



**STATE COLLEGE
Area School District**

LEARNING ENRICHMENT/GIFTED SUPPORT PROGRAM AND STUDENT SERVICES
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To: Dr. Robert O'Donnell

From: Jeanne Knouse

Date: September 5, 2013

Re: Policy Revision and Adoption

The first reading of the following policies will be presented at the September 9, 2013 State College Area School District School Board meeting as information/discussion items:

- Policy 819.1 - Suicide and Self-Harming Prevention Policy. This is a revised policy that includes self-harming information and is a result of an increased awareness of self-harming behavior in our students.
- Policy 218.2 - Threat Assessment. This is a new policy and is a result of administrative training and collaboration with Rebecca Bywater, PSU Manager of Threat Assessment/Community Education.

STATE COLLEGE
AREA
SCHOOL DISTRICT

SECTION: OPERATIONS

TITLE: ~~SUICIDAL CONCERNS/
RESPONSE-SUICIDE AND
SELF-HARMING
PREVENTION POLICY~~

ADOPTED: August 8, 2005

REVISED:

819.1. SUICIDAL CONCERNS/RESPONSE	
1. Purpose	It is the policy of the State College Area School District to provide assistance and support to help prevent suicide and/or respond to suicide attempts or ideation and to prevent self harming behavior and/or appropriately respond to attempts to self harm.
2. Definitions	<p><u>Self-harming behavior</u> - includes, but is not limited to, threats of suicide or other self-harming behavior, excessive risk taking, purposeful self-injury, and evidence of binge drinking.</p> <p><u>Suicidal ideation</u> - means having thoughts of killing oneself. While it is not abnormal for people to have such thoughts, the persistence of such thoughts is cause for concern.</p> <p><u>Suicidal threat</u> - means saying or doing something that reveals a self-destructive desire. While threats may not be serious and are made sometimes by people who merely are seeking attention and/or trying to manipulate others, all threats should be taken seriously.</p> <p><u>Attempted suicide</u> - means acting in a very serious self-destructive manner that includes all the elements of a completed suicide except that the person does not die.</p> <p><u>Completed suicide</u> - means the taking of one’s life with conscious intent.</p>
3. Delegation of Responsibility	<p>The employees of the District will respond to concerns regarding suicide and/or self-harming behavior in a systematic fashion.</p> <p>Action in each case will be taken based upon specific guidelines established by the Superintendent or designee. When the circumstances of the case are beyond the established guidelines the Traumatic Events Team will direct action.</p>

STATE COLLEGE
AREA SCHOOL
DISTRICT

SECTION: PUPILS

TITLE: BEHAVIOR THREAT
ASSESSMENT

ADOPTED:

REVISED:

