

Book	Policy Manual
Section	800 Operations
Title	School Vehicle Drivers
Code	810.3
Status	
Legal	<ul style="list-style-type: none"> 1. 75 Pa. C.S.A. 102 2. Pol. 818 3. 75 Pa. C.S.A. 3316 4. 75 Pa. C.S.A. 1606 5. 23 Pa. C.S.A. 6344 6. 23 Pa. C.S.A. 6344.3 7. 24 P.S. 111 8. 24 P.S. 111.1 9. Pol. 304 10. Pol. 317 11. 49 CFR 40.13 12. 75 Pa. C.S.A. 1612 13. 75 Pa. C.S.A. 3802 14. 49 CFR 40.191 15. 49 CFR 40.261 24 P.S. 510 23 Pa. C.S.A. 6301 et seq 75 Pa. C.S.A. 1601 et seq 67 PA Code 71.3 49 CFR Part 40 Pol. 351

Note: This policy only refers to drivers of school vehicles which do not qualify as a school bus or commercial motor vehicle.

Purpose

The Board recognizes that an employee must be fit to operate a school vehicle to ensure the health and safety of students being transported. The Board also recognizes that an employee impaired by drugs or alcohol who operates district vehicles or transports students poses significant risks to the safety of students and others.

Definition

School vehicle means a motor vehicle, except a motorcycle, designed for carrying no more than ten (10) passengers, including the driver, and used for the transportation of preprimary, primary or secondary school students while registered by or under contract to the school district. The term

includes vehicles having chartered, group and party rights under the Pennsylvania Public Utility Commission and used for the transportation of school children. The term does not include a "school bus" or "commercial motor vehicle."[\[1\]](#)

Authority

The Board shall implement a drug use and alcohol misuse prevention program for non-CDL drivers who operate school vehicles.

All contracted transportation providers shall implement a drug use and alcohol misuse prevention program for non-CDL drivers who operate school vehicles.[\[2\]](#)

School vehicle drivers shall observe all state and federal laws and Pennsylvania Department of Transportation regulations governing traffic safety and school vehicle operation.

The Board prohibits school vehicle drivers from texting and from using a handheld mobile telephone or other electronic device while driving a school vehicle except when it is necessary to communicate with law enforcement officials or other emergency services.[\[3\]](#)

Delegation of Responsibility

The Supervisor of Transportation or designee shall develop administrative regulations to implement this policy and the requirements of law, which may include the following components:

1. Establishment of procedures for drug and alcohol testing of school vehicle drivers.
2. Establishment of procedures for obtaining and reviewing each school vehicle driver's driving record to determine whether the driver meets the minimum requirements for safe driving and is not disqualified to operate a vehicle.[\[4\]](#)

The Supervisor of Transportation or designee shall make available to each driver, upon hire or transfer, with:

1. This policy and any accompanying administrative regulations; and
2. Educational materials related to misuse of alcohol and use of controlled substances.

The Supervisor of Transportation or designee shall also provide notice to representatives of employee organizations of the availability of this information.

Guidelines

School vehicle drivers shall comply with the requirements for background checks/certifications and employment history reviews in accordance with applicable law, Board policy and administrative regulations. These requirements are addressed separately in Board policy 304 for drivers employed by the district and Board policy 818 for drivers employed by an independent contractor.[\[2\]](#)[\[5\]](#)[\[6\]](#)[\[7\]](#)[\[8\]](#)[\[9\]](#)

Prior to employment and at least once each school year, school vehicle drivers shall submit a copy of a valid driver's license to the Superintendent or designee.[\[4\]](#)

Reporting Requirements

School vehicle drivers shall report misconduct in accordance with Board policy 317 for drivers employed by the district and Board policy 818 for drivers employed by an independent contractor.[\[2\]](#)[\[10\]](#)

School vehicle drivers using controlled substances prescribed for therapeutic purposes by a licensed medical practitioner shall submit the practitioner's written statement that the prescribed substance will not adversely affect the employee's ability to safely operate a school vehicle.

School vehicle drivers shall also inform their supervisors of any use of drug(s) or medication(s) for which the packaging includes warnings that, "marked drowsiness may occur and/or be careful when driving a motor vehicle or operating machinery."

A school vehicle driver charged with or issued a citation for violating a federal or state law or local ordinance relating to motor vehicle traffic control in this or any other state or any federal, provincial, territorial or municipal law relating to motor vehicle traffic control in Canada, other than parking violations, shall notify the Supervisor of Transportation or designee in writing before the end of the business day following the day the school vehicle driver is charged or cited. Notice is required no matter what type of vehicle the driver was driving.

