

General Exhibits

April 9, 2024

EXHIBIT - G - |

Book	Policy Manual
Section	000 Local Board Procedures
Title	Principles for Governance and Leadership
Code	011
Status	Second Reading
Adopted	June 9, 2010
Last Revised	January 9, 2018

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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Book	Policy Manual
Section	000 Local Board Procedures
Title	Meetings
Code	006
Status	Second Reading
Legal	<ol style="list-style-type: none">1. <u>24 P.S. 407</u>2. <u>65 Pa. C.S.A. 701 et seq</u>3. <u>24 P.S. 422</u>4. <u>24 P.S. 405</u>5. <u>24 P.S. 426</u>6. <u>24 P.S. 427</u>7. <u>24 P.S. 428</u>8. <u>65 Pa. C.S.A. 703</u>9. <u>65 Pa. C.S.A. 709</u>10. <u>24 P.S. 423</u>11. <u>65 Pa. C.S.A. 712.1</u>12. Pol. 90313. <u>65 Pa. C.S.A. 707</u>14. <u>24 P.S. 421</u>15. <u>24 P.S. 425</u>16. <u>24 P.S. 324</u>17. <u>24 P.S. 508</u>18. <u>24 P.S. 609</u>19. <u>24 P.S. 687</u>20. <u>24 P.S. 707</u>21. <u>24 P.S. 671</u>22. <u>24 P.S. 634</u>23. <u>24 P.S. 1129</u>24. <u>24 P.S. 640</u>25. <u>24 P.S. 803</u>26. Pol. 10827. <u>24 P.S. 1071</u>28. <u>24 P.S. 1076</u>29. Pol. 60430. Pol. 00531. Pol. 60632. 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

Adopted June 9, 2010

Last Revised October 5, 2021

Parliamentary Authority

All Board meetings shall be conducted in an orderly and business-like manner. *Robert's Rules of*

Order Newly Revised 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 calendar 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.

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]

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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 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.

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 (2/3) 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. Incurring temporary debt.*[17][19][22]
 - f. Dismissing a tenured professional employee after a hearing.*[17][23]
 - g. Borrowing in anticipation of current revenue.*[17][24]
 - h. 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.

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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]

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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

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]

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.

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 two (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]

EXHIBIT - G-1

Book	Policy Manual
Section	100 Programs
Title	Home Education Programs
Code	137
Status	Second 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
Adopted	June 9, 2010

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]

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Guidelines**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]

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
Status	Second 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
Adopted	June 9, 2010
Last Revised	June 1, 2021

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

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Book	Policy Manual
Section	100 Programs
Title	Participation in Cocurricular Activities and Academic Courses by Home Education Students
Code	137.2-NEW
Status	Second Reading
Legal	<u>1. 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. Pol. 105 9. Pol. 218 10. Pol. 222 11. Pol. 227 12. Pol. 235 13. Pol. 204 14. Pol. 212 <u>10 U.S.C. 2031</u>

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]

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][8]
3. Comply with Board policies and school rules and administrative regulations regarding student conduct in school and at school-sponsored activities.[1][2][9][10][11][12]
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.[13]
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 ($\frac{1}{4}$) of the school day for full-time district students.[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][14]

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]

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.

EXHIBIT - G -2

Book	Policy Manual
Section	800 Operations
Title	Suicide Awareness, Prevention and Response
Code	819 Vol IV 2023
Status	First Reading
Legal	<u>1. 24 P.S. 1526</u> 2. Pol. 103 3. Pol. 103.1 4. Pol. 236.1 5. Pol. 249 6. Pol. 806 <u>7. 24 P.S. 1301-E</u> 8. Pol. 333 9. Pol. 805 <u>10. 22 PA Code 12.12</u> <u>11. 20 U.S.C. 1232g</u> <u>12. 34 CFR Part 99</u> 13. Pol. 207 14. Pol. 216 15. Pol. 236 16. Pol. 146 <u>17. 24 P.S. 1302-E</u> 18. Pol. 113 19. Pol. 113.2 20. Pol. 113.3 21. Pol. 114 22. Pol. 117 23. Pol. 204 24. Pol. 113.4 25. Pol. 209 Pol. 146.1 Pol. 816 Pol. 911

Purpose

The Board is committed to protecting the health, safety and welfare of its students and the school community; **promoting healthy development; and safeguarding against the threat or attempt of suicide.** This policy supports the provision of a comprehensive district program **of education, training and resources** designed to promote **school connectedness and** behavioral health, and prevent suicide.[1][2][3][4][5][6]

Authority

The Board directs the district to provide education on youth suicide awareness and prevention; methods of prevention, intervention and response to suicide attempt or suicide; **and reporting procedures.**[1][2][3][4][5][6]

The district is committed to providing access to age and developmentally-appropriate youth suicide awareness and prevention supports and resources to all district students, without bias or discrimination.[2][3]

The district shall notify employees, students and parents/guardians of this policy and shall post the policy on the district's website.[1]

Definitions

Behavioral health - the emotion, behaviors and biology related to a person's mental well-being, their ability to function in everyday life and their concept of self.

Behavioral service providers - include, but are not limited to, state, county or local behavioral health service providers, crisis intervention center or psychiatric hospital. The term includes a private service provider which contracts with a state, county or local government to act as a behavioral health agency.[4][Z]

Bias - the attitudes or beliefs we have about a person or group that affect our understanding, actions and decisions in a conscious or subconscious manner.[4]

Individualized Management Plan - a plan developed for a student who is referred to the threat assessment team that documents the concerns that brought a student to the team's attention, as well as the resources and supports a student might need based on the information gathered during the assessment. The Individualized Management Plan is developed primarily for documentation and communication purposes.[4]

Postvention - a multi-component crisis response to provide support, promote healing after a tragic loss and to minimize risk of contagion after a suicide.

Prevention - refers to efforts that seek to reduce the factors that increase the risk for suicidal thoughts and behaviors and increase the factors that help strengthen, support and protect the behavioral health and wellness of individuals.

Protective factors - refer to characteristics associated with a lower likelihood of negative outcomes or that reduce a risk factor's impact. Protective factors may be seen as positive countering events.

Resilience - the process of adapting well in the face of adversity, trauma, tragedy, threats or significant sources of stress, or "bouncing back" from difficult experiences.

Risk factors - refer to characteristics at the biological, psychological, family, community or cultural level that precede and are associated with a higher likelihood of negative outcomes, including suicide.

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Safety Plan – an agreement developed between the student, parent/guardian, appropriate team members and behavioral health professionals, following a suicide screening or assessment, that documents communications, conveys an understanding of the seriousness of the student’s distress and provides a set of skills and resources the student can use in a crisis.

School connectedness - the belief by students that adults and peers in the school care about their learning as well as about them as individuals.

School personnel - include, but may not be limited to, administrators, teachers, school-based behavioral health professionals (e.g., school counselor, school psychologist, school social worker), paraprofessionals, support staff, coaches, bus drivers, custodians and cafeteria workers.

Self-harm – behavior that is self-directed and deliberately results in injury or the potential for injury to oneself. Self-harm behaviors can be either suicidal or nonsuicidal.

Suicide - death caused by self-directed injurious behavior with intent to die as a result of the behavior.

Suicide attempt - a potentially self-injurious behavior for which there is evidence that the person had at least some intent to kill themselves.

Suicide threat - a verbal or nonverbal communication that an individual intends to harm themselves with the intention to die but has not acted on the behavior.

Threat assessment – a fact-based process for the assessment of and intervention with students whose behaviors may indicate a threat to the safety of the student, other students, school employees, school facilities, the community or others.[4]

Warning signs - evidence-based indicators, often observable, that someone may be in danger of suicide, either immediately or in the very near future.

Delegation of Responsibility

The Superintendent or designee, in collaboration with designated school personnel, shall develop administrative regulations regarding the district’s protocols for response to suicide threats, suicide attempts and suicide.

Guidelines

SUICIDE AWARENESS AND PREVENTION EDUCATION[1]

Suicide Awareness and Prevention Education for Students

Students shall receive age **and developmentally**-appropriate, **student-centered lessons** on the importance of safe and healthy choices, coping strategies **focused on resiliency**, how to recognize risk factors and warning signs, as well as help-seeking strategies for self or others, including how to engage school resources.

These lessons shall be integrated into the curriculum of health classes and other classes as appropriate. The lessons may be taught by health and physical education teachers, classroom teachers, student services staff or community service providers.

EXHIBIT - G -2

{ } Programming related to suicide prevention shall be delivered in small group or classroom settings; not in a large group or auditorium setting.

{X} District staff shall provide resources and access to counseling staff for students participating in programming, who may struggle with the topic of suicide prevention.

Lessons shall **contain information on comprehensive health and wellness, including emotional, behavioral and social skills development by:**

1. **Informing** students about broader behavioral health issues such as depression and substance **use**, as well as specific risk factors, protective factors and warning signs for suicide.
2. {X} **Encouraging** students to seek help for themselves or their peers, including when concerns arise via social media or other online forum, and to avoid making promises of confidence when they are concerned about the safety of a peer **or other individual**.
3. {X} **Adhering** to safe and effective messaging guidelines, **avoiding** graphic testimonials and **including research-based** suicide prevention resources.
4. {X} **Promoting** a healthy school climate where students feel connected to and can identify trusted adults in the building.
5. {X} **Providing local, state and/or national resources for seeking help.**

Suicide Awareness and Prevention Education for School Personnel

All **school personnel** shall receive **written** information about the **district's protocols for suicide awareness and prevention, including** risk factors, warning signs, response **and communication** procedures, referrals and resources.

