



Policy and Human Resources Committee

Thursday, March 14, 2019

6:30PM – District Office Conference Room

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

Call to Order

Approve Minutes from the February 19, 2019 meeting

Old Business

- ✚ Third Readings of Policies:
 - ✚ 121 – Field Trips
- ✚ Second Readings of Policies:
 - ✚ 138 – Language Instruction Educational Program for English Learners
 - ✚ 222 – Tobacco Use
 - ✚ 323 – Tobacco
 - ✚ 903 – Public Participation in Board Meetings
 - ✚ 906 – Public Complaints

New Business

- ✚ First Readings of Board Operating Guidelines:
 - ✚ 005.2 – Functions of Standing Committees
- ✚ First Readings of Policies:
 - ✚ 247 – Hazing
 - ✚ 249 – Bullying/Cyberbullying
 - ✚ 904 – Public Attendance at School Events
- ✚ Non-substantive changes to be presented to the Board by Policy Subcommittee
 - ✚ 100 – Comprehensive Planning
 - ✚ 101 – Mission Statement/Vision Statement/Shared Values
 - ✚ 102 – Academic Standards
 - ✚ 105 – Curriculum
 - ✚ 105.1 – Curriculum Review by Parents and Students
 - ✚ 105.2 – Exemption From Instruction
 - ✚ 105.3 – Course Override Policy
 - ✚ 105.4 – Course Placement and Parent/Guardian Overrides
 - ✚ 106 – Guides for Planned Instruction
 - ✚ 107 – Adoption of Planned Instruction

- ✚ 108 – Adoption of Textbooks and Related Curriculum Materials
- ✚ 109 – Resource Materials
- ✚ 110 – Instructional Supplies
- ✚ 111 – Lesson Plans
- ✚ 112 – Guidance Counseling
- ✚ 113 – Special Education
- ✚ 113.1 – Discipline of Students with Disabilities
- ✚ 113.2 – Screening and Evaluations for Students with Disabilities
- ✚ 113.3 – Behavior Support
- ✚ 114 – Programs for Gifted Students
- ✚ 116 – Tutoring
- ✚ 117 – Homebound Instruction
- ✚ 118 – Independent Study
- ✚ 119 – Current Events
- ✚ 120 – Foreign Languages
- ✚ 122 – Extracurricular Activities
- ✚ 124 – Courses Outside of the District Instructional Program
- ✚ 126 – Class Size
- ✚ 127 – Assessments
- ✚ 130 – Homework
- ✚ 137 – Home Education Programs
- ✚ 137.1 - Extracurricular Participation by Home Education Students
- ✚ 140 – Charter Schools
- ✚ 140.1 - Extracurricular Participation by Charter/Cyber Charter Students
- ✚ 142 – Migrant Students
- ✚ 143 – Standards for Persistently Dangerous Schools
- ✚ 144 – Standards for Victims of Violent Crimes
- ✚ 146 – Student Services
- ✚ 160 – Religious Acknowledgement

Public Comment

Adjournment



Policy Committee Meeting Minutes – February 19, 2019

Board Chair- Mr. Doug McDonough

Administrative Liaison – Mrs. Megan Candido

Attendance – Please see accompanying committee attendance sheet.

Committee Members absent: Mr. Rich Hepp and Ms. Margaret Thompson

Mr. McDonough called the meeting to order at 6:30PM.





The meeting minutes from January 10, 2019 were approved.

Old Business


- ✚ Second Readings of Board Operating Guidelines
 - ✚ 006 – Meetings
- ✚ Second Readings of Policies:
 - ✚ 103 – Nondiscrimination in School and Classroom Practices
 - ✚ 103.1 – Nondiscrimination - Qualified Students with Disabilities
 - ✚ 121 – Field Trips
 - ✚ The committee discussed students self-administering medications such as inhalers and epi-pens and decided to bring this back for a 3rd reading before presenting to the Board for approval.
 - ✚ 123.1 – Concussion Management
 - ✚ 231 – Social Events and Class Trips

New Business

- ✚ First Readings of Policies:
 - ✚ 138 – Language Instruction Educational Program for English Learners
 - ✚ 222 – Tobacco Use
 - ✚ 323 – Tobacco
 - ✚ 903 – Public Participation in Board Meetings
 - ✚ The committee discussed public comment time limit restrictions during agenda and non-agenda items.
 - ✚ 906 – Public Complaints
- ✚ Non-substantive changes to be presented to the Board by Policy Subcommittee
 - ✚ BOG 002 – Authority and Powers
 - ✚ BOG 003 – Functions of the Board
 - ✚ BOG 004 – Membership
 - ✚ BOG 004.1 – Code of Ethics
 - ✚ BOG 004.2 – Student Representatives to the School Board
 - ✚ BOG 005 – Organization of the Board
 - ✚ BOG 005.1 – Board Standing Committees
 - ✚ BOG 005.2 – Functions of Standing Committees
 - ✚ BOG 006.1 – Attendance at Meetings via Electronic Communications

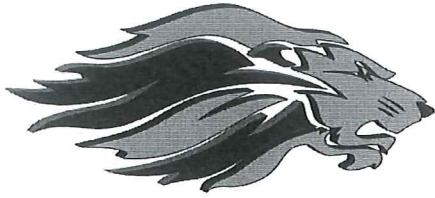
-  BOG 006.2 – Recording of School Board Meetings by the District
-  BOG 007 – Distribution of Policies and Procedures
-  BOG 008 – District Organization
-  BOG 009 – Principles for Governance and Leadership

Public Comment

-  The committee discussed the authority of committees making recommendations to the Board.

Mr. McDonough adjourned the meeting at 7:25PM.

Respectfully submitted,
Megan Candido
Director of Human Resources



NEW HOPE-SOLEBURY SCHOOL DISTRICT
*Engaging, Enriching, and Empowering All Students
through a World-Class Education*

Committee Meeting Sign-In and Attendance

Name (Please Print)	Committee (C) or Public (P)
ANDREW ORDOVER	<input checked="" type="radio"/> C P
Doug McDonough	<input checked="" type="radio"/> C P
Chance Trammell	<input type="radio"/> C <input type="radio"/> P
Megan Candido	<input checked="" type="radio"/> C P
STAN MARCUS	<input checked="" type="radio"/> C P
Charles W ^{III} Lentz	<input checked="" type="radio"/> C P
Drew Giers:	<input checked="" type="radio"/> C P
Dirdre Alderfer (Board Member)	<input type="radio"/> C <input type="radio"/> P
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Please note: This sign-in sheet will be included in the meeting minutes and posted to the District's website.



Book	Policy Manual
Section	100 Programs
Title	Field Trips
Code	121
Status	Policy Committee Review
Adopted	November 23, 1992
Last Revised	November 29, 2018

Proposed deletions: ~~strike through~~

Proposed additions/revisions: **underlined and bold**

I. Purpose

A. The Board recognizes that field trips, when used for teaching and learning integral to the curriculum, are an educationally sound and important component of the instructional program of the schools. Properly planned and executed field trips that are directly aligned to the curriculum standards for learning can:

1. Supplement and enrich classroom learning by providing educational experiences in an environment outside the schools.
2. Arouse new interests among students.
3. Help students relate academic learning to the reality of the world outside of school.
4. Introduce community resources, such as natural, cultural, industrial, commercial, governmental, and educational.
5. Afford students the opportunity to study real things and real processes in their actual environment.

II. Definition

A. For purposes of this policy, a "field trip" shall be defined as: any trip by students away from school premises that is an integral part of approved planned instruction, is conducted as a first-hand educational experience not available in the classroom, and is supervised by a teacher or District employee and any planned travel activity that supplements or enriches the District's curriculum.

III. Authority

A. The Board shall only be required to approve those field trips that are planned to keep students out of the District overnight or longer.[2][3]

- B. Students on field trips remain under the supervision and responsibility of this Board and are subject to its rules and regulations.
- C. The Board does not endorse, support nor assume responsibility in any way for any District staff member who takes students on trips not approved by the Board or Superintendent or the Superintendent's designee. No staff member may solicit District students for such trips within District facilities or on District grounds without Board permission.

IV. Delegation of Responsibility

- A. No field trip shall be scheduled or conducted without the written approval of the Superintendent or the Superintendent's designee.

V. Guidelines

- A. Field trips shall be governed by guidelines which ensure that:

1. The safety and well-being of students will be protected at all times.
2. Permission of the parent/guardian is sought and obtained before any student may participate.
3. The principal approves the purpose, itinerary and duration of each proposed trip.
4. Each field trip is properly planned, integrated with the curriculum, and followed up by appropriate activities that enhance its value.[1]
5. The effectiveness of field trip activities is monitored and evaluated continuously.
6. Teachers are allowed flexibility and innovation in planning field trips.

- B. No field trip will be approved unless it is aligned to the curriculum standards for learning.

1. No field trips will be approved unless a demonstrable educational value is evident.
2. The educational benefit derived from the trip must have a direct connection to the students' current coursework/curriculum.
3. The determination of the educational value of a field trip is at the sole discretion of the Superintendent or the Superintendent's designee.

- C. Administration of Medication

1. The Board directs planning for field trips to start early in the school year and to include collaboration between administrators, teachers, nurses, parents/guardians and other designated health officials.
2. Decisions regarding administration of medication during field trips and other school-sponsored programs and activities shall be based on the student's individual needs.[4][5]
3. Medication shall be administered in accordance with applicable laws, regulations, Board policies and District procedures.[6][7]

- D. If possible, each principal shall submit a list of planned field trips and overnight excursions in March of the year prior to which such trips are to be taken. This list shall be provided to the Board for consideration as part of the budget process. Field trips and overnight excursions not

budgeted for in this manner, shall be considered for transportation funding by the district on a case-by-case basis.

- E. Field trips not provided for in the budget may be approved at student expense.
- F. Trips taken by athletic teams for the purpose of competition in regular season events, playoff events or championship games are not considered field trips. Such trips are subject to the approval of the principal and Athletic Director and shall be at the district's expense. Parameters for funding academic/band/chorus competitions are available in Policy 231: Social Events and Class Trips.[2]
- G. Field trip planning forms must be submitted to the principal ten (10) academic school days prior to the intended date in order to adequately decide if the trip will be approved and plan for the field trip and the students' needs.
- H. For recurring or annual trips, field trip planning forms must be submitted to the principal by October 1 of the school year in which the field trip will take place in order to adequately decide if the trip will be approved and plan for the field trip and the students' needs.
- I. Field trips to amusement parks will be denied unless there is a documented educational benefit.
- J. A list of all approved overnight or extended day field trips shall be included in the monthly Board packets.
- K. The recommended number of chaperones shall be provided to ensure the safety and well-being of students as follows: Grades K-5: Minimum of one (1) chaperone for every fifteen (15) students. Grades 6-12: Minimum of one (1) chaperone for every twenty-five (25) students. Chaperones must be approved by the principal and must have appropriate Act 34 and Act 151 clearances.[8]
- L. Teachers and chaperones must have the following available when on a field trip:
 - 1. Emergency information for each child.
 - 2. Medical information including information regarding required medication and medical disabilities for each child.
 - 3. Signed "Consent for Treatment" form and medical insurance information for each child.
 - 4. Home, parent workplace and emergency telephone numbers for each child.
- M. The field trip coordinator is responsible for making arrangements for the medical needs of all participating students. If any medical needs cannot be accommodated, the field trip cannot be planned. All required field trip permission and medical survey forms must be distributed and returned to the nurse in a timely manner. Failure to do so may result in the trip being canceled. Acceptable medical accommodations include:
 - 1. Requesting a certified school nurse or licensed supplemental staff employed by the school district to provide medical coverage.
 - 2. Utilizing a licensed medical professional from the school district substitute list.
 - 3. Utilizing parent/guardian of the child to assist with student medical needs.
 - 4. Address the possibility of changing the medication time with the parent/guardian. A signed order from the physician is required prior to the field trip.

5. A ~~secondary~~ student on a field trip who has been deemed responsible by the school nurse, according to the criteria **given authorization by a parent and a physician**, will be given the opportunity to self-administer the student's own medication **rescue inhaler or epinephrine auto injector** during the scheduled field trip. **The student shall notify the school nurse immediately following each use of a rescue inhaler or epinephrine auto injector.** All medication except for **rescue** inhalers, epi pens and diabetic supplies **and epinephrine auto injectors** must be given to an adult chaperone **the school nurse** to maintain until medication is requested and retrieved by the student **and administered by the school nurse.**[7]

Revision History:

June 2, 2014

November 29, 2018

Legal

1. Pol. 105
2. Pol. 231
3. 24 P.S. 517
4. Pol. 103.1
5. Pol. 113
6. Pol. 210
7. Pol. 210.1
8. Pol. 916
- 24 P.S. 510

[POLNEWH121ARATT.pdf \(114 KB\)](#)[Overnight Trip Med Form.pdf \(404 KB\)](#)

Last Modified by Policy Staff on March 7, 2019



Book	Policy Manual
Section	100 Programs
Title	Language Instruction Educational Program for English Learners
Code	138
Status	Policy Committee Review
Adopted	October 21, 2002
Last Revised	September 21, 2015

Proposed deletions: ~~strike through~~

Proposed additions/revisions: **underlined and bold**

I. Purpose

A. In accordance with the Board's philosophy to provide quality educational programs to all **District** students **and to increase the English language proficiency of students who are English Learners (EL)**, the District shall provide an appropriate planned instructional program for identified students whose dominant language is not English **effective Language Instruction Educational Program (LIEP) that meets the needs of English Learners.**

B. The goal of the program **LIEP** shall be to increase the English language proficiency of eligible students so that they **demonstrate success in increasing English language proficiency and student academic achievement so that EL students** can attain the academic standards adopted by the Board and achieve academic success.

C. Students who have Limited English Proficiency (LEP) **EL students** shall be identified, assessed and provided **appropriate** instruction **in accordance with the LIEP**, and shall be provided an equal **equitable** opportunity to achieve their maximum potential in educational programs and extracurricular activities, consistent with federal and state laws and regulations.
[1][2][3][4][5]

II. Authority

A. The Board shall approve a written program plan of educational services for students whose dominant language is not English **a LIEP to provide English Language Development (ELD) instruction to EL students as part of the approved curriculum, in order to develop the English language proficiency of EL students.**

B. The program plan shall include English as a Second Language (ESL) or bilingual/bicultural instruction.

B. The District shall provide EL students with both planned ELD instruction and modifications in content instruction and assessments for all curricular areas, based on the provisions of the LIEP.

~~G. C.~~ The ESL/Bilingual Education program shall be evaluated periodically to ensure all components are aligned and working effectively to facilitate the acquisition of the English language and achievement of academic standards, and shall be revised when necessary to ensure greater student achievement **The LIEP shall be thoughtfully and deliberately planned and evaluated in accordance with state and federal laws and regulations, and shall meet the needs of the District's EL students.**

~~G. D.~~ The ESL/Bilingual Education program **LIEP** shall be based on effective research-based theory, implemented with sufficient resources and appropriately trained staff, and evaluated periodically **shall meet the following requirements:[1][2][3][4][5][6]**

1. Aligned to state academic content standards for the appropriate grade levels of EL students.

2. Include ELD instruction delivered by properly certified English as a Second Language (ESL) teachers, and other certified content area teachers working in conjunction with ESL certified teachers.

3. Incorporate the use of state assessments and ELD criteria.

~~D. 4.~~ Adequate content area support shall be provided while the student is learning English, to assure achievement of academic standards **Provide equitable access to content for EL students at all proficiency levels.**

5. Provide equitable access to enrollment in courses or academic programs for which EL students are otherwise eligible.

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

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

~~D. G.~~ The Board may address LEP **EL** students and programs in the District's comprehensive planning process, and shall include appropriate training for professional staff in the Professional Development Plan as necessary to provide an appropriate ESL/Bilingual Education program in compliance with law and regulations.[10]

H. The Board shall take reasonable steps to ensure that eligible EL students who are enrolled in nonpublic schools are identified, assessed, evaluated, provided with equitable LIEP services and programs and monitored in accordance with applicable laws and regulations. The District shall coordinate with nonpublic schools in the provision and monitoring of services and programs for eligible EL students.[6][8]

III. Delegation of Responsibility

A. The Superintendent or his/her **the Superintendent's** designee shall implement and supervise an ESL/Bilingual Education program **a LIEP** that ensures appropriate instruction in each school and complies with federal and state laws and regulations.

B. The Superintendent or the Superintendent's designee shall ensure that the District complies with all federal and state laws and regulations, and program requirements, for ELD program funding, including required reports in the form prescribed by the state.[9]

~~B. C.~~ The Superintendent or his/her **the Superintendent's** designee, in conjunction with appropriate stakeholders, shall develop administrative regulations regarding the ESL/Bilingual Education program **LIEP and provision of services to EL students.**

IV. Guidelines

~~C.~~ **A.** The ESL/Bilingual Education program shall be designed to provide instruction that meets each student's individual needs, based on the assessment of English proficiency in listening, speaking, reading and writing.

B. Identification and Placement of EL Students

~~A.~~ **1.** The District shall establish procedures for identifying and assessing the needs of students whose dominant language is not English.

2. In order to identify which students are potential English Learners, ~~B.~~ The the Home Language Survey shall be completed for each student upon enrollment in the District, and shall be filed in the student's permanent record folder through graduation **maintained as part of the student's education records.**[\[4\]](#)[\[11\]](#)[\[12\]](#)

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

C. Program Access

~~L.~~ **1.** Students **EL students** shall have **equitable** access to and be encouraged to participate in all academic and extracurricular activities available to District students.[\[14\]](#)[\[15\]](#)[\[16\]](#)[\[17\]](#)

D. Assessment

1. The District shall annually administer required assessments to EL students to measure students' English Language proficiency and progress in reading, writing, speaking and listening/understanding.

2. Assessment results shall be maintained in the student's education records.

3. Parents/Guardians may not opt students out of English language proficiency assessments.[\[9\]](#)

~~K.~~ **4.** Students participating in ESL/Bilingual Education programs **EL students shall** be required **participate in all annual state or locally required assessments,** with accommodations to participate in assessments **where applicable,** and meet established academic standards and graduation requirements, adopted by the Board **in accordance with law, regulations and Board policy.**[\[2\]](#)[\[7\]](#)[\[8\]](#)[\[9\]](#)[\[18\]](#)[\[19\]](#)[\[20\]](#)[\[21\]](#)[\[22\]](#)[\[23\]](#)[\[24\]](#)

E. Program Exit

~~M.~~ Students shall exit from the ESL/Bilingual Education program in accordance with state required exit criteria.

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

a. Reclassifying EL students as former EL students when they attain English language proficiency.

~~N.~~ The District shall monitor ELL who exit from the ESL/Bilingual Education program. **b. Actively monitoring and reporting the progress of former EL students for a period of two (2) years following reclassification and**

program exit, and reporting students to the state in a monitor status for an additional two (2) years, to ensure students are meeting academic standards.

c. Redesignating former EL students as active EL students if they struggle academically based on persistent language barriers.

F. Staff Qualifications and Professional Development

E. **1.** Certified employees and appropriate support staff, when necessary, shall provide the ESL/Bilingual Education program **LIEP**.

F. **2.** The District shall ensure that all teachers in the ESL/Bilingual Education program **providing ELD instruction** hold the appropriate certification and can demonstrate academic language proficiency both in English and in the language used for instruction in their **the teacher's** classroom. **[8]**[25]

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

4. The District shall provide appropriate training in ELD for all professional staff as part of the Professional Development Plan.**[7]**[26]

G. Special Education and Gifted Education Services

H. **1.** ~~Students who are English Language Learners (ELL)~~ **EL** students may be eligible for special education services when they have been identified as a student with a disability and it is determined that the disability is not solely due to lack of instruction or proficiency in the English language. **[27]**[28]

I. **2.** ~~Students who are ELL~~ **EL students** may be eligible for gifted education services, when identified in accordance with law, regulations and Board policy.

a. The District shall ensure that assessment of a student for gifted education services screens for intervening factors, such as ~~LEP~~ **English language proficiency**, that may be masking gifted abilities. **[29]**

J. **3.** Students participating in ESL/Bilingual Education programs **ELD instruction** who are eligible for special education services shall continue receiving ~~ESL/Bilingual Education~~ **ELD** instruction, in accordance with their Individualized Education Program (IEP) or Gifted Individualized Education Plan (GIEP), at the appropriate proficiency and developmental level. **[27]**[28][29]

IV. Parent/Guardian Family Engagement and Communication

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

B. At **Within thirty (30) days of** the beginning of each school year, or within fourteen (14) days of enrollment during the school year, the District shall notify parents/guardians of students enrolled in ESL/Bilingual Education programs regarding the instructional program provided to their student **identified as EL about the process for identifying their children as EL, the results of that process, and the recommended program placement.**

C. The District shall also provide parents/guardians with detailed information regarding the LIEP, the benefits of ELD instruction for their children, and an explanation of the program's effectiveness.**[6]**

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

~~F. E.~~ The District shall maintain an effective means of outreach to encourage parental/**guardian** involvement in the education of their **EL** children.[6][7][8][30][31]

E. Parental Right to Opt Out of ELD Programs and Services

~~E.~~ The District shall notify parents/guardians of students in ESL/Bilingual Education programs within thirty (30) days, or within fourteen (14) days of enrollment, if the District fails to meet annual measurable performance objectives, as required by law.

~~D. 1.~~ Parents/Guardians shall be notified of their right to opt the student out of supplemental ESL/Bilingual Education programs/opportunities provided through federal funding, in accordance with applicable law **Parents/Guardians of EL students have the right to refuse specialized programs and services that may be part of the LIEP for their child.**

2. A parent's/guardian's decision to refuse programs or services must be informed and voluntary; the District shall not influence a parent's/guardian's decision in any way, or make any program or placement determinations without parental/guardian notification and an opportunity to opt the student out of programs and services.[1][6]

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

4. The District shall document all notifications made to parents/guardians regarding assessment and recommended placements and programs for EL students, and whether or not a parental waiver form is received.

5. When a waiver form is not received from the parent/guardian, the District shall proceed with the recommended placement.

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

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

Revision History:

September 21, 2015

Legal

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

Last Modified by Policy Staff on February 22, 2019



Book	Policy Manual
Section	200 Pupils
Title	Tobacco Use
Code	222
Status	Policy Committee Review

Proposed deletions: ~~strike through~~

Proposed additions/revisions: **underlined and bold**

I. Purpose

A. The Board recognizes that tobacco ~~use by students~~, **nicotine and nicotine delivery products** presents a health and safety hazard that can have serious consequences for both users and nonusers and the safety and environment of the schools.

II. Definitions

A. For purposes of this policy, "**tobacco use**" shall be defined as use and/or possession or sale of a lighted or unlighted cigarette, cigar, **cigarillo, little cigar**, and pipe **or other smoking product or material**; other lighted smoking product; and smokeless tobacco in any form, including e-cigarettes, vapor cigarettes, **chewing tobacco, snuff, dip or dissolvable tobacco pieces**, or any nicotine **nicotine** delivery system.^[1]

B. For purposes of this policy, "nicotine" shall mean a product that contains or consists of nicotine in a form that can be ingested by chewing, smoking, inhaling or through other means.

C. For purposes of this policy, a "nicotine delivery product" shall mean a product or device used, intended for use or designed for the purpose of ingesting nicotine or another substance.

1. This definition includes, but is not limited to, any device or associated product used for what is commonly referred to as vaping or juuling.

III. Authority

A. The Board prohibits tobacco, **nicotine and nicotine delivery products** use and possession by students at any time in a school building and on any property, buses, vans and vehicles that are owned, leased or controlled by the District.^{[1][2][3]}

B. The Board prohibits tobacco, **nicotine and nicotine delivery products** use and possession by students at school-sponsored activities that are held off school property.

C. The school District may initiate disciplinary procedures against a student who possesses or uses tobacco in violation of this policy.^[15]

D. In the case of a student with a disability, including a student for whom an evaluation is pending, the District shall take all steps required to comply with state and federal laws and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies relating to tobacco and nicotine use.[\[4\]](#)[\[5\]](#)[\[6\]](#)[\[7\]](#)[\[8\]](#)[\[9\]](#)

IV. Delegation of Responsibility

A. The Superintendent or his/her **the Superintendent's** designee shall annually notify students, parents/guardians and staff about the District's **Board's** tobacco/**nicotine** use policy by publishing such policy **information** in the student handbooks, ~~parental~~ newsletters, ~~posted notices~~ **posters**, District web site and ~~by~~ other efficient methods, **such as posted notices, signs and on the District website.**[\[1\]](#)

B. The Superintendent or his/her **the Superintendent's** designee shall annually, by July 31, report all incidents of possession, use or sale of tobacco by any person on school property to the Office of Safe Schools in accordance with state law and regulation.[\[12\]](#)

V. Guidelines

~~B. A.~~ Violation of this Board policy may result in disciplinary action governed by The Code of Student Conduct, a copy of which is included in the Parent and Student Handbooks of each school in the District, or in the policy manual, which is on the District's website under "parent resources".

B. The Superintendent or the Superintendent's designee shall notify the parent/guardian of any student directly involved in an incident involving possession, use or sale of tobacco, nicotine or nicotine delivery products as soon as practicable.

C. The Superintendent or the Superintendent's designee shall inform the parent/guardian whether or not the local police department that has jurisdiction over the school property has been or may be notified of the incident.

D. The Superintendent or the Superintendent's designee shall document attempts made to reach the parent/guardian.[\[9\]](#)[\[10\]](#)[\[11\]](#)

E. The Superintendent or the Superintendent's designee shall annually, by July 31, report all incidents of possession, use or sale of tobacco, nicotine and nicotine delivery products by students to the Office for Safe Schools on the required form.[\[9\]](#)[\[12\]](#)

F. Additional Provisions - Tobacco Only

1. The Superintendent or the Superintendent's designee may report incidents of possession, use or sale of tobacco by students on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity to the school police, school resource officer (SRO) or to the local police department that has jurisdiction over the school's property, in accordance with state law and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies.[\[9\]](#)[\[10\]](#)[\[12\]](#)[\[13\]](#)[\[14\]](#)

~~A. A student convicted of possessing or using tobacco in violation of this policy may be fined up to fifty dollars (\$50) plus court costs, or admitted to alternative adjudication in lieu of imposition of a fine.~~[\[15\]](#)

Revision History:
October 17, 2016

Legal

1. 35 P.S. 1223.5
2. 18 Pa. C.S.A. 6305
3. 20 U.S.C. 7183
4. 20 U.S.C. 1400 et seq
5. 22 PA Code 10.23
6. Pol. 103.1
7. Pol. 113.1
8. Pol. 113.2
9. Pol. 805.1
10. 22 PA Code 10.2
11. 22 PA Code 10.25
12. 24 P.S. 1303-A
13. 22 PA Code 10.22
14. 24 P.S. 1302.1-A
15. 18 Pa. C.S.A. 6306.1
- 20 U.S.C. 7114
- 24 P.S. 510
- 20 U.S.C. 7118
- 20 U.S.C. 7181 et seq
- 34 CFR Part 300

Last Modified by Policy Staff on February 22, 2019



Book	Policy Manual
Section	300 Employees
Title	Tobacco
Code	323
Status	Policy Committee Review
Adopted	April 19, 1993
Last Revised	November 14, 2016

Proposed deletions: ~~strike through~~

Proposed additions/revisions: **underlined and bold**

I. Purpose

A. The Board recognizes that tobacco, **nicotine and nicotine delivery products** presents a health and safety hazard that can have serious consequences for the **both** users and the nonusers and the safety **and environment** of the schools.

II. Definitions

A. For purposes of this policy, "**tobacco use**" shall be defined as use and/or possession and/or sale of lit or unlit cigarette, cigar, **cigarillo, little cigar**, pipe or other smoking product or material and smokeless tobacco in any form. This shall include **including** e-cigarettes, all nicotine delivery systems, and vapor devices, **chewing tobacco, snuff, dip or dissolvable tobacco pieces**.^[1]

B. For purposes of this policy, "nicotine" shall mean a product that contains or consists of nicotine in a form that can be ingested by chewing, smoking, inhaling or through other means.

C. For purposes of this policy, a nicotine delivery product shall mean a product or device used, intended for use or designed for the purpose of ingesting nicotine or another substance.