A school vehicle driver who is convicted of violating a federal or state law or local ordinance relating to motor vehicle traffic control in this or any other state or any federal, provincial, territorial or municipal law relating to motor vehicle traffic control in Canada, other than parking violations, shall notify the Supervisor of Transportation or designee in writing of the conviction within thirty (30) days of the date of conviction. Notice is required no matter what type of vehicle the driver was driving.

Any school vehicle driver whose operating privilege is suspended, revoked, canceled or recalled by any state, shall notify the Supervisor of Transportation or designee immediately upon reporting to work for the next scheduled shift following the notice of the suspension, revocation, cancellation, loss or disqualification.[\[4\]](#)

Prohibited Conduct -

School vehicle drivers shall not use medical marijuana products.

School vehicle drivers shall not ingest hemp products or otherwise use hemp products in a way that may result in absorption of hemp or hemp residue into the body.

A school vehicle driver shall not report for duty, drive, operate or be in the actual physical control of the movement of a school vehicle under the following circumstances:

1. While using or while having any amount of alcohol present in the body, including medications containing alcohol.[\[12\]](#)
2. While under the influence of a controlled substance or combination of controlled substances, or the combined influence of alcohol and a controlled substance or substances.[\[13\]](#)
3. After consuming alcohol or a controlled substance within the previous eight (8) hours.

An exception shall be made for therapeutic use of prescribed controlled substances used by a school vehicle driver when the driver has submitted in advance a licensed medical practitioner's written statement that the prescribed substance will not adversely affect the driver's ability to safely operate a school vehicle.

Consequences/Discipline -

The district shall place a school vehicle driver who drives, operates or is in physical control of a school vehicle out of service for thirty (30) days if the school vehicle driver:[\[4\]](#)[\[12\]](#).

1. Has any detectable amount of alcohol in his/her system; or
2. Refuses to take a test to determine his/her alcohol content.

A school vehicle driver who refuses to take a drug or alcohol test required pursuant to Board policy and administrative regulations has not refused to take a Department of Transportation (DOT)-test.[\[14\]](#)[\[15\]](#)

Consistent with contractual and legal requirements, a determination shall be made as to the appropriate disciplinary action for a school vehicle driver who violates Board policy or administrative regulations. Nothing in this policy shall limit the Board's authority to impose discipline, including discharge.

Maintenance of Records

Drug and alcohol test information for school vehicle drivers shall be maintained separate from test information for covered drivers, such information shall be treated as confidential and shall only be released in accordance with law.[\[11\]](#)

Drug and alcohol test information for school vehicle drivers shall not be included on the U.S. Department of Transportation Drug and Alcohol Testing MIS Data Collection Form.

Acknowledgment of Receipt

Each school vehicle driver shall sign a statement certifying that s/he has received a copy of this policy and its accompanying administrative regulations.

The district shall keep the original signed statement in the school vehicle driver's personnel file and provide a copy to the driver.

Training

School vehicle drivers shall attend orientation and training sessions, as appropriate to the nature of their service. When training is provided for other school employees relating to the legal obligations of employers and educational institutions, consideration shall be given to which school vehicle drivers should also receive that training.

5/18

Last Modified by Coatesville Policy Staff on February 10, 2019

Book	Policy Manual
Section	100 Programs
Title	Language Instruction Educational Program for English Learners
Code	138 Vol II 2018
Status	

Legal

1. 42 U.S.C. 2000d et seq
 2. Pol. 102
 3. Pol. 103
 4. 20 U.S.C. 6801 et seq
 5. 22 PA Code 4.26
 6. 20 U.S.C. 6312
 7. 20 U.S.C. 6812
 8. 20 U.S.C. 6826
 9. 20 U.S.C. 6841
 10. Pol. 100
 11. 22 PA Code 11.11
 12. Pol. 200
 13. 20 U.S.C. 6823
 14. 20 U.S.C. 1703
 15. Pol. 115
 16. Pol. 122
 17. Pol. 123
 18. 22 PA Code 4.51
 19. 22 PA Code 4.51a
 20. 22 PA Code 4.51b
 21. 22 PA Code 4.51c
 22. 22 PA Code 4.52
 23. Pol. 127
 24. Pol. 217
 25. Pol. 304
 26. Pol. 333
 27. Pol. 103.1
 28. Pol. 113
 29. Pol. 114
 30. 20 U.S.C. 6318
 31. Pol. 918
 32. Pol. 212
 - 20 U.S.C. 7011
 - 20 U.S.C. 7801
 - 34 CFR Part 200
- Basic Education Circular, July 1, 2017: Educating English Learners (ELs)
- Pol. 105.1