{X} School personnel shall also receive information regarding strategies to enhance protective factors, resilience and school connectedness.

As part of the district's professional development plan, professional educators in school buildings serving students in grades six (6) through twelve (12) shall participate in a minimum of four (4) hours of youth suicide awareness and prevention training every five (5) years.[1][8][9]

{X} The district shall make required training and refresher training available on an ongoing basis, so that educators may fulfill training requirements throughout the required timeframe.

{X} The district may also require training of professional staff in grades K-5, as well as ancillary school-wide staff, and may increase the training requirement.

School safety and security training for employees may include suicide awareness.[9]

Additional professional development in suicide risk screening and/or assessment and crisis intervention shall be provided to specialized staff and school behavioral health professionals such as school crisis response/intervention team members, **threat assessment team members**, designated administrators, school counselors, school psychologists, school social workers and school nurses.

{X} Resources for Parents/Guardians

{X} The district **shall** provide parents/guardians with resources including, but not limited to, health promotion and suicide risk, including characteristics and warning signs, and information about local, **state and national** behavioral health resources.

METHODS OF PREVENTION[1]

The district shall utilize a multifaceted approach to suicide prevention which integrates school and community-based supports.

The methods of prevention utilized by the district include, but are not limited to, **education, training and awareness**; early identification and support for students at risk; and delegation of responsibility for planning and coordination of suicide prevention efforts.

Information received in confidence from a student may be revealed to the student's parents/guardians, the building principal, **the threat assessment team and/or crisis response/intervention** team or other appropriate authority when the health, welfare or safety of the student or any other person is clearly in jeopardy, **in accordance with applicable law, regulations and Board policy.**[4][10][11][12][13][14][15]

Suicide Prevention Coordinators

District-Wide -

A district-level suicide prevention coordinator shall be designated by the Superintendent **or designee**. This may be an existing district employee. The district suicide prevention coordinator shall be responsible for planning and coordinating implementation of this policy.

Building-Level -

Each building principal shall designate a school suicide prevention coordinator to act as a point of contact in each school for issues relating to suicide prevention and policy implementation. This may be an existing district employee.

{X} , who may also be a member of the threat assessment team.[4]

Early Identification Procedures

Early identification of individuals with warning signs or suicide risk factors **that appear to adversely impact the student** is crucial to the district's suicide prevention efforts. To promote awareness, **school personnel**, students and parents/guardians should be educated about suicide risk factors and warning signs.

Referral Procedures

Any **school personnel** who observes a student exhibiting a warning sign for suicide, or **who** has another indication that a student may be contemplating suicide, shall **immediately** refer the student for suicide risk screening and/or assessment and intervention in accordance with **Board policy and** district procedures.[4][15][16]

In the absence of a warning sign for suicide, students demonstrating suicide risk factors that appear to be adversely impacting the student, **or other indications of self-harm**, should be referred to **an appropriate team or staff member (e.g., principal, school counselor, Student Assistance Program team)** for support and follow-up.

When a student's behavior indicates a threat to the safety of the student, school

personnel shall report the student to the threat assessment team, an appropriate member of the team or the suicide prevention coordinator. The threat assessment team, crisis response/intervention team and designated staff responsible for conducting or arranging suicide risk screening and assessment shall coordinate to provide assessment and intervention in accordance with Board policy and district procedures.[4][15][16][17]

School personnel shall arrange for or provide continuous adult supervision to ensure the student's safety.

Safe2Say Something

When the district receives a report through the Safe2Say Something program, members of the Safe2Say Something team shall coordinate with the appropriate emergency dispatch center(s), local law enforcement and/or district team, in accordance with district procedures.[9]

Documentation

The district shall document the referral, including specific **reasons** identified as indications that the student may be at risk.[4]

METHODS OF ASSESSMENT AND INTERVENTION[1]

The methods of **assessment and** intervention utilized by the district include, but are not limited to, responding to threats of **suicide or self-harm**, suicide attempts in school, suicide attempts outside of school and suicide.

The district shall maintain a trained school crisis response/intervention team. Team members may include, but not be limited to, designated administrators, school counselors, school nurse, school psychologist, social worker, school security personnel, members of the Student Assistance Program team and others as designated by the district such as community behavioral health agency resources.

{ } The district's threat assessment team shall serve as a crisis response/intervention team, and may coordinate with district behavioral health staff and community behavioral health agency resources as needed.[4]

The Superintendent or designee shall establish administrative regulations for coordination of appropriate teams and staff in suicide assessment and intervention.

Suicide intervention procedures shall involve collaboration and coordination with the student, the parent/guardian, suicide prevention coordinator, the threat assessment team and/or the crisis response/intervention team and additional support services as needed.

Student Assessment and Intervention

When a student has been referred for assessment, designated members of the threat assessment team and/or crisis response/intervention team shall coordinate with appropriate behavioral health staff to assess and respond to the student's behavior, which may include development or update of an Individualized Management Plan and/or Safety Plan, where appropriate, in accordance with Board policy and administrative regulations.[4]

A district-approved suicide risk screening or assessment tool may be used by trained behavioral health staff such as **school** counselors, psychologists **or** social workers.

Parents/Guardians of a student identified as being at risk of suicide shall be notified by the **building principal or designee** and informed of crisis and community resources. If the school suspects that the student's risk status is the result of abuse or neglect, school staff shall immediately notify Children and Youth Services, **in accordance with applicable law and Board policy.**[4][6]

The district shall identify **and develop agreements with** behavioral service providers to whom students **may** be referred for further suicide risk screening and/or assessment and **intervention.**

If the student **has been** identified as being at increased risk of suicide, the district shall **develop** a new, or update a previous, Safety Plan to support the student and the student's family. The Plan should be developed collaboratively with input from the student, **the student's parents/guardians, appropriate team members and behavioral health professionals.**

Students With Disabilities

For students with disabilities who are identified as being at risk for suicide or who attempt suicide, the **team receiving the referral or other district staff shall notify the appropriate Individualized Education Program (IEP) team or Section 504 team** to address the student's needs in accordance with applicable law, regulations and Board policy.[3][4][18][19][20][21]

If a student is identified as being at risk for suicide or attempts suicide and the student may require special education services or accommodations, the Director of Special Education shall be notified and shall take action to address the student's needs in accordance with applicable law, regulations and Board policy.[3][18][19][20][21]

Documentation

The district shall document observations, recommendations and actions conducted throughout the course of intervention, suicide risk screening and/or assessment and follow-up, including verbal and written communications with students, parents/guardians, **appropriate team members** and behavioral service providers.[4]

METHODS OF RESPONSE TO SUICIDE ATTEMPT OR SUICIDE[1]

The district's crisis response/intervention team shall coordinate with first responders, district behavioral health staff and/or community behavioral health resources in response to a suicide attempt or suicide.

Response to Suicide Attempt

Methods of response to a suicide attempt utilized by the district include, but are not limited to:

1. **Acting in accordance with professional development and crisis response training including, but not limited to:**
 - a. **The rendering of first aid until professional medical services and/or transportation can be received.**
 - b. **Supervision of the student and movement of all other students out of the**

immediate area.

2. **Coordinating with the threat assessment team to document or follow up on the threat assessment process, in accordance with Board policy, where applicable.[4]**
3. Notifying students, employees and parents/guardians.
4. Working with families.
5. Responding appropriately to the media.
6. Collaborating with community providers.

Re-entry Procedures

A student's excusal from school attendance after a behavioral health crisis and the student's return to school shall be consistent with state and federal laws and regulations, **and in accordance with Board policy.**[3][18][19][20][22][23]

Prior to a student returning to school after a behavioral health crisis, a district-employed behavioral health professional, **member(s) of the threat assessment team**, the building principal **or designee** shall meet with the parents/guardians of the student and, if appropriate, meet with the student to **discuss the student's return** to school and to create an individual re-entry plan.[4]

When authorized by the student's parent/guardian, the designated district employee shall coordinate with the appropriate outside behavioral **service** providers, request **releases of information** and written documentation from the treating facility and encourage their involvement in the re-entry **process**.

A school behavioral health professional shall periodically check in with the student **and** monitor the student's **re-entry plan, which may include strategies and supports to facilitate the student's progress and** transition back into the school community, **including referrals to other school-based teams or programs (e.g. Student Assistance Program).**

Re-entry of a student with a disability requires coordination with the appropriate team to address the student's needs in accordance with applicable law, regulations and Board policy.[3][18][19][20][21]

Response to Suicide (Postvention)

Upon confirmation of a suicide, the district shall immediately implement established postvention procedures which shall include methods for informing the school community; identifying and monitoring at-risk youth; and providing resources and supports for students, staff and families.

DOCUMENTATION PROCEDURES[1]

Effective documentation assists in preserving the safety of the student and ensuring communication among school staff, parents/guardians and behavioral service providers.

When **school personnel** take notes on any conversations or situations involving or relating to an at-risk student, the notes should contain only factual or directly observed information, not opinions or hearsay.

