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PORT ALLEGANY SCHOOL DISTRICT

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SECTION: PROGRAMS

TITLE: PHILOSOPHY/MISSION STATEMENT

ADOPTED: June 16, 1998

REVISED:

101. PHILOSOPHY/MISSION STATEMENT

Our mission is to provide an environment which enables our students to acquire and apply the knowledge necessary to become respectful, responsible, self-directed learners.

We believe that the school is an institution which should strive to equip each student with the necessary skills to realize his/her potential as a rational and affective being, one which should help to prepare each student to understand the complex and changing nature of his/her world, to meet the practical challenges of life, and to understand that a richness and breadth of life exist beyond the practical, one which should help to prepare the student to value his/her individual dignity and to respect the dignity of others in this world, one which should enable him/her to realize that s/he must work to promote his/her own and others' welfare, and an institution which should reinforce the fact that many of the hard choices of this life are moral choices--and that s/he must learn to distinguish right from wrong and to choose the right despite the pressures of a changing society.

We believe that the basis of education is individual discipline and that the basis of self-discipline is reason, that we must teach students that self-discipline and education are essentials of our republican way of life.

We believe in the inherent dignity of each person, that each person is a creature of reason and feeling, and that s/he must learn to distinguish between the two.

We believe that each person is educable or trainable, that children's ability to learn varies, and that this variance in ability to learn must be considered in establishing programs of study, that a student should be guided toward a particular course of study based on his/her capabilities and that the school should assist the parents in this guidance but that the student and his/her parents have the right and responsibility to make the final selection, that we should teach facts to students, that students must learn to associate facts, to see relationships between them, to structure them and to use them as a basis for generalizations and judgments, that we should introduce students to conflicting ideas, make them aware of the basis of those ideas, and show them that their choices must be made on principles, that

students benefit from the exchange of ideas in a classroom and that freedom of expression should be encouraged, but that the control and interpretation of all classroom activities is unquestionably the right of the teacher, not the student.

We believe that the student activity program is an extension of the curriculum, that all students should be encouraged to participate, and that the program should be a positive influence on teaching students social responsibility and on exploiting positively the tremendous peer-group influence, that the school's emphasis on positive ideas, attitudes, and feeling is invaluable in helping to formulate a student's self esteem, that the best way to accomplish our objectives is to provide our teachers with adequate instructional materials and a reasonable number of students, and to provide our students with wellqualified teachers.

We believe that well qualified teachers are those who have a genuine compassion for students, who have an understanding of adolescent behavior, who have thorough knowledge of and enjoy the subjects which they teach, who show respect and love for learning, who demonstrate intellectual integrity, who organize their learning, who involve the class in the learning activities, who demonstrate clarity of thought, who demand clarity of thought from their students, who are firm but fair and consistent with students, who have a positive effect on students by word and example, who consider their work professional, and who devote more than the prescribed minimum school day to teaching pupils and to working with their colleagues.

We believe that any organization as complex as a high school must have a principal to accept final responsibility for the people, objectives, and achievements of that organization. To accomplish the purposes of the school, s/he must work with the staff but must, when necessary, make authoritative decisions.

We believe that our actions should be based upon what we think, that our objectives must be realistic and challenging, and that we should exert the maximum effort to accomplish them. We must continually explore new ideas and search for ways to make our work more effective.

We believe that the school exists to serve the community and society that the community can expect to be kept informed regarding the work of the school, and that the community should be willing to help the school implement its philosophy and objectives.

101. PHILOSOPHY/MISSION STATEMENT - Pg. 3

PA Code Title 22 Sec. 5.2	
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SECTION: PROGRAMS

TITLE: EDUCATIONAL GOALS

ADOPTED: June 16, 1998

REVISED:

<p>1.Purpose Title 22 Sec. 5.201</p> <p>2.Authority</p> <p>Title 22 Sec. 5.201, 5.231</p>	<p style="text-align: center;">102. EDUCATIONAL GOALS</p> <p>The Board recognizes that education is a vital function of the State and community. The community should be encouraged to participate in the establishment of the educational goals established for this school district.</p> <p>The Board shall establish educational goals for the district. Such goals will consider suggestions by representatives of the community, students, district personnel, and members of the Board.</p> <p>As a base for its educational program, the Board of School Directors of the Port Allegany School District adopts the following academic goals, which will be used as the basis for the development of student learning outcomes to be attained by students as a requirement for graduation from high school.</p> <p>COMMUNICATIONS: Each student shall become proficient in reading, composition, listening, speech, understanding, interpreting, analyzing and synthesizing information.</p> <p>MATHEMATICS: Each student shall become proficient in the use of varied mathematical processes and applications to solve challenging problems and to create new ways of understanding information.</p> <p>SCIENCE AND TECHNOLOGY: Each student shall become proficient in applying the processes of analysis, synthesis and evaluation to the solution of challenging scientific problems and in the application and understanding of technology in society.</p> <p>ENVIRONMENT AND ECOLOGY: Each student shall understand the environment and the student's ecological relationship with it in order to recognize the importance of the quality of life in a healthy and balanced environment.</p> <p>CITIZENSHIP: Each student shall understand local, State and United States history, geography, systems of government and economics and their relationship to the history, geography, systems of government and economics of other countries in the</p>
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world and shall acquire and have opportunities to practice, in the school and in the community, the skills necessary for active participation in civic life.

ARTS AND HUMANITIES: Each student shall understand and appreciate the breadth of human accomplishment through the arts and humanities and shall have opportunities to practice creativity of thought and action and to demonstrate talent in the arts.

CAREER EDUCATION AND WORK: Each student shall explore varied career options and develop the skills and work habits needed to be a productive, contribution member of society and the understanding that life-long learning is necessary to maintain those behaviors, skills and attitudes.

WELLNESS AND FITNESS: Each student shall acquire and use the knowledge and skills necessary to promote individual family health and wellness.

HOME ECONOMICS: Each student shall understand and apply principles of money management, consumer behavior and child health to provide for personal and family needs.

The Board is also committed to providing instruction throughout the curriculum in the following goals which will not be used as a basis for state assessment:

SELF-WORTH: Public schools should help students develop capabilities, talents, self-understanding and a feeling of selfworth and acknowledge students for effort and achievement.

INFORMATION AND THINKING SKILLS: Public schools should help students develop the skills necessary to locate and manage information, solve problems and make decisions, including the processes of analysis, synthesis, creativity and evaluation.

LEARNING INDEPENDENTLY AND COLLABORATIVELY: Public schools should encourage students to become independent life-long learners and to collaborate with others in developing knowledge, skills and new ideas.

ADAPTABILITY TO CHANGE: Public schools should prepare students to grow and develop in a world in which change is normal and constant.

ETHICAL JUDGMENT: Public schools should teach students the importance of making ethical judgments for the common good.

HONESTY, RESPONSIBILITY AND TOLERANCE: Public schools should convey to students the need for honesty, integrity, individual responsibility and

102. EDUCATIONAL GOALS - Pg. 3

<p>PA Code Title 22 Sec. 5.201</p>	<p>tolerance.</p>
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SECTION: PROGRAMS

TITLE: EQUAL RIGHTS AND OPPORTUNITIES

ADOPTED: June 16, 1998

REVISED:

	<p style="text-align: center;">103. EQUAL RIGHTS AND OPPORTUNITIES</p> <p>1. Authority To comply with Federal laws (including Title IX of Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990), State laws, and state Department of Education regulations concerning equal rights and opportunities and to assure these within our school community, Port Allegany School District declares itself to be an Equal Rights and Opportunities School District, it does not discriminate against individuals or groups because of race, color, national origin, ethnicity, religion, age, sex, marital status, veteran status, or handicap or disability status. The District's commitment to nondiscrimination extends to students, employes, prospective employes, and the community.</p> <p>2. Responsibility An Equal Rights and Opportunities Director has been designated by the school district. It is the Director's responsibility to make certain that all educational programs and activities and all employment practices are free from discrimination on the basis of those conditions stated in the policy. This responsibility includes instructing appropriate persons in the District in the provisions of the laws and regulations concerning equal rights and opportunities and fair employment practices. The Director can be reached at 200 Oak Street, Port Allegany, Pennsylvania, 16743, or by telephoning 814-642-2596.</p> <p>3. Grievance Procedure Those persons who have complaints alleging violations of the Equal Rights and Opportunities Policy may submit them to the following grievance procedure, using the appropriate grievance forms which are available in the district office.</p> <p>1. Within 15 calendar days after the alleged violations, the grievant shall initiate and conclude an informal discussion with the immediate supervisor/interviewer. If the informal discussion does not resolve the issue, the grievant shall submit a written complaint (Form 1) to the immediate supervisor/interviewer within the next 5 calendar days. The immediate supervisor/interviewer</p>
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<p>SC 1310 Title VI Title IX 20 U.S.C. Sec. ADA of 1992 5010 SC 5001P.L.101-336 Sec. 5.217 Title 22 104.31-17 34 CFR 794</p>	<p>shall respond (Form 2) within 15 calendar days.</p> <p>2. If the grievance is not resolved under Step 1, the grievant shall submit the written complaint and response(Forms 1 AND 2) to the Equal Rights and Opportunities Director within 15 calendar days. The Director has the authority to investigate the grievance and attempt a resolution. The Director shall respond (Form 3) within 15 calendar days.</p> <p>3. If the grievance is not resolved under Step 2, the grievant shall submit the complaint and responses (Forms 1, 2, AND 3), within 15 calendar days, to a committee consisting of Board of Education representatives, the Equal Rights and Opportunities Director, and the Superintendent. The committee shall respond (Form 4) within 15 calendar days.</p> <p>4. If the grievance is not resolved under Step 3, the grievant shall refer the complaint and responses (Forms 1, 2, 3, and 4) to the Board of Education. The Board shall respond (Form 5) within 30 calendar days.</p> <p>A grievant has the right to be accompanied by a third part during all steps of the grievance procedure.</p>
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SECTION: PROGRAMS

TITLE: CURRICULUM REVIEW BY PARENTS AND STUDENTS

ADOPTED: June 16, 1998

REVISED:

105.1. CURRICULUM REVIEW BY PARENTS AND STUDENTS	
1.Purpose	This policy is to comply with the requirements of the State Board of Education that school districts adopt policies to assure that parents have access to information about the curriculum.
2.Authority Title 22 Sec. 5.4(d) (1)(2)	School districts shall adopt policies to assure that parents have access to information about the curriculum, including expected student learning outcomes, instructional materials and assessment techniques.
3.Guidelines	<p>The rights granted by this policy are granted to parents of students enrolled in this school district where the students are under the age of eighteen (18) and to the students themselves when the student is age eighteen (18) or over, unless the student is incapable of making the decision due to a disability.</p> <p>Upon request by a qualifying parent or qualifying student under this policy, the school district will make available existing information about the curriculum, including expected student learning outcomes, instructional materials and assessment techniques.</p> <p>The following conditions apply to any request:</p> <ol style="list-style-type: none"> 1. No more than one such request, per semester, may be made by any qualifying parent or child each school year per enrolled child. 2. To assist the school district in providing the correct records to meet the needs of the requesting party, the request must be in writing setting forth the <u>specific</u> material being sought for review. 3. The written request shall be sent to the building principal. 4. The district will respond to the parent or student within ten (10) school days by designating the time and location for the review.

105.1. CURRICULUM REVIEW BY PARENTS AND STUDENTS - Pg. 2

<p>This policy sha</p>	<p>5. The district may take such action as is necessary to protect its materials from loss, damage or alteration to ensure the integrity of the files, including the provision of a designated employe to watch over the review of the materials.</p> <p>6. Nothing in this policy shall be construed as a requirement that any parent or student be permitted to remove the material provided for review or photocopy the contents of such file. The taking of notes by parents and student is permitted.</p> <p>Il become void and unenforceable if the regulation of the State Board of Education, upon which it is based, i.e. Title 22, Sec. 5.4(d) (1) and (2), is repealed, modified, or declared invalid in whole or in part.</p>
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SECTION: PROGRAMS

TITLE: EXEMPTION FROM INSTRUCTION

ADOPTED: June 16, 1998

REVISED:

105.2. EXEMPTION FROM INSTRUCTION	
1.Purpose	<p>The purpose of this policy is to comply with the requirement of the State Board of Education that school districts adopt policies that assure parents the right to have their children excused from specific instruction which conflicts with their religious beliefs.</p>
2.Authority Title 22 Sec. 5.4(d) (3)	<p>School districts shall adopt policies to assure that parents have the right to have their children excused from specific instruction which conflicts with their religious beliefs.</p>
3.Guidelines	<p>The rights granted by this policy are granted to parents of students enrolled in this district where the students are under the age of eighteen (18) and to the students themselves when the student is eighteen (18) or over, unless the student is incapable of making the decision due to a disability.</p> <p>As used in this policy, the phrase "specific instruction" means identifiable elements of instruction by the teacher. It does not include required reading or learning outcomes.</p> <p>The district shall excuse any student from specific instruction as defined in this policy upon satisfaction of and subject to the following conditions:</p> <ol style="list-style-type: none"> 1. To assist the school district in ensuring that the student is excused from the correct specific instruction, the request must be made in writing and must detail the <u>specific</u> instruction with respect to which the student is to be excused. 2. The written request to be excused shall be sent by the qualifying parent or student to the building principal in triplicate. One copy shall be retained in the student's permanent school records, a copy shall be kept by the school principal, and a copy shall be submitted to the teacher from whose instruction the student is to be excused. 3. It shall not be the responsibility of the district or any of its officials to ensure that

the child exercises his/her right to be excused and school employees are prohibited from initiating action to have any student leave class in accordance with a parental request. Instead, it is the responsibility of the student to request permission to leave class when the specific instruction objected to is being presented or is about to be presented. When the child seeks to be excused, the teacher is to excuse the child if(a) the teacher has a copy of the written request or, if upon checking with the principal, the principal has a copy of the written request; and (b) the written request adequately describes the instruction that is taking place or about to take place.