Purpose

In accordance with the Board's philosophy to provide quality educational programs to all **district students and to increase the English language proficiency of students who are English Learners (EL)**, the district shall provide **an effective Language Instruction Educational Program (LIEP) that meets the needs of English Learners**. The goal of the **LIEP** shall be to **demonstrate success in increasing English language proficiency and student academic achievement** so that **EL students** can attain the academic standards adopted by the Board and achieve academic success. **EL students** shall be identified, assessed and provided **appropriate instruction in accordance with the LIEP**, and shall be provided an **equitable** opportunity to achieve their maximum potential in educational programs and extracurricular activities, consistent with federal and state laws and regulations.[\[1\]](#)[\[2\]](#)[\[3\]](#)[\[4\]](#)[\[5\]](#)

Authority

The Board shall approve **a LIEP to provide English Language Development instruction (ELD) to EL students as part of the approved curriculum, in order to develop the English language proficiency of EL students**. The district shall provide **EL students with both planned ELD instruction and modifications in content instruction and assessments for all curricular areas, based on the provisions of the LIEP**. The **LIEP shall be thoughtfully and deliberately planned and evaluated in accordance with state and federal laws and regulations, and shall meet the needs of the district's EL students**. The **LIEP** shall be based on effective research-based theory, implemented with sufficient resources and appropriately trained staff, and **shall meet the following requirements:**[\[1\]](#)[\[2\]](#)[\[3\]](#)[\[4\]](#)[\[5\]](#)[\[6\]](#)

- 1. Aligned to state academic content standards for the appropriate grade levels of EL students.**
- 2. Include ELD instruction delivered by properly certified English as a Second Language (ESL) teachers, and other certified content area teachers working in conjunction with ESL certified teachers.**
- 3. Incorporate the use of state assessments and ELD criteria.**
- 4. Provide equitable access to content for EL students at all proficiency levels.**
- 5. Provide equitable access to enrollment in courses or academic programs for which EL students are otherwise eligible.**

The Board directs the **LIEP to be evaluated for effectiveness based on student outcomes at least annually, and the results documented in accordance with state and federal laws and regulations, and state guidelines.**[\[6\]](#)[\[7\]](#)[\[8\]](#)[\[9\]](#)

The district's **LIEP and evaluation results of the LIEP shall be available to district staff working with EL students and parents/guardians of EL students.**

The Board shall ensure that **eligible EL students who are enrolled in nonpublic schools are identified, assessed, evaluated, provided with equitable LIEP services and programs and monitored in accordance with applicable laws and regulations**. The district shall coordinate with nonpublic schools in the provision and monitoring of services and programs for **eligible EL students.**[\[6\]](#)[\[8\]](#)

Delegation of Responsibility

The Director of Pupil Services or designee shall implement and supervise a **LIEP** that ensures appropriate instruction in each school and complies with federal and state laws and regulations.

The Director of Pupil Services or designee shall ensure that the district complies with all federal and state laws and regulations, and program requirements, for ELD program funding, including required reports in the form prescribed by the state.[\[9\]](#)

The Director of Pupil Services or designee, in conjunction with appropriate stakeholders, shall develop administrative regulations regarding the **LIEP and provision of services to EL students.**

Guidelines

Identification and Placement of EL Students

The district shall establish procedures for identifying and assessing the needs of students whose dominant language is not English. **In order to identify which students are potential English Learners**, the Home Language Survey shall be completed for each student upon enrollment in the district, and shall be **maintained as part of the student's education records.**[\[4\]](#)[\[11\]](#)[\[12\]](#)

EL students shall be appropriately placed in accordance with the LIEP within the first thirty (30) days of the school year, or within fourteen (14) days of enrollment.[\[13\]](#)

Program Access

EL students shall have equitable access to and be encouraged to participate in all academic and extracurricular activities available to district students.[\[14\]](#)[\[15\]](#)[\[16\]](#)[\[17\]](#)

Assessment

The district shall annually administer required assessments to EL students to measure students' English Language proficiency and progress in reading, writing, speaking and listening/understanding. Assessment results shall be maintained in the student's education records. Parents/Guardians may not opt students out of English language proficiency assessments.[\[9\]](#)

EL students shall participate in all annual state or locally required assessments, with accommodations where applicable, and meet established academic standards and graduation requirements, in accordance with law, regulations and Board policy.[\[2\]](#)[\[7\]](#)[\[8\]](#)[\[9\]](#)[\[18\]](#)[\[19\]](#)[\[20\]](#)[\[21\]](#)[\[22\]](#)[\[23\]](#)[\[24\]](#)

Program Exit

The district shall include uniform provisions in the LIEP, in accordance with state required criteria, for:[\[8\]](#)[\[9\]](#)