1. This definition includes, but is not limited to, any device or associated product used for what is commonly referred to as vaping or juuling.

III. Authority

A. The Board prohibits **use of** tobacco use, **nicotine and nicotine delivery products** by administrative, professional and support employees in a school building and on any property, buses, vans and vehicles that are owned, leased or controlled by the District.^{[1][2]}

B. The Board **also** prohibits **use of** tobacco use, **nicotine and nicotine delivery products** by District employees at school-sponsored activities that are held off school property.^[1]

IV. Delegation of Responsibility

~~C.~~ **A.** The District **Superintendent or the Superintendent's designee** shall notify employees about the Board's tobacco/**nicotine** policy by distributing it through **publishing information** in handbooks, newsletters, ~~posted notices,~~ **posters,** and any other efficient methods **such as posted notices, signs and on the District website.**[\[1\]](#)

IV. V. Guidelines

A. This policy does not prohibit the use of a patch, gum, lozenge, or any other smoking cessation product by any employee who has a written order by a physician.

B. Reporting

~~B.~~ **1.** In accordance with state law, the **The Superintendent or the Superintendent's designee** shall annually, by July 31, report incidents of possession, use or sale of tobacco, **nicotine and nicotine delivery products** on school property to the Office for Safe Schools on the required form.[\[3\]](#)[\[4\]](#)

C. Additional Provisions - Tobacco Only

~~A.~~ **1.** The Superintendent or his/her **the Superintendent's** designee shall report incidents involving the sale of tobacco to minors by employees on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity to the **school police, school resource officer (SRO) or to the** local police department that has jurisdiction over the school's property, in accordance with state law and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies.[\[3\]](#)[\[4\]](#)[\[5\]](#)[\[6\]](#)[\[7\]](#)[\[8\]](#)

Revision History:

November 14, 2016

Legal	1. 35 P.S. 1223.5
	2. 20 U.S.C. 7183
	3. 24 P.S. 1303-A
	4. Pol. 805.1
	5. 18 Pa. C.S.A. 6305
	6. 22 PA Code 10.2
	7. 22 PA Code 10.22
	8. 24 P.S. 1302.1-A
	20 U.S.C. 7181 et seq

Last Modified by Policy Staff on February 22, 2019



Book	Policy Manual
Section	900 Community
Title	Public Participation in Board Meetings
Code	903
Status	Policy Committee Review
Adopted	March 29, 1993
Last Revised	May 16, 2016

Proposed deletions: ~~strike through~~

Proposed additions/revisions: **underlined and bold**

I. Purpose

A. The Board recognizes the value to school governance of public comment on educational issues and the importance of involving members of the public in Board meetings.

B. As such, it shall be the policy of the District to encourage public comment pursuant to the following conditions.

II. Authority

A. The Board shall establish guidelines to govern public participation in Board meetings necessary to conduct its meeting and to maintain order.[\[1\]](#)

B. In order to permit fair and orderly expression of public comment, the Board shall provide an opportunity at each open meeting of the Board for residents and taxpayers to comment on matters of concern, official action or deliberation before the Board prior to official action by the Board.[\[2\]](#)

C. The Board requires that public participants be a resident or taxpayer of the District or fall into one of the following categories:

~~a-~~ **1.** Anyone who has registered a legitimate interest in a contemplated action of the Board.

~~b-~~ **2.** Anyone representing a group in the community or District.

~~c-~~ **3.** Any District employee.

~~d-~~ **4.** Any District student.

~~e-~~ **5.** Anyone who fulfills the requirements of a Non-Resident/Non-Taxpayer as outlined in section VI.

D. If the Board determines there is no sufficient time at a meeting for public comments, the comment period may be deferred to the next regular meeting or to a special meeting occurring before the next regular meeting.[2]

III. Powers of the President or Presiding Officer

A. The President, or presiding officer shall be responsible for setting the parameters for public comment and public participation as outlined in this policy.

B. The President or presiding officer may:

~~a.~~ **1.** Interrupt or terminate a participant's statement at any time when the statement is:

~~i.~~ **a.** too lengthy,

~~ii.~~ **b.** personally directed,

~~iii.~~ **c.** abusive

~~iv.~~ **d.** obscene, or

~~v.~~ **e.** irrelevant.

~~b.~~ **2.** Request any individual to leave the meeting when the person does not observe decorum.

~~c.~~ **3.** Request the assistance of law enforcement officers to remove a disorderly person when his/her conduct interferes with the orderly progress of the meeting.

~~d.~~ **4.** Call a recess or adjournment to another time when the lack of public decorum interferes with the orderly conduct of the meeting.

IV. Comment on Agenda Items

A. Public comment restricted to items on the agenda will be provided in each meeting before the Board's action on those items.

B. Individual public comment must begin with the participant identifying himself or herself by name.

C. Each participant must provide his or her full address on the sign in sheet provided at each meeting.

D. Each participant is restricted to a maximum of three (3) minutes **per agenda item** for comment. However, that time limit may be extended at the discretion of the President, or whoever is presiding over the meeting, ~~up to a maximum of five (5) minutes.~~

E. All statements shall be directed to the President or presiding officer; no participant may address or question Board members directly.

F. The Board reserves the right to limit the time allocated for public comment on any agenda and to the limit the time for the total period of time for public comment on agenda items.

V. Comment on Non-Agenda Items

- A. Public comment open to any topic will be provided at the end of each meeting.
- B. Individual public comment must begin with the participant identifying himself or herself by name.
- C. Each participant must be provide his or her full address on a list for addresses provided at each meeting.
- D. Each participant is restricted to a maximum of three (3) minutes for comment. However, that time limit can be extended at the discretion of the President, or whoever is presiding over the meeting, up to a maximum of five (5) minutes.
- E. All statements shall be directed to the President or the presiding officer; no participant may address or question Board members individually.
- F. The Board reserves the right to limit the time allocated for public comment on any non-agenda item and to limit the time for the total period of time for public comment on non-agenda items.

VI. Comment by a Non-Resident/Non-Taxpayer

- A. All individuals, other than a resident or taxpayer, wishing to participate in a public Board meeting shall register their intent with the Board Secretary ten (10) calendar days in advance of the meeting and shall include:
 - ~~a-~~ 1. Name and address of the participant who will speak at the meeting,
 - ~~b-~~ 2. Topic to be addressed,
 - ~~c-~~ 3. Name of any group on whose behalf comments will be made, if applicable, and,
 - ~~d-~~ 4. Copies of any handouts or other literature that will be disseminated.
- B. Non-Resident/Non-Taxpayer participants must be recognized by the President or presiding officer and must preface their comments with the participant identifying himself or herself by name and the name of the group the participant is speaking for, if applicable.
- C. Each Non-Resident/Non-Taxpayer participant must provide his or her full address as well as the full address of any group the participant is speaking for on the sign-in sheet.
- D. Each Non-Resident/Non-Taxpayer participant is restricted to a maximum of three (3) minutes for comment. However, that time limit can be extended at the will of the President, or whoever is presiding over the meeting, up to a maximum of five (5) minutes.
- E. All statements shall be directed to the President or presiding officer; no participant may address or question Board members individually.
- F. The Board reserves the right to limit the time allocated for public comment on any non-agenda items and to limit the time for the total period of time for Non-Resident/Non-Taxpayer comment.

VII. General Guidelines

- A. Whenever issues identified by any participant during public comment are subject to remediation under any policy or procedure of the Board, those issues shall be taken under advisement by the Policy Committee and addressed in accordance with those policies and

procedures, as seen fit by the Policy Committee.

B. Electronic recording devices and cameras shall be permitted at public meetings, unless they interfere with the meeting.

C. No placards or banner shall be permitted within the meeting room unless they are part of a scheduled presentations. Additionally:

~~a-~~ **1.** A copy of any placard or meeting or banner must be provided to the Board prior to the meeting at which it is being presented.

~~b-~~ **2.** No placard or banner shall contain obscenities of any kind.

~~c-~~ **3.** Any placard or banner can be removed from the meeting, at the discretion of the President or presiding officer, if said placard or banner is deemed to be disruptive to the meeting.

~~d-~~ **4.** The meeting agenda and all pertinent documents shall be distributed to the press and public at, or before, the meetings and will be posted on the District website.

Revision History:

May 16, 2016

Legal

- 1. 65 Pa. C.S.A. 710
- 2. 65 Pa. C.S.A. 710.1
- 24 P.S. 407
- 65 Pa. C.S.A. 701 et seq
- Pol. 006

Last Modified by Policy Staff on February 22, 2019



Book	Policy Manual
Section	900 Community
Title	Public Complaints
Code	906
Status	Policy Committee Review
Adopted	March 29, 1993
Last Revised	May 5, 2014

Proposed deletions: ~~strike through~~

Proposed additions/revisions: **underlined and bold**

I. Purpose

A. The Board welcomes inquiries, suggestions, and constructive criticism regarding the district's programs, personnel, operations and facilities. Any parent/guardian, student, resident or community group shall have the right to present a request, suggestion or complaint. The Board intends to provide a fair and impartial method for seeking appropriate resolution.

II. Authority

A. Attempts to resolve public concerns and complaints of ~~district~~ **District** residents shall begin with informal, direct discussions among the affected parties, following the established guidelines and ~~district~~ **District** organizational structure. Only when informal meetings fail to resolve the issue shall more formal procedures be utilized.

B. In accordance with law, the Board shall adopt a written procedure that provides parents/guardians, public agencies, other individuals, and organizations a means to submit and resolve complaints alleging violations in the administration of educational programs under the ~~No Child Left Behind Act~~ **Every Student Succeeds Act (ESSA)**. The complaint procedure shall be available to the public, a copy maintained in each school, and be distributed annually to parents/guardians and staff.[\[1\]](#)

C. Any requests, suggestions or complaints directed to individual ~~Board members~~ **School Directors** and/or the Board shall be referred to the Superintendent for consideration and action. If further action is warranted, based on the initial investigation, such action shall proceed in accordance with the established guidelines.

III. Guidelines

A. General Complaint Procedure

1. General complaints about Board policy and ~~district~~ **District** procedures, programs, operations, facilities and personnel shall be processed in accordance with the following

procedure.

- a. First Level - Complaints and requests shall be addressed initially to the concerned employee, who shall discuss it with the complainant and attempt to provide a reasonable explanation or take appropriate action within the employee's authority. As appropriate, the staff member shall report the matter and the resolution to the building principal or immediate supervisor.
 - b. Second Level - If the issue cannot be resolved satisfactorily at the first level, it shall be discussed by the complainant with the building principal or the employee's immediate supervisor.
 - c. Third Level - If a satisfactory solution is not achieved by discussion with the building principal or immediate supervisor, a conference shall be scheduled with the Superintendent or designee. The principal or supervisor shall provide to the Superintendent or **the Superintendent's** designee a report that includes the specific nature of the complaint, brief statement of relevant facts, how the complainant has been affected adversely, the action requested, and the reasons why such action should be taken or not taken.
 - d. Fourth Level - Should the matter not be resolved by the Superintendent or **the Superintendent's** designee or is beyond his/her **the Superintendent's** authority and requires Board action, the Superintendent or **the Superintendent's** designee shall provide the Board with a complete report.
 - e. Final Level - After reviewing all information relative to the complaint, the Board shall provide the complainant with its written decision and may grant a hearing before the Board or a committee of the Board.
2. The complainant shall be advised of the Board's decision, in writing, no more than ten (10) days following the hearing.

3. Incivility

a. "Incivility," for the purposes of this Policy, shall be defined as any of the following:

- i. Rude, obtrusive, or intolerant behavior in any type of school setting when such behavior may tend to erode education or diminish an atmosphere of professionalism or mutual respect; and/or,**
- ii. Use of offensive or obscene language in person, voice mail, written correspondence, email or any other form of communication; and/or,**
- iii. Threatening or belligerent conduct that in any way interferes or threatens to interfere with the orderly operations of the District or places another person in fear of imminent physical harm.**

b. Incivility During Meetings

- i. If a participant in a meeting becomes verbally abusive, the District employee or School Director responsible for chairing the meeting, on their own initiative or at the request of another meeting participant, shall immediately ask the participant to stop.**

ii. If the participant continues to act in an uncivil manner, the meeting will be terminated or continued without the participant's continued participation.

iii. If necessary, the meeting chair should request a break.

iv. If the incivility recurs after the meeting is reconvened, the chair should consider ending the meeting and documenting the basis for the meeting's termination.

v. If the District is under a timeline to conduct a meeting involving an uncivil participant, the District employee or Board member responsible for chairing the meeting should advise the participant that the meeting will be completed without the uncivil participant.

vi. If at any time, a Board Director, staff member, student, parent, community member, or other individual threatens bodily harm or attempts to physically touch in a threatening and harmful manner any person on school property, the police must be notified.

c. Any community member who behaves in an uncivil manner toward staff in writing or during phone conversations will be directed to cease all communication with that staff member and will be directed to communicate with that staff member's immediate supervisor.

B. ~~NCLB~~ **Every Student Succeeds Act (ESSA)** Complaint Procedure

1. Complaints alleging violations of law in the district's **District's** administration of ~~NCLB~~ **ESSA** education programs shall be processed in accordance with the following procedure.^[1]

a. The complaint must be filed with the district as a written, signed statement that identifies:

1. Alleged ~~NCLB~~ **ESSA** violation.
2. Facts supporting the alleged violation.
3. Supporting documentation, such as information on discussions, correspondence or meetings with the district regarding the complaint.

b. Complaints shall be referred to the Head of Federal Programs Coordinator, who will notify the Superintendent or **the Superintendent's** designee.

c. The Head of Federal Programs will conduct an independent investigation, ~~which could include but not be limited to:~~ **in accordance with their policies and procedures.**

1. ~~On-site visit to the building that is the subject of the complaint.~~
2. ~~Opportunity to present evidence by all individuals and/or organizations involved.~~
3. ~~Opportunity for each side to question parties of other side and witnesses.~~

d. When the investigation is completed, the Head of Federal Programs will prepare a report with a recommendation for resolving the complaint. The report will include:

1. Name of the individual or organization filing the complaint.
 2. Nature of the complaint.
 3. Summary of the investigation.
 4. Recommended resolution.
 5. Reasons for the recommended resolution.
- e. The Head of Federal Programs will submit the report to the Superintendent or **the Superintendent's** designee, who will determine whether further investigation is required and/or the ~~district's~~ **District's** final response.
- f. All parties involved in the complaint will be notified of the resolution of the complaint by the Head of Federal Programs.
- g. The Head of Federal Programs will ensure that the resolution of the complaint is implemented.
- h. The time period between receipt and resolution of a complaint will not exceed sixty (60) calendar days, unless circumstances require additional time.
- i. Either party may appeal the final resolution to the Pennsylvania Department of Education.

Division of Federal Programs
PA Department of Education
333 Market Street
Harrisburg, PA 17126-0333

Revision History:
May 5, 2014

Legal 1. 20 U.S.C. 7844

Last Modified by Policy Staff on February 22, 2019



Book	Policy Manual
Section	000 Local Board Procedures
Title	Functions of Standing Committees
Code	005.2
Status	Policy Committee Review

Proposed deletions: ~~strike through~~

Proposed additions/revisions: **underlined and bold**

I. Authority

A. New Hope-Solebury School District has six (6) standing committees: Curriculum Advisory, Facilities, Finance, Policy, Human Resources and Special Education.

B. The functions of these committees are:

1. Curriculum Advisory Committee

- a. The Curriculum Advisory Committee will support the School Board in establishing educational goals for the children of the New Hope-Solebury District and governing a program of education, or curriculum, designed to meet those goals.**
- b. The Committee works in collaboration with all NHSD stakeholders to build consensus around curriculum goals and activities.**
- c. The committee will recommend decisions and actions to the School Board that are based on current research, best practices, and innovative new ideas to further the District curriculum program within the context of federal, state, and District guidelines.**

2. Facilities Committee

- a. The mission of the Facilities Committee is to oversee the School District's physical assets; its land, building, equipment, and technology infrastructure.**
- b. The Facilities Committee will develop strategies:**
 - i. to maintain the adequacy and condition of capital assets,**
 - ii. to develop and periodically review policies,**
 - iii. to advocate for new structures and rehabilitate or remove older structures, and**

iv. to ascertain that adequate levels of funding exist for campus maintenance and operations, and technology infrastructure.

c. The Facilities Committee understands that welcoming, well-maintained and safe schools are vital to helping ensure that all students have a positive learning environment in which they can succeed and thrive.

d. In addition to studying the District's facilities, the members of the Facilities Committee will also monitor individual building maintenance concerns articulated by the Superintendent as well as the Principal and the head custodian of each school Director of Operations.

e. The Facilities Committee may request information about facility concerns in each building, may tour and inspect each building on a periodic basis and will monitor the completion of any projects targeted to address any concerns.

f. The recommendations of the Facilities Committee assist the Board of School Directors of New Hope-Solebury School District in developing an updated Comprehensive Plan which guides facility initiatives throughout the District based upon a study of current and future needs.

g. These recommendations are formed by a review of the following information:

i. school District enrollment history and projections,

ii. present and future educational program needs,

iii. city/county population data and growth projections,

iv. community development information,

v. existing school capacity information,

vi. review of school District property available for development,

vii. existing school facility needs assessment data,

viii. capital funding options and information,

ix. input from students, parents, citizens and staff, and

x. available survey/polling information.

h. The Facilities Committee will gain an understanding of issues and provide meaningful recommendations to the Board of School Directors of New Hope-Solebury School District for policy changes to enable improvement related to facilities.

i. The Facilities Committee works in partnership with individuals from both campuses and community stakeholders in developing District-wide policies and making decisions that are needed and are aligned with the School District's mission, goals, and priorities.

j. The Facilities Committee will debate any issues and recommend decisions, actions, and policies to the Board of School Directors of the New Hope-Solebury School District to ensure compliance with federal, state,

and local laws while adhering to the principles outlined in this Mission Statement.

k. These recommendations will be based on current research, best practices, and innovative new ideas.

l. All recommendations shall be reached by consensus, or a vote of a simple majority of the total Facilities Committee members, after thorough discussion and deliberation.

m. The group consensus or voting of the Facilities Committee will be summarized and presented to the Board of School Directors of New Hope-Solebury School District for review and vote.

3. Finance Committee

a. Mission: It shall be the mission of the Finance Committee to assist the Board of School Directors of New Hope-Solebury School District with planning and making decisions on all matters relating to finance by reviewing financial accounts of the District and making recommendations thereon.

b. Principles: The Finance Committee shall review and make recommendation to the Board of School Directors of New Hope-Solebury School District on all areas of financial policy, including but not limited to:

i. annual budgeting process and forecasting,

ii. financial activities for capital projects and operating activities,

iii. cash management,

iv. negotiation of large vendor contracts,

v. the financial impacts of all contracts,

vi. the reports of the School District Secretary and the School District Treasurer concerning the financial status of the School District.

vii. the transfer of any School District funds, and

viii. recommend the proposed annual budget prepared by the School Administration prior to its presentation to the Board.

c. The Finance Committee shall provide financial review, analysis, and opinion, and shall propose frameworks or roadmaps for completing any and all financial or budget related projects.

d. Role: The Finance Committee shall recommend to the Board of School Directors of New Hope-Solebury School District any actions to be taken in the best interest of the financial stability and growth of the District.

e. The Finance Committee will gain an understanding of issues and provide meaningful recommendations to the Board of School Directors of New Hope-Solebury School District for policy changes to enable financial improvement.

f. The Finance Committee works in partnership with individuals from both campuses and community stakeholders in developing District-wide policies

and making decisions that are needed and are aligned with the School District's mission, goals, and priorities.

g. The Finance Committee will debate any issues and recommend decisions, actions, and policies to the Board of School Directors of New Hope-Solebury School District to ensure compliance with federal, state, and local laws while adhering to the principles outlined in this Mission Statement.

h. These recommendations will be based on current research best practices, and innovative new ideas.

i. All recommendations shall be reached by consensus, or a vote of a simple majority of the total Finance Committee members, after thorough discussion and deliberation.

j. The group consensus or voting of the Finance Committee will be summarized and presented to the Board of School Directors of New Hope-Solebury School District for review and vote.

4. Policy Committee

a. It is the mission of the Policy Committee to serve as the Board of School Directors of New Hope-Solebury School District's vehicle for policy review, change, monitoring current policies and periodically updating the New Hope-Solebury School Board Policy Manual.

b. The mission of the Policy Committee is to review all School District-wide policies that require the Board of School Directors of New Hope-Solebury School District's approval.

c. The Policy Committee reviews policy drafts to ensure that they are concise, consistent in format and scope, and accessible.

d. The critical issues with which school districts often struggle are matters shaped by public policy, legislation, litigation, and formal resolutions of commissions, organizations, and other bodies.

e. The Policy Committee not only gathers and shares information concerning those issues, but also brings concerns and calls for action to the attention of the Board.

f. Major Policy Committee functions include:

i. review and update existing policy for the Board,

ii. respond to the need for policy review and writing of any new policy that might arise from administrative recommendations, citizen's requests, statutory requirements, or specific board member concerns,

iii. assess existing policies for coverage, including consistency or conflict with other policies, evaluate current practice of compliance with the policies, and distinguish between policies and procedures,

iv. develop a process and governance framework through which District policies are formulated, vetted, approved, reviewed, maintained, communicated, and enforced,

v. review and present recommendations to the Board for any policy about which there is a question of interpretation, and

vi. review Board Operating Guidelines and Administrative Regulations which accompany policies to ascertain conformance with Board policy.

g. The Policy Committee informs the Board of School Directors of New Hope-Solebury School District about key public policy issues.

h. The Policy Committee searches for news and events that rise to the level of an issue that is important enough to the Policy Committee.

i. When an issue becomes critical to the administration of the School District, Policy Committee members discuss and decide what action might be taken.

j. The Policy Committee will gain an understanding of issues and provide meaningful recommendations to the Board of School Directors of New Hope-Solebury School District for changes to enable improvement related to policy.

k. The Policy Committee works in partnership with individuals from both campuses and community stakeholders in developing District wide policies and making decisions that are needed and are aligned with the School District's mission, goals, and priorities.

l. The Policy Committee will debate any issues and recommend decisions, actions, and policies to the Board of School Directors of New Hope-Solebury School District to ensure compliance with federal, state, and local laws while adhering to the principles outlined in this Mission Statement.

m. These recommendations will be based on current research, best practices, and innovative new ideas.

n. All recommendations shall be reached by consensus, or a vote of a simple majority of the total Policy Committee members, after thorough discussion and deliberation.

o. The group consensus or voting of the Policy and Human Resources Committee will be summarized and presented to the Board of School Directors of New Hope-Solebury School District for review and vote.

6. Human Resources Committee

a. It is the mission of the Human Resources ("HR") Committee to serve the Board of School Directors of New Hope-Solebury School District by focusing efforts on the District's most valuable asset: its employees and to help the District achieve excellence by examining human resources issues and recommending improvements.

b. The HR Committee achieves its mission through recruitment, hiring, and retention of a diverse, qualified workforce.

c. The HR Committee provides human resource direction, technical assistance, training, equal employment opportunity, and labor relations services to the Board.

d. The HR Committee oversees the development and implementation of compensation and benefit policies, plans, and programs.

e. The HR Committee develops and retains a high performing and diverse workforce and fosters a healthy, safe, and productive work environment for employees, their families, departments, and the public in order to maximize individual and organizational potential.

f. The goals of the HR Committee are:

- i. valuing, encouraging, and supporting a diverse workforce,**
- ii. continually improving individual and organizational effectiveness,**
- iii. anticipating and meeting the changing needs of the workforce/family,**
- iv. championing career and professional growth,**
- v. creating and enhancing strategic partnerships, and**
- vi. enhancing services through technology.**

g. The HR Committee strives to attract, develop, motivate and retain a diverse workforce within a supportive work environment. The HR Committee's core services and competencies include:

- i. recruitment and staffing,**
- ii. employee relations,**
- iii. organizational and employee development,**
- iv. risk management,**
- v. compensation and benefits,**
- vi. payroll,**
- vii. HR information management, and**
- viii. Regulatory compliance.**

h. The Human Resources Committee will gain an understanding of issues and provide meaningful recommendations to the Board of School Directors of New Hope-Solebury School District for changes to enable improvement related to human resources.

i. The Human Resources Committee works in partnership with individuals from both campuses and community stakeholders in developing District wide policies and making decisions that are needed and are aligned with the School District's mission, goals, and priorities.

j. The Human Resources Committee will debate any issues and recommend decisions, actions, and policies to the Board of School Directors of New Hope-Solebury School District to ensure compliance with federal, state, and local laws while adhering to the principles outlined in this Mission Statement.

k. These recommendations will be based on current research, best practices, and innovative new ideas.

l. All recommendations shall be reached by consensus, or a vote of a simple majority of the total Human Resources Committee members, after thorough discussion and deliberation.

m. The group consensus or voting of the Policy and Human Resources Committee will be summarized and presented to the Board of School Directors of New Hope-Solebury School District for review and vote.

6. Special Education

a. The Special Education Committee works collaboratively with the Director of Pupil Services regarding special education topics and direction for the District.

b. The Committee recommends action to the Board of School Directors regarding special education topics, including programming and service delivery.

Last Modified by Policy Staff on February 22, 2019



Book	Policy Manual
Section	200 Pupils
Title	Hazing
Code	247
Status	Policy Committee Review
Adopted	September 14, 1999
Last Revised	September 19, 2016

Proposed deletions: ~~strike through~~

Proposed additions/revisions: **underlined and bold**

I. Purpose

A. The purpose of this policy is to maintain a safe, positive environment for students and staff that is free from hazing. Hazing activities of any type are inconsistent with the educational goals of the District and are prohibited at all times.

II. Definitions

A. ~~For purposes of this policy "hazing" is defined as any action or situation which recklessly or intentionally endangers the mental or physical health or safety of a person or which willfully destroys or removes public or private property for the purpose of initiation or admission into or affiliation with, or as a condition of continued membership in, any organization. The term shall include, but not be limited to:~~ **Hazing occurs when a person intentionally, knowingly or recklessly, for the purpose of initiating, admitting or affiliating a student with an organization, or for the purpose of continuing or enhancing membership or status in an organization, causes, coerces or forces a student to do any of the following:[1]**

1. Violate federal or state criminal law.

~~4. 2.~~ Forced consumption of **Consume** any food, liquor, **liquid, alcoholic liquid**, drug or other substance **which subjects the student to a risk of emotional or physical harm.**

~~1. 3.~~ Any **Endure** brutality of a physical nature, such as **including** whipping, beating, branding, **calisthenics or exposure to the elements.**

~~2. Unreasonable forced calisthenics;~~

~~3. Exposure to the elements;~~

~~5. 4.~~ Any other forced physical activity which could **Endure brutality of a mental nature, including activity** adversely affect **affecting** the physical health and safety of the individual, and shall include any activity which would subject **mental health or**

dignity of the individual, ~~to extreme mental stress, such as sleep deprivation, forced exclusion from social contact or forced conduct which is intended to or~~ **that** could result in humiliation extreme embarrassment. ~~or any other forced activity which could adversely affect the mental health or dignity of the individual; or~~

5. Endure brutality of a sexual nature.

~~6. Any willful destruction or removal of public or private property for use in hazing activities.~~

6. Endure any other activity that creates a reasonable likelihood of bodily injury to the student.

B. For purposes of this policy, any activity, as described above, upon which the initiation or admission into or affiliation with or continued membership in an organization is directly or indirectly conditioned shall be presumed to be "forced" activity, the willingness of an individual to participate in such activity notwithstanding.

