

Wellsboro Area School District  
Board of Education  
**WORK SESSION**  
June 1, 2021 – 6:30 PM  
High School Auditorium  
**AGENDA**

- I. Call to Order;
- II. Roll Call of Members;
- III. Discussion – Dual Enrollment Agreement by Lackawanna College (handout)
- IV. Discussion – Independent Study Proposal (Introduction to Clinical Psychology) for School Year 2021-22 – Fall 2021 Semester & Spring Semester 2022 (handout)
- V. Review of Letters of Resignation (professional staff) – Dustin Daily (Elementary) (handout); Madison Canfield (MS Special Education) (handout); Letter of Resignation from Barbara West, as Math Department Chairperson, effective May 31, 2021; (handout)
- VI. Discussion of UPMC Consultant Agreements for Occupational Therapy and Physical Therapy; (handout)
- VII. Discussion of BLAST Intermediate Unit 17 Technology Services Agreement; (handout)
- VIII. Review of WASD ESSA Title 1 Parent & Family Engagement Policy for Don Gill Elementary and Charlotte Lappla (handout)
- IX. Support Staff Hires (two part-time instructional aides); transfer of Sue Benjamin from part-time Middle School Learning Support to full-time personal care aide (Don Gill) effective August 25, 2021; Extended School Year Hires: Meg Ralston; Lisa Lane;
- X. Appointments of Volunteers; Homebound Instruction of Middle School student; Appointment of Voting Delegates for PSBA Assembly (handout); Appointment of Melissa Ryan, Elementary Teacher, to act as Math Department Chairperson for School Year 2021-22;
- XI. Discussion – Changes to Staff Assignments;
- XII. Presentation by Timothy Hanner, Supervisor of Special Education – WASD Gifted Education Program; (handout)
- XIII. Discussion of Job Descriptions for:
  - Gifted Education Teacher; (handout)
  - Principal of Academic Affairs; (handout)
- XIV. Public Comment;
- XV. Adjournment;



## **Lackawanna College Proposal for Dual Enrollment Agreement with the Wellsboro School District**

The following proposed agreement outlines the terms and conditions of a dual enrollment program offered by Lackawanna College to Wellsboro High School.

### **1. Term of Contract**

The term of this agreement shall exist from July 1, 2021 through June 30, 2022.

### **2. Student Eligibility**

- A. Students who meet all of the following criteria are qualified to participate in the program:
  - a. The student is a high school junior or senior.
  - b. The student is making satisfactory progress toward fulfilling applicable secondary school graduation requirements, as determined by the school district.
  - c. The student demonstrates readiness for college-level coursework in the intended subject area, as determined by Lackawanna College. The College will determine readiness based on recommendations from the school district, standardized test scores and a placement exam, if necessary.
- B. Students who reside in the Wellsboro School District but who are either being homeschooled or attend a private/charter school may be permitted to enroll in the dual credit courses if they meet the testing standards in 2.C. and receive approval from both Lackawanna College and the Wellsboro School District.
- C. In order to remain in the program, the student must maintain a secondary school grade point average of 3.0 (or equivalent) in the applicable subject area of study. The student also must maintain a minimum grade of 2.0 in each dual enrollment course in which he/she is enrolled.

### 3. Courses Offered

The following criteria apply to all courses by this agreement:

- A. The courses are non-remedial.
- B. The courses are in a core academic subject. Core subjects *include English, Reading or Language Arts, Mathematics, Science, Foreign Language, Civics & Government, Economics, Arts, History and Geography.*
- C. The courses offered are identical to traditional Lackawanna College courses including the use of the exact curriculum, assessment tools and instructional materials.
- D. The courses enforce prerequisite coursework requirements identical to those enforced for the courses when dual enrollment students are not enrolled.
- E. The courses are regularly accepted in transfer by accredited colleges and universities throughout the nation.

### 4. Location

The dual enrollment courses will be offered on the campus of Wellsboro High School upon approval of the School District and Lackawanna College. (Adjunct status will be granted to the instructor teaching the course, while the course description and requirements remain exactly the same.)

### 5. Classes Offered

The school district, in accordance with Lackawanna College, will select a tentative list of classes. Below are the courses that will be offered:

**Course: English -College Writing (ENG 105)**

Location: Wellsboro High School

Instructor: TBD

College Credits: 3 credits

Secondary Credits/Graduation requirement equivalent: .5 English credit

**Course: Math - College Algebra (MAT 120)**

Location: Wellsboro High School

Instructor: TBD

College Credits: 3 credits

Secondary Credits/Graduation requirement equivalent: .5 Math credit

**Course: Psychology - Introduction to Psychology (PSY 105)**

Location: Wellsboro High School

Instructor: TBD

College Credits: 3 credits

Secondary Credits/Graduation requirement equivalent: .5 Psychology credit

**Course: Spanish - Elementary Spanish I (SPN 101)**

Location: Wellsboro High School

Instructor: TBD

College Credits: 3 credits

Secondary Credits/Graduation requirement equivalent: .5 Language credit

A. Maximum number of dual enrollment students to be enrolled in this course in the Fall 2020 or Spring 2021 Semester

TBD

B. Total approved cost for this course:

\$ 300

|                      |    |            |
|----------------------|----|------------|
| a. Allowable Tuition | \$ | <u>300</u> |
| b. Books             | \$ | <u>0</u>   |
| c. Fees              | \$ | <u>0</u>   |

## **6. Student Credit**

Students will not be allowed to enroll in more than 12 post-secondary credits through dual enrollment per academic year.

In order to successfully complete a course listed in the agreement, students must earn a minimum grade of 2.0 (C).

The school district will award credits for and recognize courses that are successfully completed under the agreement fulfilling the graduation requirements identified above.

The College will award postsecondary credit to students who successfully complete courses identified in this agreement. The College will transcript this credit in a manner similar to other students who take courses at the institution. If a dual enrollment student becomes a regularly enrolled student at the college following graduation from Wellsboro High School, Lackawanna College shall recognize those credits and they will be applied toward the student's degree requirements. Also, if a student does enroll at Lackawanna College after graduation, the fees that are required for enrollment will be waived.

## **7. Promotional Materials**

Both the College and the School District agree to provide a mechanism for communicating the educational and economic benefits of higher education as well as the requirements for participation and enrollment procedures for dual enrollment to students and parents.

Lackawanna College admissions representatives agree to visit each dual enrollment class.

Lackawanna College will host or co-host an information session on dual enrollment for students and parents.

## **8. Additional Administrative Responsibilities**

The following individuals will be responsible for the tasks listed below:

### **A. Registration-Admissions Representative**

A Lackawanna College representative will visit Wellsboro High School to register all applicants and collect payments for each semester. A ten day grace period will be observed from the date of registration for any student wishing to add or drop a class.

- B. Record Keeping- Theresa Scopelliti, Registrar  
Lackawanna College's Registrar's Office will keep comprehensive records of the courses taken and grades received by dual enrollment students. The College will submit an end-of-the-year report to Wellsboro High School by June 30.
- C. Progress Reports-Lackawanna College will provide progress reports midway through the semester. Students receiving a D will be warned that their academic standing is in jeopardy. For student withdrawals, the existing college policy will apply. District may chose to waive this option upon time of agreement. (This applies only for students attending classes at Lackawanna College).
- D. Counseling-Lackawanna College commits to identify one academic counselor in the Academic Course Center to be the contact for Wellsboro High School students. This person will aid students in locating the necessary resources to be successful in their dual enrollment courses.
- E. Library Privileges- Lackawanna College will grant Wellsboro High School students enrolled in dual enrollment classes access to the campus library.