- 1. Reclassifying EL students as former EL students when they attain English language proficiency.**
- 2. Actively monitoring and reporting the progress of former EL students for a period of two (2) years following reclassification and program exit, and reporting students to the state in a monitor status for an additional two (2) years, to ensure students are meeting academic standards.**
- 3. Redesignating former EL students as active EL students if they struggle academically based on persistent language barriers.**

Staff Qualifications and Professional Development

Certified employees and appropriate support staff, when necessary, shall provide the **LIEP**. The district shall ensure that all teachers **providing ELD instruction** hold the appropriate certification and can demonstrate academic language proficiency both in English and in the language used for instruction in their classroom.[\[8\]](#)[\[25\]](#)

Non-ESL staff shall incorporate ELD into all classes for EL students, as well as provide supports, modifications and accommodations for curricular content to enable EL students to achieve academic standards.

The district shall provide appropriate training in ELD for all professional staff as part of the Professional Development Plan.[Z][26]

Special Education and Gifted Education Services

EL students may be eligible for special education services when they have been identified as a student with a disability and it is determined that the disability is not solely due to lack of instruction or proficiency in the English language.[27][28]

EL students may be eligible for gifted education services, when identified in accordance with law, regulations and Board policy. The district shall ensure that assessment of a student for gifted education services screens for intervening factors, such as **English language proficiency**, that may be masking gifted abilities.[29]

Students participating in **ELD instruction** who are eligible for special education services shall continue receiving **ELD** instruction, in accordance with their Individualized Education Program (IEP) or Gifted Individualized Education Plan (GIEP), at the appropriate proficiency and developmental level.[27][28][29]

Parent/Family Engagement and Communication

Communications with parents/guardians shall be in the mode and language of communication preferred by the parents/guardians.[1][30][31]

Within thirty (30) days of the beginning of each school year, or within fourteen (14) days of enrollment during the school year, the district shall notify parents/guardians of students identified as EL about the process for identifying their children as EL, the results of that process, and the recommended program placement. The district shall also provide parents/guardians with detailed information regarding the LIEP, the benefits of ELD instruction for their children, and an explanation of the program's effectiveness.[6]

Parents/Guardians shall be regularly apprised of their **child's** progress, including achievement of academic standards and assessment results.[23][32]

The district shall maintain an effective means of outreach to encourage parental involvement in the education of their children.[6][7][8][30][31]

Parental Right to Opt Out of ELD Programs and Services -

Parents/Guardians of EL students have the right to refuse specialized programs and services that may be part of the LIEP for their child. A parent's/guardian's decision to refuse programs or services must be informed and voluntary; the district shall not influence a parent's/guardian's decision in any way, or make any program or placement determinations without parental notification and an opportunity to opt the student out of programs and services.[1][6]

The district shall make a parental waiver form available for parents/guardians to opt their EL child out of ELD programs and services.

The district shall document all notifications made to parents/guardians regarding assessment and recommended placements and programs for EL students, and whether or not a parental waiver form is received. When a waiver form is not received from the parent/guardian, the district shall proceed with the recommended placement.

EL students who have a parental waiver for ELD programs and services shall be assessed on English language proficiency annually, and shall be provided with supports and accommodations to participate in general curricular and extracurricular programs, in order to meet academic standards and graduation requirements.[2][3][23]

Parents/Guardians of EL students who have been opted out of ELD programs and services shall be notified of their child's progress, including achievement of academic standards and assessment results, and shall be provided with opportunity and a form to opt their child back into ELD programs and services.[24][32]

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Book	Policy Manual
Section	800 Operations
Title	Transportation
Code	810
Status	
Legal	<ol style="list-style-type: none">1. 75 Pa. C.S.A. 1022. 24 P.S. 13613. 24 P.S. 13624. 24 P.S. 1726-A5. 22 PA Code 23.16. 22 PA Code 23.27. 22 PA Code 23.48. Pol. 6109. Pol. 61110. Pol. 81811. 67 PA Code 447.1 et seq12. 22 PA Code 23.313. 24 P.S. 137414. Pol. 10315. Pol. 103.116. Pol. 11317. Pol. 14018. 20 U.S.C. 631219. Pol. 25520. 42 U.S.C. 1143221. Pol. 25122. 35 P.S. 4601 et seq23. 35 P.S. 460824. 67 PA Code 212.10125. Pol. 12126. Pol. 209.127. Pol. 209.228. Pol. 21029. Pol. 210.130. Pol. 113.431. Pol. 21632. 24 P.S. 151733. 75 Pa. C.S.A. 4552

34. Pol. 805
24 P.S. 1331
24 P.S. 1365
24 P.S. 1366
24 P.S. 2541
24 P.S. 2542
22 PA Code 15.1 et seq
22 PA Code 23.6
75 Pa. C.S.A. 4551-4553
20 U.S.C. 6301 et seq
42 U.S.C. 11431 et seq
49 CFR Part 37
49 CFR Part 38
Pol. 810.1

Purpose

Transportation for students shall be provided in accordance with law and Board policy.

