessons)

Summer of the Mariposas by Guadalupe Garcia McCall (1–21)

Summer of the Mariposas Reading Assessment

READING Literature	RL.6.1, RL.6.2, RL.6.3, RL.6.4, RL.6.5, RL.6.6, RL.6.7, RL.6.9, RL.6.10
READING Informational Text	RI.6.1, RI.6.2, RI.6.4, RI.6.7, RI.6.9, RI.6.10
WRITING*	W.6.1, W.6.2, W.6.2.D, W.6.8, W.6.9, W.6.9.A, W.6.10
SPEAKING & LISTENING	SL.6.1, SL.6.1.A, SL.6.1.D, SL.6.5
LANGUAGE†	L.6.3, L.6.4.C, L.6.4.D, L.6.5.A, L.6.5.C



Grade 7

100 Lesson Pathway

Amplify ELA offers 180 days of instruction, but we know that teachers may want to reserve some instructional time for other favorite projects. Here's an abridged version of the curriculum that ensures full standards coverage in only 100 lessons. This pathway includes five reading assessments, two essays, and a mix of informational and literary texts. You can always add on *Quests*, *Poetry in America*, *Novel Guides*, and all your other favorite content.



Red Scarf Girl & Narrative

17 Lessons



SUB-UNITS (Lessons)

Get Started (1–4)

Red Scarf Girl: A Memoir of the Cultural Revolution
by Ji-li Jiang (1–12)

Red Scarf Girl Reading Assessment

READING Informational Text	RI.7.1, RI.7.2, RI.7.3, RI.7.4, RI.7.5, RI.7.6, RI.7.7, RI.7.10
WRITING*	W.7.1, W.7.1.B, W.7.3, W.7.3.A, W.7.3.B, W.7.3.D, W.7.4, W.7.5, W.7.9.B, W.7.10
SPEAKING & LISTENING	SL.7.1, SL.7.1.A, SL.7.1.B, SL.7.2, SL.7.6
LANGUAGE†	L.7.4, L.7.4.C, L.7.4.D, L.7.5, L.7.6

Character & Conflict

19 Lessons



SUB-UNITS (Lessons)

A Raisin in the Sun by Lorraine Hansberry (1–16)

Dreams Deferred (1–2)

Character & Conflict Reading Assessment

READING Literature	RL.7.1, RL.7.2, RL.7.3, RL.7.4, RL.7.5, RL.7.6, RL.7.7, RL.7.9, RL.7.10
READING Informational Text	RI.7.3, RI.7.6, RI.7.10
WRITING*	W.7.2, W.7.9, W.7.9.A, W.7.10
SPEAKING & LISTENING	SL.7.1, SL.7.1.A, SL.7.2, SL.7.3, SL.7.6
LANGUAGE†	L.7.4, L.7.4.C, L.7.4.D, L.7.5, L.7.5.A, L.7.5.C, L.7.6

Brain Science

22 Lessons



SUB-UNITS (Lessons)

Phineas Gage: A Gruesome but True Story About Brain Science by John Fleischman (1–11)

Inventing Ourselves: The Secret Life of the Teenage Brain
by Sarah-Jayne Blakemore (1–5)

Write an Essay (1–5)

Brain Science Reading Assessment

READING Informational Text	RI.7.1, RI.7.2, RI.7.3, RI.7.4, RI.7.5, RI.7.6, RI.7.8, RI.7.9, RI.7.10
WRITING*	W.7.1, W.7.2, W.7.2.A, W.7.2.B, W.7.2.C, W.7.2.D, W.7.2.E, W.7.2.F, W.7.3, W.7.4, W.7.5, W.7.6, W.7.9, W.7.9.B, W.7.10
SPEAKING & LISTENING	SL.7.1, SL.7.1.A, SL.7.1.D, SL.7.2, SL.7.4
LANGUAGE†	L.7.1, L.7.2.B, L.7.3, L.7.3.A, L.7.4, L.7.4.A, L.7.4.C, L.7.4.D, L.7.5, L.7.5.B, L.7.5.C, L.7.6



Grade 7 100 Lesson Pathway



7D



Poetry & Poe

18 Lessons



SUB-UNITS (Lessons)

Poetry (1–4)

"The Tell-Tale Heart" by Edgar Allan Poe (1–7)

"The Cask of Amontillado" by Edgar Allan Poe (1–6)

Poetry & Poe Reading Assessment

READING Literature	RL.7.1, RL.7.2, RL.7.3, RL.7.4, RL.7.5, RL.7.6, RL.7.7, RL.7.10
WRITING*	W.7.1, W.7.1.A, W.7.1.B, W.7.1.E, W.7.2, W.7.2.B, W.7.4, W.7.5, W.7.9, W.7.9.A, W.7.10
SPEAKING & LISTENING	SL.7.1, SL.7.1.A, SL.7.1.D, SL.7.2, SL.7.3, SL.7.4, SL.7.5
LANGUAGE†	L.7.3, L.7.4.A, L.7.4.C, L.7.4.D, L.7.5, L.7.5.B, L.7.5.C

7E



The Frida & Diego Collection

24 Lessons



SUB-UNITS (Lessons)

Information Literacy (1–4)

Scavenger Hunt and Internet Research (1–4)

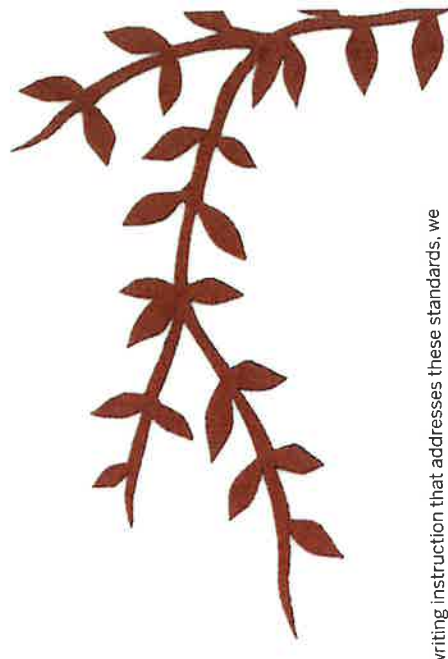
Descriptive Writing and Collection Research (1–4)

Socratic Seminar and Internet Research (1–3)

Write an Essay§ (1–8)

The Frida & Diego Collection Reading Assessment

READING Literature	RL.7.5
READING Informational Text	RI.7.1, RI.7.3, RI.7.4, RI.7.6, RI.7.7, RI.7.9, RI.7.10
WRITING*	W.7.1, W.7.1.A, W.7.1.B, W.7.1.C, W.7.1.D, W.7.1.E, W.7.2, W.7.3.D, W.7.4, W.7.5, W.7.6, W.7.7, W.7.8, W.7.9, W.7.9.B, W.7.10
SPEAKING & LISTENING	SL.7.1, SL.7.1.A, SL.7.1.B, SL.7.1.C, SL.7.2, SL.7.4, SL.7.5, SL.7.6
LANGUAGE†	L.7.3, L.7.3.A, L.7.4.C, L.7.4.D



* This pathway includes narrative writing instruction but does not address narrative writing sub-standards W.7.3.C and W.7.3.E. For additional narrative writing instruction that addresses these standards, we recommend Lessons 1–4, 14–15, and 18–23 in the Intermediate Story Writing unit.

† To ensure full coverage of the Language standards, we recommend using part of each Flex Day to work on grammar instruction. This recommended sequence includes 13 Flex Days in which to cover 6 grammar standards: L.7.1.A, L.7.1.B, L.7.1.C, L.7.2, L.7.2.A, and L.7.2.B. See the Grammar Pacing Guide for more information.

§ This essay provides a choice of two prompts. To ensure full standards coverage, assign the argumentative prompt.

Grade 8

100 Lesson Pathway

Amplify ELA offers 180 days of instruction, but we know that teachers may want to reserve some instructional time for other favorite projects. Here's an abridged version of the curriculum that ensures full standards coverage in only 100 lessons. This pathway includes five reading assessments, two essays, and a mix of informational and literary texts. You can always add on *Quests*, *Poetry in America*, *Novel Guides*, and all your other favorite content.