<p>1. Purpose</p> <p>2. Definitions</p>	<p style="text-align: center;">218.2. BEHAVIOR THREAT ASSESSMENT</p> <p>The State College Area School District recognizes that threats by students present concerns to individuals and negatively impact the overall climate of safety and welfare of District students, staff and community. The District acknowledges the need for an immediate and effective response to a situation when a threat is brought to the attention of a District employee, including those reported by a student, parent/guardian, or staff member, and district employee.</p> <p><u>Threats</u> – an expression of intent to do harm or act out violently against someone or something. Using a threat means engaging in behaviors that further a plan to harm a target. Examples include but are not limited to: threats made directly against students, school officials or school property; writings, artwork, communications, or behaviors suggesting a student’s intent to harm; allegations of bomb-making or possession of a firearms by a student; or direct or indirect threats that may be written, verbal, posted on the internet, or made by gestures.</p> <p><u>Early Warning Signs</u> – those behavioral and emotional signs that, when viewed in context, cause concern for members of the school system. A combination of events, behaviors, and emotions may lead to aggressive or violent behavior toward self or others. Early warning signs call for a referral to the threat assessment team.</p> <p><u>Imminent Warning Signs</u> – behaviors, actions or other signs that indicate a student is very close to behaving in a manner that is potentially dangerous to self and/or others. Imminent warning signs require an immediate school and law enforcement response.</p> <p><u>Precipitating Events</u> – recent events or ”triggers” which result in increased potential for violence.</p> <p><u>Threat Assessment Inquiry</u> – initiated and controlled by the school threat assessment team (with law enforcement consultation and participation). This policy is not meant to take precedence in a life-threatening situation. In a life-threatening situation, the district employee may need to call 911 immediately and provide requested information. The safety and welfare of students and staff shall take precedence over all other considerations.</p>
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<p>2. Delegation of Responsibility</p> <p>Pol. 233</p> <p>3. Guidelines</p>	<p>This policy addresses the use of a formal process to conduct an assessment, using a multidisciplinary team and integrated systems approach, and base decisions on information collected and analyzed.</p> <p>The central question in a threat assessment inquiry or investigation is whether a student <i>poses</i> a risk, not whether the student has <i>made</i> a threat. Each threat assessment could vary in scope and time and may be limited and brief, or complex and extensive.</p> <p>The threat assessment team may include, but not be limited to:</p> <ol style="list-style-type: none"> 1. Building principal 2. Assistant principal 3. School counselor 4. Nurse 5. Student Assistance Program team member 6. Home and school visitor 7. School psychologist 8. Special education supervisor 9. School Resource Officer <p>The threat assessment team’s principal responsibility is to guide the assessment and management of situations of concern. The threat assessment team shall document carefully the inquiry and any actions taken. This documentation shall be carried out in compliance with any applicable Board policies and/or legal considerations, and will include a record of the sources of, and content for all key information considered in the threat assessment as well as the date that the information was acquired.</p> <p>The Board authorizes the Superintendent or designee (referred to as the central point of contact) to determine, in consultation with a school administrator, that a threat assessment inquiry should be pursued by the threat assessment team, or in consultation with law enforcement agency, that a threat assessment investigation should be pursued.</p> <p>For safety purposes, a student may be suspended at the onset or during the course of a threat assessment inquiry/investigation.</p> <p><u>Reporting Procedures</u></p> <p>Students and adults will be advised at least annually of the kinds of information (early warning signs) that should be brought to the attention of an administrator.</p> <p>This information includes, but is not limited to:</p>
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1. A threat to commit a violent act
2. Weapon-seeking and weapon-using behaviors
3. Homicidal and suicidal behaviors
4. Behaviors suggesting that a student is contemplating or planning an attack

When a District employee learns that a student has made a threat to commit a violent act, the District employee must immediately contact the building principal to report the threat. The District employee will be given a form on which to provide referral information. In a life-threatening situation, the District employee may need to call 911 and provide requested information.

Action

The building principal will investigate the threat.

The facts of the situation plus the information gathered about the student of concern will determine the scope of the threat assessment process. Many situations investigated can be understood and resolved after the initial information-gathering phase.

The building principal will determine if the incident reaches a threshold of concern by exploring the presence of the following criteria (which include, but are not limited to):

1. There are indications that a plan may exist.
2. Something is presented in written form, such as an e-mail message or text message.
3. Expression of violence in writings and drawings.
4. Signs of social withdrawal (i.e., feelings of depression, social rejection, being a loner, etc.).
5. There are current indicators or past history of student concern.

If the incident reaches a threshold of concern, the building principal will consult with the central point of contact to review information and initiate a threat assessment with the team.

The threat assessment team will conduct an assessment following established protocol for a line of inquiry, which includes parent/guardian notification.

The threat assessment team designated for each building will be responsible to gather and analyze information collected and document the assessment. If the student has an IEP, a member of the IEP team will also be included. A school

administrator will chair the team.

The threat assessment team will collect various information from multiple sources, including school information, collateral school interviews (bystanders, social group), parent/guardian interviews, interviews with the student of concern, and an interview with the student being threatened.

The building principal will inform the parent/guardian of the person being threatened about the incident of concern but will comply with all applicable confidentiality provisions. Following the threat assessment, the building principal shall also follow up with the parent/guardian about the liability issues as determined by the threat assessment team.

If the initial inquiry determines there is a valid threat of targeted school violence, the school threat assessment team, in consultation with school administrators and a law enforcement official, will determine when a threat assessment inquiry is referred for a threat assessment investigation conducted by a law enforcement agency.