4. The written request must contain a statement that the specific instruction described in the written request conflicts with the religious beliefs of the student or of the parents.

5. The parent and/or student shall designate on the request to be excused replacement educational activities in which the student shall engage during the time the student is excused. The only permissible educational activity for this purpose shall be in the nature of replacement instruction that is consistent with the goals set for the course and that does not require the provision of any extra resources by the district.

6. The building principal shall determine where the student shall report during the time the student is excused.

7. All students excused from specific instruction shall be required to achieve the learning outcomes established by the district and are necessary for graduation.

This policy shall become void and unenforceable if the regulation of the State Board of Education, upon which it is based, i.e. Title 22, Sec. 5.4 (d)(3), is repealed, modified or declared invalid in whole or in part.

SECTION: PROGRAMS

TITLE: CURRICULUM DEVELOPMENT

ADOPTED: June 16, 1998

REVISED:

<p>1.Purpose SC 1512 Title 22 Sec. 5.217</p> <p>2.Definition</p> <p>3.Authority</p> <p>Title 22 Sec. 5.216</p>	<p style="text-align: center;">105. CURRICULUM DEVELOPMENT</p> <p>The Board recognizes its responsibility for the improvement and growth of the educational program of the schools. To this end, the curriculum shall be evaluated, adapted and developed on a continuing basis and in accordance with a plan for curriculum growth.</p> <p>For purposes of this policy, curriculum shall be defined as all planned learning activities of the schools, such as the courses of study, subjects, classes, and organized group activities provided by the school.</p> <p>The Board is responsible for the curriculum of the schools. The Board directs that the curriculum of this district be consistent with written goals, objectives and identified pupil needs; develop individual talents and interests and serve diverse learning styles to motivate pupil achievement; and provide:</p> <ol style="list-style-type: none"> 1. For continuous learning through effective coordination and transition between the schools of this district. 2. All pupils continuous access to sufficient programs and services of a library/media facility, classroom collection, or both, to support the educational program. 3. All pupils guidance and counseling to assist in career and academic planning. 4. A continuum of educational programs and services for all handicapped children, pursuant to law and regulation. 5. Bilingual programs for pupils whose dominant lan guage is not English, pursuant to law and regulation. 6. Compensatory education programs for pupils, pursuant to law and regulation. 7. All pupils equal educational opportunity, pursuant to law and regulation.
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<p>4. Delegation of Responsibility</p> <p>Title 22 Sec. 5.4 5.252</p>	<p>8. Career awareness and vocational education, pursuant to law and regulation.</p> <p>9. Educational opportunities for exceptionally gifted and talented pupils.</p> <p>As educational leader of the district, the Superintendent shall be responsible to the Board for the development of curriculum, and shall establish procedures for curriculum development, which ensure effective participation of staff members and the utilization of all available resources, as appropriate.</p> <p>A listing of all curriculum materials shall be made available for the information of parents, for the use of the professional staff, and for the information of the members of the Board and students.</p> <p>With prior approval, the Superintendent may conduct such pilot programs as are deemed to be necessary to the continuing growth of the instructional program.</p> <p>The Superintendent shall report to the Board each pilot program, along with its objectives, evaluative criteria, and costs, before each such program is initiated.</p> <p>The Board encourages, where it is feasible and in the best interest of the students of the district, participation in State-initiated pilot programs of educational research.</p> <p>The Board directs the Superintendent to pursue actively State and federal aid in support of research activities.</p>
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106. COURSE GUIDES - Pg. 2

<p>School Code 1511, 1512</p> <p>PA Code Title 22 Sec. 5.4</p>	<p>members to the degree of conformity desired.</p> <p>Copies of all current guides shall be kept on file in the office of the Superintendent.</p>
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SECTION: PROGRAMS

TITLE: ADOPTION OF COURSES OF STUDY

ADOPTED: June 16, 1998

REVISED:

107. ADOPTION OF COURSES OF STUDY	
1.Purpose	The Board shall provide a comprehensive instructional program to serve the educational needs of the children of this district.
2.Definition Title 22 Sec. 5.203	For purposes of this policy, a course of study shall be defined as the planned course which consists of at least: written statement of objectives to be achieved by students; content to be used to reach objectives for which credit is awarded at junior and senior high school levels; expected levels of achievement; and procedures for evaluation.
3.Authority SC 508, 1511, 1512	No course of study shall be taught in the schools of this district unless it has been adopted by the Board. The Board reserves the right to determine which units of the instructional program constitute courses of study and are thereby subject to the adoption procedures of the Board.
4.Responsibility	<p>The Superintendent is responsible for the continuous evaluation of the efficacy of courses of study and shall recommend to the Board such new courses of study as s/he deems to be in the best interests of the students of this district.</p> <p>The Superintendent's recommendation shall include the following information about the proposed course of study:</p> <ol style="list-style-type: none"> 1. Its applicability to students and an enumeration of those groups of students to be affected by it. 2. Its description and content, including the instructional method where such method departs significantly from the traditional and is an integral part of the course of study. 3. Its rationale in terms of the goals of this district and justification, especially when it is proposed to take the place of an existing course of study. 4. The resources that its implementation will require: textbooks, materials, equipment, specially trained personnel.

107. ADOPTION OF COURSES OF STUDY - Pg. 2

<p>School Code 508, 1511, 1512</p> <p>PA Code Title 22 Sec. 5.203</p>	<p>5. The evaluative methods and standard by which its efficacy will be monitored and measured.</p> <p>The Superintendent shall maintain a current list of all courses of study offered by this district and shall furnish each member of the Board with a copy upon revision.</p>
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SECTION: PROGRAMS

TITLE: ADOPTION OF TEXTBOOKS

ADOPTED: June 16, 1998

REVISED:

108. ADOPTION OF TEXTBOOKS	
1.Purpose SC 508, 803	It is the responsibility of the Board to adopt all textbooks used as part of the educational program of this district.
2.Definition	For purposes of this policy, "textbooks" shall be defined as those books which are purchased in classroom quantity or more and which are issued to each student in the class.
3.Responsibility SC 803	The Superintendent shall be responsible for the selection and recommendation of textbooks for Board consideration. No adoption or change of textbook shall be made without his/her recommendation except by a two-thirds vote of the Board.
4.Selection Guidelines	<p>The Superintendent shall develop a plan for the selection of textbooks according to the following guidelines:</p> <p>professional staff members selected by the Superintendent shall participate in the selection process;</p> <p>textbooks with copyright dates more than five years old shall be reviewed annually for their continuing suitability; and</p> <p>textbooks currently in use shall be periodically evaluated for their continuing usefulness and relevance.</p>
5.Standards For Approval	In considering the approval of any proposed text book, the Board will evaluate its suitability for the maturity level and educational accomplishment of the students who will be using the book; freedom from bias; relationship to the curriculum; manner of selection; cost; and appearance and durability.
6.Record	A list of all approved textbooks shall be prepared and maintained. It shall be reviewed periodically by the Superintendent and made available for the use of the professional staff and for the information of members of the Board.

108. ADOPTION OF TEXTBOOKS - Pg. 2

School Code 508, 801, 803	
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SECTION: PROGRAMS

TITLE: RESOURCE MATERIALS

ADOPTED: June 16, 1998

REVISED:

	<p style="text-align: center;">109. RESOURCE MATERIALS</p> <p>1.Philosophy The library media centers of the district schools are an integral part of the total school curriculum. It will provide the materials necessary to supplement and enrich the curriculum and to promote in students a continuing enjoyment of reading and learning.</p> <p>Pol. 102 The schools library media centers collection supports the goals of Port Allegany School District thereby the Twelve Quality Goals of Education. The library media center staff is further guided by the philosophy of materials selection set forth in the School Library Bill of Rights of the American Library Association.</p> <p>2.Responsibility The purchase of all library materials is legally vested in the Board. The Board delegates to the librarian the responsibility for selection of all library materials. The librarian will be aided by purchase suggestions from the administration, faculty, students, and parents. All materials will receive final approval from the building principal and the Superintendent before purchase.</p> <p>3.Selection Materials are defined as all print and nonprint materials housed in the library media center.</p> <p>The selection of materials is a continuous process which is dependent upon the following criteria:</p> <ol style="list-style-type: none"> 1. In selecting materials for purchase, the librarian evaluates the existing collection, and consults with the administration, faculty, students, and parents for recommendations. 2. The librarian is aided in selection by reputable, unbiased, professionally-prepared selection tools. 3. Additional purchase suggestions come from interlibrary loan, visits to book exhibits and state examination center, examination of bookstore stock, and texts and courses of study approved for use within the school district. 4. In coordinating the purchasing to ensure the development of a balanced collection
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	<p>within a fixed budget, the librarian must determine priorities among materials to be purchased. Criteria used to determine these priorities include the following:</p> <ol style="list-style-type: none"> a. Meets a real or potential need b. Must be accurate, authoritative, and up-to-date c. Logical arrangement d. Readability and popular appeal e. Literary and aesthetic quality f. Attractiveness and durability <p>5. The following titles are recommended selection aids; however, selection is not limited to this listing.</p> <ol style="list-style-type: none"> a. Booklist b. Booktalk c. English Journal d. Junior High School Library Catalog e. Media and Methods f. School Library Journal g. Senior High School Library Catalog
4.Gifts	<p>The librarian may accept materials from individuals and organizations if they meet the selection criteria set forth in this document. The decision to dispose of gift materials will be based on the same criteria used to withdraw all other library media center materials.</p>
5.Weeding	<p>Weeding is the process of removing from the collection, materials which are no longer useful. Withdrawing materials is a regular and continuing process. The following criteria will be used for withdrawals:</p> <ol style="list-style-type: none"> 1. Materials that are in poor physical condition. 2. Materials that are out-of-date or contain misinformation.

3. Materials that have not circulated in the last five years, unless they are standard works or are of value as indicated by the faculty or librarian.
4. Materials that relate to subject matter that is no longer a part of the curriculum or of interest to the users.
5. Periodicals over five years old. Those of continuing value may be replaced with microfilm.
6. Final weeding of library materials must have the high school principal's approval.

Challenged Materials

The review of materials questioned by the public will be treated as an important routine action. Every effort will be made to consider the objections, keeping in mind the best interests of the students, the school, the curriculum, and the community. The following procedures will be used:

1. Most difficulties can be resolved informally at the building level by the librarian and the building principal.
2. If the problem cannot be resolved informally at the building level, the complainant will voice concerns in writing to the principal, using the Citizen's Request for Reconsideration of Instructional Materials form. This form must be filled out completely and signed so that a proper reply can be made.
3. Upon receipt of the written complaint, the principal will inform the librarian and the Superintendent.
4. A Media Review Committee will be appointed by the Superintendent, consisting of the principal, the librarian and two or three teachers.
5. The material in question will temporarily be withdrawn to make it available for review by the committee.
6. The Media Review Committee will:
 - a. Read and/or examine the challenged materials.
 - b. Check general acceptance of the materials in professional reviewing sources and recommended lists by recognized authorities.
 - c. Weigh merits against faults to form opinions based on the materials as a whole and not as

passages pulled out of context.

d. Will give complainant and the librarian the opportunity to appear before the committee.

e. Discuss the material and prepare a report to be submitted to the principal.

7. The principal will inform the complainant of the committee's decision in writing.

8. The next level of appeal will be the Superintendent.

9. The next level of appeal will be the Board of Education.

10. If the same material is challenged at a future date, the principal will examine the previous decision in light of additional points of view. If there is any significant difference in the new challenge, a Media Review Committee will again review the materials. If no significant differences are found, the original decision will stand and a copy will be sent to the complainant explaining that the material has previously been evaluated.

LIBRARY BILL OF RIGHTS

The Council of the American Library Association reaffirms its belief in the following basic policies which should govern the services of all libraries.

1. As a responsibility of library service, books and other library materials selected should be chosen for values of interest, information and enlightenment of all the people of the community. In no case should library materials be excluded because of the race or nationality or the social, political, or religious views of the authors.

2. Libraries should provide books and other materials presenting all points of view concerning the problems and issues of our times; no library materials should be proscribed or removed from libraries because of partisan or doctrinal disapproval.

3. Censorship should be challenged by libraries in the maintenance of their responsibility to provide public information and enlightenment.

4. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.

5. The rights of an individual to the use of a library should not be denied or abridged because of his/her age, race, religion, national origins or social or political views.

6. As an institution of education for democratic living, the library should welcome the use of its meeting rooms for socially useful and cultural activities and discussion of current public questions. Such meeting places should be available on equal terms to all groups in the community regardless of the beliefs and affiliations of their members, provided that the meetings be open to the public.

Adopted June 18, 1948

Amended February 2, 1961, and June 27, 1967, by the ALA Council

NOTICE: This material may be protected by copyright law (Title 17, U.S. Code).