C. Aggravated hazing occurs when a person commits an act of hazing that results in serious bodily injury or death to the student and: [2]

1. The person acts with reckless indifference to the health and safety of the student; or

2. The person causes, coerces or forces the consumption of an alcoholic liquid or drug by the student.

D. Organizational hazing occurs when an organization intentionally, knowingly or recklessly promotes or facilitates hazing. [3][4]

E. Any activity, as described above, shall be deemed a violation of this policy regardless of whether: [5]

1. The consent of the student was sought or obtained, or

2. The conduct was sanctioned or approved by the school or organization.

~~C. F.~~ For purposes of this policy, "student activity" or organization is defined as any organization, team, club, society, or group operating under the sanction of or recognized as an organization by the district. **Student activity or organization means any activity, society, corps, team, club or service, social or similar group, operating under the sanction of or recognized as an organization by the District, whose members are primarily students or alumni of the organization.** [6][7]

G. For purposes of this policy, bodily injury shall mean impairment of physical condition or substantial pain. [8]

H. For purposes of this policy, serious bodily injury shall mean bodily injury which creates a substantial risk of death or which causes serious, permanent disfigurement, or protracted loss or impairment of the function of any bodily member or organ. [8]

III. Authority

A. The District **Board** prohibits hazing in connection with any student activity or organization regardless of whether the conduct occurs on or off school property or outside of school hours. [4][5][7][9][10]

B. No student, parent/guardian, coach, sponsor, volunteer or District employee shall engage in, condone or ignore any form of hazing.

C. The Board encourages students who **believe they, or others,** have been subjected to hazing to promptly report such incidents to the building principal **or the building principal's designee.**

IV. Delegation of Responsibility

A. District administrators shall investigate promptly all complaints of hazing and administer appropriate discipline to any individual or any organization found to be in violation of this policy.

B. Students, parents/guardians, administrators, coaches, sponsors, volunteers, and District employees shall be alert to incidents of hazing and shall report such conduct to the building principal **or the building principal's designee.**

V. Discrimination/Discriminatory Harassment

A. Every report of alleged hazing that can be interpreted at the outset to fall within the provisions of policies addressing potential violations of laws against discrimination and discriminatory harassment shall be handled as a joint, concurrent investigation into all allegations and coordinated with the full participation of the Compliance Officer.

B. If, in the course of a hazing investigation, potential issues of discrimination or discriminatory harassment are identified, the Compliance Officer shall be promptly notified, and the investigation shall be conducted jointly and concurrently to address the issues of alleged discrimination as well as the incidents of alleged hazing.[11]
[12]

VI. Guidelines

~~A. The District shall annually inform students, parents/guardians, coaches, sponsors, volunteers and District staff that hazing of district students is prohibited, by means of:~~ **In addition to posting this policy on the District's publicly accessible website, the District shall inform students, parents/guardians, sponsors, volunteers and District employees of the District's policy prohibiting hazing, including District rules, penalties for violations of the policy, and the program established by the District for enforcement of the policy by means of [4].**

1. Distribution of written hazing policy.
2. Publication of the hazing policy in handbooks.
3. Verbal instructions by the coach or sponsor at the start of each season or program.
4. Posting of notice/signs.

B. This policy, along with other applicable District policies, procedures and Codes of Conduct, shall be provided to all school athletic coaches and all sponsors and volunteers affiliated with a student activity or organization, prior to coaching an athletic activity or serving as a responsible adult supervising, advising, assisting or otherwise participating in a student activity or organization **together with a notice that they are expected to read and abide by the policies, procedures and Codes of Conduct.[7]**

C. If a student activity or organization authorizes hazing in disregard of this policy or other applicable District rules, penalties may include ~~recision~~ **rescission** of permission for that

organization to operate on school property or to otherwise operate under the sanction or recognition of the District.

D. Complaint Procedure

1. When anyone believes that hazing has occurred, s/he **that individual** shall promptly report the incident, orally or in writing, to the principal **or the principal's designee**.

2. Students are encouraged to use the District's report form, available from the building principal, or to put the complaint in writing; however, oral complaints shall be accepted and documented. The person accepting the complaint shall handle the report objectively, neutrally and professionally, setting aside personal biases that might favor or disfavor the student filing the complaint or those accused of a violation of this policy.

~~2.~~ **3. The principal shall conduct a timely, impartial, thorough, and comprehensive investigation of the alleged hazing. The Board directs that verbal and written complaints of hazing shall be provided to the building principal or the building principals' designee, who shall promptly notify the Superintendent or the Superintendent's designee of the allegations and determine who shall conduct the investigation.**

4. Allegations of hazing shall be investigated promptly, and appropriate corrective or preventative action be taken when allegations are substantiated. The Board directs that any complaint of hazing brought pursuant to this policy shall also be reviewed for conduct which may not be proven to be hazing under this policy but merits review and possible action under other Board policies.

~~3. The principal shall prepare a written report summarizing the investigation and recommending disposition of the complaint. Copies of the report shall be provided to the complainant. Confidentiality shall be maintained for the complainant.~~

5. Interim Measures/Police

a. Upon receipt of a complaint of hazing, the building principal or the building principal's designee, in consultation with the Superintendent or the Superintendent's designee, shall determine what, if any interim measures should be put in place to protect students from further hazing, bullying, discrimination or retaliatory conduct related to the alleged incident and report.

b. Such interim measures may include, but not be limited to, the suspension of an adult who is involved, the separation of alleged victims and perpetrators, and the determination of what the complaining student needs or wants through questioning.

c. Those receiving the initial report and conducting or overseeing the investigation will assess whether the complaint, if proven, would constitute hazing, aggravated hazing or organizational hazing and shall report it to the police consistent with District practice and, as appropriate, consult with legal counsel about whether to report the matter to the police at every stage of the proceeding.

d. The decision to report a matter to the police should not involve an analysis by District personnel of whether safe harbor provisions might apply to the person being reported, but information on the facts can be shared with the police in this regard.**[13]**

6. Referral To Law Enforcement and Safe Schools Reporting Requirements

a. For purposes of reporting hazing incidents to law enforcement in accordance with Safe Schools Act reporting, the term incident shall mean an instance involving an act of violence; the possession of a weapon; the possession, use, or sale of a controlled substance or drug paraphernalia as defined in the Pennsylvania Controlled Substance, Drug, Device and Cosmetic Act; the possession, use, or sale of alcohol or tobacco; or conduct that constitutes an offense listed under the Safe Schools Act. [\[14\]](#)[\[15\]](#)[\[16\]](#)

b. The Superintendent or the Superintendent's designee shall immediately report required incidents and may report discretionary incidents, as defined in the Safe Schools Act, committed by students on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity to the local police department that has jurisdiction over the school's property, in accordance with state law and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies. [\[14\]](#)[\[15\]](#)[\[17\]](#)[\[18\]](#)[\[19\]](#)[\[20\]](#)

c. The Superintendent or the Superintendent's designee shall notify the parent/guardian of any student directly involved in a defined incident as a victim or suspect immediately, as soon as practicable. The Superintendent or the Superintendent's designee shall inform the parent/guardian whether the local police department that has jurisdiction over the school property has been or may be notified of the incident.

d. The Superintendent or the Superintendent's designee shall document attempts made to reach the parent/guardian. [\[14\]](#)[\[20\]](#)[\[21\]](#)

7. In accordance with state law, the Superintendent shall annually, by July 31, report all new incidents to the Office for Safe Schools on the required form. [\[15\]](#)[\[20\]](#)

8. Confidentiality: Confidentiality of all parties, witnesses, the allegations, the filing of a complaint and the investigation shall be handled in accordance with this policy and the District's legal and investigative obligations.

9. Retaliation: Reprisal or retaliation relating to reports of hazing or participation in an investigation of allegations of hazing is prohibited and shall be subject to disciplinary action.

10. Consequences for Violations

a. Safe Harbor: An individual needing medical attention or seeking medical attention for another shall not be subject to criminal prosecution if the individual complies with the requirements under law, subject to the limitations set forth in law. [\[13\]](#)

11. Students

4. a. If the investigation results in a finding of hazing, the principal shall recommend appropriate disciplinary action, as circumstances warrant, in accordance with the Code of Conduct. If the investigation results in a substantiated finding of hazing, the investigator shall recommend appropriate disciplinary action up to and including expulsion, as circumstances warrant, in accordance with the Code of Student Conduct. The student may also be subject to disciplinary action by the coach or sponsor, up to and including removal from the activity or organization. The fact of whether a

student qualified for and received safe harbor under a criminal investigation shall be considered in assigning discipline.[\[4\]](#)[\[7\]](#)[\[13\]](#)[\[22\]](#)[\[23\]](#)

5. ~~b.~~ Additionally, any student who engages in hazing activities may be subject to disciplinary action by the coach or sponsor, up to and including removal from the activity. **In addition to other authorized discipline, building principals shall have the authority, after providing the student or students an informal hearing, to impose a fine on each student determined to have engaged in hazing in violation of this policy.**[\[4\]](#)[\[22\]](#)

c. When recommended disciplinary action results in a formal hearing before the Board, in addition to other authorized disciplinary consequences, the Board may also impose a fine on each student determined to have engaged in hazing in violation of this policy.[\[4\]](#)[\[23\]](#)

d. When fines have not been paid, the Superintendent shall have the authority to direct that student diplomas and/or transcripts be withheld until payment in full is made or a payment plan is agreed upon.

e. In cases of economic hardship, the Superintendent shall consider whether diplomas and/or transcripts should be released despite an unpaid fine.[\[4\]](#)

12. Nonstudent Violators/Organizational Hazing

6. ~~a.~~ If the investigation results in a **substantiated** finding that a coach, ~~or~~ sponsor, **or volunteer** affiliated with the **student** activity **or organization** planned, directed, encouraged, assisted, **engaged in**, ~~or~~ condoned **or ignored** any form of hazing **violation of this policy**, ~~s/he~~ **the individual** will be disciplined appropriately. **Discipline could include, but is not limited to, dismissal from the position as coach, sponsor, or volunteer, and/or dismissal from District employment.**[\[24\]](#)

b. If an organization is found to have engaged in organizational hazing, it shall be subject to the imposition of fines and other appropriate penalties. Penalties may include rescission of permission for that organization to operate on school property or to otherwise operate under the sanction or recognition of the District.

7. **13. Criminal Prosecution:** Any person **or organization that** causes or participates in hazing may also be subject to criminal prosecution.[\[4\]](#)

Revision History:

September 19, 2016

Legal

1. 18 Pa. C.S.A. 2802
2. 18 Pa. C.S.A. 2803
3. 18 Pa. C.S.A. 2804
4. 18 Pa. C.S.A. 2808
5. 18 Pa. C.S.A. 2806
6. 18 Pa. C.S.A. 2801
7. 24 P.S. 511
8. 18 Pa. C.S.A. 2301
9. Pol. 122
10. Pol. 123
11. Pol. 103
12. Pol. 103.1
13. 18 Pa. C.S.A. 2810
14. 22 PA Code 10.2
15. 24 P.S. 1303-A
16. 35 P.S. 780-102
17. 22 PA Code 10.21
18. 22 PA Code 10.22
19. 24 P.S. 1302.1-A
20. Pol. 805.1
21. 22 PA Code 10.25
22. Pol. 218
23. Pol. 233
24. Pol. 317
- 18 Pa. C.S.A. 2801 et seq
- 22 PA Code 10.23
- Pol. 113.1
- Pol. 916

Last Modified by Policy Staff on March 6, 2019



Book	Policy Manual
Section	200 Pupils
Title	Bullying/Cyberbullying
Code	249
Status	Policy Committee Review
Adopted	November 17, 2008
Last Revised	June 20, 2016

Purpose

The Board is committed to providing a safe, positive learning environment for district students. The Board recognizes that bullying creates an atmosphere of fear and intimidation, detracts from the safe environment necessary for student learning, and may lead to more serious violence. Therefore, the Board prohibits bullying by district students.

Definitions

Bullying means an intentional electronic, written, verbal or physical act or series of acts directed at another student or students, which occurs in a school setting

{ } and/or outside a school setting,

that is severe, persistent or pervasive and has the effect of doing any of the following:[\[1\]](#)

1. **Substantially interfering** with a student's education.
2. **Creating** a threatening environment.
3. **Substantially disrupting** the orderly operation of the school.

Bullying, as defined in this policy, includes cyberbullying.

School setting means in the school, on school grounds, in school vehicles, at a designated bus stop or at any activity sponsored, supervised or sanctioned by the school.[\[1\]](#)

Authority

The Board prohibits all forms of bullying by district students.[\[1\]](#)

The Board encourages students who **believe they or others** have been bullied to promptly report such incidents to the building principal or designee.

Students are encouraged to use the district's report form, available from the building principal, or to put the complaint in writing; however, oral complaints shall be accepted and documented. The person accepting the complaint shall handle the report objectively,

neutrally and professionally, setting aside personal biases that might favor or disfavor the student filing the complaint or those accused of a violation of this policy.

The Board directs that **verbal and written** complaints of bullying shall be investigated promptly, and **appropriate corrective or preventative** action be taken when allegations are **substantiated**. **The Board directs that any complaint of bullying brought pursuant to this policy shall also be reviewed for conduct which may not be proven to be bullying under this policy but merits review and possible action under other Board policies.**

Discrimination/Discriminatory Harassment

Every report of alleged bullying that can be interpreted at the outset to fall within the provisions of policies addressing potential violations of laws against discrimination and discriminatory harassment shall be handled as a joint, concurrent investigation into all allegations and coordinated with the full participation of the Compliance Officer. If, in the course of a bullying investigation, potential issues of discrimination or discriminatory harassment are identified, the Compliance Officer shall be promptly notified, and the investigation shall be conducted jointly and concurrently to address the issues of alleged discrimination as well as the incidents of alleged bullying.[2][3]

Confidentiality

Confidentiality of all parties, **witnesses, the allegations, the filing of a complaint and the investigation** shall be **handled in accordance with this policy and** the district's legal and investigative obligations.

Retaliation

Reprisal or retaliation relating to reports of bullying or participation in an investigation of allegations of bullying is prohibited and shall be subject to disciplinary action.

Delegation of Responsibility

Each student shall be responsible to respect the rights of others and to ensure an atmosphere free from bullying.

The Superintendent or designee shall develop administrative regulations to implement this policy.

The Superintendent or designee shall ensure that this policy and administrative regulations are reviewed annually with students.[1]

The Superintendent or designee, in cooperation with other appropriate administrators, shall review this policy every three (3) years and recommend necessary revisions to the Board.[1]

District administration shall annually provide the following information with the Safe School Report:[1]

1. Board's Bullying Policy.
2. Report of bullying incidents.
3. Information on the development and implementation of any bullying prevention, intervention or education programs.

Guidelines

The Code of Student Conduct, which shall contain this policy, shall be disseminated annually to students.[1][4][5]

This policy shall be accessible in every classroom. The policy shall be posted in a prominent location within each school building and on the district website.

Education

The district

{ } may

{ } shall

develop, implement **and evaluate** bullying prevention and intervention programs **and activities**. Programs **and activities** shall provide district staff and students with appropriate training for effectively responding to, intervening in and reporting incidents of bullying. [\[1\]](#)[\[6\]](#)[\[7\]](#)[\[8\]](#)

Consequences for Violations

A student who violates this policy shall be subject to appropriate disciplinary action consistent with the Code of Student Conduct, which may include: [\[1\]](#)[\[5\]](#)[\[9\]](#)

1. { } Counseling within the school.
2. { } Parental conference.
3. { } Loss of school privileges.
4. { } Transfer to another school building, classroom or school bus.
5. { } Exclusion from school-sponsored activities.
6. { } Detention.
7. { } Suspension.
8. { } Expulsion.
9. { } Counseling/Therapy outside of school.
10. { } Referral to law enforcement officials.

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Legal	1. 24 P.S. 1303.1-A
	2. Pol. 103
	3. Pol. 103.1
	4. 22 PA Code 12.3
	5. Pol. 218
	6. 20 U.S.C. 7118
	7. 24 P.S. 1302-A
	8. Pol. 236
	9. Pol. 233
	Pol. 113.1

Last Modified by Policy Staff on March 7, 2019



Book	Policy Manual
Section	900 Community
Title	Public Attendance at School Events
Code	904
Status	Policy Committee Review
Adopted	March 29, 1993
Last Revised	June 27, 2011

Proposed deletions: ~~strike through~~

Proposed additions/revisions: **underlined and bold**

I. Purpose

A. The Board welcomes the public at activities and events sponsored by the school ~~district~~ **District**, but the Board also acknowledges its duty to maintain order and preserve school facilities during such events.

II. Definitions

A. For purposes of this policy, "tobacco" includes a lighted or unlighted cigarette, cigar, cigarillo, little cigar, pipe or other smoking product or material and smokeless tobacco in any form including chewing tobacco, snuff, dip or dissolvable tobacco pieces.[1]

B. For purposes of this policy, "nicotine" shall mean a product that contains or consists of nicotine in a form that can be ingested by chewing, smoking, inhaling or through other means.

C. For purposes of this policy, a "nicotine delivery product" shall mean a product or device used, intended for use or designed for the purpose of ingesting nicotine or another substance. This definition includes, but is not limited to, any device or associated product used for what is commonly referred to as vaping or juuling.

~~II.~~ **III. Authority**

A. The Board has the authority to prohibit at a school event the attendance of any individual whose conduct may constitute a disruption.

B. The Board prohibits gambling and the possession and use of controlled substances, alcoholic beverages and weapons on school premises.**[2][3]**

IV. Delegation of Responsibility

A. A schedule of fees for attendance at school events shall be prepared by the Superintendent or **the Superintendent's** designee and adopted by the Board.

~~2. B.~~ The district shall annually notify staff, parents/guardians and members of the public about the district's tobacco use policy by publishing such in handbooks, newsletters, posted notices, and other efficient methods **The Superintendent shall ensure that this policy is posted on the District's publicly accessible website.**[\[4\]](#)

~~III.~~ **V. Guidelines**

~~B.~~ **A. Tobacco Use/Nicotine**

1. The Board prohibits **use of tobacco use, nicotine and nicotine delivery products** by any persons in its school buildings and on any property, buses, vans and vehicles that are owned, leased or controlled by the school district **District.**[\[1\]](#)[\[5\]](#)

2. This policy does not prohibit the use of a nicotine patch, gum or lozenge as a smoking cessation product by adult members of the public in attendance at school events.

3. Reporting

a. The Superintendent shall annually, by July 31, report all incidents of possession, use or sale of tobacco, nicotine and nicotine delivery products by any person on school property to the Office for Safe Schools on the required form.[\[6\]](#)[\[7\]](#)

b. The Superintendent or the Superintendent's designee may report incidents involving the sale of tobacco to minors by any person on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity to the school police, school resource officer (SRO), or to the local police department that has jurisdiction over the school's property, in accordance with state law and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies.[\[6\]](#)[\[7\]](#)[\[8\]](#)[\[9\]](#)[\[10\]](#)[\[11\]](#)

~~C.~~ **B. Free Admittance**

1. Senior citizens who are ~~district~~ **District** residents and are sixty-two (62) years of age or older shall be admitted to all school-sponsored events, with the exception of those clearly identified as fundraisers.

2. The Board will honor athletic passes from all districts that are members of conferences in which teams of this ~~district~~ **District** compete and honor the passes of this district.

~~D.~~ **C. Service Animals**

1. Individuals with disabilities may be accompanied by their service animals while on ~~district~~ **District** property for events that are open to the general public in accordance with Board policy and state and federal laws and regulations.[\[12\]](#)[\[13\]](#)[\[14\]](#)

Revision History:
June 27, 2011

Legal

1. 35 P.S. 1223.5
2. 24 P.S. 511
3. 24 P.S. 775
4. 24 P.S. 510.2
5. 20 U.S.C. 7183
6. 24 P.S. 1303-A
7. Pol. 805.1
8. 18 Pa. C.S.A. 6305
9. 22 PA Code 10.2
10. 22 PA Code 10.22
11. 24 P.S. 1302.1-A
12. 28 CFR 35.136
13. 43 P.S. 953
14. Pol. 718
- 20 U.S.C. 7181 et seq
- 28 CFR Part 35

904 ATT - PubBehaviorSchEvents.doc (35 KB)

Last Modified by Policy Staff on March 12, 2019



Book	Policy Manual
Section	100 Programs
Title	Comprehensive Planning
Code	100
Status	Administrative Review
Adopted	June 26, 2000
Last Revised	December 15, 2014

Proposed deletions: ~~strike through~~

Proposed additions/revisions: **underlined and bold**

I. Purpose

A. The Board recognizes the importance of comprehensive planning in developing and guiding the District's goals, and the educational programs and operation of the schools.

B. Participation by educational stakeholders is a critical element of such planning.

II. Authority

A. The Board shall provide guidance in the District's comprehensive planning process, and shall ensure active participation by Board members, administrators, teachers, other District personnel, students, parents/guardians and representatives from local businesses and the community.

B. As part of the comprehensive planning process, the Board directs that the District develop and implement individual plans and components as required by law, regulations, and funding and program requirements.[\[1\]](#)

C. The Board directs that the goals and action plans developed through comprehensive planning shall be continuously monitored and reviewed to ensure students are achieving at high levels.

1. Professional Education

~~A.~~ **a.** The District shall develop and submit a professional education plan to the Secretary of Education for approval every three (3) years, as required by law and regulations.

b. Prior to approval by the Board and submission to the Secretary of Education, the professional education plan shall be made available for public inspection and comment in the District's administrative offices and the nearest public library for a minimum of twenty-eight (28) days.[\[2\]](#)[\[1\]](#)[\[3\]](#)[\[4\]](#)

2. Induction

~~A.~~ **a.** The District shall develop and submit an induction plan to the Department of Education for approval every six (6) years, as required by law and regulations.

b. Prior to approval by the Board and submission to the Department of Education, the induction plan shall be made available for public inspection and comment in the District's administrative offices and the nearest public library for a minimum of twenty-eight (28) days.[\[1\]](#)[\[5\]](#)[\[4\]](#)

3. Student Services

~~A.~~ **a.** The District shall develop and implement a written plan every six (6) years for providing a comprehensive and integrated K-12 program of student services, as required by law and regulations.

b. Prior to approval by the Board, the student services plan shall be made available for public inspection and comment in the ~~district's~~ **District's** administrative offices and the nearest public library for a minimum of twenty-eight (28) days.[\[1\]](#)[\[6\]](#)[\[7\]](#)

4. Special Education

~~A.~~ **a.** The District shall develop and submit a special education plan to the Department of Education for approval every three (3) years, and shall implement such plan as required by law and regulations.

b. Prior to approval by the Board and submission to the Department of Education, the special education plan shall be made available for public inspection and comment in the District's administrative offices and the nearest public library for a minimum of twenty-eight (28) days.[\[1\]](#)[\[8\]](#)[\[9\]](#)

5. Gifted Education

~~A.~~ **a.** The District shall develop and implement a gifted education plan every six (6) years, as required by law and regulations.

b. Prior to approval by the Board, the gifted education plan shall be made available for public inspection and comment in the District's administrative offices and the nearest public library for a minimum of twenty-eight (28) days.[\[1\]](#)[\[10\]](#)[\[11\]](#)

III. Delegation of Responsibility

A. The Superintendent or ~~his/her~~ **the Superintendent's** designee shall be responsible for organizing the comprehensive planning process, ensuring participation in accordance with Board policy and submitting the required plans to the Department of Education.

B. The Superintendent or ~~his/her~~ **the Superintendent's** designee shall be responsible for implementing the goals and action plans developed through comprehensive planning and providing written quarterly progress reports to the Board.

Revision History:

December 15, 2014

Legal

1. 22 PA Code 4.13
2. 24 P.S. 1205.1
3. 22 PA Code 49.17
4. Pol. 333
5. 22 PA Code 49.16
6. 22 PA Code 12.41
7. Pol. 146
8. 22 PA Code 14.104
9. Pol. 113
10. 22 PA Code 16.4
11. Pol. 114
- 22 PA Code 4.20
- 22 PA Code 4.4
- Pol. 002
- Pol. 004
- Pol. 101
- Pol. 105
- Pol. 107
- Pol. 109
- Pol. 701

Last Modified by Policy Staff on March 10, 2019



Book	Policy Manual
Section	100 Programs
Title	Mission Statement/Vision Statement/Shared Values
Code	101
Status	Policy Committee Review
Adopted	November 23, 1992
Last Revised	December 15, 2014

Proposed deletions: ~~strike through~~

Proposed additions/revisions: **underlined and bold**

I. District Mission Statement

A. The New Hope-Solebury School District takes pride in its commitment to excellence.

B. We strive to inspire and empower our students to become passionate, confident, life-long learners, with the skills and strength of character to contribute to a diverse and ever-changing world.

II. District Shared Values

A. All people should be valued and respected for their opinions and their diversity.

B. All people should be personally, academically, **and** socially responsible and accountable.

C. Educational leadership should be distributed and collaborative.

D. Technology should be a learning tool, which should change the manner in which we access and share information, as well as how we teach and learn.

E. Schools should be a safe haven for all.

F. An effective education should be enriched by the arts, service, athletics and extra-curricular activities and should empower students to shape their futures.

G. All people's unique abilities and needs should be respected, recognized and supported.

H. The community should be the foundation for growth focused on life-long learning.

I. The family should provide the primary foundation for character development and ethical behavior of its children.

a. Schools provide opportunities for student growth in these areas.

J. We should strive to make learning integrative, inquiry based and problem centered.

K. All people should be empowered to be flexible learners, problem solvers and shape their futures in an ever-changing, global society.

Revision History:

December 15, 2014

Legal

1. Pol. 100

Last Modified by Policy Staff on March 11, 2019



Book	Policy Manual
Section	100 Programs
Title	Academic Standards
Code	102
Status	Policy Committee Review
Adopted	November 23, 1992
Last Revised	June 2, 2014

Proposed deletions: ~~strike through~~

Proposed additions/revisions: **underlined and bold**

I. Purpose

A. The Board recognizes the importance of developing, assessing and expanding academic standards to challenge students to achieve at their highest level possible.

B. To this end, the ~~district~~ **District** shall establish rigorous academic standards in accordance with, and may expand upon, those adopted by the State Board of Education.[\[1\]](#)[\[2\]](#)

~~B.~~ II. Definition

~~1.~~ **A.** Academic standards - shall be defined as what a student should know and be able to do at a specified grade level.

1. For purposes of Board policy, the term academic standards shall be deemed to encompass Pennsylvania Core Standards, state academic standards and local academic standards.[\[3\]](#)

~~II.~~ III. Authority

A. The Board shall approve academic standards for ~~district~~ **District** students to attain, in the following content areas:[\[2\]](#)

1. English Language Arts,
2. Mathematics,
3. Science and Technology - to include reading in science and technology, and writing for science and technology,
4. Environment and Ecology,

5. Social Studies (history, geography, civics and government, economics) - to include reading in history and social studies, and writing for history and social studies,
6. Arts and Humanities,
7. Career Education and Work,
8. Health, Safety and Physical Education, **and**
9. Family and Consumer Science.

