

POTTSVILLE AREA SCHOOL DISTRICT

SECTION: PROGRAMS

TITLE: STRATEGIC PLAN

ADOPTED: May 13, 2009

REVISED:

<p>1. Purpose</p> <p>2. Authority Title 22 Sec. 4.4, 4.13, 12.1 et seq</p> <p>Title 22 Sec. 4.13</p> <p>Title 22 Sec. 4.13</p> <p>Title 22 Sec. 4.13</p> <p>3. Delegation of Responsibility Title 22 Sec. 4.13</p>	<p style="text-align: center;">100. STRATEGIC PLAN</p> <p>The Board recognizes the importance of establishing a comprehensive plan to guide the educational program and operation of the district. Participation by all segments of the school community is a critical element of such planning.</p> <p>The Board shall develop and approve a Strategic Plan for the school district based upon an analysis of internal and external needs, specifying priorities for actions and action plans. The plan shall be formulated in accordance with state regulations.</p> <p>The Board shall ensure active participation by Board members, administrators, teachers, other district personnel, students, parents/guardians and representatives from businesses and the community.</p> <p>The Board directs that the Strategic Plan be reviewed and revised during the third year of the six-year plan, and as necessary.</p> <p>Prior to approval by the Board, the Strategic Plan, and any revisions, shall be made available for public inspection in the district's administrative offices and the public library until the next regular Board meeting.</p> <p>The Superintendent shall be responsible for recommending the Strategic Plan to the Board and for submitting the plan to the Department of Education.</p> <p>References:</p> <p>State Board of Education Regulations – 22 PA Code Sec. 4.4, 4.13, 12.1 et seq.</p> <p>Board Policy – 002, 101, 102, 105, 107, 109, 115, 127, 138, 146, 215, 217, 246, 333, 433, 701</p>
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POTTSVILLE AREA SCHOOL DISTRICT

SECTION: PROGRAMS

TITLE: MISSION STATEMENT/
BELIEF STATEMENTS

ADOPTED: May 13, 2009

REVISED:

<p>1. Authority</p> <p>Title 22 Sec. 4.13 Pol. 100</p>	<p style="text-align: center;">101. MISSION STATEMENT/BELIEF STATEMENTS</p> <p><u>District Mission Statement</u></p> <p>The mission statement of the Pottsville Area School District in partnership with home and community is to provide each student with diverse and challenging learning opportunities which foster responsible and creative citizens who understand the rewards of lifelong learning.</p> <p><u>Beliefs</u></p> <p>We believe that:</p> <p style="padding-left: 40px;">All individuals can be successful.</p> <p style="padding-left: 40px;">Education enables individuals to reach their potential.</p> <p style="padding-left: 40px;">Quality public education benefits the community and is essential for a democratic society.</p> <p style="padding-left: 40px;">The excellence in education is worth the commitment of time, effort, and the monetary investment.</p> <p style="padding-left: 40px;">The community, family, student, and staff share the responsibility for providing an education which sets high standards of excellence.</p> <p style="padding-left: 40px;">The student bears the primary responsibility for learning.</p> <p style="padding-left: 40px;">Learning is most effective in a caring and safe environment.</p> <p style="padding-left: 40px;">Individual rights must be balanced with social responsibility.</p> <p style="padding-left: 40px;">Ethical conduct enhances the quality of life.</p>
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101. MISSION STATEMENT/BELIEF STATEMENTS - Pg. 2

References:

State Board of Education Regulations – 22 PA Code Sec. 4.13

Board Policy – 100

POTTSVILLE AREA SCHOOL DISTRICT

SECTION: PROGRAMS

TITLE: ACADEMIC STANDARDS

ADOPTED: May 13, 2009

REVISED:

102. ACADEMIC STANDARDS	
<p>1. Purpose Title 22 Sec. 4.4, 4.12, 4.13 Pol. 100</p>	<p>The Board recognizes that education is a vital function of the state and community. The school community, through the strategic planning process, shall be encouraged to participate in the development of the educational goals and academic standards established for this school district.</p>
<p>2. Definition Title 22 Sec. 4.3, 4.11</p>	<p>Academic standards - shall be defined as what a student should know and be able to do at a specified grade level; they shall describe the knowledge and skills students will be expected to demonstrate in order to graduate.</p>
<p>3. Authority Title 22 Sec. 4.12, 4.13 Pol. 100</p>	<p>The Board shall establish academic standards for district students to attain, in accordance with those adopted by the State Board of Education, in the following content areas:</p> <ol style="list-style-type: none">1. Reading, Writing, Speaking and Listening.2. Mathematics.3. Science and Technology.4. Environment and Ecology.5. Social Studies - to include history, geography, civics and government, and economics.6. Arts and Humanities.7. Career Education and Work.8. Health, Safety and Physical Education.9. Family and Consumer Science.

10. World Languages.

References:

State Board of Education Regulations – 22 PA Code Sec. 4.3, 4.4, 4.11, 4.12,
4.13

Board Policy – 100

POTTSVILLE AREA SCHOOL DISTRICT

SECTION: PROGRAMS

TITLE: NONDISCRIMINATION IN
SCHOOL AND CLASSROOM
PRACTICES

ADOPTED: May 13, 2009

REVISED:

<p>1. Authority SC 1310 Title 22 Sec. 4.4, 12.1, 12.4, 15.1 et seq 24 P.S. Sec. 5004 43 P.S. Sec. 951 et seq Title IX 20 U.S.C. Sec. 1681 et seq 20 U.S.C. Sec. 6321 29 U.S.C. Sec. 794 Title VI 42 U.S.C. Sec. 2000d et seq 42 U.S.C. Sec. 12101 et seq</p> <p>2. Delegation of Responsibility</p>	<p style="text-align: center;">103. NONDISCRIMINATION IN SCHOOL AND CLASSROOM PRACTICES</p> <p>The Board declares it to be the policy of this district to provide an equal opportunity for all students to achieve their maximum potential through the programs offered in the schools regardless of race, color, age, creed, religion, sex, sexual orientation, ancestry, national origin, marital status, pregnancy or handicap/disability.</p> <p>The district shall provide to all students, without discrimination, course offerings, counseling, assistance, employment, athletics and extracurricular activities. The equitable distribution of district resources is one means the district shall use to ensure all students receive a quality education. The district shall make reasonable accommodations for identified physical and mental impairments that constitute handicaps and disabilities, consistent with the requirements of federal and state laws and regulations.</p> <p>The Board encourages students and third parties who have been subject to discrimination to promptly report such incidents to designated employees.</p> <p>The Board directs that complaints of discrimination shall be investigated promptly, and corrective action be taken when allegations are substantiated. Confidentiality of all parties shall be maintained, consistent with the district's legal and investigative obligations.</p> <p>No reprisals nor retaliation shall occur as a result of good faith charges of discrimination.</p> <p>In order to maintain a program of nondiscrimination practices that is in compliance with applicable laws and regulations, the Board designates the Superintendent as the district's Compliance Officer.</p>
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103. NONDISCRIMINATION IN SCHOOL AND
CLASSROOM PRACTICES - Pg. 2

The Compliance Officer shall publish and disseminate this policy and complaint procedure at least annually to students, parents/guardians, employees and the public. Nondiscrimination statements shall include the position, office address and telephone number of the Compliance Officer.

The Compliance Officer is responsible to monitor the implementation of nondiscrimination procedures in the following areas:

1. Curriculum and Materials - Review of curriculum guides, textbooks and supplemental materials for discriminatory bias.
2. Training - Provision of training for students and staff to identify and alleviate problems of discrimination.
3. Student Access - Review of programs, activities and practices to ensure that all students have equal access and are not segregated except when permissible by law or regulation.
4. District Support - Assurance that like aspects of the school program receive like support as to staffing and compensation, facilities, equipment, and related areas.
5. Student Evaluation - Review of tests, procedures, and guidance and counseling materials for stereotyping and discrimination.

The building principal or designee shall be responsible to complete the following duties when receiving a complaint of discrimination:

1. Inform the student or third party of the right to file a complaint and the complaint procedure.
2. Inform the complainant that s/he may be accompanied by a parent/guardian during all steps of the complaint procedure.
3. Notify the complainant and the accused of the progress at appropriate stages of the procedure.
4. Refer the complainant to the Compliance Officer if the building principal is the subject of the complaint.

103. NONDISCRIMINATION IN SCHOOL AND
CLASSROOM PRACTICES - Pg. 3

<p>3. Guidelines</p>	<p><u>Complaint Procedure – Student/Third Party</u></p> <p>Step 1 – Reporting</p> <p>A student or third party who believes s/he has been subject to conduct that constitutes a violation of this policy is encouraged to immediately report the incident to the building principal.</p> <p>A school employee who suspects or is notified that a student has been subject to conduct that constitutes a violation of this policy shall immediately report the incident to the building principal.</p> <p>If the building principal is the subject of a complaint, the student, third party or employee shall report the incident directly to the Compliance Officer.</p> <p>The complainant or reporting employee is encouraged to use the report form available from the building principal, but oral complaints shall be acceptable.</p> <p>Step 2 – Investigation</p> <p>Upon receiving a complaint of discrimination, the building principal shall immediately notify the Compliance Officer. The Compliance Officer shall authorize the building principal to investigate the complaint, unless the building principal is the subject of the complaint or is unable to conduct the investigation.</p> <p>The investigation may consist of individual interviews with the complainant, the accused, and others with knowledge relative to the incident. The investigator may also evaluate any other information and materials relevant to the investigation.</p> <p>The obligation to conduct this investigation shall not be negated by the fact that a criminal investigation of the incident is pending or has been concluded.</p> <p>Step 3 – Investigative Report</p> <p>The building principal shall prepare a written report within fifteen (15) days, unless additional time to complete the investigation is required. The report shall include a summary of the investigation, a determination of whether the complaint has been substantiated as factual and whether it is a violation of this policy, and a recommended disposition of the complaint.</p> <p>Findings of the investigation shall be provided to the complainant, the accused, and the Compliance Officer.</p>
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103. NONDISCRIMINATION IN SCHOOL AND
CLASSROOM PRACTICES - Pg. 4

<p>20 U.S.C. Sec. 6321</p>	<p>Step 4 – District Action</p> <p>If the investigation results in a finding that the complaint is factual and constitutes a violation of this policy, the district shall take prompt, corrective action to ensure that such conduct ceases and will not recur.</p> <p>Disciplinary actions shall be consistent with the Student Code of Conduct, Board policies and district procedures, applicable collective bargaining agreements, and state and federal laws.</p> <p><u>Appeal Procedure</u></p> <ol style="list-style-type: none">1. If the complainant is not satisfied with a finding of no violation of the policy or with the corrective action recommended in the investigative report, s/he may submit a written appeal to the Compliance Officer within fifteen (15) days.2. The Compliance Officer shall review the investigation and the investigative report and may also conduct a reasonable investigation.3. The Compliance Officer shall prepare a written response to the appeal within fifteen (15) days. Copies of the response shall be provided to the complainant, the accused and the building principal who conducted the initial investigation. <p><u>Equivalence Between Schools</u></p> <p>The Board directs that services in Title I schools and programs, when taken as a whole, shall be substantially comparable to services in schools and programs that do not receive Title I funds.</p> <p>Curriculum materials, instructional supplies and percentages of highly qualified personnel shall be equivalent between all district schools when compared on a grade-span by grade-span basis or a school-by-school basis.</p> <p>The Board understands that equivalence between programs and schools shall not be measured by:</p> <ol style="list-style-type: none">1. Changes in enrollment after the start of the school year.2. Varying costs associated with providing services to students with disabilities.3. Unexpected changes in personnel assignments occurring after the beginning of the school year.
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103. NONDISCRIMINATION IN SCHOOL AND
CLASSROOM PRACTICES - Pg. 5

Pol. 906	<p>4. Expenditures on language instruction education programs.</p> <p>5. Other expenditures from supplemental state or local funds consistent with the intent of Title I.</p> <p>The district shall develop administrative regulations to implement this policy and shall maintain records documenting compliance that are updated biannually.</p> <p>Complaints by individuals and organizations regarding implementation of equivalence between schools shall be processed in accordance with Board policy.</p> <p>References:</p> <p>School Code – 24 P.S. Sec. 1310</p> <p>State Board of Education Regulations – 22 PA Code Sec. 4.4, 12.1, 12.4, 15.1 et seq.</p> <p>Unfair Educational Practices – 24 P.S. Sec. 5004</p> <p>Pennsylvania Human Relations Act – 43 P.S. Sec. 951 et seq.</p> <p>No Child Left Behind Act – 20 U.S.C. Sec. 6321</p> <p>Section 504 of the Rehabilitation Act – 29 U.S.C. Sec. 794</p> <p>Americans With Disabilities Act – 42 U.S.C. Sec. 12101 et seq.</p> <p>Federal Anti-Discrimination and Civil Rights Laws –</p> <p> 20 U.S.C. Sec. 1681 et seq. (Title IX)</p> <p> 42 U.S.C. Sec. 2000d et seq. (Title VI)</p> <p>Federal Anti-Discrimination and Civil Rights Regulations –</p> <p> 28 CFR Part 35, Part 41</p> <p> 34 CFR Part 100, Part 104, Part 106, Part 110</p> <p>Board Policy – 000, 701, 906</p>
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REPORT FORM FOR COMPLAINTS OF DISCRIMINATION

Complainant: _____
Home Address: _____
Home Phone: _____
School Building: _____
Date of Alleged Incident(s): _____

Alleged discrimination was based on: _____

Name of person you believe violated the district's nondiscrimination policy:

If the alleged discrimination was directed against another person, identify the other person:

Describe the incident as clearly as possible, including any verbal statements (i.e. threats, derogatory remarks, demands, etc.) and any actions or activities. Attach additional pages if necessary: _____

When and where incident occurred: _____

List any witnesses who were present: _____

This complaint is based on my honest belief that _____ has discriminated against me or another person. I certify that the information I have provided in this complaint is true, correct and complete to the best of my knowledge.