As stated in this policy, **school personnel** shall be responsible for effective documentation of

EXHIBIT 6-2

incidents involving suicide prevention, intervention and response, **in accordance with applicable laws, regulations and Board policy.[4]**

Reports and information shall be maintained confidentially and made available to appropriate district staff in accordance with applicable laws, regulations and Board policy.[4][11][12][13][14][24][25]

SUICIDE AWARENESS, PREVENTION AND CRISIS RESOURCES[1]

Crisis Resources:

- National Suicide & Crisis Lifeline: 988 or visit <http://988lifeline.org>
- National Suicide Prevention Lifeline: **1-800-273-TALK (8255)** or visit <http://www.suicidepreventionlifeline.org/>
- Crisis Text Line: **TEXT 741741** or visit <http://www.crisistextline.org/>

National:

- **Centers for Disease Control and Prevention – Risk and Protective Factors**
- **Suicide Prevention Resource Center – Risk and Protective Factors**
- **Substance Abuse and Mental Health Services Administration (SAMHSA) Preventing Suicide: A Toolkit for High Schools**
- Suicide Prevention Resource Center - **Safe and Effective Messaging for Suicide Prevention**
- Suicide Prevention Resource Center - **After a Suicide Toolkit**
- **Recommendations for Reporting on Suicide**

Pennsylvania:

- **Suicide Prevention Task Forces** - groups of dedicated individuals that are committed to reducing the number of suicides and offering support to those who have been touched by suicide within their communities/counties in Pennsylvania.
- **Suicide Prevention Guide**
- **List of Crisis Intervention contact information by county**
- **List of County CASSP and Children's Behavioral Health Contact Persons**
- **Prevent Suicide PA's Act 71 Information**
- **STAR Center's Postvention Manual**

National and State Organizations

National:

- **American Association of Suicidology (AAS)**
- **American Foundation for Suicide Prevention (AFSP)**
- **Suicide Prevention Resource Center (SPRC)**

Pennsylvania:

- **Prevent Suicide PA**
- **Jana Marie Foundation**
- **Aavidum**
- **Services for Teens at Risk (STAR-Center)**
- **Pennsylvania Department of Education**
- **Pennsylvania Network for Student Assistance Services (PNSAS)**

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EXHIBIT - G - 2

EXHIBIT - G - 2

Book	Policy Manual
Section	100 Programs
Title	Participation in Career and Technical Education Programs by Home Education Students
Code	137.3 Vol I 2023
Status	First Reading
Legal	<u>1. 24 P.S. 1327.1</u> <u>2. 24 P.S. 1801</u> <u>3. 22 PA Code 4.31</u> 4. Pol. 115 5. Pol. 137 6. Pol. 137.2 7. Pol. 103 8. Pol. 103.1 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 a career and technical education program 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][6]

Students attending home education programs shall be eligible to participate in a career and technical education program

[Choose one or both options below, based on the district's career and technical education programs and the language in Policy 115.]

{X} at WBACTC (Career and Technical Center), in accordance with the Articles of Agreement and center admission policy and procedures, on the same basis as other district students.

{ } in this district, based on the requirements for admission to that program and Board policy, on the same basis as other district students.

Guidelines

Students attending home education programs shall be given an equal opportunity to [1][3][6]
[7][8]

[Choose one or both options below, based on the district's career and technical education programs and the language in Policy 115.]

- apply for placement in available programs at WBACTC (Career and Technical Center).
- participate in district career and technical education programs.

Prior to enrolling in a career and technical education program, 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 career and technical education programs by home education students, who shall:

1. Be a resident of the district.
2. Meet the required eligibility criteria or their equivalent or the prerequisites for the career and technical education program.[1][4][6][9]
3. Comply with applicable policies and school rules and administrative regulations
[Choose one or both options below, based on the district's career and technical education programs and the language in Policy 115.]

- of WBACTC (Career and Technical Center)
- of the district

regarding student conduct in school and at school-sponsored activities.[1][10][11][12][13]

4. Meet attendance and reporting requirements established for all participants of the career and technical education program, including any sign-in and sign-out procedures for building attendance purposes. Home education students must participate in the required courses for the program on the same basis as students enrolled in the district, unless an exception has been granted in accordance with applicable Board policy and school or program rules.[14]

[Choose this option only for a career and technical education program operated by the district.]

Students attending home education programs who enroll in a career and technical education program operated by the district shall be eligible to participate in the academic courses required for that career and technical education program in accordance with law and Board policy on participation in academic courses by home education students.[1][6]

The
[Choose one or both options below, based on the district's career and technical education programs and the language in Policy 115.]

- WBACTC (Career and Technical Center)
- district

shall provide the student's home education program supervisor with a grade for each career and

technical education program 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][5][15]

Transportation

Students attending home education programs who participate in career and technical education programs may use district transportation to or from the career and technical education program during the times when district transportation is already operating, and space is available in addition to full-time district students.[1]

Delegation of Responsibility

The Superintendent or designee shall post information regarding the district's options for career and technical education programs, as well as a copy of this Board policy, on the district's publicly available website and provide 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 participation in career and technical education programs.

{ } The Superintendent or designee shall establish administrative regulations for prioritization of enrollment in career and technical education programs, [1]

[Choose one or both options below, based on the district's career and technical education programs and the language in Policy 115.]

{ } in accordance with the Articles of Agreement and the established number of allowable participants for designated programs at _____ (Career and Technical Center).

{ } based on the established number of allowable participants in designated district programs.

{X} 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 program enrollment, in accordance with established administrative regulations.[1][4][7][8]

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ADMINISTRATIVE REGULATION

APPROVED:

REVISED:

**137.3-AR-0. PRIORITIZATION AND PLACEMENT FOR PARTICIPATION IN
CAREER AND TECHNICAL EDUCATION PROGRAMS**

The Superintendent or designee will establish a process for receiving and processing requests for participation in career and technical education programs by students enrolled in home education programs. Information regarding the established process for requests will be published on the district's publicly accessible website and available in the district office.

Requests may be submitted

{ } by email to the Superintendent or district 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 consideration of enrollment in a career and technical education program for the upcoming school year.

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

{X} materials from the portfolio of records

{X} curriculum materials and examples

{X} examples of assessments, projects and reading lists

{ } _____ (other),

in order to determine whether a student has met the eligibility and prerequisite requirements for the career and technical education program in the home education student's participation request.

**137.3-AR-0. PRIORITIZATION AND PLACEMENT FOR PARTICIPATION IN
CAREER AND TECHNICAL EDUCATION PROGRAMS - Pg. 2**

Placement

The

{ } designated staff of the _____ (Career and Technical Center),
in accordance with the Articles of Agreement,

{ } building principal

will assign students to an appropriate career and technical education program based on the
student's participation request and

{ } the number of seats available in the program.

{ } 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 _____ (Career and Technical Center) and

the home education supervisor, reserves the right to reassign the placement of a home education
student in a career and technical education program 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 program.

Prioritization

The Superintendent or designee

{ }, in coordination with the _____ (Career and Technical
Center),

may establish a process for prioritization of enrollment in career and technical education
programs that have limited capacity. Students attending home education programs will be given
an equal opportunity to apply for positions and participate in career and technical education
programs on the same basis as other students enrolled full-time in the district.

The Superintendent

{ }, in coordination with the _____ (Career and Technical
Center),

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

**137.3-AR-0. PRIORITIZATION AND PLACEMENT FOR PARTICIPATION IN
CAREER AND TECHNICAL EDUCATION PROGRAMS - Pg. 3**

- { } Eligibility criteria outlined in the Articles of Agreement.

- { } Student has previously applied to participate in the program 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 career and technical education program.

- { } Record of the student's conduct.

- { } Record of the student's extracurricular participation or volunteer service applicable to the career and technical education program.

- { } _____ (other).



State required Reclassification, Monitoring, and Re-designation of English Learners (ELs)

State required reclassification criteria

Districts must employ uniform procedures in accordance with state requirements for reclassifying English learners (ELs) as former ELs (FELs) when they attain proficiency. This document outlines the procedure and rules for doing so.

An EL must demonstrate the ability to access challenging academic content and interact with other students and teachers both academically and socially in an English language setting in order to be considered for reclassification. Evidence of this ability is demonstrated by the student on the annual English language proficiency assessment, ACCESS for ELLs®, and gathered by teachers using standardized language use inventories (Appendix A).

Using the following system, the ACCESS for ELLs® and the language use inventory together produce a single score. If that score exceeds the state-defined threshold, then the student is eligible to be reclassified.

See Appendix D for a sample reclassification cover sheet. Districts are free to develop their own form of documenting the reclassification decision for ELs, but it must, at a minimum, include the information contained on the sample form.

Two language use inventories must be completed. An ESL teacher must complete one of the inventories when possible. The other inventory may be completed by a single content teacher or a team of content teachers. In cases in which an ESL teacher cannot complete an inventory (e.g. students whose parents have refused services and who are not seen by an ESL teacher or ELs in higher proficiency levels who do not work with an ESL teacher regularly), both inventories may be completed by content teachers or teams of teachers. If only one teacher can accurately complete the inventory (e.g. elementary classes in which the classroom teacher is ESL certified and provides both content and language instruction and there is no other teacher or administrator who can accurately complete the inventory), one inventory may be completed and the single score is multiplied by two. **The two inventories do not need to agree.**

The language use inventories must be completed prior to the release of ACCESS scores each year for students who, based on teacher input and previous ACCESS scores, are likely to reach the threshold. Once ACCESS scores are released, the points are added to the points from the rubrics to determine if students are eligible to be reclassified.