SECTION: PROGRAMS

TITLE: INSTRUCTIONAL SUPPLIES

ADOPTED: June 16, 1998

REVISED:

<p>1.Purpose SC 801</p>	<p style="text-align: center;">110. INSTRUCTIONAL SUPPLIES</p> <p>It shall be the policy of this Board to supply each teaching staff member and student with the supplies and equipment that are deemed necessary for the implementation of the approved program.</p> <p>Exceptions to this policy shall be:</p> <ol style="list-style-type: none">1. Where individualized and nonreusable clothing or equipment is required for reasons of safety or health, pupils will be requested to provide their own clothing or equipment which shall meet standards set by the school. Such standards shall be those reasonably related to the considerations of safety, health and protection of property.2. Where students prepare useful items which they are permitted to keep, they shall pay the district the cost of the materials used. <p>Where the foregoing requirement(s) impose(s) a financial hardship on a student, the school district will assume the cost. The Superintendent shall devise procedures assuring that no student need be denied participation in the school program for financial reasons while at the same time guarding the privacy of each student.</p> <p>The Board may require that students provide certain supplies for the conduct of co-curricular activities.</p> <p><u>Audio-Visual Material</u></p> <p>The Board shall provide audio-visual materials and equipment needed to increase the effectiveness of the professional staff. The use of such equipment shall be in accordance with prearranged instructional plans. The use of any audio-visual materials or equipment for purposes other than those appearing in approved lesson plans shall require the approval of the proper supervisory or administrative personnel.</p>
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SECTION: PROGRAMS

TITLE: LESSON PLANS

ADOPTED: June 16, 1998

REVISED:

<p>1.Purpose SC 510</p> <p>2.Responsibility</p> <p>3.Standards</p>	<p style="text-align: center;">111. LESSON PLANS</p> <p>To ensure continuity of instruction, the Board requires lesson plans.</p> <p>To facilitate more effective instruction, lesson plans must be prepared in advance. Plan books will be inspected and must conform to the guidelines established by the Principal.</p> <p>Teachers shall make thorough preparation for all daily lessons and shall prepare weekly written plans reflecting such preparation.</p> <p>Guidelines for the implementation of this policy shall include:</p> <ol style="list-style-type: none"> 1. Lesson plans must include teacher directed goals, procedures, materials, and outcomes for each lesson. 2. While teachers are required to be thoroughly prepared for each daily lesson, plans may be prepared for each lesson or on a long-term basis, i.e., unit of work whichever is most appropriate. Material to be used in a lesson(s) such as duplicated material, cassette tapes, films, filmstrips, transparencies may serve as an integral part of the plan. 3. Lesson plans for individualized programs should reflect a general overview and purpose of the instructional program; individual student records may serve as an integral part of the lesson plan. 4. Teachers are to provide effective directions for substitutes the purpose of which shall be to continue the ongoing program. <p>Plan books must be available to substitute teachers at all times.</p>
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School Code 510	
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SECTION: PROGRAMS

TITLE: GUIDANCE COUNSELING

ADOPTED: June 16, 1998

REVISED:

<p>1.Purpose Title 22 Sec. 7.1 et seq</p> <p>2.Definition</p> <p>3.Responsibility</p>	<p style="text-align: center;">112. GUIDANCE COUNSELING</p> <p>A planned program of guidance counseling is an integral part of the educational program of the schools. Such a program can: assist students in achieving their optimum growth;</p> <p>enable students to draw the greatest benefit from the offerings of the instructional program of the schools;</p> <p>aid students in identifying options and making choices in vocational and academic educational planning;</p> <p>assist students in career awareness and planning;</p> <p>help integrate all the student's experience so that s/he can better relate school activity to life outside the school; and</p> <p>help students learn to make their own decisions and to solve problems independently.</p> <p>A program of guidance and counseling shall be offered to all students in grades K through 12 and shall involve the coordinated efforts of all staff members under the professional leadership of certificated guidance and counseling personnel.</p> <p>The Superintendent is directed to implement a guidance program which carries out these purposes and involves all staff members at every appropriate level; honors the individuality of each student; is integrated with the total educational program; is coordinated</p> <p>with available resources of the community; cooperates with parents and shares their concern for the development of the student; provides means for such sharing of information among appropriate staff members as may be in the best interests of the student; and is available equally to all students.</p>
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112. GUIDANCE COUNSELING - Pg. 2

<p>PA Code Title 22 Sec. 7.1 et seq</p>	
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No. 113.1-AP

PORT ALLEGANY SCHOOL DISTRICT

ADMINISTRATIVE PROCEDURE

IDENTIFICATION OF THOUGHT TO-BE EXCEPTIONAL
CHILDREN--

PROCEDURAL SAFEGUARDS

- I. Once the school district has used its individual screening procedure and determined that the student should be referred for a psychological evaluation, within ten days, the Superintendent of the school district, or his/her designee, shall inform parents that their child has been referred for evaluation and request the parents' written permission to have their child evaluated (Form A). When any parents request in writing that their child be referred for a psychological evaluation, the district may bypass the screening procedure and, within ten days, initiate a Form A.
- II. If parents approve the request, the district should attach to the referral that is sent to the psychologist copies of the signed Form A and the screening results.
- III. The school psychologist shall conduct the evaluation in accordance with State Standards and, having completed the evaluation, will send the psychological report to the appropriate district personnel. After receiving all written evaluative material, school district staff should contact the psychologist if they want to discuss the evaluation further. The school district should arrange via the appropriate special education supervisor for an MDT (Multidisciplinary Team) meeting to determine the appropriate program when the student is thought to be exceptional.
 - A. The MDT meeting is for the purpose of determining appropriate educational program by considering other educational options. At least three options must be listed on the

MDT form. A copy of the MDT should always be given to the parent.

- B. The MDT meeting must be attended by the student's present teacher(s), public school psychologist, and the LEA representative.

IV. The Superintendent of the school district shall notify parents of the result of the evaluation.

- A. The district will send Form B to parents when the student is found not to be exceptional. Form B is designed for two purposes: (1) to report the results of an evaluation, the objective of which is to determine whether the child is exceptional and (2) to report that a child no longer needs special education services.

- B. The district will send Form C to parents when the student is exceptional and requests their presence at a meeting to develop an IEP. This meeting should be held at a mutually agreed time and place.

The district Superintendent, with the supervisor of special classes, should determine the time line for developing the IEP. The supervisor of special classes will arrange with the teacher of the proposed program, the psychologist who evaluated the child, and the school district personnel for the writing of a proposed IEP.

If the parent does not return Form C within ten days, the school district should again contact the parent by telephone or letter. (If the contact is made by telephone, it should be documented.) If all efforts to involve the parents are unsuccessful, the IEP conference should be held without them. The completed IEP and NORA shall be sent to parents by certified mail or given to them at a conference.

When parents indicate their wish to

participate, the school district shall arrange for the school psychologist, the teacher of the proposed program, and a school district representative to attend the conference. The supervisor of special classes shall attend the conference for the special education teacher when the proposed class is located in another school district or when the district requests that the supervisor attend.

- C. The LEA Representative or the parent may request mediation before going to a due process hearing. If mediation is elected, the school district may call (1-800- 992-4334) for procedural information.

V. Recommended guidelines for conducting the IEP Conference.

- A. School district personnel should always invite parents to IEP conferences by letter.
- B. The following people should attend the conference: parent, surrogate, or legal guardian; the teacher of the proposed program; the school district representative; and the school psychologist. Others who may attend are the student's present teacher, the student, and the program supervisor.
- C. The school district representative should begin the conference.
 - 1. All attending the conference should be introduced and their roles explained.
 - 2. The school district representative should explain the essential features of Public Law 94-142.
 - a. S/He should define Individual Education Prescription, explain why it is mandated, and its purposes.

- b. S/He should review the rights of parents.
- D. The teacher should review the IEP forms with the parents.
 - 1. The teacher should explain the draft IEP.
 - 2. The teacher, with the psychologist's help, should explain the present educational level of the child and how the level was determined. The teacher should use student tests and work samples to validate present educational levels and to help identify the strengths and weaknesses of the student.
- E. The teacher should discuss annual goals and short-term objectives.
- F. The teacher should incorporate parental suggestions where appropriate.
- G. If the IEP is completed by the end of the conference, the IEP and the Due Process notice (Form E) can be given to the parent for signature. The school district shall send the IEP and Due Process notice to the parent by certified mail when the parent elects this option or when the parent was not involved in the conference.

VI. Procedures for placement and pre-hearing conferences.

- A. If the parent agrees with the educational placement and the IEP, s/he is to indicate approval, in writing, on the Due Process response form. A copy of the approved Due Process notice should be given to the Intermediate Unit program supervisor.
- B. The parent may request a pre-hearing conference to clarify questions or concerns. A pre-hearing conference constitutes an additional attempt to reach agreement before

going to a hearing. (Form D should be used to summarize pre-hearing conferences.)

- C. If the parent requests a hearing, the school district should call the Right-to-Education office at (717-657- 5840). The Right-to-Education office will outline the procedures to be followed.

VII. A student's present educational placement may not be changed until a NORA is signed by parent and district Superintendent or until the results of a hearing are finalized. A school district or the parent may appeal the results of a hearing.

VIII. Additional comments.

A. The Seneca Highlands Intermediate Unit will continue to use the current placement process for speech, hearing, and vision programs.

Students come into these programs via screening and referral. The therapists are responsible for meeting with the parents and completing the IEP. The supervisor of the speech program is responsible for the Due Process procedure. The school district is responsible to implement the Due Process procedure for the hearing and vision programs.

The Seneca Highlands Intermediate Unit will continue to process all psychological re-evaluations for students in I.U. operated special education programs. Please note that parents' permission for re-evaluation is not needed but they are informed that their child will be re-evaluated.

B. Either the school district or the parent may request a conference when either believes that major revisions should be made in a student's IEP. Normally, major changes in the IEP would include revising annual goals, adding or deleting related services or changing programs. (In the last case, Due Process procedures must be followed.) Minor revisions, such as adjusting short-term objectives, may be made by the teacher and supervisor without a conference to ensure that appropriate educational opportunities are not unduly delayed.

SECTION: PROGRAMS

TITLE: BEHAVIOR SUPPORT

ADOPTED: April 20, 1999

REVISED: November 9, 2009

Port Allegany School District

	113.1. BEHAVIOR SUPPORT
1.Purpose	The Board acknowledges that conduct is closely related to learning; an effective instructional program requires a caring and orderly school environment. All students are entitled to an environment free from restrictions or injuries caused by the challenging behaviors of others.
2.Authority	<p>To maintain a quality learning environment, students enrolled in special education programs are subject to the same policies and regulations that govern general education students. Those policies and regulations are explained in the Code of Rights, Responsibilities and Student Disciplining. The Board shall require each special education student to adhere to the rules and regulations promulgated by the Administration and to submit to such disciplinary measures as are appropriately assigned for infraction of those rules. The rules govern student conduct in school activities and during the time spent in travel to and from school and school-related activities. Such rules require that students:</p> <ol style="list-style-type: none">1. Conform to reasonable standards of socially acceptable behavior.2. Respect the rights, person, and property of others.3. Preserve the degree of order necessary to the educational program in which they are engaged.4. Obey constituted authority and respond to those who hold that authority.
3.Guidelines	<p><u>Provisions</u></p> <p>Parents, or guardians, are to be notified of the requirement for conformity to the Code of Rights, Responsibilities and Student Discipline which governs all general education students and special education students as well, prior to the placement of their child in a special education program.</p> <p>If a student's behavior interferes significantly with his/her and/or others' ability to learn, a Behavior Support Program will be incorporated into the child's</p>

