



**New Hope-Solebury School District
Policy and Human Resources Committee Meetings**

January 12, 2017

7:30PM—Upper Elementary School LGI Room

Per Policy 006.2, all public meetings of the Board of School Directors, including committees, are audio recorded.

Agenda Items

A packet of materials will be available on the policy website by Tuesday, January 7, 2017 by 5PM.

Call to Order

Approve Minutes from December 13, 2016.

Accept new members and reaffirm current members of the of the Policy/HR Committee.

Approve the mission statement of the Policy/HR committee.

Old Business

- Second Readings of Policies
 - 255—Gender Expansive and Transgender Students
 - 613—Cooperative Purchasing

New Business

- PSBA Code of Ethics (Discussion)
- First Readings of Board Operating Guidelines
 - 004.1—Code of Ethics
 - 011—Principles of Governance and Leadership

Public Comment

Adjournment

Immediately following the Policy Meeting, the Human Resources Committee will begin. Due to the confidential nature of the Human Resources Committee, public participation is not permitted.



New Hope-Solebury School District Policy Committee Meeting Minutes

December 13, 2016

7:30PM – Upper Elementary School LGI Room

Attendance

- **School Board** –Adrienne Deussing, Mark Cowell
- **Administration** - Steve Yanni, Suzan Rohn
- **Committee Members** – Drew Giorgi, Meg Thompson, Stan Marcus
- **Presenters** - None
- **Public** – Sarah Bergenfield, Charles Sahner, Mel Band

Mrs. Deussing called the meeting to order at 7:30PM.

The minutes from the November 9, 2016 Policy Committee meeting were approved.

Old Business

The committee moved the following Policies forward for board approval at the December 19, 2016 meeting:

- 226—Professional Necessity Leave
- 810.2—Transportation-Audio/Video Recording
- 827—Conflict of Interest

The committee did a first reading of the following policies:

- 255—Gender Expansive and Transgender Students
- 613—Cooperative Purchasing

The committee discussed the idea of holding board members accountable per language in policies. Dr. Yanni, Mr. Cowell, and Mrs. Deussing all explained that policy is based on applicable state law, and there is nothing in the law that provides a vehicle to hold board members accountable for their actions or speech. The committee agreed to investigate ways to enhance the board's code of conduct, via their bylaws, and bring that information back to the January policy meeting.

Public Comment – Public comment was limited to the idea of holding board members accountable via policy language.

Mrs. Deussing adjourned the meeting at 8:25PM.

Respectfully submitted,

Suzan M. Rohn
Director of Human Resources

255. Gender Expansive and Transgender Students

Purpose

It is the policy of this District to provide an equal opportunity for all students to achieve their maximum potential through the programs offered in the schools regardless of, among other factors, gender, gender identity and gender expression. Therefore, the District adopts this policy not only to ensure compliance with applicable law, but to foster an educational environment that is safe and free from discrimination based on gender identity and expression.

Definitions

Gender Identity – A person’s deeply held internal sense or psychological knowledge of their own gender, regardless of the gender they were assigned at birth.

Gender Expansive - A term that conveys a wider, more flexible range of gender identity and/or expression than typically associated with the binary gender system. Gender expansive is not synonymous with transgender; not all gender expansive individuals identify as transgender.

Gender Expression – The way a person expresses gender, in way such as dress, grooming, hairstyle, behavior, activities, interests, speech, mannerisms, etc.

Transgender – A person whose gender identity and/or gender expression is different from that of the gender they were assigned at birth.

Delegation of Responsibility

In an effort to ensure that gender expansive and transgender students are provided with such an equal opportunity to achieve their maximum potential through District programs, and in order to ensure that gender expansive and transgender students are provided with equal access to all school programs and activities, the Board authorizes the Superintendent or his/her designee to develop and promulgate regulations designed to ensure the safety, comfort, and healthy development of gender expansive and transgender students while maximizing such students’ social integration with other students and minimizing stigmatization and isolation.

Guidelines

Privacy / Confidential Health or Educational Information

All persons, including students, have a right to privacy, which includes the right to keep private one’s transgender status or gender nonconforming presentation at school.

Information about a student’s transgender status, legal name, or gender assigned at birth may

constitute confidential medical or educational information. Disclosing such information to other students, their parents, or other third parties may violate privacy laws such as the federal Family Educational Rights and Privacy Act (FERPA). Therefore, school personnel should not disclose information that may reveal a student's transgender status or gender nonconforming presentation to others, including the student's parents/guardians and/or other school personnel, unless legally required to do so or unless the student has authorized such disclosure.

Gender expansive and transgender students have the right to discuss and express their gender identity and expression openly and to decide when, with whom, and how much to share such private information.