8A

Perspectives & Narrative

16 Lessons



SUB-UNITS (Lessons)

Get Started (1-4)

Narrative Writing (1-11)

Perspectives & Narrative Reading Assessment

READING Literature	RL.8.1, RL.8.5
READING Informational Text	RI.8.1, RI.8.2, RI.8.3, RI.8.4, RI.8.5, RI.8.6, RI.8.10
WRITING	W.8.1, W.8.2, W.8.2.B, W.8.3, W.8.3.A, W.8.3.B, W.8.3.C, W.8.3.D, W.8.3.E, W.8.4, W.8.5, W.8.9.B, W.8.10
SPEAKING & LISTENING	SL.8.1, SL.8.1.A, SL.8.2
LANGUAGE*	L.8.4.C, L.8.4.D



8B

Liberty & Equality

25 Lessons



SUB-UNITS (Lessons)

Narrative of the Life of Frederick Douglass by Frederick Douglass (1-14)

The Gettysburg Address (1-5)

Write an Essay (1-5)

Liberty & Equality Reading Assessment

READING Informational Text	RI.8.1, RI.8.2, RI.8.3, RI.8.4, RI.8.5, RI.8.6, RI.8.7, RI.8.8, RI.8.9, RI.8.10
WRITING	W.8.1, W.8.1.D, W.8.2, W.8.2.A, W.8.2.B, W.8.2.C, W.8.2.D, W.8.2.E, W.8.2.F, W.8.3, W.8.3.B, W.8.4, W.8.5, W.8.6, W.8.7, W.8.9, W.8.9.B, W.8.10
SPEAKING & LISTENING	SL.8.1, SL.8.1.A, SL.8.1.D, SL.8.2, SL.8.3, SL.8.4
LANGUAGE*	L.8.1, L.8.2.C, L.8.3, L.8.4, L.8.4.A, L.8.4.C, L.8.4.D, L.8.5, L.8.5.B, L.8.5.C, L.8.6



8C

Science & Science Fiction

18 Lessons



SUB-UNITS (Lessons)

Gris Grimly's *Frankenstein* by Mary Shelley and Gris Grimly (1-17)

Science & Science Fiction Reading Assessment

READING Literature	RL.8.1, RL.8.2, RL.8.3, RL.8.4, RL.8.5, RL.8.6, RL.8.7, RL.8.9, RL.8.10
WRITING	W.8.1, W.8.3, W.8.3.B, W.8.4, W.8.9.A, W.8.10
SPEAKING & LISTENING	SL.8.1, SL.8.1.A, SL.8.1.B, SL.8.1.D, SL.8.3, SL.8.4, SL.8.6
LANGUAGE*	L.8.1, L.8.3, L.8.4.A, L.8.4.C, L.8.4.D, L.8.5.C



Amplify ELA

Grade 8

100 Lesson Pathway



8D

Shakespeare's Romeo & Juliet

17 Lessons



SUB-UNITS (Lessons)

Romeo and Juliet by William Shakespeare (1–16)

Shakespeare's Romeo & Juliet Reading Assessment

READING Literature	RL.8.1, RL.8.2, RL.8.3, RL.8.4, RL.8.5, RL.8.6, RL.8.7, RL.8.10
WRITING	W.8.1, W.8.1.B, W.8.2, W.8.2.B, W.8.2.D, W.8.9, W.8.9.A, W.8.10
SPEAKING & LISTENING	SL.8.1, SL.8.1.A, SL.8.1.C, SL.8.2, SL.8.4, SL.8.6
LANGUAGE*	L.8.3, L.8.4, L.8.4.A, L.8.4.C, L.8.4.D, L.8.5, L.8.5.A, L.8.5.C, L.8.6



8F

The Space Race Collection

24 Lessons



SUB-UNITS (Lessons)

Information Literacy (1–4)

Scavenger Hunt and Internet Research (1–4)

Space Blogs and Collection Research (1–4)

Socratic Seminar and Internet Research (1–3)

Write an Essay† (1–8)

The Space Race Collection Reading Assessment

READING Informational Text	RI.8.1, RI.8.3, RI.8.7, RI.8.10
WRITING	W.8.1, W.8.1.A, W.8.1.B, W.8.1.C, W.8.1.D, W.8.1.E, W.8.2, W.8.3, W.8.3.A, W.8.4, W.8.5, W.8.6, W.8.7, W.8.8, W.8.9, W.8.10
SPEAKING & LISTENING	SL.8.1, SL.8.1.A, SL.8.1.B, SL.8.1.C, SL.8.1.D, SL.8.2, SL.8.3, SL.8.4, SL.8.5, SL.8.6
LANGUAGE*	L.8.1, L.8.2.C, L.8.3, L.8.4, L.8.4.C, L.8.4.D



* To ensure full coverage of the Language standards, we recommend using part of each Flex Day to work on grammar instruction. This recommended sequence includes 12 Flex Days in which to cover 7 grammar standards: L.8.1.A, L.8.1.B, L.8.1.C, L.8.1.D, L.8.2, L.8.2.A, and L.8.2.B. See the Grammar Pacing Guide for more information.

† This essay provides a choice of two prompts. To ensure full standards coverage, assign the argumentative prompt.

