

General Exhibits

March 4, 2024

**YEARBOOK PHOTOGRAPHY
2024 – 2027 SCHOOL YEAR
HANOVER AREA JUNIOR SENIOR HIGH SCHOOL
1600 Sans Souci Parkway
Hanover Township, PA 18706**

Portraits:

The photography studio agrees to:

- Senior yearbook headshots will be available at a discounted charge until a specified date and provide the yearbook with a color image in digital format.
- Take all underclassman portraits and provide the yearbook with a color image in digital format.
- Take all faculty and administration portraits and provide the yearbook with a color image in digital format.
- Provide ID Badges with photos, names and student number in bar code format.
- Provide a consistent head size, background, and pose.
- No sitting fee and no deposit will be required of the underclass students.
- Packages may be made available to students, but there will be no obligation to purchase any photographs or packages.
- All portraits will be delivered to the yearbook staff by end of December of the respective year.
- The school district will provide names and addresses to the photographer who will use them for senior portrait notices only. The Hanover Area Yearbook Advisor must approve the wording of the senior portrait notification.

Candid Photography

The photography studio agrees to:

- Supplement student photography with candid color coverage of various school-related events including homecoming activities, award photographs (senior and underclassmen) and
- Provide candid color photography to the yearbook staff in digital format.
- Packages may be made available to students, but there will be no obligation to purchase any photographs or packages.
- The yearbook staff requires candid photos of the proms. The successful bidder will also photograph couples attending the prom and may sell packages to them.

Finances

The photography studio agrees to:

- Return 10% of the senior portrait gross sales, less sales tax and third party processing fees to assist in the cost of producing the yearbook.
- Return 20% of the underclassman gross sales, less sales tax and third party processing fees to assist in the cost of producing the yearbook.
- Funds will be released before March of the new year.

SPORTS PHOTOGRAPHY

The photography studio agrees to:

- Take all sports team photographs, cheerleader photographs, and marching band photographs and provide the yearbook with a color image in digital format.
- Supplement student candid sport photography to the yearbook staff in digital format.
- Packages may be made available to students, but there will be no obligation to purchase any photographs or packages.

Bid for all of the above listed services = \$_____0_____.

Hanover Area High School

Date

KDP Studio

Date

EXHIBIT - G - 3

Book	Policy Manual
Section	000 Local Board Procedures
Title	Principles for Governance and Leadership
Code	011 Vol IV 2022
Status	First Reading

This board policy supports the Principles for Governance and Leadership adopted by the board and signed by individual school directors.

Pennsylvania school boards are committed to providing every student the opportunity to grow and achieve. **Our actions, as elected and appointed board members,** ultimately have both short and long-term impact in the classroom. Therefore, **we pledge that we will . . .**

Lead Responsibly

- Prepare for, attend, and actively participate in board meetings
- Work together **with civility and** cooperation, **respecting that individuals hold differing opinions and ideas**
- Participate in professional development, training, and board retreats
- Collaborate with the Superintendent, **acknowledging their role** as the **10th member of the board and commissioned officer of the Commonwealth**

Act Ethically

- Never use the position for improper benefit to self or others
- **Avoid** actual or perceived conflicts of interest
- Recognize **school directors do not possess any** authority outside of the collective board
- **Accept that when a board has made a decision, it is time to move forward collectively and constructively**

Plan Thoughtfully

- **Implement** a collaborative **strategic** planning process
- Set annual goals that are aligned with comprehensive plans, **recognizing the need to adapt as situations change**
- Develop a **comprehensive** financial plan **and master facilities plan** that anticipates short and long-term needs
- **Allocate resources to effectively impact student success**

Evaluate Continuously

- **Make** data-informed decisions
- **Evaluate** the Superintendent **annually**
- **Conduct a board self-assessment on a recurring basis**
- **Focus on** student growth and achievement
- Review effectiveness of **all** comprehensive **and strategic plans**

Communicate Clearly

- Promote open, honest, and respectful dialogue among the board, staff, and community
- **Acknowledge and listen to varied** input from **all stakeholders**
- **Promote transparency while protecting necessary confidential matters**
- **Set expectations and guidelines for individual board member communication**

Advocate Earnestly

- Promote public education as a keystone of **our Commonwealth**
- Engage the community by seeking input, building support networks, and generating action
- Champion public education by **engaging** local, state, and federal **officials**

Govern Effectively

- **Establish and** adhere to rules and procedures for board operations
- Develop, adopt, revise, and review policy **routinely**
- Align **board** decisions to policy **ensuring compliance with the PA School Code and other local, state, and federal laws**
- **Remain focused on the role of** governance, **effectively** delegating management tasks to **the** administration

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EXHIBIT - G - 3

Book	Policy Manual
Section	000 Local Board Procedures
Title	Meetings
Code	006 Vol III 2023
Status	First Reading
Legal	<u>1. 24 P.S. 407</u> <u>2. 65 Pa. C.S.A. 701 et seq</u> <u>3. 24 P.S. 422</u> <u>4. 24 P.S. 405</u> <u>5. 24 P.S. 426</u> <u>6. 24 P.S. 427</u> <u>7. 24 P.S. 428</u> <u>8. 65 Pa. C.S.A. 703</u> <u>9. 65 Pa. C.S.A. 709</u> <u>10. 24 P.S. 423</u> <u>11. 65 Pa. C.S.A. 712.1</u> <u>12. Pol. 903</u> <u>13. 65 Pa. C.S.A. 707</u> <u>14. 24 P.S. 421</u> <u>15. 24 P.S. 425</u> <u>16. 24 P.S. 324</u> <u>17. 24 P.S. 508</u> <u>18. 24 P.S. 609</u> <u>19. 24 P.S. 687</u> <u>20. 24 P.S. 707</u> <u>21. 24 P.S. 671</u> <u>22. 24 P.S. 634</u> <u>23. 24 P.S. 1129</u> <u>24. 24 P.S. 640</u> <u>25. 24 P.S. 803</u> 26. Pol. 108 <u>27. 24 P.S. 1071</u> <u>28. 24 P.S. 1076</u> 29. Pol. 604 30. Pol. 005 31. Pol. 606 32. Pol. 605

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- 33. Pol. 107
- 34. 24 P.S. 621
- 35. Pol. 608
- 36. Pol. 610
- 37. 24 P.S. 1080
- 38. 24 P.S. 514
- 39. 24 P.S. 702
- 40. 24 P.S. 708
- 41. 24 P.S. 315
- 42. Pol. 004
- 43. Pol. 003
- 44. 24 P.S. 1717-A
- 45. 24 P.S. 1729.1-A
- 46. 24 P.S. 1701
- 47. 65 Pa. C.S.A. 1102
- 48. 65 Pa. C.S.A. 1103
- 49. Pol. 827
- 50. 24 P.S. 1111
- 51. 24 P.S. 518
- 52. 65 Pa. C.S.A. 706
- 53. 65 Pa. C.S.A. 705
- 54. 24 P.S. 433
- 55. Pol. 800
- 56. Pol. 801
- 57. Pol. 006
- 58. 65 Pa. C.S.A. 708
- 24 P.S. 224
- 24 P.S. 408
- 24 P.S. 1075
- 24 P.S. 1077
- 65 Pa. C.S.A. 1101 et seq
- Pol. 612

Parliamentary Authority

All Board meetings shall be conducted in an orderly and business-like manner. (Fill in Board's current parliamentary procedure) shall govern the Board in its deliberations in all cases in which it is not inconsistent with law, state regulations or Board procedures.[1][2]

Quorum

A quorum shall consist of a majority of the members of the Board. No business shall be transacted at a meeting without a quorum, but the school directors present at such a meeting may adjourn to another time.[3]