Complainant's Signature

Date

Received By

Date

POTTSVILLE AREA SCHOOL DISTRICT

SECTION: PROGRAMS

TITLE: NONDISCRIMINATION IN
EMPLOYMENT AND
CONTRACT PRACTICES

ADOPTED: May 13, 2009

REVISED:

<p>1. Authority 43 P.S. Sec. 336.3 43 P.S. Sec. 951 et seq Title IX 20 U.S.C. Sec. 1681 et seq 29 U.S.C. Sec. 206 29 U.S.C. Sec. 621 et seq 29 U.S.C. Sec. 794 42 U.S.C. Sec. 1981 et seq Title VII 42 U.S.C. Sec. 2000e et seq 42 U.S.C. Sec. 12101 et seq</p> <p>2. Delegation of Responsibility</p>	<p style="text-align: center;">104. NONDISCRIMINATION IN EMPLOYMENT AND CONTRACT PRACTICES</p> <p>The Board declares it to be the policy of this district to provide to all persons equal access to all categories of employment in this district, regardless of race, color, age, creed, religion, sex, sexual orientation, ancestry, national origin or handicap/disability. The district shall make reasonable accommodations for identified physical and mental impairments that constitute disabilities, consistent with the requirements of federal and state laws and regulations.</p> <p>The Board encourages employees and third parties who have been subject to discrimination to promptly report such incidents to designated employees.</p> <p>The Board directs that complaints of discrimination shall be investigated promptly, and corrective action be taken when allegations are substantiated. Confidentiality of all parties shall be maintained, consistent with the district's legal and investigative obligations.</p> <p>No reprisals nor retaliation shall occur as a result of good faith charges of discrimination.</p> <p>In order to maintain a program of nondiscrimination practices that is in compliance with applicable laws and regulations, the Board designates the Superintendent as the district's Compliance Officer.</p> <p>The Compliance Officer shall publish and disseminate this policy and complaint procedure at least annually to students, parents/guardians, employees and the public. Nondiscrimination statements shall include the position, office address and telephone number of the Compliance Officer.</p>
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104. NONDISCRIMINATION IN EMPLOYMENT AND
CONTRACT PRACTICES - Pg. 2

<p>3. Guidelines</p>	<p>The Compliance Officer is responsible to monitor the implementation of nondiscrimination procedures in the following areas:</p> <ol style="list-style-type: none">1. Development of position qualifications, job descriptions and essential job functions.2. Recruitment materials and practices.3. Procedures for screening, interviewing and hiring.4. Promotions.5. Disciplinary actions, up to and including terminations. <p>The building principal or designee shall be responsible to complete the following duties when receiving a complaint of discrimination:</p> <ol style="list-style-type: none">1. Inform the employee or third party of the right to file a complaint and the complaint procedure.2. Notify the complainant and the accused of the progress at appropriate stages of the procedure.3. Refer the complainant to the Compliance Officer if the building principal is the subject of the complaint. <p><u>Complaint Procedure – Employee/Third Party</u></p> <p>Step 1 – Reporting</p> <p>An employee or third party who believes s/he has been subject to conduct that constitutes a violation of this policy is encouraged to immediately report the incident to the building principal.</p> <p>If the building principal is the subject of a complaint, the employee or third party shall report the incident directly to the Compliance Officer.</p> <p>The complainant is encouraged to use the report form available from the building principal, but oral complaints shall be acceptable.</p>
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Step 2 – Investigation

Upon receiving a complaint of discrimination, the building principal shall immediately notify the Compliance Officer. The Compliance Officer shall authorize the building principal to investigate the complaint, unless the building principal is the subject of the complaint or is unable to conduct the investigation.

The investigation may consist of individual interviews with the complainant, the accused, and others with knowledge relative to the incident. The investigator may also evaluate any other information and materials relevant to the investigation.

The obligation to conduct this investigation shall not be negated by the fact that a criminal investigation of the incident is pending or has been concluded.

Step 3 – Investigative Report

The building principal shall prepare a written report within fifteen (15) days, unless additional time to complete the investigation is required. The report shall include a summary of the investigation, a determination of whether the complaint has been substantiated as factual and whether it is a violation of this policy, and a recommended disposition of the complaint.

Findings of the investigation shall be provided to the complainant, the accused, and the Compliance Officer.

Step 4 – District Action

If the investigation results in a finding that the complaint is factual and constitutes a violation of this policy, the district shall take prompt, corrective action to ensure that such conduct ceases and will not recur.

Disciplinary actions shall be consistent with Board policies and district procedures, applicable collective bargaining agreements, and state and federal laws.

Appeal Procedure

1. If the complainant is not satisfied with a finding of no violation of the policy or with the corrective action recommended in the investigative report, s/he may submit a written appeal to the Compliance Officer within fifteen (15) days.
2. The Compliance Officer shall review the investigation and the investigative report and may also conduct a reasonable investigation.

104. NONDISCRIMINATION IN EMPLOYMENT AND
CONTRACT PRACTICES - Pg. 4

3. The Compliance Officer shall prepare a written response to the appeal within fifteen (15) days. Copies of the response shall be provided to the complainant, the accused and the building principal who conducted the initial investigation.

References:

Human Relations Commission Regulations – 16 PA Code Sec. 44.1 et seq.

Pennsylvania Equal Pay Law – 43 P.S. Sec. 336.3

Pennsylvania Human Relations Act – 43 P.S. Sec. 951 et seq.

Equal Pay Act – 29 U.S.C. Sec. 206

Age Discrimination In Employment Act – 29 U.S.C. Sec. 621 et seq.

Section 504 of the Rehabilitation Act – 29 U.S.C. Sec. 794

Americans With Disabilities Act – 42 U.S.C. Sec. 12101 et seq.

Federal Anti-Discrimination and Civil Rights Laws –

20 U.S.C. Sec. 1681 et seq. (Title IX)

42 U.S.C. Sec. 1981 et seq.

42 U.S.C. Sec. 2000e et seq. (Title VII)

Federal Anti-Discrimination Regulations, Title 28, Code of Federal Regulations –
28 CFR Sec. 35.140, Part 41

Federal Equal Employment Opportunity Commission Regulations, Title 29,
Code of Federal Regulations – 29 CFR Parts 1600-1691

REPORT FORM FOR COMPLAINTS OF DISCRIMINATION

Complainant: _____
Home Address: _____
Home Phone: _____
School Building: _____
Date of Alleged Incident(s): _____

Alleged discrimination was based on: _____

Name of person you believe violated the district's nondiscrimination policy:

If the alleged discrimination was directed against another person, identify the other person:

Describe the incident as clearly as possible, including any verbal statements (i.e. threats, derogatory remarks, demands, etc.) and any actions or activities. Attach additional pages if necessary: _____

When and where incident occurred: _____

List any witnesses who were present: _____

This complaint is based on my honest belief that _____ has discriminated against me or another person. I certify that the information I have provided in this complaint is true, correct and complete to the best of my knowledge.

Complainant's Signature

Date

Received By

Date

POTTSVILLE AREA SCHOOL DISTRICT

SECTION: PROGRAMS

TITLE: CURRICULUM DEVELOPMENT

ADOPTED: May 13, 2009

REVISED:

105. CURRICULUM DEVELOPMENT	
<p>1. Purpose Title 22 Sec. 4.4, 4.13 Pol. 100</p>	<p>The Board recognizes its responsibility for the development, assessment and improvement 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 improvement.</p>
<p>2. Definition Title 22 Sec. 4.3</p>	<p>For purposes of this policy, curriculum shall be defined as a series of planned instruction that is coordinated, articulated and implemented to result in achievement of specific knowledge and skills, and application of such knowledge, by all students.</p>
<p>3. Authority Title 22 Sec. 4.4, 4.12 Pol. 102</p>	<p>The Board is responsible for the curriculum of the district's schools. The curriculum shall be designed to provide students the opportunity to achieve the academic standards established by the Board.</p>
<p>SC 1512 Title 22 Sec. 4.4, 4.13 Pol. 100, 107</p>	<p>In order to provide a quality educational program for district students, the Board shall adopt a curriculum plan that includes the requirements for courses to be taught; subjects to be taught in the English language; courses adapted to the age, development and needs of students; and a remediation plan for students not achieving proficiency.</p>
<p>4. Guidelines</p> <p>Pol. 109</p> <p>Pol. 112</p>	<p>The district's curriculum shall provide the following:</p> <ol style="list-style-type: none"> 1. Continuous learning through effective articulation among the schools of this district. 2. Continuous access for all students to sufficient programs and services of a library/media facility and classroom collection to support the educational program. 3. Guidance and counseling services for all students to assist in career and academic planning.

<p>Pol. 113</p>	<p>4. A continuum of educational programs and services for all students with disabilities, pursuant to law and regulation.</p>
<p>Title 22 Sec. 4.26 Pol. 138</p>	<p>5. Limited English Proficiency programs for students whose dominant language is not English, pursuant to law and regulation.</p> <p>6. Compensatory education programs for students, pursuant to law and regulation.</p>
<p>Pol. 103</p>	<p>7. Equal educational opportunity for all students, pursuant to law and regulation.</p>
<p>Pol. 115</p>	<p>8. Career awareness and vocational education, pursuant to law and regulation.</p>
<p>Pol. 114</p>	<p>9. Educational opportunities for exceptionally gifted students.</p>
<p>Pol. 805</p>	<p>10. Regular and continuous instruction in required safety procedures.</p>
<p>5. Delegation of Responsibility Title 22 Sec. 4.4, 4.13 Pol. 100</p>	<p>As the educational leader of the district, the Superintendent shall be responsible to the Board for the development of curriculum. S/He shall establish procedures for curriculum development, which ensure the utilization of available resources, and effective participation of administrators and teaching staff members.</p>
<p>Title 22 Sec. 4.4</p>	<p>A listing of all curriculum materials shall be made available for the information of parents/guardians, students, staff and Board members.</p>
<p>Title 22 Sec. 4.4, 4.82</p>	<p>With prior Board approval, the Superintendent may conduct pilot programs as deemed necessary to the continuing improvement of the instructional program and shall report periodically to the Board on the status of each pilot program, along with its objectives, evaluative criteria, and costs.</p> <p>The Board encourages, where it is feasible and in the best interest of district students, 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>

References:

School Code – 24 P.S. Sec. 1512

State Board of Education Regulations – 22 PA Code Sec. 4.3, 4.4, 4.12, 4.13, 4.21, 4.22, 4.23, 4.25, 4.26, 4.27, 4.29, 4.82

Board Policy – 100, 102, 103, 106, 107, 109, 112, 113, 114, 115, 138, 805

POTTSVILLE AREA SCHOOL DISTRICT

SECTION: PROGRAMS

TITLE: CURRICULUM REVIEW BY
PARENTS/GUARDIANS AND
STUDENTS

ADOPTED: May 13, 2009

REVISED:

<p>1. Authority Title 22 Sec. 4.4 20 U.S.C. Sec. 1232h</p> <p>2. Guidelines 20 U.S.C. Sec. 1232h</p> <p>Pol. 102, 127</p>	<p style="text-align: center;">105.1. CURRICULUM REVIEW BY PARENTS/GUARDIANS AND STUDENTS</p> <p>The Board adopts this policy to ensure that parents/guardians have an opportunity to review instructional materials and have access to information about the curriculum, including academic standards to be achieved, instructional materials and assessment techniques.</p> <p>The rights granted by this policy are granted to parents/guardians 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.</p> <p>Upon request by a parent/guardian or student, the district will make available existing information about the curriculum, including academic standards to be achieved, instructional materials and assessment techniques.</p> <p>The following conditions shall apply to any request:</p> <ol style="list-style-type: none"> 1. No more than one (1) request per semester may be made by any parent/guardian or student for each 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 specific material being sought for review. 3. The written request will be sent to the building principal. 4. The district will respond to the parent/guardian or student within ten (10) school days by designating the time and location for the review. 5. The district may take necessary action to protect its materials from loss, damage or alteration and to ensure the integrity of the files, including the provision of a designated employee to monitor the review of the materials.
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105.1. CURRICULUM REVIEW BY PARENTS/GUARDIANS AND STUDENTS - Pg. 2

<p>3. Delegation of Responsibility</p>	<p>6. No parent/guardian or student shall be permitted to remove the material provided for review or photocopy the contents of such file. The taking of notes by parents/guardians and students is permitted.</p> <p>The Superintendent or designee shall annually notify parents/guardians and students regarding the contents of this policy and their rights.</p> <p>References:</p> <p>State Board of Education Regulations – 22 PA Code Sec. 4.4, 403.1</p> <p>No Child Left Behind Act – 20 U.S.C. Sec. 1232h</p> <p>Board Policy – 102, 127</p>
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POTTSVILLE AREA SCHOOL DISTRICT

SECTION: PROGRAMS

TITLE: EXEMPTION FROM
INSTRUCTION

ADOPTED: May 13, 2009

REVISED:

<p>1. Authority Title 22 Sec. 4.4, 11.7</p> <p>2. Guidelines</p>	<p style="text-align: center;">105.2. EXEMPTION FROM INSTRUCTION</p> <p>The Board adopts this policy to ensure that parents/guardians have the right to have their children excused from specific instruction that conflicts with their religious beliefs.</p> <p>The rights granted by this policy are granted to parents/guardians of students enrolled in this district when the students are under the age of eighteen (18) and to the students themselves when the student is eighteen (18) or over.</p> <p>The district shall excuse any student from specific instruction, 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 specific instruction from which the student is to be excused.2. The written request to be excused shall be sent by the parent/guardian or student to the Superintendent or designee. <p>One (1) copy of the request shall be retained in the student's permanent school records, one (1) copy kept by the school principal, and one (1) copy submitted to the teacher from whose instruction the student is to be excused.</p> <ol style="list-style-type: none">3. It shall not be the responsibility of the district or any of its employees to ensure that the student exercises his/her right to be excused in accordance with a parental request. It shall be the responsibility of the student to request permission to leave class when the specific instruction objected to is presented. <p>When the student seeks to be excused, the teacher shall excuse the student if the teacher or principal has a copy of the written request and the written request adequately describes the specific instruction.</p>
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<p>Pol. 102, 217</p>	<ol style="list-style-type: none">4. The written request must contain a statement that the specific instruction described conflicts with the religious beliefs of the student or of the parents/guardians.5. The parent/guardian and/or student may request suggested replacement educational activities. The only permissible educational activity for this purpose shall be in the nature of replacement instruction that is consistent with the goals set for the course and does not require the provision of any extra resources by the district.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 academic standards established by the district as necessary for graduation. <p>References:</p> <p>State Board of Education Regulations – 22 PA Code Sec. 4.4, 11.7</p> <p>Board Policy – 102, 217</p>
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POTTSVILLE AREA SCHOOL DISTRICT

SECTION: PROGRAMS

TITLE: GUIDES FOR PLANNED
INSTRUCTION

ADOPTED: May 13, 2009

REVISED:

<p>1. Authority Title 22 Sec. 4.4 Pol. 107</p> <p>2. Guidelines</p> <p>3. Delegation of Responsibility</p>	<p style="text-align: center;">106. GUIDES FOR PLANNED INSTRUCTION</p> <p>Guides shall be prepared for all planned instruction adopted by the Board in order to direct and assist the professional staff toward the attainment of academic standards established for a course of study.</p> <p>Each guide may contain, as appropriate to that planned instruction:</p> <ol style="list-style-type: none"> 1. Objectives of the instruction. 2. Concepts and skills to be taught. 3. Appreciations to be developed. 4. Suggested activities designed to achieve the objectives. 5. Suggested methods of instruction. 6. Assessment criteria and methods intended to evaluate the extent to which learning objectives have been achieved. 7. Reading list of supplemental titles for the guidance of teachers. <p>Each guide shall be construed as providing a basic framework for the planned instruction. Within this framework, each teacher shall use the guide in a selective manner best designed to meet the needs of students.</p> <p>The Superintendent or designee shall be responsible for development of administrative regulations for preparation of such guides which includes:</p> <ol style="list-style-type: none"> 1. Participation by appropriate staff members and resource personnel. 2. Continuing research in instructional methods, materials, activities and assessment strategies.
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3. Systematic review of all guides to ensure their continuing effectiveness in achieving established academic standards.

