

<u>Parcel #</u>	<u>Acreage</u>	<u>Owner</u>	<u>Assessed Value</u>	<u>Deed Book</u>	<u>Physical Location</u>
39-PL01-014	5 acres	WASD	\$40,000	356 at page 58	Willow Lane
39-PL01-014A	13 acres	WASD	\$33,900	356 at page 58	Sears Street (lot)
39-PL01-015	4.73 acres	WASD	\$108,240	672 at page 503	Sears Street (lot & bldgs.)
39-PL01-016	1.54 acres	WASD	\$35,350	368 at page 471	Nichols St. (lot)
39-PL01-017	38.77 acres	WASD	\$21,930,360	427 at page 664	227 Nichols St. (school & out bldgs.)
39-PL01-097	.37 acres	WASD	\$24,000	747 at page 4607	Nichols St. (lot)
39-PL01-098	.33 acres	WASD	\$21,330	747 at page 4603	71 Nichols St.
39-PL01-101	19.06 acres	WASD	\$4,631,740	427 at page 664	9 Nichols Street
39-PL05-C-08	15.03 acres	WASD	\$8,201,220	754 at page 6459	10 Sherman St. (school & out bldgs.)
39-PL05-C-09	.52 acres	WASD	\$35,000	740 at page 3345	Sherman St. (parking lot/utility bldg.)
32-PL02-035	.50 acres	WASD	\$9,150	404 at page 272	Shippen Township Route 362

Attachment #1

COX, STOKES & LANTZ, P.C.

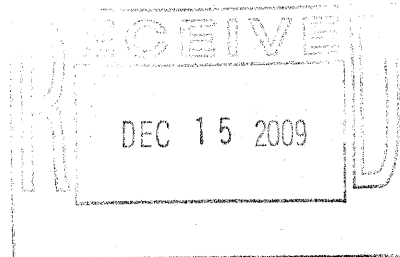
ROBERT F. COX, JR.
WILLIAM R. STOKES II
CHRISTOPHER R. LANTZ
WILLIAM R. STOKES III

ROBERT F. COX, SR.
OF COUNSEL

ATTORNEYS AT LAW
19 CENTRAL AVENUE
WELLSBORO, PA 16901
TELEPHONE: 570-724-1444
FAX: 570-724-6633

December 10, 2009

Phil Waber
Superintendent
Wellsboro Area School District
227 Nichols Street
Wellsboro, PA 16901



Re: School district territory transfer

Dear Phil:

We have researched the issues surrounding transferring territory from one school district to another. After reviewing relevant sections of the Pennsylvania Public School Code of 1949 and case law, as well as interviewing employees of the Pennsylvania School Board Association, the Pennsylvania State Board of Education, and school district solicitors, it is our legal opinion that the sole method by which territory, whether it be a contiguous part or all of a township, can be transferred from one school district to another is provided by Section 2-242.1 of the Pennsylvania Public School Code of 1949. We were not able to find any authority that would allow a school district or a school board to initiate a transfer of one territory to another school district.

The statutory process for transferring territory between school districts is fairly long and involved. Under § 2-242.1, a majority of the taxable inhabitants of a contiguous territory may petition the court to create an independent district for the sole purpose of transfer to an adjacent, contiguous school district. The Court of Common Pleas reviews the petition and holds a hearing, primarily to determine whether the petition conforms to the procedural requirements in the state. An important issue at this stage is determining who the taxable inhabitants of territory are, and whether a majority have signed the petition.

If the court determines the petition is proper, it is forwarded to the Secretary of Education for approval. The Secretary of Education will approve the petition if the proposed transfer has merit from an educational standpoint. The court shall not grant the petition unless it is approved by the Secretary.

If the Secretary approves the petition, the court must then determine how to apportion indebtedness and obligations and prorate any State subsidies among the school districts.