Presiding Officer

The President shall preside at all Board meetings. In the absence, disability or disqualification of the President, the Vice-President shall act instead. If neither person is present, a school director shall be elected President pro tempore by a majority of those present and voting to preside at that meeting only. Where no such majority is achieved on the first vote, a second vote shall be cast for the two (2) candidates who received the greatest number of votes.[4][5][6][7]

Meeting Notifications

Notice of all open Board meetings, including committee meetings and work sessions, shall be given by publication of the date, place, and time of such meetings in the newspaper(s) of general circulation designated by the Board and posting of such notice at the administrative offices of the Board.[8][9]

1. Notice of regular meetings shall be given by publication and posting of a schedule showing the date, place and time of all regular meetings for the
 - { x } calendar year
 - { } fiscal year
 at least three (3) days prior to the time of the first regular meeting.[8][9]
2. Notice of all special meetings shall be given by publication and posting of notice at least twenty-four (24) hours prior to the time of the meeting, except that such notice shall be waived when a special meeting is called to deal with an actual emergency involving a clear and present danger to life or property.[8][9]
3. Notice of all rescheduled meetings shall be given by publication and posting of notice at least twenty-four (24) hours prior to the time of the meeting.[8][9]
4. Notice of all recessed or reconvened meetings shall be given by posting a notice of the place, date and time of the meeting and sending copies of such notice to interested parties. [8]
5. Notice of all open meetings shall be given to any newspaper(s) circulating in Luzerne County and any radio or television station which so requests. Notice of all open meetings shall be given to any individual who so requests and provides a stamped, addressed envelope for such notification.[9]

Notice of all rescheduled meetings and special meetings shall be given to each school director no later than twenty-four (24) hours prior to the time of the meeting.[9][10]

Agenda Notifications

The agenda, together with all relevant reports, shall be provided to each school director at least four (4) days before the meeting.

{ } If the agenda includes an item of business related to removal of an officer of the Board, the

agenda shall be provided to each school director at least seven (7) days before the meeting.

The district shall publicly post the agenda for all open meetings of the Board or Board committees at which deliberation or official action may take place no later than twenty-four (24) hours prior to the time of the meeting, as follows:[9]

1. On the district's website.
2. At the location of the meeting.
3. At the district's administrative office.

The posted agenda shall list each matter of agency business that will or may be the subject of deliberation or official action at the meeting.[9]

Agenda Preparation

It shall be the responsibility of the Superintendent, in cooperation with the

{ } Board Secretary,

{ x } Board President,

to prepare an agenda of the items of business anticipated to come before the Board at each open meeting.

Order of Business

The order of business for regular meetings and special meetings called for general purposes shall be as follows, unless altered by the President or a majority of those present and voting:

Order of Business:

- Call to Order
- Pledge of Allegiance
- Roll Call and Establishment of Quorum
- Approval of Minutes/Reports of Committees
- Superintendent's Report
- Agenda Recommendation(s) for Board Action
- General Items
- Financial
- Personnel
- Future Meeting
- Adjournment

The order of business for other special meetings shall be determined according to the stated purpose of the special meeting.

Additions to the Agenda

The Board may deliberate or take official action on matters not included in a posted agenda only under the following circumstances:[11]

Emergencies – The matter of business relates to a real or potential emergency involving a clear and present danger to life or property.[8][11]

Business Arising Within Twenty-Four (24) Hours Prior to the Meeting – The matter of business has arisen within twenty-four (24) hours prior to the meeting, is de minimis (minor) in

nature, and does not involve the expenditure of funds or entering into a contract or agreement.
[11]

Business Raised by Residents or Taxpayers During the Meeting – When a matter of Board business is raised by a resident or taxpayer during a meeting:[11][12]

1. The Board may take official action to refer the matter to staff, if applicable, to conduct research and include on a future Board meeting agenda; or
2. If the matter is de minimis (minor) in nature and does not involve the expenditure of funds or entering into a contract or agreement, the Board may take official action on the matter.

Majority Vote – During a meeting, the Board may add a matter of business to the posted agenda by a majority vote of the school directors present and voting. The reason for adding an item to the posted agenda must be announced at the meeting before conducting the vote. Once announced and approved by majority vote, the Board may take official action on the item of business. The agenda shall be amended to reflect the new item of business and the amended agenda shall be posted to the district's website and at the administrative office no later than the first business day following the meeting at which the agenda was amended. The unanimous consent procedure may not be used in place of majority vote for this purpose.[11]

The public posting of agenda requirements and rules for adding items to a posted agenda apply to both regular and special open meetings of the Board. These requirements and rules do not apply to:[9][11][13]

1. Conference sessions.
2. Executive sessions.

Regular Meetings

Regular Board meetings shall be open and shall be held at specified places at least once every two (2) months.[2][14]

Special Meetings

Special meetings may be called for special or general purposes and shall be open except when conducted as an executive session for purposes authorized by law.[2][5][10][15]

The President may call a special meeting at any time and shall call a special meeting upon presentation of the written requests of three (3) school directors. Upon the President's failure or refusal to call a special meeting, such meeting may be called at any time by a majority of the school directors.[5]

No business shall be transacted at any special meeting except that named in the call sent to school directors for such special meeting.[10]

Public Participation

At each open Board meeting, prior to official action by the Board, an opportunity shall be provided for public comment in accordance with law and Board procedures and policy.[2][12]

Voting

All motions shall require for adoption a majority vote of those school directors present and

voting, except as provided by statute or Board procedures.

{ x } All votes on motions and resolutions shall be by voice vote unless an oral roll call vote is requested by the President or another school director.

Special Voting Requirements -

**Indicates actions for which the minutes must reflect how each school director voted.*

1. Actions requiring the unanimous affirmative vote of all members of the Board remaining in office:
 - a. Appoint as Board Secretary a former school director who has resigned, before the expiration of the term for which the member was elected.*[16][17]
 - b. Appoint as solicitor a former school director who has resigned, before the expiration of the term for which the director was elected.*[16][17]
2. Actions requiring the affirmative votes of two-thirds of the full membership of the Board:
 - a. Transferring, during the first three (3) months of the fiscal year, budgeted funds set apart or appropriated to a particular item of expenditure.*[17][18][19]
 - b. Adding or increasing appropriations to meet an emergency or catastrophe.*[17][19]
 - c. Hiring as a teacher a former school director who has resigned, before the expiration of the term for which the director was elected.*[16][17]
 - d. Conveying land or buildings to certain charities or other public agencies without following prescribed valuation procedures or with more favorable financing.*[17][20]
 - e. { } Fixing the fiscal year to begin on the first day of January. (2nd class school districts only) [21]
 - f. **Incurring temporary debt.*[17][19][22]**
 - g. Dismissing a tenured professional employee after a hearing.*[17][23]
 - h. Borrowing in anticipation of current revenue.*[17][24]
 - i. **Adopting or changing textbooks without the recommendation of the Superintendent.*[17][25]**
3. Actions requiring the affirmative votes of a majority of the full membership of the Board:
 - a. Fixing the length of the school term.*[17]
 - b. Adopting textbooks recommended by the Superintendent.*[17][26]
 - c. Appointing the district Superintendent and Assistant Superintendent(s).*[17][27][28]
 - d. Appointing teachers and principals.*[17]
 - e. Adopting the annual budget.*[17][29]
 - f. Appointing tax collectors and other appointees.*[17][30][31]