NOTE: In some cases, students who were not identified as likely to reach the ACCESS score threshold and for whom no language use inventories were completed will unexpectedly achieve a score exceeding the threshold. Language use inventories may be completed after ACCESS scores are released in these limited cases, but they must be completed prior to October 1 of the following school year.

The reclassification window begins when ACCESS scores are published and ends on October 1 of the following school year. Although language use inventories must be completed as part of the reclassification decision-making and evidence-gathering process prior to the opening of the window, no changes to a student's status can be made in local data systems or in PIMS between October 1 and the date on which the district receives ACCESS scores each year.

Districts must develop local plans for how to:

- select content teachers who will complete the inventories
- manage the decision-making/reporting process using this procedure and these criteria
- train staff to use the rubrics and evaluate the students' language use
- hold teachers accountable for completing the inventories
- select students for whom inventories will be completed in anticipation of qualifying ACCESS scores

Each language use inventory produces a single score and the sum of the two inventory scores is added to the ACCESS for ELLs® *points assigned* to determine if the student meets the minimum threshold for reclassification.

The following tables display the points possible from the ACCESS for ELLs® and the language use inventories:

ACCESS Proficiency Level Score	Points Assigned
4.5-4.7	3.6
4.8-5.0	4.5
5.1-5.3	5.8
>5.3	8.4

Language Use Inventories		ESL Teacher			Content Teacher		
		Low	Moderate	High	Low	Moderate	High
Rubric 1	Interaction	0	0.3	0.5	0	0.3	0.5
	Listening	0	0.3	0.5	0	0.3	0.5
	Speaking	0	0.3	0.5	0	0.3	0.5
	Reading	0	0.3	0.5	0	0.3	0.5
Rubric 2	Writing: Cohesion	0	0.2	0.3	0	0.2	0.3
	Writing: Word/Phrase	0	0.2	0.3	0	0.2	0.3
	Writing: Grammar/Sentences	0	0.2	0.3	0	0.2	0.3
	Writing: Genre - Narrative	0	0.2	0.3	0	0.2	0.3
	Writing: Genre - Report & Essays	0	0.2	0.3	0	0.2	0.3
	Writing: Genre - Arguments	0	0.2	0.3	0	0.2	0.3

Total possible points from both inventories 7.6

Total Possible Points from all components: 16

Threshold for reclassification: 10.5

When this reclassification score is equal to or greater than the cutoff, then a student *should* be reclassified. However, if there is compelling evidence to suggest that a student should remain identified as an EL when his/her score exceeds the cutoff, and this evidence is documented along with the ACCESS for ELLs® score report and language use inventory forms, then the EL status may be retained.

ELs with Disabilities - taking the ACCESS for ELLs®

An EL with a disability who has not met the criteria outlined above may be considered for reclassification if:

1. The student has an IEP, **AND**
2. The student has been continuously enrolled in an LIEP for at least four years, **AND**
3. The student's overall composite proficiency level score* on the ACCESS for ELLs® has not increased by more than 10% between any two years or total over the three most recent testing cycles, **AND**
4. The school has documented evidence** that the student has been provided with the appropriate level of language support, including ELD instruction, throughout his/her enrollment in the LIEP, **AND**
5. A school-based team recommends reclassification. *See below for team composition and recommendation protocol.*

* for students who cannot complete all four domains of the test as a direct documented result of their disability, an overall composite proficiency level can be calculated with fewer than all four domains by using the tool provided on the [Reclassification, Monitoring, and Redesignation of ELs webpage](#).

** Documented evidence can include schedules indicating ELD instructional times, specific language supports used, ELD curriculum indicating areas of language instruction covered, language use evaluations based on WIDA rubrics or PA reclassification rubrics, modifications made to assessments, IEP addressing ELD instruction or language needs, etc.

To calculate the percent difference between scores, use the following formula:

$$\Delta \text{OCPL} / \text{OCPL1} (100) = \% \text{ change}$$

Δ OCPL: Difference between the overall composite proficiency level from year one and year two, year two and year three, or year one and year three

OCPL1: overall composite proficiency level from the first of the two years being compared

For example, the percent difference between a score of 4.3 and 4.5 is $(.2/4.3)*100$, which is 4.65%.

School-based team composition and recommendation protocol:

The following individuals must be included on the team that considers the body of evidence and determines whether to reclassify an EL with a disability:

- At least one expert on the student's English language acquisition
- At least one expert on the student's special education goals and services
- At least one expert on the student's general education content achievement
- At least one family member (and any requisite interpreters/cultural liaisons)
- Any related service providers who work with the student

A single team member may fill more than one of the roles identified above.

High Priority Evidence to consider:

- Standardized or curriculum-based assessments special education teachers and related service providers use to monitor students' progress towards IEP goals that are relevant to developing English language proficiency
- Classroom observations of students' language use
- Language samples demonstrating listening, speaking, reading, and writing skills
- Student work samples or portfolios
- Teacher input on students' English language development progress

- Family input on students' language development and use at home
- Data related to how the student was initially identified as an EL
- Review of English learner services across the most recent four years to ensure the student has received adequate English language development instruction and language support for content learning during that time

Evidence to consider if available:

- Assessments that evaluate students' proficiency in their home/primary language
- Language use inventories
- Comparable data from similar EL peer group (other ELs with similar profiles)

Questions that must be addressed by the team:

1. Has the student received adequate ELD instruction and language supports commensurate with his/her ELP level for the most recent four years?
2. Is this student able to effectively communicate in English?
3. Is the EL making progress toward meeting PA Core Standards in listening, speaking, reading, and writing on par with ELs who have similar profiles?
4. Are any ACCESS for ELLs domain scores that affect the student's ability to reach an overall composite proficiency level of 4.5 directly related to the student's disability?

If the answer to any of these questions is 'no', then the team must carefully consider the student's continued participation in the LIEP until such time that the student will no longer benefit from continued specialized English language development instruction and supports.

See Appendix E for a sample reclassification cover sheet. Districts are free to develop their own form of documenting the reclassification decision for ELs with disabilities, but it must at a minimum include the names of the team members involved, the evidence that was analyzed, the student's current ACCESS scores, and answers to the four questions above. The form should be filed with the student's permanent record.

ELs with Disabilities (taking the Alternate ACCESS for ELLS®)

ELs who are eligible for and take the Alternate ACCESS for ELLs® may be considered for reclassification when:

1. they achieve a score of at least P2 on two consecutive administrations of the test **OR** achieve the same score for three consecutive administrations of the test*, **AND**
2. the IEP team, with input from an ESL/bilingual education professional, recommends reclassification.

* for students who cannot complete all four domains of the test as a direct documented result of their disability, a proficiency level can be calculated with fewer than all four domains by using the tool provided on the [Reclassification, Monitoring, and Redesignation of ELs webpage](#).

Although language use inventories are not required for ELs with disabilities as part of the reclassification process, teachers should consider completing them in cases where it is appropriate as a way to document language proficiency at the time of reclassification and for future reference if needed.

For more detailed guidance related to ELs with disabilities, please see the guidance contained on the Bureau of Special Education website at www.pattan.net.

Monitoring of former ELs

Districts must include in their LIEP uniform procedures in accordance with state requirements for actively monitoring the progress of former ELs (FELs) for a period of two years after reclassification and reporting FELs to the state for an additional two years (total of four years of monitoring status).

Active Monitoring Period – first two years after reclassification

Districts must ensure that ELs in the first two years after reclassification do not struggle academically as a result of persistent language barriers. In order to do this, districts must develop and implement a process for actively monitoring students' progress and achievement in the general academic program delivered without specialized, planned language supports.

Districts are free to create their own process, but it must, at a minimum, include tracking student progress in all core academic classes and soliciting feedback from core academic teachers periodically throughout the school year with sufficient frequency to preclude a student falling significantly behind.

Additional monitoring period – third and fourth years after reclassification

Districts are required to continue reporting FELs to the state in PIMS for an additional two years after the active monitoring period. Districts are not required to actively monitor the progress and academic achievement of ELs in the general education program during these years. At the end of the fourth year after reclassification, ELs are coded as *Former ELs – no longer monitored* for the remainder of their time in school.

Re-designating former ELs

If it is determined during the active monitoring phase that an EL is struggling academically as a result of persistent language barriers, then the district must have plans in place to re-designate that former EL as an active EL and re-enroll him/her in the LIEP. The district must demonstrate that the FEL is struggling as a result of persistent language acquisition needs and not academic needs, which require academic supports and/or interventions.

FELs who have been re-designated as active ELs must meet the state-required criteria to be reclassified as FELs. In cases such as these, the monitoring process starts over from year 1 upon the second reclassification.

Grade: Kindergarten

Rubric 1 - Interaction, Listening, Speaking, and Reading Language Use Inventory

Student:

PASID:

Date:

Evaluator's name:

Content Area:

Observation Date(s) (range of dates during which the observation information was gathered):

This rubric should be used to evaluate a student's use of language as part of the reclassification process. The evaluation must consist of multiple observations, although it is not necessary to complete multiple inventories. It is recommended that the teacher who will complete this inventory be well-trained in the use of the rubric and begin to make notes of the students' language use in enough time to develop a firm evaluation before completing this inventory.