Attachment #2

Finally, pursuant to 24 PS §2-292.1, the court must submit a decree to the State Board of Education to review. In 2001 a petition to transfer territory from the Williamsport Area School District to the Jersey Shore Area School District went through the entire process, only to be denied by the State Board of Education. Enclosed is a copy of that decision. The Board weighed several factors that influenced the decision to deny the transfer.

The Board gave primary importance to the relative quality of education in each district. The Board stated that if the quality of education was comparable, then transfer was disfavored absent some unusual or compelling circumstance. However, the Board did note that, if both districts agreed to the transfer, then that could provide a compelling reason in favor of transfer.

Other factors the State Board of Education considered were the disruption to the students' educational programs, the need for district boundaries to remain consistent to provide stability in the school system, whether special education students (who could be particularly vulnerable to disruption in their school setting) would be transferred, differences in each districts' vocational, music, extra-curricular and enrichment programs, the ability of each district to handle the transfer (such as whether the receiving district has the necessary buildings and personnel, and what the resulting class sizes will be), and the financial consequences to each district.

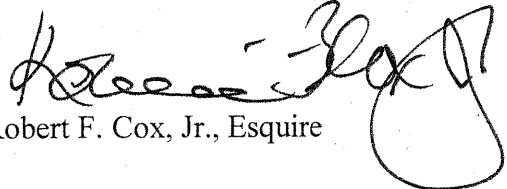
It is also important to note that if either district or any other party objects to the transfer, the court will likely require hearings at each stage of the process.

Regardless, the fees, costs and time involved in such a process would be very significant and, from that standpoint alone, should not be entered into lightly.

If you have any questions or concerns, please do not hesitate to contact us.

Very truly yours,

COX, STOKES & LANTZ, P.C.

By: 
Robert F. Cox, Jr., Esquire

By: 
William R. Stokes III, Esquire

WELLSBORO AREA SCHOOL DISTRICT

TITLE: Director of Student Services

DATE OF APPROVAL: September 11, 2007

REPORTS TO: Superintendent

JOB SUMMARY: Coordinate, oversee, and implement the district's ~~student~~, psychological, special education, and ~~personnel~~ student services. Provide leadership, advocacy, and support for the implementation of student, psychological, and special education services.

PRIMARY DUTIES AND RESPONSIBILITIES:

1. Coordinate, monitor, evaluate, develop, promote, and maintain records for all services; and complete various local, state and federal reports.
2. Collaborate with administrators, building principals, and department members to plan, design, develop, implement, and evaluate student services.
3. ~~Prepare, implement, and submit for approval the student services budget.~~ (See # 12)
4. Ensure that programs are adequately staffed with properly certificated professional/support personnel, assisting in the induction process, orientation, and in the evaluation of staff performance; assist staff in implementing their services.
5. Prepare information about Student Services programs and promote public understanding of district policies; serve as a spokesperson for the district in this area.
6. Perform other administrative tasks such as maintaining the system of confidential record-keeping, filing, use of various forms and documents and correspondence.
7. Develop a comprehensive plan for special education services in conjunction with the Superintendent.
8. Evaluate existing programs as an ongoing responsibility, and recommend changes, deletions, and additions, as needed.
9. Recommend policies and programs essential to the needs of exceptional students.
10. Provide input to adapt school policies to include special education needs.
11. Monitor special education rules, regulations, and standards, in conjunction with the principals, to ensure compliance.
12. Assist with the development of the annual budget at both, building and district, levels in matters involving special education and student services.
13. Oversee the completion of all forms for proper reporting to the Department of Education as required.