## Signature Page

**Wellsboro High School and Lackawanna College agree not to unlawfully discriminate on the basis of race, nationality, ethnicity, religion, gender, age, or disability in any undertaking pursuant to this agreement.**

### Wellsboro School District:

\_\_\_\_\_  
Superintendent

\_\_\_\_\_  
Date

\_\_\_\_\_  
President, Board of School Directors

\_\_\_\_\_  
Date

### Lackawanna College:

  
\_\_\_\_\_  
Lackawanna College Director of Enrollment Partnerships

4/18/21

\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Lackawanna College Admissions Director

4/18/21

\_\_\_\_\_  
Date





WELLSBORO AREA HIGH SCHOOL  
225 NICHOLS STREET  
WELLSBORO, PA 16901  
(570) 724-3547  
FAX: (570) 724-3027

EVERY CHILD,  
EVERY OPPORTUNITY,  
EVERY DAY...  
STRIVING FOR SUCCESS

## INDEPENDENT STUDY PROPOSAL – Introduction to Clinical Psychology

Student: Brianna Smith

Teacher: Ms. Sherry Mohr

Semester: Fall 2021 & Spring 2022

The **PURPOSE** of this course is to provide the student with an introduction to the area of Clinical Psychology that goes beyond the course content of Applied Psychology, Dual Enrollment Psychology, and Advanced Placement Psychology, all of which Brianna has completed successfully. 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 (including their diagnoses, symptoms, causes, treatments, effects on functioning, and related issues), the insanity defense/guilty but mentally ill, case studies of individuals with mental illnesses, helping/therapeutic skills, and various methods of therapy. There will be a research focus in the course; we will explore online databases to locate the most recent research on various 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 an abnormal 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 1 Social Studies **CREDIT** (full year course).

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

Durand, V.M. & Barlow, D.H. (2013). *Essentials of abnormal psychology*. New York: Wadsworth/Cengage Learning.

Other **MATERIALS/RESOURCES** will include online news sites, research databases, reference books, and other psychology and social science textbooks. The student will also have an online course on Schoology where she can access and submit assignments.

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

**REQUIRED SIGNATURES:**



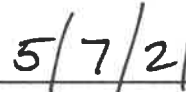
Student – Brianna Smith



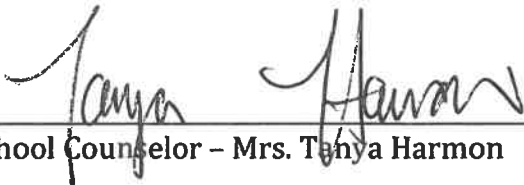
Date



Teacher – Ms. Sherry Mohr



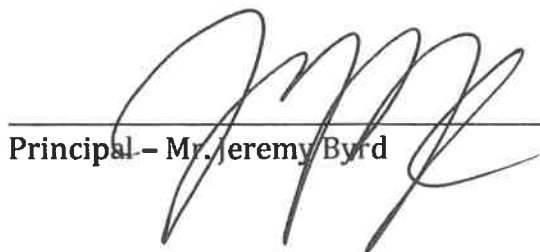
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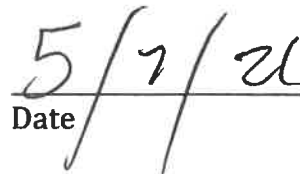
School Counselor – Mrs. Tanya Harmon



Date



Principal – Mr. Jeremy Byrd



Date

# Letter of Resignation

## **Wellsboro Area School District**

Superintendent

Dr. David M. Freeman,

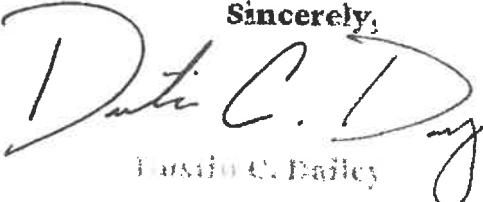
It is with enduring thought and a heavy heart that I inform you I will be resigning from my position as a Kindergarten teacher at Charlotte Lappla Elementary School at the end of the 2020 - 2021 school year.

There have been many events, both fortunate and unfortunate, in my life that have impacted my decision-making process. I have contemplated this decision for some time, and I know that my choice will have a positive impact on me as well as my family.

My decision is based solely on personal circumstances. I need you to know that you, the administration, the staff and faculty at Charlotte Lappla, and the entire Wellsboro Area School District have never done anything wrong to force this decision upon me. I have thoroughly enjoyed my time teaching here and will be forever grateful for everything I have learned and experienced.

I appreciate your understanding. I look forward to impacting new lives in a different district with the core values, beliefs, and skills that I have learned from here.

Sincerely,

  
Dustin C. Bailey

May 11, 2021

Dr. Brenda Freeman  
Wellsboro Area School District Superintendent  
*Wellsboro Area School District*  
227 Nichols St, Wellsboro, PA 16901

Dear Dr. Brenda Freeman,

I would like to notify you that I am resigning from my position as Middle School Learning Support Teacher at Rock L. Butler Middle School effective June 25th.

Thank you very much for the opportunity you've given me to grow and develop as an educator. I have genuinely enjoyed my time at the Wellsboro Area School District. The Administration and Staff is top notch, making the resignation process hard. I commend the District for their hard working administration and teachers for providing a nurturing and educational environment for all students.

Next school year, I will be taking a position of a Life Skills Teacher in my hometown of Susquehanna, Pa. However, in the meantime, I will be happy to assist in the transition of a new Learning Support Teacher at Rock L. Butler Middle School.

Sincerely,  
Madison M. Canfield  
*Madison M. Canfield*

Monday, April 19, 2021

Mrs. Barbara West  
163 Clay Mine Rd  
Wellsboro, PA 16901  
Phone: 570-439-3128

Dear Dr. Freeman and Mr. Miller,

Please accept my resignation as mathematics department chairperson effective May 31, 2021. While I have enjoyed my time working with colleagues in this capacity, it is in the best interest of my family that I no longer be obligated to the responsibilities and expectations of this role. I have appreciated the opportunity to work toward the refinement of the mathematics curriculum within the Wellsboro Area School District. Thank you for your part in supporting me throughout my tenure as the mathematics department chair.

Kind Regards,

A handwritten signature in black ink, appearing to read "Barbara West". The signature is fluid and cursive, with the first name "Barbara" written in a larger, more prominent script than the last name "West".

Barbara West



## **CONSULTANT AGREEMENT**

**AGREEMENT** made this \_\_\_\_\_ day of \_\_\_\_\_, 2021 by and between the Wellsboro Area School District having places of business in Tioga County (hereinafter referred to as "School"), and UPMC Wellsboro, having its principal place of business in Wellsboro, Pennsylvania, (hereinafter referred to as "Consultant").

**WHEREAS**, the Consultant desires to provide the school with occupational therapy services, utilizing duly licensed, certified, or otherwise credentialed as required to practice in the school setting according to applicable laws, regulations, and policies.

**WHEREAS**, the School desires to retain and utilize the professional services that will be provided by the Consultant.

### **THE CONSULTANT WILL:**

1. Provide occupational therapy services with respect to screenings, evaluations, direct and indirect therapeutic interventions, and participation as needed and appropriate in individualized education plan (IEP) meetings for all students who fall under the responsibility of the School.
2. Provide such services to said children for a period determined by the educational team in consultation with occupational therapy services, who will attempt to meet the educational needs of children. Services will be provided while school is in session, during school hours.
3. Record pertinent information and data in such records as may be required by the School or other controlling authorities.
4. Provide the school with written reports, dated and signed, of the Consultant's findings and recommendations, at such intervals as the School and related law and regulation may require.
5. Provide workers' compensation insurance covering the Consultant's employee. At no time shall the employee be considered an employee of the school.
6. Provide the school with written documentation, on a monthly basis, of the names of students served, number of sessions, and total amount of time for each child.

**THE SCHOOL WILL:**

1. Provide the Consultant with suitable space and such other equipment and materials as may be required in order to properly perform the services under this Agreement.
2. Make available to the Consultant such records and reports as may be required by the Consultant in order to properly meet the needs of students and the School.
3. Pay to Consultant a total of \$67,500.00 for the occupational therapy services provided pursuant to this agreement in ten (10) monthly payments of \$6,750.00 from September 2021 through June 2022.

**THIS AGREEMENT** shall remain in full force and effect through the end of the 2021-2022 school year, with the provision that either party may terminate this agreement with 30 days written notice.