When contacting the parent or guardian of a transgender or gender nonconforming student, school personnel should use the student's legal name and the pronoun corresponding to the student's gender assigned at birth unless the student, parent, or guardian has specified otherwise.

Official Records

The District is required to maintain a permanent student record which includes the student's legal name and gender. The District will change a student's official records to reflect a change in legal name or gender upon receipt of:

1. Documentation that the student's legal name or gender has been changed pursuant to a court order or through amendment of state or federally-issued identification; or
2. A written, signed statement explaining that the student has exercised a common-law name change and has changed their name for all intents and purposes and that the change has not been made for fraudulent reasons.

To the extent that the District is not legally required to use a student's legal name and biological sex on school records or documents, the District should use the name and gender by which the student consistently identifies. In situations where school employees are required by law to use or report a student's legal name or gender, such as for standardized testing, school staff should adopt practices to avoid the inadvertent disclosure of the student's transgender or gender nonconforming status.

Names and Pronouns

Students have the right to be addressed by the name and pronoun that corresponds to their consistently asserted gender identity. A court-ordered name or gender change is not required, and the student need not otherwise change his or her official records in order to be addressed by the name and pronoun that corresponds to the student's consistently asserted gender identity.

Appropriate school employees will privately ask known transgender or gender nonconforming students how they would like to be addressed in class, in correspondence to the student's home, and at conferences with the student's parent/guardian. That information will be included in the electronic student record system along with the student's legal name in order to inform teachers

and staff of the name and pronoun by which to address the student. When appropriate or necessary, this information will be communicated directly with staff to facilitate the use of proper names and pronouns.

When communicating with known transgender or gender nonconforming students regarding issues such as conduct, discipline, grades, attendance or health, school employees will focus on the conduct or issues rather than making assumptions regarding the student's actual or perceived gender identity.

When communicating with parents of transgender or gender nonconforming students, school employees will refrain from the use of gender pronouns and refer to the student by name whenever practicable.

The District does not condone the intentional and/or persistent refusal to respect a student's consistently asserted gender identity, or inappropriate release of information regarding a student's transgender or gender nonconforming status. Such conduct shall be a violation of this Administrative Regulation and the corresponding Board Policy.

Restroom Accessibility

Students shall be allowed to use the restroom that corresponds to the gender identity they consistently assert at school. No student will be required to use a restroom that conflicts with their consistently asserted gender identity.

Any student, whether they are transgender or gender nonconforming, who needs or desires increased privacy when utilizing a restroom shall, upon request, be provided with access to a single stall or otherwise private restroom, but no student shall be required to use such a restroom.

Locker Room Accessibility

The use of locker rooms by transgender or gender nonconforming students shall be reviewed and addressed on a case-by-case basis, but permitted in a way that, to the extent appropriate, maximizes a transgender or gender nonconforming student's social integration, provides an equal opportunity to participate in physical education classes and athletic opportunities, minimizes stigmatization of the transgender or gender nonconforming student, and ensures student safety. No student will be required to use a locker room that conflicts with his or her consistently asserted gender identity.

The District will provide a transgender or gender nonconforming student with access to the locker room that corresponds to the gender identity he/she consistently asserts at school. Any student, whether or not they are transgender or gender nonconforming, who needs or desires increased privacy when utilizing a locker room shall, upon request, be provided with access to reasonable alternative locker room conditions which could include, but are not limited to (1) use of a private area (e.g., nearby restroom stall with a door, an area separated by a curtain, an office in the locker room, or a nearby health office restroom) or (2) a separate changing schedule (i.e., utilizing the locker room before or after the other students).

Sport and Physical Education Classes

Gender expansive and transgender students shall be permitted to participate in athletic programs/opportunities and physical education classes in a manner that is consistent with their consistently asserted gender identity.

A student may seek review of his/her eligibility for participation in interscholastic athletics by working through the Pennsylvania Interscholastic Activities Association (PIAA).

Dress Codes

Gender expansive and transgender students shall have the right to dress in a manner consistent with their gender identity or gender expression to the extent that such dress does not conflict with school rules or other Board policies or administrative regulations.

Other School Activities

In any school activity or other circumstance involving separation by gender (i.e. class discussions, field trips), students will be permitted to participate in accordance with the gender identity they consistently assert at school. Teachers and other school employees will make reasonable efforts to separate students based on factors other than gender where feasible and appropriate.

For overnight field trips, the transgender student should communicate their preferred sleeping arrangement to their teacher and/or a school administrator at least a month prior to the date of the field trip. As with any other student, the school should try to pair the transgender student with peers with whom the student feels comfortable. In some cases, a transgender student may want a room with fewer roommates or another alternative suggested by the student or their family. The District should honor these requests whenever possible and adjust prevent the student from being marginalized because of those alternative arrangements. Regardless of whether those roommates know about the student's gender identity, the District has an obligation to maintain the student's privacy and cannot disclose or require disclosure of the student's gender expansive or transgender status to the other students or their parents without the student's consent.