	<p>Individualized Educational Program. The Behavior Support Program will be developed by the IEP team in conjunction with Behavior Support procedures found in the Special Education Operations Manual.</p> <p>Port Allegany School District has developed a three-level sequential intervention plan for students whose behavior problems interfere with learning.</p> <p><u>Philosophy</u></p> <p>The Port <i>Allegany</i> School District recognizes that optimal learning outcomes occur in an appropriately-managed classroom. When student behaviors interfere with learning, a plan of intervention will be implemented.</p> <p>This plan represents a three-tier hierarchial model based upon current best practices. Interventions focus upon positive, rather than negative, measures and must be clearly outlined to all personnel who interact with eligible students via ongoing, regularly scheduled in-service training with guided practice. These programs will be monitored/modified to ensure their continued effectiveness in the least intrusive manner through ongoing review, evaluation, and redesign by the MDE/IEP teams. Recognizing the powerful impact of the family on a student's behavior, the MDE/IEP teams will address and encourage parental training.</p> <p>Each LEVEL of intervention represents a higher intensity of intrusion.</p> <p>Procedures included in each level are not presented in any inferred ascending order of restrictiveness.</p> <p><u>Levels of Intervention</u></p> <p>Level 1 Basic Classroom Management</p> <p><u>Level 1</u> is preventive and involves good classroom management strategies and does not require a Behavior Support Plan attached to the Individual Education Plan.</p> <p>Successful classroom management is a prerequisite to instruction and involves not only responding effectively when problems occur but also preventing problems from occurring by creating environments that encourage learning and appropriate behavior. Among the various strategies emphasized, are effective teaching practices, frequent monitoring, clear rules and procedures, praise, systematic reinforcement, modeling, verbal instruction of appropriate behavior, classroom discussion and problem solving, family involvement and cooperation.</p> <table border="0" style="width: 100%; text-align: center;"> <tr> <td style="width: 50%;">MODELS</td> <td style="width: 50%;">STRATEGIES</td> </tr> <tr> <td>Proactive Classroom</td> <td>-<u>Teach</u> Rules and Strategies</td> </tr> </table>	MODELS	STRATEGIES	Proactive Classroom	- <u>Teach</u> Rules and Strategies
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	<p>Management</p> <ul style="list-style-type: none"> -Practice Time for Rules and Procedures -Frequent Monitoring -Verbal Reinforcement and Praise -Consistency in Implementation -Signaling and Prompting -Redirection of Inappropriate Behavior <p>Communications</p> <ul style="list-style-type: none"> -Communication Skills Training -Active Listening <p>Positive Social Behavior</p> <ul style="list-style-type: none"> -Modeling Prosocial Behavior -Student Discussion of Values -Role Playing -Class Sharing in Decision Making Activities <p>LEVEL 1 STRATEGIES ARE NOT NECESSARILY INCLUDED IN A BEHAVIOR SUPPORT PLAN OF A STUDENT'S IEP.</p> <p>Level 2 Individualized Support Plans</p> <p><u>Level 2</u> involves specific interventions designed for individual students and requires a Behavior Support Plan attachment to the Individual Education Plan.</p> <p>These formal techniques are developed to increase appropriate behavior or to decrease inappropriate behavior.</p> <p>If a student cannot achieve an expected behavior due to the lack of skills, then developing those necessary skills becomes a priority. A student who can achieve an expected behavior may lack the needed self-motivation to carry it out. In addition, other interfering behaviors may be present. In such cases, an Individual Behavior Support Plan would follow these guidelines:</p> <ol style="list-style-type: none"> 1. Defining the behavior in objective and measurable terms. 2. Analyzing the problem carefully in terms of environment factors which may be shaping or maintaining the inappropriate behavior. 3. Developing a plan involving the least intrusive level of intervention that is likely to be effective. 4. Periodic evaluation of the plan for effectiveness. <p>Some strategies emphasized here include problem-solving sessions involving the student, parent, teacher, psychologist and other appropriate personnel; behavioral contracting; social skills training; environmental restructuring; verbal prompts;</p>
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	<p>reinforcement techniques; and parent training in application of behavioral techniques.</p> <p>Positive techniques for the development, change and maintenance of selected behaviors shall be attempted prior to the use of more intrusive or restraining measures.</p> <p>The use of Level 2 techniques may be preceded by the completion of the Behavioral Analysis Form, (attached). an instrument which aids in examining the environment or antecedent behaviors.</p> <p>Level 2 techniques must be included in an Individual Behavior Plan on the student's IEP when said techniques are targeted toward an individual eligible student. Level 2 techniques, however, do not need to be included in the IEP when the behavior model/technique is implemented for the entire class.</p> <table border="0" style="width: 100%;"> <thead> <tr> <th style="text-align: center;">MODELS</th> <th style="text-align: center;">STRATEGIES</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"><i>Behavior Modification</i></td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> -Token Reinforcement -Behavior Contracts -Time for "Cool-Down" Within the Classroom -Physical/Verbal Prompts -Environmental Adaptations </td> </tr> <tr> <td style="vertical-align: top;">Assertive Discipline</td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> -Warning -Time Reduction for Recess -Written Assignment in a Behavior Log -Contact Parents -Detention/Loss of Privileges -Principal/Supervisor -Severe Cases: By-pass all of the Above </td> </tr> <tr> <td style="vertical-align: top;">Valentine Model</td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> -Clear, Concise Communication -Family Involvement </td> </tr> <tr> <td style="vertical-align: top;">Reality Therapy/Control Theory</td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> -Social Problem-Solving, Contacts/Responsibility Training </td> </tr> <tr> <td style="vertical-align: top;">Social Skill Training</td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> -Self-Instruction/Anger Control </td> </tr> <tr> <td style="vertical-align: top;">Cognitive Therapy Training</td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> -Self-Instruction (Verbalize to Themselves) -Self-Monitoring -Self-Reinforcement </td> </tr> <tr> <td style="vertical-align: top;">In-School Suspension</td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> -To Be Determined on a District Basis </td> </tr> </tbody> </table>	MODELS	STRATEGIES	<i>Behavior Modification</i>	<ul style="list-style-type: none"> -Token Reinforcement -Behavior Contracts -Time for "Cool-Down" Within the Classroom -Physical/Verbal Prompts -Environmental Adaptations 	Assertive Discipline	<ul style="list-style-type: none"> -Warning -Time Reduction for Recess -Written Assignment in a Behavior Log -Contact Parents -Detention/Loss of Privileges -Principal/Supervisor -Severe Cases: By-pass all of the Above 	Valentine Model	<ul style="list-style-type: none"> -Clear, Concise Communication -Family Involvement 	Reality Therapy/Control Theory	<ul style="list-style-type: none"> -Social Problem-Solving, Contacts/Responsibility Training 	Social Skill Training	<ul style="list-style-type: none"> -Self-Instruction/Anger Control 	Cognitive Therapy Training	<ul style="list-style-type: none"> -Self-Instruction (Verbalize to Themselves) -Self-Monitoring -Self-Reinforcement 	In-School Suspension	<ul style="list-style-type: none"> -To Be Determined on a District Basis
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Level 3 Highly Restrictive Interventions

These techniques can be considered only after Level 1 and Level 2 have been ineffective. All sections below require the IEP team, including parents, to convene and to approve the strategies.

Level 3 interventions are formal behavior programs which are restrictive in nature and may modify the student's rights during implementation. They may include restraining strategies and are sometimes considered more intrusive to personal freedom than either Level 1 or Level 2 interventions.

*Implementation of the Seneca Highlands Intermediate Unit Nine BEHAVIOR SUPPORT PROCEDURE may be appropriate at this level of intervention.

The following may be included at this level:

A. Cool-down Strategy

1. Immediate removal to pre-determined supervised area.
2. May require intervention by building-wide back-up team, headed and selected by building principal.
3. Principal acts as the spokesperson and may choose to tape-record event.

B. Mechanical/Physical Restraint

1. *Positive techniques for the development, change, and maintenance shall be the least intrusive necessary.*
2. *Restraints to control acute or episodic aggressive or self-injurious behavior may be used only when the student is acting in a manner as to be a clear and present danger to himself, to others, or to employees, and only when less restrictive measures and techniques have proven to be or are less effective.*
3. *The use of restraints to control the aggressive behavior of an individual student shall cause a meeting of the IEP team to review the current IEP for appropriateness and effectiveness.*
4. *The use of restraints may not be included in the IEP for the convenience of staff, as a substitute for an educational program, or employed as a punishment.*
5. *Mechanical restraints which are used to control involuntary movements or lack of muscular control of a student when due to organic causes or conditions may be employed when specified by the IEP and as determined by a medical professional qualified to make the determination and as agreed by the student's*

	<p>parents. Mechanical restraints shall prevent a student from injuring himself or others or shall promote normative body position and functioning.</p> <p>6. The following aversive techniques of handling behavior are considered inappropriate and may not be used by agencies in educational programs:</p> <ul style="list-style-type: none"> • Corporal punishment • Punishment for a manifestation of a student's disability • Locked rooms, locked boxes, or other locked structures or spaces from which the student cannot readily exit • Noxious substances • Deprivation of a basic human right, such as withholding meals, water, or fresh air • Suspension constituting a pattern under 22Pa. Code 14.143 (a) • Treatment of a demeaning nature • Electric shock <p>7. LEA has the responsibility for ensuring that a Positive Support Behavior Support programs are in accordance with 22Pa. Code Chapter 14 including the training of personnel for the use of specific procedures, methods, and techniques.</p> <p>8. Policy requires that the LEA obtain parental consent prior to the use of restraints or intrusive procedures.</p> <p>C. Suspension</p> <p>1. May require an IEP meeting.</p> <p>Level 3 techniques may include:</p> <table style="width: 100%; border: none;"> <thead> <tr> <th style="text-align: center;"><i>MODELS</i></th> <th style="text-align: center;"><i>PURPOSE</i></th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><i>Cool-Down Strategy</i></td> <td style="text-align: center;"><i>Supervised Removal</i></td> </tr> <tr> <td style="text-align: center;"><i>In-School Suspension</i></td> <td style="text-align: center;"><i>Change of Environment</i> <i>Self-Evaluation of Behavior</i></td> </tr> <tr> <td style="text-align: center;"><i>Suspension</i></td> <td style="text-align: center;"><i>Exclusion From School Environment</i></td> </tr> </tbody> </table> <p><u>Prohibited Aversive Techniques</u></p> <p>In accordance with Chapter 342, aversive techniques, restraints, or discipline procedures may not be used as a substitute for a Behavior Support Program. Aversive techniques are defined as "Deliberate activities designed to establish a negative association with a specific behavior".</p>	<i>MODELS</i>	<i>PURPOSE</i>	<i>Cool-Down Strategy</i>	<i>Supervised Removal</i>	<i>In-School Suspension</i>	<i>Change of Environment</i> <i>Self-Evaluation of Behavior</i>	<i>Suspension</i>	<i>Exclusion From School Environment</i>
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Restraint to control aggressive behavior may be used only when the student is acting in a manner in which s/he presents a clear danger to him/herself, other students, and/or employees. The use of restraint shall not be used as a form of punishment and shall cause a meeting of the IEP Team to review the current IEP for appropriateness and effectiveness. The use of restraint should be included in a crisis management continuum within the Behavior Support Plan.

Mechanical restraints used to promote normative body positioning, physical functioning, or involuntary muscular movement may be used only when specified and approved by the IEP Team, including the student's parents.

The following aversive techniques are inappropriate and may not be used:

1. Corporal punishment.
2. Punishment for a manifestation of a student's disability.
3. Locked rooms, locked structures, or spaces from which a student cannot readily exit.
4. Noxious substances.
5. Deprivation of meals, water, or fresh air.
6. Serial suspensions.
7. Treatment of a demeaning nature.
8. Electric shock.
9. Methods implemented by untrained personnel.
10. Methods which have not been outlined in this plan.

Emergency Procedures

The District and Intermediate Unit Nine provides training and technical assistance to employees in the area of Crisis Prevention.

Emergency procedures are implemented for behaviors that present a clear danger to students or staff. They may be implemented by the building principal and/or supervisors and/or trained staff members.

<p>Pol. 210</p> <p>Pa. Standards 342.36</p>	<p>Emergency procedures may include:</p> <ol style="list-style-type: none">1. Immediate removal to a pre-determined supervised timeout situation.2. Immediate suspension requiring parent contact.3. Notification of police.4. Notification of mental health official. <p>Chain of command for emergency situations:</p> <ol style="list-style-type: none">1. School principal.2. Superintendent.3. Special education supervisor.4. Interagency coordinator.5. Director of Special Education. <p><u>Medication Procedures</u></p> <p>Medication may be part of an overall approach for modifying behavior. It is the policy of the Port Allegany School District that students receive only prescribed medication as administered by qualified school personnel. The administration of medication should always follow the school district's policy.</p> <p>Under Section 14.36, the IEP of each student identified as seriously emotionally disturbed, or any eligible student who exhibits behavior problems which interfere with the ability to learn, shall include provisions for a program of Behavior Support. This program is an integral part of the IEP and is subject to parent approval through the IEP review/revision process. Written parental consent is to be obtained prior to the use of highly restraining or intrusive procedures in addition to the IEP signature.</p>
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No. 113.2-AP

PORT ALLEGANY SCHOOL DISTRICT

ADMINISTRATIVE PROCEDURE

IDENTIFICATION OF THOUGHT-TO-BE EXCEPTIONAL
CHILDREN-- SCREENING PROCEDURES

This procedure is for the purpose of screening students who are experiencing learning difficulties. The intent is to identify the strengths and weaknesses of a student as well as to explore and use the various options available in regular education to ward remediate the student's difficulties. This procedure will be implemented before making a psychological referral.

Screening Team: The school district will form building screening teams to process the screening referral. Building team membership could vary depending on individual student cases. The team make-up could include a guidance counselor, teacher(s), or principal, with the building administrator designating a chair person.

Procedures:

1. Usually, the regular classroom teacher initiates the student screening/referral request. (It is possible for other individuals to make referrals.)
2. The professional employee submits a completed student pre-screening form to the team, through the building principal, to initiate the screening referral process. (Each teacher has been provided a copy of the pre-screening form. Additional copies are available from the Principals' Offices or Guidance Office.)
3. Principal assigns a screening team, sets a time for the team meeting, and appoints a chairperson. (One screening team may serve for all referrals or may change for individual

referrals within elementary or secondary schools.)

4. The screening team
 - A. Reviews information on pre-screening form.
 - B. Determines if the student seems to be academically and/or behaviorally dysfunctional.
 - C. Maximizes the resources of regular education of the school to generate ways to meet the student's needs (i.e.: curriculum modifications, methods, materials, remedial reading, lower grouping).
 - D. Meets periodically to review the progress of the at tempted revision strategies in order to assess their effectiveness.
 - E. Decides, after a reasonable length of time, whether the team wishes to initiate a regular referral process for a psychological evaluation.
5. The building administrator, after receiving the screening committee's screening summary report, will authorize the necessary action, which could be
 - A. Recommending additional district assignments.
 - B. Recommending further screening committee team review.
 - C. Authorizing originator of pre-screening form or guid ance counselor to initiate preparation of the appro priate psychological referral form.
 - D. Other.
6. Those procedures and those sections of the

pre-screening form which are appropriate shall be used by district personnel who are working with students who may be identified as gifted.