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

Copies of all current guides for planned instruction shall be kept on file in the office of the Superintendent.

References:

School Code – 24 P.S. Sec. 1511, 1512

State Board of Education Regulations – 22 PA Code Sec. 4.4, 4.11

Board Policy – 000, 100, 107

POTTSVILLE AREA SCHOOL DISTRICT

SECTION: PROGRAMS

TITLE: ADOPTION OF PLANNED
INSTRUCTION

ADOPTED: May 13, 2009

REVISED:

107. ADOPTION OF PLANNED INSTRUCTION	
<p>1. Purpose Title 22 Sec. 4.11, 4.12, 4.13 Pol. 100, 105</p>	<p>The Board shall provide a comprehensive program of planned instruction to enable district students to strive for educational goals and attain academic standards. Planned instruction shall consist of at least the following:</p> <ol style="list-style-type: none"> 1. Objectives to be achieved by all students. 2. Content, including materials, activities and instructional time. 3. Relationship between objectives of a planned course and established academic standards. 4. Procedure for measurement of the objectives.
<p>2. Authority SC 508, 1511, 1512 Pol. 006</p>	<p>No planned instruction shall be taught in district schools unless it has been adopted by a majority vote of the full Board. The Board reserves the right to determine which units of the instructional program constitute planned instruction and are subject to adoption by the Board.</p>
<p>3. Delegation of Responsibility</p>	<p>The Superintendent is responsible for the continuous evaluation of the effectiveness of the planned instruction and shall recommend to the Board new courses of study deemed to be in the best interests of district students.</p> <p>The Superintendent shall invite the participation of administrative and professional staff members at appropriate levels in the formulation of recommendations.</p> <p>The Superintendent shall maintain a current list of all planned instruction offered by this district and shall furnish each Board member with a copy.</p>
<p>4. Guidelines</p>	<p>The Superintendent's recommendation may include the following information about the proposed planned instruction:</p> <ol style="list-style-type: none"> 1. Applicability to students and an enumeration of the group of students affected.

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

References:

School Code – 24 P.S. Sec. 508, 1511, 1512, 1512.1

State Board of Education Regulations – 22 PA Code Sec. 4.11, 4.12, 4.13

Board Policy – 006, 100, 105

POTTSVILLE AREA SCHOOL DISTRICT

SECTION: PROGRAMS

TITLE: ADOPTION OF TEXTBOOKS

ADOPTED: May 13, 2009

REVISED:

108. ADOPTION OF TEXTBOOKS	
1. Authority SC 508, 801, 803	It is the responsibility of the Board to adopt all textbooks used for instruction in the educational program of this district.
2. Definition	For purposes of this policy, textbooks shall be defined as books purchased in classroom quantity or more and issued to each student in the class.
3. Delegation of Responsibility SC 508, 803	<p>The Superintendent shall be responsible for the selection and recommendation of textbooks for Board consideration. No adoption or change of textbooks shall be made without the Superintendent's recommendation, except by a two-thirds vote of the Board.</p> <p>The Superintendent or designee shall develop administrative regulations for the selection of textbooks.</p>
4. Guidelines	<p>Guidelines for selecting textbooks may include the following:</p> <ol style="list-style-type: none"> 1. Professional staff members selected by the Superintendent or designee shall participate in the selection process. 2. Textbooks with copyright dates more than five (5) years old shall be reviewed for their continuing suitability. 3. The staff shall continually research new sources of textbooks. 4. Textbooks currently in use shall be periodically evaluated for their continuing usefulness and relevance. <p>In considering the approval of any proposed textbook, the Board will evaluate its:</p> <ol style="list-style-type: none"> 1. Suitability for the maturity level and educational needs of the students who will be using the book. 2. Freedom from bias.

<p>Pol. 105.1</p>	<p>3. Relationship to the curriculum.</p> <p>4. Relationship to a continuous multigrade program.</p> <p>5. Cost.</p> <p>6. Appearance and durability.</p> <p>A list of all approved textbooks shall be prepared and maintained. It shall be reviewed periodically by the Superintendent or designee and made available for the information of the professional staff, Board members, students and parents/guardians.</p> <p>References:</p> <p>School Code – 24 P.S. Sec. 508, 801, 803</p> <p>Board Policy – 000, 105.1</p>
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POTTSVILLE AREA SCHOOL DISTRICT

SECTION: PROGRAMS

TITLE: RESOURCE MATERIALS

ADOPTED: May 13, 2009

REVISED:

109. RESOURCE MATERIALS	
<p>1. Purpose SC 801, 803 Title 22 Sec. 4.13 Pol. 100</p>	<p>The Board shall provide instructional and evaluative materials to implement and support the district's and the schools' educational goals and academic standards.</p>
<p>2. Definition</p>	<p>Resource materials shall include reference books, supplementary titles, multimedia materials, maps, library books, software and instructional material.</p>
<p>3. Delegation of Responsibility SC 803</p>	<p>The Superintendent, after consultation with the administration and teaching staff, shall be responsible for the selection, recommendation, and maintenance of all resource materials. No adoption or change of materials shall be made without the Superintendent's recommendation, except by a two-thirds vote of the Board.</p> <p>The Superintendent or designee shall develop administrative regulations governing resource materials.</p>
<p>4. Guidelines</p>	<p>Selection procedures for resource materials shall be developed which:</p> <ol style="list-style-type: none"> 1. Appoint appropriate administrative and instructional staff to select resource materials, subject to the approval of the Superintendent. 2. Ensure that the Board's budgetary allotment for resource materials is spent efficiently and distributed equitably throughout the instructional program. 3. Ensure an inventory of resource materials that is well-balanced and well-rounded in coverage of subject, types of materials, and variety of content. 4. Evaluate the effectiveness of resource materials presently in use. 5. Direct staff to consult a variety of media sources before selections are made.

<p>Pol. 107</p> <p>Pol. 105.1</p>	<p>Resource materials shall be selected in accordance with the following guidelines:</p> <ol style="list-style-type: none">1. Materials shall be suited to the varied interests, abilities, reading levels, and maturation levels of the students to be served.2. Wherever possible, materials shall be selected to provide opposing views on controversial issues so that students may develop critical reading and thinking skills.3. Wherever possible, materials shall represent varied religious, ethnic, gender and cultural groups and their contribution to American heritage.4. Materials shall be factually accurate and of genuine literary or artistic value.5. Materials shall be of a quality and durability appropriate to their intended use and longevity.6. Materials shall relate to, support, and enrich the courses of planned instruction adopted by the Board. <p>A listing of all resource materials shall be made available for the information of the professional staff, Board members, student and parents/guardians.</p> <p>References:</p> <p>School Code – 24 P.S. Sec. 801, 803</p> <p>State Board of Education Regulations – 22 PA Code Sec. 4.13</p> <p>Board Policy – 000, 100, 105.1, 107</p>
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POTTSVILLE AREA SCHOOL DISTRICT

SECTION: PROGRAMS

TITLE: BOOK SELECTION

ADOPTED: May 13, 2009

REVISED:

<p>1. Purpose</p>	<p style="text-align: center;">109.1. BOOK SELECTION</p> <p>The library program at Pottsville Area has been developed to support and enrich the philosophy of the school district as well as excite and challenge its faculty and students.</p> <p>With the ever-increasing complexity of our society, it is necessary that our schools address the problems of the technological era. At Pottsville Area, our library media programs are designed to prepare our students with the processing skills necessary for survival. The skills which are developed enable them to locate and interpret materials that expand their understanding of modern problems and allow them to make better decisions and choices.</p> <p>The overall goal of the library program in the Pottsville Area is to help students identify and choose appropriate resources to satisfy their informational and recreational needs. In addition, we as a district hope students will be able to select, organize, interpret, and present their findings in appropriate and creative formats along with applying these skills to other learning experiences, libraries and technologies.</p> <p>Dedicated to the ideal that each student deserves a quality education, the district has designed its library media programs to help achieve academic standards. Each school building has an independent and accessible library collection operated as an integral part of the total school curriculum.</p> <p>The library media program at Pottsville Area School District strives to develop in students the ability to locate, evaluate and apply information; foster a lifelong critical interest in the media; and extend the areas of knowledge beyond the limits of the classroom.</p>
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<p>2. Guidelines</p>	<p><u>Objectives</u></p> <p>The following objectives have been developed in order to implement the philosophy of the school district libraries:</p> <ol style="list-style-type: none">1. To acquire suitable and varied library materials and organize them for the use of both students and faculty.2. To create an interest and appreciation of the school library as a laboratory for exploration and research.3. To provide library instruction for acquiring good research techniques and study skills.4. To support learning experiences by providing resources, encouragement and guidance for independent study activities.5. To integrate the curriculum areas by leading students to investigate and evaluate various contents and to gather material from many sources and types.6. To reinforce the use of media skills.7. To enable students to share in the wide network of print and nonprint material which is available.8. To expose students to quality media and to encourage its use as learning tools as well as recreational materials for the satisfying use of leisure time.9. To stimulate literary appreciation and create an atmosphere favorable to the growth of a lifetime reading habit. <p>The entire media collection in each building is administered by the school librarian, although all teachers at every level are encouraged to make recommendations for materials to be added to the collection. Responsibility for selections of library materials rests with the head library in each building.</p> <p><u>Criteria</u></p> <p>Qualitative standards for the selection of materials are essential. All library materials, both print and nonprint, are carefully evaluated by each building librarian using appropriate selection tools.</p>
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As a matter of policy regarding selection, the district is opposed to censorship but has adopted a procedure to deal with complaints and the disposition of material that might be considered objectionable.

Weeding

Each building librarian is responsible for maintaining a current and relevant collection and for disposing of old, irrelevant or little used materials in an efficient and expedient manner.

Lost Material

Students are charged for the replacement of lost materials. These lost materials are replaced using the same criteria as that used for the initial selection.

Overdues

The circulation of library materials is approximately a two (2) week period. Large class assignments may necessitate a restricted lending period. Interlibrary loan may necessitate a longer lending period.

Reference material and audiovisual materials circulate overnight only.

To instill a sense of personal responsibility for the returning of school materials, a fine has been established. The fine accumulates each day that school is in session (exception: unreturned books held over the Christmas and/or Easter vacations are subject to fines). The maximum fine per book extends to the purchase of the book.

Fines for interlibrary transactions will be assessed in accordance with the policies established and approved by the Schuylkill I.U. 29 district librarians.

Gifts

As a general rule, old or used books and magazines are not accepted at the Pottsville Area School District libraries. Unusual circumstances, however, may warrant that certain books or magazines be added to the collection. This acceptance of such gifts is conditional; that is, at the end of its usefulness, the donation may be disposed of in the same manner as though it had been purchased.

Monetary contributions toward the purchase of new titles are always welcomed. A commemorative plate will be affixed to the title page of the new purchase and a thank you note will be sent to the donor.

INSTRUCTIONAL MEDIA COMPLAINT

Date _____

Instructions: The following information must be provided to facilitate the review of your complaint regarding the use of certain educational media in the Pottsville Area School District. Place an X in the appropriate parentheses () where indicated, and provide additional information as requested. This form will be reviewed with you by the principal of the building in which the complaint is being filed.

1. Name of complainant: _____

Address: _____

Telephone number: _____

2. Complainant represents:

() Self _____
 (Parent/Guardian) (Concerned Citizen)

() Organization _____
 (Name of Organization)

() Other group _____
 (Group Identification)

3. Objectionable media is used as follows:

Building _____

Subject area _____

Grade level _____

4. Use of the media by student is:

() Required () Recommended () Optional

5. Basis for complaint:

() Ridicules value of ethnic, religious or racial groups

() Contrary to national interest

() Profanity

() Other _____
 (Indicate)

6. Identify objectionable content, citing pages or other specific reference:

7. Complete the following information if media is printed material. Have you read the entire book? () Yes () No

Item: () Textbook () Reference book () Periodical
() Other _____

(Identify)

Title: _____ Copyright: _____

Author(s): _____ Publisher: _____

Available to student: () Classroom () Library

8. Complete the following information if media is instructional material other than printed matter:

Item: () Film () Filmstrip () Transparency
() Record () Tape () Other _____

(Identify)

Producer: _____ Distributor: _____

Available to students: () Classroom () Library

9. What harmful effect upon students do you feel will result from using this media? _____

10. Is there anything of value developed through the use of this media? Explain _____

11. Are you aware of any judgment made of this media by literary or other critics? _____

12. What is your recommendation regarding the disposition of this complaint?

() Exclude my child from using this media

() Withdraw media from use in the district

() Other _____

13. What media of equal educational value do you recommend to replace the objectionable material? _____

(Signature of Complainant)

DISPOSITION

1. Reviewed with the complainant and forwarded to the Superintendent _____
_____ on _____
(Date)

(Principal)

2. Reviewed by an ad hoc committee which includes the following members:

The following recommendation of the committee was forwarded to the Superintendent on

(Date)

(Chairperson)

3. The complaint and recommendation were presented to the Board on _____
and the following action approved: (Date)

(Superintendent)

POTTSVILLE AREA SCHOOL DISTRICT

SECTION: PROGRAMS

TITLE: INSTRUCTIONAL SUPPLIES

ADOPTED: May 13, 2009

REVISED:

<p>1. Authority SC 801</p> <p>2. Guidelines Title 22 Sec. 12.11</p>	<p style="text-align: center;">110. INSTRUCTIONAL SUPPLIES</p> <p>It shall be the policy of the Board to supply each staff member and student with the supplies and equipment that are deemed necessary for implementation of the approved instructional program.</p> <p>The Board may require that students provide certain supplies for participation in extracurricular activities.</p> <p>When individualized and nonreusable clothing or equipment is necessary for reasons of safety or health, students shall be required to provide their own clothing or equipment, which shall meet standards set by the school. Such standards shall be reasonably related to considerations of safety, health and protection of property.</p> <p>When students prepare useful items they are permitted to keep, they shall pay the district the cost of the materials used.</p> <p>When policy guidelines impose a financial hardship on a student, the school district will assume the cost. The Superintendent or designee shall implement procedures to assure that no student is denied participation in the school program for financial reasons and to guard the privacy of each student.</p> <p>References:</p> <p>School Code – 24 P.S. Sec. 801</p> <p>State Board of Education Regulations – 22 PA Code Sec. 12.11</p>
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POTTSVILLE AREA SCHOOL DISTRICT

SECTION: PROGRAMS

TITLE: LESSON PLANS

ADOPTED: May 13, 2009

REVISED:

<p>1. Authority SC 510</p> <p>2. Delegation of Responsibility</p> <p>3. Guidelines</p>	<p style="text-align: center;">111. LESSON PLANS</p> <p>To ensure continuity of instruction, the Board requires professional staff members to develop and maintain daily lesson plans.</p> <p>To facilitate more effective instruction, lesson plans must be prepared at least one (1) week in advance. Plan books will be inspected and must conform to the guidelines established by the building principal.</p> <p>Teachers shall make thorough preparation for all daily lessons and shall prepare written plans reflecting such preparation.</p> <p>Teachers are to provide adequate directions for substitutes, the purpose of which shall be to continue the instructional program or provide a meaningful educational alternative that relates to the subject area.</p> <p>Plan books must remain in the teacher's desk overnight to be available to substitute teachers at all times.</p> <p>Guidelines for implementation of this policy shall include:</p> <ol style="list-style-type: none"> 1. The format for lesson plans shall be decided at the building level. 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. 3. Material to be used in a lesson, such as duplicated material, cassette tapes, films, videos, transparencies, may serve as an integral part of the plan. 4. 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.
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References:

School Code – 24 P.S. Sec. 510

POTTSVILLE AREA SCHOOL DISTRICT

SECTION: PROGRAMS

TITLE: GUIDANCE COUNSELING

ADOPTED: May 13, 2009

REVISED:

112. GUIDANCE COUNSELING	
<p>1. Purpose</p> <p>Title 22 Sec. 4.34</p>	<p>A guidance counseling program is an integral part of the instructional program of district schools. Such a program can:</p> <ol style="list-style-type: none"> 1. Assist students in achieving their optimum potential. 2. Enable students to significantly benefit from the offerings of the instructional program. 3. Identify intellectual, emotional, social and physical needs. 4. Aid students in recognizing options and making choices in vocational and academic educational planning. 5. Assist students in identifying career options consistent with their abilities and goals. 6. Help students learn to make their own decisions and to solve problems independently.
<p>2. Authority</p> <p>Title 22 Sec. 4.34, 12.41</p>	<p>The Board directs that a program of guidance and counseling shall be offered to students that involves the coordinated efforts of all staff members, under the professional leadership of certificated guidance and counseling personnel.</p>
<p>3. Delegation of Responsibility</p>	<p>The Superintendent or designee is directed to implement a guidance program that serves the needs of students.</p>
<p>4. Guidelines</p>	<p>The district's program of guidance counseling shall:</p> <ol style="list-style-type: none"> 1. Be an integral part of the instructional program at all levels of the school district. 2. Involve staff members at every appropriate level. 3. Honor the individuality of each student.