Interaction:

LOW (0)	MODERATE (3)	HIGH (5)	Value
Can engage in very short social exchanges, and sustain the conversation with substantial support. Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities, possibly using provided language frames or structures.	Can function in most social situations in the classroom. Can enter unprepared in conversation on topics that are familiar, of personal interest, or connected to everyday life. Can use provided language frames or structures as models for original expression.	Can use language spontaneously, flexibly, and effectively for social and academic purposes. Can formulate ideas and opinions with precision and relate contributions skillfully to those of other speakers.	

Listening:

LOW (0)	MODERATE (3)	HIGH (5)	Value
Can understand the main point in simple messages in slow and clear standard speech. Can understand phrases and high frequency vocabulary related to familiar topics.	Can understand the main points in slow and clear standard speech on familiar topics in discussions; presentations, and educational videos.	Can understand extended speech even when it is not clearly structured and when relationships are only implied and not signaled explicitly.	

Speaking:

LOW (0)	MODERATE (3)	HIGH (5)	Value
Can use a series of connected phrases and short, simple sentences to talk in simple terms about familiar topics.	Can use a series of connected phrases and short, simple sentences to talk in simple terms about familiar and academic topics.	Can present clear, expanded discourse about a familiar or academic topic using some content-specific vocabulary.	

Reading:

LOW (0)	MODERATE (3)	HIGH (5)	Value
Can apply grade-level phonics and word analysis skills in decoding with substantial support or inability.	Can apply grade-level phonics and word analysis skills in decoding with limited prompting and support.	Can apply grade-level phonics and word analysis skills in decoding.	

Total Points:

Rubric 2 - Written Expression Language Use Inventory

Expansion of Repertoires: Cohesion

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can use drawings and/or labels to link some or most details in a story.	Can use drawings OR words to link details in a story.	Can use drawings, words AND simple phrases to link details in a story.	

Accuracy: Word/ Phrase

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can sequence some letters needed to produce frequently used sight words, but with significant errors that hinders readability. Not able to be to produce phrases or sentences.	Can sequence most letters needed to produce recognizable frequently used/sight words. May include inventive spelling. Can produce phrases and some simple sentences.	Can sequence most letters needed to produce recognizable words. May include inventive spelling following recognizable conventions. Can produce simple sentences.	

Accuracy: Grammar/

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Consistent errors that may hinder the meaning of the writing regarding grammar.	Regularly contains some grammatical inaccuracy in either capitalization of "I" and beginning of sentence, people names, ending punctuation.	Maintains some grammatical accuracy in capitalization of "I" and beginning of sentence, people names, ending punctuation.	

Accuracy: Genre Narratives

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Draw a picture with some labels to describe the picture or story.	Draw a picture and write labels or simple phrases to describe the picture or story.	Draw a picture and write several connected sentences to describe the picture or story.	

Accuracy: Genre Information

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Draw a picture with some labels to describe a single familiar topic with minimal detail or elaboration.	Draw a picture and write labels or simple phrases about a single familiar or academic topic with limited detail or elaboration.	Draw a picture and write several connected sentences about a single familiar or academic topic with detail or elaboration such as form and function.	

Accuracy: Genre Arguments

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Draw and label to explain likes or dislikes about a familiar topic.	Can express an opinion about a familiar topic or a book. May draw and uses labels or a simple sentence to explain reasons. May use conjunction words such as "because" to support their opinion.	Can express an opinion about a familiar topic or a book. May draw and use 1 or more written sentences to explain reasons. Uses conjunction words such as "because" to support their opinion.	

Total Points:

Grade: 1**Rubric 1 - Interaction, Listening, Speaking, and Reading Language Use Inventory**

Student:

PASID:

Date:

Evaluator's name:

Content Area:

Observation Date(s) (range of dates during which the observation information was gathered):

This rubric should be used to evaluate a student's use of language as part of the reclassification process. The evaluation must consist of multiple observations, although it is not necessary to complete multiple inventories. It is recommended that the teacher who will complete this inventory be well-trained in the use of the rubric and begin to make notes of the students' language use in enough time to develop a firm evaluation before completing this inventory.

Interaction

LOW (0)	MODERATE (3)	HIGH (5)	Value
Can engage in very short social exchanges, and sustain the conversation with substantial support. Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities, possibly using provided language frames or structures.	Can function in most social situations in the classroom. Can enter unprepared in conversation on topics that are familiar, of personal interest, or connected to everyday life. Can use provided language frames or structures as models for original expression.	Can use language spontaneously, flexibly, and effectively for social and academic purposes. Can formulate ideas and opinions with precision and relate contributions skillfully to those of other speakers.	

Listening

LOW (0)	MODERATE (3)	HIGH (5)	Value
Can understand the main point in simple messages in slow and clear standard speech. Can understand phrases and high frequency vocabulary related to familiar topics.	Can understand the main points in slow and clear standard speech on familiar topics in discussions, presentations, and educational videos.	Can understand extended speech even when it is not clearly structured and when relationships are only implied and not signaled explicitly.	

Speaking

LOW (0)	MODERATE (3)	HIGH (5)	Value
Can use a series of connected phrases and short, simple sentences to talk in simple terms about familiar topics.	Can use a series of connected phrases and short, simple sentences to talk in simple terms about familiar and academic topics.	Can present clear, expanded discourse about a familiar or academic topic using some content-specific vocabulary.	

Reading

LOW (0)	MODERATE (3)	HIGH (5)	Value
Can apply grade-level phonics and word analysis skills in decoding with substantial support or inability.	Can apply grade-level phonics and word analysis skills in decoding with limited prompting and support. Read grade level text with support for purpose and understanding.	Can apply grade-level phonics and word analysis skills in decoding. Read grade-level text with purpose and understanding.	

Total Points:

Expansion of Repertoires: Cohesion

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can produce groups of words with little to no structure and little to no use of organizational patterns.	Can produce sentences with limited structure. Shows limited use of organizational patterns, and simple connectors like "and" and "because".	Can produce clear, structured sentences, showing some use of a range of organizational patterns, and connectors.	

Accuracy: Word/ Phrase

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can use basic sentence patterns with memorized phrases, groups of a few words, and formulate in order to communicate limited information in familiar situations.	Can use more varied vocabulary that extends beyond the everyday to include some content-specific vocabulary. Can express him/ herself with some hesitation and circumlocutions.	Can select language to express him/ herself clearly using content-specific vocabulary.	

Accuracy: Grammar/ Sentence

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Frequent grammatical errors that may hinder the meaning of the writing.	May produce errors in grammar that do not hinder the meaning of the writing. Mostly writes frequently used grammatical patterns (S-V-O or "I ...").	Maintains a high degree of grammatical accuracy (capitalization of "I", beginning of sentence, people names/places, ending punctuation, simple tenses. May use a variety of sentence structures.	

Accuracy: Genre Narratives

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can produce a series of simple phrases and sentences on familiar topics with limited to no sequential flow. Writes minimal description or elaboration.	Can produce linearly structured narrative story with limited descriptions and limited sequential words. Uses some language to delineate either beginning, middle or end.	Can produce linearly structured narrative story with details explaining the experience with elaborations and some sequential words. Uses language to delineate beginning, middle, and end. May use pictures to illustrate their familiar story.	

Accuracy: Genre Information

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can produce a series of simple phrases and sentences on familiar topics with limited to no factual details. Writes minimal description or elaboration.	Can present with limited connection some factual information with an introduction using details on a familiar topic, but not an academic topic.	Can present connected factual information with an introduction using details from a source on an academic topic.	

Accuracy: Genre Arguments

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can express a point of view on a familiar topic in words or simple phrases without use of a conjunction word and no supporting reasons.	Can express a single-stance on a familiar topic in a single sentence stating a reason with a conjunction word such as "because".	Can express a single-stance on a familiar topic in multiple sentences with a supporting reason. May use conjunction words such as "because" to support their opinion.	

Total Points:

Grades 2-3

Rubric 1 - Interaction, Listening, Speaking, and Reading Language Use Inventory

Student:

PASID:

Date:

Evaluator's name:

Content Area:

Observation Date(s) (range of dates during which the observation information was gathered):

This rubric should be used to evaluate a student's use of language as part of the reclassification process. The evaluation must consist of multiple observations, although it is not necessary to complete multiple inventories. It is recommended that the teacher who will complete this inventory be well-trained in the use of the rubric and begin to make notes of the students' language use in enough time to develop a firm evaluation before completing this inventory.

Interaction

LOW (0)	MODERATE (3)	HIGH (5)	Value
Can engage in very short social exchanges, and sustain the conversation with substantial support. Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities, possibly using provided language frames or structures.	Can function in most social situations in the classroom. Can enter unprepared in conversation on topics that are familiar, of personal interest, or connected to everyday life. Can use provided language frames or structures as models for original expression.	Can use language spontaneously, flexibly, and effectively for social and academic purposes. Can formulate ideas and opinions with precision and relate contributions skillfully to those of other speakers.	

Listening

LOW (0)	MODERATE (3)	HIGH (5)	Value
Can understand the main point in simple messages in slow and clear standard speech. Can understand phrases and high frequency vocabulary related to familiar topics.	Can understand the main points in slow and clear standard speech on familiar topics in discussions, presentations, and educational videos.	Can understand extended speech even when it is not clearly structured and when relationships are only implied and not signaled explicitly.	