**IN WITNESS WHEREOF**, these duly authorized representatives of the parties, with their signatures *below*, hereby execute this agreement.

**WELLSBORO AREA SCHOOL DISTRICT**

By: \_\_\_\_\_

Date: \_\_\_\_\_

**UPMC WELLSBORO**

By: Jane M. Heffiger

Date: 5/24/2021



## **CONSULTANT AGREEMENT**

**AGREEMENT** made this \_\_\_\_\_ day of \_\_\_\_\_, 2021 by and between the Wellsboro Area School District having places of business in Tioga County (hereinafter referred to as "School"), and UPMC Wellsboro, having its principal place of business in Wellsboro, Pennsylvania, (hereinafter referred to as "Consultant").

**WHEREAS**, the Consultant desires to provide the school with physical therapy services, utilizing duly licensed, certified, or otherwise credentialed as required to practice in the school setting according to applicable laws, regulations, and policies.

**WHEREAS**, the School desires to retain and utilize the professional services that will be provided by the Consultant.

### **THE CONSULTANT WILL:**

1. Provide physical therapy services with respect to screenings, evaluations, direct and indirect therapeutic interventions, and participation as needed and appropriate in individualized education plan (IEP) meetings for all students who fall under the responsibility of the School.
2. Provide such services to said children for a period determined by the educational team in consultation with the Physical Therapist, who will attempt to meet the educational needs of children. Services will be provided while school is in session, during school hours.
3. Record pertinent information and data in such records as may be required by the School or other controlling authorities.
4. Provide the school with written reports, dated and signed, of the Consultant's findings and recommendations, at such intervals as the School and related law and regulation may require.
5. Provide workers' compensation insurance covering the Consultant's employee. At no time shall the employee be considered an employee of the school.
6. Provide the school with written documentation, on a monthly basis, of the names of students served, number of sessions, and total amount of time for each child.

**THE SCHOOL WILL:**

1. Provide the Consultant with suitable space and such other equipment and materials as may be required in order to properly perform the services under this Agreement.
2. Make available to the Consultant such records and reports as may be required by the Consultant in order to properly meet the needs of students and the School.
3. Pay to Consultant the sum of \$75.00 per hour for Physical Therapy Services as professional fee for direct service performed for the School, which fee shall include travel time from the Consultant's place of business to the appropriate school building at which such professional services will be rendered. Also pay to Consultant mileage at the IRS rate per mile beginning from UPMC Wellsboro, to service site, and terminating at UPMC Wellsboro.

**THIS AGREEMENT** shall remain in full force and effect through the end of the 2021-2022 school year, with the provision that either party may terminate this agreement with 30 days written notice.

**IN WITNESS WHEREOF**, these duly authorized representatives of the parties, with their signatures *below*, hereby execute this agreement.

**WELLSBORO AREA SCHOOL DISTRICT**

By: \_\_\_\_\_

Date: \_\_\_\_\_

**UPMC WELLSBORO**

By: 

Date: 5/24/2021

|                                                                                                        |                                                                                   |                                                                                          |
|--------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
| 2400 Reach Road, PO Box 3609<br>Williamsport, PA 17701<br>Phone: (570) 323-8561<br>FAX: (570) 323-1738 |  | 33 Springbrook Drive<br>Canton, PA 17724<br>Phone: (570) 673-6001<br>Fax: (570) 673-6007 |
| Web address: <a href="http://www.iu17.org">http://www.iu17.org</a>                                     |                                                                                   |                                                                                          |

## BLaST Intermediate Unit 17 Technology Services Agreement

The background of this Agreement is as follows:

- I. **BLaST Intermediate Unit** (Intermediate Unit 17, referred to throughout this Agreement as “BLaST”), is an intermediate unit established by and existing under Chapter 11 of the Public School Code of 1949, as amended, 24 P. S. §9-951 et seq., with its principle place of business at 33 Springbrook Drive, Township of Canton, Bradford County, Pennsylvania 17724.
- II. **Wellsboro School District** (referred to throughout this Agreement as “Purchaser”), is a school district, with its principle place of business at 10 Sherman Street, Wellsboro, PA 16901.
- III. **BLaST Technology Group** provides various technology services to other entities.
- IV. **Purchaser** desires to retain **BLaST** to provide certain technology services.

NOW, THEREFORE, IN CONSIDERATION OF THE MUTUAL COVENANTS CONTAINED IN THIS AGREEMENT, PURCHASER AND BLaST AGREE THAT:

1. **Effective Date.** The effective date of this Agreement shall be as set forth on Exhibit 1.
2. **Completion Date.** The completion date of this Agreement shall be as set forth on Exhibit 1.
3. **Description of Services.** BLaST shall provide Purchaser the services as set forth on Exhibit 1.
4. **Cost and Payment.** The cost for the services and the payment schedule shall be as set forth on Exhibit 1.
5. **Best Efforts.** BLaST shall use its best efforts to assure reliability and security of its services.  
  
 BLaST shall not be responsible for work delayed or invalidated because of technological problems, software problems, system failures, or similar problems beyond the control of BLaST.
6. **Additional Services.** BLaST shall not be obligated to provide to Purchaser any additional services unless otherwise set forth in a writing signed by both parties.
7. **BLaST and Purchaser** shall reach a supplemental Agreement in writing before BLaST resumes its services under this Agreement. If the supplemental Agreement contains a revised estimated maximum cost, it shall be subject to the provisions of this section of this Agreement.

Or, if no such supplemental Agreement is reached, **BLaST** shall bill, and **Purchaser** shall pay **BLaST**, for all services rendered to the date of suspension and this Agreement shall terminate.

The foregoing provisions shall apply when, in the course of **BLaST** providing services at an estimated maximum cost, **Purchaser** requests additional services which will cause the costs to exceed the estimate.

8. **Ownership.** All programs, systems, and special form designs, which may be made available by **BLaST** to **Purchaser** as a part of the services provided under this Agreement, shall remain the property of **BLaST** unless otherwise set forth on Exhibit 1 or in some other writing signed by both parties.
9. **Entire Written Agreement.** **BLaST** HAS MADE NO WARRANTIES OR REPRESENTATIONS, EXPRESSED OR IMPLIED, CONCERNING THE TECHNOLOGY SERVICES OTHER THAN THOSE CONTAINED IN THIS AGREEMENT.
10. **Entire Agreement.** This document represents the entire Agreement between **BLaST** and **Purchaser** and all prior conversations, agreements, or representations related to this Agreement are deemed to have been integrated into it.
11. **Indemnification.** The Parties agree to indemnify, defend and hold harmless each other and each other's respective employees, directors, officers, subcontractors, and agents from and against all claims, actions damages, losses, liabilities, fines, penalties, costs or expenses (including without limitation reasonable attorneys' fees) suffered by the indemnified party arising from or in connection with any breach of this agreement, or any negligent or wrongful acts or omissions in connection with this agreement, by the indemnifying party or by its employees, directors, officers, sub contractors, or agents. The Parties indemnification obligation shall survive the expiration or termination of the agreement. Each party shall hold the other harmless from any liability, including court costs and expenses of litigation, by reason of claims arising out of the use or misuse of the software and hardware products used to provide the technology services, which are subject of this Agreement. Each party waives its right of subrogation against the other with respect to any claim in any way arising out of, or related to, the subject of this Agreement.
12. **Alteration of Agreement.** No alterations of this Agreement shall be binding on either party unless they are in writing signed by both parties.
13. **Severability.** If any clause of this Agreement is declared invalid or unenforceable for any reason, its invalidity shall not affect any other clause or provision the interpretation of which is not affected by the invalid provision.
14. **Notices.** All notices required by this Agreement shall be delivered by certified mail to the parties at the addresses in paragraphs I and II of the background of this Agreement.
15. **Governing Law.** This Agreement shall be governed by and construed under the laws of the Commonwealth of Pennsylvania.
16. **Survival of Agreement.** This Agreement shall be binding on the successors and assigns of both parties.