Attachment #3

14. Establish procedures for placement, evaluation, assignment, and re-evaluation of students with regard to special education services.
15. Develop and maintain complete and cumulative individual records of all students receiving special education services.
16. Interpret the objectives and program of the special education services to the board, administration, staff, and public.
17. Assist with the recruitment and selection of all professional and paraprofessional staff to fill vacancies in special education programs.
18. Represent the district at individual educational program meetings as appropriate.
19. Assist with the resolution of parent concerns or conflicts relating to special education services.
20. Serve on district committees as assigned, such as Act 48, Curriculum Council, Strategic Planning, Safe & Drug Free, community-based committees, etc.
21. Responsible for seeking funds through grant opportunities.
22. Perform all duties of the school psychologists, including but not limited to, conduct individual and group counseling, make referrals to appropriate professionals and/or respond to Multidisciplinary Evaluation referrals, complete necessary evaluations, observe the identified or referred student as appropriate, assist other team members in the development of and implementation of appropriate observational techniques and/or practices, maintain valid and reliable testing practices, conduct necessary threat assessments etc.
23. Perform other duties as assigned by the Superintendent.

QUALIFICATIONS: Five (5) years as a school psychologist and/or Student Services Administrator
Education Specialists degree or masters degree plus advanced certification necessary
Must possess Pennsylvania School Psychologist certification plus internship
Knowledge of student services and special education law, disabilities, programmatic needs of student, and current trends and techniques in the field is necessary
Submission of pre-employment medical examination (Section 148 of the Pennsylvania School Code)
Submission of a report of criminal history record from the Pennsylvania State Police (Section 111 of the Pennsylvania School Code)
Nonresidents and Pennsylvania residents who have not resided in the Commonwealth for at least two years prior to the date of application for employment are required to obtain an FBI Criminal History Record
Submission of a clearance report from the Pennsylvania Department of Public Welfare in accordance with Act 151 of 1994

Such alternatives to the above qualifications as the Board may find appropriate and acceptable

PHYSICAL DEMANDS: Ability to reach above and below the waist
Ability to use fingers to pick, feel and grasp objects
Some stooping, bending, kneeling, and twisting of the body required
Ability to lift and/or carry supplies and/or papers weighing no more than 20 lbs.
Ability to mostly sit with some walking and standing or moving throughout the work environment
Ability to provide safe physical management (restrain) of students when necessary

SENSORY ABILITIES: Visual acuity
Auditory acuity

WORK ENVIRONMENT: Typical office/classroom environment
Subject to inside and outside environmental conditions

TEMPERAMENT: Must possess excellent interpersonal skills
Must be able to work in an environment with frequent interruptions
Able to make judgments and work under high level of stress

COGNITIVE ABILITY: Ability to communicate effectively
Ability to organize tasks
Ability to handle multiple tasks
Ability to exercise good judgment

SPECIFIC SKILLS: Must possess leadership skills
Must possess supervisory skills
(Approximate employees – 2 directly/50 indirectly)
Must possess computer skills
Ability to operate various office equipment
Must possess active listening skills
Must possess conflict mediation skills
Must appropriately handle confidential information

(Reasonable accommodations may be made to enable a qualified individual with a disability or disabilities to perform the primary duties and responsibilities of the job.)

WELLSBORO AREA SCHOOL DISTRICT

SECTION: PROPERTY

TITLE: SAFETY

ADOPTED: July 11, 2006

REVISED:

	705. SAFETY
1. Purpose	The Board recognizes that district facilities must be maintained and operated in a condition that is safe for students, staff and visitors.
2. Authority	The Board directs that a district-wide safety program shall be maintained to ensure a safe and secure environment for all students, staff and visitors as well as to protect district buildings, equipment and property. The safety program shall provide: instruction for students and staff in safety and accident protection; protective devices where they are required for safety; and suitable and safe equipment necessary for the conduct of the educational program and operation of the schools.
3. Delegation of Responsibility	The Superintendent or designee shall prepare rules governing develop and present to the Board for its approval a school safety and prevention of accidents and fire, which shall include the requirements of law and applicable regulations of various departments of state government. <u>plan that addresses school safety issues and prevention of accidents and fire and includes applicable requirements of law and regulations.</u>
SC 1518	The Superintendent or designee shall:
SC 1518, 1517 Pol. 805	<ol style="list-style-type: none"> 1. Ensure curriculum to instruct students in safety and fire prevention. 2. Provide required drills to instruct students in safety procedures. 3. Review and evaluate annually district safety rules and plans. <p>Administrators shall inform all staff and students of school safety rules at the beginning of the school year.</p> <p>The Superintendent shall inform the Board of all procedures and rules dealing with the safety of students and staff, and the safe operation of school facilities.</p>
School Code 510, 1518	

