

CENTRAL BUCKS SCHOOL DISTRICT

Policy Committee Meeting
January 24, 3018

Committee Members Present

Mr. Dennis Weldon, Chairperson
Mrs. Sharon Collopy, Member
Mr. John Gamble, Member

Dr. John Kopicki, Superintendent
Dr. Nicole Young, Member

Others in Attendance

Mr. Glenn Schloeffel, Board President
Mrs. Jodi Schwartz, Board Member
Mrs. Karen Smith, Board Member

Dr. Scott Davidheiser, Assistant Superintendent
Mrs. Mary-Kay Speese, Director of Student Services
Mr. Jeffrey Garton, District Solicitor

Mr. Weldon called the meeting to order at 7:55 p.m.

PUBLIC COMMENT

There was no public comment.

REVIEW OF MEETING NOTES

The November 21, 2017 Policy Committee Meeting minutes were reviewed and approved without changes.

<u>TOPIC</u>	<u>NOTES</u>	<u>FOLLOW UP</u>
113 – Special Education	Dr. Kopicki noted that Mr. Garton and Mrs. Mary-Kay Speese would be providing information regarding the policies under consideration. Mr. Garton stated that there was not much discretion regarding Special Education policy. These policies are dictated by compliance with state and federal laws. Mrs. Speese gave an overview of the changes, noting that there were definitions added that were previously not there. Mr. Garton stated there were two changes he would like the Committee to consider: Page 3/5 “In order to maintain an effective special education plan the Board may...” should be changed to state the “ District may...” and Page 4/5 “The Intermediate Unit shall be responsible...” should be changed to “The Bucks County Intermediate Unit shall be responsible...”. Mr. Weldon noted the proposed policy almost doubled in size, Mr. Garton assured the Committee they were all statutory and regulatory changes consistent with CB requirements.	<u>Moved to first read including changes noted: Page 3/5 “In order to maintain an effective special education plan the Board may...” should be changed to state the “District may...” and Page 4/5 “The Intermediate Unit shall be responsible...” should be changed to “The Bucks County Intermediate Unit shall be responsible...”</u>
113.1 – Discipline of Students with Disabilities	Mrs. Speese noted the policy covered behavior support plans, code of conduct responsibilities for students with an IEP, suspension parameters, expulsions and alternative placement plans. Mr. Gamble asked what the difference in policy was for a student that came to school with a weapon and had an IEP as opposed to that of a student without an IEP. Mrs. Speese noted that the police would be involved immediately with any student that came on	<u>Moved to first read</u>

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	<p>campus with a weapon. The specific disability of a student with an IEP would then be taken into consideration regarding their continued program. Mr. Garton remarked that if a student with an IEP is going to be disciplined, a determination must be made regarding whether their behavior was a manifestation of their disability. For example, a regular education student may be expelled for punching another student, however, if it was a manifestation of a student’s disability the special education student may not be expelled. Mrs. Smith inquired about the practice for dealing with a student that was afraid to come to school, she wondered if expelling them for not attending would be giving them what they were looking for. Mrs. Speese noted that expelling a student in that case was not the practice, the families were brought in and other solutions were sought. Mr. Schloeffel inquired if it was the Board’s responsibility to expel a student, Mr. Garton stated that only the Board can suspend a student for more than ten days, and/or determine that a student should be expelled.</p>	
<p>113.2 – Behavior Support</p>	<p>Mrs. Speese noted this policy speaks to educating special education students from the least restrictive environment through the most restrictive, the development of behavior support plans, and functional assessments. She remarked that Aversive Techniques defined in the policy are not practiced in Central Bucks. Our district practices positive techniques rather than aversive or negative. The most restrictive behavior management used in CB would be physical restraints, only used when a student is aggressive, and their behavior interferes with their learning or the learning of others. Teachers and staff that work with students that may require restraints attend training that would enable safely handling an aggressive student. Mr. Garton remarked that restraints is a generic term in the policy, it includes holding a student’s hand to escort them to another area – it does not necessarily mean that physical restraints are used. Mr. Gamble questioned the language on page 5/6 regarding locked structures – he noted that playgrounds are locked. The policy states that locked structures are considered inappropriate and should not be used. Mrs. Speese stated that those playground areas are locked for student safety, not as a behavioral technique - the policy is mandating that a student could not be placed in a locked room. Mr. Gamble felt there should be clarification in the policy. Mrs. Smith inquired about the “Seclusion” section of the policy – she asked if a student would be placed in a locked “cool down” room.</p>	<p>Moved to first read: with the following changes: On Page 5/6 – under Aversive Techniques, #3: “Locked rooms, locked boxes, other locked structures or spaces from which the student cannot readily exit” should read “Locked rooms, locked boxes, other structures or spaces (excluding general areas locked for safety purposes) from which the student cannot readily exit” and On page 4/6 – “Seclusion – confinement of a student in a room, with or without staff supervision” should read “Seclusion – confinement of a</p>