SECTION: PROGRAMS

TITLE: SPECIAL EDUCATION

ADOPTED: June 16, 1998

REVISED:

<p>1.Purpose SC 1371</p> <p>2.Authority</p> <p>3.Responsibility</p> <p>School Code 1371, 1372</p> <p>PA Code Title 22 Sec. 14.42</p>	<p style="text-align: center;">113. SPECIAL EDUCATION</p> <p>Every exceptional student attending the schools of this district shall be offered an educational program that meets his/her individual needs and is suited to his/her unique abilities. Such a program of special education shall be designed to comply with law, conform to the goals of this district</p> <p>The Board recognizes its responsibility to provide an individualized education program for each exceptional student, who, by child accounting regulations, is a resident of the district.</p> <p>The Board directs the Superintendent to develop appropriate screening guidelines and procedures to identify school-age individuals who may be in need of special education programs or services and to implement these guidelines and procedures.</p> <p>The Board further directs the Superintendent to work closely with the Director of Special Education, Seneca Highlands Intermediate Unit Nine, to coordinate and implement the procedures for identifying and placing exceptional students. Inherent to the process will be the implementation of procedural safeguards which are outlined in the Intermediate Unit approved special education plan and attached as guidelines.</p>
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SECTION: PROGRAMS

TITLE: PROGRAMS FOR GIFTED PUPILS

ADOPTED: December 12, 1996

REVISED:

	<p style="text-align: center;">114. PROGRAMS FOR GIFTED PUPILS</p> <p>1.Purpose The purpose of the Gifted Program is to provide appropriate education for all identified mentally gifted children. The District acknowledges that the establishment of appropriate assessment procedures which include student identification, referral, admission/placement, and programming are an integral component of the gifted program. The District also recognizes that these evaluation and screening procedures must conform to the definitions stated in Chapter 14 of the Department of Education Title 22 <u>Education Standards</u>.</p> <p>2.Definition <u>Mentally Gifted</u> Outstanding intellectual and creative ability, the development of which requires special services and programs not ordinarily provided in the regular education program. This term includes a person who has an IQ of 130 or higher and when multiple criteria as set forth in Department Guidelines indicate gifted ability. Determination of gifted ability will not be based on IQ score alone. A person with an IQ score lower than 130 may be admitted to gifted programs when other educational criteria in the profile of the person strongly indicate gifted ability. Determination of mentally gifted shall include a full assessment and comprehensive report by a public school psychologist specifying the nature and degree of the ability.</p> <p>3.Guidelines Title 22 Sec. 14.2 Screening and identification of students for the gifted education program will be done according to the following procedures: 1. An appropriate aptitude test will be administered to all students being considered for the gifted education program. 2. A school counselor will administer an appropriate achievement test to the student candidate. 3. Teachers will complete a gifted screening instrument for their student(s) who are being considered for the gifted education program.</p>
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114. PROGRAMS FOR GIFTED PUPILS - Pg. 2

<p>School Code Sec. 1371</p>	<ol style="list-style-type: none">4. The Principal or his/her designee will conduct a classroom observation of each student being considered for the gifted education program.5. Parents will complete a gifted screening instrument for their child.6. A certified school psychologist will administer an appropriate IQ test to the student candidate.7. A matrix for determining gifted eligibility will be completed.8. The multi-disciplinary team will use results from the matrix to determine gifted education eligibility.
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SECTION: PROGRAMS

TITLE: VOCATIONAL EDUCATION

ADOPTED: June 16, 1998

REVISED:

115. VOCATIONAL EDUCATION	
<p>1.Purpose</p>	<p>The Board shall provide a program of vocational education to prepare students for enrollment in advanced or skilled vocational and technical education programs.</p>
<p>2.Definition SC 1801</p>	<p>For purposes of this policy, "vocational education" shall be defined as any form of education of less than college grade given in a school or elsewhere, the purpose of which is to fit an individual to pursue effectively a recognized profitable employment, whether pursued for wages or otherwise.</p>
<p>3.Authority SC 1806 Title 22 Sec. 6.1 SC 1841</p>	<p>The Board will support a program of vocational education which shall include: vocational courses of study as part of the regular curriculum of the school; a work release program to offer students experience in private employment; and attendance at the Seneca Highlands Area Vocational-Technical School and participation in a cooperative program of vocational development.</p>
<p>4.Responsibility SC 1850-1 Title 22 Sec. 5.218 Title 22 Sec. 5.218 6.1 SC 1106 SC 1806</p>	<p>In order to maintain these programs the Board shall:</p> <ol style="list-style-type: none"> 1. Approve the content and organization of all vocational courses of study prior to seeking approval from the Secretary of Education. 2. Approve the assignment of students to work-study and cooperative vocational education programs and supervise the nature and conduct of their employment therein. 3. Employ and supervise all vocational education staff. 4. Provide adequate facilities for the maintenance of the program. 5. Utilize such qualifying private resources as may be necessary and appropriate to effectuate the purposes of this policy.

<p>Title 22 Sec. 6.21 SC 1808</p>	<p>6. In cooperation with the Seneca Highlands Area Vocational-Technical School, establish the number of credits to be awarded, toward graduation, for vocational education courses of study and for cooperative education programs.</p> <p>The Board shall appoint a lay advisory committee to advise the staff on appropriate educational objectives, instructional content and levels of achievement.</p>
<p>5.Delegation of Responsibility</p> <p>SC 1802-3</p> <p>SC 1212</p> <p>SC 508</p>	<p>The Superintendent shall be responsible for developing procedures which shall ensure that:</p> <p>1. All programs shall be operated in conformity with the current State Plan for vocational education.</p> <p>2. All teachers shall be properly certified for their specific teaching assignments.</p> <p>3. All approved courses of study are carried out.</p>
<p>Title 22 Sec. 5.218</p> <p>SC 1806 1809</p> <p>SC 1806 1809</p>	<p>4. Pupils participating in part-time cooperative programs are not exploited, illegally employed, or employed under conditions which fail to safeguard their health and interests.</p> <p>5. The development of vocational curricula is integrated with a continuing assessment of the employment demands and resources of the community and the needs and interests of students.</p> <p>6. The operation of vocational education is in compliance with rules of the State Board regarding vocational education.</p>
	<p>7. Admission to vocational education programs is open to such regularly enrolled students as are qualified by their interest and motivation.</p> <p>All students participating in vocational education programs supervised by this Board are considered to be regularly enrolled in the schools of this district, subject to the policies and rules of this Board, and jointly established policies and rules of this district and the Seneca Highlands Area Vocational-Technical School including rules regarding attendance for those periods when they are not assigned to outside work projects, or other classes.</p>
<p>School Code 1106, 1212,</p>	<p>1801, 1802, 1841,</p>

115. VOCATIONAL EDUCATION - Pg. 3

1806, 1809, 1850-1 PA Code Title 22 Sec. 5.218, 6.1,	
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SECTION: PROGRAMS

TITLE: HOMEBOUND INSTRUCTION

ADOPTED: June 16, 1998

REVISED:

<p>1.Purpose Title 22 Sec. 11.25 SC 1329</p> <p>2.Eligibility</p> <p>Title 22 Sec. 11.25 SC 1329</p>	<p style="text-align: center;">117. HOMEBOUND INSTRUCTION</p> <p>The Board shall provide, pursuant to rules of the State Board of Education, individual instruction to students confined to home or hospital for physical disability, illness or injury; or when such confinement is recommended for psychological or psychiatric reasons.</p> <p>Homebound instruction is a specialized program to provide continuous education to students who experience temporary medical/physical handicapping conditions. It is designed to provide instruction which will enable the student to experience minimal difficulty when returning to regular classes.</p> <p>Homebound instruction will be provided according to the provisions of the school code. The Superintendent shall be responsible for supervising the identification of the students requiring homebound instruction; selection of qualified teachers; organizing, supervising, and evaluating the program; and keeping of accurate records and submission of required reports to the Department of Education.</p> <p>The following process will be followed in the homebound instruction program:</p> <ol style="list-style-type: none"> 1. Information that a child is to be homebound for a period of time is referred by a parent, physician, teacher, counselor, nurse, home-school visitor, or psychologist to the principal. 2. The principal will establish the status of the referred child by obtaining a written statement from the attending physician regarding the diagnosis, prognosis, and estimated time the child should remain at home. In addition, the physician should designate the circumstances under which instruction can take place, the maximum time of instruction the student can tolerate each day and week, and other recommendations. An updated report will be requested of the physician if instruction exceeds sixty days. 3. The Superintendent will establish the eligibility of the student and, if appropriate, approve the homebound instruction. In unusual cases (extended or terminal illness, programs requiring more than five hours a week, etc.) the Superintendent will
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<p>School Code Sec. 1329</p> <p>Pa. Code Title 22 Sec. 11.25</p>	<p>request Board approval before initiating homebound instruction.</p> <p>4. A certified teacher will be assigned to provide the instruction. District faculty members will be given first opportunity. If none are available, other certified teachers in the area will be contacted.</p> <p>5. The Superintendent will submit the DEBE 146 Homebound Instruction Application at the end of the school year which results in state reimbursement for a portion of the program costs--(minimum hourly rate of \$4 x district aid ratio).</p> <p>The teacher of homebound students shall be reimbursed at the Adult Education rate established by the district and shall also receive mileage reimbursement at the district's established rate. Mileage shall be the distance from the home of the teacher to and from the home of the student. As a rule, homebound instruction will be provided for a maximum of five hours a week. Exceptions may be made for certain extreme conditions.</p>
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SECTION: PROGRAMS

TITLE: INDEPENDENT STUDY

ADOPTED: June 16, 1998

REVISED:

118. INDEPENDENT STUDY	
<p>1.Purpose SC 1512 Title 22 Sec. 5.222</p>	<p>The Board will consider the approval of a course of independent study for a properly qualified student, as recommended by the Superintendent, in order that such students shall demonstrate achievement of student learning outcomes as a result of participation in independent study and may extend the learning experience begun in the classroom.</p>
<p>2.Authority Title 22 Sec. 5.222</p>	<p>The Board shall approve each course of independent study and may designate the number of credits toward graduation to be awarded upon successful completion of each such course, except that the Board reserves the right to assign no credit for such an approved course. Each such course of study must meet the requirements set down in applicable codes and regulations.</p>
<p>3.Delegation of Responsibility</p>	<p>The Superintendent shall develop procedures for the implementation of independent study which develop specified, measurable, instructional objectives for each individually planned course of independent study.</p> <p>Such recommendations shall include the qualifications of the student, the objectives established for the course, a description of the method of study and research to be undertaken, the staff members assigned to advise the project, the manner in which the project will be evaluated, and a proposal for the number of credits to be awarded for the course.</p>

SECTION: PROGRAMS

TITLE: CURRENT EVENTS

ADOPTED: June 16, 1998

REVISED:

119. CURRENT EVENTS	
1.Purpose	The Board believes that the consideration of current events has a legitimate place in the instructional program of the schools.
2.Definition	For purposes of this policy, a current event is a topic not expressly enumerated in the course guide as appropriate for the course of study.
3.Authority	<p>The Board will permit the introduction and proper educational use of current events provided that their use in the instructional program is related to the instructional goals of the course of study and level of maturity of the students; does not tend to indoctrinate or persuade students to a particular point of view; and is not related to the employment status of the teacher and/or other employes of the district.</p> <p>The Board recognizes that some deviation from the assigned course guide is necessary in the free exchange of the classroom. However, the Board specifies for the guidance of the Superintendent and, through administrative directive, the guidance of the staff, that any discussion of current events in the classroom shall be conducted in an unprejudiced and dispassionate manner and shall not disrupt the educational process nor fail to match the maturity level of students; and be unrelated to the goals of the district and the appropriate course guide.</p>

SECTION: PROGRAMS

TITLE: HUMAN DEVELOPMENT PROGRAM

ADOPTED: June 16, 1998

REVISED:

	120. HUMAN DEVELOPMENT PROGRAM
1.Purpose	<p>The Board believes that human development instruction should be shared by the public schools, home and church.</p> <p>The primary purpose of human development instruction is to develop healthy habits and moral values.</p>
2.Authority	<p>The Board believes that human development is a continuing process throughout life and therefore must be planned for the entire school experience of the child.</p>

SECTION: PROGRAMS

TITLE: CO-CURRICULAR ACTIVITIES

ADOPTED: June 16, 1998

REVISED:

<p>1.Purpose SC 511</p> <p>2.Definition</p> <p>Title 22 Sec. 5.217</p> <p>3.Authority SC 511 P.L.98-377</p> <p>Any co-curricul</p>	<p style="text-align: center;">122. CO-CURRICULAR ACTIVITIES</p> <p>The Board believes that the goals and objectives of this district are best achieved by a diversity of learning experiences, some of which are more appropriately conducted outside the regular classroom curricular program of the school.</p> <p>All learning experiences offered by the schools of this district curricular and co-curricular should be planned and integrated toward the attainment of the district's objectives.</p> <p>For purposes of this policy, "co-curricular activities" shall be those activities which are sponsored or approved by the Board but are not offered for credit toward graduation. Such activities shall ordinarily be:</p> <p>conducted wholly or partly outside the regular school day;</p> <p>marked by student participation in the processes of initiation, planning, organizing, and execution;</p> <p>available to all students who voluntarily elect to participate, except that where eligibility requirements are necessary or desirable, the Board shall be so informed and must approve the establishment of eligibility standards before they may be operable; and</p> <p>shall ordinarily include intramural sports, band, and clubs.</p> <p>The Board shall make school facilities, supplies and equipment available and assign staff members for the support of a program of co-curricular activities. Such availability and assignment shall be in accordance with the Equal Access Act.</p> <p>ar activity shall be considered to be under the sponsorship of this Board when it has been approved by the Superintendent.</p> <p>The Board shall maintain the program of co-curricular activities at no cost to participating students, except that the Board's responsibility for the provisions of</p>
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<p>4.Delegation of Responsibility</p>	<p>supplies shall carry the same exemptions as other regular school supplies; and students may assume all or part of the costs of travel and attendance at co-curricular events and trips.</p> <p>The Superintendent shall prepare procedures to implement a co-curricular program which shall:</p> <ul style="list-style-type: none"> assess the needs and interests of the students of this district; invite the participation of parents and community in the development of a program of co-curricular activities. Such participation shall be in accordance with the Equal Access Act; involve students in the planning of co-curricular activities; ensure the provision of competent guidance and supervision of staff; guard against the exploitation of students; provide for a variety of experiences and a diversity of organizational models; provide for the continuing evaluation of the co-curricular program; and ensure that all co-curricular activities are open to all students and that all students are fully informed of the cocurricular opportunities open to them. <p>Adult supervisors shall serve as chaperones of students attending or participating in school-approved activities beyond the Intermediate Unit. To minimize interruptions in the instructional program and to minimize costs, attempts shall be made to secure responsible adults from the community to serve as chaperones.</p> <p>The school district shall assume the usual and customary expenses of room, board, and travel of chaperones upon submission of properly documented <u>Application for Reimbursement</u>.</p> <p><u>Equal Access Act</u></p>
<p>P.L.98-377</p>	<p>The district shall provide secondary students the opportunity for one or more noncurriculum related student groups to meet on the school premises during noninstructional time for the purpose of conducting a meeting within the limited open forum on the basis of the religious, political, philosophical, or other content of the speech at such meetings. Such meetings must be voluntary, student-initiated, and not sponsored in any way by the school, its agents or employees. Noninstructional time is the time set aside by the school before actual classroom instruction begins or after actual classroom instruction ends.</p>

122. CO-CURRICULAR ACTIVITIES - Pg. 3

	<p>The meetings cannot materially and substantially interfere with the orderly conduct of the educational activities in the school.</p> <p>The Superintendent or his/her designee shall establish the length of sessions, number per week, and other such limitations as felt reasonably necessary.</p> <p>The district retains the authority to maintain order and discipline on school premises to protect the well-being of students and employes and to ensure that the attendance of students at such meetings is on a voluntary basis.</p>
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Port Allegany School District

SECTION: PROGRAMS

TITLE: INTERSCHOLASTIC
ATHLETICS

ADOPTED: June 16, 1998

REVISED: September 10, 2007

<p>1.Purpose SC 511</p> <p>2.Definition</p> <p>3.Authority Title 22 Sec. 5.217</p>	<p style="text-align: center;">123. INTERSCHOLASTIC ATHLETICS</p> <p>The Board recognizes the value of a program of interscholastic athletics as an integral part of the total school experience for all students of the district and to the community.</p> <p>For purposes of this policy, the program of interscholastic athletics shall include all activities relating to competitive sport contests, games or events or sport exhibitions involving individual students or teams of students of this district when such events occur between separate schools within this district or with any schools outside this district.</p> <p>It shall be the policy of the Board to offer opportunities for participation in interschool athletic programs to male and female students on as equal a basis as is practicable and in accordance with State and Federal regulations.</p> <p>The Board shall approve annually a program of interscholastic athletics and shall require that all facilities utilized in that program whether or not the property of this Board properly safeguard both players and spectators and are kept free from hazardous conditions.</p> <p>The Board shall determine the standards of eligibility to be met by all students participating in the interscholastic program. Such standards shall require that each student be covered by the maximum Student Accident Insurance available, or its equivalent, be in good physical condition, be free of injury and shall have fully recovered from illness, as determined by the District physician, before participating in any interscholastic athletic event.</p> <p>The Board further adopts those eligibility standards set by the Constitution of the Pennsylvania Interscholastic Athletic Association, and shall review such standards annually to ascertain that they continue to be in conformity with the objectives of this district.</p> <ul style="list-style-type: none"> ◆ Scholastic eligibility is calculated on a weekly basis for all athletes. In order for an athlete to be academically eligible to participate in sporting events, the athlete is only permitted to be failing one class per week.
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<p>4. Delegation of Responsibility</p>	<p>Upon failing the second class, the athlete will not be permitted to participate in the following week's competitions. Ineligible athletes will be permitted to practice at the coach's discretion. Teachers will complete the Athletic Eligibility list on Friday. Coaches will be notified of any student who is deemed ineligible. Ineligible athletes will not be permitted to compete from Monday through Saturday's competitions.</p> <ul style="list-style-type: none">◆ The Constitution of the Pennsylvania Interscholastic Athletic Association defines an eligible athlete as one who is passing four credits. This will be used to determine eligibility at the end of the marking period. <p>The Board further directs that no student may participate in the program of interscholastic athletics who has not maintained a record of academic proficiency, attended school regularly, and returned all school athletic equipment.</p> <p>The Superintendent or designee shall annually prepare, approve and present to the Board for its consideration, a program of interscholastic athletics.</p> <p>The Superintendent or designee shall prepare rules for the conduct of students participating in interscholastic athletics. Such rules shall be in conformity with the rules of the State Board of Education and the P.I.A.A.</p>
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Port Allegany School District

SECTION: PROGRAMS

TITLE: CONCUSSION MANAGEMENT

ADOPTED: September 10, 2012

REVISED:

123.1. CONCUSSION MANAGEMENT	
<p>1. Purpose</p>	<p>The Board recognizes the importance of ensuring the safety of students participating in the district’s athletic programs. This policy has been developed to provide guidance for prevention, detection and treatment of concussions sustained by students while participating in an athletic activity.</p>
<p>2. Definitions 24 P.S. Sec. 5322</p>	<p>Appropriate medical professional shall mean all of the following:</p> <ol style="list-style-type: none"> 1. A licensed physician who is trained in the evaluation and management of concussions. 2. A licensed or certified health care professional trained in the evaluation and management of concussions and designated by a licensed physician trained in the evaluation and management of concussions. 3. A licensed psychologist neuropsychologically trained in the evaluation and management of concussions or who has postdoctoral training in neuropsychology and specific training in the evaluation and management of concussions.
<p>24 P.S. Sec. 5322</p>	<p>Athletic activity shall mean all of the following:</p>
<p>Pol. 123</p>	<ol style="list-style-type: none"> 1. Interscholastic athletics.
<p>Pol. 122</p>	<ol style="list-style-type: none"> 2. An athletic contest or competition, other than interscholastic athletics, that is sponsored by or associated with the school, including cheerleading, club-sponsored sports activities and sports activities sponsored by school-affiliated organizations.
<p>Pol. 122</p>	<ol style="list-style-type: none"> 3. Noncompetitive cheerleading that is sponsored by or associated with the school.
<p>Pol. 122, 123</p>	<ol style="list-style-type: none"> 4. Practices, interschool practices and scrimmages for all athletic activities.

123.1. CONCUSSION MANAGEMENT - Pg. 2

<p>3. Delegation of Responsibility 24 P.S. Sec. 5323</p>	<p>Each school year, prior to participation in an athletic activity, every student athlete and his/her parent/guardian shall sign and return the acknowledgement of receipt and review of the Concussion and Traumatic Brain Injury Information Sheet.</p> <p>The Superintendent or designee shall develop administrative regulations to implement this policy, which shall include protocols for concussion management.</p>
<p>4. Guidelines 24 P.S. Sec. 5323</p>	<p>The school shall hold an informational meeting prior to the start of each athletic season for all competitors regarding concussions and other head injuries, the importance of proper concussion management, and how preseason baseline assessments can aid in the evaluation, management and recovery process. In addition to the student athletes, such meetings may include parents/guardians, coaches, other appropriate school officials, physicians, neuropsychologists, athletic trainers and physical therapists.</p> <p><u>Removal From Play</u></p>
<p>24 P.S. Sec. 5323</p>	<p>A student who, as determined by a game official, coach from the student’s team, certified athletic trainer, licensed physician, licensed physical therapist or other official designated by the district, exhibits signs or symptoms of a concussion or traumatic brain injury while participating in an athletic activity shall be removed by the coach from participation at that time.</p> <p><u>Return To Play</u></p>
<p>24 P.S. Sec. 5323</p>	<p>The coach shall not return a student to participation until the student is evaluated and cleared for return to participation in writing by an appropriate medical professional. The Board may designate a specific appropriate medical professional to provide written clearance for return to participation.</p> <p><u>Training</u></p>
<p>24 P.S. Sec. 5323</p>	<p>All coaches shall annually, prior to coaching an athletic activity, complete a concussion management certification training course offered by the Centers for Disease Control and Prevention, the National Federation of State High School Associations or another provider approved by the Department of Health.</p> <p><u>Penalties</u></p>
<p>24 P.S. Sec. 5323</p>	<p>A coach found in violation of the provisions of this policy related to removal from play and return to play shall be subject to the following penalties:</p> <ol style="list-style-type: none"> 1. For a first violation, suspension from coaching any athletic activity for the remainder of the season.

123.1. CONCUSSION MANAGEMENT - Pg. 3

2. For a **second** violation, suspension from coaching any athletic activity for the remainder of the season and for the next season.
3. For a **third** violation, permanent suspension from coaching any athletic activity.

References:

Safety In Youth Sports Act – 24 P.S. Sec. 5321 et seq.

Board Policy – 122, 123

No. 123-AP

PORT ALLEGANY SCHOOL DISTRICT

ADMINISTRATIVE PROCEDURE

ATHLETIC TRAINING RULES

The following rules will apply to all students who are involved in interscholastic athletics and cheerleading at our school. They have been formulated by a committee consisting of the principal, athletic director, all head coaches, and the cheerleading advisors.

Athletes are not to be involved with any alcoholic beverage, drugs, or tobacco in any way while their sport is in season. (In season is defined from the first day of practice through the last game of that season. In season for cheerleaders will be from their first day of practice through the basketball or wrestling season, whichever finishes last.) We strongly believe that students should not be involved with any of these vices at any time in their lives. However, these rules are only pertinent as outlined above. If any athlete violates this rule, s/he will be suspended from all interscholastic activity related to the sport for one calendar week and s/he will lose the opportunity to earn a varsity letter or earn sport credit during that sport season. During the suspension, the athlete, at the discretion of the coach, may be permitted to practice. The suspension will begin at the time the coach talks with the athlete and will terminate one week later. An athlete will be given this one-week suspension as his/her punishment for a first offense just one time during his/her high school (grade 9-12) athletic career. Once this punishment has been administered and recorded, any other violation during the remainder of his/her high school career will mean that the student is dismissed from the squad for the remainder of that sport's season. S/He will be allowed to begin the next sports' season and will be distinctively informed that any violations of this training rule will mean dismissal from the squad for the remainder of that sports' season.

Students in grades seven and eight will be given a one week suspension for their first offense for each sports season each year. A second offense will mean dismissal from the squad for

that sports' season that year.

In order for an athletic program to operate effectively, it is necessary for athletes to attend all practices. It is recognized by all of us that on rare occasions, circumstances prevent an athlete from attending. If this is the case, the athlete must personally notify his/her coach that s/he cannot attend. If the coach does not deem the excuse reasonable, then the absence will be classified as an unexcused absence. After two unexcused absences, the athlete will be suspended from the squad for three days. After the third unexcused absence, the athlete will be removed from the squad for the remainder of the season. The same procedure will apply to missing scrimmages or scheduled contests.

Athletes who are absent from school during the afternoon session of a school day (unless they have administrative approval) cannot participate in a practice, scrimmage, or scheduled contest that evening. They cannot participate in a practice, scrimmage, or scheduled contest on Saturday if they have missed Friday's afternoon session (unless they have administrative approval).

Each coach may add some guidelines and recommendations which will be pertinent to his/her specific sport. Athletes must also understand that there may be some very serious violations which have not been covered by these rules. The coach of the sport involved will work with the principal and athletes will be punished if it is deemed necessary. We fully expect our athletes to act like good citizens. We will not tolerate any behavior by athletes that will incriminate or embarrass our school and community.