Intervention

The threat assessment team determines what referral for support is necessary for the individual(s) who poses a risk and the individual(s) targeted. The intervention(s) for a student who poses a risk may include referrals to social services, psychiatric evaluation, and/or support systems that provide encouragement and hope, and reduce the likelihood that the student will engage in future threatening behavior. The parents/guardians and student must abide by the recommended interventions of the team.

If compliance with the recommendations is not completed during the time of suspension, the student will be provided with up to forty-five (45) days of home study. For a student with an IEP, the Individuals with Disabilities Education Act and Board policy will be followed. If compliance with the recommendations is not completed at the end of the home study, the District will require a Board hearing for possible expulsion.

Monitoring

Monitoring of a student may be discontinued after the threat assessment team has completed the following tasks:

1. Assessed whether (and to what extent) the student has changed unacceptable thinking and behavior over time.
2. Developed supportive intervention strategies that encourage and help the student to respond in a prosocial manner.

Training

Members of the threat assessment team will receive threat assessment training. Additionally, training will be provided to staff regarding safe schools' initiatives to further develop and support climates of safety within our schools.

Dissemination

The Superintendent is responsible for the implementation and coordination of all information related to incidents involving threats. If the Superintendent is unavailable, the Assistant Superintendent will assume this responsibility. The Superintendent will determine the appropriate information about incidents on district property and on school-sponsored transportation that will be communicated with parents/guardians, the community, and the media. The notifications will include information that is pertinent to the incident but will not compromise an ongoing investigation, violate laws of privacy or civil rights, compromise sensitive or confidential information or violate law, regulation, other Board policy or procedure.

Appropriate district employees will be kept informed as to the threat assessment and level of risk posed.

References:

State Board of Education Regulations – 22 PA Code Sec. 12.2

Terroristic Threats – 18 Pa. C.S.A. Sec. 2706

Individuals With Disabilities Education Act – 20 U.S.C. Sec. 1400 et seq.

Individuals With Disabilities Education, Title 34, Code of Federal Regulations –
34 CFR Part 300

Board Policy – 218.3, 233, 236

**State College Area School District
ATHLETIC DEPARTMENT MEMORANDUM**

TO: Robert O'Donnell, Superintendent

FR: Peg Pennepacker, C.A.A., Athletic Director

DA: September 5, 2013

RE: Draft Policy 915 – School Related Groups/Boosters/Support/Parent Organizations

The first reading of Draft Policy 915 will be presented at the September 9, 2013 School Board of Directors meeting under information/discussion for consideration. I will be present to answer any questions you may have.

Thank you.

STATE COLLEGE
AREA
SCHOOL DISTRICT

SECTION: COMMUNITY
TITLE: SCHOOL-RELATED
GROUPS/BOOSTERS/
SUPPORT/PARENT
ORGANIZATIONS

ADOPTED: AUGUST 2013

	<p>915. SCHOOL-RELATED GROUPS/BOOSTERS/SUPPORT/PTO/ PARENT ORGANIZATIONS</p>
1. Purpose	<p>The State College Area School District Board of School Directors recognizes and appreciates the cooperation, encouragement, and support given by booster/support/parent organizations to various extracurricular activities operating in its schools. The Board further recognizes that the purpose of such groups is to assist and support but not to direct nor supplant activities, music programs, curricula or athletic programs. Booster clubs or support groups are not agents of the school district and therefore, it is necessary that all district-operated activities remain at the school level and under the control, direction, and supervision of the Board of School Directors through its professional employees.</p>
2. Definition	<p>The ultimate goal of both the support groups and the Board of School Directors is to provide the best curricular and extracurricular programs to the students of the State College Area School District.</p> <p>All uses of school district network facilities are intended to support and advance the educational mission of the district. It is the policy of the State College Area School District to prevent user access over its computer network to inappropriate materials via the Internet; prevent unauthorized access and other unlawful online activity; prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and comply with the Children's Internet Protection Act [Pub. L. No. 106-554 and 47 USC 254(h)].</p>
3. Authority	<p>Being the elected and responsible body for directing all educational and extracurricular programs and activities, the Board of School Directors sets forth the policy guidelines to maintain its legal and ethical responsibilities in relation to school booster/support/parent groups.</p> <p>Failure to provide any required information outlined in the policy will cause the Board to revoke the district's recognition of said groups as</p>