Definitions

School bus means a motor vehicle that is designed to carry eleven (11) passengers or more, including the driver, and is used for the transportation of preprimary, primary or secondary school students to or from public, private or parochial schools or events related to such schools or school-related activities.[\[1\]](#)

School vehicle means a motor vehicle, except a motorcycle, designed for carrying no more than ten (10) passengers, including the driver, and used for the transportation of preprimary, primary or secondary school students while registered by or under contract to the school district. The term includes vehicles having chartered, group and party rights under the Pennsylvania Public Utility Commission and used for the transportation of school children.[\[1\]](#)

Authority

The Board shall provide transportation for resident students in grades kindergarten through 12 to the district's public schools and charter, regional charter and nonpublic schools located in the district or within the district's transportation boundary or other placements as required by law or agreements. The district's transportation boundary is a distance not exceeding ten (10) miles by the nearest public highway outside the school district's border.[\[2\]](#)[\[3\]](#)[\[4\]](#)

The Board shall purchase, **lease**, equip, and maintain **school buses/vehicles and/or** contract for school bus/**vehicle** services for transportation of students to and from school at regularly scheduled hours and for field trips and extracurricular activities.[\[2\]](#)[\[3\]](#)[\[5\]](#)[\[6\]](#)[\[7\]](#)[\[8\]](#)[\[9\]](#)[\[10\]](#)

The Board shall provide transportation for students living within the prescribed limits when walking conditions to the school are found to be hazardous by the Department of Transportation.[\[3\]](#)[\[11\]](#)

The Board shall **provide transportation for** students **with disabilities**, without regard to distance or hazardous walking conditions, **when required by the student's individualized education**

program (IEP) or Section 504 Service Agreement.[\[12\]](#)[\[13\]](#)[\[14\]](#)[\[15\]](#)[\[16\]](#)

The Board shall **provide transportation for** eligible resident students who are enrolled in nonpublic schools **or charter schools as required** by law.[\[2\]](#)[\[4\]](#)[\[17\]](#)

The Board shall provide transportation for children in foster care in accordance with federal and state laws and regulations, and the local transportation plan.[\[18\]](#)[\[19\]](#)

The Board shall provide transportation for homeless children and youths in accordance with federal and state laws and regulations.[\[20\]](#)[\[21\]](#)

The Board prohibits any diesel-powered motor vehicle weighing 10,001 pounds or more to idle for more than five (5) minutes in any continuous sixty-minute period while parked, loading or unloading, except as allowed by law.[\[22\]](#)

The Board shall ensure that permanent signs, notifying drivers of the idling restrictions, are maintained on district property at locations where diesel-powered motor vehicles weighing 10,001 pounds or more load or unload. Signs shall also be posted at locations that provide fifteen (15) or more parking spaces for such diesel-powered motor vehicles.[\[23\]](#)[\[24\]](#)

Delegation of Responsibility.

The school bus/**vehicle** driver shall be responsible **to maintain order** while **students** are being transported.

The school bus/vehicle driver shall report all incidents, including, but not limited to, discipline problems, medical problems, bullying/harassment, safety issues, accidents or injuries, and violations of Pennsylvania’s School Bus Stopping Law to the Superintendent or designee as soon as practicable.

The building principal may suspend a student from bus transportation for disciplinary reasons, and the parents/guardians shall be responsible for the student's transportation.[\[7\]](#)

The Supervisor of Transportation or designee shall be responsible to:

1. Maintain records and make required reports regarding school transportation.[\[5\]](#)[\[7\]](#)
2. Distribute rules governing student conduct during transport; such rules shall be binding on all students transported by the district.[\[7\]](#)
3. **Ensure the Contractor provides each school bus/school vehicle driver with:**
 - a. **The Pennsylvania School Bus Driver’s Manual;**
 - b. **The written rules for student conduct on buses/vehicles;**
 - c. **The procedures for evacuation drills; and**
 - d. **Any additional laws and applicable Board policies and administrative regulations which apply to school bus/vehicle drivers.**
4. Establish administrative regulations that specify the number of chaperones to accompany students in connection with school-related activities and field trips.[\[7\]](#)[\[25\]](#)
5. Prepare a district map or a schedule indicating each bus stop and bus route.[\[7\]](#)

Guidelines

Student Health Information

When necessary for student safety, or when required by a student's IEP or Section 504 Service Agreement, a school bus/vehicle driver shall be provided with relevant student health and medical information.[16][26][27][28][29]