III. Guidelines

- A. The ~~district's~~ **District's** curriculum shall be designed to provide students with the planned instruction needed to attain established academic standards.[\[2\]](#)[\[4\]](#)[\[5\]](#)
- B. The ~~district~~ **District** shall assess individual student attainment of established academic standards and provide assistance for students having difficulty attaining academic standards.[\[2\]](#)[\[6\]](#)[\[7\]](#)
- C. Students with disabilities may attain academic standards by completion of their Individualized Education Programs in accordance with law, regulations and Board policy.[\[2\]](#)[\[8\]](#)

Revision History:

June 2, 2014

Legal	1. 22 PA Code 4.11
	2. 22 PA Code 4.12
	3. 22 PA Code 4.3
	4. Pol. 105
	5. Pol. 107
	6. Pol. 127
	7. Pol. 213
	8. Pol. 113
	22 PA Code 4.4

Last Modified by Policy Staff on March 11, 2019



Book	Policy Manual
Section	100 Programs
Title	Curriculum
Code	105
Status	Policy Committee Review
Adopted	November 23, 1992
Last Revised	January 24, 2019

Proposed deletions: ~~strike through~~

Proposed additions/revisions: **underlined and bold**

I. Purpose

- A. The Board recognizes its responsibility for the development, assessment and improvement of the educational program of the schools.
- B. The curriculum shall be evaluated, developed and modified on a continuing basis and in accordance with a plan for curriculum improvement.[\[1\]](#)

II. Authority

- A. The Superintendent or the Superintendent's designee shall be responsible for the curriculum of the District's schools.
- B. The curriculum shall be designed to provide students the opportunity to achieve the academic standards established by the Pennsylvania Department of Education.
- C. Attaining the academic standards requires students to demonstrate the acquisition and application of knowledge.[\[1\]](#)[\[3\]](#)[\[4\]](#)
- D. In order to provide a quality educational program for District students, the Superintendent or the Superintendent's designee shall adopt a curriculum plan that includes the requirements for courses to be taught; subjects to be taught in the English language; courses adapted to the age, development and needs of students; and strategies for assisting those students having difficulty attaining the academic standards.[\[1\]](#)[\[3\]](#)[\[5\]](#)[\[6\]](#)[\[7\]](#)[\[8\]](#)

III. Definition

- A. For purposes of this policy, **curriculum** shall be defined as a series of planned instruction aligned with established academic standards in each subject that is coordinated, articulated and implemented in a manner designed to result in the achievement of academic standards at the proficient level by all students.[\[2\]](#)[\[3\]](#)[\[4\]](#)

IV. Guidelines

A. The District's curriculum shall provide the following:

1. Continuous learning through effective collaboration among the schools of this District.
2. Continuous access for all students to sufficient programs and services of a library/media facility and classroom collection to support the educational program.[9]
3. Guidance and counseling services for all students to assist in career and academic planning.[10]
4. A continuum of educational programs and services for all students with disabilities, pursuant to law and regulation.[11]
5. Language Instruction Educational Program for English Learner students, pursuant to law, regulation and Board policy.[12][13]
6. Compensatory education programs for students, pursuant to law and regulation.
7. Equal educational opportunity for all students, pursuant to law and regulation.[14][15]
8. Career awareness and vocational education, pursuant to law and regulation.[16]
9. Educational opportunities for identified gifted students, pursuant to law and regulation.[17]
10. Regular and continuous instruction in required safety procedures.[18]

V. Delegation of Responsibility

- A. As the educational leader of the District, the Superintendent shall be responsible to the Board for the District's curriculum.
- B. The Superintendent or the Superintendent's designee shall establish procedures for curriculum development, evaluation and modification, which ensure the utilization of available resources, and effective participation of administrators, teaching staff members, students, community members and School Directors.[1]
- C. A listing of all curriculum materials shall be made available for the information of parents/guardians, students, staff and School Directors.[1][19]
- D. With prior Board approval, the Superintendent and/or the Superintendent's designee may conduct pilot programs as deemed necessary to the continuing improvement of the instructional program.
 1. The Superintendent shall report periodically to the Board on the status of each pilot program, along with its objectives, evaluative criteria, and costs.
- A. The Board encourages, where it is feasible and in the best interest of District students, participation in state-initiated pilot programs of educational research.
- B. The Board directs the Superintendent to actively pursue state and federal aid in support of research activities.

Revision History:

June 2, 2014

January 24, 2019

Legal

1. 22 PA Code 4.4
2. 22 PA Code 4.3
3. 22 PA Code 4.12
4. Pol. 102
5. 24 P.S. 1511
6. 24 P.S. 1512
7. Pol. 107
8. Pol. 127
9. Pol. 109
10. Pol. 112
11. Pol. 113
12. 22 PA Code 4.26
13. Pol. 138
14. Pol. 103
15. Pol. 103.1
16. Pol. 115
17. Pol. 114
18. Pol. 805
19. Pol. 105.1
- 22 PA Code 4.21
- 22 PA Code 4.22
- 22 PA Code 4.23
- 22 PA Code 4.25
- 22 PA Code 4.27
- 22 PA Code 4.29
- 22 PA Code 4.82
- Pol. 100
- Pol. 106
- Pol. 116

Last Modified by Policy Staff on March 11, 2019



Book	Policy Manual
Section	100 Programs
Title	Curriculum Review by Parents and Students
Code	105.1
Status	Policy Committee Review
Adopted	June 5, 2000
Last Revised	March 12, 2003

Proposed deletions: ~~strike through~~

Proposed additions/revisions: **underlined and bold**

I. Authority

A. The Board adopts this policy to ensure that parents/**guardians** have an opportunity to review instructional materials and have access to information about the curriculum, including academic standards to be achieved, instructional materials and assessment techniques.[\[1\]](#)[\[2\]](#)

II. Guidelines

A. The rights granted by this policy are granted to parents/**guardians** of students enrolled in the District where the students are under the age of eighteen (18) and to the students themselves when the student is age eighteen (18) or over.

B. Upon request by a parent/**guardian** or student, the District will make available existing information about the curriculum, including academic standards to be achieved, instructional materials and assessment techniques.[\[3\]](#)

C. The following conditions shall apply to any request:

1. No more than one (1) request per semester may be made by any parent or student for each enrolled child.
2. To assist the District in providing the correct records to meet the needs of the requesting party, the request must be in writing, setting forth the specific material being sought for review.
3. The written request will be sent to the Director of Elementary and Secondary Education.
4. The District will respond to the parent/**guardian** or student within ten (10) school days by designating the time and location for the review.

5. The District may take necessary action to protect its materials from loss, damage or alteration and to ensure the integrity of the files, including the provision of a designated employee to monitor the review of the materials.

6. No parent/guardian or student shall be permitted to remove the material provided for review or photocopy the contents of such file.

7. The taking of notes by parents and students is permitted.

III. Delegation of Responsibility

A. The Superintendent or his/her **the Superintendent's** designee shall annually notify parents/guardians and students regarding the contents of this policy and their rights.[\[1\]](#)[\[2\]](#)

Revision History:

March 12, 2003

Legal	1. 22 PA Code 4.4
	2. 20 U.S.C. 1232h
	3. Pol. 102

Last Modified by Policy Staff on March 11, 2019



Book	Policy Manual
Section	100 Programs
Title	Exemption From Instruction
Code	105.2
Status	Policy Committee Review
Adopted	June 5, 2000
Last Revised	June 13, 2005

Proposed deletions: ~~strike through~~

Proposed additions/revisions: **underlined and bold**

I. Authority

A. The Board adopts this policy to ensure that parents/guardians have the right to have their children excused from specific instruction that conflicts with their religious beliefs. [\[1\]](#)[\[2\]](#)

II. Guidelines

A. The rights granted by this policy are granted to parents/guardians of students enrolled in this District when the students are under the age of eighteen (18) and to the students themselves when the student is eighteen (18) years ~~old or over~~ **of age or older**.

B. The District shall excuse any student from specific instruction, subject to the following conditions:

1. To assist the school District in ensuring that the student is excused from the correct specific instruction, the request must be made in writing and must detail the specific instruction from which the student is to be excused.
2. The written request to be excused shall be sent by the parent/guardian or student to the classroom teacher, the building principal and the Superintendent.
3. One (1) copy of the request shall be retained in the student's permanent school records, one (1) copy kept by the school principal, and one (1) copy submitted to the teacher from whose instruction the student is to be excused.
4. It shall not be the responsibility of the District or any of its employees to ensure that the student exercises his/her **the student's** right to be excused in accordance with a parental request.
- 5.** It shall be the responsibility of the student to request permission to leave class when the specific instruction objected to is presented.

~~5-~~ **6.** When the student seeks to be excused, the teacher shall excuse the student if the teacher or principal has a copy of the written request and the written request adequately describes the specific instruction.

~~6-~~ **7.** The written request must contain a statement that the specific instruction described conflicts with the religious beliefs of the student or of the parents/guardians.

~~7-~~ **8.** The parent/guardian and/or student may request suggested replacement educational activities.

i. The only permissible educational activity for this purpose shall be in the nature of replacement instruction that is consistent with the goals set for the course and does not require the provision of any extra resources by the District.

~~8-~~ **9.** The building principal shall determine where the student shall report during the time the student is excused.

~~9-~~ **10.** All students excused from specific instruction shall be required to achieve the academic standards established by the District as necessary for graduation.[3][4]

Revision History:

June 13, 2005

Legal

1. 22 PA Code 4.4
2. 22 PA Code 11.7
3. Pol. 102
4. Pol. 217

Last Modified by Policy Staff on March 11, 2019



Book	Policy Manual
Section	100 Programs
Title	Course Override Policy
Code	105.3
Status	Policy Committee Review
Adopted	December 15, 2014

Proposed deletions: ~~strike through~~

Proposed additions/revisions: **underlined and bold**

I. Purpose

A. The Board recognizes that the emotional, social, physical and educational growth of students will vary and that students should be placed in the educational setting most appropriate to their needs at the various stages of their growth.

II. Definition

~~A.~~ **B.** It is the policy of the Board that each student shall be moved forward in a continuous pattern of achievement and growth that corresponds with his/her development and the system of grade level and academic standards established.

III. ~~II.~~ Delegation of Responsibility

A. The Superintendent or his/her **the Superintendent's** designee shall develop procedures for parental/**guardian** requests for course overrides that will assure that every effort will be made to ensure students are placed appropriately into courses.

B. The building principal shall be assigned the responsibility for determining students' course placements and if parental/guardian requests for course overrides should be granted.

C. If a parent/guardian does not agree with a principal's decision, s/he **the parent/guardian** may appeal the decision to the Director of Elementary and Secondary Education who shall have the final responsibility for determining whether or not to approve the override.

III. Guidelines

A. Students shall be placed in academic courses **s** according to the following criteria:

1. Completion of prerequisite course**(s)**.
2. State assessment data (when available).
3. Local assessment data.

4. Course grades.
5. Educator recommendation.

POLNEWH105_3AR.pdf (124 KB)

Last Modified by Policy Staff on March 11, 2019



Book	Policy Manual
Section	100 Programs
Title	Course Placement and Parent/Guardian Overrides
Code	105.4
Status	Policy Committee Review

Proposed deletions: ~~strike through~~

Proposed additions/revisions: **underlined and bold**

I. Purpose

A. ~~This regulation constitutes the~~ The following rules and procedures to follow are to be followed when placing students into course and responding to parental request for course overrides.

II. Guidelines

A. Course placements shall be based on the following criteria, as outlined in Policy 105.3:

- 1. Completion of prerequisite course(s)**
- 2. State assessment data (when available)**
- 3. Local assessment data**
- 4. Course grades**
- 5. Educator recommendation**

B. If a parent/guardian requests a course override, the following procedures must be followed to determine whether ~~or not~~ the request will be granted:

1. Parents/guardians will be asked to complete the "New Hope-Solebury Parent/Guardian Request for Course Override Form."

a. The form will be submitted to the building principal.

2. The building principal and/or his/her the building principal's designee will review all available data to determine whether ~~or not~~ the request will be granted.

3. The building principal and/or his/her the building principal's designee will schedule a meeting within 10 school days of the request.

4. Participants of the meeting will include the principal and/or his/her the principal's designee and the parents/guardians making the request.

5. Participants may include the appropriate teachers, school counselors, and other staff requested by the building principal.

4. 6. The principal and/or his/her the principal's designee will review all available data with the parents/guardians making the request and render his/her a decision relative to the course override request.

5. 7. The building principal has the responsibility of deciding to grant or refuse the parent/guardian request.

6. 8. If a parent/guardian does not agree with a principal's decision, s/he the parent/guardian may appeal the decision to the Assistant to the Superintendent Director of Elementary and Secondary Education who shall have the final responsibility for determining whether or not to approve the override.

POLNEWH105_3AR.pdf (124 KB)

Last Modified by Policy Staff on March 11, 2019



Book	Policy Manual
Section	100 Programs
Title	Guides for Planned Instruction
Code	106
Status	Policy Committee Review
Adopted	November 23, 1992
Last Revised	October 21, 2002

Proposed deletions: ~~strike through~~

Proposed additions/revisions: **underlined and bold**

I. Authority

A. Guides shall be prepared for all planned instruction adopted by the Board in order to direct and assist the professional staff toward the attainment of academic standards by that course of study.^[1]^[2]

II. Guidelines

A. Each guide shall contain, as appropriate to that planned instruction:

1. Understandings to be developed.
2. Concepts, content and skills to be taught.
3. Objectives of the instruction.
4. Suggested activities designed to achieve the objectives.
5. Suggested methods of instruction.
6. Instructional resources to be utilized.
7. Assessment criteria and methods intended to evaluate the extent to which learning objectives have been achieved.
8. Reading list of supplemental titles for the guidance of teachers.
9. Relationship between objectives of a planned course and the established academic standards.
10. Each guide shall be construed as providing a basic framework for the planned instruction.

11. Within this framework, each teacher shall use the guide in a selective manner best designed to meet the needs of students.

~~11.~~ **12.** Each teacher shall use the course guide as the core of the course ~~s/he~~ **the teacher** has been assigned to teach.

III. Delegation of Responsibility

A. The Superintendent or ~~his/her~~ **the Superintendent's** designee shall be responsible for development and implementation of a plan for preparation of such guides that includes:

1. Participation of appropriate staff members and resource personnel.
2. Participation of students and community members.[\[3\]](#)
3. Continuing research in instructional methods, materials, activities and assessment strategies.
4. Systematic review of all guides to ensure their continuing usefulness in achieving established academic standards.

B. A system of administrative review shall be implemented to ensure that guides are being followed by teaching staff members to the degree of conformity required.

C. Copies of all current guides for planned instruction shall be kept on file in the office of the Director of Elementary and Secondary Education and made available on the school District web page as curriculum is revised.[\[1\]](#)[\[4\]](#)[\[3\]](#)

Revision History:

October 21, 2002

- | | |
|-------|--------------------|
| Legal | 1. 22 PA Code 4.4 |
| | 2. Pol. 107 |
| | 3. 22 PA Code 4.13 |
| | 4. 22 PA Code 4.11 |

Last Modified by Policy Staff on March 11, 2019



Book	Policy Manual
Section	100 Programs
Title	Adoption of Planned Instruction
Code	107
Status	Policy Committee Review
Adopted	June 5, 2000
Last Revised	June 2, 2014

Proposed deletions: ~~strike through~~

Proposed additions/revisions: **underlined and bold**

I. Purpose

A. The Board shall provide a comprehensive program of planned instruction to enable District students to achieve educational objectives and attain academic standards required for student achievement.

B. Planned instruction shall consist of at least the following: [\[1\]](#)[\[2\]](#)[\[3\]](#)[\[4\]](#)[\[5\]](#)

1. Objectives to be achieved by all students.
2. Content, including materials, activities and instructional time.
3. Relationship between objectives of a planned course and established academic standards.
4. Procedure for measurement of attainment of objectives and academic standards.

II. Authority

A. No planned instruction shall be taught in District schools unless it has been adopted by a majority vote of the full Board.

B. The Board reserves the right to determine which units of the instructional program constitute planned instruction and are subject to adoption by the Board. [\[6\]](#)[\[7\]](#)[\[8\]](#)[\[9\]](#)

III. Delegation of Responsibility

A. The Superintendent shall be responsible for continuous evaluation of the effectiveness of the District's planned instruction and shall recommend to the Board new and altered planned instruction deemed to be in the best interests of District students.

IV. Guidelines

1. **A.** The Superintendent shall invite the participation of administrative and professional staff members at appropriate levels in the formulation of recommendations.

2. **B.** The Superintendent shall annually provide each Board member with a current list of all planned instruction.

3. **C.** The Superintendent's recommendation may include the following information about the proposed planned instruction:

1. Applicability to students and an enumeration of those groups of students to be affected by it.
2. Description and content, including the instructional method where such method departs significantly from the traditional and is an integral part of the course.
3. Rationale in terms of District goals and academic standards and justification when it is proposed to take the place of an existing course.
4. Resources that its implementation will require such as textbooks, materials, equipment, personnel.
5. Assessment methods and criteria by which its effectiveness will be monitored and measured.
6. Developmental history with data on its use elsewhere, if available.

Revision History:

June 2, 2014

Legal	1. 22 PA Code 4.11
	2. 22 PA Code 4.12
	3. Pol. 102
	4. Pol. 105
	5. Pol. 106
	6. 24 P.S. 508
	7. 24 P.S. 1511
	8. 24 P.S. 1512
	9. Pol. 006
	24 P.S. 1512.1
	Pol. 100

Last Modified by Policy Staff on March 11, 2019



Book	Policy Manual
Section	100 Programs
Title	Adoption of Textbooks and Related Curriculum Materials
Code	108
Status	Policy Committee Review
Adopted	November 23, 1992
Last Revised	October 25, 2018

Proposed deletions: ~~strike through~~

Proposed additions/revisions: **underlined and bold**

I. Purpose

A. The Board shall, by an affirmative vote of a majority of the full Board, adopt all "textbooks" and related curriculum materials used for instruction as part of the educational program of this District.

B. The Board shall establish a planned cycle of textbook review and replacement.[\[1\]](#)[\[2\]](#)[\[3\]](#)[\[4\]](#)

II. Definition

A. For purposes of this policy, "**textbooks**" shall be defined as those books, in print or digital format, which are to be used as the basic source of any information in any class.

B. For the purpose of this policy, "**related curriculum materials**" shall be defined in a broader sense to encompass hands-on curriculum kits/labs, paperbacks, curriculum journals, or curriculum workbooks which are to be used as the basic source of any information in the classroom.

III. Delegation of Responsibility

A. The Director of Elementary and Secondary Education after consultation with administrative and professional staff, shall be responsible for the selection and recommendation of textbooks for **the** Superintendent's consideration.

B. No adoption or change of textbooks shall be made without the Superintendent's recommendation, except by a two-thirds vote of the Board.[\[1\]](#)[\[3\]](#)[\[4\]](#)

IV. Guidelines

A. Selection

1. The Director of Elementary and Secondary Education shall develop a plan for the selection of textbooks according to the following guidelines:

- a. Textbooks and related curriculum materials currently in use shall be periodically evaluated for their continuing usefulness and relevance, as well as sound instructional delivery and coordination with state and national standards.
- b. Periodic review shall occur no fewer than every six (6) years.

V. Standards for Approval

A. To facilitate the approval of any proposed textbook and/or related curriculum materials, the appropriate staff evaluations and textbooks shall be made available to the specific Curriculum Committee or Department, which shall review them and make recommendations to the Board for approval at a public Board meeting through a written presentation by the Director of Elementary and Secondary Education.[5]

VI. Record

A. A list of all approved textbooks and related curriculum materials shall be prepared and maintained.

B. It shall be reviewed periodically by the Superintendent or the Superintendent's designee and the Director of Elementary and Secondary Education and made available for the use of the professional staff and for the information of members of the Board and community.[5]

Revision History: **October 25, 2018**

Legal	1. 24 P.S. 508
	2. 24 P.S. 801
	3. 24 P.S. 803
	4. Pol. 006
	5. Pol. 105.1
	22 PA Code 14.106
	24 P.S. 807.1
	Pol. 103.1
	Pol. 610

Last Modified by Policy Staff on March 11, 2019



Book	Policy Manual
Section	100 Programs
Title	Resource Materials
Code	109
Status	
Adopted	November 23, 1992
Last Revised	June 2, 2014

Proposed deletions: ~~strike through~~

Proposed additions/revisions: **underlined and bold**

I. Purpose

A. The Board shall, by an affirmative vote of a majority of the full Board, provide resource materials that implement, support and enrich the educational program of District schools.[\[1\]](#)[\[2\]](#)
[\[3\]](#)

II. Definition

A. **For the purposes of this policy,** "Resource materials" shall include nonfiction and fiction books, magazines, reference books, supplementary titles, multimedia and digital materials, software and instructional material.

III. Delegation of Responsibility

A. The Superintendent, after consultation with the teaching staff, shall be responsible for the selection, recommendation, and maintenance of all resource materials.

~~B.~~ No adoption or change of materials shall be made without his or her **the Superintendent's** recommendation, except by a two-thirds vote of the Board.[\[2\]](#)

~~B.~~ ~~C.~~ The Superintendent or **the Superintendent's** designee shall develop and implement selection procedures for resource materials.

IV. Guidelines

A. Selection procedures shall be developed that:

1. Appoint appropriate administrative and instructional staff to select resource materials, subject to the approval of the Superintendent or his/her **the Superintendent's** designee.

2. Ensure that the Board's budgetary allotment for resource materials is spent efficiently and distributed prudently throughout the instructional program.
3. Ensure an inventory of resource materials that is well-balanced and well-rounded in coverage of subject, types of materials, and variety of content.
4. Evaluate the effectiveness of resource materials presently in use.
5. Assess the needs and values of the community and invite its representatives to participate in the selection process.
6. Direct staff to consult a variety of media sources before selections are made.

B. Resource materials shall be selected in accordance with the following guidelines:

1. Materials shall be suited to the varied interests, abilities, reading levels, and maturation levels of the students to be served.
2. Wherever possible, materials shall be selected to provide opposing views on controversial issues so that students may develop critical reading and thinking skills.
3. Wherever possible, materials shall represent varied religious, ethnic, gender and cultural groups and their contribution to American heritage.
4. Materials shall be factually accurate and of genuine literary or artistic value.
5. Materials shall be of a quality and durability appropriate to their intended use and longevity.
6. Materials shall relate to, support, and enrich the courses of planned instruction adopted by the Board.

C. A listing of all resource materials shall be made available for the information of and review by the professional staff, Board members, students, parents or guardians and the community.
[4]

Revision History:

June 2, 2014

Legal	1. 24 P.S. 801
	2. 24 P.S. 803
	3. Pol. 006
	4. Pol. 105.1
	24 P.S. 807.1
	Pol. 000
	Pol. 610

Last Modified by Policy Staff on March 11, 2019



Book	Policy Manual
Section	100 Programs
Title	Instructional Supplies
Code	110
Status	
Adopted	November 23, 1992
Last Revised	August 4, 2003

Proposed deletions: ~~strike through~~

Proposed additions/revisions: **underlined and bold**

I. Purpose

A. It shall be the policy of this Board to supply each teaching staff member and student with the supplies and equipment that are deemed necessary for the implementation of the approved program.[\[1\]](#)

II. Guidelines

A. Supplies for Projects Purchased by Students

1. All materials and supplies used in the instructional program are to be ordered through regular purchasing channels.
- 2.** Funds received by teachers for materials purchased by students for special shop, craft or art projects shall be turned in to the principal's office on the day of receipt.
- 3.** Funds must be deposited daily into the General Fund of the school District using established procedures.
- ~~2- 4.~~ Credit systems are not permitted.
- ~~3- 5.~~ The Business Office shall be responsible for establishing and enforcing uniform procedures, in accordance with general accepted accounting principles and sound business practices.

B. Instructional Supplies

1. Control of all school supplies and their distribution to instructors will rest with the principal of each school.
- 2.** The supplies will be distributed by the principal's office based on requisitions made by teachers and at specific times.

3. An accurate, current inventory shall be kept by the principal so that an up-to-date account of the quantity on hand of any item may be readily available.

Revision History:

August 4, 2003

Legal

1. 24 P.S. 801

Last Modified by Policy Staff on March 11, 2019



Book	Policy Manual
Section	100 Programs
Title	Lesson Plans
Code	111
Status	
Adopted	November 23, 1992
Last Revised	September 15, 2004

Proposed deletions: ~~strike through~~

Proposed additions/revisions: **underlined and bold**

I. Purpose

A. **The Board requires lesson plans** ~~To~~ **to** ensure continuity of instruction, ~~the Board requires lesson plans.~~ **[1]**

II. Delegation of Responsibility

A. To facilitate more effective instruction, lesson plans must be prepared at least one (1) week in advance.

B. Plan books will be inspected by and must conform to the guidelines established by the principal.

III. Guidelines

A. Guidelines for the implementation of this policy shall include:

1. Lesson plans shall include information pertinent to the effective implementation of a lesson.

2. When commercially prepared plans are in use, lesson plans shall simply refer to the appropriate phase or aspect of the program under study.

3. They should include statements of the understanding students shall develop as a result of the lesson.

4. A list of the essential questions to be asked to develop those understandings shall be listed, as well.

~~2.~~ **5.** While teachers are required to be thoroughly prepared for each daily lesson, plans may be prepared for each lesson or on a long-term basis, i.e., unit of work, whichever is most appropriate.

6. Material to be used in a lesson shall serve as an integral part of the plan.

~~3.~~ **7.** Lesson plans for individualized programs should reflect a general overview and purpose of the instructional program; individual student records shall serve as an integral part of the lesson plan.

~~4.~~ **8.** Teachers are to provide adequate directions for substitutes the purpose of which shall be to continue, if possible, the ongoing program or, if more appropriate, a meaningful educational alternative that relates to the subject area.

B. Three (3) days of current emergency lesson plans shall be in the teacher's mailbox.

1. Upon a teacher's return from absence, emergency plans must be updated for relevancy.

C. Emergency plans should include relevant information on 504 or IEP student needs, including, but not limited to accommodations for tests, homework assignments, etc.

D. Where a classroom assistant is in the classroom, lesson plans should include directions for the assistant, if necessary and relevant.

Revision History:

September 15, 2004

Legal

1. 24 P.S. 510

Last Modified by Policy Staff on March 11, 2019



Book	Policy Manual
Section	100 Programs
Title	Guidance Counseling
Code	112
Status	Policy Committee Review
Adopted	November 23, 1992
Last Revised	July 16, 2007

Proposed deletions: ~~strike through~~

Proposed additions/revisions: **underlined and bold**

I. Purpose

A. A guidance counseling program is an integral part of the instructional program of District schools.

B. Such a program can:

1. Assist students in achieving their optimum potential.
2. Enable students to significantly benefit from the offerings of the instructional program.
3. Identify **students'** intellectual, emotional, social and physical needs.
4. Aid students in recognizing options and making choices in vocational and academic educational planning.[\[1\]](#)
5. Assist students in identifying career options consistent with their abilities and goals.
6. Help students learn to make their own decisions and to solve problems independently.

II. Authority

A. The Board directs that a program of guidance and counseling shall be offered to students that involves the coordinated efforts of all staff members, under the professional leadership of certificated guidance and counseling personnel.[\[1\]](#)[\[2\]](#)

III. Delegation of Responsibility

A. The Superintendent or ~~his/her~~ **the Superintendent's** designee is directed to implement a guidance program that serves the needs of students.

IV. Guidelines

A. The District's program of guidance counseling shall:

1. Be an integral part of the instructional program at all levels of the ~~school~~ District.
2. Involve staff members at every appropriate level.
3. Honor the individuality of each student.
4. Be coordinated with services provided by locally available social and human services agencies.
5. Cooperate with parents/guardians and address their concern for the development of the student.
6. Provide means for sharing information among appropriate staff members in the best interests of the student.
7. Be available equally to all students.[3]
8. Establish a referral system that utilizes resources offered by the school and community, guards the privacy of the student, and monitors the effectiveness of such referrals.

Revision History:

July 16, 2007

Legal

1. 22 PA Code 4.34
2. 22 PA Code 12.41
3. Pol. 103
- 22 PA Code 12.16

Last Modified by Policy Staff on March 10, 2019



Book	Policy Manual
Section	100 Programs
Title	Special Education
Code	113
Status	Policy Committee Review
Adopted	November 23, 1992
Last Revised	November 30, 2017

Proposed deletions: ~~strike through~~

Proposed additions/revisions: **underlined and bold**

I. Purpose

A. The District shall offer each student with a disability education programs and services that appropriately meet the student's needs for educational, instructional, transitional, and related services.

B. A student who requires special education shall receive programs and services according to an individualized education program (IEP).

C. IEPs shall provide access to the District's general curriculum and participation in state and local assessments, including supplemental aids and services that permit the students with disabilities to be educated, to the maximum extent appropriate, with their non-disabled peers.

D. The District shall provide a continuum of placement options to appropriately meet the needs of students with disabilities. [\[1\]](#)[\[2\]](#)[\[3\]](#)[\[4\]](#)[\[5\]](#)[\[6\]](#)

II. Definitions

A. Students with disabilities - For the purposes of this policy, "students with disabilities" shall be defined as those students who have been evaluated by the District and found to be eligible for services under the Individuals with Disabilities in Education Act (IDEA); Individuals with Disabilities in Education Act, 20 U.S.C. 1401, et. Seq **seq.**[\[7\]](#)[\[8\]](#)[\[9\]](#)[\[10\]](#)[\[11\]](#)

B. Individualized Education Program (IEP) - For the purposes of this policy, "IEP" is defined as the written educational statement for each student with a disability that is developed, reviewed and revised in accordance with federal and state laws and regulations.[\[12\]](#)
[\[31\]](#)

C. Special Education Plan - For the purposes of this policy, the "Special Education Plan" shall be defined as the strategic plan that articulates how the District will appropriately educate students with disabilities.

III. Authority

A. The Board directs that all students with disabilities shall be identified, evaluated, and provided with appropriate educational programs and services, in accordance with federal and state laws and regulations.