SECTION: PROGRAMS

TITLE: ADULT EDUCATION

ADOPTED: June 16, 1998

REVISED:

<p>1.Purpose SC 502, 1901</p> <p>2.Authority</p> <p>School Code 502, 1901, 1903, 1904, 1905, 1906, 1923</p> <p>PA Code Title 22 Sec. 5.222</p>	<p style="text-align: center;">125. ADULT EDUCATION</p> <p>The Board recognizes the continuing interests of adult members of the community in educational growth and advancement and the need of both adults and minors for learning programs not available to them in the regular program of the schools.</p> <p>The Board may establish and maintain a program of adult education based upon the needs of the community.</p>
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SECTION: PROGRAMS

TITLE: ASSESSMENT OF
EDUCATIONAL PROGRAM

ADOPTED: June 16, 1998

REVISED:

127. ASSESSMENT OF EDUCATIONAL PROGRAM	
<p>1.Purpose Title 22 Sec. 5.203</p>	<p>The Board directs the Superintendent to develop and implement a strategic plan for the continuing qualitative assessment of the progress of the educational program toward the goals established by the Board and state regulations. To this end, s/he shall recommend such assessments and methods as may be indicated by generally accepted professional practice and best professional judgment.</p>
<p>2.Authority</p>	<p>The Board reserves the right to review local assessment measures and to approve those which serve a legitimate purpose without infringing upon the personal rights of the students or their parents.</p>
<p>Title 22 Sec. 5.231</p>	<p>The Board shall also grant parents the right to have their child excused from state assessments upon receipt, by the school district, of a written request from the parents.</p>
<p>Title 22 Sec. 3.21</p>	<p>The district shall submit to the Department of Education for approval the district assessment plan as a component of its strategic plan and provide all data required, including data from the district assessment plan. Such data shall not include the student's name, identification number or any individually identifiable information and shall be provided when the Secretary of Education requires it.</p> <p>The Secretary of Education may develop tests or other assessment devices or contract for the development of one or more portions of the assessment devices and for related services necessary for the conduct of the assessment program.</p> <p>Parents may obtain an explanation of the assessment results from qualified school personnel.</p>

SECTION: PROGRAMS

TITLE: HOMEWORK

ADOPTED: June 16, 1998

REVISED:

	<p style="text-align: center;">130. HOMEWORK</p> <p>1.Purpose Homework assignments should complement the school instruction. The assignments should develop student responsibility, good study habits, and organizational skills.</p> <p>2.Authority The Board believes that the assigning of homework serves as an integral part of the educative process when the homework supplements and complements the teaching performed during regular class time.</p> <p>3.Responsibility Teachers are charged with the following responsibilities when assigning homework:</p> <ol style="list-style-type: none"> 1. Homework should be meaningful and adapted to the needs of the student or groups of students. It should never be purely a disciplinary measure. 2. The quantity of homework should always be determined by an appreciation of the time that it will take to complete, how one teacher's assignment may fit in with all of the assignments given to the student, and if lengthy, be assigned over a reasonable period of time. 3. Preparation for assignments should be thorough so that students understand what they are to accomplish and can proceed with a minimum of assistance. 4. Students should be apprised of reference and library materials which will aid them in home assignments. 5. Completed homework should be evaluated and results reported to students within a fair period of time. <p>Students have the responsibility to complete the assignments satisfactorily within the time limits imposed and to be aware of the fact that failure to meet this responsibility will have a negative impact on successful course completion.</p> <p>Students are not to be assigned homework during:</p>
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	holidays, PSAT, SAT, mid-term or finals.
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PORT ALLEGANY SCHOOL DISTRICT

SECTION: PROGRAMS

TITLE: EXTRACURRICULAR
PARTICIPATION BY HOME
EDUCATION STUDENTS

ADOPTED: April 10, 2006

REVISED:

<p>1. Authority SC 511, 1327.1 Pol. 137</p> <p>Pol. 122, 123</p> <p>2. Guidelines</p> <p>Pol. 204</p>	<p style="text-align: center;">137.1. EXTRACURRICULAR PARTICIPATION BY HOME EDUCATION STUDENTS</p> <p>The Board shall approve participation in the district’s extracurricular activities and interscholastic athletic programs by a student enrolled in a home education program if all of the following conditions are met:</p> <ol style="list-style-type: none"> 1. The student is a resident of the school district. 2. The student fulfills all eligibility criteria, or their equivalent, required for participation in an activity or program by district students, in accordance with Board Policy 122 Co-Curricular Activities and/or Policy 123 Interscholastic Athletics. <p>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.</p> <p>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.</p> <p>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.</p> <p>To be considered in attendance in accordance with Board Policy 204 Attendance, the home education student must participate in a full, normally scheduled academic program, in accordance with the planned home education program.</p>
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137.1 EXTRACURRICULAR PARTICIPATION BY HOME EDUCATION STUDENTS - Pg. 2

<p>Pol. 122, 123</p> <p>Pol. 122, 123, 204, 218</p> <p>SC 511</p>	<p>The following guidelines shall govern participation in the district’s extracurricular activities and interscholastic athletic programs by home education students, who shall:</p> <ol style="list-style-type: none"> 1. Meet the same eligibility criteria, or their equivalent, required of district students, in accordance with applicable Board policies and administrative regulations. 2. Maintain appropriate insurance coverage, consistent with the coverage requirements for district students. 3. Comply with Board policies and school rules and regulations regarding extracurricular activities, interscholastic athletics, and student discipline. 4. Comply with policies, rules and regulations, or their equivalent, of the activity’s governing organization. 5. Meet attendance and reporting requirements established for all participants of the activity or program. 6. Meet the requirements for physical examinations and physical fitness and any height and/or weight restrictions. 7. Comply with all requirements and directives of the district staff, coaches and administrators involved with the extracurricular activity or interscholastic athletic program.
<p>3. Delegation of Responsibility</p>	<p>The building principal or designee shall receive and review verification from the parent/guardian that a student has met and continues to meet the established eligibility criteria for an extracurricular activity or interscholastic athletic program.</p> <p>The district shall distribute information regarding eligibility criteria and student participation in extracurricular activities and interscholastic athletics to all affected by them.</p> <p>The district shall develop a procedure to ensure that home education students have access to information regarding the district’s extra curricular activities and interscholastic athletic programs.</p>

	<p>References:</p> <p>School Code – 24 P.S. Sec. 511, 1327.1</p> <p>Board Policy – 122, 123, 137, 204, 218</p>
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SECTION: PROGRAMS

TITLE: IN-HOME INSTRUCTION

ADOPTED: June 16, 1998

REVISED:

<p>1.Purpose</p> <p>2.Definition SC 1327.1</p> <p>3.Eligibility</p>	<p style="text-align: center;">137. IN-HOME INSTRUCTION</p> <p>The Board shall approve a program of home instruction, pursuant to the School Code, permitting students to study at home in accordance with the following regulations.</p> <p>Home Education Program a program conducted in compliance with this section, by the parent or guardian or such person having legal custody of the child or children. A Home Education program shall not be considered a nonpublic school under the provisions of this act.</p> <p>Supervisor the parent or guardian or such person having legal custody of the child or children who shall be responsible for the provision of instruction, provided that such person has a high school diploma or its equivalent.</p> <p>Hearing Examiner shall not be an officer, employe 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.</p> <p>Appropriate Education a program consisting of instruction in the required subjects for the time required in this Act and in which the student demonstrates sustained progress.</p> <p>A notarized affidavit of the parent or guardian or other person having legal custody of the child or children, shall be filed prior to the commencement of the Home Education program and annually thereafter on August 1 with the Superintendent of the school district and which sets forth:</p> <p>the name of the supervisor of the home education program who shall be responsible for the provision of instruction;</p> <p>the name and age of each child who shall participate in the Home Education program;</p> <p>the address and telephone number of the Home Education program site;</p>
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<p>4.Program</p>	<p>that such subjects as required by law are offered in the English language, including an outline of proposed education objectives by subject area; and</p> <p>evidence that the child has been immunized and has received the health and medical services required for students of the child's age or grade level.</p> <p>The affidavit shall contain a certification to be signed by the supervisor that the supervisor, all adults in the home and persons having legal custody of a child or children in the Home Education program has not been convicted of criminal offenses as enumerated in Sec. 111 of the School Code.</p> <p>In the event of the Home Education program relocating to another school district, the supervisor must apply, by registered mail, to the Superintendent of the district in which s/he currently resides, requesting a letter of transfer for the Home Education program to the district to which the Home Education program is relocating. The letter of transfer must be filed by the supervisor of the Home Education program with the Superintendent of the new district of residence. The letter of transfer shall be issued no later than thirty (30) days after receipt of the registered mail request of the Home Education program supervisor.</p> <p>A child who is enrolled in a home education program and whose education is therefore under the direct supervision of his/her parent, guardian or other person having legal custody shall be deemed to have met the requirements if the program provides a minimum of one hundred eighty (180) days of instruction or nine hundred (900) hours of instruction per year at the elementary level, or nine hundred ninety (990) hours per year at the secondary level.</p> <p>At the <u>elementary level</u>, the following courses shall be taught: English, to include spelling, reading and writing; arithmetic; science; geography; history of the United States and Pennsylvania; civics; safety education, including regular and continuous instruction in the dangers and prevention of fires; health and physiology; physical education; music; and art.</p> <p>At the <u>secondary level</u>, the following courses shall be taught: English, to include language, literature, speech and composition; science; geography; social studies, to include civics, world history, history of the United States and Pennsylvania; mathematics, to include general mathematics, algebra and geometry; art; music; physical education; health; and safety education, including regular and continuous instruction in the dangers and prevention of fires.</p> <p>Such courses of study may include, at the discretion of the supervisor, economics; biology; chemistry; foreign languages; trigonometry; or other age appropriate courses as contained in Chapter 5 curriculum requirements of the State Board of Education.</p>
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Graduation Requirements

The following minimum courses in grades 9 through 12 are established as a requirement for graduation in a Home Education program: four years of English; three years of mathematics; three years of science; three years of social studies; two years of arts and humanities.

Requirements of Supervisor

In order to demonstrate that appropriate education is occurring, the supervisor shall provide and maintain on file the following documentation for each student enrolled in the Home Education program: a portfolio of records and materials. The portfolio shall consist of a log, made contemporaneously with the instruction, which designates by title the reading materials used, samples of any writings, worksheets, workbooks or creative materials used or developed by the student and in grades three, five and eight results of nationally normed standardized achievement

tests in reading, language arts and mathematics or results of statewide tests administered in these grade levels. The supervisor shall ensure that the nationally normed standardized tests or the statewide tests not be administered by the child's parent or guardian.

Evaluation Requirements

1. A teacher or administrator who evaluates a portfolio at the elementary level shall have at least two years of experience in grading any of the following subjects: English, to include spelling, reading, and writing; arithmetic; science; geography; history of the United States and Pennsylvania; and civics.
2. A teacher or administrator who evaluates a portfolio at the secondary level shall have at least two years of experience in grading any of the following subjects: English, to include language, literature, speech, reading and composition; science, to include biology, chemistry and physics; geography; social studies, to include economics, civics, world history, history of the United States and Pennsylvania; foreign language; and mathematics, to include general mathematics, algebra, trigonometry, calculus and geometry.
3. An annual written evaluation of the student's educational process as determined by a licensed clinical or school psychologist or a teacher certified by the Commonwealth or by a nonpublic school teacher or administrator is required. The evaluation shall also be based on an interview of the child and a review of the portfolio and shall certify whether or not an appropriate education is occurring. At the request of the supervisor, persons with other qualifications may conduct the

evaluation with the prior consent of the Superintendent. In no event shall the evaluator be the supervisor or their spouse.

4. Documentation required by this policy shall be provided to the school district Superintendent or designee at the conclusion of each school year. S/He must then determine whether the child is receiving appropriate education, as defined in Sec. 1327.1 of the School Code, as a program consisting of instruction in the required subjects for the time required and in which the student demonstrates sustained progress in the overall program. If the Superintendent or designee has a reasonable belief that, at any time during the school year, appropriate education may not be occurring in the Home Education program, s/he may require documentation pertaining to the portfolio, to be submitted to the district by certified mail (with return receipt requested) within fifteen (15) days, and the evaluation to be submitted within thirty (30) days.

If the Superintendent or designee determines, based on documentation, that appropriate education is not occurring, the Superintendent or designee shall send a letter to the supervisor that in his/her opinion appropriate education is not occurring in the Home Education program and shall return all documentation, specifying what aspect or aspects of the documentation are inadequate.

The supervisor of the program shall have twenty (20) days from the receipt of the certified letter to submit additional documentation demonstrating that appropriate education is taking place. If documentation is not submitted within that time, the Home Education program shall be out of compliance, and the student shall be promptly enrolled in the public or a nonpublic school.

Right of Hearing

The Board shall provide for a proper hearing by a duly qualified and impartial hearing examiner within thirty (30) days. The examiner shall render a decision within fifteen (15) days of the hearing except that s/he may require the establishment of a remedial education plan mutually agreed to by the Superintendent and supervisor of the Home Education program which shall continue the Home Education Program. The decision of the examiner may be appealed by either the supervisor or the Superintendent, to the Secretary of Education or Commonwealth Court.

If the hearing examiner finds that the documentation does not indicate that appropriate education is taking place in the Home Education program, the Home Education program shall be out of compliance, and the student shall be promptly enrolled in a public or nonpublic school or a licensed private academic school.