Speaking

LOW (0)	MODERATE (3)	HIGH (5)	Value
Can use a series of connected phrases and short, simple sentences to talk in simple terms about familiar topics with little to no content-specific vocabulary.	Can use a series of connected phrases and short, simple sentences to talk in simple terms and some content-specific vocabulary about familiar and academic topics.	Can present clear, expanded discourse about a familiar or academic topic using content-specific vocabulary.	

Reading

LOW (0)	MODERATE (3)	HIGH (5)	Value
Can read very short, simple texts and find specific, predictable information with illustrations. Limited understanding of words/phrases with multiple meanings.	Can understand grade-level fiction and non-fiction texts on unfamiliar topics with some support. Use grade-level phonics and word analysis skills in decoding. Begins to understand words/phrases with multiple meanings.	Can understand grade-level fiction and non-fiction texts on unfamiliar topics. Use grade-level phonics and word analysis skills in decoding. Begins to understand idiomatic expressions and words/phrases with multiple meanings.	

Total Points:

Grade: 2-3

Rubric 2 - Written Expression Language Use Inventory

Expansion of Repertoires: Cohesion

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can produce groups of words with little to no structure and little to no use of organizational patterns.	Can produce linear sequence of sentences in writing with limited structure. Shows some use of organizational patterns, and simple connectors like "and", "but", and "because".	Can produce clear, structured language, showing some use of a range of organizational patterns, connectors, and cohesive devices (such as causal, sequential or comparative).	

Accuracy: Word/ Phrase

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can use basic sentence patterns with memorized phrases, groups of a few words, and formulate in order to communicated limited information in familiar situations.	Can use more varied vocabulary that extends beyond the everyday to include some content-specific vocabulary. Can express him/ herself with some hesitation and circumlocutions.	Can select language to express him/ herself clearly using content-specific vocabulary.	

Accuracy: Grammar/ Sentence

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Frequent grammatical errors that may hinder the meaning of the writing.	May produce errors in grammar that do not hinder the meaning of the writing. Mostly writes frequently used grammatical patterns (S-V-O or "I ...").	Maintains a high degree of grammatical accuracy (capitalization, punctuation, simple tenses, and simple subject-verb agreement). May use a variety of sentence structures.	

Accuracy: Genre Narratives

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can produce a series of simple phrases and sentences on familiar topics with limited to no sequential flow. Writes minimal description or elaboration.	Can produce linearly structured narrative story with limited elaborations and some sequential words. Uses some language to delineate beginning, middle and end.	Can produce linearly structured narrative story giving robust descriptions of experiences with elaborations and sequential words. Uses language to delineate beginning, middle and end.	

Accuracy: Genre Informative

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can produce a series of simple phrases and sentences on a research topic. Uses linked sentences to provide very short descriptions of details with little to no use of organizational structure.	Can present information using limited grouping with vague connections. Either the introduction or conclusion is omitted. Uses minimal facts with evidence of phrases or text taken directly from other sources.	Can present information grouped and connected logically with an introduction and conclusion using facts from text or other sources in their own words.	

Accuracy: Genre Opinion/Argument

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can express a point of view on a familiar topic in a series of simple sentences which may present supporting details. Uses no conjunction words.	Can express a single-stance on a familiar subject in a text with a delineated introduction or conclusion with 2 or fewer supporting reasons. Uses some conjunction words to link supporting details.	Can express a single-stance on a familiar or academic subject in a clear, well-structured text with delineated introduction and conclusion with 3 or more supporting reasons. Uses conjunction words to link supporting details.	

Total Points:

Grades: 4-12**Rubric 1 - Interaction, Listening, Speaking, and Reading Language Use Inventory**

Student:

PASID:

Date:

Evaluator's name:

Content Area:

Observation Date(s) (range of dates during which the observation information was gathered):

This rubric should be used to evaluate a student's use of language as part of the reclassification process. The evaluation must consist of multiple observations, although it is not necessary to complete multiple inventories. It is recommended that the teacher who will complete this inventory be well-trained in the use of the rubric and begin to make notes of the students' language use in enough time to develop a firm evaluation before completing this inventory.

Interaction

LOW (0)	MODERATE (3)	HIGH (5)	Value
Can engage in very short social exchanges, and sustain the conversation with substantial support. Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities, possibly using provided language frames or structures.	Can function in most social situations in the classroom. Can enter unprepared in conversation on topics that are familiar, of personal interest, or connected to everyday life. Can use provided language frames or structures as models for original expression.	Can use language spontaneously, flexibly, and effectively for social and academic purposes. Can formulate ideas and opinions with precision and relate contributions skillfully to those of other speakers.	

Listening

LOW (0)	MODERATE (3)	HIGH (5)	Value
Can understand the main point in simple messages in slow and clear standard speech. Can understand phrases and high frequency vocabulary related to familiar topics.	Can understand the main points in slow and clear standard speech on familiar topics in discussions, presentations, and educational videos.	Can understand extended speech even when it is not clearly structured and when relationships are only implied and not signaled explicitly.	

Speaking

LOW (0)	MODERATE (3)	HIGH (5)	Value
Can use a series of connected phrases and short, simple sentences to talk in simple terms about familiar topics.	Can connect phrases to talk about familiar topics using simple sentences. Can briefly give reasons and explanations for reactions, opinions, and plans.	Can present clear, detailed descriptions of complex subjects integrating subthemes, developing particular points, and finishing with an appropriate conclusion.	

Reading

LOW (0)	MODERATE (3)	HIGH (5)	Value
Can read very short, simple texts and find specific, predictable information in everyday materials (such as advertisements, letters, schedules, and menus).	Can understand texts with a familiar organization that include high frequency content-specific language. Begins to understand some idiomatic expressions and words/phrases with multiple meanings.	Can understand long and complex fiction and non-fiction texts on unfamiliar topics, appreciating distinctions of style.	

Total Points:

In the event that a teacher finds it challenging to distinguish between two levels in the Interaction, Listening, Speaking, and Reading Inventory rubric, the extension rubric in Appendix B can be used to assist in deciding. It offers a finer level of detail. That rubric is only for reference. It is not completed as part of the inventory.

Grades: 4-12

Rubric 2 - Written Expression Language Use Inventory

Expansion of Repertoires: Cohesion

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can link groups of words with simple connectors like "and," "but," and "because."	Can link simple and discrete elements into a connected, linear sequence of points. Uses similar language to describe different relationships between ideas (such as additive, causal, sequential, comparative, or conditional).	Can produce clear, smoothly flowing, well-structured speech, showing controlled use of a range of organizational patterns, connectors, and cohesive devices.	

Accuracy: Word/ Phrase

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can use basic sentence patterns with memorized phrases, groups of a few words, and formulae in order to communicate limited information in familiar situations.	Can use more varied vocabulary that extends beyond the everyday to include some content-specific vocabulary. Can express him/ herself with some hesitation and circumlocutions on familiar topics.	Can strategically select language to express him/ herself clearly in an appropriate style on a wide range of academic topics without having to restrict what he/she wants to say.	

Accuracy: Grammar/ Sentence

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can employ some simple structures with minimal or partial consistency. Formulates short, simple sentences with a predictable structure.	Uses reasonably accurately a repertoire of frequently used grammatical patterns associated with predictable situations. Uses mostly simple sentences.	Maintains a high degree of grammatical accuracy; errors are rare, difficult to spot, and generally corrected when they occur. Uses a variety of sentence structures.	

Accuracy: Genre Narratives

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can use a series of simple phrases and sentences on familiar topics. Can use linked sentences to provide very short, basic descriptions of events and experiences.	Can produce straightforward, detailed descriptions on a range of familiar subjects. Can narrate experiences and events, describing feelings and reactions in simple connected text.	Can put forth clear, smoothly flowing stories and descriptions of experiences in a style appropriate to the genre adopted. Uses language effectively to draw in the reader	

Accuracy: Genre Reports & Essays

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can use a series of simple phrases and sentences on familiar topics. Can use linked sentences to provide very short, basic descriptions of known opinions and phenomena.	Can summarize, report, and give his/her opinion about accumulated factual information on familiar topics and following a standardized format.	Can present information on complex subjects in clear, well structured text, underlining relevant salient issues. Can expand and support interpretations at some length with subsidiary points, reasons, and relevant examples.	

Accuracy: Genre Arguments

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can express a point of view on a familiar topic in a series of simple sentences. Can exchange basic factual information and discuss solutions to familiar problems using simple linked sentences.	Can pass on routine factual information and state reasons for actions in brief text following a standardized format.	Can present arguments on complex subjects in clear, well-structured text that may include counter argumentation. Can support arguments at some length with subsidiary points, reasons, and relevant examples.	

Total Points:

EXHIBIT - G -3

In the event that a teacher finds it challenging to distinguish between two levels in the Written Expression Inventory rubric, the rubric in Appendix C can be used to assist in deciding. It offers a finer level of detail. That rubric is only for reference. It is not completed as part of the inventory.