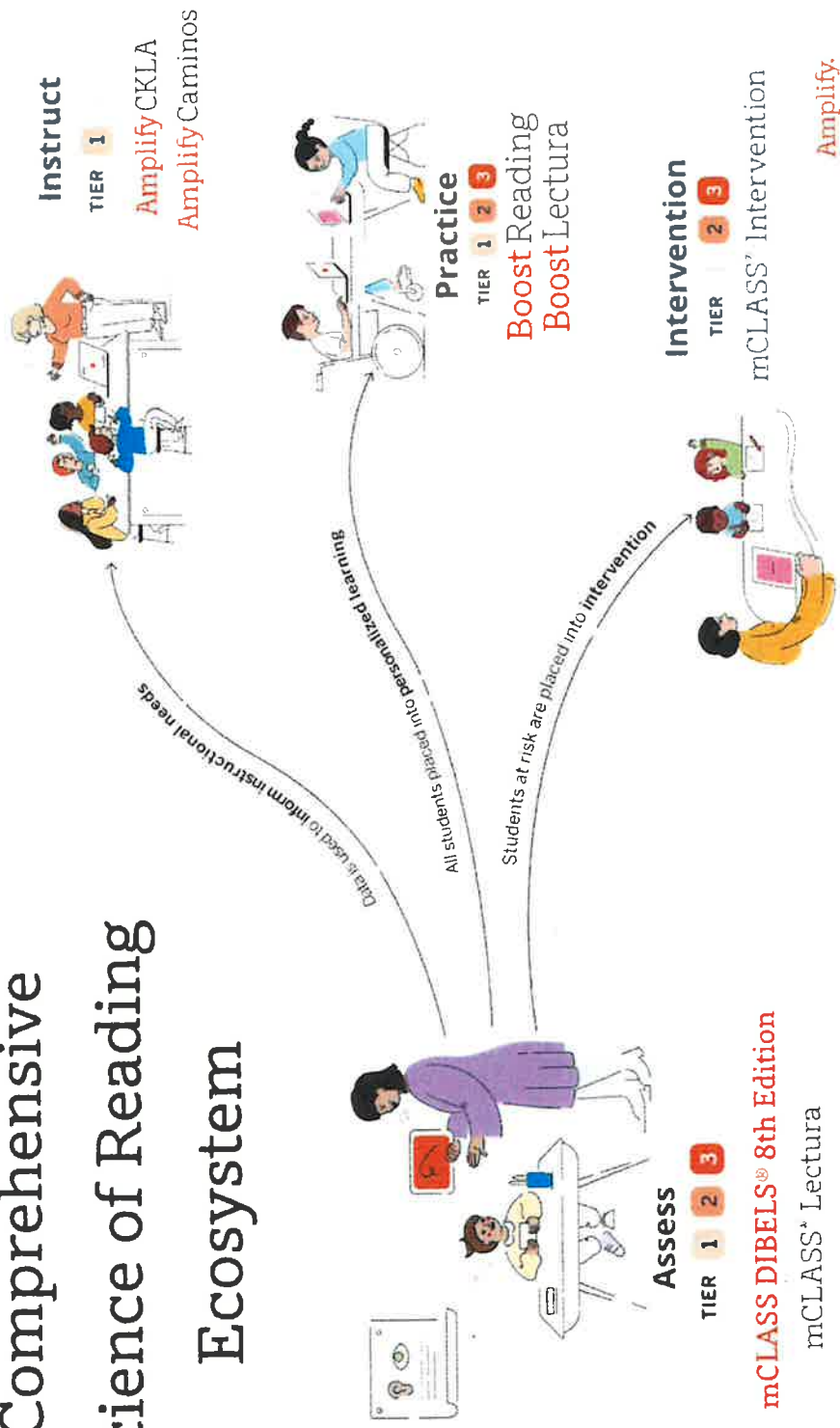


Amplify ELA

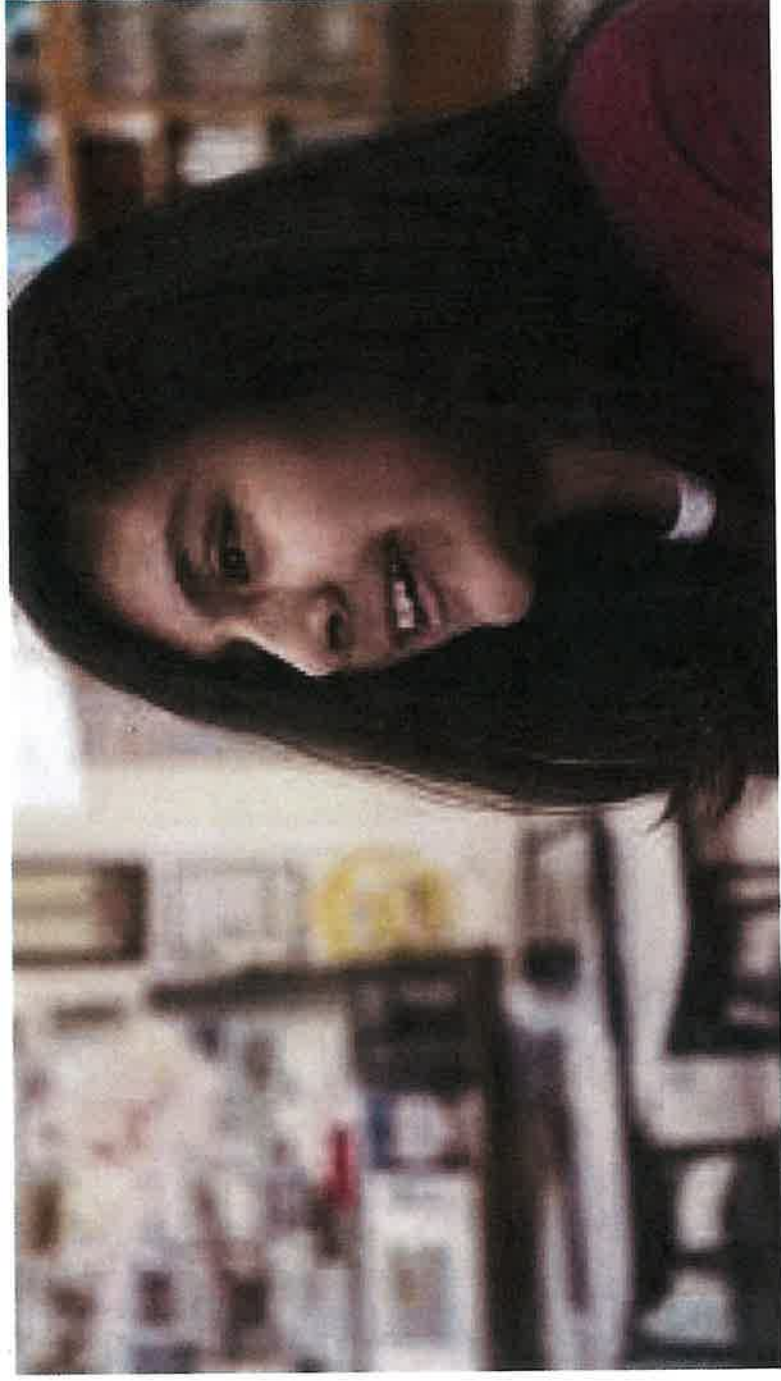
We are Middle School!

Amplify's Literacy Suite

Comprehensive Science of Reading Ecosystem



What students say about Amplify ELA!



Units by Grade

Grade 6 core units



6A: Dahl & Narrative



6B: Mysteries & Investigations



6C: The Chocolate Collection



6D: The Greeks



6E: Summer of the Mariposas



6F: The *Titanic* Collection



Grade 7 core units



7A: *Red Scarf Girl* & Narrative



7B: Character & Conflict



7C: Brain Science



7D: Poetry & Poe



7E: The Frida & Diego Collection



7F: The Gold Rush Collection



Grade 8 core units



8A: Perspectives & Narrative



8B: Liberty & Equality



8C: Science & Science Fiction



8D: Shakespeare's *Romeo & Juliet*



8E: Holocaust: Memory & Meaning



8F: The Space Race Collection



Literary



Informational

Let's talk Chocolate!



6C: The Chocolate Collection

Unit Overview

The Aztecs used it for money, early explorers took it to the Antarctic, and at least once it was turned into a bomb. The 3,700-year-long history of chocolate is full of twists and turns and big surprises. You will discover that there are a lot of questions that need answers: Can chocolate make you smarter? What does chocolate have to do with slavery? Should school lunches include chocolate?



Amplify ELA Caregiver Letter

Amplify ELA

Welcome!
6C: The Chocolate Collection

In this unit, students explore the world of chocolate, using primary documents and conducting independent research to understand the diverse range of roles that chocolate has played in cultures around the world. Students have access to primary and secondary articles, artifacts, and images that cover the 3,700-year history of chocolate and take students on an odyssey that includes ancient times in Mexico, as well as the Olmec, Mayan, and Aztec peoples and their cultures, through to current day issues in chocolate production, including the movement for better labor practices and reduced habitat destruction. Students build information literacy skills, learn how to craft, and then answer a research question, and collaborate to conduct a Socratic seminar. They learn how to construct an evidence-based argument and use those skills to write a short piece aimed at convincing readers that their favorite kind of chocolate is the best, debate whether or not chocolate should be included in school lunches, and draft a persuasive letter to a local candy store owner.

Throughout these activities, students learn to build their knowledge by identifying and researching source documents, and to construct explanations and arguments based on solid, relevant evidence and information. As students reach the end of the unit, they synthesize all of the skills they've developed to tackle a culminating research project—a part essay, part interactive timeline.

Core texts your student will read:

- Excerpt: "Prehistoric Americans Traded Chocolate for Turquoise?" from *National Geographic News* by Christine Dell'Amore
- Letter from Lord Rothschild to Laurence Fish
- "Pilot Dropped Candy into Hearts of Berlin" by ABC News
- Excerpt: Appendix C Statement from Labour in Portuguese West Africa by William A. Cadbury
- "Is It Fair to Eat Chocolate?" from *Shipping Stones* by Deborah Dumfries
- "Eat More Chocolate, Win More Nobels?" from *Associated Press* by Karl Peter and Marilyn Marchione
- "Can Chocolate Be Good for My Health?" by Katherine Zeratsky
- Excerpt: "Dark Chocolate: A Bitter-Sweet Pill to Take" from *USA Today* by Mary Brophy Marcus
- "Chocolate" from *American Smooth* by Rhea Dove
- Excerpt: Act I, Scene Eight from *Così fan tutte: English National Opera Guide*
- Excerpt: *Chocolate* by Joanne Harris
- Excerpt: *The Dharma Bums* by Jack Kerouac
- Excerpt: "The Sweet Lure of Chocolate" by Jim Spadaccini
- Excerpt: "The Tropics" from *The Story of Chocolate* by National Confectioners Association's Chocolate Council
- Excerpt: "Good Harvest" from *All Animals* magazine by Karen E. Lange



Cacao beans loaded on ship for transport from Trinidad to England



Vocabulary App & Slides



Root: **chron** = time

“For GERD (gastroesophageal reflux disease) patients and other sufferers of **chronic** heartburn, chocolate can be irritating to the stomach and esophagus.”

“Dark Chocolate: A Bittersweet Pill to Take” from *USA Today*, 6)

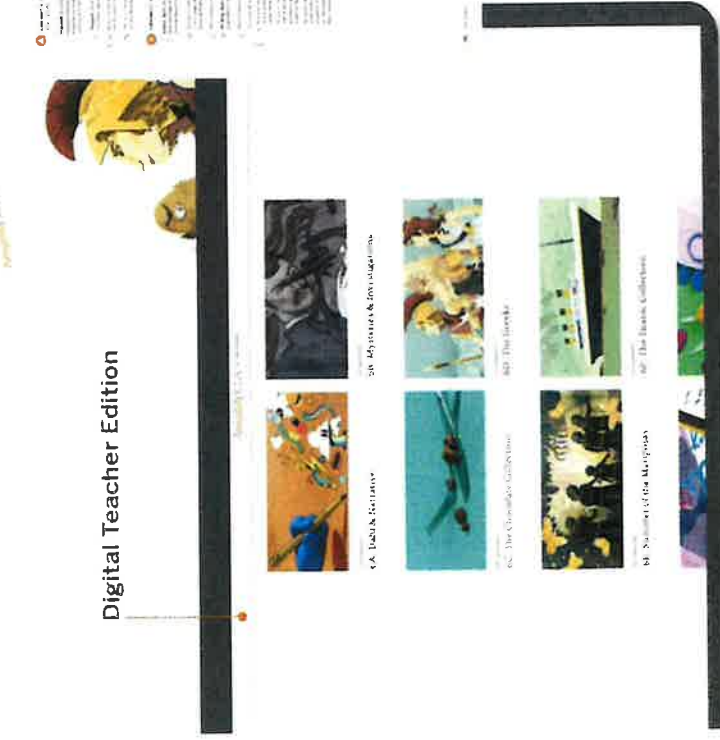
Based on the meaning of the root **chron**:

- A. Chocolate can negatively affect people who have heartburn frequently.
- B. Chocolate can negatively affect people who rarely have heartburn.
- C. Chocolate can negatively affect people who get heartburn after eating spicy food.