112. GUIDANCE COUNSELING - Pg. 2

Title 22 Sec. 12.16	4. Be coordinated with services provided by locally available social and human services agencies. 5. Cooperate with parents/guardians and address their concern for the development of the student.
Pol. 207	6. Provide means for sharing information among appropriate staff members in the best interests of the student.
Pol. 103	7. Be available equally to all students. 8. Establish a referral system that utilizes resources offered by the school and community, guards the privacy of the student, and monitors the effectiveness of such referrals.
	<p>References:</p> <p>State Board of Education Regulations – 22 PA Code Sec. 4.34, 12.16, 12.41</p> <p>Board Policy – 103, 207</p>

POTTSVILLE AREA SCHOOL DISTRICT

SECTION: PROGRAMS

TITLE: BEHAVIOR
SUPPORT/DISCIPLINE

ADOPTED: May 13, 2009

REVISED:

<p>1. Purpose Title 22 Sec. 14.133</p> <p>2. Authority 20 U.S.C. Sec. 1400 et seq Title 22 Sec. 14.143 34 CFR Sec. 300.519- 300.529</p> <p>3. Definitions</p>	<p style="text-align: center;">113.2. BEHAVIOR SUPPORT/DISCIPLINE</p> <p>The Board must ensure that all district students are educated in settings free from restrictions or injuries caused by challenging behaviors of others. At the same time, the Board recognizes that every special educational student in the district is entitled to receive a free appropriate public education (FAPE) in the least restrictive environment (LRE). Any student with disabilities who has an Individual Education Plan (IEP) and exhibits significant behaviors that interfere with appropriate functioning within educational settings must have a plan for behavior support included in the IEP.</p> <p>Behavior support programs must be based on positive rather than negative measures. The Board acknowledges that all necessary district personnel must be trained in the proper use of specific procedures, methods, and techniques. The behavior support methods and procedures must be applied in a nondiscriminatory manner and in full compliance with the requirements of applicable state and federal law.</p> <p>The Board directs that the district shall comply with provisions of the Individuals With Disabilities Education Act (IDEA) and federal and state regulations when disciplining students with disabilities for violations of Board policy or school rules and regulations. No student with a disability shall be expelled if the student's particular misconduct is a manifestation of his/her disability.</p> <p>The following words and terms, when used in this policy or in its implementing guidelines, shall have the following meanings, unless the context clearly indicates otherwise.</p> <p>Aversive Techniques - deliberate activities designed to establish a negative association with specific behavior.</p> <p>Behavior Support - the development, change and maintenance of selected behaviors through the systematic application of behavior change techniques.</p>
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<p>Title 22 Sec. 14.133</p>	<p>Behavior Support Plan - a plan addressing a disabled student’s behavioral needs and intervention within an IEP. Behavior support plans include a variety of techniques to develop and maintain skills that will enhance an individual student’s opportunity for learning and self-fulfillment. Potential causes of behavior problems such as physical or medical conditions, environmental factors, staffing, and program concerns shall be reviewed and addressed prior to development of a behavior support plan.</p> <p>Functional Behavioral Assessment - an assessment of a student, the purpose of which shall be to determine the environmental, behavioral, or circumstantial factors that precede or accompany the problem behavior and the effectiveness of the interventions undertaken to address the behavior.</p> <p>Positive Techniques - methods that utilize positive reinforcement to shape a student’s behavior, ranging from the use of positive verbal statements as a reward for good behavior to specific tangible rewards.</p> <p>Restraints - devices and techniques designed and used to control acute or episodic aggressive behaviors or to control involuntary movements or lack of muscular control due to organic causes or conditions. The term includes physical and mechanical restraints.</p> <p>Eligible Student - a student with disabilities under provisions of the Individuals With Disabilities Education Act and its implementing regulation, and Chapter 14 of the regulations of the Pennsylvania State Board of Education. For the purposes of this policy and its implementing guidelines, the definition of disabled students include students whom the district suspects or has reason to suspect are students with disabilities and to students who are in the process of a multidisciplinary team evaluation at the time of the incident for which discipline is imposed.</p>
<p>4. Guidelines</p> <p>Title 22 Sec. 14.133</p>	<p><u>Behavior Support Requirements</u></p> <p>Positive rather than negative measures shall form the basis of behavior support programs. Behavior support programs include a variety of techniques to develop and maintain skills that will enhance an individual student’s opportunity for learning and self-fulfillment. The types of intervention chosen for a particular student shall be individualized and the least intrusive necessary.</p> <p>Restraints to control acute or episodic aggressive behavior may be used only when the student is acting in a manner as to be a clear and present danger to him/herself, to other students or to employees, and only when less restrictive measures and techniques have proven to be or are less effective. The use of restraints may not be included in the IEP for the convenience of staff, as a substitute for an educational</p>

<p>Title 22 Sec. 14.143</p>	<p>program, or employed as punishment. The use of restraints to control aggressive behavior of an individual student shall cause a meeting of the IEP team to review the current IEP for appropriateness and effectiveness. Mechanical restraints, which are used to control involuntary movement or lack of muscular control of students when due to organic causes or conditions, may be employed only when specified by an IEP and as determined by a medical professional qualified to make the determination and as agreed to by the student's parents/guardians. Mechanical restraints shall prevent a student from injuring him/herself or others or promote normative body positioning and physical functioning.</p> <p>The following aversive techniques of handling behavior are considered inappropriate and may not be used by agencies in educational programs:</p> <ol style="list-style-type: none">1. Corporal punishment.2. Punishment for a manifestation of a student's disability.3. Locked rooms, locked boxes, or other locked structures or spaces from which the student cannot readily exit.4. Noxious substances.5. Deprivation of basic human rights, such as withholding meals, water, or fresh air.6. Suspension constituting a pattern under state regulations.7. Treatment of a demeaning nature.8. Electric shock. <p>The district must obtain parental approval through the IEP process for all procedures identified within the child's individualized behavioral support plan. The district must obtain parental consent prior to the use of highly restraining or intrusive procedures.</p> <p>The district has primary responsibility for ensuring that behavior support programs are in accordance with this policy, including the training of personnel for the use of specific procedures, methods, and techniques.</p> <p>Aversive techniques, restraints, or discipline procedures may not be used as a substitute for a behavior support program.</p>
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	<p>Components of the district and school Codes of Student Conduct shall be applied when appropriate.</p> <p><u>Discipline</u></p> <p>Title 22 Sec. 14.143 A student with a disability may be suspended for ten (10) consecutive and fifteen (15) cumulative days of school per school year, regardless of whether the student's behavior is a manifestation of his/her disability.</p> <p>Title 22 Sec. 14.143 Any removal from school is a change of placement for a student identified with mental retardation.</p> <p>34 CFR Sec. 300.524 Pol. 218, 233 A student with a disability whose behavior is not a manifestation of his/her disability may be expelled pursuant to district policy and procedures.</p> <p>34 CFR Sec. 300.521, 300.522 The Local Educational Agency (LEA) may unilaterally remove a student with a disability to an alternative setting for forty-five (45) days where the district demonstrates by substantial evidence that maintaining the student's current placement is substantially likely to result in injury to the student or others.</p> <p>34 CFR Sec. 300.527, 300.528 Students who have not been identified as disabled may be subject to the same disciplinary measures applied to students without disabilities if the district did not have knowledge of the disability. If a request for evaluation is made during the period the student is subject to disciplinary measures, the evaluation shall be expedited.</p> <p><u>Weapons Violation</u></p> <p>34 CFR Sec. 300.520 18 U.S.C. Sec. 930(g) A student with a disability who carries a weapon to school or a school function may be removed from his/her current placement. The student shall be placed in an appropriate interim alternative educational setting for no more than forty-five (45) days.</p> <p><u>Drugs/Controlled Substances Violations</u></p> <p>34 CFR Sec. 300.520 A student with a disability who knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function may be removed from his/her current placement. The student shall be placed in an appropriate interim alternative educational setting for no more than forty-five (45) days.</p>
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Serious Bodily Injury

A student with a disability who causes substantial risk of death, unconsciousness, extreme physical pain, protracted and obvious disfigurement, or protracted loss or impairment of the function of a bodily member, organ, or mental faculty shall be placed in an appropriate interim alternative educational setting for no more than forty-five (45) days.

References:

Individuals With Disabilities Education Act – 20 U.S.C. Sec. 1400 et seq.

Individuals With Disabilities Education Act Federal Regulations Part 300,
Sec. 300.519-300.529

Title 18, U.S.C. Sec. 930

State Board of Education Regulations – 22 PA Code Sec. 14.133, 14.143

Board Policy – 218, 233

SECTION: PROGRAMS

TITLE: GIFTED EDUCATION

ADOPTED: May 13, 2009

REVISED:

POTTSVILLE AREA SCHOOL DISTRICT

<p>114. GIFTED EDUCATION</p>	
<p>1. Authority SC 1371 Title 22 Sec. 4.28, 16.1 et seq</p> <p>Title 22 Sec. 16.2</p>	<p>In accordance with the Board's philosophy to develop the special abilities of each student, the district shall provide gifted education programs designed to meet the individual educational needs of each student.</p>
<p>2. Definitions SC 1371 Title 22 Sec. 16.1, 16.21</p> <p>Title 22 Sec. 16.1</p> <p>Title 22 Sec. 16.1, 16.22</p>	<p>In order to provide quality gifted education services and programs, the Board may enter into a cooperative agreement with Schuylkill Intermediate Unit #29.</p> <p>Gifted student - shall mean a student of school age with an IQ of 130 or higher who meets established multiple criteria indicating gifted ability or a school-aged student with an IQ lower than 130 when other educational criteria strongly indicate gifted ability. For purposes of this definition, any determination of mentally gifted status shall include an assessment by a certified school psychologist.</p> <p>GIEP - shall mean a Gifted Individualized Education Program.</p> <p>GMDT - shall mean a Gifted Multidisciplinary Team. The GMDT shall be formed on the basis of the student's needs and shall be comprised of the student's parents/guardians; a certified school psychologist; persons familiar with the student's educational experience and performance; one or more of the student's current teachers; persons trained in the appropriate evaluation techniques; and, when possible, persons familiar with the student's cultural background. A single member of the GMDT may meet two (2) or more of the specified qualifications.</p>
<p>3. Guidelines Title 22 Sec. 16.2</p>	<p>The district's gifted education program shall provide the following:</p> <ol style="list-style-type: none"> 1. Services and programs planned, developed and operated for identification and evaluation of each gifted student.

<p>Title 22 Sec. 4.28</p>	<ol style="list-style-type: none"> 2. Gifted education for each identified student, based on the unique needs of the student, not solely on the classification. 3. Gifted education that enables identified students to participate in acceleration and enrichment programs, and to receive services appropriate to their intellectual and academic abilities and needs.
<p>Title 22 Sec. 16.22</p>	<p><u>Referral Procedures</u></p> <p>The Superintendent or designee shall develop administrative regulations and the necessary forms to permit teachers to refer a student or allow a parent/guardian to request in writing that a school-aged student undergo a gifted multidisciplinary evaluation to determine if the student is gifted.</p>
<p>Title 22 Sec. 16.22</p>	<p><u>Evaluation Process</u></p> <p>The Superintendent or designee shall develop administrative regulations to create a GMDT to determine if a school-aged student is eligible to receive gifted services.</p>
<p>Title 22 Sec. 16.31, 16.32</p>	<p><u>Development Of GIEP</u></p> <p>The Superintendent or designee shall develop administrative regulations to ensure the development of a GIEP for each gifted student and subsequent modification of services, in the manner prescribed by law.</p>
<p>Title 22 Sec. 16.41</p>	<p><u>Caseloads/Class Size</u></p> <p>The Superintendent or designee shall develop administrative regulations, in conjunction with the building principals and other appropriate school personnel, to annually assess the delivery of gifted education within the district in order to:</p> <ol style="list-style-type: none"> 1. Ensure the ability of assigned staff to provide the services required in each identified student's GIEP. 2. Address the educational placements for gifted students within the district. 3. Limit the total number of gifted students that can be on an individual gifted teacher's caseload to a maximum of seventy-five (75) students. 4. Limit the total number of gifted students that can be on an individual gifted teacher's class roster to a maximum of twenty (20) students.