B. The District shall establish and implement a system of procedural safeguards and parent/guardian notification as part of its Special Education Plan. [\[1\]](#)[\[2\]](#)[\[13\]](#)[\[14\]](#)[\[15\]](#)[\[16\]](#)[\[17\]](#)[\[18\]](#)[\[32\]](#).

~~B.~~ **C.** The District's Special Education Plan shall include procedures for identifying and educating students with disabilities and shall be aligned with the Comprehensive Plan adopted by the Board. [\[5\]](#)[\[19\]](#)[\[20\]](#)

~~C.~~ **D.** The District shall determine the facilities, programs, services and staff that shall be provided by the District for the instruction of students with disabilities, based upon the identified needs of the District's special education population. [\[5\]](#)[\[13\]](#).

~~D.~~ **E.** In order to maintain an effective Special Education Plan, the Board may participate in special education programs of Bucks County Intermediate Unit No. 22. [\[5\]](#).

IV. Delegation of Responsibility

A. The Superintendent or his/her **the Superintendent's** designee is directed to annually recommend to the Board the employment and retention of necessary staff and provision of required facilities, programs and services to provide for the needs of students with disabilities.

B. The Superintendent or his/her **the Superintendent's** designee shall develop procedures for evaluating the effectiveness of the District's Special Education Plan and shall periodically report to the Board the criteria and results of such evaluation.

C. The District shall maintain procedures and processes that implement special education programs and services, in accordance with federal and state laws and regulations.

V. Guidelines

A. Each student with a disability shall be educated pursuant to an IEP which shall provide an appropriate education in the least restrictive environment, in accordance with federal and state regulations. [\[1\]](#)[\[21\]](#)[\[22\]](#)[\[33\]](#).

B. The District prohibits discrimination based on disability.

C. Students with disabilities are entitled to receive services and accommodations which will permit them to participate in District programs, services and activities as required by law. [\[11\]](#)[\[23\]](#)

~~C.~~ **D.** The District's Special Education Plan shall comply with the requirements of state and federal law and regulations.

E. The District shall establish procedures to ensure the plan is updated and implemented as necessary.

F. The Special Education Plan shall address: [\[5\]](#)[\[34\]](#).

1. Educational plans.

2. Child find.
3. Identification of special education programs that operate in the District, **and** those operated in the District by the Intermediate Unit, vocational schools and other agencies.
4. Staff and parent/guardian training.
5. Assessments.
6. Screening.
7. Criteria the District will use to identify specific learning disabilities.
8. Evaluation.[24]
9. Re-evaluation.
10. Individualized Education Programs (IEPs), including examples of supplementary aids and services provided by the District.
11. Extended School Year services ("ESY").
12. Behavior support.[25]
13. A full continuum of educational placements and evidence that placements in other than regular education settings are not based on lack of resources, facilities, staff or for administrative convenience.
14. Disciplinary placements.[26]
15. Facilities and access to a full continuum of educational placements.
16. Early intervening services, if provided by the District.
17. Procedural safeguards.
18. Confidentiality of information.
19. Highly qualified staff.
20. Maintenance of information concerning students with disabilities, services provided, performance and discipline data, and report information as required by the Secretary of the Department of Education.
21. Procedures for the education of all students with disabilities who are residents of the District, including those receiving special education in approved private schools and ~~student~~ **students** with disabilities who are nonresidents placed in private homes or institutions in the District under applicable provisions of the School Code.

~~D.~~ **G.** If the District is identified with significant disproportionality, the Special Education Plan shall include policies and procedures designed to prevent inappropriate over identification or disproportionate representation by race and ethnicity of children with disabilities.[5]

VI. Fiscal and Program Compliance

A. The Superintendent or his/her **the Superintendent's** designee shall establish procedures to ensure that the District complies with all federal and state law and regulations and program

requirements for special education-related funding and reimbursement.

B. The District may coordinate with the Bucks County Intermediate Unit No. 22 to establish procedures, fulfill reporting requirements and participate in applicable programs.

VII. Child Find/Outreach

A. The Superintendent or his/her **the Superintendent's** designee shall ensure that the District annually conducts awareness and outreach programs and activities designed to reach District residents including parents/guardians of students with disabilities who are enrolled in the District, preschool-aged children, students who attend private schools, homeless children and children who are wards of the state.[\[35\]](#)[\[36\]](#).

B. The District's public awareness activities shall include annual publication of a written notice in newspapers and other media notifying residents about child identification activities; available early intervention and special education services and programs and how to request them; and procedures used to ensure confidentiality of student information.

C. Written information shall be published in District handbooks and on the District ~~web~~ site **website**.

D. Public awareness activities must include information regarding potential signs of developmental delays and other risk factors that could indicate disabilities.

~~C.~~ **E.** The Bucks County Intermediate Unit No. 22 shall be responsible for conducting child find activities necessary and to provide equitable participation services to students with disabilities who are enrolled by their parents/guardians in private schools.

VIII. Screening

A. The District shall establish a system of screening, including hearing and vision screenings.

B. Screenings shall be conducted at reasonable intervals to determine whether all students are performing based on grade-appropriate standards in core academic subjects.[\[27\]](#)[\[28\]](#)

IX. Confidentiality

A. The District shall maintain a system of safeguards to protect the confidentiality of students' educational records and personally identifiable information when collecting, storing, disclosing and destroying student records.[\[29\]](#)[\[37\]](#).

B. District staff shall maintain the confidentiality of student records and personally identifiable information, as required by law, regulations and Board policy.

C. The District may release, without parent/guardian consent, educational records that the District has designated as directory information.

1. This shall not be construed as requiring the District to release such information unless the District is required by law to do so.

D. The District shall obtain written parent/guardian consent prior to releasing a student's educational record when prior consent is required by law, regulations or Board policy.[\[30\]](#)

E. The District shall notify parents/guardians of intent and gain written permission prior to destroying personally identifiable information in a student's record that is no longer relevant or necessary for providing educational services to the student.

X. Recordings of Meetings With School Employees

A. Except as specifically provided for within this policy, the District prohibits audio, video and electronic recording of meetings between parents/guardians and District teachers, paraprofessionals, program specialists, consultants or administrators.

B. However, nothing in this policy shall be interpreted to deny parents or guardians their legal rights under the ADA, Section 504 or the IDEA.

C. Should a parent/guardian request to audio record a meeting ~~he or she~~ **the parent/guardian** will make that request in writing to the Superintendent or ~~his/her~~ **the Superintendent's** designee and the District reserves the right to audio record the meeting as well.

D. The recording will be kept by the Superintendent and ~~his/her~~ **the Superintendent's** designee.

~~B.~~ **E.** Individuals who have disabilities or other limitations who are requesting, as an accommodation, the right to record meetings in which they participate, such as IEP team meetings, must make such request in writing to the Superintendent or ~~his/her~~ **the Superintendent's** designee and must provide the District with information regarding:

1. The nature of the individual's disability or limitation,
2. The meeting that ~~he/she wishes to record~~ **the recording is being sought for**; and
3. The proposed accommodation.

~~C.~~ **F.** The District shall make a determination as to the specific type of accommodation, if any, that will be provided.

~~D.~~ **G.** The District may request additional information in order to make its determination.

~~E.~~ **H.** Audio and/or video recordings of meetings shall not be used where the District has determined that another accommodation is appropriate and/or reasonable.

~~F.~~ **I.** An attempt to record a meeting by a parent/guardian after a verbal prohibition by District staff shall result in immediate termination of the meeting and may result in ejection from District property.

~~G.~~ **J.** Such recording may be unlawful, and the District may seek possible criminal prosecution.

Revision History:

November 30, 2017

Legal

1. 22 PA Code 4.28
2. 22 PA Code 12.1
3. 22 PA Code 12.4
4. 22 PA Code 14.102
5. 22 PA Code 14.104
6. 34 CFR 300.1
7. 24 P.S. 502
8. 22 PA Code 14.101
9. 20 U.S.C. 1401
10. 34 CFR 300.8
11. Pol. 103.1
12. 22 PA Code 14.131
13. 24 P.S. 1372
14. 22 PA Code 12.41
15. 22 PA Code 14.101 et seq
16. 20 U.S.C. 1400 et seq
17. 29 U.S.C. 794
18. 42 U.S.C. 12101 et seq
19. 22 PA Code 4.13
20. Pol. 100
21. 22 PA Code 14.145
22. 20 U.S.C. 1414
23. Pol. 103
24. Pol. 113.2
25. Pol. 113.3
26. Pol. 113.1
27. 22 PA Code 14.122
28. Pol. 209
29. 22 PA Code 15.9
30. Pol. 216
- 24 P.S. 1371
31. 34 CFR 300.320-300.324
32. 34 CFR Part 300
33. 34 CFR 300.320-300.327
34. 34 CFR 300.201 et seq
35. 22 PA Code 14.121
36. 34 CFR 300.111
37. 34 CFR 300.611-300.627
- Pol. 914

Pennsylvania Training and Technical Assistance Network (PaTTAN)

Last Modified by Policy Staff on March 10, 2019



Book	Policy Manual
Section	100 Programs
Title	Discipline of Students with Disabilities
Code	113.1
Status	Policy Committee Review
Adopted	April 22, 1996
Last Revised	November 30, 2017

Proposed deletions: ~~strike through~~

Proposed additions/revisions: **underlined and bold**

I. Purpose

A. The District shall conduct Functional Behavior Assessments ("FBAs") and develop and implement positive Behavior Support Plans and programs for students with disabilities who require specific interventions to address behaviors that interfere with their learning.[1][2][3]

B. Students with disabilities who violate the Code of Student Conduct, or engage in inappropriate behavior, disruptive or prohibited activities and/or actions injurious to themselves or others, which would typically result in corrective action or discipline of students without disabilities, shall be disciplined in accordance with state and federal laws and regulations and Board policy and, if applicable, their Individualized Education Program (IEP) and Behavior Support Plan.[1][4][5][6][7]

II. Definitions

A. **Students with disabilities** - For the purposes of this policy, "students with disabilities" shall be defined as school-aged children within the jurisdiction of the District who have been evaluated and found to have one or more disabilities as defined by law, and who require, because of such disabilities, special education and related services.[2]

B. **Suspensions from school** - For the purposes of this policy, "suspensions from school" shall be defined as disciplinary exclusions from school for a period of one (1) to ten (10) consecutive days.[7][8]

C. **Expulsions from school** - For the purposes of this policy, "expulsions from school" shall be defined as disciplinary exclusions from school for a period exceeding ten (10) consecutive school days and may include permanent expulsion from the school rolls.[7][8]

D. **Interim alternative educational settings** - For the purposes of this policy, "interim alternate educational settings" shall be defined as settings other than District programming used for a defined period of time.

- 1.** Interim alternative educational settings may be used by school personnel for up to forty-five (45) school days for certain infractions committed by students with disabilities.
- 2.** The Individualized Education Program (IEP) team shall determine the interim alternative educational setting. [\[5\]](#)[\[16\]](#)

E. Weapon - For purposes of this provision, "weapon" shall be defined as a device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than two and one-half (2 ½) inches in length. [\[5\]](#)[\[12\]](#)[\[15\]](#)[\[16\]](#)

F. Serious bodily injury - For purposes of this provision, serious bodily injury means bodily injury which involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement, or protracted loss or impairment of the function of a bodily member, organ or mental faculty. [\[5\]](#)[\[16\]](#)[\[18\]](#)

III. Authority

- A. The Superintendent or ~~his/her~~ **the Superintendent's** designee shall ensure that the District complies with provisions of the Individuals With Disabilities Education Act (IDEA) and federal and state regulations when disciplining students with disabilities for violations of District policy or school rules and regulations.
- B. No student with a disability shall be subjected to a disciplinary change in placement if the student's particular misconduct is a manifestation of ~~his/her~~ **the student's** disability.
- C.** However, under certain circumstances a student may be placed in an interim alternative educational setting by school personnel ~~or the~~.
- D. The** IEP team could, if appropriate, change the student's educational placement to one which is more restrictive than the placement where the misconduct occurred. [\[4\]](#)[\[5\]](#)[\[16\]](#)

IV. Provision of Education During Disciplinary Exclusions

- A. During any period of expulsion, or suspension from school for more than ten (10) cumulative days in a year, or placement in an interim alternative educational setting for disciplinary reasons, a student with a disability shall continue to receive a free and appropriate education, in accordance with law. [\[5\]](#)[\[8\]](#)[\[14\]](#)

V. Guidelines

A. Suspension From School

1. A student with a disability may be suspended for ten (10) consecutive and fifteen (15) cumulative days of school per school year, for the same reasons and duration as a student without a disability.
- 2.** Such suspension shall not constitute a change in the student's educational placement.
- 3.** Also, use of interim alternative educational settings permitted by law does not constitute a change in educational placement for these purposes. [\[4\]](#)[\[5\]](#)[\[8\]](#)[\[16\]](#)[\[19\]](#)

B. Changes in Educational Placement/Manifestation Determinations

1. For disciplinary exclusions which constitute a change in educational placement, the IEP team shall first determine whether the student's behavior is a manifestation of his/her

disability.

2. Expulsion, or exclusion from school for more than fifteen (15) cumulative days in a year, or patterns of suspensions for substantially identical behaviors constitute changes in educational placements requiring a manifestation determination.

3. For students with intellectual disabilities any disciplinary suspension or expulsion is a change in educational placement.[\[4\]](#)[\[5\]](#)

~~2-~~ **4.** A student with a disability whose behavior is not a manifestation of ~~his/her~~ **the student's** disability may be disciplined in accordance with Board policy, District rules and regulations in the same manner and to the same extent as students without disabilities up to and including expulsion.[\[4\]](#)[\[5\]](#)[\[6\]](#)[\[7\]](#)

C. Parent/Guardian Appeals From Disciplinary Actions/Request for Hearing by District for Students who are a Danger to Themselves or Others

1. A due process hearing may be requested by a parent/guardian of a student with a disability who disagrees with a disciplinary placement or manifestation determination.

2. The District may request a due process hearing if it believes that the student's current placement is substantially likely to result in injury to the student or others.[\[9\]](#)[\[16\]](#)

~~2-~~ **3.** On parent/guardian appeal, or when the District requests a due process hearing, the hearing officer may return the student to the placement from which ~~he/she~~ **the student** was removed or order ~~his/her~~ **the student's** removal to an appropriate interim alternative educational setting for up to forty-five (45) school days if it is determined that maintaining the child's current placement is substantially likely to result in an injury to the student or others.[\[9\]](#)[\[16\]](#)

~~3-~~ **4.** Placement during appeals of disciplinary actions shall be considered interim alternative educational setting pending the decision of the hearing officer or expiration of the time period set for the disciplinary exclusion from the student's regular placement unless the District and the parent/guardian agree otherwise.[\[10\]](#)[\[16\]](#)

~~4-~~ **5.** Students who have not been identified as having a disability may be subject to the same disciplinary measures applied to students without disabilities if the District did not have knowledge of the disability.

6. If a request for evaluation is made during the period the student is subject to disciplinary measures, the evaluation shall be expedited.[\[11\]](#)[\[16\]](#)

D. Administrative Removal to Interim Alternative Educational Setting for Certain Infractions

1. The District may remove a student with a disability, including intellectual disabilities, to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability if the student:[\[5\]](#)[\[16\]](#)

a. Carries a weapon to or possesses a weapon at school, on school property, or at school functions under the jurisdiction of the District. ~~For purposes of this provision, weapon shall be defined as a device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than two and one half (2 ½) inches in length.~~[\[5\]](#)[\[12\]](#)[\[15\]](#)[\[16\]](#)

b. Knowingly possesses or uses illegal drugs, as defined by law, or sells or solicits the sale of a controlled substance, as defined by law, while at school, on school property, or at school functions under the jurisdiction of the District. [\[5\]](#)[\[13\]](#)[\[16\]](#)[\[17\]](#)

c. Inflicts serious bodily injury upon another person while at school, on school property, or at school functions under the jurisdiction of the District. ~~For purposes of this provision, **serious bodily injury** means bodily injury which involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement, or protracted loss or impairment of the function of a bodily member, organ or mental faculty.~~ [\[5\]](#)[\[16\]](#)[\[18\]](#)

E. Referral to Law Enforcement

1. The District shall report crimes committed by a student with a disability to the appropriate authorities in the same manner as it reports crimes committed by students without disabilities.

Revision History:

November 30, 2017

Legal

1. 22 PA Code 14.133
2. Pol. 113
3. Pol. 113.2
4. 22 PA Code 14.143
5. 34 CFR 300.530
6. Pol. 218
7. Pol. 233
8. 22 PA Code 12.6
9. 34 CFR 300.532
10. 34 CFR 300.533
11. 34 CFR 300.534
12. Pol. 218.1
13. Pol. 227
14. 20 U.S.C. 1412
15. 18 U.S.C. 930
16. 20 U.S.C. 1415
17. 21 U.S.C. 812
18. 18 U.S.C. 1365
19. 34 CFR 300.536
- 24 P.S. 510
- 24 P.S. 1302.1-A
- 24 P.S. 1303-A
- 20 U.S.C. 1400 et seq
- 34 CFR Part 300
- 22 PA Code 10.2
- 22 PA Code 10.21
- 22 PA Code 10.22
- 22 PA Code 10.23
- 22 PA Code 10.25
- 22 PA Code 14.104
- 35 P.S. 780-102
- Pol. 103.1
- Pol. 113.3
- Pol. 216
- Pol. 218.2
- Pol. 222

Last Modified by Policy Staff on March 10, 2019



Book	Policy Manual
Section	100 Programs
Title	Screening and Evaluations for Students With Disabilities
Code	113.2
Status	Policy Committee Review
Adopted	December 15, 2008
Last Revised	November 30, 2017

Proposed deletions: ~~strike through~~

Proposed additions/revisions: **underlined and bold**

I. Purpose

A. This policy defines the minimum requirements for student screenings, educational evaluations conducted to determine eligibility for special education services, instructional levels and programming requirements for students with disabilities, including functional behavioral assessments.

~~B. Further, this~~ **This** policy defines requirements for independent educational evaluations (IEEs).[\[1\]](#)[\[2\]](#)[\[3\]](#)[\[4\]](#)[\[5\]](#)[\[6\]](#)[\[7\]](#)[\[8\]](#)[\[9\]](#)[\[10\]](#)[\[11\]](#)[\[12\]](#)

II. Authority

A. The District shall adopt a system of screening that shall include early intervening services and must be designed to accomplish identification and initial screening for students prior to District referral for a special education evaluation.

B. The District may utilize the Bucks County Intermediate Unit No. 22 for early intervention services.[\[1\]](#)[\[7\]](#)[\[13\]](#)

~~B.~~ **C.** The system shall provide support to staff to improve working effectively with students in the general education curriculum, and identifying students who may require special education services and programs.

D. The system shall include hearing and vision screening and screening at reasonable intervals.

E. The system shall determine whether students are performing at grade appropriate levels in core academic subjects.[\[1\]](#)[\[7\]](#)[\[13\]](#)

~~C.~~ **F.** Early intervening services shall comply with the requirements of state and federal law and regulations in order to address academic concerns or behaviors that may be impeding success, but which can be resolved through research-based intervention programs in the regular

education setting.[7]

~~D.~~ **G.** The District shall utilize functional behavioral assessments ("FBAs") as an evaluation to gather information to understand the purpose of the students' behaviors and to assist with Behavior Support Plan development.

H. Functional Behavior Assessments ("FBAs") must be conducted when: [5][10][11][12][14]

1. A student's behavior interferes with his/her **the student's** learning or the learning of others and information is necessary to provide appropriate educational programming.
2. A student's behavior violates the Code of Student Conduct and is determined to be a manifestation of a student's disability.
3. A student is placed in an interim alternative educational placement for a qualifying reason permitting such placement for up to forty-five (45) school days for certain offenses.
4. The school contacts law enforcement regarding a student who already has a Positive Behavior Support Plan.

~~E.~~ **I.** FBAs may also constitute part of the initial evaluation to determine eligibility for special education.

~~F.~~ **J.** The District shall comply with requirements of state and federal laws and regulations when conducting evaluations. [2][6][9][15][16]

~~G.~~ **K.** An appropriate evaluation of a student, whether conducted by District staff or individuals not employed by the District, shall consist of the administration of all testing and the use of all assessment procedures required to determine the existence of all legally defined disabilities reasonably suspected by District staff, parents/guardians, or the evaluator.

L. An appropriate evaluation shall assist in determining the content of the IEP to enable a student with a disability to be involved in and progress in the general curriculum.

~~H.~~ **M.** A student shall be assessed in all areas related to the suspected disability including, as appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status and motor abilities.

~~I.~~ **N.** A re-evaluation of a student who currently has an IEP shall be conducted at least as frequently as required by state and federal law and regulations. [3][6][17][16]

III. Definitions

A. Screenings--For the purposes of this policy "screenings" shall be defined as the method of determining if a student is in need of an evaluation to determine if he/she **the student** has a disability.

B. Evaluations--For the purposes of this policy "evaluations" shall be defined as the sum total of tests and assessments used to determine a student's disability.

C. Functional Behavior Assessments (FBH)--For the purposes of this policy, "functional behavior assessments" shall be defined as a process used to determine the function of a student's behavior and how impedes his/her **the student's** learning or the learning of others.

D. Positive Behavior Support Plans--For the purposes of this policy, "positive behavior support plans" shall be defined as proactive plan to help shape students' behaviors.

IV. Guidelines

A. Parent/Guardian Requests

1. Parents/guardians may request an evaluation at any time.
- 2.** The parent/guardian request must be in writing.
- 3.** If a request is made orally to any professional employee or administrator, that individual shall provide a copy of the permission to evaluate form to the parents/guardians within ten (10) calendar days of the oral request.[\[1\]](#)[\[2\]](#)
- ~~2.~~ **4.** The evaluation shall be completed and a copy of the evaluation report presented to parents/guardians no later than sixty (60) calendar days after receipt of written parent/guardian consent for an evaluation, exclusive of the period following the last day of the spring school term to the first day of the subsequent fall term.

B. Appropriate Evaluations

1. An appropriate evaluation shall use a variety of assessment tools and strategies to gather relevant functional, developmental and academic information about a student.[\[2\]](#)[\[6\]](#)[\[8\]](#)[\[9\]](#)
2. An appropriate evaluation shall include:
 - a. Testing and assessment techniques required in light of information currently available from previous evaluations.
 - b. Information from parents/guardians and school staff familiar with the performance of the student.
 - c. The student's education records.
3. The evaluator shall review all such sources of information prior to conducting testing and assessment. The evaluator shall review assessments conducted by others that indicate how the student is responding to early intervening services and scientific research-based instruction and/or include such assessments as part of his/her **the student's** evaluation.
4. To the extent that the results of such instructional assessments are inconsistent with the results of norm or criterion-referenced testing and assessments that the evaluator has administered, the evaluator shall explain the reason for the inconsistency in his/her report, if possible.
5. When assessing the presence of a specific learning disability, the evaluation shall be consistent with procedures adopted by the District and comply with state and federal law and regulations.[\[4\]](#)[\[18\]](#)
6. Testing and assessment procedures shall be selected and administered to yield valid measurement or assessment of the construct or quality they purport to measure or assess.
- 7.** The evaluator shall administer any testing or assessment procedures in a manner consistent with the requirements and recommendations of the publisher of the test or procedure and in compliance with applicable and authoritatively recognized professional principles and ethical tenets.

8. The evaluator shall report any factor that might affect the validity of any results obtained.

~~7- 9.~~ All assessments and evaluation materials shall be selected and administered so as not to be discriminatory on a racial or cultural basis.

10. Where feasible, assessments and evaluations shall be administered in a language and form most likely to provide accurate information about the student.

~~8- 11.~~ The evaluation shall include an observation of the student in an educational setting, unless the student is not currently in such a setting.

12. The evaluator shall obtain information concerning the performance of the student directly from at least one (1) current teacher of the student, unless ~~s/he~~ **the student** does not have a current teacher.

~~9- 13.~~ The evaluator shall hold an active certification that qualifies the evaluator to conduct that type of evaluation.

14. If certification is not issued for the particular area of professional practice in which the evaluator is lawfully engaged, the evaluator shall hold such license or other credentials as required for the area of professional practice under state law.

~~10- 15.~~ The evaluator shall prepare and sign a full report of the evaluation containing:

- a. Clear explanation of the testing and assessment results.
- b. Complete summary of all test scores, including, for all standardized testing administered, all applicable full scale or battery scores; domain or composite scores; and subtest scores reported in standard, scaled, or T-score format.
- c. Complete summary of all information obtained or reviewed from sources other than testing conducted by the evaluator.
- d. Identification of all special education and related services needs and relevant information that directly assists persons in determining the educational needs of the student.
- e. Specific, individualized recommendations for consideration by the IEP team for educational programming and placement to enable the student to participate as appropriate in the general education curriculum in the least restrictive environment, as defined by federal and state law and regulations.

C. Re-Evaluations

1. Re-evaluations shall be conducted within the timeframes required by state and federal laws and regulations unless the parent/guardian and the District agree in writing that a re-evaluation is unnecessary.

2. For students with intellectual disabilities, ~~re~~-evaluations cannot be waived.

3. The group of qualified professionals that reviews the ~~re~~-evaluation materials to determine whether the child is a student with a disability shall include a certified school psychologist when evaluating a student for autism, emotional disturbance, intellectual disability, multiple disabilities, other health impairment, specific learning disability ~~and or~~

traumatic brain injury.[\[3\]](#)[\[19\]](#)[\[20\]](#)

4. Copies of the re-evaluation report shall be disseminated to parents/guardians at least ten (10) days prior to the meeting of the IEP team unless this requirement is waived in writing.

D. Independent Educational Evaluations (IEEs)

1. A parent/guardian who disagrees with the results or content of an evaluation performed or obtained by the District may request an ~~independent educational evaluation~~ **Independent Educational Evaluation** at public expense.

~~2.~~ A parent/guardian is entitled to only one (1) ~~independent educational evaluation~~ **Independent Educational Evaluation** at public expense each time the District conducts an evaluation with which the parent/guardian disagrees.[\[9\]](#)

~~2.~~ ~~3.~~ The ~~independent educational evaluation~~ **Independent Educational Evaluation** must arise from parents'/guardians' disagreement with the District's most recent evaluations or re-evaluations of the student.

~~3.~~ ~~4.~~ The District shall be entitled to a complete, non-redacted copy of all results of independent educational evaluations conducted at public expense.

~~4.~~ ~~5.~~ If an oral request for an ~~independent educational evaluation~~ **Independent Educational Evaluation** is made to a professional employee or administrator, that person shall inform the parent/guardian that the request must be in writing.

a. If the native language of the parent/guardian is other than English, the requirement that the parent/guardian make his/her ~~the~~ request in writing shall be conveyed by whatever means practicable and in the native language of the parent/guardian.[\[9\]](#)[\[21\]](#)

~~5.~~ ~~6.~~ A written request for an ~~independent educational evaluation~~ **Independent Educational Evaluation** at District expense shall be immediately forwarded to the Director of Special Education, who may, upon receipt of the written parent/guardian request, ask that the parent/guardian state his/her reasons for disagreement with the evaluation conducted or proposed by the District.

a. The District cannot require the parent/guardian to do so, and the refusal of the parent/guardian shall not delay the process required by this policy.

~~6.~~ ~~7.~~ The criteria under which the ~~independent educational evaluation~~ **Independent Educational Evaluation** at public expense is obtained must be the same as the criteria used by the District in conducting an appropriate evaluation, including the location of the evaluation and the qualifications of the examiner, to the extent those criteria are consistent with the parent's/guardian's right to an independent educational evaluation at public expense.

a. The qualified examiners who conduct the ~~independent educational evaluation~~ **Independent Educational Evaluation** may not be employed by the public agency responsible for the education of the student.