Teacher Components

Teacher

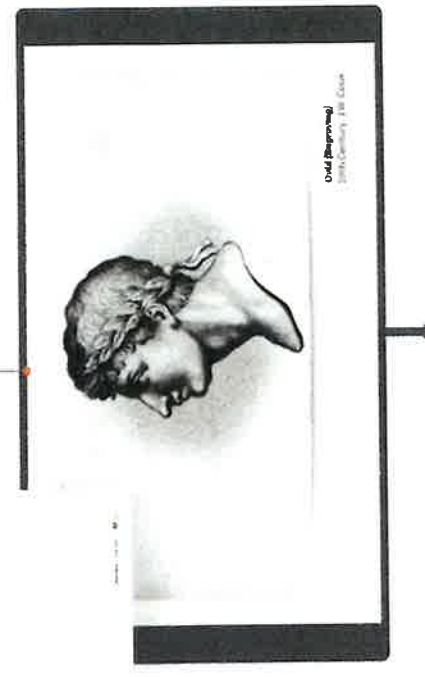
Digital Teacher Edition



Print Teacher Edition



Teacher projection



Digital Features within ELA

Six levels to support all students

CORE

Designed for students reading and writing at grade level. **Universal Design for Learning** principles provide the foundation for these activities aimed at supporting students in reading and understanding complex texts.



SUBSTANTIAL

Designed for students with learning disabilities or who need significant scaffolding to read complex text. Supports include Writing Prompts broken into small segments, graphic organizers, shortened reading passages, guiding questions, simplified Writing Prompts, and/or sentence starters.



ELL/DEV

Designed for English Language Learners (ELLs) at the Developing level. Supports include simplified vocabulary, word banks, visual cues, prompts broken into small segments, shortened reading passages, guiding questions, and/or sentence starters.



MODERATE

Designed for students who need clear and strategic supports for vocabulary, language, and syntax in complex texts, including ELLs at the Expanding level. Supports include guiding questions, a list of ideas to consider, sentence starters, and simplified language in Writing Prompts.



LIGHT

Designed for students approaching grade level and often able to work independently with vocabulary, language, and syntax in complex texts, including ELLs at the Bridging level. Supports include sentence starters.



CHALLENGE

Designed for students who read and understand text at their grade level easily and fluently. The Core Writing Prompts often provide an appropriate challenge for these students. The Challenge prompts may ask students to compare two sections of text, create counterarguments, or find evidence to support both sides of an argument.



Add'l Digital Features within ELA



Custom apps

The Amplify ELA curriculum includes a variety of custom apps in several units. These interactive experiences are strategically placed to allow students to work with key text elements or skills in new ways.

Tell-Tale Art
(7D: Poetry & Poe)

Students use an interactive storyboard app to arrange characters, sounds, and items to match the events described by the narrator in Edgar Allan Poe's "The Tell-Tale Heart". They also create a second storyboard to match their version of events, then note distinctions between the two storyboards to understand the concept of an unreliable narrator.

da-dum
da-DUM

Custom Digital Apps, Continued...



Hope-O-Meter
(7A: Red Scarf Girl & Narrative)

Students determine Ji-li's level of hopefulness in passages they have highlighted in *Red Scarf Girl*.



Scene of the Crime
(6B: Mysteries & Investigations)

Students arrange items in a room to match their understanding of a description of the room as it appears in Sir Arthur Conan Doyle's "The Speckled Band."



Vocab
(All units)

The Vocab App helps students master vocabulary words through game-like activities that challenge students to think through morphology, analogy, and synonyms/antonyms, and to decipher meaning through context.



Caught Red-Handed
(6B: Mysteries & Investigations)

Students write about how Sherlock Holmes uses various clues to solve the case in "The Red-Headed League."



Evidence
(6B: Mysteries & Investigations)

What is the cause of yellow fever? Students identify and evaluate evidence for each claim. Once all the evidence is ranked, cartoon avatars battle it out to see which claim prevails.




Spotlight
(All units)

Highlight and project strong examples of student work.

Student Components

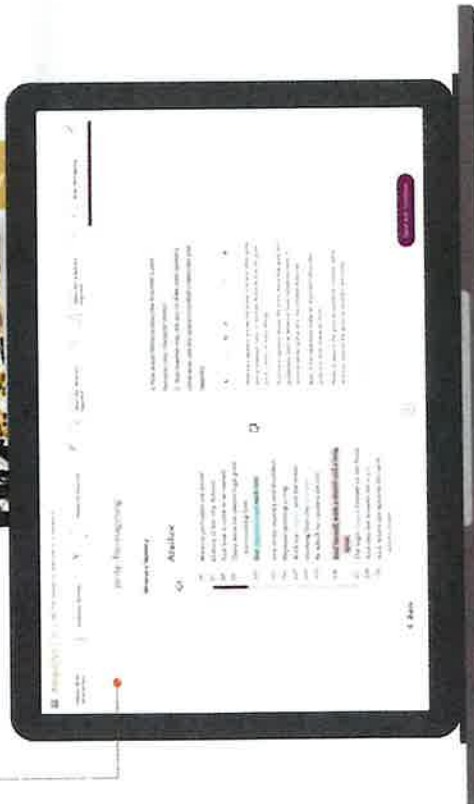
Student

Print Student Edition




The print student edition includes a vibrant cover illustration of a diverse group of people, a title page for 'Arachne' by George Bernard Shaw, and a page of text with a 'Background History' section.

Digital Student Edition



The digital student edition is displayed on a laptop screen, showing a digital version of the 'Arachne' text with interactive features like a search bar and a 'Print' button.

Writing Journal



The writing journal shows a page with a decorative border of hands and spiders, and a page of handwritten student notes.

Add'l Student Components

Grade 6:

- *The Summer of Mariposas* novel

Grade 7:

- *A Raisin in the Sun* novel

Grade 8:

- *Gris Grimsley's Frankenstein*, graphic novel
- *Narrative of the Life of Frederick Douglass* novel



Add'l Student Components Continued

Amplify Library

The Amplify Library comprises more than 700 classic and contemporary fiction and nonfiction books in their entirety. The collection spans a wide range of genres, topics, and cultural perspectives—a diversity meant to support students as they develop literacy skills. The titles have Lexile levels spanning grades 3–12, providing books for students with varied reading abilities. The collection includes classics such as *The Call of the Wild* as well as modern titles including *Walk Two Moons* and *Inside Out & Back Again*. These texts are all aimed at supporting and extending work done with the core texts and fostering a love of reading and learning in all students.



A screenshot of the Amplify Library website interface. The page is for the book 'Walk Two Moons' by Sharon Creech. The interface includes a navigation bar at the top with 'Genres' and 'My Library' tabs. Below the navigation bar, there are several sections: 'Recently Read' (1), 'Book information' (2), 'Synopsis' (3), 'Lexile Level' (4), and 'Genres' (5). The 'Book information' section includes the book title, author, and a 'Book Lists' section. The 'Synopsis' section contains a short summary of the book. The 'Lexile Level' section shows the book's Lexile level and a brief description of what that level means. The 'Genres' section lists the book's genres. The page also features a grid of book covers in the background.

- 1 Recently Read
- 2 Book information
- 3 Synopsis
- 4 Lexile Level
- 5 Genres

Amplify ELA Digital Platform



AmplifyLibrary



Genre My Library Lists

Adventure



The Adventures of Tom Sawyer



Alice's Adventures in Wonderland



Always October



Around the World in Eighty Days



The Austere Academy



Before Adam



The Black Arrow

See All >

Fantasy



Above World



Alice's Adventures in Wonderland



Always October



And All Daymen Book Two of the Green Sky Trilogy



The Austere Academy



Before Adam



Below the Root: Book One of the Green Sky Trilogy

See All >

100-Day Student Pathway!

- Grade 6
- Grade 7
- Grade 8



Add'l Teacher Components

Novel Guides

Amplify ELA's Novel Guides provide middle school teachers with flexible study guides for the books they most want to teach, some of which are available in the digital Amplify Library. Students focus on the strongest aspect of each novel as they explore and analyze key themes.

As opposed to the complete lessons, these guides provide students with lean, targeted instruction that follows Amplify ELA's pedagogy as they explore great literature.

The diverse selection of books in this series presents a range of genres and themes, from mystery to nonfiction and from responsible citizenship to identity and courage. Students explore classics and contemporary award winners, expand their literacy skills, and discover the rewards that come with close reading compelling texts. The Novel Guides are designed to be used flexibly and offer suggestions for implementation.

All Novel Guides are housed in the Amplify Library as downloadable and printable PDFs. They include student worksheets and instructions for the teacher to guide their students through a close read of a passage, and all the way to the end of a book.



Professional Development

[Amplify ELA Recommendations](#) (< click to see agendas for each session!)

- Initial Training - 6 hours
- Enhancing Planning and Practice - 3 hours
- Supporting All Learners - 3 hours
- Coaching - we're onsite with you! No subs needed.





Book	Policy Manual
Section	200 Pupils
Title	Tobacco and Vaping Products
Code	222
Status	First Reading

Purpose

The Board recognizes that tobacco and vaping products, **including** electronic cigarettes, present a health and safety hazard that can have serious consequences for users, nonusers and the school environment. The purpose of this policy is to prohibit student possession, use, purchase and sale of **tobacco and vaping products**.