Appendix B

Grades: 4-12

The student's command of language indicates to most audiences that he/she:

Interaction

LOW	LOW+	MODERATE	MODERATE+	HIGH	HIGH+
Can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help formulate what the learner is trying to say. Can ask and answer simple questions in areas of immediate need or on very familiar topics.	Can engage in very short social exchanges, and sustain the conversation with substantial support. Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities, possibly using provided language frames or structures.	Can function in most social situations in the classroom. Can enter unprepared in conversation on topics that are familiar, of personal interest, or connected to everyday life. Can use provided language frames or structures as models for original expression.	Can interact with a degree of fluency and spontaneity (without relying on provided language frames or structures) that makes regular interaction with others possible. Can take an active part in academic discussions in familiar contexts and on familiar topics, accounting for and sustaining his/her views.	Can use language spontaneously, flexibly, and effectively for social and academic purposes. Can formulate ideas and opinions with precision and relate contributions skillfully to those of other speakers.	Can use language spontaneously, flexibly, and effectively for social and academic purposes. Can formulate ideas and opinions with precision and relate contributions skillfully to those of other speakers.

Listening

LOW	LOW+	MODERATE	MODERATE+	HIGH	HIGH+
Can recognize familiar words and basic phrases on familiar topics when people speak slowly and clearly.	Can understand the main point in simple messages in slow and clear standard speech. Can understand phrases and high frequency vocabulary related to familiar topics.	Can understand the main points in slow and clear standard speech on familiar topics in discussions, presentations, and educational videos.	Can understand extended speech and lectures, presentations, and videos and follow even complex lines of argument provided the topic is reasonably familiar.	Can understand extended speech even when it is not clearly structured and when relationships are only implied and not signaled explicitly.	Has no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast speed.

Speaking

LOW	LOW+	MODERATE	MODERATE+	HIGH	HIGH+
Can use simple phrases and sentences to describe familiar topics.	Can use a series of connected phrases and short, simple sentences to talk in simple terms about familiar topics.	Can connect phrases to talk about familiar topics using simple sentences. Can briefly give reasons and explanations for reactions, opinions, and plans.	Can present clear, detailed descriptions on a wide range of familiar subjects. Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	Can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points, and finishing with an appropriate conclusion.	Can present clear, smoothly flowing description or argument in a style appropriate to the context and with an effective structure, which helps the recipient notice significant points.

Reading

LOW	LOW+	MODERATE	MODERATE+	HIGH	HIGH+
Can understand familiar names, words, and very simple sentences, for example on visual representations with little text (such as in posters and ads).	Can read very short, simple texts and find specific, predictable information in everyday materials (such as advertisements, letters, schedules, and menus).	Can understand texts with a familiar organization that include high frequency content-specific language. Begins to understand some idiomatic expressions and words/ phrases with multiple meanings.	Can understand non-fiction texts on unfamiliar topics in which the writer adopts a particular attitude or viewpoint. Can identify relevant details in contemporary fiction.	Can understand long and complex fiction and nonfiction texts on unfamiliar topics, appreciating distinctions of style.	Can read with ease virtually all forms of written language, including structurally or linguistically complex texts.

Appendix C

Grades: 4-12

Expansion of Repertoires: Cohesion

Low	Low+	Moderate	Moderate+	High	High+
Can link words or groups of words with very basic linear connectors like "and" or "then."	Can link groups of words with simple connectors like "and," "but," and "because."	Can link simple and discrete elements into a connected, linear sequence of points. Uses similar language to describe different relationships between ideas (such as additive, causal, sequential, comparative, or conditional).	Can use a growing number of cohesive devices to link his/her statements into clear, coherent discourse, though there may be some "jumpiness" in a longer text.	Can produce clear, smoothly flowing, well-structured speech, showing controlled use of a range of organizational patterns, connectors, and cohesive devices.	Can create coherent and cohesive discourse making full and appropriate use of a variety of organizational patterns and wide range of connectors and other cohesive devices.

Accuracy: Word/Phrase

Low	Low+	Moderate	Moderate+	High	High+
Can use high frequency words and simple phrases related to personal details and particular concrete situations.	Can use basic sentence patterns with memorized phrases, groups of a few words, and formulae in order to communicate limited information in familiar situations.	Can use more varied vocabulary that extends beyond the everyday to include some content-specific vocabulary. Can express him/herself with some hesitation and circumlocutions on familiar topics.	Has sufficient range of language to give clear descriptions, express viewpoints on most general topics, without much conspicuous searching for words.	Can strategically select language to express him/herself clearly in an appropriate style on a wide range of academic topics without having to restrict what he/she wants to say.	Shows great flexibility in reformulating ideas to effectively convey finer shades of meaning, emphasize, differentiate, and clarify. Uses appropriately many idiomatic expressions.

Accuracy: Grammar/Sentence

Low	Low+	Moderate	Moderate+	High	High+
Has some control of a few simple grammatical structures and sentence patterns in a memorized repertoire.	Can employ some simple structures with minimal or partial consistency. Formulates short, simple sentences with a predictable structure.	Uses reasonably accurately a repertoire of frequently used grammatical patterns associated with predictable situations. Uses mostly simple sentences.	Shows relatively high degree of grammatical control. Does not make errors that cause misunderstanding and can correct most of his/her mistakes. Uses simple and some complex sentences.	Maintains a high degree of grammatical accuracy; errors are rare, difficult to spot, and generally corrected when they occur. Uses a variety of sentence structures.	Maintains grammatical accuracy when using complex language, even when attention is otherwise engaged (e.g., in forward planning or monitoring others' reactions). Uses a range of grammar and sentence structures strategically.

Accuracy: Genre Narrative

Low	Low+	Moderate	Moderate+	High	High+
Can use simple phrases and sentences about familiar topics.	Can use a series of simple phrases and sentences on familiar topics. Can use linked sentences to provide very short, basic descriptions of events and experiences.	Can produce straightforward, detailed descriptions on a range of familiar subjects. Can narrate experiences and events, describing feelings and reactions in simple connected text.	Can produce clear, detailed descriptions of experiences and events. Can follow established genre conventions in marking relationships between ideas and organizing the text.	Can put forth clear, smoothly flowing stories and descriptions of experiences in a style appropriate to the genre adopted. Uses language effectively to draw in the reader.	

Accuracy: Genre Reports & Essays

Low	Low+	Moderate	Moderate+	High	High+
Can use simple phrases and sentences about familiar topics.	Can use a series of simple phrases and sentences on familiar topics. Can use linked sentences to provide very short, basic descriptions of known opinions and phenomena.	Can summarize, report, and give his/her opinion about accumulated factual information on familiar topics, following a standardized format.	Can develop an idea with appropriate highlighting of significant points and relevant supporting detail. Can evaluate different ideas or solutions to a problem and synthesize information from a number of sources.	Can present information on complex subjects in clear, well-structured text, underlining relevant salient issues.	Can expand and support interpretations at some length with subsidiary points, reasons, and relevant examples.

Accuracy: Genre Arguments

Low	Low+	Moderate	Moderate+	High	High+
Can use simple phrases to express an opinion on a familiar topic.	Can express a point of view on a familiar topic in a series of simple sentences. Can exchange basic factual information and discuss solutions to familiar problems using simple linked sentences.	Can pass on routine factual information and state reasons for actions in brief text following a standardized format.	Can develop an argument, giving reasons in support of or against a particular point of view and explain the advantages and disadvantages of various options. Can synthesize arguments from a number of sources.	Can present arguments on complex subjects in clear, well-structured text that may include counter argumentation. Can support arguments at some length with subsidiary points, reasons, and relevant examples.	

Reclassification Cover Sheet

Student Name:

PASID:

DATE:

Grade:

School District:

School:

ACCESS for ELLs® Proficiency Level (overall composite)	Reclassification Points
4.5-4.7	3.6
4.8-5.0	4.5
5.1-5.3	5.8
>5.3	8.4

ACCESS for ELLs® Proficiency Level:

ACCESS for ELLs® Reclassification Points:

Points from language use inventory #1:

Points from language use inventory #2:

TOTAL Points for Reclassification:

Does the total number of points meet or exceed the threshold of 10.5?

Based on the student's ACCESS for ELLs® overall proficiency level score and use of language as observed by his/her teachers, this student **is recommended / is not recommended** for reclassification as a former EL.

If the student's score is equal to or exceeds the threshold of 10.5, but the student is not recommended for reclassification, then provide an explanation below:

Notes:

ESL Teacher/Coordinator Signature:

ESL Teacher/Coordinator Printed Name:

Reclassification Cover Sheet
(for ELs with an IEP only)

Student Name:

PASID:

DATE:

Grade:

School District:

School:

Overall composite proficiency level:

Listening proficiency level:

Speaking proficiency level:

Reading proficiency level:

Writing proficiency level:

Team members present for recommendation discussion:

Required criteria

The student is only eligible for reclassification if all the answers to the following questions are YES.