~~7.~~ ~~8.~~ Within ten (10) school days of receipt of a request for an ~~independent educational evaluation~~ **Independent Educational Evaluation** in writing from a parent/guardian, the Director of Special Education shall either initiate a due process hearing to show that the District's evaluation is appropriate and notify the parent/guardian in writing that s/he ~~the~~

Director of Special Education has done so, or issue to the parent/guardian a correspondence containing:

- a. Assurance that the District will pay for an IEE as long as the evaluation meets all of the requirements of an appropriate evaluation and is in compliance with this policy.
- b. Statement that the District will not pay for the ~~evaluation~~ **IEE** until it receives directly from the evaluator a complete copy of a report of that ~~evaluation~~ **IEE** and determines that the IEE is in compliance with this policy.
- c. Request that the parents/guardians consider accessing reimbursement for all or part of the evaluation from public or private sources of insurance or reimbursement, together with a clear assurance that the parent/guardian is not required to do so and that the District will pay any cost not covered by such sources.
- d. Directions that the parent/guardian is responsible for arranging for the evaluation and ensuring that the evaluator contacts the Superintendent or ~~his/her~~ **the Superintendent's** designee to arrange for payment of the evaluation.

~~8-~~ **9.** Upon request, the District shall provide to parents/guardians information about where an IEE.

~~9-~~ **10.** If the evaluation has already been conducted and paid for, the District shall issue a correspondence advising the parent/guardian that the District will not reimburse the parent/guardian for the evaluation until it receives a complete and non-redacted copy of the report of the evaluation and determines that the evaluation is in compliance with this policy.

- a. The District shall require documentation substantiating that the parents/guardians paid for or incurred the obligation to pay for the evaluation without reimbursement from a public or private source of insurance or reimbursement.

~~10-~~ **11.** The Superintendent or ~~his/her~~ **the Superintendent's** designee shall send the correspondence to the parent/guardian by certified mail or by other independently verifiable means of conveyance and enclose a copy of this policy.

~~11-~~ **12.** The Superintendent or ~~his/her~~ **the Superintendent's** designee shall maintain a list of qualified independent evaluators in each of the various disciplines commonly relied upon to provide education-related evaluations and assessments and shall promptly make that list available to any parent/guardian who requests it.

~~12-~~ **13.** There is no privacy expectation in any activity related to an IEE at public expense.

14. The District shall not accept financial responsibility for activities from which the District is excluded, or for testing, analyses, or recommendations not shared with the District.

~~13-~~ **15.** The District shall not accept financial responsibility for an IEE unless parents/guardians ~~provides~~ consent for the District and the evaluator to disclose records and exchange information, inclusive of the IEE report.

~~14-~~ **16.** Whether the student is a child with a disability and whether the child is in need of special education and related services is to be determined by a multidisciplinary team,

including parents, assigned by the District for that purpose.

~~15.~~ **17.** At any time, the District and parents/guardians may agree for the District to contract with a mutually agreeable independent, private evaluator to conduct a reevaluation.

~~16.~~ **18.** Unless the context shows otherwise, an IEE can also mean a private evaluation not conducted or paid for by the District.

Revision History:

November 30, 2017

Legal

1. 22 PA Code 14.122
2. 22 PA Code 14.123
3. 22 PA Code 14.124
4. 22 PA Code 14.125
5. 22 PA Code 14.133
6. 20 U.S.C. 1414
7. 34 CFR 300.226
8. 34 CFR 300.301-300.311
9. 34 CFR 300.502
10. 34 CFR 300.530
11. Pol. 113
12. Pol. 113.3
13. Pol. 209
14. Pol. 113.1
15. 34 CFR 300.300-300.311
16. 34 CFR 300.503
17. 34 CFR 300.303-300.306
18. 34 CFR 300.307-300.311
19. 34 CFR 300.303
20. PA Ass'n for Retarded Children (PARC) v. Com. of Pa., 343 F. Supp. 279 (E.D. Pa. 1975)
21. Pol. 138
- 20 U.S.C. 1400 et seq
- 34 CFR Part 300
- Pennsylvania Training and Technical Assistance Network (PaTTAN)

Last Modified by Policy Staff on March 10, 2019



Book	Policy Manual
Section	100 Programs
Title	Behavior Support
Code	113.3
Status	Policy Committee Review
Adopted	December 15, 2008
Last Revised	November 30, 2017

Proposed deletions: ~~strike through~~

Proposed additions/revisions: **underlined and bold**

I. Purpose

A. Students with disabilities shall be educated in the least restrictive environment and shall only be placed in settings other than the regular education class when the nature or severity of the student's disability is such that education in the regular education class with the use of appropriate supplementary aids and services cannot be achieved satisfactorily.[\[1\]\[2\]\[3\]\[4\]\[5\]](#)

B. The Individualized Education Program ("IEP") team for a student with disabilities shall develop a positive behavior support plan if the student requires specific intervention to address a pattern of behavior that interferes with his or her ability to learn or interferes with the abilities of other children's learning.[\[1\]\[2\]\[3\]\[4\]\[5\]](#)

C. The identification, evaluation, and plan or program shall be conducted and implemented in accordance with state and federal law and regulations.[\[1\]\[2\]\[3\]\[4\]\[5\]](#)

II. Authority

A. The Board directs that the District's behavior support programs shall be based on positive rather than negative measures to ensure that students shall be free from demeaning treatment, unreasonable use of restraints, and other aversive techniques.

B. Behavior support programs and plans shall be based on a functional assessment of behavior and shall be based on peer reviewed, research-based practices and techniques to develop and maintain skills that will enhance students' opportunity for learning and self-fulfillment.[\[1\]\[3\]\[6\]\[5\]\[7\]\[8\]\[9\]\[10\]\[11\]](#)

III. Delegation of Responsibility

A. The Superintendent or ~~his/her~~ **the Superintendent's** designee shall ensure that this Board policy is implemented in accordance with federal and state laws and regulations.

B. The Superintendent or his/her **the Superintendent's** designee shall maintain and report data on the use of restraints, as required.

1. Such report shall be readily available for review during the state's cyclical compliance monitoring. [\[1\]](#)

IV. Guidelines

A. Development of a separate Behavior Support Plan is not required when appropriate positive behavioral interventions, strategies and supports can be incorporated into a student's IEP. [\[1\]](#)
[\[5\]](#)

Revision History:

November 30, 2017

Legal

1. 22 PA Code 14.133
2. 22 PA Code 14.145
3. 20 U.S.C. 1414
4. 34 CFR 300.114
5. 34 CFR 300.324
6. 20 U.S.C. 1415
7. 34 CFR 300.34
8. 34 CFR 300.530
9. Pol. 113
10. Pol. 113.1
11. Pol. 113.2
- 22 PA Code 14.143
- 20 U.S.C. 1400 et seq
- 34 CFR Part 300
- Pennsylvania Training and Technical Assistance Network (PaTTAN), Questions and Answers on the Restraint Reporting Requirements and System, June 2009
- Pol. 000

Last Modified by Policy Staff on March 10, 2019



Book	Policy Manual
Section	100 Programs
Title	Programs for Gifted Students
Code	114
Status	
Adopted	November 23, 1992
Last Revised	May 24, 2018

Proposed deletions: ~~strike through~~

Proposed additions/revisions: **underlined and bold**

I. Authority

a. **A.** It shall be the Policy of the District to develop the special abilities of each student by providing gifted education programs designed to meet the individual educational needs of each student.

b. **B.** The District shall provide appropriate GIEPs for each student identified as a Gifted Student, as defined in this policy, in accordance with the mandate of the Commonwealth of Pennsylvania.

II. Definitions

a. **A.** For the purposes of this policy "**Gifted Student**" shall mean either (a) a student of school age with an Intelligence Quotient ("IQ") of 130 or higher who meets established multiple criteria indicating gifted ability or (b) a student of school age with an IQ of 129 or less, when other educational criteria strongly indicating gifted ability are present.

b. **B.** For the purposes of this policy "**GIEP**" shall mean a Gifted Individualized Education Plan.

c. **C.** For the purposes of this policy GMDT shall mean a Gifted Multidisciplinary Team

III. Delegation of Responsibility

a. **A.** The Superintendent, or his/her **the Superintendent's** designee, and the Director of Student Services shall develop procedures for the identification of Gifted Students and shall implement programs designed to meet the individual needs of each Gifted Student.

IV. Gifted Education Plan

a. **A.** The District shall develop a Comprehensive Plan, which will include information about Gifted Education, every three years as ~~required~~ **required** by the Pennsylvania Department of Education.

~~b.~~ **B.** Prior to approval by the Board, the Comprehensive Plan, which shall include gifted education information, shall be made available for public inspection and comment in the District's administrative office, and on the District's website, for a minimum of twenty eight (28) days.

~~c.~~ **C.** The gifted education information in the Comprehensive Plan shall reflect the following:

1. The District's process for identifying gifted children in need of specially designed instruction.
2. The gifted special education programs offered by the District.
3. Reports of gifted students, personnel and program elements, and costs, as required by the Pennsylvania Department of Education.

~~d.~~ **D.** The District may enter into a cooperative agreement with other educational agencies to develop a Gifted Education Plan, and to develop gifted education services and programs in accordance with the guidelines outlined below.

V. Guidelines

A. The Superintendent or his/her **the Superintendent's** designee shall establish procedures to ensure fidelity when applying applicable law as established by the Commonwealth of Pennsylvania regarding gifted education.

~~a.~~ **B.** Identification and Evaluation.

1. The District shall develop and implement: A system to locate and identify all students within the District who are thought to be gifted and in need of specially designed instruction.

a. The District shall make the Permission to Evaluate Gifted Student Form readily available to parents/guardians.

b. If an oral request is made by a parent or guardian to a District administrator or professional employee for a Permission to Evaluate Gifted Student Form, the parent or guardian shall be provided with the Permission to Evaluate Gifted Student Form within ten (10) days of that request.

2. Procedures to permit teachers to refer a student, or allow a parent or guardian to request in writing that a student undergo a multidisciplinary gifted evaluation to determine if the student is gifted.

a. The necessary forms to submit these requests shall also be developed and made readily available to teachers and parents/guardians.

3. Procedures to create a GMDT to determine if a school aged student meets the definition of a Gifted Student and is therefore eligible to receive gifted services.

4. Screening and evaluation processes that meet state requirements to determine a student's educational needs.

a. Prior to the District conducting an initial gifted multidisciplinary evaluation or re-evaluation of any student, the District shall provide student's parent or guardian with a written notice proposing such an evaluation and shall provide the student's parent or guardian with the Permission to Evaluate Gifted Student Form.

b. The universal screening assessment provides a nonverbal, culturally neutral assessment of general ability that is ideal for use with a diverse student population.

~~IQ scores become stable around the age of 6 and the stability of IQ increases as students get older.~~

~~5.~~ Therefore, the **The** screener will be administered annually in second grade.

~~a.~~ Parents may request to have their child evaluated prior to second grade.

~~5.~~ **6.** A GIEP developed, and subsequently modified, for each student identified as gifted and in need of specially designed instruction based on the student's unique needs and the written report of the student's GMDT.

~~6.~~ **7.** Gifted education programs for each identified Gifted Student, based on the unique needs of the student, and not solely on the student's classification.

a. These programs shall include the opportunity for each Gifted Student to participate in acceleration and/or enrichment programs, and to receive services appropriate to each student's intellectual and academic abilities and strengths.

~~7.~~ **8.** Safeguards for the due process rights of gifted students.

~~b.~~ **C.** For high school students who choose not to take gifted support classes, the GMDT will reconvene to complete a review of data.

1. A NORA will be issued indicating that the student will continue to be eligible for gifted services, but not in need of specially designed instruction and a GIEP will not be written.

2. At any time the student may choose to take gifted classes.

a. When this occurs the GMDT team will reconvene, a review of data will be completed, and a NORA issued indicating that the student is in need of a GIEP.

VI. Awareness Activities

~~a.~~ **A.** The Superintendent or his/her **the Superintendent's** designee shall annually conduct awareness activities to inform parents/guardians of the District's gifted education program.

~~b.~~ **B.** These awareness activities may include:

1. Providing written notice of the District's gifted education program through the Student Handbook and on the District's website.
2. Notice in the local newspaper(s).
3. Distributing literature designed to inform parents of newly-enrolled students of the District's Gifted Services.
4. Hosting meetings.

VII. Caseloads/Class Size

~~a.~~ **A.** The Board directs the Superintendent or his/her **the Superintendent's** designee to annually assess the District's delivery of gifted services and programs in order to:

1. Ensure the ability of assigned staff to provide the services required in each identified student's GIEP.
2. Address the educational placements for gifted students within the District.
3. Limit the total number of gifted students that can be on an individual teacher of the gifted's caseload to a maximum allowed under PDE guidelines.

4. Limit the total number of gifted students that can be on an individual teacher of the gifted's class roster to a maximum allowed per PDE guidelines.

~~b.~~ **B.** Notwithstanding the above, the District shall have the right to make a written request to the Pennsylvania Secretary of Education to waive the applicable caseload and class size maximums in extenuating circumstances.

IX. Notification to Teachers of the Gifted

a. **A.** Each teacher of a gifted student shall be given notification of their responsibilities to each of their identified gifted students, as provided in the student's GIEP.

X. Confidentiality of Student Records

a. **A.** All personally identifiable information regarding a gifted student shall be treated as confidential and disclosed only as permitted by the Family Education Rights and Privacy Act ("FERPA") and any other state or federal law.

IX. The District shall provide all required notices and information to parents/guardians of gifted students, document all consents and responses of parents/guardians to such notices, and adhere to all established timelines.

Revision History:

May 24, 2018

Legal	20 U.S.C. 1232g
	22 PA Code 11.12
	22 PA Code 16.1 et seq
	22 PA Code 4.13
	22 PA Code 4.28
	24 P.S. 1371
	Pol. 100
	Pol. 113
	Pol. 216

Last Modified by Policy Staff on March 10, 2019



Book	Policy Manual
Section	100 Programs
Title	Tutoring
Code	116
Status	Policy Committee Review
Adopted	June 13, 2005
Last Revised	September 21, 2015

Proposed deletions: ~~strike through~~

Proposed additions/revisions: **underlined and bold**

I. Purpose

- A. The Board recognizes that some students may require special help beyond the regular classroom program.

II. Guidelines

- A. Wherever possible within the working day, each teaching staff member shall assist assigned students in the remediation of individual learning difficulties.[\[1\]](#)[\[2\]](#)

- B. In cases where extra help is desirable and ~~the a~~ parents/guardians requests such assistance, the building principal or ~~his/her~~ **the building principal's** designee may recommend that the parents/guardians secure tutorial services for the student from a list of available tutors maintained by the school.

C. Excusal From School

1. Upon the written request of the parent/guardian, a student may be excused during school hours for tutoring in a field not offered in the District curriculum if such excusal does not interfere with the student's regular program of studies.[\[3\]](#)
2. The tutor's qualifications must be approved by the Superintendent.[\[3\]](#)
3. The District may establish reasonable conditions for excusal of a student for such tutoring.[\[3\]](#)

D. Private Tutoring

1. The instructional program for students not enrolled in public schools due to private tutoring by a properly qualified private tutor shall comply with state law and regulations.[\[4\]](#)[\[5\]](#)
2. **For the purposes of this policy, a** A "properly qualified private tutor" shall mean a person who is certified by the Commonwealth to teach in Pennsylvania public schools;

who is teaching one (1) or more children who are members of a single family; who provides the majority of instruction to such child or children; and who is receiving a fee or other consideration for instructional services.[\[4\]](#)

3. Each private tutor shall file with the Superintendent or ~~his/her~~ **the Superintendent's** designee a copy of ~~his/her~~ **the tutor's** Pennsylvania certification, state and federal criminal history information and child abuse history clearance.

4. No person who would be disqualified from school employment by the provisions of 24 P.S. § 1-111(e) may be a private tutor.[\[6\]](#)[\[4\]](#)[\[7\]](#)

~~4.~~ **5.** Annually, the parent/guardian shall provide written assurance to the Superintendent or ~~his/her~~ **the Superintendent's** designee that all instructional requirements are being met.[\[5\]](#)

~~5.~~ **6.** When the Superintendent or ~~his/her~~ **the Superintendent's** designee receives a complaint that a student is not being provided the required instruction or that a student is not making satisfactory progress, the Superintendent may request evidence of the student's academic progress and documentation that instruction is being provided for the required number of days and hours.[\[5\]](#)

~~6.~~ **7.** Evidence of satisfactory progress may include samples of student work, assessments, progress reports, report cards and evaluations.

a. Documentation of instructional time may include logs maintained by the tutor or parent/guardian, attendance records, or other records indicating the dates and times instruction was provided.[\[5\]](#)

Revision History:

September 21, 2015

Legal

1. 22 PA Code 4.12
2. 22 PA Code 4.52
3. 22 PA Code 11.22
4. 24 P.S. 1327
5. 22 PA Code 11.31
6. 24 P.S. 111
7. 23 Pa. C.S.A. 6344
- 24 P.S. 1205.1
- 24 P.S. 1332
- 24 P.S. 1333
- 22 PA Code 11.33
- 23 Pa. C.S.A. 6301 et seq

Last Modified by Policy Staff on March 10, 2019



Book	Policy Manual
Section	100 Programs
Title	Homebound Instruction
Code	117
Status	
Adopted	November 23, 1992
Last Revised	February 22, 2018

Proposed deletions: ~~strike through~~

Proposed additions/revisions: **underlined and bold**

I. Purpose

A. The District shall provide, pursuant to law and regulations, homebound instruction to students confined to home or hospital for physical disability, illness, injury, urgent reasons, or when such confinement is recommended for psychological or psychiatric reasons.

B. The period of homebound instruction for an individual shall not exceed three (3) months.[\[1\]](#)
[\[2\]](#)

II. Delegation of Responsibility

A. The Superintendent or his/her **the Superintendent's** designee shall be responsible for the implementation of this policy.

B. Application for homebound instruction shall:[\[1\]](#)[\[2\]](#)

1. Certify the nature of the illness or disability.
2. State the probable duration of the confinement.
3. Be recommended by the Superintendent or his/her **the Superintendent's** designee.

B. The Superintendent or his/her **the Superintendent's** designee or designee may request approval from the Department of Education to extend the period of homebound instruction for an individual, which shall be reevaluated every three (3) months.[\[2\]](#)

III. Guidelines

A. The District shall provide homebound instruction only for those confinements expected to last at least two (2) weeks.

- B. Exceptions may be recommended by the Superintendent or his/her **the Superintendent's** designee.
- C. The program of homebound instruction provided to each student shall be in accordance with the standards established by the state.
- D. The District reserves the right to withhold homebound instruction when:
1. The instructor's presence in the place of a student's confinement presents a hazard to the health of the ~~teacher~~ **instructor**.
 2. A parent/guardian or other adult in authority is not present with the student during the hours of instruction.
 3. The condition of the student precludes any benefit from such instruction.

Revision History:**February 22, 2018**

Legal

1. 24 P.S. 1329

2. 22 PA Code 11.25

Last Modified by Policy Staff on March 11, 2019



Book	Policy Manual
Section	100 Programs
Title	Independent Study
Code	118
Status	Policy Committee Review
Adopted	November 23, 1992
Last Revised	May 24, 2018

Proposed deletions: ~~strike through~~

Proposed additions/revisions: **underlined and bold**

I. Purpose

A. The Director of Education shall consider the approval of a course of independent study for a properly qualified **High School** student, as recommended by the High School Principal, on the condition that the student will demonstrate achievement of established academic standards as a result of participation in the independent study.

B. The purposes of independent study may be to:

1. Extend the learning experience of the classroom.
2. Develop a student's judgment and self-reliance in the conduct of the learning experience.
3. Relate academic knowledge to the world of work and learning beyond the school.
4. Draw upon community resources as well as school resources for a student's educational program.
5. Include a greater variety of learning experiences within the educational program.
6. Identify and explore an area of particular interest.
7. Set personal learning goals and work toward achieving them, with appropriate staff guidance.
8. Learn to utilize various research tools and methods.

II. Authority

A. The Director of Education shall approve each course of independent study and may designate the number of credits toward graduation to be awarded upon successful completion

of each course, except that the Superintendent reserves the right to assign no credit for an approved course.[\[1\]](#)[\[2\]](#)

B. Each course of independent study must meet the requirements of applicable laws and regulations.

III. Delegation of Responsibility

A. The Director of Education or his/her **the Director of Education's** designee shall develop procedures for implementing independent study which:

1. Counsel students who apply for independent study.
2. Develop specified, measurable instructional objectives and standards for each planned course of independent study.
3. Assure that each student conducts study under appropriate staff guidance and supervision.
4. Monitor the progress of each student.
5. Certify the completion of each course of independent study based upon the original specified objectives.

IV. Guidelines

A. Recommendations for approval may include:

1. The qualifications of the student,
2. Objectives established for the course,
3. Description of the method of study and research to be undertaken,
4. Staff members assigned to advise the project,
5. Manner in which the project will be evaluated, and
6. Proposal for the number of credits to be awarded for the course.

Revision History:

May 24, 2018

Legal	1. 22 PA Code 4.4
	2. 22 PA Code 4.24
	22 PA Code 4.12

Last Modified by Policy Staff on March 10, 2019



Book	Policy Manual
Section	100 Programs
Title	Current Events
Code	119
Status	Policy Committee Review
Adopted	November 23, 1992

Proposed deletions: ~~strike through~~

Proposed additions/revisions: **underlined and bold**

I. Purpose

A. The Board believes that the consideration of current events has a legitimate place in the instructional program of the schools.

B. Commitment to the democratic way of life necessitates that students and teachers have the freedom to explore those pertinent issues which may arise in the course of their academic program that are significant, real, and important.

C. It is understood that this exploration or inquiry involves a responsible treatment of those controversial issues.

II. Authority

A. These issues, although significant to society may, involve differences of opinion among the citizens of the community, and the nation as to what is the proper attitude or course of action should be.

B. ~~However, in~~ **In** educating for effective citizenship, the school has the obligation to examine and discuss crucial issues even though they may be controversial.

III. Delegation of Responsibility

A. In considering such issues, it shall be the responsibility of the Superintendent or ~~his/her~~ **the Superintendent's** designee to provide opportunities for students to study controversial issues which have political, economic or social significance and are related to the student's planned educational program and ~~his/her~~ **the student's** level of maturity and competence.

B. Such study shall be under competent instructional leadership in an environment which fosters impartiality and objectivity so that each student may learn to develop, to form, and to express ~~his/her~~ **the student's** own opinion as a growing citizen in ~~his/her~~ **the student's** community.

~~B.~~ C. It shall be the responsibility of the administration to develop guidelines for the presentation of controversial issues that will ensure the presentation of all sides of an issue in an impartial and objective manner.

Last Modified by Policy Staff on March 10, 2019



Book	Policy Manual
Section	100 Programs
Title	Foreign Languages
Code	120
Status	
Adopted	June 28, 1994

Proposed deletions: ~~strike through~~

Proposed additions/revisions: **underlined and bold**

I. Purpose

A. The Board believes that, in the world in which our students will live their adult lives, multilingualism will be a practical necessity for personal competence, success in careers, and for understanding the world in which they live.

B. In order for ~~our children~~ **students** to develop linguistic skills, it is therefore desirable that ~~our children~~ **students** begin to acquire competence in other languages, as well as in American English, from the earliest years of their elementary school education.

II. Authority

A. Foreign language skills are a component of the cognitive skills required in understanding the symbol systems in which we learn to think, solve problems, and create. Instruction in foreign language, therefore, is necessary to broaden and develop these cognitive skills.

III. Delegation of Responsibility

A. It shall be the responsibility of the Superintendent or ~~his/her~~ **the Superintendent's** designee to see that our children develop a broad range of linguistic and symbolic competence, which will result in furthering their skills in interpersonal relationships, gathering and understanding information about other peoples and cultures, understanding political systems, and enlarging their horizons of achievement.

Last Modified by Policy Staff on March 11, 2019



Book	Policy Manual
Section	100 Programs
Title	Extracurricular Activities
Code	122
Status	Policy Committee Review
Adopted	April 15, 2013
Last Revised	November 29, 2018

Proposed deletions: ~~strike through~~

Proposed additions/revisions: **underlined and bold**

I. Purpose

- A. The Board recognizes the educational values inherent in student participation in extracurricular activities and supports the concept of student organizations for such purposes as building social relationships, developing interests in a specific area, and gaining an understanding of the elements and responsibilities of good citizenship.

II. Definitions

- A. For purposes of this policy, "extracurricular activities" shall be those programs that are sponsored or approved by the Board and are conducted wholly or partly outside the regular school day; are marked by student participation in the processes of initiation, planning, organizing, and execution; and are equally available to all students who voluntarily elect to participate.[\[1\]](#)
- B. For purposes of this policy, an "athletic activity" shall mean ~~at~~ **any** of the following:[\[2\]](#)[\[3\]](#)
1. An athletic contest or competition, other than interscholastic athletics, that is sponsored by or associated with the school, including cheerleading, club-sponsored sports activities and sports activities sponsored by school-affiliated organizations.
 2. Noncompetitive cheerleading that is sponsored by or associated with the school.
 3. Practices, interschool practices and scrimmages for all athletic activities.
- C. **For the purposes of this policy,** "Noninstructional time" is defined as the time set aside by the school before actual classroom instruction begins, after actual classroom instruction ends, or during the lunch hour.

III. Authority

- A. The Board shall make school facilities, supplies and equipment available and shall assign staff members for the support of extracurricular activities for students. Such availability and

assignment shall be in accordance with the Equal Access Act. [4][5][6][7]

B. The Board encourages secondary level students to pursue clubs and interests that may not be related directly to any of the curriculum programs offered in the District.

1. In pursuit of such goal and in compliance with law, the Board maintains a limited open forum in which secondary students may meet for voluntary student-initiated activities unrelated directly to the curriculum, regardless of the religious, political, philosophical or other content of the speech related to such activities.

C. Any extracurricular activity shall be considered under the sponsorship of this Board when it has been approved by the Superintendent or his/her the Superintendent's designee upon recommendation of the building principal.

D. The Board shall maintain the program of extracurricular activities at no cost to participating students, except that:

1. Students may assume all or part of the costs for travel and attendance at extracurricular events and trips.

2. Where eligibility requirements are necessary or desirable, the Board shall be informed and must approve the establishment of eligibility standards before they are operable.

IV. Off-Campus Activities

A. This policy shall also apply to student conduct that occurs off school property and would otherwise violate the Code of Student Conduct if any of the following circumstances exist: [8]

1. The conduct occurs during the time the student is traveling to and from school or traveling to and from school-sponsored activities, whether or not via school District furnished transportation.
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.
3. Student expression or conduct materially and substantially disrupts the operations of the school, or the administration reasonably anticipates that the expression or conduct is likely to materially and substantially disrupt the operations of the school.
4. The conduct has a direct nexus to attendance at school or a school-sponsored activity, for example, a transaction conducted outside of school pursuant to an agreement made in school that would violate the Code of Student Conduct if conducted in school.
5. The conduct involves the theft or vandalism of school property.
6. There is otherwise a nexus between the proximity or timing of the conduct in relation to the student's attendance at school or school-sponsored activities.

V. Delegation of Responsibility

A. Each school year, prior to participation in an athletic activity, every student athlete and the student athlete's parent/guardian shall sign and return the acknowledgement of receipt and review of the following: [2][3][9][10]

1. Concussion and Traumatic Brain Injury Information Sheet.

2. Sudden Cardiac Arrest Symptoms and Warning Signs Information Sheet.

B. The Superintendent or the Superintendent's designee shall develop policies to implement the extracurricular activities program.

C. All student groups shall adhere to Board policy.

1. At the request of the Board, an ad hoc committee comprised of administration and staff shall be established with the purpose of recommending parameters and policies to the Board concerning Extra Duty Responsibilities.

VI. Guidelines

A. Guidelines shall ensure that the program of extracurricular activities:

1. Assesses the needs and interests of, and is responsive to, District students.

2. Invites the participation of parents/guardians and community in developing extracurricular activities.

a. Such participation shall be in accordance with the Equal Access Act. [\[5\]](#)

3. Involves students in developing and planning extracurricular activities.

4. Ensures provision of competent guidance and supervision by staff.

5. Guards against exploitation of students.

6. Provides a variety of experiences and diversity of organizational models.

7. Provides for continuing evaluation of the program and its components.

8. Ensures that all extracurricular activities are open to all students and that all students are fully informed of the opportunities available to them. [\[1\]](#)[\[11\]](#)

VIII. Equal Access Act

A. The District shall provide secondary students the opportunity for noncurriculum-related student groups to meet on the school premises during noninstructional time for the purpose of conducting a meeting within the limited open forum on the basis of religious, political, philosophical, or other content of the speech at such meetings.