17. **Captions.** The underscored captions appearing at the beginning of each section of this Agreement are for reference and convenience only and shall be totally disregarded whenever an interruption of this Agreement is required.
18. **Nondisclosure:** Unless prior written consent is obtained from a party hereto, the other party will keep in strictest confidence all information identified by the first party as confidential, or which, from the circumstances, in good faith and in good conscience, should be treated as confidential; provided that (a) the owner thereof has taken reasonable measures to keep such information secret; and (b) the information derives independent economic value, actual or potential, from not being generally known to, and not being readily ascertainable through proper means by the public. Such information includes but is not limited to all forms and types of financial, business, scientific, technical, economic, or engineering information, including patterns, plans, complications, program devices, formulas, designs, prototypes, methods, techniques, processes, procedures, programs, or codes, whether tangible or intangible, and whether or not stored, compiled, or memorialized physically, electronically, graphically, photographically, or in writing. A party shall be excused from these nondisclosure provisions if the information has been, or is subsequently, made public by the disclosing party, is independently developed by the other party, if the disclosing of the information, or if the disclosure is required by any law or governmental or quasi-governmental rule or regulation.

Licensee shall not disclose to third parties the rates, terms, or conditions of this Agreement or any proprietary or confidential information of the Licensee, except as necessary for the operation of Licensee's business and under non-disclosure agreement between Licensee and third parties, or as required by law.

Such information shall also include (without limitation) the following information of Licensee and/or and Consortium Participant, regardless of its economic value: course content and design information and procedures, price/fee lists, school and student data and other records, details of Licensee's operations, contacts, business plans, products and services, and any document or information containing information, data or records relating to any student, his/her education and/or his/her identity.

**IN WITNESS WHEREOF**, the parties have set their hands and seals on the dates indicated.

Director of Technology

Executive Director

\_\_\_\_\_  
Jon Paulhamus

\_\_\_\_\_  
Dr. Christina Steinbacher-Reed

Date: \_\_\_\_\_

Date: \_\_\_\_\_

WITNESS:

Wellsboro School District:

\_\_\_\_\_  
PRINT NAME ABOVE

\_\_\_\_\_  
PRINT NAME ABOVE

\_\_\_\_\_  
Date:

\_\_\_\_\_  
Title:

## **EXHIBIT – 1**

### **Specification for Technology Services to be provided for 2021-2022 Fiscal Year.**

**Scope:** The BLaST Technology Division shall provide network engineering or other related technology services.

Service rates are for one network engineer billable at an hourly rate in agreement with the services provided in accordance to Exhibit - 2. Additional engineer services may be purchased at this same hourly rate.

Clients shall be given the option of requesting specific days of service. However, due to scheduling requirements, BLaST reserves the right to make a final determination in the engineer(s) assignment.

Invoices for engineer(s) service shall be issued at the beginning of each month following the service completion.

Invoicing for parts/materials shall be issued monthly.

The effective date of this Agreement is as follows:

**Effective date: July 1, 2021**

**Completion date: June 30, 2022**

Alterations to this contract shall be agreed upon in writing by both parties.

Invoicing shall be in accordance with School Library Consortium (SLC) e-rate guidelines whenever appropriate.

Transfers of Ownership to Purchaser: None. The purchaser shall retain title to all hardware and software mentioned above.

# EXHIBIT – 2



## Technology Service Fees

|                                                                                                                                                                                                                                                                | <b>Intermediate Unit 17</b><br>IU17 Districts<br>Northern Tier Career Center<br>Lycoming Career and Technology Center<br>Non-Public Schools | <b>Non-Intermediate Unit 17</b><br>Government<br>Educational Partners<br>Non-IU17 Districts<br>Intermediate Units |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| <b>Standard Service Rates</b>                                                                                                                                                                                                                                  |                                                                                                                                             |                                                                                                                   |
| 8am to 4pm based on agency                                                                                                                                                                                                                                     | <b>\$80/hour</b>                                                                                                                            | <b>\$90/hour</b>                                                                                                  |
| <b>High Level Service Rates</b>                                                                                                                                                                                                                                |                                                                                                                                             |                                                                                                                   |
| Core Switching<br>Routing Services<br>Firewalls<br>Virtualization Setup / Integration<br>Point to Point Wi-Fi Site Connectivity<br>Server Migrations<br>Storage Integration – iSCSI SAN's<br>SIP Trunking Configurations<br>Fiber Optic Termination / Splicing | <b>\$110/hour</b>                                                                                                                           | <b>\$120/hour</b>                                                                                                 |
| <b>After Hours / Unscheduled Service Rates</b>                                                                                                                                                                                                                 |                                                                                                                                             |                                                                                                                   |
| Outside of standard hours of operation*                                                                                                                                                                                                                        |                                                                                                                                             |                                                                                                                   |
| Unscheduled services during standard hours of operation*                                                                                                                                                                                                       | <b>\$120/hour</b>                                                                                                                           | <b>\$125/hour</b>                                                                                                 |

\* Standard hours of operation are 8:00am-4:00pm

All services will be logged in the Intermediate Unit Project Tracking System (IUPTS) within the appropriate service category, and invoices will be generated along with appropriate backup for each job.



**Jon Paulhamus**  
Director of Technology  
BLaST IU 17 - Williamsport  
570-323-8561 x1006

**Williamsport Office**  
2400 Reach Road • Williamsport, PA 17701  
570.323.8561 | 570.323.1738 Fax

**Canton Office**  
33 Springbrook Drive • Canton, PA 17724  
570.673.6001 | 570.673.6007 Fax

[www.iu17.org](http://www.iu17.org)





DISTRICT ADMINISTRATION OFFICE  
227 NICHOLS STREET  
WELLSBORO, PA 16901  
(570) 724-4424  
FAX: (570) 724-5103

EVERY CHILD,  
EVERY OPPORTUNITY,  
EVERY DAY...  
STRIVING FOR SUCCESS

**WELLSBORO AREA SCHOOL DISTRICT  
ESSA TITLE 1  
PARENT & FAMILY ENGAGEMENT POLICY  
Don Gill Elementary  
UPDATED May 2021**

The Wellsboro Area School District Title 1 Parent & Family Engagement Policy is a document that is reviewed annually by the Federal Programs Coordinator, parents, teachers and staff. This policy is subject to changes in the law and to changes in policy at the federal, state and local levels.

1. District staff will be directed to contact parents in the spring of the year if their children are being recommended for Title 1 services in subsequent years.
2. Selection of students will follow state and federal guidelines that target and serve those children in greatest need.
3. Statistical data will determine academic and economic deprivation. This data will be available upon request by state and federal auditors.
4. Parents will be given an opportunity to sign a permission slip and consent to or decline the opportunity to have their child participate in the program. In addition, they may consent to or decline the opportunity to have their child photographed for news releases/website publications associated with the program.
5. If a parent chooses to decline the opportunity to participate, the reading specialist and/or the Title 1 Coordinator will fill that instructional slot with the next available/eligible student. Access to the program when a parent refuses service may not be available until the beginning of the next school year. Parents should be informed of this at the time they refuse services.
6. Parent permission slips to participate in the program will include the academic progress and achievement levels of the students on the diagnostic assessments used to determine the student's need for the intervention as well as performance levels on the PSSAs if applicable.
7. Title 1 staff will be available to conference with parents on regularly scheduled district-wide parent conference days. In addition to those days, reading specialists will make every effort to conference with parents at other mutually agreed times, return phone calls, and keep parents updated on students' progress as is reasonable.
8. Title 1 staff will conduct annual parent meetings to review the program and make necessary changes. Parental input will be solicited.
9. Progress reports and a cumulative record folder will be maintained on each participating Title 1 student. Parents will receive a copy annually and/or upon request. Teachers will be available to help parents interpret the data upon request.

10. Annual parent training/family engagement nights will be offered to parents of Title 1 students in an attempt to increase parent knowledge on what they can do at home to help their child be successful at school and how they can become more involved in their child's educational process.
11. The school will reach out to parent groups to help educate school staff on the value and utility of contributions parents and family members can have in the educational process and how to reach out to and communicate with and work with parents and family members as equal partners in the educational process
12. A School-Parent-Student Compact will be sent home with the Title 1 student for the student and his/her parents to review and sign. This compact is a requirement of the state and students will still be eligible to participate in the program without completing and returning this form. Parents will have the opportunity to annually contribute to the revision of the Compact.