- g. Levying and assessing taxes.*[17][32]
- h. Purchasing, selling, or condemning land.*[17]
- i. Locating new buildings or changing the location of old ones.*[17]
- j. Creating or increasing any indebtedness.*[17]
- k. Adopting planned instruction.[17][33]
- l. Establishing additional schools or departments.*[17]
- m. Designating depositories for school funds.*[17][34][35]
- n. Authorizing the transfer of any unencumbered balance, or portion thereof, from one appropriation to another, or from one spending agency to another during the last nine (9) months of the fiscal year.*[17][19]
- o. Entering into contracts of any kind, including contracts for the purchase of fuel or any supplies where the amount involved exceeds \$100 (including items subject to bid requirements).*[17][36]
- p. Fixing salaries or compensation of officers, teachers, or other appointees of the Board.*[17]
- q. Entering into contracts with and making appropriations to the intermediate unit for the district's proportionate share of the cost of services provided or to be provided by the intermediate unit.*[17]
- r. Dismissing, after a hearing, a Superintendent, Assistant Superintendent or non-tenured teacher.*[17][37][38]
- s. Determining the location and amount of any real estate required by the school district for school purposes.*[17][39]
- t. Vacating and abandoning property to which the Board has title.*[17][40]
- u. Appointing a school director to fill a vacancy on the Board.*[17][41]
- v. Calling a special meeting when the President has failed to do so after written request of three (3) members of the Board.[5]
- w. Declaring that a vacancy exists on the Board by reason of the failure or neglect of a school director to qualify.[42]
- x. Adopting, amending or repealing Board procedures and policy.[43]
- y. **Approving or denying a charter school application.*[44]**
- z. **Approving or denying a multiple charter school organization application.*[45]**
- aa. **Establishing joint schools or departments.*[46]**

Abstention from Voting

A school director shall be required to abstain from voting when the issue involves either one of the following:

1. Conflict of interest under the Ethics Act.[47][48][49]

Prior to the vote being taken, the school director shall verbally disclose the nature of the conflict in public, and shall also provide the Board Secretary with a written memorandum stating the nature of the conflict, which shall be attached to the Board minutes as a public record.

Conflict of interest - use by a public official of the authority of their office or any confidential information received through holding public office for the private pecuniary benefit of the public official, a member of their immediate family or a business with which the public official or a member of their immediate family is associated. The term does not include an action having a de minimis economic impact or which affects to the same degree a class consisting of the general public or a subclass consisting of an industry, occupation or other group which includes the public official, a member of their immediate family or a business with which the public official or a member of their immediate family is associated.
[47]

De minimis economic impact – an economic consequence which has an insignificant effect.[47]

Immediate family – parent, spouse, child, brother or sister.[47]

Business with which associated – any business in which the person or a member of the person's immediate family is a director, officer, owner, employee or has a financial interest.
[47]

2. Relative recommended for appointment to or dismissal from a teaching position.[23][50]

Relative – father, mother, brother, sister, husband, wife, son, daughter, stepson, stepdaughter, grandchild, nephew, niece, first cousin, sister-in-law, brother-in-law, uncle, or aunt.

The Board is encouraged to seek the guidance of the district solicitor or the State Ethics Commission for questions related to conflict of interest.[48][49]

Minutes

The Board shall cause to be made, and shall retain as a permanent record of the district, minutes of all open Board meetings. Said minutes shall be comprehensible and complete and shall show:
[51][52]

1. Date, place, and time of the meeting.
2. Names of school directors present.
3. Presiding officer.
4. Substance of all official actions.
5. Actions taken.

6. Recorded votes and a record by individual members of all roll call votes taken.[53]
7. Names of all residents who appeared officially and the subject of their testimony.
8. Any matter added to a posted agenda, including the substance of the matter, the announced reason and the recorded vote, where applicable.[9][11]

The Board Secretary shall provide each school director with a copy of the minutes of the last meeting prior to the next regular meeting.[1]

The minutes of Board meetings shall be approved at the next succeeding meeting and signed by the Board Secretary.[54]

Notations and any tape or audiovisual recordings shall not be the official record of an open Board meeting but may be available for public access, upon request, in accordance with Board policy. Any notations and/or audiovisual recordings of a Board meeting shall be retained and disposed of in accordance with the district's records retention schedule.[1][55][56]

Recess/Reconvene

The Board may at any time recess or reconvene to a reconvened meeting at a specified date and place, upon the majority vote of those present. The reconvened meeting shall immediately take up its business at the point in the agenda where the motion to recess was acted upon. Notice of the reconvened meeting shall be given as provided in Board policy.[8][9][57]

Executive Session

The Board may hold an executive session, which is not an open meeting, before; during; at the conclusion of an open meeting; or at some other time. The presiding officer shall announce the reason for holding the executive session; the announcement can be made at the open meeting prior to or after the executive session.[13][15][58]

The Board may discuss the following matters in executive session:

1. Employment issues.
2. Labor relations.
3. Purchase or lease of real estate.
4. Consultation with an attorney or other professional advisor regarding potential litigation or identifiable complaints that may lead to litigation.
5. Matters that must be conducted in private to protect a lawful privilege or confidentiality.
6. School safety and security, of a nature that if conducted in public, would:[15]
 - a. Be reasonably likely to impair the effectiveness of school safety measures.
 - b. Create a reasonable likelihood of jeopardizing the safety or security of an individual or a school, including a building, public utility, resource, infrastructure, facility or information storage system.

Official actions based on discussions held in executive session shall be taken at an open meeting.

Work Sessions

{ x } The Board may meet as a Committee of the Whole in an open meeting to vote on or to discuss issues. Public notice of such meetings shall be made in accordance with Board procedures.[2][57]

{ x } A meeting of the Committee of the Whole, not regularly scheduled, may be called at any time by the President; the President shall call such a meeting when requested to do so by school directors. Public notice of the meeting shall be made in accordance with Board procedures.

{ x } The Board Secretary shall provide notice of a meeting of the Committee of the Whole in accordance with Board procedures.[8][9][57]

Committee Meetings

Standing committee meetings may be called at any time by the committee chairperson, with proper public notice, or when requested to do so by 2 members of the committee.[8][9][57]

A majority of the total membership of a committee shall constitute a quorum.

Unless held as an executive session, standing committee meetings shall be open to the public, other school directors, and the Superintendent.[2]

{ } A majority of the committee or the chairperson may invite Board employees, consultants or other persons who have special knowledge of an area under discussion.

NOTES:

Under the Quorum section, if a school district designates the number of five (5) required for a quorum to exist, **please leave this language** because it is legally accurate. The law, SC 422, states that a majority of the board constitutes a quorum. For school districts, that number is always five (5). It does not matter if there is a vacancy on the board or not.

Robert's Rules of Order, Newly Revised, including group rules – recommend listing the edition.

For Voting section, number 4(n) – School Code section 687 only requires a majority vote of the Board to transfer unencumbered balances during the last nine (9) months of the fiscal year. See Shoemaker v. Greencastle-Antrim 403 A.2d 1018 (Pa Commw).

Executive sessions held during an open meeting have no required time limits; Act 175 of 1974 contained a time limit of thirty (30) minutes, but the Sunshine Act was amended by Act 84 of 1986 and no longer has a time limitation; recommend removing this language from policy.

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EXHIBIT - G - 3

Book	Policy Manual
Section	100 Programs
Title	Home Education Programs
Code	137 Vol I 2023
Status	First Reading
Legal	<u>1. 24 P.S. 1327</u> <u>2. 24 P.S. 1327.1</u> <u>3. 22 PA Code 11.31a</u> 4. Pol. 137.2 5. Pol. 137.3 <u>24 P.S. 111</u> <u>22 PA Code 11.33</u> Pol. 137.1 Pol. 203 Pol. 209

Authority

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]

Definitions

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]

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.

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.

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.