<p>Title 22 Sec. 16.41</p>	<p>Notwithstanding the above, the district shall have the right to make a written request to the Secretary of Education to waive the applicable caseload and class size maximums in extenuating circumstances.</p>
<p>Title 22 Sec. 16.61, 16.62</p>	<p><u>Notice/Consent For Evaluation</u></p> <p>Prior to the district conducting an initial gifted multidisciplinary evaluation or re-evaluation of any school-aged student, the district shall provide the parents/guardians of that student with written notice proposing such an evaluation and obtain written parental consent to do so.</p>
<p>Title 22 Sec. 16.21</p>	<p><u>Awareness Activities</u></p> <p>The Superintendent or designee shall annually conduct awareness activities to inform parents/guardians of school-aged children residing within the district of its gifted education program. Those awareness activities may include providing written notice of the district's gifted education program through newspapers and district publications; distributing such written notice to private schools serving school-aged residents; hosting meetings and/or distributing literature designed to inform parents/guardians of newly-enrolled students of the district's gifted services.</p>
<p>Pol. 216</p>	<p><u>Confidentiality Of Student Records</u></p> <p>All personally identifiable information regarding a gifted student shall be treated as confidential and disclosed only as permitted by the Family Educational Rights and Privacy Act (FERPA) and its implementing regulations, and the State Board of Education Regulations.</p>
	<p>References:</p> <p>School Code – 24 P.S. Sec. 1371</p> <p>State Board of Education Regulations – 22 PA Code Sec. 4.28, 16.1 et seq.</p> <p>Board Policy – 000, 216</p>

POTTSVILLE AREA SCHOOL DISTRICT

SECTION: PROGRAMS

TITLE: VOCATIONAL TECHNICAL
EDUCATION

ADOPTED: May 13, 2009

REVISED:

<p>1. Purpose Title 22 Sec. 4.31, 12.41</p> <p>2. Definition SC 1801 Title 22 Sec. 4.31</p> <p>3. Authority</p> <p>SC 1806 Title 22 Sec. 4.31</p> <p>SC 1801 Title 22 Sec. 4.31, 11.8, 11.28</p> <p>SC 1807, 1841</p>	<p style="text-align: center;">115. VOCATIONAL TECHNICAL EDUCATION</p> <p>The Board shall provide a program of vocational technical education in order to:</p> <ol style="list-style-type: none"> 1. Prepare students for gainful employment as skilled workers or technicians in recognized, new and emerging occupations. 2. Prepare students for enrollment in postsecondary education programs. 3. Assist students in choosing meaningful career pathways. <p>For purposes of this policy, vocational technical education shall be defined as a series of planned academic and vocational technical education courses articulated with one another to teach the knowledge and skills necessary to prepare students to effectively pursue recognized profitable employment.</p> <p>The Board shall support a program of vocational technical education which may include:</p> <ol style="list-style-type: none"> 1. Vocational technical courses of study interwoven and articulated throughout the curriculum of the school. 2. A cooperative education program to offer students experience in private employment. 3. Attendance at the Schuylkill Technology Center - South Campus and participation in a cooperative program of career development.
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115. VOCATIONAL TECHNICAL EDUCATION - Pg. 2

<p>Title 22 Sec. 4.13, 4.31 Pol. 100</p>	<p>In order to maintain a program of vocational technical education, the Board shall:</p> <ol style="list-style-type: none"> 1. Approve the content, organization and assessment standards of all vocational courses stated in the Strategic Plan.
<p>Title 22 Sec. 4.31, 11.28</p>	<ol style="list-style-type: none"> 2. Approve the placement of students in work-study and career preparatory programs and supervise the nature and conduct of their employment.
<p>SC 1106</p>	<ol style="list-style-type: none"> 3. Employ and supervise certified district vocational technical staff.
<p>SC 1806 Title 22 Sec. 4.34</p>	<ol style="list-style-type: none"> 4. Provide adequate facilities and equipment for maintenance of the district's program. 5. Utilize qualifying private resources as necessary and appropriate to effectuate the purposes of this policy.
<p>Title 22 Sec. 4.31</p>	<ol style="list-style-type: none"> 6. In cooperation with the Schuylkill Technology Centers - South Campus, establish the number of credits to be awarded toward graduation for vocational technical education courses of study and for cooperative education programs.
<p>SC 1808, 1842 Title 22 Sec. 4.33</p>	<p>The Board shall establish appropriate advisory committees to advise the Board, administration and staff concerning the aspects of the educational program delegated to each committee.</p>
<p>4. Delegation of Responsibility</p>	<p>The Superintendent or designee shall be responsible for developing procedures which ensure that:</p>
<p>SC 1850.1 Title 22 Sec. 4.31, 4.32, 4.35</p>	<ol style="list-style-type: none"> 1. All district programs are operated in conformance with the current state plan for vocational technical education and State Board regulations.
<p>SC 1212</p>	<ol style="list-style-type: none"> 2. All district teachers are properly certified for their specific vocational technical teaching assignments.
<p>Title 22 Sec. 4.31</p>	<ol style="list-style-type: none"> 3. All approved planned instruction is carried out. 4. Students participating in cooperative education programs are not exploited, illegally employed, or employed under conditions that fail to safeguard their health and interests.

<p>Title 22 Sec. 4.31, 12.41</p>	<p>5. Development of district vocational technical curricula is integrated with a continuing assessment of the employment demands of the community and the state, as well as the needs and interests of students.</p> <p>6. Students and parents/guardians are informed that admission to vocational technical education programs is accessible to regularly enrolled students, in accordance with established criteria for admittance.</p> <p>The Superintendent shall seek and utilize all available state and federal sources of revenue for the financial support of vocational technical education.</p> <p>All students participating in vocational technical programs supervised by this Board, or in vocational technical programs sponsored by this Board, are considered to be regularly enrolled in district schools and are subject to the policies and rules of the Board, and jointly established policies and rules of this district and the Schuylkill Technology Centers - South Campus.</p> <p>References:</p> <p>School Code – 24 P.S. Sec. 1106, 1212, 1801, 1806, 1807, 1808, 1809, 1841, 1842, 1850.1</p> <p>State Board of Education Regulations – 22 PA Code Sec. 4.13, 4.31, 4.32, 4.33, 4.34, 4.35, 11.8, 11.28, 12.41</p> <p>Board Policy – 100</p>
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POTTSVILLE AREA SCHOOL DISTRICT

SECTION: PROGRAMS

TITLE: TUTORING

ADOPTED: May 13, 2009

REVISED:

<p>1. Purpose</p> <p>2. Guidelines Title 22 Sec. 4.52</p> <p>Title 22 Sec. 11.22</p> <p>SC 1327 Title 22 Sec. 11.31</p>	<p style="text-align: center;">116. TUTORING</p> <p>The Board recognizes that some students may require special help beyond the regular classroom program.</p> <p>Wherever possible within the working day, each teaching staff member shall assist assigned students in the remediation of individual learning difficulties.</p> <p>In cases where extra help is desirable and the parents/guardians request such assistance, the building principal or designee may recommend that the parents/guardians secure tutorial services for the student from a list of available tutors maintained by the school.</p> <p><u>Excusal From School</u></p> <p>Upon the written request of the parent/guardian, a student may be excused during school hours for tutoring in a field not offered in the district curriculum if such excusal does not interfere with the student's regular program of studies.</p> <p>The tutor's qualifications must be approved by the Superintendent.</p> <p>The district may establish reasonable conditions for excusal of a student for such tutoring.</p> <p><u>Private Tutoring</u></p> <p>The instructional program for students not enrolled in public schools due to private tutoring by a qualified tutor shall comply with state law and regulations.</p> <p>The parent/guardian shall provide written assurance that all instructional requirements are being met.</p>
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Title 22 Sec. 11.31	<p>When the Superintendent receives a complaint that a student is not being provided the required instruction or that a student is not making satisfactory progress, the Superintendent may request evidence of the student's academic progress and documentation that instruction is being provided for the required number of days and hours.</p>
Title 22 Sec. 11.31	<p>Evidence of satisfactory progress may include samples of student work, assignments, progress reports, report cards and evaluations. Documentation of instructional time may include logs maintained by the tutor or parent/guardian, attendance records, or other records indicating the dates and time instruction was provided.</p>
	<p>References:</p> <p>School Code – 24 P.S. Sec. 1327</p> <p>State Board of Education Regulations – 22 PA Code Sec. 4.52, 11.22, 11.31</p>

POTTSVILLE AREA SCHOOL DISTRICT

SECTION: PROGRAMS

TITLE: HOMEBOUND INSTRUCTION

ADOPTED: May 13, 2009

REVISED:

117. HOMEBOUND INSTRUCTION	
<p>1. Authority SC 1329 Title 22 Sec. 11.25</p>	<p>The Board shall provide, pursuant to law and regulations, homebound instruction to students confined to home or hospital for physical disability, illness, injury, urgent reasons, or when such confinement is recommended for psychological or psychiatric reasons. The period of homebound instruction for an individual shall not exceed three (3) months.</p>
<p>2. Delegation of Responsibility SC 1329 Title 22 Sec. 11.25</p>	<p>Application for homebound instruction shall certify the nature of the illness or disability, state the probable duration of the confinement, and be recommended by the Superintendent.</p> <p>The Superintendent shall forward a recommendation for homebound instruction to the Board for approval.</p>
<p>Title 22 Sec. 11.25</p>	<p>The Superintendent or designee may request approval from the Department of Education to extend the period of homebound instruction for an individual, which shall be re-evaluated every three (3) months.</p>
<p>3. Guidelines</p>	<p>The Board shall provide homebound instruction only for those confinements expected to last at least six (6) weeks. Exceptions may be recommended by the Superintendent.</p> <p>The program of homebound instruction provided to each student shall be in accordance with the standards established by the state.</p> <p>The Board reserves the right to withhold homebound instruction when:</p> <ol style="list-style-type: none"> 1. The instructor's presence in the place of a student's confinement presents a hazard to the health of the teacher. 2. A parent/guardian or other adult in authority is not present with the student during the hours of instruction.

3. The condition of the student precludes any benefit from such instruction.

References:

School Code – 24 P.S. Sec. 1329

State Board of Education Regulations – 22 PA Code Sec. 11.25

<p>3. Delegation of Responsibility</p>	<p>Each course of independent study must meet the requirements of applicable laws and regulations.</p> <p>The Superintendent or designee shall develop administrative regulations to implement independent study programs that:</p> <ol style="list-style-type: none">1. Counsel students who apply for independent study.2. Develop specified, measurable instructional objectives and standards for each planned course of independent study.3. Assure that each student conducts study under appropriate staff guidance and supervision.4. Monitor the progress of each student.5. Certify the completion of each course of independent study based upon the original specified objectives.6. Prepare recommendations for Board approval of courses of independent study.
<p>4. Guidelines</p>	<p>Recommendations for approval may include the qualifications of the student, objectives established for the course, description of the method of study and research to be undertaken, staff members assigned to advise the project, manner in which the project will be evaluated, and proposal for the number of credits to be awarded for the course.</p> <p>The Board directs that only those students shall be admitted to courses of independent study who provide evidence of academic proficiency; maturity of judgment; a strong motivation to learn; self-reliance; and staff recommendations.</p> <p>Courses of independent study may not be limited to participation by a single student but may involve a group of students, subject to Board approval.</p> <p>References:</p> <p>State Board of Education Regulations – 22 PA Code Sec. 4.4, 4.12, 4.24</p> <p>Board Policy – 000</p>

POTTSVILLE AREA SCHOOL DISTRICT

SECTION: PROGRAMS

TITLE: CURRENT EVENTS

ADOPTED: May 13, 2009

REVISED:

119. CURRENT EVENTS	
1. Purpose	The Board believes that consideration of current events has a legitimate place in the educational program of the schools. Properly introduced and conducted, discussion of such events can help students learn to identify important issues, explore fully and fairly all sides of an issue, weigh carefully the values and factors involved, and develop skills for formulating and evaluating positions.
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 Title 22 Sec. 4.4	<p>The Board shall permit the introduction and proper educational use of current events, provided that their use in the instructional program:</p> <ol style="list-style-type: none"> 1. Is related to the course's instructional goals and the students' level of maturity. 2. Does not tend to indoctrinate or persuade students to a particular point of view. 3. Encourages balanced presentations and open-mindedness. 4. Is conducted in a spirit of scholarly inquiry. 5. Is not related to the employment status of the teacher and/or other employees of the district. <p>When current events have not been specified in the course guide, the Board shall permit instructional use of only those issues that have been approved by the principal.</p>
4. Delegation of Responsibility	In the discussion of any event, a teacher may express a personal opinion but shall identify it as such and must not express an opinion for the purpose of persuading students to his/her point of view.

The Superintendent or designee shall develop administrative regulations for the management of current events that do not stifle a spirit of free and scholarly inquiry.

References:

School Code – 24 P.S. Sec. 510

State Board of Education Regulations – 22 PA Code Sec. 4.4

Board Policy – 000

POTTSVILLE AREA SCHOOL DISTRICT

SECTION: PROGRAMS

TITLE: HUMAN DEVELOPMENT
PROGRAM

ADOPTED: May 13, 2009

REVISED:

120. HUMAN DEVELOPMENT PROGRAM	
1. Purpose	<p>The Board believes that human development instruction should be shared by the school and the home.</p> <p>The primary purpose of human development instruction is to promote more wholesome family and interpersonal relationships.</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>

POTTSVILLE AREA SCHOOL DISTRICT

SECTION: PROGRAMS

TITLE: FIELD TRIPS

ADOPTED: May 13, 2009

REVISED:

121. FIELD TRIPS	
1. Purpose	<p>The Board recognizes that field trips, when used for teaching and learning integral to the curriculum, are an educationally sound and important component of the instructional program of the schools. Properly planned and executed field trips can:</p> <ol style="list-style-type: none"> 1. Supplement and enrich classroom learning by providing educational experiences in an environment outside the schools. 2. Arouse new interests among students. 3. Help students relate academic learning to the reality of the world outside of school. 4. Introduce community resources, such as natural, cultural, industrial, commercial, governmental, and educational. 5. Afford students the opportunity to study real things and real processes in their actual environment.
2. Definition	<p>For purposes of this policy, a field trip shall be defined as any trip by students away from school premises that is an integral part of approved planned instruction, is conducted as a first-hand educational experience not available in the classroom, and is supervised by a teacher or district employee.</p>
3. Authority	<p>The Board shall approve annually a list of potential field trips. All proposed field trips not listed must be approved individually by the Board.</p> <p>Students on field trips remain under the supervision and responsibility of this Board and are subject to its rules and regulations.</p> <p>The Board does not endorse, support nor assume responsibility in any way for any district staff member who takes students on trips not approved by the Board or Superintendent. No staff member may solicit district students for such trips within district facilities or on district grounds without Board permission.</p>

<p>4. Delegation of Responsibility</p> <p>5. Guidelines</p> <p>Title 22 Sec. 4.4</p>	<p>The Superintendent or designee shall develop administrative regulations for the operation of field trips.</p> <p>Field trips shall be governed by guidelines which ensure that:</p> <ol style="list-style-type: none">1. The safety and well-being of students will be protected at all times.2. Permission of the parent/guardian is sought and obtained before any student may participate.3. The principal approves the purpose, itinerary and duration of each proposed trip.4. Each field trip is properly planned, integrated with the curriculum, and followed up by appropriate activities that enhance its value.5. The effectiveness of field trip activities is monitored and evaluated continuously.6. Teachers are allowed flexibility and innovation in planning field trips.7. No field trip will be approved unless it contributes to the achievement of specified instructional objectives. <p>References:</p> <p>School Code – 24 P.S. Sec. 510, 517</p> <p>State Board of Education Regulations – 22 PA Code Sec. 4.4</p> <p>Board Policy – 000</p>
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POTTSVILLE AREA SCHOOL DISTRICT