915. SCHOOL-RELATED GROUPS/BOOSTERS/SUPPORT/PTO/
PARENT ORGANIZATIONS

- Pg. 2

<p>4. Guidelines</p>	<p>an affiliated group.</p> <p>Each organization shall conform to the following operational guidelines.</p> <p><u>Organization</u></p> <p>The purpose of every booster club shall be to provide supplemental support for the youth who are participating in the activity for which the club has been formed.</p> <p>Booster clubs should be governed by published constitution and/or bylaws, which must be submitted to the Athletic Director (athletic organizations) or building principal (any activities/organization other than athletics) for review before using the school, or school district name. The Athletic Director or building principal will make recommendations for Board approval. The bylaws/constitution of the organization should be approved minimally by a majority of those involved in the group and the bylaws should contain language that dictates:</p> <ol style="list-style-type: none">1. The approval of the bylaws by a majority of the group it represents.2. Two (2) signatures are required on all accounts for disbursement of funds.3. A process is in place for members to vote upon how funds will be used and the requirement for coach/advisor final approval.4. The goals of the organization.5. The criteria for membership and voting rights in the organization.6. The mechanism by which an internal audit is conducted annually.7. How you will disperse monies in the event the booster organization is disbanded. <p>In addition, each booster club will submit the following:</p> <ol style="list-style-type: none">1. A list of the current booster club officer's names, phone numbers and addresses prior to the beginning of the season or academic/school year.
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915. SCHOOL-RELATED GROUPS/BOOSTERS/SUPPORT/PTO/
PARENT ORGANIZATIONS

- Pg. 3

2. A copy of the organization's financial report which must include all of the following:

- A proposed budget for the forthcoming fiscal year with anticipated expenditures and revenues (including fundraising activities).
- An actual budget for the previous fiscal year with documented expenditures and revenues.
- A verification of the booster club's FDIC insured depository bank or FSLIC insured savings and loan association into which all proceeds and receipts shall be deposited.

Fundraising

Booster clubs are adult organizations that sponsor adult fundraising activities carried out in the name of the school. Students are not to be involved in fundraising activities during school hours without permission of the building principal. Booster clubs may raise funds by food concessions and like activities with preapproval of the building principal or Athletic Director as appropriate.

Booster club fundraising activities, which are carried out in the name of the school must have preapproval by completing the appropriate request form.

All items for sales should be approved by the building principal or Athletic Director.

Fundraising activities for each group must be submitted to the building main office or Athletic Office for approval to assure that there is no duplication of items.

Proposals/requests for fundraising activities must include:

1. The name of the organization, contact person, and contact information.
2. The purpose of the fundraiser.
3. Description of the fundraiser.
4. Groups or businesses to be solicited.

915. SCHOOL-RELATED GROUPS/BOOSTERS/SUPPORT/PTO/
PARENT ORGANIZATIONS

- Pg. 4

General Expectations

1. To ensure custodial and security services, booster clubs must complete the "Facilities Use Request" form as required of all outside groups requesting use of school buildings and facilities for meetings and activities.
2. All gifts, including gifts of equipment, which require installation, storage, or maintenances shall require formal acceptance by the district. Any such gift donated shall become the property of the district. Forms must be submitted and approved prior to the purchase and/or donation to the district. All contributions of supplies and equipment must go through the Athletic Director and the School Board before purchasing so as to ensure compliance with Title IX regulations and district policies.
3. The district will not be held responsible for any equipment owned by a booster club, which is lost, damaged, or stolen.
4. The Board requires that activities and programs initiated and supported by booster organizations shall not violate P.I.A.A., Mid Penn Conference, N.C.A.A. and other governing organizations regarding the limits allowed when providing such gifts, trips, and banquets.
5. Each booster organization shall provide an audit or treasurer's report, which accounts for deposits and expenditures, once each year, a copy of which shall be submitted to the Business Office not later than ninety (90) days following the conclusion of the season, or June 30th if a year-round activity, and forwarded to the Board upon request. (This can be performed by an internal committee of the membership and should be defined in the bylaws). The Board specifically acknowledges that expenditure reports are necessary to ensure compliance with Title IX regulations.
6. The Board does not assume financial responsibility for a booster club and excludes itself from any liability a booster group may incur.
7. Booster organizations shall not use the district's tax-free number for purchases. Groups should consider filing with the Commission on Charitable Organizations, Department of State, as a charitable nonprofit organization.