705. SAFETY - Pg. 2

<p>Board Policy 805 4. Guidelines</p> <p>Title 34 Sec. 129.1001- 129/1011 72 P.S. Sec. 1722-J 77 P.S. Sec. 1038.2</p>	<p><u>Certified Safety Committee</u></p> <p><u>A safety committee shall be established to promote the district's goals concerning safe schools.</u></p> <p><u>The safety committee shall be composed of a minimum of four (4) members, including two (2) district administrators and two (2) employee representatives.</u></p> <p><u>If the number of members on the safety committee exceeds four (4), the committee shall be composed of an equal number of administrators and employees unless otherwise agreed upon by both groups. The district administrators shall not constitute a majority of the safety committee.</u></p> <p><u>It shall be the responsibility of the safe committee to:</u></p> <ol style="list-style-type: none"> <u>1. Evaluate the current safety program.</u> <u>2. Establish procedures for conducting and documenting the findings of periodic inspections to locate and identify safety and health hazards.</u> <u>3. Make recommendations to correct hazards.</u> <u>4. Review, in a timely manner, incident and accident report and investigation forms.</u> <u>5. Conduct follow-up evaluations on the effectiveness of new health and safety equipment or safety procedures.</u> <p><u>A quorum of the safety committee members shall meet at least once a month.</u></p> <p><u>The safety committee shall develop and maintain operating procedures, membership lists, committee meeting agendas, attendance lists and minutes of each meeting.</u></p> <p><u>All decisions of the committee shall be made by majority vote of members present.</u></p> <p><u>The Superintendent or designee shall ensure that a qualified trainer provides all committee members with adequate, annual training in safety committee structure and operation, hazard detection and inspection, and accident and illness prevention and investigation.</u></p> <p><u>The Superintendent or designee shall maintain written records of safety committee training.</u></p>
---	--

Formatted: Font: 12 pt

705. SAFETY - Pg. 3

References:

School Code – 24 P.S. Section 510, 1517, 1518

Department of Labor and Industry Regulations – 34 PA Code Sec. 129.1001-129.1011

Fiscal Code – 72 P.S. Sec. 1722-J

Certification of Safety Committee – 77 P.S. Sec. 1038.2

Board Policy - 805

Formatted: Font: 12 pt

WELLSBORO AREA SCHOOL DISTRICT

SECTION: PUPILS

TITLE: ELECTRONIC DEVICES

ADOPTED: November 8, 2005

REVISED:

	237. ELECTRONIC DEVICES
1. Authority SC 1317.1	The Board prohibits possession of laser pointers and attachments and telephone paging devices/beepers by students on school property, on buses and other vehicles provided by the district, and at school-sponsored activities.
1. Purpose	<u>The Board adopts this policy in order to maintain an educational environment that is safe and secure for district students and employees.</u>
2. Definition	<u>Electronic devices shall include all devices that can take photographs; record audio or video data; store, transmit or receive messages or images; or provide a wireless, unfiltered connection to the Internet. Examples of these electronic devices include, but shall not be limited to, radios, walkmans, CD players, iPods, MP3 players, DVD players, handheld game consoles, Personal Digital Assistants (PDAs), cellular telephones, BlackBerries, and laptop computers, as well as any new technology developed with similar capabilities.</u>
3. Authority —SC 510	The Board prohibits use of personal communication use of electronic devices by students during the school day in district buildings, on district property; and while students are attending school-sponsored activities on district buses and vehicles; during the time students are under the supervision of the district; and in locker rooms, bathrooms, health suites and other changing areas at any time.
18 Pa. C.S.A. Sec. 5703 SC 1317.1	The Board prohibits use possession of cellular telephones that have the capability to take photographs or record audio or video during the school day in district buildings, on district property and while students are engaged in school-sponsored activities. laser pointers and attachments and telephone paging devices/beepers by students in district buildings; on district property; on district buses and vehicles; and at school-sponsored activities.
Pol. 815	In addition, the Board prohibits possession and use by students of any device that provides for a wireless, unfiltered connection to the Internet. <u>The district shall not be liable for the loss, damage or misuse of any electronic device brought to school by a student</u>