Definition

For purposes of this policy, tobacco product encompasses not only tobacco but also vaping products including electronic cigarettes (e-cigarettes). **Tobacco products**, for purposes of this policy and in accordance with state law, shall be defined to include the following:[1][2]

1. Any product containing, made or derived from tobacco or nicotine that is intended for human consumption, whether smoked, heated, chewed, absorbed, dissolved, inhaled, snorted, sniffed or ingested by any other means, including, but not limited to, a cigarette, cigar, little cigar, chewing tobacco, pipe tobacco, snuff and snus.
2. Any electronic device that delivers nicotine or another substance to a person inhaling from the device, including, but not limited to, electronic nicotine delivery systems, an electronic cigarette, a cigar, a pipe and a hookah.
3. Any product containing, made or derived from either:
 - a. Tobacco, whether in its natural or synthetic form; or
 - b. Nicotine, whether in its natural or synthetic form, which is regulated by the United States Food and Drug Administration as a deemed tobacco product.
4. Any component, part or accessory of the product or electronic device listed in this definition, whether or not sold separately.

The term **tobacco product** does not include the following:[1][2]

1. A product that has been approved by the United States Food and Drug Administration for sale as a tobacco cessation product or for other therapeutic purposes where the product is marketed and sold solely for such approved purpose, as long as the product is not inhaled.
NOTE: *This exception shall be governed by Board policy relating to Medications.*[3]

2. A device, included under the definition of tobacco product above, if sold by a dispensary licensed in compliance with the Medical Marijuana Act. NOTE: *Guidance issued by the PA Department of Health directs schools to prohibit possession of any form of medical marijuana by students at any time on school property or during any school activities on school property. This exception shall be governed by Board policy relating to Controlled Substances/Paraphernalia.* [4]

Authority

The Board prohibits possession, use, purchase or sale of **tobacco products, regardless** of whether such products contain tobacco or nicotine, by or to students at any time in a school building; on school buses or other vehicles that are owned, leased or controlled by the school district; on property owned, leased or controlled by the school district; or at school-sponsored activities that are held off school property.[1][2][5]

The Board prohibits student possession or use of products marketed and sold as tobacco cessation products or for other therapeutic purposes, except as authorized in the Board's Medication policy.[3]

The Board prohibits student possession of any form of medical marijuana at any time in a school building; on school buses or other vehicles that are owned, leased or controlled by the school district; on property owned, leased or controlled by the school district; or at school-sponsored activities that are held off school property.[4]

The Board authorizes the confiscation and disposal of **tobacco** products prohibited by this policy.

In the case of a student with a disability, including a student for whom an evaluation is pending, the district shall take all steps required to comply with state and federal laws and regulations, the procedures set forth in the memorandum of understanding with law enforcement and Board policies.[6][7][8][9][10][11]

Delegation of Responsibility

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

The Superintendent or designee shall notify students, parents/guardians and staff about the Board's tobacco and vaping products policy by publishing information in student handbooks, parental newsletters, posters and by other efficient methods, such as posted notices, signs and on the district website.[2]

{ } Code of Student Conduct

{ } school calendar

{ } district newsletter

Reporting

Parental Report -

The Superintendent or designee shall notify the parent/guardian of any student directly involved in an incident involving possession, use, purchase or sale of a **tobacco product**, immediately, as soon as practicable. The Superintendent or designee shall inform the parent/guardian whether the **law enforcement agency** that has jurisdiction over the school property has been or may be notified of the incident. The Superintendent or designee shall document attempts made to reach the parent/guardian.[11][12][13]

Annual School Safety and Security Incidents Report -

The Superintendent shall annually, by July 31, report all incidents of possession, use or sale of **tobacco products** by students to the **PA Department of Education** on the required form.[11]
[14][15]

Law Enforcement Incident Report –

The Superintendent or designee may report incidents of possession, use or sale of **tobacco products** by students on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity to the **law enforcement agency** that has jurisdiction over the school's property, in accordance with state law and regulations, the procedures set forth in the memorandum of understanding with law enforcement and Board policies.[1][2][11][12][14][15][16]

Guidelines

A student who violates this policy as a first offense will be offered an age appropriate intervention program for Nicotine Dependence, Education, Prevention,, and Health. If the students successfully completes the program offered by the administration, further disciplinary action will not be taken.

A student who violates this policy for a second and subsequent offenses, or who fails to complete the intervention program above will be suspended from school for three (3) days and referred to local law enforcement and subject to prosecution.

{X} School counselors shall provide students who have violated this policy with information regarding available tobacco cessation programs.

Tampering with devices installed to detect use of **tobacco products** shall be deemed a violation of this policy and subject to disciplinary action.[17]

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Legal	1. 18 Pa. C.S.A. 6305
	2. 18 Pa. C.S.A. 6306.1
	3. Pol. 210
	4. Pol. 227
	5. 20 U.S.C. 7973
	6. 22 PA Code 10.23
	7. 20 U.S.C. 1400 et seq
	8. Pol. 103.1
	9. Pol. 113.1
	10. Pol. 113.2
	11. Pol. 805.1
	12. 22 PA Code 10.2
	13. 22 PA Code 10.25
	14. 24 P.S. 1306.2-B
	15. 24 P.S. 1319-B

[16. 22 PA Code 10.22](#)

17. Pol. 218

[24 P.S. 510](#)

[20 U.S.C. 7114](#)

[20 U.S.C. 7118](#)

[20 U.S.C. 7971 et seq](#)

[34 CFR Part 300](#)

[Pennsylvania Department of Health Medical Marijuana Guidance for Schools and School Districts](#)



Book	Policy Manual
Section	200 Pupils
Title	Controlled Substances/Paraphernalia
Code	227
Status	First Reading

Purpose

The Board recognizes that the **use and** abuse of controlled substances **as defined in this policy** is a serious problem with legal, physical and social implications for the whole school community. **The purpose of this policy is to prohibit student possession, use and/or distribution of controlled substances, except as permitted by applicable state or federal law and Board policy.**[1][2]

Definitions

For purposes of this policy, **controlled substances** shall include:[3][4]

1. **Any** controlled substance prohibited by federal or **Pennsylvania** laws.
2. Look-alike drugs.
3. Alcoholic beverages.
4. Anabolic steroids.
5. Drug paraphernalia.
6. Any volatile solvents or inhalants, such as but not limited to glue and aerosol products.
7. Substances that when ingested cause a physiological effect that is similar to the effect of a controlled substance as defined by state or federal laws.
8. Prescription or nonprescription (over-the-counter) medications, except those for which permission for use in school has been granted pursuant to Board policy.[1][2]

For purposes of this policy, **under the influence** shall include any consumption or ingestion of controlled substances by a student.

For purposes of this policy, **look-alike drug** shall include any pill, capsule, tablet, powder, plant matter or other item or substance that is designed or intended to resemble a controlled substance prohibited by this policy, or is used in a manner likely to induce others to believe the material is a controlled substance.

Authority

The Board prohibits students from using, possessing, distributing and being under the influence of any controlled substances during school hours, at any time while on school property, at any school-sponsored activity, and during the time spent traveling to and from school and to and from school-sponsored activities.[5][6][7]

The Board may require participation in drug counseling, rehabilitation, testing or other programs as a condition of reinstatement into the school's educational, extracurricular or athletic programs resulting from violations of this policy.

In the case of a student with a disability, including a student for whom an evaluation is pending, the district shall take all steps required to comply with state and federal laws and regulations, the procedures set forth in the memorandum of understanding with law enforcement and Board policies.[8][9][10][11][12][13]

Off-Campus Activities

This policy shall also apply to student conduct that occurs off school property or during nonschool hours to the same extent as provided in Board policy on student discipline.[14]

Delegation of Responsibility

The Superintendent or designee shall develop administrative regulations to identify and control substance abuse in the schools which:

1. Establish procedures to appropriately manage situations involving students suspected of using, possessing, being under the influence or distributing controlled substances.[15][16][17]
2. Disseminate to students, parents/guardians and staff the Board policy and administrative regulations governing student use of controlled substances.
3. {X} Provide education concerning the dangers of abusing controlled substances.
4. { } Establish procedures for education and readmission to school of students convicted of offenses involving controlled substances.

Guidelines

Violations of this policy may result in disciplinary action up to and including expulsion and referral for prosecution.[14][18][19]

The Superintendent or designee shall immediately report required incidents and may report discretionary incidents involving **the prohibited** possession, use or sale of controlled substances on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity to the **law enforcement agency** that has jurisdiction over the school's property, in accordance with state law and regulations, the procedures set forth in the memorandum of understanding with law enforcement and Board policies.[13][15][16][20][21][22]

The Superintendent or designee shall notify the parent/guardian of any student directly involved in an incident involving **the prohibited** possession, use or sale of controlled substances as a victim or suspect immediately, as soon as practicable. The Superintendent or designee shall inform the parent/guardian whether or not the **law enforcement agency** that has jurisdiction over the school property has been or may be notified of the incident. The Superintendent or designee shall document attempts made to reach the parent/guardian.[13][20][23]

In accordance with state law, the Superintendent shall annually, by July 31, report all incidents of **prohibited** possession, use or sale of controlled substances to the **PA Department of Education on the required form.**[13][15][16]

In all cases involving students and controlled substances, the need to protect the school community from undue harm and exposure to drugs shall be recognized.