School bus/vehicle drivers shall maintain the confidentiality of student health/medical information in accordance with district policies and procedures and applicable law.[30][31]

Evacuation Drills

Bus evacuation drills shall be conducted twice a year and reported to the Pennsylvania Department of Education, in accordance with law and Board policy.[32][33][34]

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Book	Policy Manual
Section	800 Operations
Title	Contracted Services Personnel
Code	818 Vol III 2018
Status	
Legal	<ol style="list-style-type: none">1. 24 P.S. 1205.62. 23 Pa. C.S.A. 63443. 24 P.S. 1114. 24 P.S. 111.15. 55 PA Code 3490.1326. 49 CFR Part 3827. 67 PA Code 71.38. 75 Pa. C.S.A. 16129. 75 Pa. C.S.A. 380210. Pol. 810.111. 23 Pa. C.S.A. 6344.312. 24 P.S. 141813. 28 PA Code 23.4414. 75 Pa. C.S.A. 160615. 24 P.S. 2070.9a16. Pol. 317.117. 24 P.S. 2070.1a et seq18. Pol. 80619. Pol. 82420. 23 Pa. C.S.A. 631121. Pol. 113.422. Pol. 21624 P.S. 136222 PA Code 8.1 et seq23 Pa. C.S.A. 6301 et seq75 Pa. C.S.A. 1601 et seqPol. 610Pol. 810

Purpose

In its effort to provide cost-effective programs, the Board **uses outside independent contractors for a variety of purposes. The district is required to ensure that such contractors comply**

with certain legal requirements regarding contractor employees involved in the delivery of services to the district. This policy is adopted to outline those requirements and the manner in which the district shall direct and monitor contractor compliance.

Definitions

For purposes of this policy, contractor employee shall include an individual who:

1. Is employed or offered employment by an independent contractor or a subcontractor of an independent contractor, or is an individual independent contractor; and
2. Has or will have direct contact with children.

Direct Contact with Children - the possibility of care, supervision, guidance or control of children or routine interaction with children.[\[1\]](#)

For purposes of this policy, independent contractor shall mean an individual or entity that contracts with the district to provide services.

Authority

The **district** is required by law to ensure that independent contractors and **contractor** employees comply with the mandatory background check requirements for criminal history and child abuse certifications, **the employment history review requirement, and the arrest and conviction reporting requirements.**[\[2\]](#)[\[3\]](#)[\[4\]](#)

Guidelines

Prior to using contracted services, a written contractual agreement shall be entered into between the district and the independent contractor and maintained centrally by the district in a manner similar to that for other contracts. Requests for proposals, bid specifications for proposals and resulting contracts shall specify the following:

1. Mandatory requirements for criminal history **background checks**, child abuse **certifications, employment history reviews, and arrest and conviction reporting** for contracted services involving direct contact with children, as mandated by law and set forth in this policy. [\[5\]](#)
2. A requirement that all contracted transportation providers provide a program of drug and alcohol testing for covered drivers. A covered driver shall include any contractor employee who drives, operates or is in the actual physical control or movement of a school bus or a commercial vehicle owned, leased or operated by the independent contractor in connection with school district services.[\[6\]](#)[\[7\]](#)[\[8\]](#)[\[9\]](#)[\[10\]](#)
3. That failure to comply with this policy and the requirements for **criminal history background checks and child abuse certifications, employment history reviews, and required reporting of employee arrests, convictions or other misconduct** by an independent contractor **or contractor employee** shall **be grounds for termination** of the contract.

The Director of Business Administration or designee shall review all information provided pursuant to this policy and determine if information is disclosed that precludes employment or continued service of an independent contractor or contractor employee.[\[2\]](#)[\[3\]](#)[\[4\]](#)[\[5\]](#)[\[11\]](#)

Information submitted by an independent contractor or contractor employee in accordance with this policy shall be maintained centrally in a manner similar to that for school employees.

Pre-Employment Requirements

Employment History Review -

Independent contractors shall conduct an employment history review, in compliance with state law, prior to assignment of a **contractor** employee to perform work for the district **in a position or assignment involving direct contact with children**. The independent contractor may use the information for the purpose of evaluating an applicant's fitness to be hired or for continued employment of a current **contractor** employee and may report the information as permitted by law. [\[4\]](#)

Independent contractors shall inform the district, in writing, upon receipt of an affirmative response to any of the abuse and sexual misconduct background questions for a contractor employee. If the district objects to the assignment, the independent contractor may not assign the contractor employee to the district. [\[4\]](#)

Independent contractors shall, upon request, provide the district to which a contractor employee is assigned access to the employee's employment history review records.