<p>Po. 122,123</p> <p>Pol. 218</p> <p>24.—Delegation of Responsibility</p> <p>Pol. 113</p> <p>35. Guidelines Pol. 218, 233</p>	<p><u>Electronic Images and Photographs-</u></p> <p><u>The Board prohibits the taking, storing, disseminating, transferring, viewing, or sharing of obscene, pornographic, lewd, or otherwise illegal images or photographs, whether by electronic data transfer or other means, including but not limited to testing and e-mailing.</u></p> <p><u>Because such violations may constitute a crime under state and/or federal law, the district will report such conduct to state and/or federal law enforcement agencies.</u></p> <p><u>Such prohibited activity shall also apply to student conduct that occurs off school property if:</u></p> <ol style="list-style-type: none"> <u>1. There is a nexus between the proximity or timing of the conduct in relation to the student's attendance at school or school-sponsored activities.</u> <u>2. The student is a member of an extracurricular activity and has been notified that particular off-campus conduct could result in exclusion from such activities.</u> <u>3. The conduct has a direct nexus to attendance at school or a school-sponsored activity, such as an agreement made on school property to complete a transaction outside of school that would violate the Code of Student Conduct.</u> <p><u>The Superintendent or designee shall annually notify students, parents/guardians and staff employees about the district's Board's electronic device policy, by publishing such policy in the student handbook, newsletters, posted notices, and other efficient methods.</u></p> <p><u>The Superintendent or designee shall develop administrative regulations to implement this policy.</u></p> <p><u>Exceptions to the prohibitions set forth in this policy may be made for health, safety or emergency reasons with prior approval of the building principal or designee, or when use is provided for in a student's individualized education program (IEP).</u></p> <p><u>Violations of this policy by a student shall result in disciplinary action and may result in confiscation of the electronic device.</u></p> <p><u>The confiscated item shall not be returned until a conference has been held with a parent/guardian.</u></p>
--	---

<p>SC 1317.1</p>	<p><u>Telephone Pagers/Beepers</u> <u>Exceptions</u></p> <p><u>The building administrator may grant approval for possession and use of an electronic device by a student for the following reasons:</u></p> <ol style="list-style-type: none"> <u>1. Health, safety or emergency reasons.</u> <u>2. An individualized education program (IEP).</u> <u>3. Classroom or instructional-related activities.</u> <u>4. Other reasons determined appropriate by the building principal</u> <p><u>With prior administrative approval, the telephone paging device/beeper prohibition shall not apply in the following cases: The building administrator may grant approval for possession and use of a telephone paging device/beeper by a student for the following reasons.</u></p> <ol style="list-style-type: none"> <u>1. A student who is a member of a volunteer fire company, ambulance or rescue squad. Student is a member of a volunteer fire company, ambulance or rescue squad.</u> <u>2. A student who has a need for such a device due to the medical condition of an immediate family member. Student has a need due to the medical condition of an immediate family member.</u> <u>3. Other reasons determined appropriate by the building principal.</u> <p><u>Laptop Computers/Personal Digital Assistants</u></p> <p><u>Laptop computers and personal digital assistants (PDAs) brought to school shall be restricted to classroom or instructional related activities. Students shall comply with the guidelines set by the classroom teacher or school officials for the educational use of laptop computers and PDAs.</u></p> <p>References:</p> <p><u>Pennsylvania Wiretapping and Electronic Surveillance Act—</u> <u>—18 Pa. C.S.A. Sec. 5703 School Code – 24 P.S. Sec. 510, 1317.1</u></p> <p><u>School Code—24 P.S. Sec. 510, 1317.1 Board Policy – 113, 122, 123, 218, 233, 815</u></p>
------------------	---