SECTION: PROGRAMS

TITLE: EXTRACURRICULAR
ACTIVITIES

ADOPTED: May 13, 2009

REVISED:

122. EXTRACURRICULAR ACTIVITIES	
1. Purpose	<p>The Board believes that the district's goals and objectives are best achieved by a diversity of learning experiences, some of which are more appropriately conducted outside the regular curricular program of the schools.</p> <p>All learning experiences offered by the schools, curricular and extracurricular, shall be planned and integrated toward attainment of the district's educational objectives.</p>
2. Definition Title 22 Sec. 12.1	<p>For purposes of this policy, extracurricular activities shall be those programs that are sponsored or approved by the Board and are conducted wholly or partly outside the regular school day; are marked by student participation in the processes of initiation, planning, organizing, and execution; and are equally available to all students who voluntarily elect to participate.</p>
3. Authority SC 511 20 U.S.C. Sec. 4071 et seq Pol. 103	<p>The Board shall make school facilities, supplies and equipment available and shall assign staff members for the support of extracurricular activities for students. Such availability and assignment shall be in accordance with the Equal Access Act.</p> <p>The Board encourages secondary level students to pursue clubs and interests that may not be related directly to any of the curriculum programs offered in the district. In pursuit of such goal and in compliance with law, the Board maintains a limited open forum in which secondary students may meet for voluntary student-initiated activities unrelated directly to the curriculum, regardless of the religious, political, philosophical or other content of the speech related to such activities.</p> <p>Any extracurricular activity shall be considered under the sponsorship of this Board when it has been approved by the Board upon recommendation of the Superintendent.</p>

<p>Pol. 110</p>	<p>The Board shall maintain the program of extracurricular activities at no cost to participating students, except that:</p> <ol style="list-style-type: none"> 1. The Board's responsibility for provision of supplies shall carry the same exemptions as listed in the Board's policy on regular school supplies. 2. Students may assume all or part of the costs for travel and attendance at extracurricular events and trips. 3. Where eligibility requirements are necessary or desirable, the Board shall be informed and must approve the establishment of eligibility standards before they are operable.
<p>Pol. 218</p>	<p><u>Off-Campus Activities</u></p> <p>This policy shall also apply to student conduct that occurs off school property and would violate the Code of Student Conduct if:</p> <ol style="list-style-type: none"> 1. There is a nexus between the proximity or timing of the conduct in relation to the student's attendance at school or school-sponsored activities. 2. The student is a member of an extracurricular activity and has been notified that particular off-campus conduct could result in exclusion from such activities. 3. Student expression or conduct materially and substantially disrupts the operations of the school, or the administration reasonably anticipates that the expression or conduct is likely to materially and substantially disrupt the operations of the school. 4. The conduct has a direct nexus to attendance at school or a school-sponsored activity, such as an agreement to complete a transaction outside of school that would violate the Code of Student Conduct. 5. The conduct involves the theft or vandalism of school property.
<p>4. Delegation of Responsibility</p>	<p>The Superintendent or designee shall develop administrative regulations to implement the extracurricular activities program. All student groups shall adhere to Board policy and administrative regulations.</p>
<p>5. Guidelines</p>	<p>Guidelines shall ensure that the program of extracurricular activities:</p> <ol style="list-style-type: none"> 1. Assesses the needs and interests of and is responsive to district students.

<p>Title 22 Sec. 12.1, 12.4</p> <p>20 U.S.C. Sec. 4071 et seq</p>	<ol style="list-style-type: none">2. Ensures provision of competent guidance and supervision by staff.3. Guards against exploitation of students.4. Provides a variety of experiences and diversity of organizational models.5. Provides for continuing evaluation of the program and its components.6. Ensures that all extracurricular activities are open to all students and that all students are fully informed of the opportunities available to them. <p><u>Equal Access Act</u></p> <p>The district shall provide secondary students the opportunity for noncurriculum related student groups to meet on the school premises during noninstructional time for the purpose of conducting a meeting within the limited open forum on the basis of religious, political, philosophical, or other content of the speech at such meetings. Such meetings must be voluntary, student-initiated, and not sponsored in any way by the school, its agents or employees.</p> <p>Noninstructional time is the time set aside by the school before actual classroom instruction begins, after actual classroom instruction ends, or during the lunch hour.</p> <p>The meetings of student groups cannot materially and substantially interfere with the orderly conduct of the educational activities in the school.</p> <p>The Superintendent or designee shall establish the length of sessions, number per week, and other limitations deemed reasonably necessary.</p> <p>The district retains the authority to maintain order and discipline on school premises in order to protect the well-being of students and employees and to ensure that student attendance at such meetings is voluntary.</p>
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References:

School Code – 24 P.S. Sec. 511

State Board of Education Regulations – 22 PA Code Sec. 12.1, 12.4

Equal Access Act – 20 U.S.C. Sec. 4071 et seq.

Board Policy – 000, 103, 110, 218

POTTSVILLE AREA SCHOOL DISTRICT

SECTION: PROGRAMS

TITLE: INTERSCHOLASTIC
ATHLETICS

ADOPTED: May 13, 2009

REVISED:

123. INTERSCHOLASTIC ATHLETICS	
1. Purpose	The Board recognizes the value of a program of interscholastic athletics as an integral part of the total school experience for all district students and as a conduit for community involvement.
2. Definition	For purposes of this policy, the program of interscholastic athletics shall include all activities relating to competitive or exhibition sport contests, games or events involving individual students or teams of students when such events occur between schools within this district or outside this district.
3. Authority Title 22 Sec. 4.27 34 CFR Sec. 106.41 Pol. 103	It shall be the policy of the Board to offer opportunities for participation in interscholastic athletic programs to male and female students on as equal a basis as is practicable and without discrimination, in accordance with law and regulations.
SC 511	The Board shall approve a program of interscholastic athletics and 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.
SC 511	The Board shall determine the standards of eligibility to be met by all students participating in an interscholastic program. Such standards shall require that each student, before participating in any interscholastic activity, be covered by student accident insurance; be free of injury; and undergo a physical examination by a licensed physician. The Board further adopts those eligibility standards set by the Constitution of the Pennsylvania Interscholastic Athletic Association.
SC 511	The Board directs that no student may participate in interscholastic athletics who has not: 1. Met the requirements for academic eligibility.

<p>Pol. 204</p>	<ol style="list-style-type: none"> 2. Maintained a record of academic proficiency sufficient to ensure that participation in interscholastic athletic activities will not interfere with academic achievement. 3. Attended school regularly. 4. Been in attendance on the day of the athletic event or practice for the hours required. 5. Returned all school athletic equipment previously used.
<p>Pol. 218</p>	<p><u>Off-Campus Activities</u></p> <p>This policy shall also apply to student conduct that occurs off school property and would violate the Code of Student Conduct if:</p> <ol style="list-style-type: none"> 1. There is a nexus between the proximity or timing of the conduct in relation to the student's attendance at school or school-sponsored activities. 2. The student is a member of an extracurricular activity and has been notified that particular off-campus conduct could result in exclusion from such activities. 3. Student expression or conduct materially and substantially disrupts the operations of the school, or the administration reasonably anticipates that the expression or conduct is likely to materially and substantially disrupt the operations of the school. 4. The conduct has a direct nexus to attendance at school or a school-sponsored activity, such as an agreement to complete a transaction outside of school that would violate the Code of Student Conduct. 5. The conduct involves the theft or vandalism of school property.
<p>4. Delegation of Responsibility</p>	<p>The Superintendent or designee shall annually prepare, approve and present to the Board for its consideration a program of interscholastic athletics, which shall include a complete schedule of events.</p> <p>S/He shall inform the Board of changes in that schedule as they occur.</p> <p>The Superintendent or designee shall disseminate rules for the conduct of students participating in interscholastic athletics. Such rules shall be in conformity with regulations of the State Board of Education, the P.I.A.A. and the school district.</p>

123. INTERSCHOLASTIC ATHLETICS - Pg. 3

<p>Title 22 Sec. 12.1, 12.4</p>	<p>The Superintendent shall ensure that similar athletic programs are offered to both sexes in proportion to the district's enrollment.</p> <p>The Superintendent shall ensure that interscholastic athletics are open to all eligible students and that all students are fully informed of the opportunities available to them.</p> <p>References:</p> <p>School Code – 24 P.S. Sec. 511</p> <p>State Board of Education Regulations – 22 PA Code Sec. 4.27, 12.1, 12.4</p> <p>Discrimination in Athletics, Title 34, Code of Federal Regulations – 34 CFR Sec. 106.41</p> <p>Board Policy – 103, 204, 218</p>
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POTTSVILLE AREA SCHOOL DISTRICT

SECTION: PROGRAMS

TITLE: ALTERNATIVE INSTRUCTION
METHODS

ADOPTED: May 13, 2009

REVISED:

<p>1. Authority SC 502, 1901, 1906 Pol. 217</p> <p>2. Guidelines</p>	<p style="text-align: center;">124. ALTERNATIVE INSTRUCTION METHODS</p> <p>The Board may grant credit toward high school graduation for course work successfully completed through approved summer school, correspondence courses, distance learning, Internet, dual enrollment and other forms of alternative course work in accordance with adopted policy.</p> <p>Students shall request in writing to the building principal approval of the proposed course and the number of credits sought.</p> <p>The course subject must be included in the high school's planned instruction and relate to academic standards.</p> <p>The number of credits assigned to course work taken through an alternative delivery method shall be predetermined by the building principal and/or guidance counselor as part of the approval process before course work is begun.</p> <p>The student shall receive the same letter grade for high school credit that is assigned by the alternative education resource.</p> <p>The assigned student grade for successfully completed work shall not be weighted for purposes of computing the student's grade point average, unless prior approval has been granted by the administrator and/or guidance counselor before the course work was begun.</p> <p><u>Summer School</u></p> <p>The Board shall not conduct a summer program but will make summer school opportunities available for district students.</p>
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Correspondence Courses

A student enrolled in a correspondence course may receive high school credit for work completed, provided:

1. The course is given by an accredited institution approved by the Superintendent or designee.
2. The student is a senior.
3. The student assumes responsibility for all fees.
4. The building principal approves the course in advance.

A maximum of six (6) units of credit may be counted toward the requirements for a student's high school graduation.

Distance Learning/Virtual/Online Courses

A student enrolled in a distance learning course, including a virtual or online course, may receive high school credit for work completed, provided:

1. The course is offered by an institution approved by the Superintendent or designee.
2. The course is not offered at the student's high school.
3. The student assumes responsibility for all fees including tuition and textbooks.
4. The building principal approves the course in advance.

Students may be limited as to the number of distant learning courses that apply toward high school credit.

Grades earned in approved distance learning courses count toward a student's grade point average, class rank, and eligibility for athletic and extracurricular activities.

The district may pay the fee for expelled students who are permitted to take virtual or online courses in alternative settings.

Foreign Exchange Programs

District students shall receive high school credit for foreign exchange courses that meet the criteria established in the curriculum and are approved by the building principal.

International study course work not meeting district requirements may be placed in the student's permanent record and recorded as an international study experience.

College Courses

A student who successfully completes college courses may receive high school credit, provided:

1. The student is a senior in good academic standing.
2. The course is not offered in the high school curriculum.
3. The course is approved in advance by the student's guidance counselor and the high school principal.
4. The student assumes responsibility for all fees.

A maximum of six (6) units of credit may be counted toward the requirements for a student's high school graduation.

References:

School Code – 24 P.S. Sec. 502, 1901, 1903, 1906

State Board of Education Regulations – 22 PA Code Sec. 4.41

Board Policy – 217

POTTSVILLE AREA SCHOOL DISTRICT

SECTION: PROGRAMS

TITLE: ADULT EDUCATION

ADOPTED: May 13, 2009

REVISED:

125. ADULT EDUCATION	
1. Purpose	The Board recognizes the value of educational growth and advancement to adult members of the community and the need of both adults and minors for educational programs.
2. Authority SC 502, 1901, 1903, 1906 SC 1903, 1923	<p>The Board may establish and maintain a program of adult education based upon the needs and interests of the residents, consistent with the educational goals and policies of the district.</p> <p>The Board may employ staff, utilize available facilities, supply instructional and supplementary materials, and provide administrative leadership required to maintain the adult education program. The Board shall establish the tuition rate for each course offered in the adult education program.</p>
3. Guidelines	<p>Admission to an adult education program shall be open to:</p> <ol style="list-style-type: none"> 1. All adult residents of this district. 2. Adult residents of other districts who apply and whose admittance will not deprive admittance to a district resident.
4. Delegation of Responsibility	<p>The Superintendent or designee shall:</p> <ol style="list-style-type: none"> 1. Utilize appropriate staff members. 2. Assess the needs and resources of the community. 3. Develop a program of adult education and present that program to the Board for approval. 4. Develop and implement means to inform the public of adult education offerings.