Delegation of Responsibility

The Superintendent or designee shall develop and distribute administrative regulations for registering home education programs **and maintaining appropriate records in accordance with law.**[2]

Guidelines

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Notarized Affidavit

Prior to the commencement of the home education program, and annually thereafter on **or before August 1**, the parent/guardian or other person having legal custody of the child or children shall file a notarized affidavit with the Superintendent, **which contains certification that the supervisor of the home education program and all adults living in the home and persons having legal custody of a child or children in the home education program have not been convicted of criminal offenses enumerated in School Code, in accordance with law. The affidavit shall include all** information required by law.[2]

Instructional Program

The instructional program for home education students shall include such courses as required by law.[2][4][5]

Loan of Instructional Materials

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]

Student Portfolio and Evaluations

For each student participating in a home education program, the supervisor shall:[2]

1. Maintain a portfolio of records and materials, **in accordance with applicable law.**
2. Provide an annual written evaluation of the student's educational progress, **in accordance with the provisions of applicable law.**

Graduation Requirements

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]

Diplomas

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]

Students With Disabilities

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. Written notice of such approval must be submitted with the required affidavit.[1]

The supervisor may request that the school district or intermediate unit of residence provide services that address the specific needs of a student with a disability.[1]

When the provision of services is agreed to by both the supervisor and the school district or intermediate unit, all services shall be provided in **public** schools or in a private school licensed to provide such programs and services.[1]

Appropriate Education/Compliance

A home education evaluator shall certify that an appropriate education is occurring in the home education program. The supervisor shall submit the certification to the Superintendent by June 30 of each year. If the supervisor fails to submit the certification, the Superintendent shall send a letter to the supervisor notifying the supervisor that **they have** ten (10) days to submit the certification.[2]

If the Superintendent has a reasonable belief at any time during the school year that appropriate education may not be occurring in the home education program, **the Superintendent** may submit a letter to the supervisor requiring an evaluation **to** be conducted and that an evaluator's certification stating that an appropriate education is occurring **shall** be submitted to the district by the supervisor within thirty (30) days. The letter shall include the basis for the Superintendent's reasonable belief.[2]

If the Superintendent has a reasonable belief that the home education program is out of compliance, **the Superintendent** shall submit a letter to the supervisor requiring a certification **to** be submitted within thirty (30) days indicating the program is in compliance. The letter shall include the basis for the Superintendent's reasonable belief.[2]

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]

Hearings

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]

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 **public** school, a nonpublic school or a licensed private academic school.[2]

If a home education program has been determined to be out of compliance, the supervisor or spouse of the supervisor of the home education program is prohibited by law from supervising a home education program for that child or children for a period of twelve (12) months from the date of such determination.[2]

Appeal

The supervisor or Superintendent may appeal the decision of the hearing examiner to the Secretary of Education, Commonwealth Court or Court of Common Pleas. The home education program may continue during the appeals process.[2]

Transfers

If a home education program is relocating to another Pennsylvania school district, the supervisor must request from the Superintendent a letter of transfer for the home education program. The request must be made by registered mail thirty (30) days prior to relocation.[2]

The Superintendent shall issue the letter of transfer within thirty (30) days after receipt of the

supervisor's registered mail request.[2]

EXHIBIT - G - 3

The supervisor shall file the letter of transfer with the Superintendent of the new district of residence.[2]

If a home education program is out of compliance, the Superintendent 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]

If a home education program is in hearing procedures, the Superintendent 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]

If the Superintendent is informed of pending proceedings related to a home education program relocating **from a previous district to this** district, **the Superintendent** shall continue the home education program until the appeal process **in the previous district** is finalized.[2]

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Book	Policy Manual
Section	100 Programs
Title	Extracurricular Participation by Home Education Students
Code	137.1 Vol I 2023
Status	First Reading
Legal	<u>1. 24 P.S. 1327.1</u> <u>2. 24 P.S. 511</u> 3. Pol. 122 4. Pol. 123 5. Pol. 137 <u>6. 10 U.S.C. 2031</u> 7. Pol. 103 8. Pol. 103.1 9. Pol. 204 10. Pol. 218 11. Pol. 222 12. Pol. 227 13. Pol. 235 Pol. 137.2

Authority

The Board **approves** participation in the district's extracurricular activities and interscholastic athletic programs by a student enrolled in a home education program who meets all the **requirements** stated in **law and** Board policy.[1][2][3][4][5]

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. 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.

Guidelines

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, including, as applicable, Junior Reserve Officers' Training Corps (JROTC) units.[6][7][8]

A home education student may participate in extracurricular activities and interscholastic athletic programs only at the school building the student would be assigned to if the student was enrolled in the district.

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 designee. **Verification may include, but not be limited to, attendance records, weekly grades or academic achievement or other documents demonstrating completion of eligibility criteria.**[1]

To be considered in attendance in accordance with Board policy, the home education student must participate in a full, normally scheduled academic program, in accordance with the planned home education program and submitted documentation.[5][9]

The following conditions shall govern participation in the district's extracurricular activities and interscholastic athletic programs by home education students, who shall:

1. Be a resident of the district.
2. Meet the required eligibility criteria.[3][4]
3. Maintain appropriate insurance coverage, consistent with the coverage requirements for district students.[4]
4. Comply with Board policies and school rules and **administrative** regulations regarding extracurricular activities, interscholastic athletics, and student **conduct**. [3][4][10][11][12][13]
5. Comply with policies, rules and regulations, or their equivalent, of the activity's governing organization.[1][2]
6. Meet attendance and reporting requirements established for all participants of the activity or program.[9]
7. Meet the requirements for physical examinations and physical fitness and any height and/or weight restrictions.[1][4]
8. Comply with all requirements and directives of the district staff, coaches, **activity advisors** and administrators involved with the extracurricular activity or interscholastic athletic program.

Delegation of Responsibility

The **Superintendent** or designee shall **post information regarding the availability of the district's extracurricular activities and interscholastic athletics programs, as well as a copy of this Board policy, on the district's publicly available website and provide participation information upon request by students enrolled in home education programs or their parents/guardians.**[1]

The building principal or designee shall distribute **eligibility criteria** regarding student participation in extracurricular activities and interscholastic athletics, and information **on the dates and times of physical examinations or medical tests provided to students by the district. Such information shall be distributed through student handbooks, other publications and on the district's publicly available website.**[1]

The building principal or designee shall receive and review verification from the parent/guardian **or home education program supervisor** that a student has met and continues to meet the established eligibility criteria for an extracurricular activity or interscholastic athletic program.

EXHIBIT - G - 3

Book	Policy Manual
Section	100 Programs
Title	Participation in Cocurricular Activities and Academic Courses by Home Education Students
Code	137.2 Vol I 2023
Status	First Reading
Legal	<ol style="list-style-type: none"> 1. <u>24 P.S. 1327.1</u> 2. Pol. 122 3. Pol. 137 4. Pol. 137.1 5. Pol. 137.3 6. Pol. 103 7. Pol. 103.1 8. <u>10 U.S.C. 2031</u> 9. Pol. 105 10. Pol. 218 11. Pol. 222 12. Pol. 227 13. Pol. 235 14. Pol. 204 15. Pol. 212

Authority

The Board approves participation in the district's cocurricular activities and academic courses by a student enrolled in a home education program who meets all the requirements stated in law and Board policy.[1][2][3][4][5]

Definition

Cocurricular activities - district activities that merge extracurricular activities with a required academic course, including but not limited to, band, orchestra and other activities that include a for-credit component that takes place during the school day.[1][2][4]

Guidelines

Students attending home education programs shall be given an equal opportunity to compete for positions and participate in district cocurricular activities and academic courses in accordance with Board policy on the same basis as other students enrolled full-time in the district.[1][6][7]

{ } including Junior Reserve Officers' Training Corps (JROTC) units offered for credit.[8]

A home education student may participate in cocurricular activities and academic courses only at the school building the student would be assigned to if the student was enrolled in the district.