MEMORANDUM OF AGREEMENT

Classrooms of the Future 2009-2010 School Year

THIS AGREEMENT made this 12th day of January, 2010, by and between the WELLSBORO AREA SCHOOL DISTRICT, hereinafter referred to as "District", and the WELLSBORO AREA EDUCATION ASSOCIATION, hereinafter referred to as "Association".

WITNESSETH:

WHEREAS, the parties hereto are parties to a Collective Bargaining Agreement, dated June 9, 2005, for the period from July 1, 2005 through June 30, 2009, hereinafter referred to as "CBA", and

WHEREAS, said CBA sets forth the wages, hours, and other terms and conditions of employment for bargaining unit members and/or bargaining unit positions, and

WHEREAS, the Commonwealth of Pennsylvania has created and has provided funding for the school reform program Classrooms for the Future, hereinafter referred to as "CFF", and

WHEREAS, the Pennsylvania Department of Education has awarded a CFF grant to the District for the 2009-2010 school year, and

WHEREAS, the District in connection with the CFF grant program, has posted and selected a professional employee member of the bargaining unit to serve as CFF Technology integration Coach pursuant to the provisions of Appendix D-11 of the CBA, and

WHEREAS, the District and the Association have reached certain understandings with regard to the wages, hours, and other terms and conditions of employment for the CFF Technology Integration Coach and other bargaining unit members who participate in the CFF program of the District, and

WHEREAS, the District and the Association desire to reduce to writing their complete agreement regarding the aforesaid CFF program.

NOW THEREFORE, in consideration of the above premises and the terms and conditions hereinafter set forth herein, and intending to be legally bound thereby, the parties do hereby agree as follows:

1. The CFF Technology Integration Coach shall be compensated at a rate of twenty-five dollars (\$25.00) per hour for a maximum of fifteen (15) hours per week for up to thirty-six (36) weeks per school year (hourly rate to be adjusted, if necessary, upon final negotiation of new CBA).
2. The CFF Technology Integration Coach will be provided with the necessary and appropriate time during the work day to carry out the duties set forth in the position job description.
3. Bargaining unit members (teachers) who agree to receive and use the CFF Classroom Kit and related technology equipment shall be provided with a minimum of thirty (30) hours of CFF training (*Teaching in the 21st Century: The Need for Change*) prior to August 31, 2009, as outlined in the District's CFF grant.

Attachment #6

4. The following options shall be available to teachers to complete the requisite thirty (30) hours of CFF training:

Option 1

Completion of the training through a three (3) credit on-line graduate course at Wilkes University. The District will reimburse participants in accordance with the college credit reimbursement provisions set forth in the CBA at Appendix-2. This option also provides participants with ninety (90) Act 48 hours.

Option 2

Completion of the thirty (30) hours of required training with District personnel, including the CFF Technology Integration Coach, acting as facilitators. The 30 hours would be structured as follows:

- a. Ten (10) hours to be completed during school time using staff development days or release time. If release time is utilized, substitutes will be provided for teachers on release time.
- b. The additional twenty (20) hours would be completed outside the contractual work day with participants receiving compensation at the rate of twenty-five dollars (\$25.00) per hour. The training must be completed by August 31, 2009.

Option 3

Completion of the 30-hour training during the normal contractual work year and work day. Release time and substitutes will be provided. The training under Option 3 must be completed by June 30, 2009.

5. This Memorandum of Agreement will expire on August 31, 2010. However, the District and the Association will negotiate a successor Memorandum if the District continues to receive CFF funds (via CFF grant) from the PA Department of Education.

IN WITNESS WHEREOF, the parties have executed this Agreement the date and year first hereinabove set forth.