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	<p>Mrs. Speese noted that the room is not locked, the door is not shut, and a staff member is either in the room or standing at the door observing the student. Mrs. Smith suggests the “Seclusion” section be changed from “confinement of a student in a room, with or without staff supervision...” be changed to “confinement of a student in a room with staff supervision”. Mrs. Speese noted that the proposed policy is very specific, which she believes is a good thing. Mr. Garton will review the specific wording required for the proposed changes.</p>	<p><u>student in a room, with staff supervision”</u></p>
<p>113.3 – Screening and Evaluations for Students with Disabilities</p>	<p>There were no changes to this policy, adopted February 23, 2016.</p>	<p>Current policy remains active – no board action required</p>
<p>114 – Gifted Education</p>	<p>Mr. Garton commented that the reference to “the nearest public library” on page 1/3 be changed to “the district website”.</p> <p>Mrs. Speese noted that there is information for parents on the district website regarding the gifted identification process. Mr. Weldon asked if the online information was sufficient guidance for parents, Mrs. Speese assured the Committee it was sufficient. Mrs. Collopy asked if the case load maximums noted in the policy were in line with what the district currently had, Mrs. Speese noted they were. Dr. Davidheiser remarked that the policy speaks to the partnership with the Intermediate Unit. At our request, the I.U. will be undergoing a review of the district’s middle-level GIEP program status this spring. A comprehensive report of their findings will be presented to the Committee once the review is complete.</p>	<p>Moved to first read: On page 1/3 – “Prior to approval by the Board, the gifted education plan shall be made available for public inspection and comment in the district’s administrative offices and the nearest public library...” should read “Prior to approval by the Board, the gifted education plan shall be made available for public inspection and comment in the district’s administrative offices and the district website...”</p>
<p>124 – Summer School</p>	<p>Mr. Garton expressed concern about maintaining consistency if each building principal is responsible for reviewing and approving student applications. Mrs. Smith agreed. Dr. Davidheiser noted that the current summer school program exists through an online service. Building principals are involved with students in need of summer school and are ultimately responsible for the services provided to those students. Curriculum Coordinators approve courses offered in summer school. Mrs. Schwartz asked if summer school was only available to students that had failed a course. Dr. Davidheiser noted that currently</p>	<p>Moved to first read: Keep current policy, move to first read to update “adopted” date to a more current date.</p>

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	<p>that was the case. Consideration is being given to offering additional remediation this summer through Camp Benchmark (Community School). These courses would not be for credit but would offer remediation activities for enrichment. Dr. Davidheiser also remarked that on-site enrichment courses for credit advancement were being considered for Geometry/Trigonometry, Algebra II/Trigonometry and Pre-Calculus/Trigonometry courses. There has not been an online offering that matched what the district felt students in those courses currently need. Mrs. Collopy noted she shared Mrs. Smith’s concern about maintaining consistency in the review process. Dr. Davidheiser stated that he believed the existing policy is better than the proposed change. The Committee agrees to keep the current policy as is.</p>	
<p>125 – Community School Program</p>	<p>Mr. Gamble noted that the proposed policy title is changing to Adult Education rather than Community School Program. Dr. Kopicki remarked that he understood at one time there were many courses offered to the community through the Community School Program. Due to financial cutbacks, most programs were eliminated. He believes the current policy allows the district the opportunity to offer classes to the community. He does not believe there is a need to change the existing policy. The Committee agrees to keep the current policy as is.</p>	<p>Moved to first read: Keep current policy, move to first read to update “adopted” date to a more current date.</p>
<p>136 – Recognition of Religious Beliefs and Customs</p>	<p>Mr. Garton does not agree the policy should be deleted as proposed. He does not think that the language regarding how the district teaches religion should be removed. Mr. Weldon agreed, noting that deleting this policy would create difficulty for parents trying to find information on the district’s policy about religion. Mrs. Collopy remarked the current policy keeps the pertinent information easily accessed in one place. Dr. Abe Lucabaugh (Principal – CB East) and Mrs. Geanine Saullo (Principal – Lenape Middle School) spoke to the importance of this policy to building principals. The policy helps maintain consistency and provides curriculum guidelines regarding teaching about religion. The Committee agrees to keep the current policy as is.</p>	<p>Moved current policy to first read: Policy will not be deleted as proposed, current policy moved to first read to update “adopted” date to a more current date.</p>
<p>138 – English as a Second Language/Bilingual Education Program</p>	<p>Mrs. Speese noted that the language in the proposed policy was dated. Reference to English as a Second Language (ESL) should be changed to English Language Developers (ELD). She remarked that the policy also details that ELD students are eligible for special education, gifted education, and accommodations and is much more comprehensive than the current policy.</p>	<p>Moved to first read: All reference to “English as a Second Language” or (ESL) or (ELL) should be changed to “English Language Developers or (ELD)”</p>

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<p>140 – Charter Schools</p>	<p>Mr. Garton noted that page 2/3 references “any additional criteria required by the Board”. He stated that the Board must develop additional criteria before submittal of an application for charter school approval. He also remarked that page 3/3 “additional information required by the Board”, that information would need to be developed as well. Mr. Weldon commented that this was a very sensitive issue, and he wants to ensure the district does not adopt any policy that has an unfair bend to one side of the issue over another. Mr. Garton noted that the district had not faced the situation and had never had to deal with the issues that can arise from charter schools. He advised the Committee against adopting a policy with certain requirements without articulating what those requirements would be. He suggested contact be made with other districts that have dealt with charter school applications, asking for information on their experience.</p>	<p><u>Under Review</u> The Committee will revisit the proposed policy after more information is gathered</p>
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Dr. Kopicki requested that the Committee table review of proposed Policy 823 for clarification of some outstanding questions.

FUTURE MEETING SCHEDULE

The scheduled date for the next Policy Committee meeting is February 28, 2018.

ADJOURNMENT

The meeting was adjourned at 8:47 p.m.