B. Such meetings must be voluntary, student-initiated, and not sponsored in any way by the school, its agents or employees. [\[5\]](#)

~~B.~~ **C.** The meetings of student groups cannot materially and substantially interfere with the orderly conduct of the educational activities in the school.

~~C.~~ **D.** The Superintendent or his/her the Superintendent's designee shall establish the length of sessions, number of sessions per week, and other limitations deemed reasonably necessary for the orderly conducting of noncurriculum-related to student groups.

~~D.~~ **E.** The District retains the authority to maintain order and discipline on school premises in order to protect the well-being of students and employees and to ensure that student attendance at such meetings is voluntary.

Revision History:

November 29, 2018

Legal

1. 22 PA Code 12.1
2. 24 P.S. 5322
3. 24 P.S. 5332
4. 24 P.S. 511
5. 20 U.S.C. 4071 et seq
6. Pol. 103
7. Pol. 103.1
8. Pol. 218
9. Pol. 123.1
10. Pol. 123.2
11. 22 PA Code 12.4
12. 24 P.S. 5323
- 24 P.S. 5321 et seq
- 24 P.S. 5331 et seq
- Pol. 110

Last Modified by Policy Staff on March 11, 2019



Book	Policy Manual
Section	100 Programs
Title	Courses Outside of the District Instructional Program
Code	124
Status	Policy Committee Review
Adopted	November 17, 2008

Proposed deletions: ~~strike through~~

Proposed additions/revisions: **underlined and bold**

I. Purpose

- A. Recognizing the District's limitations in providing a course of studies that meets the needs and desires of all students, the Board enacts this policy to accommodate District students who desire to take an out-of-District course to either complete or supplement an instructional program sequence in any academic discipline of the high school curriculum prior to graduation.
- B. Nothing in this policy is intended to obligate the high school to maintain a particular course of study from year-to-year.

II. Definition

- A. For purposes of this policy, "instructional program sequence" shall mean all courses of study within an academic discipline which are offered as part of the high school's program of studies.

III. Delegation of Responsibility

- A. The guidance departments of the high school will assist students who so desire to locate and arrange to take, at the student's expense, appropriate courses in secondary or postsecondary educational institutions where the course is not already part of the District's instructional program sequence.

1. As an alternative, students may apply for independent study as provided in Policy 118, Independent Study.[1]

IV. Guidelines

A. Financial Assistance

- 1. Unless required by law, the District does not provide funds for out-of-District courses to students to either complete or supplement an instructional program sequence.
- 2.** However, in order to assist those students whose families are financially disadvantaged, the Superintendent or his/her **the Superintendent's** designee is

authorized to establish guidelines for the subsidies of post-high school additional courses or other out-of-District courses based on financial need or for the student to access scholarships or other funding sources.

Legal

1. Pol. 118

Last Modified by Policy Staff on March 11, 2019



Book	Policy Manual
Section	100 Programs
Title	Class Size
Code	126
Status	Policy Committee Review
Adopted	November 23, 1992

Proposed deletions: ~~strike through~~

Proposed additions/revisions: **underlined and bold**

I. Authority

A. Class size shall be determined by the Board of School Directors after consultation with the Superintendent or ~~his/her~~ **the Superintendent's** designee and the principals.

II. Delegation of Responsibility

A. The Superintendent or ~~his/her~~ **the Superintendent's** designee shall prepare guidelines for class size which shall take into account: subject matter; type of instruction; ability of pupils; help of aides; and the use of special facilities and equipment.

Last Modified by Policy Staff on March 11, 2019



Book	Policy Manual
Section	100 Programs
Title	Assessments
Code	127
Status	Policy Committee Review
Adopted	November 23, 1992
Last Revised	August 4, 2003

Proposed deletions: ~~strike through~~

Proposed additions/revisions: **underlined and bold**

I. Purpose

A. The Board recognizes its responsibility to develop and implement an assessment plan that will determine the degree to which students are achieving academic standards and will provide information for improving the educational program.[\[1\]](#)

II. Authority

A. The Board shall approve an assessment plan for use in District schools that is aligned with the adopted academic standards and state assessments.

1. The assessment plan shall be described in the District's Strategic Plan.[\[2\]](#)[\[3\]](#)[\[1\]](#)

B. The Board reserves the right to review District assessment measures and to approve those that serve a legitimate purpose without infringing upon the personal rights of the students or parents.[\[1\]](#)

C. The Board shall grant requests by parents or guardians to review the state assessments two (2) weeks prior to their administration, during regular District office hours.

1. The District shall ensure the security of the assessment documents.[\[4\]](#)

D. The Board shall grant parents or guardians the right to have their child excused from state assessments that conflict with their religious beliefs, upon receipt of a written request to the Superintendent.[\[4\]](#)

III. Delegation of Responsibility

A. The Superintendent or his/her **the Superintendent's** designee shall recommend methods of assessment and evaluation based on his/her **the Superintendent's** professional judgment, generally accepted professional practice, and staff input.

B. The Superintendent or ~~his/her~~ **the Superintendent's** designee shall annually disseminate to parents and the public information regarding student assessment results, as required by federal and state law and regulations.[5]

C. The Superintendent or ~~his/her~~ **the Superintendent's** designee shall recommend improvements in the curriculum and instructional practices based upon student assessment results.

IV. Guidelines

A. Parents shall receive information regarding their child's state assessment scores and may obtain an explanation of assessment results from qualified school personnel.[6]

B. The District shall provide assistance to students not attaining academic standards at of least the proficient level.[1]

Revision History:

August 4, 2003

Legal	1. 22 PA Code 4.52
	2. 22 PA Code 4.13
	3. 22 PA Code 4.51
	4. 22 PA Code 4.4
	5. Pol. 919
	6. 20 U.S.C. 6311

Last Modified by Policy Staff on March 11, 2019



Book	Policy Manual
Section	100 Programs
Title	Homework
Code	130
Status	Policy Committee Review
Adopted	November 23, 1992
Last Revised	June 13, 2005

Proposed deletions: ~~strike through~~

Proposed additions/revisions: **underlined and bold**

I. Purpose

A. Homework is intended to practice, reinforce, or apply skills and knowledge.

B. The District understands the research that a family's interest and involvement in their child's learning is critical to the child's success in school.

C. The District believes that Homework is one way of involving the parent/guardian in the student's learning process.

II. Definition

A. For purposes of this policy "Homework" is defined as school-related and assigned work completed beyond the regular school day.

B. For purposes of this policy "Long Term Assignments" are defined as a subset of Homework assignments that are assigned over more than then (10) days.

III. Guidelines

A. The determination of specific Homework assignments and the amounts of Homework appropriate for a particular student shall be made by the teacher and/or the principal.

B. The frequency and appropriateness of Homework shall be planned carefully and evaluated periodically by the school principal and the teachers.

C. The simple existence of this policy does not require Homework to be assigned.

D. Homework shall be an extension of class instruction.

E. Key concepts should be introduced in class prior to the assignment of Homework.

- ~~E~~. **F**. Homework shall reinforce classroom learning objectives and District standards.
- ~~F~~. **G**. Required assignments should generally be appropriate to either the ages and abilities of the students in the class or for the Board-adopted curriculum/course.
- ~~G~~. **H**. Homework assignments shall concentrate on areas or subjects of demonstrated student need.
- ~~H~~. **I**. Teachers may vary Homework assignments among students, accordingly.
- ~~I~~. **J**. The type of school work assigned as Homework should generally be that which a typical student for that class can be reasonably expected to accomplish outside of the classroom, independent of further teacher direction or teacher instruction. However, it can be appropriate for a student to need some parental support to complete the Homework.
- ~~J~~. **K**. All Homework shall be utilized as vehicles for instruction and/or assessment.
- ~~K~~. **L**. Homework shall not be punitive.
- ~~L~~. **M**. On evenings of special school-wide events, Homework should be limited and require less time than normal.
- ~~M~~. **N**. Teachers should be sensitive to family situations and celebrations when assigning Homework assignments.
- ~~N~~. **O**. Teachers will ensure that individual students will not be penalized for other group members not completing assigned tasks.
- ~~O~~. **P**. Teachers will ensure that students who have excused absences know how they may make up Homework and, at a minimum, are given the same number of days of absence to complete work.

IV. Long-Term Homework Assignments

- ~~A~~. Long Term Assignments are efficiently designed to provide a proportionate learning benefit for students relative to the time required for students to complete the Long Term Assignment.
- ~~B~~. Teachers shall provide clear, written directions in a rubric for Long Term Assignments.
- ~~C~~. These directions to students should include all relevant information, such as the due date, the required length (if any), any required format specifics, and any planned check points.
- ~~D~~. **D**. Teacher expectations shall be described, clearly.
- ~~E~~. **E**. Long Term Assignments shall be given with a timeline that does not require a student to do all or most of the Long Term Assignments during a school vacation period or holiday.
- ~~F~~. **F**. Long Term Assignments for the course/grade level must be age, grade, and ability appropriate.
- ~~F~~. **G**. The Long Term Assignment's relationship to the District standards should be clear.
- ~~G~~. **H**. Long Term Assignments shall include periodic progress checks with monitoring and feedback by the teacher.
- ~~H~~. **I**. Penalties for late completion, noncompletion or not following the rules for completion of Long Term Assignments will be delineated by the teacher, in writing, at the time the Long Term

Assignments ~~is~~ **are** given.

~~I.~~ **J.** Students can complete the Long Term Assignments with a minimum of adult assistance.

~~J.~~ **K.** Classroom instructional time should be given at the onset of Long Term Assignments to assist students in understanding and starting the project **Long Term Assignment** in a satisfactory manner.

~~K.~~ **L.** The time needed to accomplish Long Term Assignments should be integrated into the total time needed for all Homework assignments.

~~L.~~ **M.** Long Term Assignments should be designed to stimulate originality and creativity.

~~M.~~ **N.** In grades K-9, the time outside of school needed to complete Long Term Assignments shall not add more time to the total Homework maximum time.

O. The Long Term Assignments rubric should include the approximate amount of time that it should take to complete the work.

~~N.~~ **P.** Although art may be a part of Long Term Assignment in **Assignment in** a non-art class, the evaluation of the project should not penalize students who lack strengths in using art as a medium of expression.

~~O.~~ **Q.** If computer or Internet-based research is assigned with Long Term Assignments, then an adequate amount of time in school or access at school or in a library shall be provided to accommodate those students who do not have access to computers or the Internet at home.

~~P.~~ **R.** Whenever feasible, Long Term Assignments and completion expectations shall be noted on a grade level web site that can be accessed by families from their homes.

V. Student Responsibilities

A. Students are accountable for all Homework assigned.

B. They are expected to record the directions for the Homework.

~~B.~~ **C.** The students shall ask questions when necessary to clarify the Homework.

~~C.~~ **D.** The students shall follow a schedule and keep materials orderly.

~~D.~~ **E.** The students shall hand in, on time, neat, accurate, and meaningful Homework.

~~E.~~ **F.** The students shall plan time for completion of Long Term Assignments.

~~F.~~ **G.** The students shall request and hand in Homework which was assigned while the student was absent.

~~G.~~ **H.** The students shall adhere to the guidelines of uninterrupted study time.

~~H.~~ **I.** The students shall speak with the teacher(s) immediately if home life conflicts with study time.

~~I.~~ **J.** The students shall speak with the teacher(s) if Homework exceeds recommended time frames for completion.

VI. Evaluation and Return of Homework

A. Homework shall be evaluated by the teacher or teacher's designee.

B. At no time should students evaluate other students' Homework.

~~B.~~ **C.** To provide optimum student learning, Homework should be evaluated and returned to students within a reasonable time after the work is turned in to the teacher.

1. What is reasonable varies according to the type of Homework and amount of evaluative feedback the teacher provides for that Homework.

2. Depending upon the nature of the assignment, grade level and curriculum, the amount and type of evaluation will vary considerably, from a simple acknowledgement that the work was done, to more extensive feedback.

~~C.~~ **D.** Feedback should be timely and clear enough so that the student can incorporate that feedback into subsequent related class/course work.

~~D.~~ **E.** Teachers are expected to inform students, specifically, when they can expect Homework assignments to be returned.

VII. Absences

A. Students who miss Homework because of an excused absence shall, upon a timely request, be given the opportunity to complete all assignments and tests that can be provided reasonably, for full credit.

B. As determined by the teacher, the assignments and tests can be equivalent, but not necessarily identical, to the assignments and tests missed during the absence.

VIII. Maximum Amount and Coordination of Homework

A. The amount of time needed for students to complete grade level/course Homework, satisfactorily, will vary depending upon several factors, including but not limited to:

1. the student's age,
2. prior academic achievement,
3. capabilities,
4. motivation,
5. parent/guardian support, and
6. type of curriculum in which the student is enrolled.

B. Within the above context and as a general guideline, the maximum average total daily amount of Homework assigned to a typical student would not be expected to exceed the following times:

1. ✕ **Kindergarten** 10 minutes Monday–Thursday
2. Grade 1 10–20 minutes Monday–Thursday
3. Grades 2 and 3 20–40 minutes Monday–Thursday
4. Grades 4 through 6 40–75 minutes Monday–Thursday

5. Grades 7 and 8 1 ½–2 hours Monday–Friday
6. Grade 9 1 ½–2 ½ hours Monday–Friday
7. Grades 10 through 12 2–3 hours Monday–Friday (if enrolled in 6 academic classes)

C. These maximums do not necessarily apply to courses designated as Advanced Placement or Honors.

D. This policy does not preclude a teacher from providing to students at one time all assignments that will be due within a week or more.

E. The time limits take into account differing levels of academic rigor.

F. These times include any family reading activities, as well as Long Term Assignments.

G. Homework given on the last day of a week may not be due on the first day of the next week.

H. The teacher is expected to make professional judgments regarding how much time Homework, especially Long Term Assignments, will take relative to the learning benefit expected by the teacher.

I. When a student has more than one (1) teacher, teachers are encouraged to coordinate the collectively assigned Homework so that the total amount of Homework for a student is consistent with the above guidelines.

J. Teachers and the principal are expected to appropriately coordinate assigned Homework with school site or grade level testing.

K. Secondary teachers are encouraged to schedule due dates for Long Term Assignments at least a week prior to any scheduled midterm or final examinations.

IX. Overall Guidance and Support

A. The principal is expected to review and evaluate with teachers, as needed, the District's policy and procedures regarding homework and information regarding effective homework assignments and procedures.

X. Consequences

A. When a student fails to do Homework, habitually, the following steps shall be taken:

1. Conference with the student.
2. Conference with the student's parents/guardians.
3. Referral to a counselor.
4. Referral to CST/principal/social worker, if appropriate.
5. Referral to other agencies/courts.

Revision History:

June 13, 2005

Last Modified by Policy Staff on March 11, 2019



Book	Policy Manual
Section	100 Programs
Title	Home Education Programs
Code	137
Status	Policy Committee Review
Adopted	November 23, 1992
Last Revised	September 21, 2015

Proposed deletions: ~~strike through~~

Proposed additions/revisions: **underlined and bold**

I. Authority

A. Home Education Programs for students of compulsory school age residing in the school District shall be conducted in accordance with state law and regulations.[\[1\]](#)[\[2\]](#)[\[3\]](#)

II. Definitions

A. For purposes of this policy the following definitions shall apply,

~~A.~~ **1. "Appropriate Education"** - a program consisting of instruction in the required subjects for the time required by law and in which the student demonstrates sustained progress in the overall program.[\[2\]](#)

~~B.~~ **2. "Hearing Examiner"** - shall not be an officer, employee or agent of the Department of Education or of the school District or intermediate unit of residence of the child in the Home Education Program.

~~C.~~ **3. "Home Education Program"** - a program conducted in compliance with law by the parent/guardian or person having legal custody of a child. A Home Education Program shall not be considered a nonpublic school under the provisions of law.

~~D.~~ **4. "Supervisor"** - the parent/guardian or person having legal custody of a child who is responsible for providing instruction, provided that such person has a high school diploma or its equivalent.

III. Delegation of Responsibility

A. The Superintendent or his/her **the Superintendent's** designee or designee shall develop and distribute administrative regulations **notes** for registering and monitoring Home Education Programs.

IV. Guidelines

A. **Notarized Affidavit**

1. Prior to the commencement of the Home Education Program, and annually thereafter on August 1, the parent/guardian or other person having legal custody of the child or children shall file a notarized affidavit with the Superintendent or ~~his/her~~ **the Superintendent's** designee setting forth the information required by law.[\[2\]](#)

B. Instructional Program

1. The instructional program for home education students shall include such courses as required by law.[\[2\]](#)

C. Loan of Instructional Materials

1. At the request of the Supervisor, the District shall lend to the Home Education Program copies of the school's planned courses, textbooks and curriculum materials appropriate to the student's age and grade level.[\[2\]](#)

D. Student Portfolio and Evaluations

1. For each student participating in the Home Education Program, the Supervisor shall:
[\[2\]](#)

a. Maintain a portfolio of records and materials.

b. Provide an annual written evaluation of the student's educational progress.

E. Graduation Requirements

1. The following minimum courses in grades 9 through 12 are established as a requirement for graduation in a Home Education Program: four (4) years of English; three (3) years of mathematics; three (3) years of science; three (3) years of social studies; and two (2) years of arts and humanities.[\[2\]](#)

F. Diplomas

1. Students who complete all of the graduation requirements of the Home Education Program shall receive a high school diploma issued by the Supervisor or an approved diploma-granting organization.[\[2\]](#)

G. Students With Disabilities

1. A Home Education Program meets compulsory attendance requirements for a student with a disability only when the program addresses the specific needs of the student and is approved by a teacher with a valid Pennsylvania certificate to teach special education, a licensed clinical psychologist or a certified school psychologist.

a. Written notice of such approval must be submitted with the required affidavit.[\[1\]](#)

2. The Supervisor may request that the school District or ~~intermediate unit~~ **Intermediate Unit** of residence provide services that address the specific needs of a student with a disability.[\[1\]](#)

3. When the provision of services is agreed to by both the Supervisor and the school District or ~~intermediate unit~~ **Intermediate Unit**, all services shall be provided in District schools or in a private school licensed to provide such programs and services.[\[1\]](#)

H. Appropriate Education/Compliance Determination

1. A home education evaluator shall certify that an appropriate education is occurring in the Home Education Program.

2. The Supervisor shall submit the certification to the Superintendent or his/her **the Superintendent's** designee by June 30 of each year.

3. If the Supervisor fails to submit the certification, the Superintendent or his/her **the Superintendent's** designee shall send a letter to the Supervisor notifying the Supervisor that ~~s/he~~ **the Supervisor** has ten (10) days to submit the certification.[\[2\]](#)

~~2.~~ **4.** If the Superintendent or his/her **the Superintendent's** designee has a reasonable belief at any time during the school year that appropriate education may not be occurring in the Home Education Program, ~~s/he~~ **the Superintendent or the Superintendent's designee** may submit a letter to the Supervisor requiring an evaluation be conducted and that an evaluator's certification stating that an Appropriate Education is occurring be submitted to the District by the Supervisor within thirty (30) days.

a. The letter shall include the basis for the Superintendent or his/her designee's reasonable belief.[\[2\]](#)

~~3.~~ **5.** If the Superintendent or his/her **the Superintendent's** designee has a reasonable belief that the Home Education Program is out of compliance, ~~s/he~~ **the Superintendent or the Superintendent's designee** shall submit a letter to the Supervisor requiring a certification be submitted within thirty (30) days indicating the program is in compliance.

a. The letter shall include the basis for the Superintendent or his/her **the Superintendent's** designee's reasonable belief.[\[2\]](#)

~~4.~~ **6.** As required by law, all letters shall be sent by certified mail, return receipt requested, and the time for submission of the requested documentation begins upon receipt of the letter.[\[2\]](#)

I. Hearings

1. If the Supervisor fails to submit a certification as required, the Board shall provide a hearing by a qualified and impartial hearing examiner within thirty (30) days.[\[2\]](#)

2. If the hearing examiner finds that an appropriate education is not taking place in the Home Education Program, the Home Education Program will be determined out of compliance; and the student will be enrolled promptly in a District school, a nonpublic school or a licensed private academic school.[\[2\]](#)

J. Appeal

1. Either the ~~The~~ Supervisor or Superintendent or his/her **the Superintendent's** designee may appeal the decision of the hearing examiner to the Secretary of Education, Commonwealth Court or Court of Common Pleas.

2. The Home Education Program may continue during the appeals process.[\[2\]](#)

K. Transfers

1. If a Home Education Program is relocating to another Pennsylvania school District, the Supervisor must request from the Superintendent or his/her **the Superintendent's** designee a letter of transfer for the Home Education Program.

2. The request must be made by registered mail thirty (30) days prior to relocation.[\[2\]](#)

~~2.~~ **3.** The Superintendent or his/her **the Superintendent's** designee shall issue the letter of transfer within thirty (30) days after receipt of the Supervisor's registered mail request.[\[2\]](#)

~~3.~~ **4.** The Supervisor shall file the letter of transfer with the Superintendent or his/her **the Superintendent's** designee of the new District of residence.[\[2\]](#)

~~4.~~ **5.** If a Home Education Program is out of compliance, the Superintendent or his/her **the Superintendent's** designee shall inform the home education Supervisor and Superintendent of the new District of residence of this status and the reason for denial of the transfer letter.[\[2\]](#)

~~5.~~ **6.** If a Home Education Program is in hearing procedures, the Superintendent or his/her **the Superintendent's** designee shall inform the home education Supervisor, hearing examiner and Superintendent of the new District of residence of this status and the reason for denial of the transfer letter.[\[2\]](#)

~~6.~~ **7.** If the Superintendent or his/her **the Superintendent's** designee is informed of pending proceedings related to a Home Education Program relocating to the District, s/he shall continue the Home Education Program until the appeal process is finalized.[\[2\]](#)

Revision History:

September 21, 2015

Legal	1. 24 P.S. 1327
	2. 24 P.S. 1327.1
	3. 22 PA Code 11.31a
	24 P.S. 111
	22 PA Code 11.33
	Pol. 203
	Pol. 209

Last Modified by Policy Staff on March 11, 2019



Book	Policy Manual
Section	100 Programs
Title	Extracurricular Participation by Home Education Students
Code	137.1
Status	Policy Committee Review
Adopted	December 4, 2006

Proposed deletions: ~~strike through~~

Proposed additions/revisions: **underlined and bold**

I. Authority

A. The Board shall approve participation in the District's extracurricular activities and interscholastic athletic programs by a student enrolled in a Home Education Program if all of the following conditions are met:[\[1\]](#)[\[2\]](#)[\[3\]](#)

1. The student is a resident of the school District.
2. The student fulfills all eligibility criteria, or their equivalent, required for participation in an activity or program by District students, in accordance with Board Policy 122 Extracurricular Activities and/or Policy 123 Interscholastic Athletics.[\[4\]](#)[\[5\]](#)

B. The Board shall not provide individual transportation for students enrolled in Home Education Programs who participate in the District's extracurricular activities or interscholastic athletic programs. '

C. When the District provides transportation to and from an away competition, game, event or exhibition and requires District students to use District transportation, home education students shall be required to use the transportation provided by the District.

II. Guidelines

A. Students attending Home Education Programs shall be given an equal opportunity to compete for positions and participate in District extracurricular activities and interscholastic athletic programs.

B. A home education student may participate only in extracurricular activities and interscholastic athletic programs at the school building the student would be assigned to if s/he **the student** was enrolled in the school District.

C. If a class for credit held during the school day by the school District is required for participation in an activity that takes place outside of the class, home education students may petition the Superintendent or his/her **the Superintendent's** designee to audit the class in order to meet the eligibility requirement for participation in the activity that takes place outside of the class.

- 1.** Such petitions shall be granted subject to the student meeting any other prerequisites and there is space in the class after students enrolled in the school District have had the first opportunity to enroll in the for-credit class.
- 2.** Continued participation in the activity outside of class shall be dependent on regular attendance at and participation in the for-credit class.
- 3.** The student shall be responsible for all transportation and costs associated with ~~his/her~~ **the student's** auditing the for-credit class and participating in the related out-of-class activities.

D. Prior to trying-out or joining an activity, a home education student shall submit required documents and written verification of eligibility to the building principal or ~~his/her~~ **the principal's** designee.

E. To be considered in attendance in accordance with Board Policy 204 Attendance, the home education student must participate in a full, normally scheduled academic program, in accordance with the planned Home Education Program.[6]

F. The following guidelines shall govern participation in the District's extracurricular activities and interscholastic athletic programs by home education students, who shall:

1. Meet the same eligibility criteria, or their equivalent, required of District students, in accordance with applicable Board policies and administrative regulations.[4][5]
2. Maintain appropriate insurance coverage, consistent with the coverage requirements for District students.
3. Comply with Board policies and school rules and regulations regarding extracurricular activities, interscholastic athletics, and student discipline.[4][5][6][7]
4. Comply with policies, rules and regulations, or their equivalent, of the activity's governing organization.[1]
5. Meet attendance and reporting requirements established for all participants of the activity or program.
6. Meet the requirements for physical examinations and physical fitness and any height and/or weight restrictions.
7. Comply with all requirements and directives of the District staff, coaches and administrators involved with the extracurricular activity or interscholastic athletic program.

III. Delegation of Responsibility

- A. The building principal or ~~his/her~~ **the principal's** designee shall receive and review verification from the parent/guardian that a student has met and continues to meet the established eligibility criteria for an extracurricular activity or interscholastic athletic program.
- B. The District shall distribute information regarding eligibility criteria and student participation in extracurricular activities and interscholastic athletics to all affected by them.
- C. The District shall develop a procedure to ensure that home education students have access to information regarding the District's extracurricular activities and interscholastic athletic programs.

Legal

1. 24 P.S. 511
2. 24 P.S. 1327.1
3. Pol. 137
4. Pol. 122
5. Pol. 123
6. Pol. 204
7. Pol. 218

Last Modified by Policy Staff on March 11, 2019



Book	Policy Manual
Section	100 Programs
Title	Charter Schools
Code	140
Status	Policy Committee Review
Adopted	November 17, 1997
Last Revised	June 2, 2014

Proposed deletions: ~~strike through~~

Proposed additions/revisions: **underlined and bold**

I. Purpose

A. In order to provide students, parents/guardians and community members an opportunity to establish and maintain schools that operate independently from this school District, the Board shall evaluate applications submitted for charter schools located within the District, in accordance with the requirements of law and those established by the Board.[\[1\]](#)

B. The Board shall work cooperatively with individuals and groups submitting proposals and applications for charter schools.