1. Does the student have an IEP? **YES / NO**
2. Has the student been continuously enrolled in an ESL/bilingual education program for at least four years? **YES / NO**
3. Has the student's overall composite proficiency level score on the ACCESS for ELLs® **NOT** increased by more than 10% at any point or total over the three most recent testing cycles?
YES / NO

List the three most recent ACCESS overall composite proficiency level scores:

- 1.
- 2.
- 3.
4. Is there documented evidence that the student has been provided with the appropriate level of language support, including ELD instruction, throughout his/her enrollment in the LIEP?
YES / NO

Evidence that was evaluated by the team in making the recommendation for reclassification:

1. Has the student received adequate ELD instruction commensurate with his/her ELP level for the most recent four years? **YES / NO**
2. Is this student able to effectively communicate in English? **YES / NO**
3. Is the EL making progress toward meeting PA Core Standards in listening, speaking, reading, and writing on par with ELs who have similar profiles? **YES / NO**
4. Are any ACCESS for ELLs domain scores that affect the student's ability to reach an overall composite proficiency level of 4.5 directly related to the student's disability? **YES / NO**

If yes, explain:

If the answer to any of the above questions is "no", then the notes must contain a description of compelling evidence that the student should be reclassified as a former EL in spite of the fact that there is an indication that he/she may benefit from continued participation in the LIEP.

Based on the student's ACCESS for ELLs® overall proficiency level score and use of language as observed by his/her teachers, this student **is recommended / is not recommended** for reclassification as a former EL.

Notes:

ESL Teacher/Coordinator Signature:

ESL Teacher/Coordinator Printed Name:



ADMINISTRATIVE REGULATION

APPROVED:

REVISED:

200-AR-0. ENROLLMENT OF STUDENTS

Students are considered school age and are entitled to attend district schools from the time they are admitted to a public school until graduation from high school or the end of the school year in which they turn age twenty-one (21).

When a student of school age is presented to any district school for enrollment, school staff will require the following documentation:

1. Proof of the student's age – acceptable documentation includes one (1) of the following: birth certificate; baptismal certificate; transcript of the record of baptism duly certified and showing the date of birth; notarized statement from the parents/guardians indicating date of birth; a valid passport; or a prior school record indicating the date of birth.
2. Immunization record with dates or assurance from the former school district or a medical office that the required immunizations have been completed or a required series has begun, with a record to be sent. Written statements are required for religious and medical exemptions.
3. Proof of residency – acceptable documentation includes two (2) of the following: PA driver's license or identification card; PA vehicle registration; deed; mortgage agreement; rent payment receipts or lease; property tax payment receipts; utility bill with current address; paycheck stub with employer and employee's address; and current voter registration.
4. Parental Registration Statement attesting to whether the student has been or is suspended or expelled for offenses involving drugs or alcohol, weapons, violence or **conviction or adjudication for sexual assault against a student in the same school**, as required by the Pennsylvania School Code.

School staff may ask for any of the following information, in addition to the required documentation, but will not require it as a condition of enrollment and will not delay a student's enrollment or attendance until the document(s) is provided:

1. Picture identification.
2. Health or physical examination records.
3. Academic records.

200-AR-0. ENROLLMENT OF STUDENTS - Pg. 2

4. Attendance records.
5. Individualized Education Program or other special education records.
6. Registration form.

School staff will not request any of the following information to verify enrollment or residency:

1. Social security number.
2. Reason for a student's placement if not living with natural parent.
3. Visa of student or parent/**guardian**.
4. Student's immigration status.
5. Agency records.
6. Court order or records relating to a dependency proceeding, except in limited circumstances that occur when a custody order, agreement or dependency is being relied upon as the basis for enrollment.

District staff will consider what residency verification is reasonable in light of a family's situation and should be flexible.

The district will normally enroll a school age, eligible student the next business day, but no later than five (5) business days after application.

Upon enrollment of a student, school staff will contact the student's former school for a copy of the student's education records and disciplinary record, if any. If the school is within Pennsylvania, the disciplinary record should be sent within ten (10) business days.

The district cannot deny or delay a student's enrollment based on the information contained in a disciplinary record or sworn statement. However, the district can provide alternative education services during the period of expulsion for a student currently expelled for a weapons offense or **conviction or adjudication for sexual assault against a person in the same school**. If a student has been expelled from the previous district for reasons other than a weapons offense or **conviction or adjudication for sexual assault against a person in the same school**, the district will review the student's prior performance and school record to determine the services and supports that will be provided upon enrollment in the district.

Health records must be transferred from all public and private schools, upon the request of the building principal or designee.

The district will administer the home language survey to all students enrolling in the district for the first time.

The building principal will report to the Superintendent or designee the name of any student attempting to enroll who does not present the required documentation.

Students Enrolling Without Previous School Records

If a student is presented for enrollment without previous school records or if a private school withholds an enrolling student's records, the building principal may seek and accept information for student placement that appears reliable as proof of successfully completed coursework, such as report cards and sworn affidavits of previous school teachers.

If reliable information cannot be obtained, the building principal, in consultation with the appropriate staff, will promptly evaluate the student and determine the appropriate grade and/or courses for that student. The evaluation will consist of an interview and demonstration of the degree to which the student has achieved the academic standards established by the Board for district students.

The student and parents/guardians will be informed in writing of the results of the evaluation and the student's placement. The Board's adopted **graduation requirements** and planned instruction will be the criteria used by the school to determine a student's attainment of academic standards for high school graduation.

Change of Address

When a student or parent/guardian notifies the school of a change of address within the district's boundaries, the parent/guardian will be required to bring proof of residence to the school.

A new student registration form will be filled out with the student's name, date of birth, new address, telephone number, school attending and grade.

The documentation accepted as proof should be noted on the registration form, and a copy of the document retained.

Enrollment Complaints

If a dispute involving enrollment arises, the concern shall be addressed and/or resolved at the lowest appropriate level in accordance with Board policy. (Pol. 906)

Enrollment disputes regarding students experiencing homelessness, foster care and other educational instability will be handled in accordance with Board policy. (Pol. 251)

Complaints to the PA Department of Education (PDE) –

When a dispute arises regarding enrollment of a student, the person attempting to enroll the child or the school district may bring the dispute to the attention of PDE's School Services Office. A complaint may be filed by mail, email or by phone with written follow-up. After receipt of a complaint, a PDE representative will contact the school district,

family or other involved parties to determine the facts, whether the child is entitled to enrollment in the district and to try to resolve the problem. These contacts, whenever possible, will occur within five (5) school days of receipt of the complaint.

NOTE: Check with 202 document proof.

Appendix I – Application Supplemental Items

In addition to completing the Department of Community and Economic Development Single Application for Assistance, please include the following items when applying for the Public School Facility Improvement Grant Program:

Exhibit 1 Project Description

Provide a clear and concise description of the improvement project which contains the following:

- a. A detailed project description of the school entity improvement project;
- b. Eligible improvement project category from Section II.B.;
- c. Age of the building(s);
- d. Condition of the building(s);
- e. The specific building(s) and address of the improvement project site(s);
- f. Benefits of the improvement project to the school district and number of impacted students and staff;
- g. Health benefits of the proposed project;
- h. Safety benefits of the proposed project;
- i. Security benefits of the proposed project;
- j. Estimated start and end dates of the project.

Exhibit 2 School Building Assessment

Documentation demonstrating the methodology for determining the project priority for the school entity, such as a school building(s) assessment that evaluates the age and condition of the facility or facilities.

Exhibit 3 Bid Tabulations

Provide a tabulation of the qualified bids or estimates received for the improvement project. The tabulation sheet must include, at a minimum:

- Name of vendor providing bid or estimate
- Total bid/estimate amount
- Date bid or estimate was received

Exhibit 4 Cost Estimate

Provide a detailed qualified bid or cost estimate for the total project costs prepared by an engineer, architect, or qualified professional. Estimates must be dated within one year of application submission.

Exhibit 5 Matching Funds Commitment

Provide funding commitment letters from all other project funding sources:

- Funding commitments from the applicant must be signed and dated (indicating the amount of funds being committed).
- Funding commitments or term sheets provided by lending institutions must include the term, rate, and collateral conditions, and must be signed and dated.

Exhibit 6 Resolution

Provide a resolution duly adopted by the applicant's governing board formally requesting the grant, designating an official to execute all documents, describing briefly the improvement project scope, and identifying the grant amount (see Appendix II for a Sample Resolution).

Exhibit 7 Emergency Projects

Applicants applying for an emergency project must submit a formal letter requesting to cover costs incurred prior to award announcements and request a waiver to the match requirement. The letter must outline details on the emergency, including the nature of the emergency, the date of the emergency, the impact on the school building and educational services, and the extent of work that has been completed to date to rectify the emergency. Please include any support documentation to explain the impact of the emergency, including pictures or reports.

****Please Note: DCED or CFA staff may request additional information to accurately review the submitted improvement project.***

Appendix II – Authorized Official Resolution

Be it RESOLVED, that the Hanover Area School District (Name of Applicant) of Luzerne (Name of County) hereby request a Public School Facility Improvement grant of \$ _____ from the Commonwealth Financing Authority to be used for _____.

Be it FURTHER RESOLVED, that the Applicant does hereby designate _____ (Name and Title) and _____ (Name and Title) as the official(s) to execute all documents and agreements between the _____ (Name of Applicant) and the Commonwealth Financing Authority to facilitate and assist in obtaining the requested grant.

I, _____, duly qualified Secretary of the _____ (Name of Applicant), _____ (Name of County), PA, hereby certify that the forgoing is a true and correct copy of a Resolution duly adopted by a majority vote of the _____ (Governing Body) at a regular meeting held _____ (Date) and said Resolution has been recorded in the Minutes of the _____ (Applicant) and remains in effect as of this date.

IN WITNESS THEREOF, I affix my hand and attach the seal of the _____ (Applicant), this ____ day of _____, 20__.

Name of Applicant

County

Secretary