Criminal History -

Prior to assignment of contractor employees to perform work for the district in a position or assignment involving direct contact with children, contractor employees shall submit an official child abuse clearance statement and state and federal criminal history background checks (certifications) as required by law. [\[2\]](#)[\[3\]](#)

Contractor employees shall report, on the designated form, all arrests and convictions as specified on the form. **Contractor employees** shall likewise report arrests and/or convictions that occur subsequent to initially submitting the form. Failure to accurately report such arrests and convictions may subject the individual to denial of employment/contract, termination if already hired/contracted, and/or criminal prosecution. [\[3\]](#)

Tuberculosis Test -

Contractor employees providing services for students shall undergo a test for tuberculosis in accordance with the regulations and guidance of the Pennsylvania Department of Health. [\[12\]](#)[\[13\]](#)

Arrest and Conviction Reporting Requirements

All independent contractors shall adopt policies and procedures that require their employees, who are providing services to the district and who have direct contact with children, to notify the **independent** contractor, in writing, within seventy-two (72) hours of the occurrence, of an arrest or conviction required to be reported by law. **Contractor** employees shall also be required to report to the **independent** contractor, within seventy-two (72) hours of notification, that the employee **has been named as a perpetrator in a founded or indicated report pursuant to the** Child Protective Services Law. **The policies and procedures shall also include the provision that the failure on the part of contractor employees to make such a timely notification shall subject them to disciplinary action, including termination.** [\[3\]](#)[\[11\]](#)

If the **independent** contractor receives notice of such arrest or conviction **or** that the **contractor** employee has been **named as a perpetrator in a founded or indicated report**, from either the **contractor** employee or a third party, the **independent** contractor shall immediately report, in writing, that information to the **Superintendent or designee**.

The independent contractor shall immediately require a contractor employee to submit new certifications when there is a reasonable belief that the employee was arrested for or has been convicted of an offense required to be reported by law, was named as a perpetrator in a founded or indicated report, or has provided written notice of such occurrence. [\[3\]](#)[\[11\]](#)

Contractor employees who provide transportation services shall immediately notify the independent contractor and the district's transportation supervisor of any traffic citations or the suspension, revocation or cancellation of operating privileges.[14]

Educator Misconduct

If the Superintendent reasonably suspects that conduct being reported involves an incident required to be reported under the Educator Discipline Act, the Superintendent or designee shall notify the Pennsylvania Department of Education, in accordance with applicable law, regulations and Board policy 317.1.[15][16]

Training

Independent contractors shall provide their employees who have direct contact with children with mandatory training on child abuse recognition and reporting. The training shall include, but not be limited to, the following topics:[1]

1. Recognition of the signs of abuse and sexual misconduct and reporting requirements for suspected abuse and sexual misconduct.
2. Provisions of the Educator Discipline Act, including mandatory reporting requirements.[17]
3. District policy related to reporting of suspected abuse and sexual misconduct.[18]
4. Maintenance of professional and appropriate relationships with students.[19]

Employees of independent contractors who have direct contact with children are required to complete a minimum of three (3) hours of training every five (5) years.[1]

Contractor employees shall attend orientation and training sessions, as appropriate to the nature of their service. When training is provided for school employees relating to the legal obligations of employers and educational institutions, consideration shall be given to which contractor employees should also receive that training.

Child Abuse Reporting

All contractor employees who have reasonable cause to suspect that a child is the victim of child abuse shall make a report of suspected child abuse in accordance with applicable law, Board policy and administrative regulations.[18][20]

Confidentiality

No contractor employee shall be permitted access to confidential student information unless the district has determined that such access is necessary for the contractor employee to fulfill his/her responsibilities. Contractor employees with access to confidential student information shall maintain the confidentiality of that information in accordance with Board policies and procedures and applicable law. If a contractor employee has questions about the confidentiality of student information, the contractor employee should consult with the building principal.[21][22]

2/19

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Book	Policy Manual
Section	900 Community
Title	Title I Parent and Family Engagement
Code	918
Status	
Legal	<ol style="list-style-type: none">1. 20 U.S.C. 63182. Pol. 1023. 20 U.S.C. 63124. 24 P.S. 510.25. Pol. 1386. Pol. 9167. Pol. 1278. Pol. 8149. Pol. 33310. 20 U.S.C. 784511. 29 U.S.C. 3271 et seq12. 29 U.S.C. 701 et seq13. 42 U.S.C. 11301 et seq14. 42 U.S.C. 9831 et seq15. Pol. 212

Purpose

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

Definition

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

Authority

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

1. Conduct outreach to all parents and family members.
2. Include parents and family members in development of the district's overall Title I Plan and process for school review and improvement.[\[3\]](#)

3. Include parents and family members in the development of the Title I Parent and Family Engagement Policy. Following adoption of the policy by the Board, the policy shall be:
 - a. Distributed in writing to all parents and family members.
 - b. Incorporated into the district's Title I Plan.[\[3\]](#)
 - c. Posted to the district's publicly accessible website.[\[4\]](#)
 - d. Evaluated annually with parent and family involvement.
4. Provide opportunities and conduct meaningful collaborations with parents and family members in the planning and implementation of Title I programs, activities and procedures.