References:

School Code – 24 P.S. Sec. 502, 1901, 1903, 1904, 1905, 1906, 1923

POTTSVILLE AREA SCHOOL DISTRICT

SECTION: PROGRAMS

TITLE: CLASS SIZE

ADOPTED: May 13, 2009

REVISED:

<p>1. Authority</p> <p>2. Delegation of Responsibility</p>	<p style="text-align: center;">126. CLASS SIZE</p> <p>Class size shall be determined by the Board after consultation with the Superintendent and designated administrators.</p> <p>The Superintendent shall develop administrative regulations for class size, which shall take into account:</p> <ol style="list-style-type: none">1. Subject matter.2. Type of instruction.3. Ability of students.4. Age group of students.5. Use of aides.6. Use of special facilities and equipment. <p>References:</p> <p>School Code – 24 P.S. Sec. 510</p> <p>Board Policy – 000</p>
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POTTSVILLE AREA SCHOOL DISTRICT

SECTION: PROGRAMS

TITLE: ASSESSMENTS

ADOPTED:

REVISED:

127. ASSESSMENTS	
<p>1. Purpose Title 22 Sec. 4.52</p>	<p>The Board recognizes its responsibility to develop and implement an assessment plan that will determine the degree to which students are achieving academic standards and provide information for improving the educational program.</p>
<p>2. Authority Title 22 Sec. 4.13, 4.51, 4.52 Pol. 100</p> <p>Title 22 Sec. 4.52, 12.41</p> <p>Title 22 Sec. 4.4</p> <p>Title 22 Sec. 4.4</p>	<p>The Board shall approve an assessment plan for use in district schools that is aligned with the adopted academic standards and state assessments. The assessment plan shall be described in the district's Strategic Plan.</p> <p>The Board reserves the right to review district assessment measures and to approve those that serve a legitimate purpose without infringing upon the personal rights of the students or parents/guardians.</p> <p>The Board shall grant requests by parents/guardians to review the state assessments two (2) weeks prior to their administration, during regular district office hours. The district shall ensure the security of the assessment documents.</p> <p>The Board shall grant parents/guardians the right to have their child excused from state assessments that conflict with their religious beliefs, upon receipt of a written request to the Superintendent.</p>
<p>3. Delegation of Responsibility</p> <p>Pol. 919</p>	<p>The Superintendent or designee shall recommend methods of assessment and evaluation based on his/her professional judgment, generally accepted professional practice, and staff input.</p> <p>The Superintendent or designee shall annually disseminate to parents/guardians and the public information regarding student assessment results, as required by federal and state law and regulations.</p> <p>The Superintendent shall recommend improvements in the curriculum and instructional practices based upon student assessment results.</p>

<p>4. Guidelines 20 U.S.C. Sec. 6311</p> <p>Title 22 Sec. 4.52, 12.41</p>	<p>Parents/Guardians shall receive information regarding their child's state assessment scores and may obtain an explanation of assessment results from qualified school personnel.</p> <p>The district shall provide assistance to students not attaining academic standards at the proficient level. The district shall inform students and parents/guardians about how to access such assistance.</p> <p>References:</p> <p>State Board of Education Regulations – 22 PA Code Sec. 4.4, 4.13, 4.51, 4.52, 12.41, 403.1, 403.3</p> <p>No Child Left Behind Act – 20 U.S.C. Sec. 6311</p> <p>Board Policy – 100, 919</p>
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POTTSVILLE AREA SCHOOL DISTRICT

SECTION: PROGRAMS

TITLE: HOMEWORK

ADOPTED: May 13, 2009

REVISED:

<p>1. Purpose</p> <p>2. Guidelines Title 22 Sec. 12.2</p>	<p style="text-align: center;">130. HOMEWORK</p> <p>The purpose of homework assignments should be to:</p> <ol style="list-style-type: none">1. Provide practice and reinforcement of skills presented by the teacher.2. Broaden areas of interest through enrichment.3. Provide opportunities for parents/guardians to know what their child is studying.4. Encourage parent/guardian and child interaction. <p>Each student shall be responsible for completing homework assignments as directed.</p> <p>Homework shall complement classroom instruction and be planned and evaluated with respect to its purpose, appropriateness, and completion time. The demand of homework upon the students' time shall be consistent with the best interests of the students in regards to other valuable experiences to be gained outside of school.</p> <p>Homework will not be assigned as a form of punishment.</p> <p>References:</p> <p>State Board of Education Regulations – 22 PA Code Sec. 12.2</p>
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POTTSVILLE AREA SCHOOL DISTRICT

SECTION: PROGRAMS

TITLE: HOME EDUCATION
PROGRAMS

ADOPTED: May 13, 2009

REVISED:

<p>1. Authority SC 1327, 1327.1 Title 22 Sec. 11.31a</p> <p>2. Definitions SC 1327.1</p> <p>3. Guidelines SC 1327.1</p>	<p style="text-align: center;">137. HOME EDUCATION PROGRAMS</p> <p>Home education programs for students residing in the school district shall be conducted in accordance with state law and regulations.</p> <p>Appropriate Education - a program consisting of instruction in the required subjects for the time required by law and in which the student demonstrates sustained progress in the overall program.</p> <p>Hearing Examiner - shall not be an officer, employee or agent of the Department of Education or of the school district or intermediate unit of residence of the child in the home education program.</p> <p>Home Education Program - a program conducted in compliance with law by the parent/guardian or person having legal custody of a child. A home education program shall not be considered a nonpublic school under the provisions of law.</p> <p>Supervisor - the parent/guardian or person having legal custody of a child who is responsible for providing instruction, provided that such person has a high school diploma or its equivalent.</p> <p><u>Eligibility/Affidavits</u></p> <p>A notarized affidavit of the parent/guardian or person having legal custody of the child shall be filed prior to commencement of the home education program and annually thereafter on August 1 with the Superintendent. The affidavit shall set forth:</p> <ol style="list-style-type: none"> 1. Name of the supervisor of the home education program who will be responsible for the provision of instruction. 2. Name and age of each child who will participate in the home education program.
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<p>Pol. 203, 209</p>	<p>3. Address and telephone number of the home education program site.</p> <p>4. That subjects required by law are offered in the English language, including an outline of proposed education objectives by subject area.</p> <p>5. 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>SC 111</p>	<p>6. Certification signed by the supervisor that the supervisor, all adults in the home and persons having legal custody of a child in the home education program have not been convicted of criminal offenses as enumerated in the School Code.</p>
<p>SC 1327.1</p>	<p><u>Transfers</u></p> <p>When a home education program is relocating to another school district, the supervisor is responsible to follow the requirements of law.</p>
<p>SC 1327.1</p>	<p><u>Program</u></p> <p>A student who is enrolled in a home education program 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 elementary level, 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 secondary level, 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>Courses of study may include, at the discretion of the supervisor: economics; biology; chemistry; foreign languages; trigonometry; or other age-appropriate courses required by the State Board of Education.</p>

<p>SC 1327.1</p>	<p><u>Requirements Of Supervisor</u></p> <p>In order to demonstrate that appropriate education is occurring, the supervisor shall provide and maintain on file for each student enrolled in the home education program a portfolio of records and materials.</p> <p>The portfolio shall consist of a log, made contemporaneously with the instruction, that 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.</p> <p>The supervisor shall ensure that the nationally normed standardized tests or the statewide tests are not administered by the child's parent/guardian.</p>
<p>SC 1327.1</p>	<p><u>Evaluation Requirements</u></p> <p>A teacher or administrator who evaluates a portfolio at the elementary level or secondary level shall meet the requirements established in law.</p> <p>An annual written evaluation of the student's educational progress as determined by a licensed clinical or school psychologist, a teacher certified by the Commonwealth, or 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 his/her spouse.</p> <p>Documentation required by this policy shall be provided to the district Superintendent or designee at the conclusion of each school year. The Superintendent shall determine whether the child is receiving appropriate education, as defined in this policy and law, 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.</p> <p>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.</p>

	<p>If the Superintendent or designee determines, based on documentation, that appropriate education is not occurring, s/he shall send a letter to the supervisor stating that in his/her opinion appropriate education is not occurring in the home education program and shall return all documentation, specifying what aspect(s) of the documentation are inadequate.</p> <p>The supervisor of the program shall have twenty (20) days from 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.</p> <p><u>Right Of Hearing</u></p> <p>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.</p> <p>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.</p>
<p>SC 1327.1</p>	<p><u>Loan Of Instructional Materials</u></p> <p>The district shall, at the request of the supervisor, lend to the home education program copies of the school's planned courses, textbooks, and other curriculum materials appropriate to the student's age and grade level.</p>
<p>SC 1327.1</p>	<p><u>Graduation Requirements</u></p> <p>The following minimum courses in grades 9 through 12 are established as a requirement for graduation in a home education program: four (4) years of English; three (3) years of mathematics; three (3) years of science; three (3) years of social studies; two (2) years of arts and humanities.</p> <p>The school district is under no obligation to award a diploma or acknowledge completion of a student's education in a home education program.</p>

SC 1327	<p><u>Students With A Disability</u></p> <p>A home education program shall meet compulsory attendance requirements for a student with a disability only when the program addresses the specific needs of the student and is approved by a teacher with a valid education certificate from the Commonwealth to teach special education, or a licensed clinical or certified school psychologist. Written notice of such approval must be submitted with the required affidavit.</p> <p>The supervisor may request that the school district or intermediate unit of residence provide services that address the specific needs of a student with a disability.</p> <p>When the provision of services is agreed to by both the supervisor and the school district or intermediate unit, all services shall be provided in the public schools or in a private school licensed to provide such programs and services.</p> <p>References:</p> <p>School Code – 24 P.S. Sec. 111, 1327, 1327.1</p> <p>State Board of Education Regulations – 22 PA Code Sec. 11.31a</p> <p>Board Policy – 203, 209</p>
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POTTSVILLE AREA SCHOOL DISTRICT

SECTION: PROGRAMS

TITLE: EXTRACURRICULAR
PARTICIPATION BY HOME
EDUCATION STUDENTS

ADOPTED: May 13, 2009

REVISED:

<p>1. Authority SC 511, 1327.1 Pol. 122, 123, 137</p> <p>2. Guidelines</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. <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>A home education student may participate only in extracurricular activities and interscholastic athletic programs at the school building the student would be assigned to if s/he was enrolled in the school district.</p> <p>If a class for credit held during the school day by the school district is required for participation in activities that take place outside of the class, home education students shall not be eligible to participate in such activities.</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>
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137.1. EXTRACURRICULAR PARTICIPATION BY HOME EDUCATION STUDENTS - Pg. 2

<p>Pol. 204</p>	<p>To be considered in attendance in accordance with Board policy, the home education student must participate in a full, normally scheduled academic program, in accordance with the planned home education program.</p>
<p>Pol. 122, 123</p> <p>Pol. 123</p> <p>Pol. 122, 123, 218</p> <p>SC 511, 1327.1</p> <p>Pol. 204</p> <p>SC 1327.1</p> <p>Pol. 123</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 required eligibility criteria. 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 ensure that home education students have access to information regarding the district’s extracurricular 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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POTTSVILLE AREA SCHOOL DISTRICT

SECTION: PROGRAMS

TITLE: LIMITED ENGLISH
PROFICIENCY PROGRAM

ADOPTED: May 13, 2009

REVISED:

138. LIMITED ENGLISH PROFICIENCY PROGRAM	
<p>1. Purpose</p>	<p>In accordance with the Board's philosophy to provide a quality educational program to all students, the district shall provide an appropriate planned instructional program for identified students whose dominant language is not English. The purpose of the program shall be 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. Students who have Limited English Proficiency (LEP) will be identified, assessed and provided appropriate services.</p>
<p>2. Authority</p> <p>Title 22 Sec. 4.26 20 U.S.C. Sec. 6801 et seq Pol. 103</p> <p>SC 1205.1, 1205.2 Title 22 Sec. 4.13 Pol. 100, 333, 433</p>	<p>The Board shall adopt a program of educational services for each student whose dominant language is not English. The program shall include bilingual/bicultural or English as a Second Language instruction. The program shall be based on effective research-based theory, be implemented with sufficient resources and appropriately trained staff, and be evaluated periodically.</p> <p>The Board shall include the provisions for the LEP program in its Strategic Plan and appropriate training for professional staff in its Professional Education Plan.</p> <p>The Board may contract with Schuylkill Intermediate Unit #29 for Limited English Proficiency services and programs.</p>
<p>3. Delegation of Responsibility</p>	<p>The Superintendent or designee shall implement and supervise an LEP program that ensures appropriate LEP instruction in each school and complies with federal and state laws and regulations.</p> <p>The Superintendent or designee, in conjunction with appropriate stakeholders, shall develop administrative regulations regarding the LEP program, including:</p> <ol style="list-style-type: none"> 1. Program goals. 2. Student enrollment procedures.

<p>4. Guidelines Title 22 Sec. 11.11 20 U.S.C. Sec. 6801 et seq Pol. 200</p> <p>Pol. 200</p> <p>20 U.S.C. Sec. 1703 Pol. 122, 123</p> <p>20 U.S.C. Sec. 6812, 6826, 6842 Pol. 102, 217</p> <p>20 U.S.C. Sec. 6812, 6826, 6841</p>	<ol style="list-style-type: none"> 3. Assessment procedures for program entrance, measurement of progress, and program exit. 4. Classroom accommodations. 5. Grading policies. 6. List of resources, including support agencies and interpreters. <p>The district shall establish procedures for identifying students whose dominant language is not English. The Home Language Survey shall be completed for each student enrolled in the district and be 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> <p>Students whose dominant language is not English should be enrolled in the district upon presentation of a local address and proof of immunization.</p> <p>Students shall have access to and be encouraged to participate in all academic and extracurricular activities available in the district.</p> <p>Students participating in LEP programs shall be required, with accommodations, to meet established academic standards and graduation requirements adopted by the Board.</p> <p>The LEP program shall be designed to provide instruction that meets each student's individual needs, based on the assessment of English proficiency in listening, speaking, reading and writing. Adequate content area support shall be provided while the student is learning English, to assure achievement of academic standards.</p> <p>Students who are English language learners may be eligible for special education services once it has been determined that the disability exists and this disability is not solely due to lack of instruction or proficiency in the English language. Students participating in LEP programs who are eligible for special education services shall continue receiving LEP instruction at the appropriate proficiency and developmental level.</p> <p>The LEP program shall be evaluated for effectiveness as required, based on the attainment of English proficiency, and shall be revised when necessary.</p>
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<p>Pol. 404, 433</p>	<p>Certified professional employees and appropriate support staff, when necessary, shall provide the LEP program.</p>
<p>20 U.S.C. Sec. 7012</p>	<p>At the beginning of each school year, the district shall notify parents/guardians of students qualifying for LEP programs regarding the instructional program and parental options, as required by law. Parents/Guardians will be regularly apprised of their student's progress. Communications with parents/guardians shall be in the language understood by the parents/guardians, whenever possible.</p>
<p>20 U.S.C. Sec. 6812, 6826, 7012</p>	<p>The district shall maintain an effective means of outreach to encourage parental involvement in the education of their children.</p>
	<p>References:</p> <p>School Code – 24 P.S. Sec. 1205.1, 1205.2</p> <p>State Board of Education Regulations – 22 PA Code Sec. 4.13, 4.26, 11.11</p> <p>Equal Education Opportunity Act, amending Educational Amendments of 1974 – 20 U.S.C. Sec. 1703</p> <p>No Child Left Behind Act – 20 U.S.C. Sec. 6801 et seq.</p> <p>Improving Academic Achievement, Title 34, Code of Federal Regulations – 34 CFR Part 200</p> <p>Board Policy – 000, 100, 102, 103, 113, 122, 123, 200, 217, 404, 433</p>

POTTSVILLE AREA SCHOOL DISTRICT

SECTION: PROGRAMS

TITLE: CHARTER SCHOOLS

ADOPTED: May 13, 2009

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</p> <p>SC 1715-A</p> <p>SC 1703-A, 1715-A, 1717-A</p> <p>SC 1703-A</p> <p>SC 1703-A, 1718-A</p>	<p>Appeal Board means the State Charter School Appeal Board established by the Charter School Law.</p> <p>Board of Trustees of a charter school shall be classified as public officials.</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, nonprofit corporation; and charters may not be granted to any for-profit entity nor to support home education programs.</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>Regional Charter School means an independent public school established and operated under a charter from more than one local Board and approved by an affirmative vote of a majority of all Board members of each of the school districts involved.</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>

SC 1717-A	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.
SC 1717-A 65 Pa. C.S.A. Sec. 701 et seq	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.
SC 1720-A	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.
SC 1723-A	The Board shall not cap nor limit the number of district students enrolling in a charter school, unless agreed to by the charter school as part of the written charter.
SC 1724-A	The Board may approve a leave of absence for up to five (5) years for a district employee to work in a charter school located in the district of employment or in a regional charter school in which the employing district is a participant, and the employee shall have the right to return to a comparable position in the district. The Board at its discretion may grant tenure to a temporary professional employee on leave from this district to teach in a charter school located in the district, upon completion of the appropriate probation period.
SC 1728-A	The Board shall annually assess whether each charter school is meeting the goals of its charter and shall require each charter school to submit an annual report no later than August 1 of each year.
SC 1728-A	The Board shall conduct a comprehensive review prior to granting a five-year renewal of the charter.
SC 1728-A	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.
SC 1729-A	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>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>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>5. Guidelines SC 1715-A</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, sex, 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>SC 1726-A</p>	<p><u>Transportation</u></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, in accordance with distance requirements established for district students.</p> <p>Transportation shall be provided to charter school students on the dates and periods that the charter school is in session, regardless of whether transportation is provided to district students on those days.</p>
<p>SC 1717-A, 1719-A</p>	<p><u>Applications</u></p> <p>Applications for charter schools must contain all the information specified in the Charter Schools Law and any additional information required by the Board.</p>