WELLSBORO AREA EDUCATION ASSOCIATION

BOARD OF SCHOOL DIRECTORS

President

President

ATTEST:

ATTEST:

Secretary

Secretary

Andee Dunham
1064 Route 660
Mansfield, PA 16933
570-337-9705

Wellsboro Area High School
Wellsboro, PA 16901

December 21, 2009

Dear Sherri,

I would like to take this opportunity to inform you that I will be resigning from the Wellsboro JV Softball position. With my new position at Mansfield University I feel that it would be unfair for both my colleagues as well as my athletes to try to juggle both my current job as well as coaching and attempt to perform them to my fullest.

I want to thank you for everything that you have done for me and it has been a pleasure working with you and the Wellsboro area. As my future changes I would like to pursue my passion for softball again.

Thank you,

Andee Dunham

Attachment #7

Gamble, Linda

From: Prough, Sherri
Sent: Friday, December 11, 2009 11:56 AM
To: Gamble, Linda
Subject: FW: resignation

From: Jessica Wolfe [mailto:jwolfe@tiogahsa.org]
Sent: Friday, December 11, 2009 10:13 AM
To: Prough, Sherri
Subject: resignation

Sherri -

I am not interested in coaching girls cross country for the FY 20010-11 school year. Please accept my resignation. Thank you for your assistance and support during my 6 years of coaching.

Jessica Wolfe

This email and any files transmitted with it are confidential and are intended solely for the use of the individual or entity to which they are addressed. This communication may contain material protected by the HIPAA legislation (45 CFR, Parts 160 and 164). If you are not the intended recipient or person responsible for delivering this email to the intended recipient, be advised that you have received this email in error and that any use, dissemination, forwarding, printing, or copying of this email is strictly prohibited. If you received this email in error, please notify the sender by replying to this email and then delete the email from your computer.

Attachment #8

WELLSBORO AREA SCHOOL DISTRICT
Field Trip Transportation Request Form

Overnight Request

1. Teacher: Melanie Berndtson School: WAHS DEC 21 2009
2. No. of Students: 8 Adults: 1 Class or Organization: FFA
3. Date of Trip: 2/13-2/14 2010 Destination: FFA ACES conference - Harrisburg Total Miles: _____
4. Estimated departure time: 8:30 AM From: WAHS
5. Estimated return time (arrival in the district): 4:00 PM
6. Meal Plans (if applicable): Students need to bring their own money for food to and from the conference

7. Is school bus transportation required? ☐ Yes ☒ No How many? _____
8. Will a coach bus be required? ☐ Yes ☒ No How many? _____

Please Note: Van transportation is no longer available.

9. Are private cars to be used? ☒ Yes ☐ No If yes, how many cars will be used? 1

Who are the drivers? Melanie Berndtson

Are all of the cars to be used covered by at least \$50,000 - \$100,000 (preferably \$100,000 - \$300,000) of insurance, and do you have proof? ☒ Yes ☐ No

10. The district is requested to pay \$ 0 100 sub out of the total cost of \$ 564

Account Code Number FFA Account L8105

11. If the district is not expected to pay all of the costs, what other funds are going to be used?

FFA Members will share the cost with the chapter Account Code, if appropriate: _____

Notes: _____

12. Signature of Teacher: Melanie Berndtson Date Submitted: 2-16-10

13. Principal's Approval: [Signature] Date: 12-18-09

14. Superintendent's Approval: [Signature] Date: 12/21/09

15. Received by Transportation Coord.: _____ Date: _____

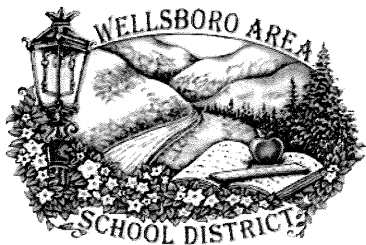
16. Estimated Cost: _____ Bus Contractor: _____

Distribution: ☐ Original - Superintendent/Transportation Coordinator
☐ Copy 1 - Business Office (SS, FS, AA)