Prior to trying-out or auditioning for a cocurricular activity or enrolling in an academic course, a home education student shall submit required documents and written verification of eligibility or completion of prerequisites to the building principal or designee. Verification may include, but not be limited to, attendance records, portfolio records documenting completion of curriculum or other documents demonstrating completion of eligibility criteria.[1]

The following conditions shall govern participation in the district's cocurricular activities and academic courses by home education students, who shall:

1. Be a resident of the district.
2. Meet the required eligibility criteria or their equivalent for the cocurricular activity or the prerequisites for the academic course.[1][2][9]
3. Comply with Board policies and school rules and administrative regulations regarding student conduct in school and at school-sponsored activities.[1][2][10][11][12][13]
4. Comply with policies, rules and regulations, or their equivalent, of the cocurricular activity's governing organization, where applicable.
5. Meet attendance and reporting requirements established for all participants of the cocurricular activity or academic course, including any sign-in and sign-out procedures for school building attendance purposes. Home education students must participate in the full class period for an academic course, unless an exception has been granted in accordance with Board policy and school rules.[14]
6. Comply with all Board policies, school rules and requirements and directives of the district staff, activity advisors and administrators involved with the cocurricular activity or academic course.[1]

Academic Courses

Students attending home education programs are eligible to enroll in district academic courses in accordance with law and Board policy, and may participate in academic courses equaling up to one-quarter (¼) of the school day for full-time district students.[1]

{ } Students enrolled in home education programs shall only be eligible to participate in cocurricular activities and/or academic courses that are scheduled in consecutive time periods during the school day if the student's parent/guardian is not able to provide supervision for the student between the scheduled cocurricular activities and/or academic courses.[1]

The district shall provide the student's home education program supervisor with a grade for each cocurricular activity and academic course completed by a student enrolled in a home education program, in accordance with Board policy and administrative regulations. The home education program supervisor shall be responsible for maintaining the material in the student's portfolio of records.[1][3][15]

Transportation

Parents/Guardians of home education students shall be responsible for transportation of students participating in district cocurricular activities and academic courses, except that a home education student may utilize district transportation to or from school during the times a bus is

otherwise already operating, and space is available.[1]

EXHIBIT - G-3

Delegation of Responsibility

The Superintendent or designee shall post information regarding the district's cocurricular activities and academic courses, as well as a copy of this Board policy, on the district's publicly available website and provide participation information upon request by students enrolled in home education programs or their parents/guardians.

The building principal or designee shall request and review verification from the parent/guardian or home education program supervisor that a student has met and continues to meet the established eligibility criteria for a cocurricular activity or academic course.

{ } The Superintendent or designee shall establish administrative regulations for prioritization of enrollment in district cocurricular activities and academic courses based on the established number of allowable participants in designated activities and courses.[1]

{ } Prioritization may be based on academic achievement, demonstration of skills or competencies, record of conduct, and other designated criteria. Students attending home education programs shall have an equal opportunity to compete for enrollment in district activities and courses, in accordance with established administrative regulations.[1][6][7]

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ADMINISTRATIVE REGULATION

APPROVED:

REVISED:

100-AR-0. COMPREHENSIVE PLANNING

Comprehensive planning is the process the **district** uses to evaluate current programs and services, envision the district's future and develop the necessary goals and actions needed to achieve that future.

The district will develop goals, action plans **and strategies** through the comprehensive planning process, which will be shared with the school community.

The district engages in the comprehensive planning process for district level and school level planning, **where applicable**, through the online comprehensive planning **platform** provided by the Pennsylvania Department of Education (**PDE**):

<https://sites.google.com/capitalareaiu.org/compplanning/>

Comprehensive Planning Cycle

Comprehensive planning focuses on a cycle of continuous improvement that is designed to engage all stakeholders in a school community to complete a series of steps that work toward improving student achievement and outcomes. PDE outlines these steps in their comprehensive planning guidance:

- 1. Set the direction – Set the direction for all stakeholders by establishing goals, setting targets to measure progress, and defining the purpose for a continuous improvement process.**
- 2. Assess needs – Use data to assess district programs and practices; include input from all community stakeholders such as students, families, educators, administrators and the Board; recognize strengths, analyze the root causes of challenges and prioritize focus.**
- 3. Create a plan – Based on the needs assessment and root cause analysis, create a prioritized set of strategies, performance measures and action plans with steps to achieve established milestones.**
- 4. Implement the plan – Carry out the action plans with day-to-day work and decision-making, with stakeholders holding each other accountable.**

5. **Monitor the plan – Discuss progress regularly, identify challenges and possible solutions, and provide regular status reports among the groups responsible for implementing action plans and district leadership. Regularly collect data and report on progress to all stakeholders.**
6. **Adjust course – Analyze data from implementation to assess progress and adjust actions and steps as needed to continue progress on identified goals and strategies. Monitor adjustments to determine the impact on overall goals for improving student achievement and outcomes.**

Comprehensive Planning Teams

The Board and administration will establish planning teams, including a district-level planning/steering committee, school planning teams and subcommittees for identified special areas such as professional education, special education, gifted education, student services and others, where necessary. Planning teams operate under the direction of the Superintendent or designee.

Planning teams will complete the following steps in the comprehensive planning process:

1. **Needs assessment – Review multiple measures of data, including student demographic and achievement data, school programs and processes, educator data, survey information, supplemental district plans in special areas, such as special education, gifted education, professional education and induction or others, and data from the Future Ready PA Index.**
2. **Priorities – Identify areas of focus from the needs assessment that will be prioritized in the plan. Each priority will be developed into an action statement to address the identified challenge.**
3. **Goal setting – Establish specific, measurable goals for each identified priority. Goals should identify targeted progress for each of the three (3) years in the plan.**
4. **Strategies – Develop or select evidence-based strategies to implement each measurable goal. Strategies must be based on local resources and capacity to implement identified interventions. Strategies could include evidence-based programs, curriculum or practices promoted at the state or federal level, or developed locally. The same evidence-based strategy may be used for more than one (1) goal.**
5. **Action plans – Outline the specific steps required to prepare, implement and evaluate the strategy. Establish specific staff assignments and timelines for accountability. Action plan steps include steps for professional development and communication to the school community.**
6. **Review – Provide stakeholders with the opportunity to review the plan and each step to ensure nothing has been overlooked and to gain broader understanding prior to implementation.**

Comprehensive Plan Implementation

The Superintendent or designee will develop monitoring and evaluation criteria to measure progress toward achieving the goals and action plans established for the district and school-level operations, programs and services identified through the comprehensive planning process.

District employees will be given specific directions for establishing daily priorities and identifying the data to be collected to assess the attainment of goals and action plans.

Administrative and instructional staff will be held accountable for working to achieve the goals and action plans directly related to their job responsibilities and for facilitating student achievement.

Human and financial resources will be allocated and included in the district's budget and in individual schools' budgets to provide the support needed to achieve the goals and action plans identified through the comprehensive planning process.