{X} No student may be admitted to a program that seeks to identify and rehabilitate the potential abuser without the intelligent, voluntary and aware consent of the student and parent/guardian.

The following guidelines are established to identify the methods of discipline and counseling of students implemented by the district:

1. If the offense took place on school property, in the district's drug-free zones, at a school-sponsored or related activity or during a school session, the following discipline and counseling provisions shall apply:

- a. Discipline:

- i. Referral will be made to the appropriate law enforcement agency.
- ii. A first offense for admitted or proven use, and/or possession of controlled substances shall result in an immediate suspension for a minimum of ten (10) days and may result in a full suspension or expulsion, depending on the adjudged severity of the situation. The student will be placed in a probationary program of at least four (4) weeks in duration and participation in extracurricular activities will be permitted but the student may not participate in activities such as but not limited to games, contests, performances, concerts, graduation activities, dances.
- iii. A first offense for sale or distribution of controlled substances shall result in an immediate suspension of ten (10) days and may result in a full suspension or expulsion, depending on the adjudged severity of the situation. The student will be placed in a probationary program of at least twelve (12) weeks in duration and participation in extracurricular activities will not be permitted.
- iv. A second offense will result in the implementation of procedures for full suspension or expulsion and removal from participation in extracurricular activities for a period of 365 days.
- v. A third offense will result automatically in the implementation of procedures for full suspension or expulsion and will result in permanent suspension of participation in extracurricular activities.
- vi. Coaches and/or activity advisors may develop disciplinary guidelines that exceed those defined in Board policy as long as those more stringent guidelines are published and parents/guardians acknowledge those guidelines through a signature. All such guidelines must be shared with and approved by the Athletic Committee prior to implementation.

- b. Counseling:

- i. A student with proven or admitted use, possession, sale, or other distribution of a controlled substance must show within seven (7) calendar days positive proof of a contract and description of a program to be followed based on the

assessment of a counselor or counseling agency. If this proof is not forthcoming, expulsion procedures will be instituted.

- ii. Any variations in the delivery of the program need to be approved by the administration. If proof is not forthcoming, expulsion procedures will be instituted.
- iii. If the student fails to comply with the counseling provisions, more stringent guidelines will be instituted, at the discretion of the principal or his/her designee including permanent exclusion from extracurricular activities.

Anabolic Steroids

The Board prohibits the use of anabolic steroids by students involved in school-related athletics, except for a valid medical purpose. Body building and muscle enhancement, increasing muscle bulk or strength, or the enhancement of athletic ability are not valid medical purposes. Human Growth Hormone (HGH) shall not be included as an anabolic steroid. [24]

Students shall be made aware of the dangers of steroid use; that anabolic steroids are classified as controlled substances; and that their unauthorized use, possession, purchase or sale could subject students to suspension, expulsion and/or criminal prosecution. [18][25]

Reasonable Suspicion/Testing

If based on the student's behavior, medical symptoms, vital signs or other observable factors, the building principal has reasonable suspicion that the student is under the influence of a controlled substance, the student may be required to submit to drug or alcohol testing. The testing may include but is not limited to the analysis of blood, urine, saliva or the administration of a Breathalyzer test.

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Legal	1. Pol. 210
	2. Pol. 210.1
	3. 35 P.S. 780-102
	4. 21 U.S.C. 812
	5. 24 P.S. 510
	6. 24 P.S. 511
	7. 22 PA Code 12.3
	8. 22 PA Code 10.23
	9. 20 U.S.C. 1400 et seq
	10. Pol. 103.1
	11. Pol. 113.1
	12. Pol. 113.2
	13. Pol. 805.1
	14. Pol. 218
	15. 24 P.S. 1306.2-B
	16. 24 P.S. 1319-B

[17. 42 Pa. C.S.A. 8337](#)

18. Pol. 233

19. Pol. 236

[20. 22 PA Code 10.2](#)

[21. 22 PA Code 10.21](#)

[22. 22 PA Code 10.22](#)

[23. 22 PA Code 10.25](#)

[24. 35 P.S. 807.1](#)

[25. 35 P.S. 807.2](#)

[22 PA Code 403.1](#)

[35 P.S. 780-101 et seq](#)

[35 P.S. 807.1 et seq](#)

[20 U.S.C. 7114](#)

[20 U.S.C. 7118](#)

[21 U.S.C. 801 et seq](#)

[34 CFR Part 300](#)

Pol. 122

Pol. 805

Pol. 823



Book	Policy Manual
Section	200 Pupils
Title	Bullying/Cyberbullying
Code	249
Status	Active
Adopted	February 3, 2003
Last Revised	August 9, 2021

Purpose

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

Definitions

Bullying means an intentional electronic, written, verbal or physical act or series of acts directed at another student or students, which occurs in a school setting that is severe, persistent or pervasive and has the effect of doing any of the following:[1]

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

Bullying, as defined in this policy, includes cyberbullying.

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

Authority

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

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

Students are encouraged to use the district's report form, available from the building principal, or to put the complaint in writing; however, oral complaints shall be accepted and documented. The person accepting the complaint shall handle the report objectively, neutrally and professionally, setting aside personal biases that might favor or disfavor the student filing the complaint or those accused of a violation of this policy.

The Board directs that verbal and written complaints of bullying shall be investigated promptly, and appropriate corrective or preventative action be taken when allegations are substantiated. The Board directs that any complaint of bullying brought pursuant to this policy shall also be reviewed for conduct which may not be proven to be bullying under this policy but merits review and possible action under other Board policies.

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

Title IX Sexual Harassment and Other Discrimination

Every report of alleged bullying that can be interpreted at the outset to fall within the provisions of policies addressing potential violations of laws against discrimination shall be handled as a joint, concurrent investigation into all allegations and coordinated with the full participation of the Compliance Officer and Title IX Coordinator. If, in the course of a bullying investigation, potential issues of discrimination are identified, the Title IX Coordinator shall be promptly notified, and the investigation shall be conducted jointly and concurrently to address the issues of alleged discrimination as well as the incidents of alleged bullying.[2][3]

Confidentiality

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

Retaliation

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

Delegation of Responsibility

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

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

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

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

District administration shall annually provide the following information with the Safe School Report:[1]

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

Guidelines

The Code of Student Conduct, which shall contain this policy, shall be disseminated annually to students.[1][4][5]

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

Education

The district may develop, implement and evaluate bullying prevention and intervention programs and activities. Programs and activities shall provide district staff and students with appropriate training for effectively responding to, intervening in and reporting incidents of bullying.[\[1\]](#)[\[6\]](#)[\[7\]](#)
[\[8\]](#)

Consequences for Violations

A student who violates this policy shall be subject to appropriate disciplinary action consistent with the Code of Student Conduct, which may include:[\[1\]](#)[\[4\]](#)[\[9\]](#)

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

Legal

[1. 24 P.S. 1303.1-A](#)

2. Pol. 103

3. Pol. 103.1

4. Pol. 218

[5. 22 PA Code 12.3](#)

[6. 20 U.S.C. 7118](#)

[7. 24 P.S. 1302-A](#)

8. Pol. 236

9. Pol. 233

Pol. 113.1

[249-Attach 1 Report Form.pdf \(161 KB\)](#)



Book	Policy Manual
Section	300 Employees
Title	Tobacco and Vaping Products
Code	323
Status	First Reading

Purpose

The Board recognizes that tobacco and vaping products, **including electronic cigarettes**, present a health and safety hazard that can have serious consequences for users, nonusers and the school environment. The purpose of this policy is to regulate use of tobacco and **vaping products** by district employees and contracted personnel.

Definition

For purposes of this policy, tobacco product encompasses not only tobacco but also vaping products **including** electronic cigarettes (e-cigarettes). **Tobacco products**, for purposes of this policy and in accordance with state law, shall be defined to include the following:^{[1][2]}

1. Any product containing, made or derived from tobacco or nicotine that is intended for human consumption, whether smoked, heated, chewed, absorbed, dissolved, inhaled, snorted, sniffed or ingested by any other means, including, but not limited to, a cigarette, cigar, little cigar, chewing tobacco, pipe tobacco, snuff and snus.
2. Any electronic device that delivers nicotine or another substance to a person inhaling from the device, including, but not limited to, electronic nicotine delivery systems, an electronic cigarette, a cigar, a pipe and a hookah.
3. Any product containing, made or derived from either:
 - a. Tobacco, whether in its natural or synthetic form; or
 - b. Nicotine, whether in its natural or synthetic form, which is regulated by the United States Food and Drug Administration as a deemed tobacco product.
4. Any component, part or accessory of the product or electronic device listed in this definition, whether or not sold separately.