915. SCHOOL-RELATED GROUPS/BOOSTERS/SUPPORT/PTO/
PARENT ORGANIZATIONS

- Pg. 5

8. Generally, students are not eligible for membership in any booster group. However, students are eligible for membership in the PTO as student membership in this organization is nationally recognized.
9. It must be made clear that a coach's/advisor's role in the functioning of the booster club is solely in an advisory capacity and for final approval of what the booster group intends to purchase (i.e. color, items, etc.). S/He should not handle money or make purchases in the name of the booster club. Only the booster club shall control money or accounts of the booster club. Allowing a coach to be responsible for management of funds is a conflict of interest and must be avoided.
10. In the event that a booster organization contracts with any individual(s) for services that take place on school district-owned facilities, then, that organization must carry a minimum one million dollar liability insurance policy, and must provide certificates of insurance to the Business Administrator or designee.
11. Booster clubs shall not serve as a lobbying force or special interest group whose purpose is to control or negatively influence the managerial or administrative decision of the coach, director, advisor, Athletic Director, building principal, or Board.

Small Games Of Chance/Lotteries

Small games of chance or lotteries shall be permitted, except as expressly outlined below, and as permitted by the Pennsylvania Small Games of Chance Act. In order for a booster organization to conduct small games of chance, the following must occur:

1. The booster organization must be recognized by the Board of School Directors. In order to achieve such recognition, the booster organization must be in full compliance with all the provisions of this policy.
2. The booster organization is responsible to apply for any required permit pursuant to the state Small Games of Change Act. The organization must file a copy of the appropriate permit at the Business Office before small games of chance/lotteries activities commence.

915. SCHOOL-RELATED GROUPS/BOOSTERS/SUPPORT/PTO/
PARENT ORGANIZATIONS

- Pg. 6

Camps

If a booster club sponsors a camp and a district employee participates, these guidelines must be followed:

1. The responsibilities of the employee and the booster club must be clearly defined as to purchases made, salaries paid, and awards given.
2. Any district employee(s) hired by the booster club is not permitted to handle any money or to make purchases in the name of the booster club.
3. All persons who work directly with students must receive the appropriate criminal background clearances and copies must be on file in the Human Resources Office.

If a camp is sponsored by an individual citizen, then the district views this camp as an independent enterprise.

Compliance

1. Should any situation emerge between a booster club and the administration regarding the management of any school-related activity, the Superintendent or designee shall resolve the issue within these established guidelines and Board policy. No booster club shall engage in any activity outside of these guidelines. Further, in conducting its activities, booster/support/parent organizations shall comply with the solicitation of funds for Charitable Purposes Act, as amended, and other state and federal rules, as applicable.
2. Any individual within the booster club who has a concern with respect to any matter(s) pertaining to the club and/or an employee should be required to process that concern through the officers and membership of the club.

If there is no resolution at that level, the officers of the club may refer the concerns to the building principal or Athletic Director as appropriate for review.

If no resolution is achieved, the officers of the club may refer the matter to the Superintendent.

3. Violation of Board policy could lead to revocation of a booster organization's function in district activities.

915. SCHOOL-RELATED GROUPS/BOOSTERS/SUPPORT/PTO/
PARENT ORGANIZATIONS

- Pg. 7

Disbanding Booster Clubs

1. Should the Board deem that the efforts or activities of any club are not in the best interest of the district, the authorization to operate the club may be withdrawn.
2. Should the booster club fail to submit the required financial reports, the authorization to operate the club may be withdrawn.
3. A booster club may disband on its own accord by submitting in writing the desire to do so.

Exclusion From Liability

The Board of School Directors does not assume any financial responsibility for a booster/support/parent organization and excludes itself from any liability a booster/support/parent organization may incur.

References:

School Code – 24 P.S. Sec. 511

Department of Revenue Regulations – 61 PA Code Sec. 901.701

Local Option Small Games of Chance Act – 10 P.S. Sec. 311 et seq.

Board Policy –

915. SCHOOL-RELATED GROUPS/BOOSTERS/SUPPORT/PTO/
PARENT ORGANIZATIONS

- Pg. 8

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