School-Level Plans

The district will develop and submit school-level plans **when** required by PDE for:

- 1. School improvement plans for schools identified as Comprehensive Support and Improvement (CSI) schools or Additional Targeted Support and Improvement (A-TSI) schools.**
- 2. Title I School-Wide Program plans.**



ADMINISTRATIVE REGULATION

APPROVED:

REVISED:

137-AR-0. HOME EDUCATION PROGRAM REQUIREMENTS

Eligibility/Affidavits

A notarized affidavit of the parent/guardian or person having legal custody of the child or children shall be filed with the Superintendent prior to commencement of the home education program and annually thereafter on **or before** August 1. The affidavit will include:

1. Name of the supervisor of the home education program responsible for providing instruction.
2. Name and age of each child participating in the home education program.
3. Address and telephone number of the home education program site.
4. **Affirmation** that subjects required by law are offered in the English language, including an outline of proposed education objectives by subject area.
5. Evidence, **with documentation attached to the affidavit**, that the child has received required immunizations and the health and medical services required for students of the child's age or grade level, **unless the child has a documented medical or religious exemption**.
6. An acknowledgment that the home education program will comply with applicable law.
7. A certification signed by the supervisor that the supervisor, all adults living in the home and persons having legal custody of a child or children in the home education program have not been convicted of criminal offenses enumerated in section 111(e) of the PA School Code within five (5) years immediately preceding the date of the affidavit.
8. If a child in the home education program has been identified as a student with a disability in need of special education services, the affidavit must also include written approval from a teacher with a valid Pennsylvania certificate to teach special education, a licensed clinical psychologist or a certified school psychologist that the program addresses the specific needs of the student.

Copies of the Home Education Program Affidavits for Elementary and Secondary Programs are available through the PA Department of Education:

<https://www.education.pa.gov/K-12/Home%20Education%20and%20Private%20Tutoring/Pages/default.aspx>

Instructional Program

A student enrolled in a home education program meets the compulsory school attendance requirements if the program provides a minimum of 180 days of instruction, or 900 hours of instruction per year at the elementary level, or 990 hours per year at the secondary level.

At the elementary level, the following courses **must** be taught in the home education program: English, to include spelling, reading and writing; arithmetic; science; geography; history of the United States and Pennsylvania; civics; safety education, including regular and continuous instruction in the dangers and prevention of fires; health and physiology; physical education; music; and art.

At the secondary level, the following courses **must** be taught in the home education program: English, to include language, literature, speech and composition; science; geography; social studies, to include civics, world history, history of the United States and Pennsylvania; mathematics, to include general mathematics, algebra and geometry; art; music; physical education; health; and safety education, including regular and continuous instruction in the dangers and prevention of fires.

Courses of study **at the secondary level** may include, at the discretion of the supervisor: economics; biology; chemistry; foreign languages; trigonometry; or other age-appropriate courses contained in Chapter 4 of the State Board of Education Regulations.

Student Portfolio and Evaluations

In order to demonstrate that appropriate education is occurring, the supervisor of the home education program will provide and maintain on file **a portfolio of records and materials and an annual written evaluation stating whether an appropriate education has occurred for each student.**

The portfolio will consist of a log, made contemporaneously with the instruction, which designates by title the reading materials used; samples of any writings, worksheets, workbooks or creative materials used or developed by the student; and in grades 3, 5 and 8 results of nationally normed standardized achievement tests in reading/language arts and mathematics or the results of statewide tests administered in these grade levels.

The supervisor will ensure that the nationally normed standardized tests or the statewide tests are not administered by the child's parent/guardian.

Portfolios will be evaluated by a **qualified home education evaluator**, as specified in law.

An annual written evaluation of the student's educational progress **will be conducted by a qualified home education evaluator. A home education evaluator may be:** a licensed clinical or school psychologist; a Pennsylvania certified teacher with **at least two (2) years of experience** at the elementary level to evaluate elementary students or at the secondary level to evaluate secondary students; or a nonpublic school teacher or administrator with **at least two (2) years of teaching experience** in a Pennsylvania public or nonpublic school within the last ten (10) years, the required experience must be at the elementary level to evaluate elementary students or at the secondary level to evaluate secondary students.

At the request of the supervisor, persons with other qualifications may conduct the evaluation with the prior consent of the Superintendent.

In no event will the evaluator be the **home education** supervisor or **their** spouse.

The evaluation will be based on an interview of the child and a review of the portfolio, and will certify whether or not an appropriate education is occurring.

Graduation Requirements/Diplomas

The following minimum courses in grades 9 through 12 are required for graduation from 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.

The district will provide the student's home education program supervisor with a grade for each district cocurricular activity and academic course completed by a home education student, in accordance with Board policy and administrative regulations. The home education program supervisor will be responsible for maintaining the material in the student's portfolio of records and recording it as part of the student's graduation requirements.

Diplomas may be awarded by the supervisor of the home education program or by a diploma-granting organization approved by the PA Department of Education.

Appropriate Education/Compliance

The qualified home education evaluator's certification stating that an appropriate education is occurring for the school year under review will be provided by the supervisor to the Superintendent by June 30 of each year. If the supervisor fails to submit the certification due on June 30 to the Superintendent, the Superintendent will send a letter by certified mail, return receipt requested, to the supervisor of the home education program, stating that the certification is past due and notifying the supervisor to submit the certification within ten (10) days of receipt of the certified letter. If the certification is not submitted within that time, the Board will schedule a hearing.

Appropriate Education –

If the Superintendent has a reasonable belief, at any time during the school year, that appropriate education may not be occurring in the home education program, **the Superintendent** may submit a letter to the supervisor, by certified mail, return receipt requested, requiring that an evaluation be conducted and that an evaluator's certification stating that an appropriate education is occurring for the school year under review be submitted to the district by the supervisor within thirty (30) days of the receipt of the certified letter. The certified letter will include the basis for the Superintendent's reasonable belief. If the statewide or nationally normed tests have not been administered at the time of the receipt of the certified letter by the supervisor, the supervisor will submit the other required documentation to the evaluator. The test results will be submitted with the completed documentation at the conclusion of the school year. If the certification is not submitted to the Superintendent within thirty (30) days of receipt of the certified letter, the Board will **schedule a hearing**.

Compliance with School Code –

If the Superintendent has a reasonable belief that the home education program is out of compliance with the requirements in section 1327.1 of the PA School Code, **the Superintendent** will submit a letter to the supervisor, by certified mail, return receipt requested, requiring a certification to be submitted within thirty (30) days indicating that the program is in compliance. The certified letter will include the basis for the Superintendent's reasonable belief. If the certification is not submitted to the Superintendent within thirty (30) days of receipt of the certified letter, the Board will **schedule a hearing**.

Hearings/Appeal

If a hearing is required, the Board will **schedule a** proper hearing by a duly qualified and impartial hearing examiner within thirty (30) days. The **hearing examiner will** render a decision within fifteen (15) days of the hearing except that **the examiner** may require the establishment of a remedial education plan mutually agreed to by the Superintendent and supervisor of the home education program to continue the home education program.

The decision of the **hearing** examiner may be appealed by either the supervisor or the Superintendent to the Secretary of Education, the Commonwealth Court or the Court of Common Pleas.

If the hearing examiner finds that the evidence does not indicate that appropriate education is taking place in the home education program, the home education program for the child will be deemed out of compliance and the student will be promptly enrolled in **an appropriate public** school, a nonpublic school or a licensed private academic school. The home education program may continue during the time of any appeal.

If a home education program has been determined to be out of compliance, the supervisor or spouse of the supervisor of the home education program is prohibited by law from supervising a home education program for that child or children for a period of twelve (12) months from the date of such determination.

When documentation is required to be submitted to the hearing examiner, the hearing examiner will return, upon completion of the review, all such documentation to the supervisor of the home education program. The hearing examiner may photocopy all or portions of the documentation for the files.

Transfers

When a home education program is relocating to another Pennsylvania school district, the supervisor must request from the Superintendent a letter of transfer for the home education program. The request must be made by registered mail thirty (30) days prior to relocation.

The Superintendent will issue the letter of transfer within thirty (30) days after receipt of the supervisor's registered mail request. The supervisor will file the letter of transfer with the Superintendent of the new district of residence.

When a home education program is not in compliance with section 1327.1 of the PA School Code, the Superintendent will 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.

When a home education program is in hearing procedures, the Superintendent will 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.