Loan of Instructional Materials

	<p>The district shall, at the request of the Supervisor, lend to the Home Education program copies of the school district's planned courses, textbooks, and other curriculum materials appropriate to the student's age and grade level.</p> <p><u>Participation in District Activities</u></p> <p>Participants in an in-home instruction program are not eligible to participate in co-curricular/interscholastic activities.</p>
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PORT ALLEGANY SCHOOL DISTRICT

SECTION: PROGRAMS

TITLE: ENGLISH AS A SECOND
LANGUAGE/BILINGUAL
PROGRAM

ADOPTED: October 14, 2002

REVISED:

<p>1. Purpose 42 U.S.C. Sec. 2000d</p> <p>2. Authority Title 22 Sec. 4.26 20 U.S.C. Sec. 6801 et seq</p> <p>Title 22 Sec. 4.13</p> <p>Title 22 Sec. 4.13, 49.16-17 SC 12-1205.1</p> <p>20 U.S.C. Sec. 1703</p>	<p style="text-align: center;">138. ENGLISH AS A SECOND LANGUAGE/BILINGUAL PROGRAM</p> <p>In accordance with the Board's philosophy to provide a quality educational program for all students, the Port Allegany School District shall provide an appropriate planned instructional program for identified students whose dominant language is not English.</p> <p>The purpose of the program is to increase the English language proficiency of eligible students so that they can attain the academic standards adopted by the Board and achieve academic success.</p> <p>The school district shall provide a program for each student whose dominant language is not English for the purpose of facilitating the student's achievement of English proficiency and the academic standards. The program shall include bilingual-bicultural or English as a Second Language instruction. The program shall meet the three-pronged test of program compliance: (1) sound research-based education theory, (2) sufficient resources and staffed by appropriate prepared personnel, (3) periodic program evaluation.</p> <p>The Board shall include provisions for the Limited English Proficiency (LEP) programs in its Strategic Plan.</p> <p>The Board shall include provisions for the LEP professional education for ESL teachers, classroom teachers of LEP students and new teachers in its professional development plan.</p> <p>The Board shall establish procedures for identification of students whose dominant language is not English. The Home Language Survey shall be completed for every student in the district and filed in the student's permanent record folder through graduation. For students whose dominant language is not English, assessment of the student's English proficiency level must be completed to determine the need for English as a Second Language instruction.</p>
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<p>3. Delegation of Responsibility</p>	<p>The Superintendent or designee shall implement and supervise an ESL/Bilingual Program that meets the legal requirements for ESL/Bilingual Program compliance.</p> <p>The Superintendent or designee, in conjunction with appropriate stakeholders, shall develop and disseminate written procedures regarding the ESL Program.</p> <ol style="list-style-type: none"> 1. Program goals. 2. Student enrollment procedures (i.e. Home Language Survey). 3. Assessment procedures for program entrance, measuring progress in gaining English proficiency, and program exiting. 4. Accommodations for English Language Learners (ELL) in the classroom. 5. Grading policies. 6. List of resources including support agencies and interpreters.
<p>4. Guidelines</p> <p>20 U.S.C. Sec. 1703</p> <p>Pol. 404, 433</p> <p>20 U.S.C. Sec. 6801 et seq</p> <p>20 U.S.C. Sec. 6801 et seq</p>	<p><u>Guidelines for the ESL/Bilingual Program</u></p> <p>LEP students shall be enrolled upon presentation of a local address and proof of immunization.</p> <p>The ESL/Bilingual Program shall be designed to provide instruction to meet each student's individual needs based on the assessment of English proficiency in reading, writing, listening and speaking. Adequate content area support shall be provided while the student is learning English to ensure achievement of academic standards.</p> <p>A PA certified teacher hired as a teacher and, if necessary, appropriate support staff (e.g., teacher aides) shall provide the ESL program.</p> <p>Instructional resources shall be comparable to the resources provided other core academic subjects.</p> <p>The program shall be evaluated for effectiveness based on the attainment of English proficiency. If ELLs are not learning English, the program shall be changed to ensure greater success.</p> <p>The ELL shall be required to meet established academic standards and graduation requirements with accommodations as adopted by the Board.</p>

Students shall have access to and should be encouraged to participate in all academic and extracurricular activities available in the district.

Communication with parents shall include information about assessment, academic achievement and other related education issues in the language understood by the parent, whenever possible.

References:

Title VI, Civil Rights Act of 1964 – 42 U.S.C. Sec. 2000d

Equal Education Opportunity Act, amending Education Amendments of 1974 –
20 U.S.C. Sec. 1703

No Child Left Behind Act of 2001, P.L. 107-334, 115 Stat., Title III,
Language Instruction For Limited English Proficient And Immigrant Students,
amends Title III U.S.C. Sec. 6801 et seq

School Code 24 P.S. Section 1205.1, 1205.2

State Board of Education Regulations 22 PA Code Sec. 4.13, 4.26

Basic Education Circular July 1, 2001: Educating Students With Limited English
Proficiency (LEP) and English Language Learner (ELL)

Lau v. Nichols – 1974

Plyler v. Doe – 1982

Castaneda v. Pickard – 1981

PORT ALLEGANY SCHOOL DISTRICT

SECTION: PROGRAMS

TITLE: CHARTER SCHOOLS

ADOPTED: April 10, 2006

REVISED:

140. CHARTER SCHOOLS	
<p>1. Purpose SC 1702-A</p>	<p>In order to provide students, parents/guardians and community members an opportunity to establish and maintain schools that operate independently from this school district, the Board shall evaluate applications submitted for charter schools located within the district, in accordance with the requirements of law and those established by the Board.</p> <p>The Board shall work cooperatively with individuals and groups submitting proposals and applications for charter schools.</p>
<p>2. Definitions SC 1703-A, 1715-A, 1717-A</p>	<p>Charter School means an independent, nonsectarian public school established and operated under a charter from the local Board and in which students are enrolled or attend. A charter school must be organized as a public, non-profit corporation; and charters may not be granted to any for-profit entity nor to support home education programs.</p>
<p>SC 1703-A</p>	<p>Local Board of Directors (Board) means the Board of Directors of the school district in which a proposed or approved charter school is located.</p>
<p>Sc 1703-A, 1718-A</p>	<p>Regional Charter School means an independent public school established and operated under a charter from more than one local Board and approved by an affirmative vote of the majority of all Board members of each of the school districts involved.</p> <p>Appeal Board means the State Charter School Appeal Board established by the Charter School Law.</p>
<p>SC 1715-A</p>	<p>The Board of Trustees of a charter school shall be classified as public officials.</p>
<p>3. Authority Title 22 Sec. 4.4, 4.12, 4.13</p>	<p>The Board shall ensure that each charter school application provides appropriate assurances of compliance with the requirements of the Charter School Law, State Board regulations, and any additional requirements established by the Board.</p>

<p>SC 1717-A</p>	<p>The Board shall evaluate submitted applications for charter schools based on the criteria established by law and any additional criteria, as determined by the Board.</p>
<p>SC 1717-A 65 P.S. 701 et seq</p>	<p>A charter school application shall be approved or denied by a majority vote of all Board members at a public meeting, in accordance with the provisions of law. Written notice of the Board’s decision shall be sent to the applicant, Department of Education and the Appeal Board, including reasons for denial and a clear description of application deficiencies if the application is denied. The Board shall evaluate denied applications that are revised and resubmitted.</p>
<p>SC 1720-A</p>	<p>Upon approval of a charter application, the Board and the charter school’s Board of Trustees shall sign the written charter, which shall be binding on both. The charter shall be for a period of three (3) to five (5) years and may be renewed for five-year periods by the Board.</p>
<p>SC 1728-A Title 22 Sec. 4.13</p>	<p>The Board shall annually assess whether each charter school is meeting the goals of its charter and shall required each charter school to submit an annual report no later than August 1 of each year.</p>
<p>SC 1728-A</p>	<p>The Board shall conduct a comprehensive review prior to granting a five-year renewal of the charter.</p>
<p>SC 1728-A</p>	<p>The Board shall have ongoing access to the records and facilities of the charter school to ensure that the charter school is in compliance with its charter, Board policy and applicable laws.</p>
<p>SC 1729-A</p>	<p>In cases where the health or safety of the charter school’s students, staff or both is at serious risk, the Board may take immediate action to revoke a charter.</p>
<p>SC 1727-A</p>	<p>The Board affirms that the Board of Trustees and the charter school shall be solely liable for any and all damages and costs of any kind resulting from any legal challenges involving the operation of a charter school. The local Board shall not be held liable for any activity or operation related to the program of a charter school.</p> <p>A charter school shall execute a “hold harmless” agreement indemnifying and insuring/agreeing to defend the school district in any and all kinds of liability areas so that the school district and Board are protected in any litigation related to the operation of a charter school.</p>
<p>4. Delegation of Responsibility</p>	<p>Applications for charter schools shall be submitted to the Superintendent or designee, who shall be responsible for communicating and cooperating with all applicants.</p>

<p>5. Guidelines SC 1310 Title VI, Title IX 20 U.S.C. Sec 794 34 CFR 104.31-37 Title 22 Sec. 4.4 29 CFR P.L. 101-336 P.L. 105-17 I.D.E.A. 42 U.S.C. Sec. 12101 et seq</p>	<p>The superintendent or designee shall be responsible to assist applicants with plans for technical assistance and contracted services that may be provided by the district.</p> <p>A charter school shall be subject to all federal and state laws and regulations prohibiting discrimination in admissions, employment and operation on the basis of disability, race, creed, color, gender, sexual orientation, national origin, religion, ancestry or need for special education services.</p> <p>A charter school shall submit monthly enrollment figures and other required reports to the district, as stated in the charter.</p> <p><u>Transportation</u></p>
<p>SC 1726-A</p>	<p>The district shall provide transportation to resident students attending a charter school located in the district, a regional charter school of which the district is a member, and a charter school located within ten (10) miles outside district boundaries.</p> <p>Transportation shall be provided to charter school students on dates and periods that the charter school is in session, regardless of whether transportation is provided to district students on those days.</p> <p><u>Applications</u></p>
<p>SC 1717-A 1719-A</p>	<p>Applications for charter schools must contain all the information specified in the Charter School Law and any additional information required by the Board.</p> <p>Applications for charter schools shall be submitted to the Board by November 15 of the school year preceding the school year in which the school will be established.</p> <p>Within forty-five (45) days of receipt, the Board shall hold at least one (1) public hearing on the charter application, in accordance with law. At least forty-five (45) days must pass between the first public hearing and the final decision of the Board. No later than seventy-five (75) days after the first public hearing, the Board shall grant or deny the application.</p>

<p>School Code 1310, 1702 et seq</p> <p>PA Code Title 22 Sec. 4.4, 4.12, 4.13</p>	<p><u>Insurance/Risk Management</u></p> <p>The charter school shall adequately protect against liability and risk through an active risk management program approved by the Board. The program shall include proof of purchase of insurance coverages as required by the Board.</p> <p>Minimum coverages and levels of appropriate coverages shall be established in the charter.</p> <p>A charter school shall operate in a manner that minimizes the risk of injury and harm to students, employees and others.</p>
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PORT ALLEGANY SCHOOL DISTRICT

SECTION: PROGRAMS

TITLE: EXTRACURRICULAR
PARTICIPATION BY
CHARTER/CYBER CHARTER
STUDENTS

ADOPTED: April 10, 2006

REVISED:

<p>1. Authority SC 1719-A, 1749-A Pol. 140</p> <p>Pol. 122, 123</p> <p>2. Guidelines</p>	<p style="text-align: center;">140.1. EXTRACURRICULAR PARTICIPATION BY CHARTER/CYBER CHARTER STUDENTS</p> <p>The Board shall approve participation in the district’s extracurricular activities and interscholastic athletic programs by a student enrolled in a charter or cyber charter school if all of the following conditions are met:</p> <ol style="list-style-type: none"> 1. The student is a resident of the school district. 2. The charter or cyber charter school does not provide the same extracurricular activity or interscholastic athletic program. 3. The student fulfills all eligibility criteria required for participation in an activity by district students, in accordance with Board Policy 122 Co-Curricular Activities and/or Policy 123 Interscholastic Athletics. <p>The Board shall not provide individual transportation for students enrolled in charter or cyber charter schools who participate in the district’s extracurricular activities or interscholastic athletic programs. When the district provides transportation to and from an away competition, game, event or exhibition and requires district students to use district transportation, charter/cyber students shall be required to use the transportation provided by the district.</p> <p>The Board may require the charter or cyber charter school to pay the cost of the expenses for its students’ participation in the district’s extracurricular activities or interscholastic athletic programs.</p> <p>Charter and cyber charter school students shall be given an equal opportunity to compete for positions and participate in district extracurricular activities and interscholastic athletic programs.</p> <p>The Following guidelines shall govern participation in the district’s extracurricular activities and interscholastic athletic programs by eligible charter and cyber charter school students who shall:</p>
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<p>Pol. 122, 123</p>	<ol style="list-style-type: none"> 1. Meet the same eligibility criteria required of district students, in accordance with applicable Board policies and administrative regulations. 2. Maintain appropriate insurance coverage, consistent with the coverage requirements for district students.
<p>Pol. 122, 123, 204, 218</p>	<ol style="list-style-type: none"> 3. Comply with Board policies and school rules and regulations regarding extracurricular activities, interscholastic athletics, and student discipline.
<p>SC 511</p>	<ol style="list-style-type: none"> 4. Comply with policies, rules and regulations of the activity’s governing organization. 5. Meet attendance and reporting requirements established for all participants of the activity or program. 6. Meet the requirements for physical examinations, physical fitness and any height and/or weight restrictions. 7. Comply will requirements and directives of the district staff, coaches and administrators involved with the extracurricular activity or interscholastic athletic program.
<p>3. Delegation of Responsibility</p>	<p>The building principal or designee shall receive and review written verification from the charter or cyber charter school that a student has met and continues to meet the established eligibility criteria for an extracurricular activity or interscholastic athletic program.</p> <p>The district shall distribute information regarding eligibility criteria and student participation in extracurricular activities and interscholastic athletics to all affected by them.</p> <p>The district shall develop a procedure to ensure that charter and cyber charter students have access to information regarding the district’s extra curricular activities and interscholastic athletic programs.</p> <p>References:</p> <p>School Code – 24 P.S. Sec. 511, 1327.1</p> <p>Board Policy – 122, 123, 137, 204, 218</p>