☐ Copy 2 - Building Secretary
☐ Copy 3 - Faculty Member

Attachment #9

[Handwritten initials]



INDEPENDENT STUDY PROPOSAL

INTRODUCTION TO FORENSIC PSYCHOLOGY

Semester: Spring 2010

Teacher: Ms. Sherry Mohr

Student: Kristen Luer

The **PURPOSE** of this course is to provide the student with an introduction to the area of forensic psychology that goes beyond the combined course content of Justice Education, Psychology, and Criminal Fiction. The course will also strive to prepare the student for successful study of psychology and related courses at the college level and potentially for a related career.

Some of the **TOPICS** covered in this course will include psychological disorders, crime scene investigation, the insanity defense/guilty but mentally ill, case studies of criminals with psychiatric illnesses, the responsibilities of a forensic psychologist, and various others historical and current issues in the field of forensic psychology. There will be a research focus in the course; we will explore online databases to locate the most recent research on various forensic topics and related psychological issues. Under most circumstances, the independent study participant may provide input regarding the topics covered in the course, which allows the opportunity to cover information that particularly interests him/her.

ASSESSMENT will be accomplished through both written and oral evaluations, written assignments, and hands-on, real world assignments. The student will be required to complete various reading and writing assignments, current events article journal entries, a career exploration paper, and a final research paper on a forensic psychology issue of the students' choosing. If the student does not attend scheduled meetings, does not complete assignments, or if he/she demonstrates a poor attitude or a lack of effort, he/she will lose points and may also lose the privilege of having an independent study.

The **GRADING SCALE** for this class is the standard high school grading scale:

93-100%	A
85-92%	B
77-84%	C
70-76%	D
0-69%	F

If the student successfully completes this independent study, he/she will receive .5 Social Studies **CREDITS**.

Attachment #10

The **TEXTBOOKS** to be used for this independent study will be the following:

Greig, C. (2006). *Cold cases: Criminals finally brought to justice*. London: Arcturus Publishing.

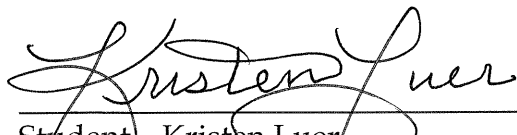
Roland, P. (2006). *Crime scenes: Revealing the science behind the evidence*. London: Arcturus Publishing.

Comer, R. J. (2004). *Fundamentals of abnormal psychology*. New York: Worth Publishers.

Other **MATERIALS/RESOURCES** will include weekly newsmagazines, the local newspaper, online research databases, reference books, and other social science and criminal justice textbooks.

The **MEETING TIME** for this independent study will be weekly during the student's study halls, before school, or after school. Online communication will also be utilized.

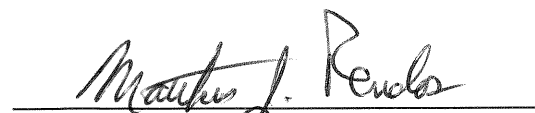
REQUIRED SIGNATURES:


Student - Kristen Luer


12/4/09
Date


Teacher - Ms. Sherry Mohr

12/4/09
Date


School Counselor - Mr. Matt Rendos

12/4/09
Date


Principal - Mr. Patrick Hewitt
Assistant Principal - Mr. Steve Adams

12/4/09
Date


12/4/09

ADDITIONS TO SUBSTITUTE LIST

JANUARY - 2010

PROFESSIONAL

*Sonja Bell	2457 Catlin Hollow Rd., Wellsboro	607-316-5550	Emerg. Cert.
*Elizabeth Gordon	2443 Dean Hill Rd., Wellsboro	570-724-7259	Nurse
Carline Manney	836 Dibble Hill Rd., Wellsboro	570-724-7039	Home Ec.
*Ashley Mead	761 Wass Hill Rd., Little Marsh	570-439-0289	Elementary

*Pending receipt of paperwork

Attachment #11