When the Superintendent is informed of pending proceedings related to a home education program relocating from a previous district to this district, the Superintendent will continue the home education program until the appeal process in the previous district is finalized.

Resources:

Home Education and Private Tutoring Guide, PA Department of Education:

<https://www.education.pa.gov/K-12/Home%20Education%20and%20Private%20Tutoring/HomeEdPrivateTutoringGuide/Pages/default.aspx>

Home Education Program Basic Education Circular (BEC) December 23, 2022:

<https://www.education.pa.gov/Policy-Funding/BECS/Purdons/Pages/HomeEducationProgram.aspx>



ADMINISTRATIVE REGULATION

APPROVED:

REVISED:

137-AR-1. PARENT/GUARDIAN LETTER
HOME EDUCATION **PROGRAM**

Dear Parent/Guardian:

You have notified the district that your child or children will be educated at home pursuant to Section 13-1327.1 of the Pennsylvania Public School Code. For your information, the district's policies and administrative regulations governing home education programs are enclosed.

In order to fulfill the requirements of compulsory attendance, you must comply with the provisions of law applicable to your program of home education. Some of the requirements applicable to home education programs are described in the enclosed documents; however, the documents are not a complete statement of applicable law. It is your responsibility to review the enclosed documents and the School Code provisions applicable to home education programs.

Annually by August 1, the parent/guardian or other person having legal custody of the child or children must submit to the district Superintendent a notarized affidavit, as required by law.* **A copy of an affidavit from the Pennsylvania Department of Education can be located here:**
<https://www.education.pa.gov/K-12/Home%20Education%20and%20Private%20Tutoring/Pages/default.aspx>

By June 30 of each school year, the supervisor of the home education program must submit to the Superintendent the **qualified home education** evaluator's certification stating that an appropriate education is occurring for the school year under review.

Please call the district administrative office if you have questions regarding the information to be filed with the district.

Sincerely,

Superintendent

***The affidavit may be submitted as early as July 1 for home education programs that take place year-round.**



ADMINISTRATIVE REGULATION

APPROVED:

REVISED:

137-AR-2. CURRICULUM MATERIALS REQUEST FORM

I, _____, supervisor of the home education program for
 _____ request the following materials be provided in order to
 complete the curriculum requirements **of the program.**

_____ District Curriculum, Planned Courses and/or Objectives for the
 _____ **grade level**

_____ **District Curriculum, Syllabi and/or Objectives for the following
 secondary level courses:**

_____ Textbooks

_____ Other Curriculum Materials as Listed:

Date: _____

(Supervisor Signature)

-or-

137-AR-2. CURRICULUM MATERIALS REQUEST FORM - Pg. 2

I, _____, supervisor of the home education program for
_____ do not wish to use any district-provided materials.

Date: _____

(Supervisor Signature)



ADMINISTRATIVE REGULATION

APPROVED:

REVISED:

137.1-AR-0. EXTRACURRICULAR PARTICIPATION BY HOME EDUCATION STUDENTS

Extracurricular Activities

Students enrolled in a home education program who meet all the conditions stated in Board policy will be eligible to participate in the following district extracurricular activities:

1. School organizations.
2. Class organizations.
3. Clubs and societies.
4. Musical ensembles. (**Note: participation in cocurricular music ensembles is addressed under Board policy 137.2.**)
5. Theatrical organizations.
6. School publications.
7. Debating.
8. Forensics.
9. Other activities related to the school program **that take place outside the regular school day and are not directly tied to school curriculum. Participation in cocurricular activities and academic courses is addressed under Board policy 137.2.**

Interscholastic Athletics

Students enrolled in a home education program who meet all the conditions stated in Board policy will be eligible to participate in the district's program of interscholastic athletics, including varsity sports and all activities related to competitive sports contests, games, events and exhibitions involving students or teams of students when such activities occur between schools within the school district or between schools outside of the school district.

137.1-AR-0. EXTRACURRICULAR PARTICIPATION BY HOME
EDUCATION STUDENTS - Pg. 2

When the district provides to district students a physical examination or medical test required for participation in an interscholastic athletic program, the district will provide the same opportunity to students enrolled in a home education program.

The district will publish in a publication of general circulation and on the district's website the dates and times for physical examinations and medical tests required for participation in an interscholastic athletic program.



ADMINISTRATIVE REGULATION

APPROVED:

REVISED:

137.2-AR-0. WEEKLY ELIGIBILITY REPORT

The parent/guardian or home education supervisor of a home education student must submit this form to the building principal each Friday by _____ (time).

(Student's Name)

(Date)

Report for period of: _____ to _____

{ } Student has participated in a full, normally scheduled academic program, and followed sign-in and sign-out procedures in the school office.

{ } Student did not participate in a full, normally scheduled academic program on _____, due to absence.

{ } Student has demonstrated the academic progress required to meet eligibility criteria.

{ } Student has not demonstrated the academic progress required to meet eligibility criteria.

{ } Student's behavior has complied with Board policy, administrative regulations and the school's Code of Student Conduct both in the home education program and while in attendance at the school building.

The parent/guardian or home education program supervisor must notify the building principal, either by phone or by email, on the day(s) the student is absent.

Parent/Guardian Signature

Building Principal Signature

Student Signature



ADMINISTRATIVE REGULATION

APPROVED:

REVISED:

137.2-AR-1. PRIORITIZATION AND PLACEMENT FOR PARTICIPATION IN COCURRICULAR ACTIVITIES AND ACADEMIC COURSES

Each building principal will establish a process for receiving and processing requests for participation in cocurricular activities and academic courses by students enrolled in home education programs. Information regarding the established process for requests will be published on the school's publicly accessible website and available in the school office.

Requests may be submitted

{ } by email to the building principal or school office staff.

{ } through a designated web portal.

{ } in writing by mail.

{ } in writing, attached to the home education program affidavit submitted annually.

Requests must be submitted by _____ in order to be eligible for participation in a cocurricular activity and/or academic course for the upcoming school year.

The building principal or designee will request and review information from the home education program supervisor, including

{ } materials from the portfolio of records

{ } curriculum materials and examples

{ } examples of assessments, projects and reading lists

{ } _____ (other),

in order to determine whether a student has met the eligibility and prerequisite requirements for the cocurricular activities and/or academic courses in the home education student's participation request.

**137.2-AR-1. PRIORITIZATION AND PLACEMENT FOR PARTICIPATION IN
COCURRICULAR ACTIVITIES AND ACADEMIC COURSES - Pg. 2**

Placement

The building principal will assign students to cocurricular activities and academic courses based on the student's participation request and

{ } the number of seats available in the activity or course.

{ } consideration of the needs and abilities of the student.

{ } the student's demonstration of eligibility, competency, skills and completion of prerequisites.

{ } The Superintendent or designee, in coordination with the home education supervisor, reserves the right to reassign the placement of a home education student in a cocurricular activity or academic course if the student's progress, based on assessments, performance and/or academic achievement, indicates that the student's needs would be better met in a different activity or course.

Prioritization

The Superintendent or designee may establish a process for prioritization of enrollment in cocurricular activities or academic courses that have limited capacity. Students attending home education programs will be given an equal opportunity to compete for positions and participate in district cocurricular activities and academic courses on the same basis as other students enrolled full-time in the district.

The Superintendent designates the following criteria to be used in establishing a prioritization process:

{ } Enrollment in a course is required for a student's program completion or graduation requirement.

{ } Student has previously applied to participate in the cocurricular activity or academic course but was not able to enroll due to academic scheduling conflicts or limited capacity.

{ } Record of student's academic achievement and course completion.

{ } Demonstration of a student's skills or competencies applicable to the cocurricular activity or academic course.

{ } Record of the student's conduct.