Because we are a Title 1 participating school district, parents have the right under the ESSA Federal Act to review documentation pertaining to staff qualifications. In doing so, the parent should contact the building principal to set up an appointment.



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**WELLSBORO AREA SCHOOL DISTRICT  
ESSA TITLE 1  
PARENT & FAMILY ENGAGEMENT POLICY  
Charlotte Lappla  
UPDATED May, 2021**

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**TITLE 1 SCHOOL – PARENT - STUDENT COMPACT**  
**WELLSBORO AREA SCHOOLS**  
**2021-2022**

**SCHOOL:**

The Title 1 Team in our school consists of the teachers and principal. We will provide instruction in addition to that of the regular classroom teachers. Through a partnership with the school, parent and student, we will attempt to assist our students' academic, emotional, and social development through the following:

1. Provide a high quality curriculum and instruction in a supportive and effective learning environment that enables the child to meet the challenging State Academic Standards.
2. Foster an appreciation for learning.
3. Assess and provide instruction at the students' basic instructional level.
4. Ensure regular effective two way communication occurs between the classroom teacher and the parents on a regular basis through regular progress reports, conferences, being available for meetings, and regular correspondence.
5. Provide a safe environment for learning and treat each child with dignity and respect.

Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_

**PARENT/GUARDIAN:**

We understand that we are the most important influence in our child's lives. Taking an active interest in our child's education, we agree to try to:

1. Create a supportive learning environment at home by spending time reading and listening to our child each day and helping with schoolwork in all subjects.
2. Support our child by attending open house, parent conferences and other school functions. Accepting the opportunity to volunteer when offered.
3. Participating, as appropriate, in decisions relating to the education of our child and positive use of extracurricular time.
4. Send our child to school on time, well rested and prepared for the school day on a regular basis.
5. Keep open communication with the Title 1 team.

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

**STUDENT:**

I understand that adults in our school are trying to help me become a better person and better student. I understand they cannot do it without my help. Therefore, I agree to try:

1. Be responsible for my learning.
2. Use proper manners and be polite to others.
3. Be cooperative with my teachers and ask for help when needed.

Student Signature \_\_\_\_\_ Date \_\_\_\_\_





**Nathan Mains**  
Chief Executive Officer

**TO:** Secretary, Board of School Directors  
Executive Directors, Intermediate Units  
Directors, Career and Technical Education Centers  
Other PSBA Member Entities

**FROM:** Nathan G. Mains, Chief Executive Officer

**SUBJECT:** Appointment of Voting Delegates for the PSBA Delegate Assembly, 2021

**DATE:** May 21, 2021

The PSBA Delegate Assembly is our association-wide business meeting that includes platform and bylaws consideration, financial updates and leadership election results. The 2021 Delegate Assembly will occur on **Saturday, October 23, 2021 at 9:00 am** at PSBA Headquarters in Mechanicsburg, PA and will also be accessible via Zoom.

The governing body of your school entity may appoint voting delegates(s) who will represent your entity and vote on your behalf.

In response to the many and varied requests for the meeting to be held either in person or online, PSBA has opted to present the gathering in both ways – as a hybrid Delegate Assembly. We will offer access for in-person attendance to the first 100 delegates who register, and all remaining delegates will be able to join us in a fully participatory manner via Zoom. All registered delegates will be able to engage in the debates and votes. Please note that any delegate attending in-person at the PSBA offices will be required to comply with all health, safety and COVID prevention policies in effect at the PSBA facilities. PSBA reserves the right to deny entry to any appointed delegate failing to comply with the precautions that have been put in-place for the safety of our members and staff.

Please be sure that the selection of voting delegate(s) is on the agenda of your board's next meeting. Certification of your delegates can be submitted via the form linked to this email.

The form must be received via the online link, no later than **Friday, July 23, 2021 by 5:00 pm.** Only certified delegates submitted by the deadline can participate.

In late September, PSBA will distribute the final materials. These materials will be distributed via email to the appointed delegates(s), the board president and board secretary.

**Responsibilities:**

Voting delegates officially represent the entire entity in the following ways:

1. Receive reports from the PSBA president, chief executive officer and treasurer
2. Receive the election results for PSBA leadership, including Governing Board officers, Zone Representatives and Sectional Advisors
3. Consider proposals recommended by the PSBA Platform Committee and adopt the legislative platform for the coming year
4. Consider and act upon any proposed changes to the PSBA Bylaws

**Eligibility of Delegates:**

Each PSBA-member entity is entitled to have at least one voting delegate at the meeting. Only school directors, school board secretaries along with members and secretaries of the governing body of other PSBA member entities are eligible to serve as delegates. Assistant and recording secretaries, superintendents or other administrators are not eligible by virtue of such positions. The bylaws require that all entities submitting voting delegates must have paid their current year dues to the association. Under the association's bylaws, appointment of delegate(s) permitted by district class are as follows:

- First Class school districts may appoint up to four delegates
- Second Class school districts may appoint up to three delegates
- Third Class school district may appoint up to two delegates
- Fourth Class districts, Intermediate Units, Career and Technical Education Centers and other PSBA member entities may appoint one delegate

No representative may be appointed by or represent more than one-member entity. For example, a delegate cannot represent or vote on behalf of both the board of a school district and the board of an intermediate unit.

**Cost:**

There is no registration fee to participate in the Delegate Assembly. Travel and other expenses related to attendance are the responsibility of the entity or delegate. An online observation area will be open to any member who is not a voting delegate.

If you have any questions about the Delegate Assembly or appointment of delegates, please contact Sherri Houck at 717-590-5624 or via email at [sherri.houck@psba.org](mailto:sherri.houck@psba.org)



# WELLSBORO AREA SCHOOL DISTRICT Gifted Education Program

Handbook for Parents and Students

Charlotte Lappla & Don Gill Elementary Schools  
Rock L Butler Middle School  
Wellsboro Area High School

[www.wellsborosd.org](http://www.wellsborosd.org)

May 2021

## **Wellsboro Area School District Gifted Education Directory**

Charlotte Lappla Elementary School  
32 Meade Street  
Wellsboro, PA 16901  
Phone (570) 724-1941

Mr. Steve Adams  
Principal  
[sadams@wellsborosd.org](mailto:sadams@wellsborosd.org)

Rock L Butler Middle School  
9 Nichols Street  
Wellsboro, PA 16901  
Phone (570) 724-2306

Mr. Rob Kreger  
Principal  
[rkreger@wellsborosd.org](mailto:rkreger@wellsborosd.org)

Mr. Ben Miller  
Assistant Principal  
[bmiller@wellsborosd.org](mailto:bmiller@wellsborosd.org)

Mr. Timothy Hanner  
Supervisor of Special Education  
[thanner@wellsborosd.org](mailto:thanner@wellsborosd.org)

Dr. Ben Largey  
School Psychologist  
[blargey@wellsborosd.org](mailto:blargey@wellsborosd.org)

Don Gill Elementary School  
10 Sherman Street  
Wellsboro, PA 16901  
Phone (570) 724-1811

Mr. Steve Adams  
Principal  
[sadams@wellsborosd.org](mailto:sadams@wellsborosd.org)

Wellsboro Area High School  
225 Nichols Street  
Wellsboro, PA 16901  
Phone (570) 724-3547

Mr. Jeremy Byrd  
Principal  
[jbyrd@wellsborosd.org](mailto:jbyrd@wellsborosd.org)

Mr. Todd Outman  
Assistant Principal  
[toutman@wellsborosd.org](mailto:toutman@wellsborosd.org)

Mr. Jacob Rogers  
School Psychologist  
[jrogers@wellsborosd.org](mailto:jrogers@wellsborosd.org)

## **Wellsboro Area School District**

### **Gifted Education**

#### **MISSION STATEMENT**

Gifted students present a variety of abilities and needs and require programming that is responsive to those characteristics. Some students have particular strengths in the verbal skills area while others are in mathematics, and the sciences. Many of these students are challenged by academic courses with increased intellectual rigor, by courses that cross disciplines and content areas, and by courses that encourage creative thinking and problem solving. The specially designed instruction will focus on strengthening each student's academic, functional, emotional, and social needs.