Discrimination/Harassment

Incidents or complaints of alleged discrimination, harassment, or violence against a transgender or gender nonconforming student shall be given prompt attention in the same manner as other discrimination/harassment complaints.

Education and Training

When possible, the District will conduct staff training and ongoing professional development to build the skills of all staff members to prevent, identify and respond to harassment and discrimination. To further a safe and supportive school environment for all students, the District will incorporate education and training about gender expansive and transgender students into

their anti-bullying curriculum, student leadership trainings and staff professional development. The Director of Student Services department will be responsible for incorporating gender expansive and transgender students into the District's curriculum, training and professional development. The content of such professional development/training should include, but not be limited to:

- Terms and concepts related to gender identity, gender expression, and gender diversity in children and adolescents;
- Appropriate strategies for communicating with students and parents about issues related to gender identity and gender expression, while protecting student privacy;
- Strategies for preventing and intervening in incidents of harassment and discrimination, including cyber-bullying;
- District and staff responsibilities under applicable laws and District policies regarding harassment, discrimination, and gender identity and expression issues.

Preferred First Name Change for School District's Unofficial Pupil Records

Complete this form to request an update to your or your child's preferred name (first name only). Submit the form to the Principal of the school. The student's preferred name will appear on unofficial records as specified by the student below and as defined in the Policy 255 - Gender Expansive and Transgender Students. The student's legal name will appear on official records. These changes will be reflected in student records from point of request and moving forward; past unofficial records will not be updated unless required by law.

Phone: _____

Student's Legal Name (first and last): _____

Student's Date of Birth: _____

Student's Preferred First Name: _____

Please check the unofficial records you request be changed to have student's Preferred First Name appear:

_____ ID Cards	_____ Team and Academic Rosters
_____ Classroom Rosters	_____ Diplomas
_____ Certificates	_____ Newspapers
_____ Programs	_____ Newsletters
_____ Announcements	_____ School Directories
_____ Office Communications	_____ Yearbooks
_____ All district/school-generated unofficial records	

Student Signature: _____

Date: _____

Parent/Guardian(s) Signature
(Required for students under 18*): _____

Date: _____

*Note: If the signature of the Parent/Guardian cannot be obtained, Student is required to contact the District's Superintendent prior to submitting this request.

Office Use Only: _____

Form Received on (date): _____

Staff Member's Signature: _____



Book	Policy Manual
Section	600 Finances
Title	Copy of Cooperative Purchasing
Number	613
Status	
Adopted	March 29, 1993
Last Revised	July 15, 2002

I. Purpose

A. The Board recognizes the advantages of centralized purchasing. The Board, therefore, encourages the administration to seek advantages in savings that may accrue to this district through joint agreements for the purchase of supplies, equipment or services **with other entities as authorized by applicable law.** ~~political subdivisions.~~ [1][2][3]

II. Delegation of Responsibility

A. The Board authorizes the Business Administrator to negotiate such cooperative purchase agreements for services, supplies and equipment with other political subdivisions as may be appropriate in accordance with law and the policies of this Board.

B. Cooperative purchases require an agreement approved by the Board and the participating contracting body(s) which shall specify: the categories of equipment or supplies to be purchased; the manner of advertising for bids and of awarding contracts; the method of payment by each participating party; any such other matters as may be deemed necessary to carry out the purposes of the agreement. [2][3]

C. All such regulations must **be in accordance with applicable law.** ~~conform to regulations provided in the School Code.~~

D. The Board also authorizes purchases made through state awarded bids as long as those bids conform to existing law.

Legal	<u>1. 24 P.S. 751</u>
	<u>2. 24 P.S. 807.1</u>
	<u>3. 53 Pa. C.S.A. 2301 et seq</u>



Book	Policy Manual
Section	000 Local Board Procedures
Title	Copy of Code of Ethics
Number	004.1
Status	draft
Adopted	May 23, 1990

In addition, to adoption of the PA State Ethics Act of 1989, the New Hope-Solebury School Board has adopted the following Code of Ethics for School Board Members:

- I. As a member of my local Board of Education, representing all citizens of my school district, I recognize:
- A. That my fellow citizens have entrusted me with the educational development of the children and youth of this community;
 - B. That the public expects my first and greatest concern to be in the best interest of each and every one of these young people, without distinction as to who they are or what their background may be;
 - C. That the future welfare of this community, of this State, and of this Nation depends in the largest measure upon the quality of education we provide in the public schools to fit the needs of every learner;
 - D. That my fellow Board members and I must take the initiative in helping all people of this community to have all the facts all the time about their schools, to the end that they will readily provide the finest possible school program, school staff and school facilities;
 - E. That legally the authority of the Board is derived from the State which ultimately controls the organization and operation of the School District and which determines the degree of discretionary power left with the Board and the people of this community for the exercise of local autonomy;
 - F. That I must never neglect my personal obligation to the community and my legal obligation to the State, nor surrender these responsibilities to any other person, group or organizations, but that beyond these I have a moral and civic obligation to the Nation which can remain strong and free only so long as public schools in the United States of America are free and strong.
- II. In view of the foregoing consideration, it shall be my constant endeavor:
- A. To devote time, thought and study to the duties and responsibilities of a School Board member, so that I may render effective and creditable service.
 - B. To work with fellow Board members, in a spirit of harmony and cooperation, in spite of differences of opinion that arise during vigorous debate of points at issue;

C. To base my personal decision upon all available facts in each situation and to vote my honest conviction in every case, unswayed by partisan bias of any kind and thereafter to abide by and uphold the final majority decision of the Board;

D. To remember at all times that, as an individual, I have no legal authority outside the meetings of the Board and to conduct my relationship with the school staff and local citizenry and all media of communication on the basis of this fact.

E. The Board has the legal right to enact rules and regulations for its own government. No individual Board member has the power to act in the name of the Board outside an official Board meeting unless authorized by affirmative Board action in which such member is delegated to perform a particular task. All official business of a Board must be transacted in open meetings or, where permitted, in lawful executive sessions, which come at regular intervals or are called for special purposes.

F. Frequently, the public, members of the press and employees may confront individual Board members with questions that are controversial seeking opinions concerning pending action. Board members may speak with anyone but should always exercise caution not to involve the Board in a prejudgment or to presume to speak officially for the Board unless so designated beforehand.

G. To resist every temptation and outside pressure to use my position as a School Board member to benefit either myself or any other individual or agenda, apart from the total interest of the school district;

H. To recognize that it is as important for the Board to understand and evaluate the educational program of the schools as it is to plan for the business of school operation;

I. To bear in mind under all circumstances that the primary function of the Board is to establish the policies by which the schools are to be administered, but that the administration of the educational program and the conduct of school business shall be left to the employed Superintendent of Schools and his/her professional and nonprofessional staff.

J. To welcome and encourage active cooperation of citizens, organizations and the media in communication in the district with respect to establishing policy on current school operations and proposed future developments.

K. To strive, step by step, toward ideal conditions for most effective School Board service to my community, in a spirit of teamwork and devotion to public education as the greatest instrument for the preservation and perpetuation of our representative government.



Book	Policy Manual
Section	000 Local Board Procedures
Title	Copy of Principles for Governance and Leadership
Number	011
Status	draft
Adopted	October 16, 2006
Last Revised	February 16, 2016

I. Pennsylvania school boards are committed to providing every student the opportunity to grow and achieve. The actions taken by the board ultimately have both short and long-term impact in the classroom. Therefore, school directors collectively and individually will . . .

A. Advocate Earnestly

1. Promote public education as a keystone of democracy
2. Engage the community by seeking input, building support networks, and generating action
3. Champion public education by engaging members of local, state and federal legislative bodies

B. Lead Responsibly

1. Prepare for, attend and actively participate in board meetings
2. Work together in a spirit of harmony, respect and cooperation
3. Participate in professional development, training and board retreats
4. Collaborate with the Superintendent as the Team of 10

C. Govern Effectively

1. Adhere to an established set of rules and procedures for board operations
2. Develop, adopt, revise and review policy
3. Align decisions to policy
4. Differentiate between governance and management, delegating management tasks to administration
5. Allocate finances and resources
6. Ensure compliance with local, state and federal laws

D. Plan Thoughtfully

1. Adopt and implement a collaborative comprehensive planning process, including regular reviews
2. Set annual goals that are aligned with the comprehensive plan
3. Develop a financial plan that anticipates both short and long-term needs
4. Formulate a master facilities plan conducive to teaching and learning

E. Evaluate Continuously

1. Utilize appropriate data to make informed decisions
2. Use effective practices for the evaluation of the Superintendent
3. Assess student growth and achievement
4. Review effectiveness of the comprehensive plan

F. Communicate Clearly

1. Promote open, honest and respectful dialogue among the board, staff and community
2. Encourage input and support for the district from the school community
3. Protect confidentiality
4. Honor the sanctity of executive session

G. Act Ethically

1. Never use the position for improper benefit to self or others
2. Act to avoid actual or perceived conflicts of interest
3. Recognize the absence of authority outside of the collective board
4. Respect the role, authority and input of the Superintendent
5. Balance the responsibility to provide educational programs with being stewards of community resources
6. Abide by the majority decision