{ } Record of the student's extracurricular participation or volunteer service applicable to the cocurricular activity or academic course.

{ } _____ (other).



ADMINISTRATIVE REGULATION

APPROVED:

REVISED:

200-AR-3. STUDENT CLASSIFICATIONS FOR ENROLLMENT**Resident Students/Court Order/Custody Agreement**

A school age student is entitled to be enrolled in the schools of the district in accordance with applicable Board policies. (Pol. 200, 202, 251)

When parents reside in different school districts due to separation, divorce or other reasons, the student can be enrolled in the district of the parent with whom the student lives for the majority of time, unless a court order or court-approved custody agreement specifies otherwise.

If parents share joint custody and the student's time is evenly divided between the parents, the parents can choose which of the two (2) school districts the student will attend for the school year.

If a parent enrolling a student is relying on a court order or custody agreement as the basis for enrollment, school staff will require the parent to provide a copy of the order or agreement.

The district's point of contact will facilitate the process to remove barriers to immediate enrollment for students experiencing homelessness, foster care or educational instability.

Students Living With Resident Adult Other Than Parent

When a student lives with a district resident who is supporting the student without personal compensation (*gratis*), the student can enroll in a district school if the resident makes application and provides the required documentation.

In addition to the required documents, school staff will require the resident to provide only one (1) of the following:

1. Legal documentation to show dependency or guardianship.
2. Sworn and notarized statement indicating that the signer is a district resident and is supporting the student without receiving personal compensation, the student is living with the resident continuously and not just for the school year, and the resident accepts all personal obligations relative to school requirements.

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School staff can require the resident to provide additional information before enrolling the student in district schools. Required documents may include:

1. Copy of completed county form or court order transferring child support payments to resident, if applicable.
2. Copy of completed state form notifying Department of Human Services of child's new residence, if applicable.
3. Copy of lease/rental agreement identifying the student as a tenant, if applicable.
4. Documents to verify residency, as required for all students enrolling in district schools.

A resident's receipt of payments, such as Supplemental Security Income (SSI), Transitional Assistance for Needy Families (TANF), pre-adoptive support, child support, maintenance on public or private health insurance, support from the military or military personnel or other payments for or on account of the student will not be considered personal compensation or gain.

School staff will not require the natural parent(s) or former guardian(s) to provide information.

Student/Families With Limited English Proficiency

The district will provide translation and interpretation services to the extent needed to help a family with limited English proficiency understand the enrollment process.

School staff will promptly enroll the student, upon submission of required documents.

If the student is experiencing homelessness or another form of educational instability, the district's point of contact will facilitate the process to ensure immediate enrollment.

School staff will not request social security numbers or immigration status information.

Students in Foster Care

Nonresident students placed in foster care are entitled to the same educational privileges as students residing in the district. Nonresident students with disabilities placed in foster care are entitled to receive an appropriate program of special education.

In addition to the enrollment documents, school staff will request a letter from the appropriate agency verifying that the student is residing with a foster parent or is in a pre-adoptive or adoptive home.

Students in foster care will be enrolled in accordance with applicable Board policy.
(Pol. 200, 202, 251)

It will be presumed that the student will continue to be enrolled in their school of origin unless it is determined that it is not in the student's best interest to remain in the school of origin.

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The district's point of contact will facilitate the process to remove barriers to immediate enrollment.

Pre-Adoptive/Adoptive Students

A student living with pre-adoptive parents who receive adoption assistance subsidies or payments is entitled to attend school in the district in which the pre-adoptive parents reside.

A student living with adoptive parents is entitled to attend school in the district in which the adoptive parents reside.

School staff will enroll a student living with adoptive parents or pre-adoptive parents in accordance with applicable Board policy. (Pol. 200, 202, 251)

The district's point of contact will facilitate the process to remove barriers to immediate enrollment.

Students Living in Institutions

If the school district hosts a children's detention home, drug and alcohol treatment center or similar facility, the district is required to provide an education, and special education when applicable, to nonresident students placed in the institution.

The district's point of contact will facilitate the process to remove barriers to immediate enrollment.

Emancipated Minors

An emancipated minor is a student under the age of twenty-one (21) years who has established a residence apart from their parents/guardians or is living with a spouse.

The school district in which the student is living is the resident district, and the student can enroll without any assistance from an adult, upon submission of enrollment documents.

Homeless Students

Homeless children and youths means individuals who lack a fixed, regular and adequate nighttime residence, and includes:

1. Children and youths who are:
 - a. Sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason;
 - b. Living in motels, hotels, trailer parks or camping grounds due to lack of alternative adequate accommodations;

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- c. Living in emergency, transitional or domestic violence shelters; or
 - d. Abandoned in hospitals;
2. Children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
 3. Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations or similar settings;
 4. Migratory children who qualify as homeless because they are living in circumstances described above; and
 5. School-aged parents living in houses for school-aged parents if they have no other available living accommodations.

Homeless students include unaccompanied homeless youth and those awaiting foster care placement.

School staff will immediately enroll a homeless student, and the student or family are not required to prove residency.

School staff will immediately enroll an unaccompanied homeless student without documents and without the help of an adult. **Unaccompanied homeless youth** means a homeless child or youth not in the physical custody of a parent or guardian. This includes youth who have run away from home; been abandoned or forced out of home by a parent, guardian or other caretaker; or separated from a parent or guardian for any other reason.

A **youth awaiting foster care placement** includes those placed in emergency, interim or respite foster care; kinship care; evaluation or diagnostic centers or placements for the sole purpose of evaluation. When necessary, district staff will consult with the county children and youth agency to determine if the student meets the definition of awaiting foster care placement, including, on a case-by-case basis, whether a student who does not clearly fall into one of these categories is nevertheless a student "awaiting foster care placement".

The district's point of contact will facilitate the process to remove barriers to immediate enrollment of homeless students.

Adjudicated Students Experiencing Educational Instability

Students who are experiencing educational instability in terms of an adjudication of:

1. **Dependency relating to child protective services and juvenile matters;**
2. **Delinquency, if disclosed by the student's parent/guardian; or**

3. As part of court-ordered services under a voluntary placement or custody agreement shall be enrolled in the district in accordance with law and Board policy. (Pol. 251)

Children of Military Families

The district will facilitate the timely enrollment and permit advanced enrollment of children of active duty military families in this district, in accordance with the Interstate Compact on Educational Opportunity for Military Children, state law and Board policy. (Pol. 254)

When a student is a child of a Pennsylvania resident who is deployed by the military and the student is living for that time with relatives or family friends residing in the district, the student is entitled to attend district schools, upon submission of enrollment documents.

School staff will presume the district resident is supporting the student gratis, without personal compensation or gain.

Students Returning From Delinquency Placements

When a student returns to the district from a delinquency placement, school staff cannot automatically place the student in an alternative education program for disruptive youth just because the student had been adjudicated delinquent.

A student returning from a delinquency placement is entitled to an informal hearing prior to being placed in an alternative education program for disruptive youth. The purpose of the hearing is to determine if the student is currently fit to return to the regular classroom or if the student meets the definition of a disruptive student. Factors the district will consider include:

1. If the incident causing the adjudication occurred at school or a school-sponsored event.
2. Student's behavior in the placement.
3. Recommendations of teachers and adults, such as the juvenile probation officers, who have worked with the student.

The district's point of contact will facilitate the process to remove barriers to immediate enrollment of such students.

Address Confidentiality Program (ACP)

A family can enroll a student using an Address Confidentiality Program (ACP) that lists a post office box as their address.

School staff will accept this post office box as the legal address and will not require additional information about the residence.

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School records from the former school will be forwarded through the Address Confidentiality Program (ACP).

The ACP can be contacted at 1-800-563-6399 regarding questions about the family's eligibility for enrollment.