II. Definitions

A. For purposes of this policy the following definitions shall apply.

~~A.~~ **1.** "Appeal Board" means the State Charter School Appeal Board established by the Charter School Law.[\[2\]](#)

~~B.~~ **2.** "Board of Trustees" of a charter school shall be classified as public officials.[\[3\]](#)

~~C.~~ **3.** "Charter School" means an independent, nonsectarian public school established and operated under a charter from the local Board in which students are enrolled or attend. A charter school must be organized as a public, nonprofit corporation; and charters may not be granted to any for-profit entity nor to support Home Education Programs.[\[2\]](#)[\[3\]](#)[\[5\]](#)

~~D.~~ **4.** "Local Board of Directors" ("Board") means the Board of Directors of the school District in which a proposed or approved charter school is located.[\[2\]](#)

~~E.~~ **5.** "Regional Charter School" means an independent public school established and operated under a charter from more than one Local Board and approved by an affirmative vote of a majority of all Board members of each of the school Districts involved.[\[2\]](#)[\[15\]](#)

III. Authority

- A. The Board shall evaluate submitted applications for charter schools based on the criteria established by law, regulations and any additional criteria required by the Board.[\[5\]](#)
- B. A charter school application shall be approved or denied by a majority vote of all Board members at a public meeting, in accordance with the provisions of law.
- 1.** Written notice of the Board's decision shall be sent to the applicant, Department of Education and the Appeal Board, including reasons for denial and a clear description of application deficiencies if the application is denied.
- 2.** The Board shall evaluate denied applications that are revised and resubmitted.[\[5\]](#)[\[6\]](#)
- C. Upon approval of a charter application, the Board and the charter school's Board of Trustees shall sign the written charter, which shall be binding on both.
- 1.** The charter shall be for a period of three (3) to five (5) years and may be renewed for five-year periods by the Board.[\[7\]](#)
- D. The Board shall not cap nor limit the number of District students enrolling in a charter school, unless agreed to by the charter school as part of the written charter.[\[8\]](#)
- E. The Board may approve a leave of absence for up to five (5) years for a District employee to work in a charter school located in the District of employment or in a regional charter school in which the employing District is a participant, and the employee shall have the right to return to a comparable position in the District.
- F. The Board at its discretion may grant tenure to a temporary professional employee on leave from this District to teach in a charter school located in the District, upon completion of the appropriate probation period.[\[9\]](#)
- G. The Board shall annually assess whether each charter school is meeting the goals of its charter and shall require each charter school to submit an annual report no later than August 1 of each year.[\[10\]](#)
- H. The Board shall conduct a comprehensive review prior to granting a five-year renewal of the charter.[\[10\]](#)
- I. The Board shall have ongoing access to the records and facilities of the charter school to ensure that the charter school is in compliance with its charter, Board policy and applicable laws.[\[10\]](#)
- J. In cases where the health or safety of the charter school's students, staff or both is at serious risk, the Board may take immediate action to revoke a charter.[\[11\]](#)
- K. The Board affirms that the Board of Trustees and the charter school shall be solely liable for any and all damages and costs of any kind resulting from any legal challenges involving the operation of a charter school.
- 1.** The local Board shall not be held liable for any activity or operation related to the program of a charter school.[\[12\]](#)
- L. A charter school shall execute a "hold harmless" agreement indemnifying and insuring/agreeing to defend the school District in any and all kinds of liability areas so that the school District and Board are protected in any litigation related to the operation of a charter school.

IV. Delegation of Responsibility

- A. Applications for charter schools shall be submitted to the Superintendent or his/her designee, who shall be responsible for communicating and cooperating with all applicants.
- B. The Superintendent or his/her designee shall be responsible to assist applicants with plans for technical assistance and contracted services that may be provided by the District.

V. Guidelines

- A. A charter school shall be subject to all federal and state laws and regulations prohibiting discrimination in admissions, employment and operation on the basis of disability, race, creed, color, sex, sexual orientation, national origin, religion, ancestry or need for special education services.[\[3\]](#)
- B. A charter school shall submit monthly enrollment figures and other required reports to the District, as stated in the charter.
- C. Transportation
 - 1. The District shall provide transportation to resident students attending a charter school located in the District, a Regional Charter School of which the District is a member, and a charter school located within ten (10) miles outside District boundaries, in accordance with distance requirements established for District students.[\[13\]](#)
 - 2. Transportation shall be provided to charter school students on the dates and periods that the charter school is in session, regardless of whether transportation is provided to District students on those days.
- D. Applications
 - 1. Applications for charter schools must contain all the information specified in the Charter Schools Law and any additional information required by the Board.[\[5\]](#)
 - 2. Applications for charter schools shall be submitted to the Board by November 15 of the school year preceding the school year in which the charter school looks to be established.[\[5\]](#)[\[14\]](#)
 - 3. Within forty-five (45) days of receipt, the Board shall hold at least one (1) public hearing on the charter application, in accordance with law.
 - 4. At least forty-five (45) days must pass between the first public hearing and the final decision of the Board.
 - 5. No later than seventy-five (75) days after the first public hearing, the Board shall grant or deny the application.[\[5\]](#)
- E. Insurance/Risk Management
 - 1. The charter school shall adequately protect against liability and risk through an active risk management program approved by the Board.
 - 2. The program shall include proof of purchase of insurance coverages as required by the Board.[\[14\]](#)[\[12\]](#)
 - 3. Minimum coverages and levels of appropriate coverages shall be established in the charter.

4. A charter school shall operate in a manner that minimizes the risk of injury and harm to students, employees and others.

Revision History:

June 2, 2014

Legal

1. 24 P.S. 1702-A
2. 24 P.S. 1703-A
3. 24 P.S. 1715-A
5. 24 P.S. 1717-A
6. 65 Pa. C.S.A. 701 et seq
7. 24 P.S. 1720-A
8. 24 P.S. 1723-A
9. 24 P.S. 1724-A
10. 24 P.S. 1728-A
11. 24 P.S. 1729-A
12. 24 P.S. 1727-A
13. 24 P.S. 1726-A
14. 24 P.S. 1719-A
15. 24 P.S. 1718-A
- 24 P.S. 1701-A et seq

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Book	Policy Manual
Section	100 Programs
Title	Extracurricular Participation by Charter/Cyber Charter Students
Code	140.1
Status	Policy Committee Review
Adopted	December 4, 2006

Proposed deletions: ~~strike through~~

Proposed additions/revisions: **underlined and bold**

I. Authority

A. The Board shall approve participation in the District's extracurricular activities and interscholastic athletic programs by a student enrolled in a charter or cyber charter school if all of the following conditions are met:[\[1\]](#)[\[2\]](#)[\[3\]](#)

1. The student is a resident of the school District.
2. The charter or cyber charter school does not provide the same extracurricular activity or interscholastic athletic program.
3. The student fulfills all eligibility criteria required for participation in an activity by District students, in accordance with Board Policy 122 Extracurricular Activities and Policy 123 Interscholastic Athletics.[\[4\]](#)[\[5\]](#)

B. The Board shall not provide individual transportation for students enrolled in charter or cyber charter schools who participate in the District's extracurricular activities or interscholastic athletic programs.

C. When the District provides transportation to and from an away competition, game, event or exhibition and requires District students to use District transportation, charter/cyber charter students shall be required to use the transportation provided by the District.

D. The Board may require the charter or cyber charter school to pay the cost of the expenses for its students' participation in the District's extracurricular activities or interscholastic athletic programs.

II. Guidelines

A. Eligible charter and cyber charter school students shall be given an equal opportunity to compete for positions and participate in extracurricular activities and interscholastic athletic programs.

B. A charter or cyber charter school student may only participate in extracurricular activities and interscholastic athletic programs at the school building the student would be assigned to

if **the** student was enrolled in the school District.

C. If a class for credit held during the school day by the school District is required for participation in an activity that takes place outside of the class, charter and cyber charter students may petition the Superintendent or his/her **the Superintendent's** designee to audit the class in order to meet the eligibility requirement for participation in the activity that takes place outside of the class.

1. Such petitions shall be granted subject to the student meeting any other prerequisites and there is space in the class after students enrolled in the school District have had the first opportunity to enroll in the for-credit class.

D. Continued participation in the activity outside of class shall be dependent on regular attendance at and participation in the for-credit class.

E. The student shall be responsible for all transportation and costs associated with the student's ~~auditing~~ **attending** the for-credit class and participating in the related out-of-class activities.

F. The following guidelines shall govern participation in the District's extracurricular activities and interscholastic athletic programs by eligible charter and cyber charter school students, who shall:

1. Meet the same eligibility criteria required of District students, in accordance with applicable Board policies and administrative regulations.[4][5]
2. Maintain appropriate insurance coverage, consistent with the coverage requirements for District students.
3. Comply with Board policies and school rules and regulations regarding extracurricular activities, interscholastic athletics, and student discipline.[4][5][6][7]
4. Comply with policies, rules and regulations of the activity's governing organization.[8]
5. Meet attendance and reporting requirements established for all participants of the activity or program.
6. Meet the requirements for physical examinations, physical fitness and any height and/or weight restrictions.
7. Comply with all requirements and directives of the District staff, coaches and administrators involved with the extracurricular activity or interscholastic athletic program.

III. Delegation of Responsibility

A. The building principal or his/her **the principal's** designee shall receive and review written verification from the charter or cyber charter school that a student has met and continues to meet the established eligibility criteria for an extracurricular activity or interscholastic athletic program.

B. The District shall distribute information regarding eligibility criteria and student participation in extracurricular activities and interscholastic athletics to all affected by them.

C. The District shall develop a procedure to ensure that charter and cyber charter students have access to information regarding the District's extracurricular activities and interscholastic athletic programs.

Legal

1. 24 P.S. 1719-A
2. 24 P.S.
3. Pol. 140
4. Pol. 122
5. Pol. 123
6. Pol. 204
7. Pol. 218
8. 24 P.S. 511
- 24 P.S. 1749-A

Last Modified by Policy Staff on March 11, 2019



Book	Policy Manual
Section	100 Programs
Title	Migrant Students
Code	142
Status	
Adopted	May 21, 2003
Last Reviewed	February 16, 2016

Proposed deletions: ~~strike through~~

Proposed additions/revisions: **underlined and bold**

I. Authority

A. The Board establishes a program to address the needs and provide appropriate services to migrant students attending District schools.[\[4\]](#)[\[5\]](#)

II. Definition

A. A "migrant student" is defined for purposes of this policy as a child who is, or whose parent, spouse, or guardian is, a migratory agricultural worker or migratory fisher, and who, in the preceding 36 months, has moved from one school District to another, to obtain or accompany such parent, spouse, or guardian, in order to obtain temporary or seasonal employment in agricultural or fishing work as a principal means of livelihood.

III. Guidelines

A. The District program for Migrant Students shall include procedures to:

1. Identify Migrant Students and assess their educational and related health and social needs.
2. Ensure Migrant Students have the appropriate educational opportunities to meet the same academic standards required of all students.
3. Provide a full range of services to Migrant Students including applicable Title I programs, special education, gifted education, vocational education, language programs, counseling programs and elective classes.[\[3\]](#)
4. Provide parents/guardians an opportunity for meaningful participation in the program.
5. Provide advocacy and outreach programs for Migrant Students and their families.
6. Provide professional development for District staff.

IV. Delegation of Responsibility

A. The Superintendent or ~~his/her~~ **the Superintendent's** designee shall develop procedures to notify and involve parents in the development, implementation and evaluation of the District's program for Migrant Students.

Legal

3. Pol. 105

4. 20 U.S.C. 6391 et seq

5. 34 CFR 200.81-200.88

142-Attach.doc (24 KB)

Last Modified by Policy Staff on March 11, 2019



Book	Policy Manual
Section	100 Programs
Title	Standards for Persistently Dangerous Schools
Code	143
Status	
Adopted	September 15, 2004
Last Reviewed	March 14, 2016

Proposed deletions: ~~strike through~~

Proposed additions/revisions: **underlined and bold**

I. Purpose

A. The Pennsylvania Department of Education, as required by the Unsafe School Choice Option provision of the No Child Left Behind Act of 2001 (Section 9532), hereby adopts the following standards for identifying Persistently Dangerous Schools.[\[1\]](#)[\[2\]](#)

II. Definitions

A. For purposes of this policy the following terms shall be defined as provided herein:[\[3\]](#)

1. "Dangerous Incidents" - shall include both weapons possession incidents resulting in arrest (guns, knives or other weapons) and violent incidents resulting in arrest (homicide, kidnapping, robbery, sexual offenses and assaults) as reported on the Violence and Weapons Possession Report (PDE-360).
2. "Department" - shall mean the Pennsylvania Department of Education.
3. "Local Educational Agency" or "LEA" - shall include a school District, an area vocational-technical school, an intermediate unit or a charter school.
4. "Persistently Dangerous School" - shall mean any public elementary, secondary or charter school that meets any of the following criteria in the most recent school year and in one (1) additional year of the two (2) years prior to the most recent school year:
 - a. For a school whose enrollment is 250 or less - at least five (5) dangerous incidents.
 - b. For a school whose enrollment is between 251 to 1,000 - a number of dangerous incidents that represents at least 2% of the school's enrollment.
 - c. For a school whose enrollment is over 1,000 - twenty (20) or more dangerous incidents.

5. "Safe Public School" - shall mean a public school that has not been designated as a Persistently Dangerous School under these standards or that has had such designation removed by the Department.

III. Guidelines

A. Student Opportunity to Transfer

1. Except as provided below, a student who attends a Persistently Dangerous School must be offered the opportunity to transfer to a Safe Public School within the LEA, including a charter school.
2. A student who attends a Persistently Dangerous School may apply to transfer at any time while the school maintains that designation.

IV. Responsibility

A. Department of Education's Responsibilities

1. The Department shall identify those schools that meet or exceed the criteria for a Persistently Dangerous School by analyzing the Annual Report on School Violence and Weapons Possession (PDE-360).
2. In identifying Persistently Dangerous Schools, the Department will use the most recent data available to it from the reporting LEA, and will take all reasonable steps to verify that the data is valid and reliable.
- ~~2.~~ 3. After review and verification of PDE-360 data, the Department shall promptly inform an LEA when any of its schools meets the definition of Persistently Dangerous School.
- ~~3.~~ 4. The Department shall provide technical assistance to the LEA in developing a corrective action plan.
5. The Department shall review proposed corrective action plans submitted by LEAs and shall approve suitable corrective action plans.
- ~~4.~~ 6. After approval of the corrective action plan, the Department shall conduct a site visit to each Persistently Dangerous School to assess the school's progress in implementing the plan. If no significant improvement is observed, the Department may require the LEA to submit a revised corrective action plan for that school.
- ~~5.~~ 7. The Department shall reassess a school's designation as persistently dangerous at the end of the school year during which its corrective action plan is completed.
- ~~6.~~ 8. During the reassessment described above in section IV. A. 5., the Department shall remove the designation if the school no longer meets the definition of Persistently Dangerous School.

B. LEA's Responsibilities

1. Pursuant to Pennsylvania's Safe Schools Act, Act 26 of 1995, as amended, all school entities as defined by the Act must report to the Department all incidents involving acts of violence; possession of a weapon; or the possession, use, or sale of a controlled substance, alcohol, or tobacco by any person on school property or at school-sponsored events or on school transportation to and from school or school-sponsored activities. [\[4\]](#)

2. Within ten (10) school days of receiving notification by the Department, an LEA shall notify the parent or legal guardian of each student who attends the school that the Department has identified the school as persistently dangerous.
3. The LEA shall offer all students who attend the school the opportunity to transfer to a safe public school, including a charter school, within the LEA.
4. The notification and offer to transfer shall state that no student is required to transfer to another school.
5. Upon receipt of an application to transfer, the LEA shall transfer the student within thirty (30) calendar days.
6. When considering a student's request to transfer to another school, the LEA should take into account the particular needs of the student and the student's parent/guardian.
7. To the extent possible, the LEA should allow the student to transfer to a school that is making adequate yearly progress, and one that is not identified as being in school improvement, corrective action, restructuring, or identified as a Persistently Dangerous School.
8. A charter school only has to accept a student who meets its admission criteria if space is available.
9. If there is not another safe school within the LEA to which students may transfer, the LEA is encouraged, but not required, to establish an agreement with a neighboring LEA to accept the transfer of students.
10. The LEA must submit a corrective action plan to the Department within thirty (30) calendar days of receiving notification that a school has been identified as persistently dangerous.
11. The LEA must receive approval from the Department for its corrective action plan and shall implement all steps contained in its corrective action plan within the time periods specified in that plan.
12. After the Department has notified an LEA that a school is no longer identified as a Persistently Dangerous School, the LEA is encouraged to permit students who transferred to complete their education at their new school.
13. LEAs cannot require students to return to their original school if the students are enrolled in a charter school.

Legal

1. 22 PA Code 403.6
2. 20 U.S.C. 7912
3. 22 PA Code 403.2
4. 24 P.S. 1303-A
5. 22 PA Code 403.1

Last Modified by Policy Staff on March 11, 2019



Book	Policy Manual
Section	100 Programs
Title	Standards for Victims of Violent Crime
Code	144
Status	Policy Committee Review
Adopted	September 15, 2004
Last Reviewed	February 16, 2016

Proposed deletions: ~~strike through~~

Proposed additions/revisions: **underlined and bold**

I. Purpose

A. The ~~Pennsylvania Department of Education~~ **Board**, as required by the Unsafe School Choice Option provision of the No Child Left Behind Act of 2001 (Section 9532), hereby adopts the following standards for a student who becomes a victim of a violent criminal offense while in or on the grounds of the public elementary or secondary school that the student attends.[\[1\]](#)[\[2\]](#)

II. Definitions

A. For purposes of this policy, the following terms shall be defined as provided herein:[\[3\]](#)

1. "Local Educational Agency" or "LEA" - shall include a school District, an area vocational-technical school, an intermediate unit or a charter school.
2. "Safe Public School" - shall mean a public school that has not been designated as a Persistently Dangerous School under the standards for identifying Persistently Dangerous Schools or that has had such designation removed by the Department.
3. "Victim" or "Student Victim" - shall mean the student against whom a violent criminal offense has been perpetrated while the student was in or on the grounds of the public elementary or secondary school that s/he attends.
4. "Violent Criminal Offense" - is defined as any of the following offenses that are set forth in Title 18 of the Pennsylvania Consolidated Statutes:
 - a. Kidnapping.
 - b. Robbery.
 - c. Aggravated assault (on the student).
 - d. Rape.

- e. Involuntary deviate sexual intercourse.
 - f. Sexual assault.
 - g. Aggravated indecent assault.
 - h. Indecent assault.
 - i. Attempt to commit any of the following: homicide, murder or voluntary manslaughter.
5. "Persistently Dangerous School" - shall mean any public elementary, secondary or charter school that meets any of the following criteria in the most recent school year and in one (1) additional year of the two (2) years prior to the most recent school year:
- a. For a school whose enrollment is 250 or less - at least five (5) dangerous incidents.
 - b. For a school whose enrollment is between 251 to 1,000 - a number of dangerous incidents that represents at least 2% of the school's enrollment.
 - c. For a school whose enrollment is over 1,000 - twenty (20) or more dangerous incidents.
6. "Department" - shall mean the Pennsylvania Department of Education.

III. Guidelines

A. Student Opportunity to Transfer

1. Except as provided below, a student who becomes a victim of a violent criminal offense while in or on the grounds of the public elementary or secondary school that the student attends, must be offered the opportunity to transfer to a Safe Public School within the LEA, including a charter school.
2. In order for a Student Victim to be entitled to transfer to another school under these standards, the violent criminal offense first must be reported to law enforcement authorities by the student, the student's parent/guardian, or school officials.
3. A Student Victim (or the Student Victim's parent/guardian) may apply to the LEA to transfer to another school within thirty (30) calendar days after the incident is reported to school authorities.

IV. Responsibility

A. LEA's Responsibilities

1. Within ten (10) calendar days of receiving notice of the violent criminal offense, the LEA shall notify the Student Victim that the Student Victim has the right to transfer to a Safe Public School within the LEA, including a public charter school.
2. The notification and offer to transfer shall state that no student is required to transfer to another school.
3. Upon receipt of an application to transfer, the LEA should transfer the student as soon as possible, and shall transfer the student within ten (10) calendar days after receiving the

application.

4. When considering a student's request to transfer to another school, the LEA should take into account the particular needs of the student and the parent/ guardian.
5. To the extent possible, the LEA should allow the student to transfer to a school that is making adequate yearly progress, and one that is not identified as being in school improvement, corrective action, restructuring, or identified as a Persistently Dangerous School.
6. A charter school only has to accept a student who meets its admission criteria if space is available.
7. If there is not another safe school within the LEA to which Student Victims may transfer, the LEA is encouraged, but not required, to establish an agreement with a neighboring LEA to accept the transfer of Student Victims.

Legal

1. 22 PA Code 403.6
2. 20 U.S.C. 7912
3. 22 PA Code 403.2
4. 22 PA Code 403.1

144-Attach 1.doc (23 KB)

144-Attach 2.doc (24 KB)

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Book	Policy Manual
Section	100 Programs
Title	Student Services
Code	146
Status	Policy Committee Review
Adopted	November 14, 2007
Last Revised	November 30, 2017

Proposed deletions: ~~strike through~~

Proposed additions/revisions: **underlined and bold**

I. Authority

- A. The Superintendent or ~~his/her~~ **the Superintendent's** designee shall be responsible for including student services information in the District's Comprehensive Plan.

II. Guidelines

- A. Services offered by community agencies in District schools shall be coordinated by and be under the general direction of the District.[\[1\]](#)
- B. The following categories of **student** services shall be provided by the District:[\[1\]](#)
1. Developmental services that address students' needs throughout their District enrollment, which include: guidance counseling, psychological services, health services, home and school visitor services, and social work services that support students in addressing academic, behavioral, health, personal and social development issues.[\[3\]](#)[\[4\]](#)[\[5\]](#)[\[6\]](#)[\[7\]](#)
 2. Diagnostic, intervention and referral services for students experiencing problems attaining educational achievement appropriate to their learning potential.
 3. Consultation and coordination services for students who are experiencing chronic problems that require multiple services by teams or specialists.
- C. The District's student services shall:[\[1\]](#)
1. Be an integral part of the instructional program at all levels of the school system.

2. Provide information to students and parents/guardians about the educational opportunities of the school's instructional program and how to access those opportunities.
3. Provide career information and assessments to inform students and parents/guardians about work and career options available to individual students.[3][9]
4. Provide basic health services required by law for students and provide information to parents/guardians about the health needs of their children.[5][6][7][10]

III. Delegation of Responsibility

- A. The Superintendent or ~~his/her~~ **the Superintendent's** designee shall be responsible to monitor student services through the Comprehensive Plan.

Revision History:

November 30, 2017

Legal

1. 22 PA Code 12.41
2. Pol. 100
3. Pol. 112
4. Pol. 113
5. Pol. 209
6. Pol. 210
7. Pol. 210.1
8. Pol. 115
9. Pol. 227
- 24 P.S. 1547
- 22 PA Code 12.42
- 22 PA Code 4.13
- Pol. 236
- Pol. 808

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Book	Policy Manual
Section	100 Programs
Title	Religious Acknowledgement
Code	160
Status	Policy Committee Review
Adopted	November 14, 2005

Proposed deletions: ~~strike through~~

Proposed additions/revisions: **underlined and bold**

I. Purpose

A. It is the intent of the school District to implement a policy that acknowledges holidays and reflects our rich religious diversity consistent with the guidelines of the **United States and Pennsylvania** Constitutions.

B. The District also recognizes that the schools are a reflection of the community it serves.

C. Traditions are a cherished part of community life, and the District has an interest in maintaining traditions which have significance to the community.

~~B.~~ **D.** It is important for the school District to be alert to the distinction between teaching about religious holidays, which is permissible, and celebrating religious holidays, which is not.

E. Recognition about holidays may focus on how and when they are celebrated, their origins, histories and the meanings behind them.

~~C.~~ **F.** The ~~United States Supreme Court has ruled that school~~ Districts may not endorse, prefer, favor, promote or advance any religious beliefs.

~~1.~~ **G.** ~~Therefore, the~~ **The** school District may teach about religious practices; however, it cannot sponsor religious practices.

~~2.~~ **H.** ~~In addition, the~~ **The** school District may clearly recognize the cultural aspects of religious holidays but it may not celebrate them as a religious practice.

II. Definitions

For purposes of this policy

A. "Acknowledgment" ~~meant~~ **means** to recognize the existence of the holiday and pay respectful attention to the holiday as a custom.

B. "Celebration" is defined as school-sponsored prayer, worship, glorification or ritual related to a holiday.

III. Guidelines

A. To help clarify the distinction between teaching religion and celebrating religion:

1. The school's approach to religion is **must be** educational.
2. The school may strive for student awareness of religions and must avoid pressing the student to accept any one religion, all religions or no religion.
3. The school may support study about religions and associated practices and shall not sponsor the practice of religion.
4. The school may expose students to a diversity of religions or views and shall not impose any particular view.
5. The school may educate about religions and shall not denigrate or promote any faith.
6. The school may inform the student about various beliefs and shall not seek to conform ~~him/her~~ **any student** to any particular belief.

B. Teaching About Religion and Religious Freedoms

1. A teacher's approach towards teaching the subject should be objective.
2. Factual and objective teaching should be based on educational goals.
3. Cultural programs that focus on the role played by religion in history are generally acceptable and desirable.
4. Programs that educate students about the principle of religious liberty as one of the central elements of freedom and democracy in America should be encouraged.

C. The District will:

1. Explain the historical and contemporary values and the origin of religious holidays in an unbiased and objective manner without sectarian indoctrination.
2. Permit music, art, literature, and drama having religious themes or basis as part of the curriculum for school-sponsored activities and programs if presented in a prudent and objective manner, as a traditional part of the cultural and religious heritage of the particular holiday, and in a manner which makes it clear the District is not endorsing or encouraging a religious belief.
3. Permit the use of religious symbols such as a cross, menorah, crescent, Star of David, crèche, symbols of Native American religions or other symbols that are a part of a religious holiday (including Christmas, Easter, Passover, Hanukkah, St. Valentine's Day, St. Patrick's Day, Thanksgiving and Halloween) as a teaching aid or resource provided such symbols are displayed as an example of the cultural and religious heritage of the holiday and are temporary in nature.

D. Religious holidays may be acknowledged in the schools but not celebrated.

E. Holiday Symbols

1. Displays

- a. Symbols that are a part of a religious holiday are permitted as teaching aids (such as but not limited to a cross, menorah, crescent, crèche, angels, decorated Christmas tree, Star of David, symbols of Native American religions, and other symbols that are part of a religious holiday).
- b. Displays should promote the understanding of religious and cultural diversity.
- c. The display should be educational, short-term in nature (approximately one month), and not celebratory.
- d. There ~~needs to~~ **should** be an appropriate balance of symbols to be displayed in a display case or on a bulletin board in a location designated by the building principal.
- e. An age-appropriate written explanation of the significance of the holiday should accompany the symbols.
- f. Subject to the previously enumerated paragraphs, teachers may use religious symbols in the classroom for instructional purposes, but they may not be displayed.

2. Decorations

- a. Secular symbols may be displayed in the classroom and/or hallways for the holidays provided the decorations are prudent.
- b. Art work, essays or reports depicting religious symbols created by students shall neither be restricted nor discouraged from display in classrooms, doors or hallways.

F. Music, Art, Literature and Drama

1. Music, art, literature and drama having religious contents are permitted as part of the curriculum for school-sponsored activities and programs if presented in an objective manner and as a traditional part of the particular holiday.
2. The teacher is permitted to offer sacred and secular music in the classroom and in programs for public concerts representing diverse cultures; however, the selection of music must be based on its musical merit and on its ability to develop musical understanding, growth and appreciation in young people.
3. A piece of music should not be excluded simply because of its ethnic or religious origin.
4. Christmas carols and Hanukkah selections are appropriate in their cultural context, but should not dominate a music program.
5. The District will:
 - a. Refer to religious influence of literature, music, drama, and the arts curriculum and in school activities only to the extent such references are essential to a complete understanding of the learning experience in such fields of study.
 - b. Refer to religious themes in the arts, literature, and history only to the extent necessary for a balanced and comprehensive study of these areas. '

c. Such references should never foster any particular religious tenets, or demean any religious beliefs.

d. Accommodate student-initiated expressions to question or assignments which reflect student beliefs or non-beliefs about a religious theme.

i. For example, students are free to express religious belief, or non-belief, in compositions, art forms, music, speech and debate.

G. School Attendance on Religious Holidays

1. A student's absence from school on a holiday that is related to ~~his/her~~ **the student's** religion must be recognized as an excused absence.[\[1\]](#)

2. Should a student be deemed eligible for an attendance-related award or privilege, special consideration will be exercised by the building administration with respect to the student's absences from school that occur as a result of religious holidays.

3. It is the intent of the District to demonstrate flexibility as it pertains to student attendance and religious holidays so unique recognition or special opportunities are not immediately impacted.

H. School Calendar

1. The District's calendar should be prepared to reduce conflicts with major religious holidays of all faiths as much as possible.

I. Approval Process For Displays And Decorations

1. Holiday decorations and educational displays which involve religious symbols must receive prior approval by the building principal before ~~exhibiting~~ **being exhibited**.

2. In the event there is a question or disagreement with respect to the content of decorations or exhibits, an appeal may be made to the Superintendent or ~~his/her~~ **the Superintendent's** designee for review of the matter.

J. Religious Institutions, Their Representatives, and Their Schools

1. Religious representative may be invited into the schools as a resource when teaching about religion or religious holidays.

Legal

1. 22 PA Code 11.21

Last Modified by Policy Staff on March 11, 2019