The term **tobacco product** does not include the following:^{[1][2]}

1. A product that has been approved by the United States Food and Drug Administration for sale as a tobacco cessation product or for other therapeutic purposes where the product is marketed and sold solely for such approved purpose, as long as the product is not inhaled.

2. A device, included under the definition of tobacco product above, if sold by a dispensary licensed in compliance with the Medical Marijuana Act. *Federal law requires the district to maintain a drug-free workplace, at which marijuana of any kind is prohibited.* [3][4]

Authority

The Board prohibits use of **tobacco products** by district employees and contracted personnel at any time in a school building; on school buses or other vehicles that are owned, leased or controlled by the school district; or on property owned, leased or controlled by the school district. [2][5][6][7]

{ } , except as expressly permitted in designated areas which must be located at least fifty (50) feet from school buildings, stadiums or bleachers.

{X} The Board also prohibits use of **tobacco products** by district employees at any time while responsible for the supervision of students during school-sponsored activities that are held off school property. [2]

This policy does not prohibit possession of **tobacco products** by district employees and contracted personnel of legal age.

The Board deems it to be a violation of this policy for any district employee or contracted personnel to furnish a **tobacco product** to a student. [1]

Delegation of Responsibility

The Superintendent or designee shall notify employees and contracted personnel about the Board's tobacco and vaping products policy by publishing information in handbooks, newsletters, posters and other efficient methods such as posted notices, signs and on the district website. [2]

Reporting

Annual School Safety and Security Incidents Report -

The Superintendent shall annually, by July 31, report incidents of prohibited possession, use or sale of **tobacco products** on school property to the **PA Department of Education** on the required form. [8][9][10]

Law Enforcement Incident Report -

The Superintendent or designee may report incidents involving the sale of **tobacco products** to minors by employees on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity to the **law enforcement agency** that has jurisdiction over the school's property, in accordance with state law and regulations, the procedures set forth in the memorandum of understanding with law enforcement and Board policies. [1][2][3][8][9][10][11][12]

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Legal

[1. 18 Pa. C.S.A. 6305](#)

[2. 18 Pa. C.S.A. 6306.1](#)

3. Pol. 317

4. Pol. 351

[5. 20 U.S.C. 7973](#)

6. Pol. 818

[7. 35 P.S. 637.1 et seq](#)

[8. 24 P.S. 1306.2-B](#)

[9. 24 P.S. 1319-B](#)

10. Pol. 805.1

[11. 22 PA Code 10.2](#)

[12. 22 PA Code 10.22](#)

[20 U.S.C. 7971 et seq](#)



Book	Policy Manual
Section	300 Employees
Title	Controlled Substance Abuse
Code	351
Status	First Reading

Purpose

The Board recognizes that the misuse of **controlled substances** by administrative, professional and support employees is a serious problem with legal, physical and social implications for the whole school community and is concerned about the problems that may be caused by **controlled substance abuse** by district employees, especially as it relates to an employee's safety, efficiency and productivity.

The primary purpose and justification for any district action will be for the protection of the health, safety and welfare of students, staff and school property.

Definitions

Controlled Substances – shall be defined as those outlined in the Controlled Substance, Drug, Device and Cosmetic Act.[1]

Conviction – for purposes of this policy, is defined as a finding of guilt, including a plea of nolo contendere, an imposition of sentence, or both, by any judicial body charged with the responsibility to determine violations of federal or state criminal drug statutes.[2]

Criminal Drug Statute - a federal or state criminal statute involving the manufacture, distribution, dispensation, use or possession of a controlled substance.[2]

Drug-free Workplace - the site for the performance of work at which employees are prohibited from engaging in the unlawful manufacture, distribution, dispensation, possession or use of a controlled substance.[2]

Authority

The Board requires that each administrative, professional and support employee be given notification that, as a condition of employment, the employee will abide by the terms of this policy and notify the district of any criminal drug statute conviction for a violation occurring in the workplace immediately, but no later than seventy-two (72) hours, after such conviction.[3]
[4]

Any employee convicted of delivery of a controlled substance or convicted of possession of a controlled substance with the intent to deliver **or convicted of an offense defined as a felony under the Controlled Substance, Drug, Device and Cosmetic Act, shall be terminated**

from his/her employment with the district, in accordance with applicable law, regulations and Board policy.[1][3][5][6]

Delegation of Responsibility

A statement notifying employees that the unlawful manufacture, distribution, dispensation, possession or use of a controlled substance is prohibited in the employee's workplace shall be provided by the

- Superintendent or designee
- Personnel Director
- Business Manager
- (Other) _____

and shall specify the actions that will be taken against the employee for violation of this policy, up to and including termination and referral for prosecution.[4][7]

Within ten (10) days after receiving notice of the conviction of a district employee, the district shall notify any federal agency or department that is the grantor of funds to the district.[4]

The district shall take appropriate personnel action within thirty (30) days of receiving notice against any convicted employee, up to and including termination, or require the employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state or local health, law enforcement or other appropriate agency.[4][6][7]

In establishing a drug-free **workplace** awareness program, the

- Superintendent or designee
- Personnel Director
- (Other) _____

shall inform employees about:[4]

1. Dangers of drug abuse in the workplace.
2. Board's policy of maintaining a drug-free workplace.
3. Availability of drug counseling, drug rehabilitation and employee assistance programs.
4. Penalties that may be imposed for drug abuse violations occurring in the workplace.

The district shall make a good faith effort to continue to maintain a drug-free workplace through implementation of this policy.[4]

Guidelines

The Superintendent or designee shall immediately report incidents involving the **prohibited** possession, use or sale of a controlled substance or drug paraphernalia as defined in the Pennsylvania Controlled Substance, Drug, Device and Cosmetic Act by any employee while on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity to the **law enforcement agency** that has

jurisdiction over the school's property, in accordance with state law and regulations, the procedures set forth in the memorandum of understanding with law enforcement and Board policies.[\[8\]](#)[\[9\]](#)[\[10\]](#)[\[11\]](#)[\[12\]](#)[\[13\]](#)

In accordance with state law, the Superintendent shall annually, by July 31, report all incidents of **prohibited** possession, use or sale of controlled substances or drug paraphernalia to the **PA Department of Education** on the required form.[\[8\]](#)[\[9\]](#)[\[13\]](#)

NOTE:

Pre-Employment Drug Testing - if backup materials have pre-employment drug testing policy that is newer than 5 years, keep the policy as is and note on Cross-Reference that this is a local policy, PSBA does not draft policy on this subject, and the policy was kept "as is" since it is recent--please review the draft policy with your school solicitor. If the policy is 5 years or older, please mark the policy as "Not Included" and note on Cross-Reference that this is a local policy, PSBA does not draft policy language on this subject, and the policy was not included because it has not been recently revised and we recommend consulting with the school solicitor in drafting language on this subject.

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Legal

[1. 35 P.S. 780-101 et seq](#)

[2. 41 U.S.C. 8101](#)

[3. 24 P.S. 111](#)

[4. 41 U.S.C. 8103](#)

[5. 24 P.S. 527](#)

6. Pol. 317

[7. 41 U.S.C. 8104](#)

[8. 24 P.S. 1306.2-B](#)

[9. 24 P.S. 1319-B](#)

[10. 22 PA Code 10.2](#)

[11. 22 PA Code 10.21](#)

[12. 35 P.S. 780-102](#)

13. Pol. 805.1

[41 U.S.C. 8101 et seq](#)

Pol. 810.1

Pol. 810.3

SOUTH WILLIAMSPORT AREA SCHOOL DISTRICT
JOB DESCRIPTION

- I. POSITION: Paraprofessional
- II. STATUS: Hourly Employee
- III. WAGE: Set as per contract
- IV. BENEFITS: Set as per contract
- V. WORK YEAR: Maximum of 180 Days
- VI. SUPERVISOR: Building Principal/Special Education Supervisor
- VII. GENERAL REQUIREMENTS:
1. Possess a positive approach to working with students and staff
 2. Maintain a work climate that is conducive to carrying out the business of the school district in a dignified, orderly, and friendly fashion
 3. Believe in the abilities of the children, and help motivate them to achieve their potential
 4. Be accepting and compassionate
 5. Be receptive to direction and suggestions from teachers, in-service agents, and other appropriate professionals
 6. Be willing to attend in-service programs or trainings as required
 7. Demonstrate eagerness to try different approaches to meet student needs
 8. Follow directions and show initiative
 9. Be willing to care for student needs as outlined in the attached specific duties
 10. Maintain professional confidentiality
 11. Possess a two-year degree (minimum) or be able to become highly qualified as directed by law
 12. Possess good oral and written communication skills

VIII. SUMMARY

A paraprofessional serves as a support person under the direction of a certified teacher. He/she must assume responsibility for working with identified students both in a one to one or small group setting. The paraprofessional must be able to work in a variety of instructional settings supplementing the regular and/or specially developed instructional program. The paraprofessional should be aware of current best practices and/or be willing to except training appropriate to the instructional program.