## **Education for the Intellectually Gifted**

The Wellsboro Area School District is committed to providing appropriate educational opportunities for gifted and talented students. The district has developed a variety of options to meet the educational needs of intellectually gifted students. The Pennsylvania State Standards and Chapter 16 (Volume 22 of PA code) Regulations have provided the legal framework to ensure that gifted students are challenged in school.

### **Procedure for Screening**

The Supervisor of Special Education, along with the School Psychologists and Gifted Education Teachers will be presenting and distributing gifted referral materials to teachers annually. Our screening includes parent and teacher observations and age appropriate standardized testing. A special intense academic interest may also indicate the student is a good candidate for evaluation for gifted support. After reviewing the parent and teacher input information, it will be determined whether or not the student needs further evaluation for gifted services.

Parents may refer their child for evaluation at any time as defined by the Chapter 16 Regulations.

## **Evaluation Process**

We must have parent consent before we can begin a formal evaluation. The school district will form a gifted multidisciplinary team (GMDT) to conduct the evaluation. Evaluation consists of multiple criteria that include but are not limited to:

- intelligence test administered by the School Psychologist
- teacher referral
- pre-screening data
- parent information
- classroom observations
- achievement test scores
- high level thinking skills
- academic creativity
- demonstrated achievement, performance, or expertise

Once the evaluation has been completed, the team will generate a report that includes data, findings, and recommendations about the student. As parent(s), you are a member of the team. When a meeting is held, you will be invited to provide information that will be considered by the team as part of the evaluation process with respect to identification and evaluation of your child.

The GMDT will prepare recommendations regarding your child's educational program, and make a determination as to whether your child is eligible for special education. This information will be outlined in a Gifted Written Report (GWR) and will be given to the Gifted Individualized Education Program (GIEP) team. If it is determined that your child is gifted, a GIEP will be developed.

## **Gifted Education Options**

This program booklet is designed to serve as an explanation and procedural manual for parents and students to follow when investigating and pursuing enrichment activities.

The purpose of gifted education is to develop and promote creative and critical thinking ability, in-depth research skills, problem solving skills and self-evaluation. It is also designed to:

- Provide specially designed instruction in the instructional setting: to place learning responsibility on the student, use a variety of teaching techniques, encourage group problem solving and inquiry activities, and provide for independent learning
- Make enrichment options available
- Provide opportunities for accelerated work
- Provide interdisciplinary learning experiences
- Incorporate philosophical reasoning into several content areas
- Promote writing across the curriculum
- Encourage independent learning
- Incorporate authentic assessment of student performance, such as writing portfolios, problem solving, project evaluations, written and oral examinations

## **Gifted Program Options: Elementary Schools**

Students identified by Chapter 16 State guidelines as meeting gifted criteria may elect to participate in any one of a variety of program options. Program selection should be appropriate for the student based on their educational needs and should assist in meeting personal growth. The elementary age program is an inclusion program. The Classroom Teacher and the Gifted Education Teacher work collaboratively to plan activities and assignments for the enrichment of identified students.

Program options may vary on an annual basis and may be modified to meet the student's needs. Proper Gifted Individualized Education Plan preparation will be developed when appropriate to encourage the involvement of parents, students, and school personnel.

Program options include the following:

### **Differentiated Instruction**

Activities that reflect the current curriculum in the classroom are differentiated to meet gifted students' needs. Activities can be differentiated through the content, the process, and/or the assessment (the product the students complete to show their understanding of the material).

### **Individual/Collaborative Research Projects**

Students expressing interest and a willingness to complete an independent or collaborative research project may do so under the direction of the Gifted Education Teacher. The project will be undertaken in conjunction with the regular classroom teacher on an activity directly related to the student's regular curriculum. Examples of projects may be in the areas of language arts, mathematics, science, social studies, computer technology, and/or desktop publishing.

### **Curriculum Compacting**

Curriculum compacting is an instructional technique developed by Renzulli and Reis and involves assessment of content knowledge prior to teaching. The students with mastery level of content knowledge based on successful completion of pre-assessments prior to units being taught, as approved by the Classroom and Gifted Education Teacher, can engage in extension activities instead of relearning material already mastered.

### **Course Acceleration by Assessment**

In order to qualify for exemption, a student must have maintained an average of 95% or above in prior courses in the academic discipline. To be exempted from the course, a student must score at least 90% on the teacher-developed assessment or an equivalent score on a standardized assessment normed at the next higher grade level.

## **Gifted Education Options: Middle & High Schools**

Students identified by Chapter 16 guidelines as meeting gifted criteria may elect to participate in any one of a number of options. Educational options should be appropriate for the student and should assist in meeting personal growth, as well as career planning goals. Options may vary on an annual basis and may be modified to meet the student's individual needs. Proper Gifted Individualized Education Plan preparation will be developed when appropriate to encourage the involvement of parents, students, school personnel. Students must secure ample advice, guidance, and direction from their parents as well as school personnel. Some options that have met students' individual needs include:

### **Differentiated Instruction in the regular curriculum**

Activities that reflect the current curriculum in the classroom are differentiated to meet gifted students' needs. Activities can be differentiated through the content, the process, and/or the assessment (product) students complete to show their understanding of the material.

### **Advanced Placement Courses**

The Advanced Placement (AP) Program is a cooperative educational endeavor between secondary schools and post secondary institutions. It exposes high school students to college-level material through involvement in an AP course, and it gives them the opportunity to show that they have mastered it by taking an AP Exam. Colleges and universities may then grant credit, placement, or both to students who have completed AP exams. Advanced Placement courses are designed to be the equivalent of freshman level college courses, and as such require more individual work than many other courses. This program is national in scope and is administered through the College Board. We offer AP courses in list potential course options.

### **Mentorship Program**

The Mentorship Program includes career exploration, job shadowing, and in some cases, internships. Students who work with the Gifted Education Teachers and/or Guidance Counselors will be guided through the steps necessary to be considered for these opportunities on an individual basis.

The mentorship program curriculum will include specific goals or objectives to meet the individual student interest. The form of a project (if selected) should suit the student's needs, interests, and talents. Projects will not be limited to the school day and will not be graded.

Students interested in participating in the mentorship program must have parent permission and complete an application. After a conference with the Gifted Education Teachers and/or Guidance Counselors, the student will develop a plan including personal goals, career plans, and specific short-term objectives and time lines. A meeting with the mentor is scheduled at which time a proposal is established as well as a schedule of activities. The proposal should include goals, communicated in measurable terms, and a system of documentation. In addition, the student should plan to spend several hours engaged in mentorship activities outside of the school day.

The proposal must be submitted to the Principal and Supervisor of Special Education for review and approval. Students are responsible to prepare and submit a work log or journal to the Gifted



Education Teachers that includes hours of participation. At the conclusion of the mentorship, the student will participate in an evaluation meeting with the Gifted Education Teachers, the Guidance Counselors and an administrator.

### **Independent/Collaborative Research Projects**

With approval from the School Principal, Gifted Education Teacher and the Classroom Teacher, some students may elect to do independent or collaborative research projects. The projects are designed collaboratively by the Gifted Education Teacher and the student to meet the student's needs and interests, and to meet requirements of the curriculum. The primary purpose of independent study is to extend and provide a greater variety of learning experiences within the student's educational program. Requests for independent study shall include the objectives established for the project in conjunction with the curriculum, the description of the method of study and research to be undertaken, the staff members to be used as resources, and the manner in which the project will be evaluated. Only those students who have demonstrated academic proficiency, maturity of judgment, a strong motivation to learn, and self-reliance shall be considered for independent study. This will be a non-graded assignment.