Accessibility.

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

Delegation of Responsibility.

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

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

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

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

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

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

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

Guidelines

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

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

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

At these meetings, parents and family members shall be provided:[1]

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

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

Establish the opportunity for meaningful, ongoing two-way communication between the district, staff and parents and family members.

Provide communication with parents and family members about the plan and seek their input and participation through the use of newsletters, the district website, email, telephone, parent and teacher conferences.

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

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

Establish and support active and engaged Title I parent and family schoolwide planning meetings that include parents and family members of students participating in Title I programs, as well as the building principal, teachers or other appropriate staff, students and community members. The purpose of the meetings shall be to focus on improved student achievement, effective classroom teaching, parent/family/community engagement in the educational process, and to facilitate communications and support.

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

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

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

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

Building Capacity for Parent and Family Engagement

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

1. Providing assistance to parents and family members in understanding such topics that may include: the academic standards, state and local academic assessments, the requirements of parent and family involvement, how to monitor a child's progress and work with teachers to improve the achievement of their children.[\[2\]](#)[\[7\]](#)
2. Providing material and training to help parents and family members work with their children to improve academic achievement and to foster parent and family engagement, that may include:
 - a. Scheduling trainings in different locations on a variety of topics including how to support their child in school, literacy, school safety, cultural diversity and conflict resolution.
 - b. Using technology, including education about the harms of copyright piracy, as appropriate.[\[8\]](#)
 - c. Providing information, resources and materials in a user friendly format.
 - d. Providing, as requested by a parent or family member, other reasonable support for parent and family engagement activities.
 - e. Training on how to use the Parent Portal as a tool to monitor grades and achievement.
3. Educating teachers, specialized instructional support personnel, principals and other school leaders and staff, with the assistance of parents and family members, on the value and usefulness of contributions of parents and family members and in how to reach out to, communicate with, and work with them as equal partners, implement and coordinate parent and family programs, and build ties between parents and family members and the school.[\[9\]](#)
4. To the extent feasible and appropriate, coordinating and integrating Title I parent and family involvement efforts and activities with other federal, state and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents and family members in more fully participating in the education of their children.[\[1\]](#)[\[5\]](#)[\[10\]](#)[\[11\]](#)[\[12\]](#)[\[13\]](#)[\[14\]](#)[\[15\]](#)
5. Seek to engage the PTA/PTO to actively seek out and involve parents and family members through regular updates, information sessions and assistance with the identification of effective communication strategies.
6. Seek to invite parents and family members to enhance the involvement of other parents and family members.

7. Seek to adopt and implement model approaches to improving parent and family engagement where possible.
8. Establish a district-wide school wide planning meeting to provide advice on all matters related to parent and family engagement in Title I programs.
9. Seek to Engage community-based organizations and businesses in parent and family engagement activities where possible.

Coordinating Parent and Family Engagement Strategies

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

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

Annual Parent and Family Engagement Policy Evaluation

The district shall seek to with meaningful participation of parents and family members, annually evaluate the content and effectiveness of the Title I program in improving the academic quality of all district schools [\[1\]](#)

The evaluation shall consider:[\[1\]](#)

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

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

School-Parent and Family Compact

Each school in the district receiving Title I funds shall jointly develop with parents and family members the manner in which parents and family members, the entire school staff and students will share responsibility for improved student academic achievement and the means by which the school and parents and family members will build and develop partnerships to help children achieve the state's academic standards. The school wide planning team shall seek to:[\[1\]](#)

1. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment, enabling students in Title I programs to meet the academic standards.
2. Describe the ways in which parents and family members will be responsible for supporting their child's learning; volunteering in the classroom; and participating, as appropriate, in decisions

related to their child's education and positive use of extracurricular time.[6]

3. Address the importance of ongoing two-way, meaningful communication between parents/family members and teachers through, at a minimum, annual parent-teacher conferences at the elementary level, frequent reports to parents and family members on their child's progress, reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.[6]

Title I Funds

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

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

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

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

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

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

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

Documentation of Parent and Family Engagement Practices

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

School-Level Parent And Family Engagement Policy.docx (28 KB)

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