A paraprofessional serves as a support person for a student who may have identified specific need under the direction of a certified teacher. He/she must assume responsibility for student's welfare as identified by the multidisciplinary team so as to allow the student to experience maximum benefit from the educational experience.

Paraprofessionals must be able to implement and modify instructional lessons under the direction of the supervising teacher and/or be willing to accept training appropriate to the instructional program. Paraprofessionals should also be willing and able to provide small group and one-on-one instruction to students on content that has already been taught by the classroom teacher.

IX. SPECIFIC DUTIES:

1. Assist professional staff in modifying and implementing the instructional program
2. Assist professional staff in planning, implementing, and modifying supplemental instructional lessons
3. Assist the teacher in routine functions involved with the daily management of the classroom
4. Assist students with the learning process as prescribed by instructional staff and/or the students IEP or other instructional support plans
5. Reinforce development of skills in a variety of instructional settings as prescribed by professional staff
6. Provide academic support to assigned students
7. Assist the teacher in providing for activities as outlined by the students IEP
8. Maintain accurate records of student instruction and progress
9. Enforce the necessary behavior modification plan
10. Follow district policy with regard to total school responsibilities or assignments
11. Participate in assessing students as directed
12. Participate in meetings as requested by the administration
13. Assume duties assigned by the learning support teacher or administrator
14. Assist students with disabilities or special needs with tasks such as eating, dressing, toileting, and personal hygiene.
15. Provide assistance to students who require help with mobility, such as moving between classrooms, navigating hallways, or getting on and off school buses.
16. Ensure the safety and well-being of the student at all times, including monitoring their environment, assisting with transitions, and intervening in emergency situations if necessary.
17. Collaborate with teachers, administrators, therapists, and other school staff to communicate the student's progress, challenges, and any concerns related to their care and well-being.
18. Assist students in using assistive devices or technology that support their learning and independence, such as communication devices or specialized computer software.
19. Participate in training sessions or workshops to enhance knowledge and skills related to supporting students with diverse needs and disabilities.
20. Assist the students in areas outside the classroom including but not limited to the hallway, cafeteria and playground
21. Assist ESL teachers in delivering language instruction to ELLs, including activities focused on vocabulary development, grammar, reading comprehension, writing skills, and oral communication.
22. Provide one-on-one or small group support to ELLs who require additional assistance with language acquisition.
23. Support classroom teachers by helping ELLs understand instructions, assignments, and classroom routines.
24. Facilitate communication between ELLs and their peers by serving as a language and cultural bridge.
25. Assisting in managing classroom behavior and promoting positive social interactions among ELLs and their peers.
26. Facilitating communication between school staff and parents/guardians of ELLs, including interpreting during parent-teacher conferences or school events.
27. Providing information to parents/guardians about school programs, resources, and opportunities for their child's academic and language development.
28. Assisting in the administration of language proficiency assessments to ELLs to monitor their progress and determine appropriate instructional strategies.
29. Keeping records of ELLs' language proficiency levels and academic progress for reporting purposes.

Attachment 4

To: Dr. Eric Briggs, Superintendent
Jamie Mowrey, Business Manager

From: Dwight Woodley, Director of Innovative Learning

Re: Permission to Dispose of Old Equipment

Date: May 21, 2024

I am requesting permission to dispose of old technology equipment this summer. The old equipment to be disposed of will be old/broken computers, monitors, printers, and networking equipment. The items will be sent to a recycling/disposal company that handles this type of equipment. There will be no cost for the disposal.

2024/25 Final Budget
Presented June 2024

		2023/24 Final Budget	2024/25 Proposed Final Budget	Changes from Prop Final to Final Budget	2024/25 Final Budget		
Local Revenue	6111	Real Estate Taxes	6,118,587	6,216,389	(38,840)	6,177,549	
	6113	Public Utility Realty Taxes	8,000	8,000	-	8,000	
	6114	Payments in Lieu of Current Taxes	22,095	37,095	-	37,095	
	6151	Earned Income Taxes	2,400,000	2,600,000	-	2,600,000	
	6153	Real Estate Transfer Taxes	160,000	160,000	-	160,000	
	6400	Delinquent Real Estate Taxes	375,000	375,000	-	375,000	
	6500	Earnings on Investments	200,000	300,000	-	300,000	
	6700	Athletic Event Admissions	33,900	39,000	-	39,000	
	6830	IDEA Funding (from BLAST IU)	213,659	213,659	5,301	218,960	
	6910	Facility Rental Fees	3,000	3,000	-	3,000	
	6920	Private Donations (SWASDF)	10,000	10,000	-	10,000	
	6944	Receipts from other LEAs	10,000	10,000	-	10,000	
	6990	Miscellaneous Revenue	1,000	1,000	-	1,000	
	6992	Energy Incentive Rebate	3,000	3,000	-	3,000	44.81%
State Revenue	7111	Basic Instructional Subsidy	6,675,587	7,258,197	-	7,258,197	
	7270	Special Education Subsidy	956,866	1,014,203	-	1,014,203	
	7310	Transportation	182,168	207,382	-	207,382	
	7330	Health Services	20,000	20,000	-	20,000	
	7340	Property Tax Reduction Allocation	710,133	710,133	141,266	851,399	
	7360	Mental Health Grant (23/24 proposed)	100,000	57,699	-	57,699	
	7362	Mental Health Grant (22/23 allocation)	59,417	-	-	-	
	7505	Ready to Learn Block Grant	228,011	228,011	-	228,011	
	7810	State Share of FICA	404,791	413,678	(6,376)	407,302	
	7820	State Share of PSERS	1,798,664	1,856,499	(24,512)	1,831,987	53.52%
Federal	8514	Title I	311,649	311,519	-	311,519	
	8514	Title I Carryover	5,191	-	-	-	
	8515	Title II	31,618	31,618	-	31,618	
	8517	Title IV	26,984	26,984	-	26,984	1.67%
	Total Revenue	21,069,320	22,112,066	76,839	22,188,905	100.00%	

Expenses	100	Salaries	8,819,066	9,129,386	(120,513)	9,008,873	40.38%
	200	Employee Benefits	6,145,659	6,475,135	(132,251)	6,342,884	28.43%
	300	Purchased Professional & Technical Services	1,222,808	1,485,898	110,796	1,596,694	7.16%
	400	Purchased Property Services	340,632	344,023	-	344,023	1.54%
	500	Other Purchased Services	2,040,040	2,091,753	-	2,091,753	9.38%
	600	Supplies	846,978	899,365	-	899,365	4.03%
	700	Property	469,875	146,758	-	146,758	0.66%
	800	Other Objects	161,830	166,254	-	166,254	0.75%
	900	Debt Service Payment	925,000	1,062,738	305,956	1,368,694	6.14%
	900	Transfer to Capital Reserve	530,501	587,262	(244,048)	343,214	1.54%
		Total Expense	21,502,389	22,388,572	(80,060)	22,308,512	100.00%

Increase or (Decrease) in Fund Balance (433,069) (276,506) 156,899 (119,607)

2024/25 Final Budget
Presented June 2024

Increase or (Decrease) in Fund Balance	(433,069)	(276,506)	156,899	(119,607)
Use Assigned Fund Balance for:				
HS Mac Lab lease payment	(12,700)	(12,700)		(12,700)
HS Computer Lab - Desktops	-	(31,751)		(31,751)
HS Computer Lab - Laptops	-	(24,941)		(24,941)
eRate Category 2	-	(50,215)		(50,215)
e911 Phone System Upgrades	(31,864)	-		-
Purchase of iPads for Grades 7-12 and staff	(388,505)	-		-
Total Planned Use of Assigned Fund Balance	<u>(433,069)</u>	<u>(119,607)</u>		<u>(119,607)</u>
Beginning Fund Balance - Assigned	2,100,000	1,666,931	2,100,000	7/1/23 Actual
Increase Assigned Fund Balance	-	-	1,422,000	
Beginning Fund Balance - Unassigned	1,589,816	1,589,816	3,205,643	7/1/23 Actual
Decrease Unassigned Fund Balance	-	-	<u>(1,422,000)</u>	
Total Beginning Fund Balance	<u>3,689,816</u>	<u>3,256,747</u>	5,305,643	
Ending Assigned Fund Balance	1,666,931	1,547,324	3,402,393	
Ending Unassigned Fund Balance	1,589,816	1,432,917	<u>1,783,643</u>	
Total Ending Fund Balance	<u>3,256,747</u>	<u>2,980,241</u>	<u>5,186,036</u>	

2024/2025 Capital Reserve Budget**District Buildings**

Roof repair at High School	19,726
Roof repair at Rommelt	8,951
Gas line repair	9,175
Access road behind Central Elementary	4,500
Handrail repair at Central Elementary	2,750

Equipment

Ford 350 Truck (or equivalent) with plow assembly	64,500
Ford 350 Truck (or equivalent) with plow assembly	64,500
Two mini split air systems for server rooms	8,754
John Deere Lawn Tractor	3,800
Chain link conveyers for salt spreaders	1,733
Mini ProPress Tool	1,500

Total 2024/2025 Capital Reserve Budget**189,889**