### **Course Acceleration by Assessment**

A student may be exempted from a planned course by successfully completing an assessment of the student outcomes of the course. In order to qualify for exemption, a student must have maintained an average of 95% or above in prior courses in the academic discipline. To be exempted from the course, a student must score at proficient on the Keystone Assessment or an equivalent score on a standardized assessment normed at the next higher grade level.

Any courses completed prior to 9<sup>th</sup> grade year will not be calculated into the student's GPA or class rank, but could be notated on the student transcript.

### **Dual Enrollment**

Some outstanding students may, at some point in their high school career, complete the course of study offered in a particular core subject area. The Administration has agreed to allow certain students who have completed the required high school offerings in core subject areas to take college classes. Students who wish to earn college credit will be financially responsible for all costs associated with dual enrollment courses.

The procedure for students applying for the opportunity to enroll in college classes is as follows:

- Requests for consideration must be submitted in writing to the High School Principal prior to the course selection process for each semester.
- The student and his/her parents must attend a conference with the Principal, Guidance Counselor, and the Gifted Education Teacher prior to any program approval. The purpose of the conference will be to investigate the student's credit requirements and the implications of attending class off campus or via distance learning.
- Formal district approval shall be granted in writing by the Principal.

- During the time of the course, if a student exhibits any individualized needs that are not being met, the Gifted Education Teacher will be available for consultation. The Gifted Education Teacher will provide educational strategies (organizational and study skills) in order to enable the student to complete the course.
- Pertinent student records will be forward to the Admissions Office at the participating institution for final approval.

After completion of the class, student grades will be sent to Wellsboro Area High School for placement in the student's permanent transcript. The courses will not affect the GPA or class rank.

# Wellsboro Area School District Gifted Education Options Request Form

Student \_\_\_\_\_ Date of Request \_\_\_\_\_

Title \_\_\_\_\_

Provider \_\_\_\_\_ Dates \_\_\_\_\_

Please circle the activity you plan to pursue:

*Independent Study, Mentorship/Internship, Course Exemption by Assessment, Dual Enrollment*  
*Other* \_\_\_\_\_

**Guidelines:** The principal must approve all requests for alternative courses. By requesting participation in this activity, the student agrees to all conditions set forth by the instructor. In addition:

1. Students must be current with all required credits towards graduation to date.
2. Students must schedule all required courses for the school year.
3. Students must provide own transportation.
4. If applicable, a course syllabus or description must be attached to this request form.

**On a separate sheet, please write an essay about how the activity requested will enhance your chosen course of study or career plans.**

**Approvals:**

Student \_\_\_\_\_ Date \_\_\_\_\_

Parent \_\_\_\_\_ Date \_\_\_\_\_

**Approvals from school personnel will be given after review of application.**

Gifted Education Teacher \_\_\_\_\_ Date \_\_\_\_\_

Principal \_\_\_\_\_ Date \_\_\_\_\_

**Wellsboro Area School District  
Independent Research Project Request Form**

Student: \_\_\_\_\_ Date of Request: \_\_\_\_\_

Project Title: \_\_\_\_\_

Teacher: \_\_\_\_\_ Date(s): \_\_\_\_\_

The Independent Research Proposal must contain the following information:

1. A description of the project's objectives.
2. What methods will be used to achieve the stated objectives?
3. The number of hours per week the student will participate in independent activities.
4. The criteria used to assess the quality of the learning experience?

\*A course description/proposal must be attached to this request form

Approvals:

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Parent: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Guidance Counselor: \_\_\_\_\_ Date: \_\_\_\_\_

Principal: \_\_\_\_\_ Date: \_\_\_\_\_

## **WELLSBORO AREA SCHOOL DISTRICT APPLICATION FOR MENTOR PROGRAM**

Complete all of the following as clearly and accurately as possible. Upon completion please submit to the Gifted Teacher.

Student's Name: \_\_\_\_\_  
Year of Graduation: \_\_\_\_\_  
Home Phone: \_\_\_\_\_  
Date of Application: \_\_\_\_\_

1. What is the general topic of your proposed project for a mentorship?
  
2. As specifically as possible, what results, products or answers do you expect at the completion of your project?
  
3. How long do you anticipate it will take to complete this project?
  
4. On an accompanying sheet, please complete a project outline and timetable.
  
5. In what form will your final results be presented for evaluation?
  
6. Other than those things listed under the Evaluation Guidelines, do you have any "special" areas of consideration you would like included in your final evaluation? (i.e. In completing this project, do you intend to acquire a special skill, knowledge, behavior, not directly part of the project, but that you would like to call to the evaluator's attention?)
  
7. Have you any previous educational, or personal experiences related to your mentorship project? If so, please summarize.
  
8. Have you read the guidelines, fully understand them and the requirements of your project and completed the request from the best of your abilities, please indicate by signing below.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**9. To The Parents:**

If you also have read and understood the guidelines and requirements of the proposed project and give your approval for initiation, please indicate by signing below.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**WELLSBORO AREA SCHOOL DISTRICT  
MENTORSHIP PROGRAM**

**STUDENT-MENTOR CONTRACT**

NAME: \_\_\_\_\_  
GRADE: \_\_\_\_\_  
MENTOR: \_\_\_\_\_

TOPIC: \_\_\_\_\_

**CONTRACT GUIDELINES:**

- We expect to accomplish the goals set out in the study outline.
- We will meet promptly at the designated time and we will call each other by telephone when we are unable to keep an appointment.
- We will be prepared for each meeting by gathering materials, completing assignments. etc., so that our time together will be productive.
- This contract can be dissolved by mutual consent and with the approval of the Gifted Teacher.

My study will begin on: \_\_\_\_\_ Date: \_\_\_\_\_

My goal is to finish by: \_\_\_\_\_ Date: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Mentor: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian: \_\_\_\_\_ Date: \_\_\_\_\_

**WELLSBORO AREA SCHOOL DISTRICT MENTORSHIP PROGRAM**  
**STUDENT FEEDBACK BY GIFTED EDUCATION TEACHER**

STUDENT'S NAME \_\_\_\_\_

Grade: \_\_\_\_\_ Dates of Mentorship: \_\_\_\_\_

Mentor: \_\_\_\_\_

Topic: \_\_\_\_\_

The student has been rate in each of the following areas using the scale below:

- 4 - Superior
- 3 - Above Average
- 2 - Average
- 1 - Below Average

1. \_\_\_\_ Cooperativeness

2. \_\_\_\_ Attitude

3. \_\_\_\_ Productive

4. \_\_\_\_ Self motivated

5. \_\_\_\_ Acquired knowledge

Number of hours of participation: \_\_\_\_\_

COMMENTS:

Gifted Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_



## **WELLSBORO AREA SCHOOL DISTRICT**

### **STUDENT FEEDBACK OF MENTORSHIP PROGRAM**

STUDENT NAME: \_\_\_\_\_

TOPIC or PROJECT: \_\_\_\_\_

Please rate yourself in each of the following areas using the scale below:

- 4 - Superior
- 3 - Above Average
- 2 - Average
- 1 - Below Average

1. \_\_\_\_ Promptness
2. \_\_\_\_ Attendance
3. \_\_\_\_ Cooperativeness
4. \_\_\_\_ Attitude
5. \_\_\_\_ Ability to perform assigned tasks
6. \_\_\_\_ Ability to use equipment/materials.
7. \_\_\_\_ Initiative
8. \_\_\_\_ Acquisition of information from observation, special instruction, etc.
9. \_\_\_\_ Knowledge and understanding of the field/profession

Complete the following questions:

1. What was unique about your mentorship?
2. Did you learn what you needed to know for your study?
3. What other interests did you develop as a result of this study?

4. In your opinion, was your mentorship organized effectively? What changes would you make in organization if you had it to do over again?

5. Was the experience profitable? Explain.

6. What did you learn about yourself?

7. Do you have any additional comments you would like included in the evaluation?

Student Signature: \_\_\_\_\_ Date Received: \_\_\_\_\_

## WELLSBORO AREA SCHOOL DISTRICT

### PARENT FEEDBACK OF MENTORSHIP PROGRAM

STUDENT NAME: \_\_\_\_\_

PARENT NAME: \_\_\_\_\_

TOPIC or PROJECT: \_\_\_\_\_

Please rate your son/daughter in each of the following areas using the scale below:

- 4 - Superior
- 3 - Above Average
- 2 - Average
- 1 - Below Average

1. \_\_\_\_ Promptness
2. \_\_\_\_ Attendance
3. \_\_\_\_ Cooperativeness
4. \_\_\_\_ Attitude
5. \_\_\_\_ Ability to perform assigned tasks
6. \_\_\_\_ Ability to use equipment/materials.
7. \_\_\_\_ Initiative
8. \_\_\_\_ Acquisition of information from observation, special instruction, etc.
9. \_\_\_\_ Knowledge and understanding of the field/profession

Complete the following questions:

1. What was unique about his/her mentorship?
2. Did he/she learn what he/she needed to know for his/her study?
3. What other interests did he/she develop as a result of this study?
4. What did you learn about your child from this experience?

7. Do you have any additional comments you would like included in the evaluation?

Parent Signature: \_\_\_\_\_ Date Received: \_\_\_\_\_

## **Wellsboro Area School District**

**TITLE:** Gifted Education Teacher

**APPROVAL DATE:**

**REPORTS TO:** Supervisor of Special Education

**JOB SUMMARY:** To meet the needs of students who are identified as Gifted in accordance with the Wellsboro Area School District's Gifted Criteria by providing appropriate programs in acceleration and enrichment, by instructing students in processing skills, and by coordinating effective growth experiences in compliance with state and school district guidelines.

### **Performance Responsibilities/Essential Functions:**

- Reports directly to the Supervisor of Special Education
- Serves as liaison between the subject area teacher and gifted student
- Collaborates with subject area teachers in planning and developing specific instructional extension activities to meet the needs of our gifted students
- Works with students and subject area teachers to coordinate extension, enrichment, and acceleration activities
- Co-teaching with subject area teachers to support gifted students when appropriate
- Providing individual and small group instruction to meet the educational needs of gifted students
- Coordinates & facilitates the gifted programming for each individual student, providing different programs through enriched instruction, career exploration, small group instruction, and acceleration when appropriate
- Develops draft Gifted Individualized Education Plans (GIEPs), gathers information from the subject area teachers, and implements the gifted services and individualized education plans for each student
- Attends Special Education Department and School Faculty Meetings and professional development trainings offered by BLaST IU 17 and PDE
- Informs the Supervisor of Special Education and Building Administrator aware of any current activities, needs and supplies, and/or concerns
- Maintains progress monitoring data on GIEP goals and sends quarterly reports to the parents/guardians
- Documents ongoing consultation with subject area teachers and parents/guardians
- Seeks a variety of services and resources offered through the community to meet the needs of our gifted students

- Continues open lines of communication with administrators, parents, students, and staff members
- Abides by the Pennsylvania School Code, Chapter 16 regulations, and WASD Board Policies
- Performs other duties consistent with the position assigned as may be requested by the Supervisor of Special Education, Building Principal, and/or Superintendent

|                           |                                                                                                                                                                                                                                                                                                                                                                        |
|---------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>QUALIFICATIONS:</b>    | PA Teaching Certificate<br>Maintain clearances and trainings are required by state & federal laws<br>Maintain Act 48 requirements                                                                                                                                                                                                                                      |
| <b>PHYSICAL DEMANDS:</b>  | Ability to: reach above and below the waist, use fingers to pick, feel and grasp objects, stoop, bend and twist the body, lift and/or carry supplies and/or papers weighing no more than 20 lbs., sit, walk, stand or move throughout the building; often for extended periods of the workday, provide safe physical management (restrain) of students when necessary; |
| <b>SENSORY ABILITIES:</b> | Visual acuity<br>Auditory acuity                                                                                                                                                                                                                                                                                                                                       |
| <b>WORK ENVIRONMENT:</b>  | Typical office environment including all educational buildings;<br>Subject to inside and outside environmental conditions;                                                                                                                                                                                                                                             |
| <b>TEMPERAMENT:</b>       | Must possess excellent interpersonal skills;<br>Must be able to work in an environment with frequent interruptions;<br>Able to make judgments and work under a high level of stress;                                                                                                                                                                                   |
| <b>COGNITIVE ABILITY:</b> | Ability to communicate effectively;<br>Ability to organize tasks;<br>Ability to handle multiple tasks;<br>Ability to exercise good judgment;                                                                                                                                                                                                                           |
| <b>SPECIFIC SKILLS:</b>   | Must possess computer skills;<br>Ability to utilize data to diagnose reading deficiencies, and to prescribe, utilize and monitor appropriate remediation measures;<br>Ability to operate various school/office equipment;<br>Knowledge of student learning processes;                                                                                                  |

Knowledge of stages of child development;  
Knowledge of student behavior management strategies;  
Ability to plan coherent and sequential lessons;  
Ability to communicate well with children;

*(Reasonable accommodations will 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**

**TITLE:** Principal of Academic Affairs

**APPROVAL DATE:**

**REPORTS TO:** Superintendent

**PRIMARY DUTIES AND RESPONSIBILITIES** of Principal of Academic Affairs:

1. Provide oversight in the use of approved curriculum and instructional delivery ensuring that each student meets and exceeds state and local standards;
2. Summarize, interpret, and disseminate information related to current developments in learning theory, instructional strategies, classroom management, and curriculum development;
3. Consistently promote understanding of data gathering and its use in instructional planning;
4. Implement the use of technology in daily practices to ensure learning experiences for all students consistent with the District's mission, vision, and instructional goals;
5. Provide support to principals in their role as professional developers, helping to evaluate lesson plans, observe classes and encourage the use of a variety of instructional strategies, materials, and assessments;
6. Ensure and maintain procedures for evaluation and selection of instructional materials and equipment including coordination of Curriculum Council;
7. Development of career pathways for career and college readiness including revamping graduation requirements that reflect represented pathways;
8. Development of curriculum guides;
9. Develop, maintain, and secure through grants and other available resources a collection of teacher resources including periodicals, software, and other programs related to curriculum, instruction, and technology;
10. Encourage the design of new instructional methods, testing assessments, and individual learning practices;
11. Maintain positive, cooperative, and mutually supportive relationships with all instructional staff and support personnel;
12. Provide opportunities for staff development that address the needs of the instructional program and needs of the staff, including workshops, conferences, visitations, and sessions in which the staff shares successful practices and strategies;
13. Recommend a budget to the Superintendent to meet the objectives of curriculum department;
14. Represent the school district in meetings and conferences related to curriculum, instruction, and assessments;
15. Coordinate the development, implementation, and evaluation of the Comprehensive Plan;
16. Participate in the interview and selection process of the instructional staff as appropriate;
17. Coordinate the Teacher Induction Program and district orientation programs of new teachers;

18. Counsel with principals and teachers on matters of district-wide concerns in order to help improve their effectiveness;
19. Serve as the Chairperson of Curriculum Council and set meetings dates;
20. Drive socialization and understanding of district academic goals to the Board, Parents, and to the Public;
21. Perform any other duties assigned by the Superintendent.
22. Oversee all District approved programs such as, but not limited to Title I.

**QUALIFICATIONS:** Five (5) years of successful teaching experience  
Master's Degree  
Minimum of five (5) years of administrative experience  
PA Principal Certification

**PHYSICAL DEMANDS:** Ability to: reach above and below the waist, use fingers to pick, feel and grasp objects, stoop, bend and twist the body, lift and/or carry supplies and/or papers weighing no more than 20 lbs., sit, walk, stand or move throughout the building; often for extended periods of the workday, provide safe physical management (restrain) of students when necessary

**SENSORY ABILITIES:** Visual acuity  
Auditory acuity

**WORK ENVIRONMENT:** Typical office environment including all educational buildings  
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 a 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  
Must possess computer skills  
Ability to operate various office equipment  
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.)*