SC 1717-A	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.
SC 1717-A	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.
SC 1719-A, 1727-A	<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> <p>References:</p> <p>School Code – 24 P.S. Sec. 1701-A et seq.</p> <p>State Board of Education Regulations – 22 PA Code Sec. 4.4, 4.12, 4.13</p> <p>Sunshine Act – 65 Pa. C.S.A. Sec. 701 et seq.</p>

SECTION: PROGRAMS

TITLE: EXTRACURRICULAR
PARTICIPATION BY
CHARTER/CYBER CHARTER
STUDENTS

POTTSVILLE AREA SCHOOL DISTRICT

ADOPTED: May 13, 2009

REVISED:

<p>1. Authority SC 1719-A, 1749-A Pol. 122, 123, 140</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. <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 charter 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 extracurricular activities and interscholastic athletic programs.</p> <p>A charter or cyber charter school student may only participate in extracurricular activities and interscholastic athletic programs at the school building the student would be assigned to if s/he was enrolled in the school district.</p>
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<p>Pol. 122, 123</p> <p>Pol. 123</p> <p>Pol. 122, 123, 218</p> <p>SC 511</p> <p>Pol. 204</p> <p>Pol. 123</p> <p>3. Delegation of Responsibility</p>	<p>If a class for credit held during the school day by the school district is required for participation in activities that take place outside of the class, charter/cyber charter students shall not be eligible to participate in such activities.</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> <ol style="list-style-type: none"> 1. Meet the required eligibility criteria. 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 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 with all requirements and directives of the district staff, coaches and administrators involved with the extracurricular activity or interscholastic athletic program. <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 ensure that charter and cyber charter students have access to information regarding the district’s extracurricular activities and interscholastic athletic programs.</p>
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	<p>References:</p> <p>School Code – 24 P.S. Sec. 511, 1719-A, 1749-A</p> <p>Board Policy – 122, 123, 140, 204, 218</p>
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POTTSVILLE AREA SCHOOL DISTRICT

SECTION: PROGRAMS

TITLE: MIGRANT STUDENTS

ADOPTED: May 13, 2009

REVISED:

142. MIGRANT STUDENTS	
<p>1. Authority SC 1326, 1327 20 U.S.C. Sec. 6391 et seq 34 CFR Sec. 200.81- 200.88</p>	<p>The Board establishes a program to address the needs of and provide appropriate services to migrant students attending district schools.</p>
<p>2. Guidelines</p> <p>Pol. 105, 112, 114, 115</p> <p>Pol. 333, 433</p>	<p>The district program for migrant students shall include procedures to:</p> <ol style="list-style-type: none"> 1. Identify migrant students and assess their educational and related health and social needs. 2. Ensure migrant students have the appropriate educational opportunities to meet the same academic standards required of all students. 3. Provide a full range of services to migrant students including applicable Title I programs, special education, gifted education, vocational education, language programs, counseling programs and elective classes. 4. Provide parents/guardians an opportunity for meaningful participation in the program. 5. Provide advocacy and outreach programs for migrant students and their families. 6. Provide professional development for district staff. <p>The district shall provide materials to parents/guardians regarding their role in improving the academic achievement of their child.</p>
<p>3. Delegation of Responsibility</p>	<p>The Superintendent or designee shall develop procedures to notify and involve parents/guardians in the development, implementation and evaluation of the district's program for migrant students.</p>

References:

School Code – 24 P.S. Sec. 1326, 1327

State Board of Education Regulations – 22 PA Code Sec. 403.1

Education of Migratory Children – 20 U.S.C. Sec. 6391 et seq.

Education of Migratory Children, Title 34, Code of Federal Regulations – 34 CFR
Sec. 200.81-200.88

Board Policy – 105, 112, 114, 115, 333, 433

POTTSVILLE AREA SCHOOL DISTRICT

SECTION: PROGRAMS

TITLE: STANDARDS FOR
PERSISTENTLY
DANGEROUS SCHOOLS

ADOPTED: May 13, 2009

REVISED:

<p>1. Purpose Title 22 Sec. 403.6 20 U.S.C. Sec. 7912</p> <p>2. Definitions Title 22 Sec. 403.2</p>	<p style="text-align: center;">143. STANDARDS FOR PERSISTENTLY DANGEROUS SCHOOLS</p> <p>The Pennsylvania Department of Education, as required by the Unsafe School Choice Option provision of the No Child Left Behind Act (Section 9532), hereby adopts the following standards for identifying persistently dangerous schools.</p> <p>As used in these standards, the following terms shall be defined as provided herein:</p> <p>Dangerous incidents - shall include both weapons possession incidents resulting in arrest (guns, knives or other weapons) and violent incidents resulting in arrest (homicide, kidnapping, robbery, sexual offenses and assaults) as reported on the Violence and Weapons Possession Report (PDE-360).</p> <p>Department - shall mean the Pennsylvania Department of Education.</p> <p>Local Educational Agency or LEA - shall include a school district, an area vocational-technical school, an intermediate unit or a charter school.</p> <p>Persistently dangerous school - shall mean any public elementary, secondary or charter school that meets any of the following criteria in the most recent school year and in one (1) additional year of the two (2) years prior to the most recent school year:</p> <ol style="list-style-type: none"> 1. For a school whose enrollment is 250 or less - at least five (5) dangerous incidents. 2. For a school whose enrollment is between 251 to 1,000 - a number of dangerous incidents that represents at least two percent (2%) of the school's enrollment. 3. For a school whose enrollment is over 1,000 - twenty (20) or more dangerous incidents.
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<p>3. Guidelines</p>	<p>Safe public school - shall mean a public school that has not been designated as a persistently dangerous school under these standards or that has had such designation removed by the Department.</p> <p><u>Student Opportunity To Transfer</u></p> <ol style="list-style-type: none"> 1. Except as provided below, a student who attends a persistently dangerous school must be offered the opportunity to transfer to a safe public school within the LEA, including a charter school. 2. A student who attends a persistently dangerous school may apply to transfer at any time while the school maintains that designation.
<p>4. Delegation of Responsibility</p>	<p><u>Department Of Education's Responsibilities</u></p> <ol style="list-style-type: none"> 1. The Department shall identify those schools that meet or exceed the criteria for a persistently dangerous school by analyzing the Annual Report on School Violence and Weapons Possession (PDE-360). In identifying persistently dangerous schools, the Department will use the most recent data available to it from the reporting LEA, and will take all reasonable steps to verify that the data is valid and reliable. 2. After review and verification of PDE-360 data, the Department shall promptly inform an LEA when any of its schools meets the definition of persistently dangerous school. 3. The Department shall provide technical assistance to the LEA in developing a corrective action plan. The Department shall review proposed corrective action plans submitted by LEAs and shall approve suitable corrective action plans. 4. After approval of the corrective action plan, the Department shall conduct a site visit to each persistently dangerous school to assess the school's progress in implementing the plan. If no significant improvement is observed, the Department may require the LEA to submit a revised corrective action plan for that school. 5. The Department shall reassess a school's designation as persistently dangerous at the end of the school year during which its corrective action plan is completed. 6. During the reassessment described above, the Department shall remove the designation if the school no longer meets the definition of persistently dangerous school.

SC 1303-A	<p><u>LEA's Responsibilities</u></p> <ol style="list-style-type: none">1. Pursuant to Pennsylvania's Safe Schools Act, all school entities as defined by the Act must report to the Department all incidents involving acts of violence; possession of a weapon; or the possession, use, or sale of a controlled substance, alcohol, or tobacco by any person on school property or at school-sponsored events or on school transportation to and from school or school-sponsored activities.2. Within ten (10) school days of receiving notification by the Department, an LEA shall notify the parent or legal guardian of each student who attends the school that the Department has identified the school as persistently dangerous.3. The LEA shall offer all students who attend the school the opportunity to transfer to a safe public school, including a charter school, within the LEA.4. The notification and offer to transfer shall state that no student is required to transfer to another school.5. Upon receipt of an application to transfer, the LEA shall transfer the student within thirty (30) calendar days.6. When considering a student's request to transfer to another school, the LEA should take into account the particular needs of the student and the parent/guardian.7. To the extent possible, the LEA should allow the student to transfer to a school that is making adequate yearly progress, and one that is not identified as being in school improvement, corrective action, or restructuring.8. A charter school only has to accept a student who meets its admission criteria if space is available.9. If there is not another safe school within the LEA to which students may transfer, the LEA is encouraged, but not required, to establish an agreement with a neighboring LEA to accept the transfer of students.10. The LEA must submit a corrective action plan to the Department within thirty (30) calendar days of receiving notification that a school has been identified as persistently dangerous.
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11. The LEA must receive approval from the Department for its corrective action plan and shall implement all steps contained in its corrective action plan within the time periods specified in that plan.

12. After the Department has notified an LEA that a school is no longer identified as a persistently dangerous school, the LEA is encouraged to permit students who transferred to complete their education at their new school. LEAs may not require students to return to their original school if the students are enrolled in a charter school.

References:

School Code – 24 P.S. Sec. 1303-A, 2603-B

State Board of Education Regulations – 22 PA Code Sec. 403.1, 403.2, 403.6

No Child Left Behind Act – 20 U.S.C. Sec. 7912

POTTSVILLE AREA SCHOOL DISTRICT

SECTION: PROGRAMS

TITLE: STANDARDS FOR VICTIMS
OF VIOLENT CRIMES

ADOPTED: May 13, 2009

REVISED:

<p>1. Purpose Title 22 Sec. 403.6 20 U.S.C. Sec. 7912</p> <p>2. Definitions Title 22 Sec. 403.2</p>	<p style="text-align: center;">144. STANDARDS FOR VICTIMS OF VIOLENT CRIMES</p> <p>The Pennsylvania Department of Education, as required by the Unsafe School Choice Option provision of the No Child Left Behind Act (Section 9532), hereby adopts the following standards for a student who becomes a victim of a violent criminal offense while in or on the grounds of the public elementary or secondary school that s/he attends.</p> <p>As used in these standards, the following terms shall be defined as provided herein:</p> <p>Local Educational Agency or LEA - shall include a school district, an area vocational-technical school, an intermediate unit or a charter school.</p> <p>Safe public school - shall mean a public school that has not been designated as a persistently dangerous school under the standards for identifying persistently dangerous schools or that has had such designation removed by the Department.</p> <p>Victim or student victim - shall mean the student against whom a violent criminal offense has been perpetrated while the student was in or on the grounds of the public elementary or secondary school that s/he attends.</p> <p>Violent criminal offense - is defined as any of the following offenses that are set forth in Title 18 of the Pennsylvania Consolidated Statutes:</p> <ol style="list-style-type: none"> 1. Kidnapping. 2. Robbery. 3. Aggravated assault (on the student). 4. Rape. 5. Involuntary deviate sexual intercourse. 6. Sexual assault.
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<p>3. Guidelines</p>	<p>7. Aggravated indecent assault.</p> <p>8. Indecent assault.</p> <p>9. Attempt to commit any of the following: homicide, murder or voluntary manslaughter.</p> <p><u>Student Opportunity To Transfer</u></p> <p>1. Except as provided below, a student who becomes a victim of a violent criminal offense while in or on the grounds of the public elementary or secondary school that s/he attends, must be offered the opportunity to transfer to a safe public school within the LEA, including a charter school.</p> <p>2. In order for a student victim to be entitled to transfer to another school under these standards, the violent criminal offense first must be reported to law enforcement authorities by the student, the student’s parent/guardian, or school officials.</p> <p>3. A student victim (or his/her parent/guardian) may apply to the LEA to transfer to another school within thirty (30) calendar days after the incident is reported to school authorities.</p>
<p>4. Delegation of Responsibility</p>	<p><u>LEA's Responsibilities</u></p> <p>1. Within ten (10) calendar days of receiving notice of the violent criminal offense, the LEA shall notify the student victim that s/he has the right to transfer to a safe public elementary or secondary school within the LEA, including a public charter school.</p> <p>2. The notification and offer to transfer shall state that no student is required to transfer to another school.</p> <p>3. Upon receipt of an application to transfer, the LEA should transfer the student as soon as possible, and shall transfer the student within ten (10) calendar days after receiving the application.</p> <p>4. When considering a student’s request to transfer to another school, the LEA should take into account the particular needs of the student and the parent/guardian.</p>

5. To the extent possible, the LEA should allow the student to transfer to a school that is making adequate yearly progress, and one that is not identified as being in school improvement, corrective action, or restructuring.
6. A charter school only has to accept a student who meets its admission criteria if space is available.
7. If there is not another safe school within the LEA to which students may transfer, the LEA is encouraged, but not required, to establish an agreement with a neighboring LEA to accept the transfer of students.

References:

School Code – 24 P.S. Sec. 2603-B

State Board of Education Regulations – 22 PA Code Sec. 403.1, 403.2, 403.6

No Child Left Behind Act – 20 U.S.C. Sec. 7912

POTTSVILLE AREA SCHOOL DISTRICT

SECTION: PROGRAMS

TITLE: STUDENT SERVICES

ADOPTED: May 13, 2009

REVISED:

146. STUDENT SERVICES	
1. Authority Title 22 Sec. 4.13, 12.41 Pol. 100	The Board shall approve a written plan for implementing a comprehensive and integrated K-12 program of student services, based on the needs of students.
Title 22 Sec. 4.13, 12.41 Pol. 100	The Board directs that the Student Services Plan be reviewed and revised during the third year of the six-year plan, and as necessary.
2. Guidelines Title 22 Sec. 12.41	Services offered by community agencies in district schools shall be coordinated by and be under the general direction of the school district.
Title 22 Sec. 12.41	The following categories of services shall be provided by the district and included in the Student Services Plan:
Pol. 112, 209, 210, 210.1	<ol style="list-style-type: none">1. Developmental services that address students' needs throughout their district enrollment, which include: guidance counseling, psychological services, health services, home and school visitor services, and social work services that support students in addressing academic, behavioral, health, personal and social development issues.2. Diagnostic, intervention and referral services for students experiencing problems attaining educational achievement appropriate to their learning potential.3. Consultation and coordination services for students who are experiencing chronic problems that require multiple services by teams or specialists.
Title 22 Sec. 12.41	The district's student services shall: <ol style="list-style-type: none">1. Be an integral part of the instructional program at all levels of the school system.

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<p>Pol. 112, 115</p> <p>Pol. 209, 210, 210.1, 227</p> <p>3. Delegation of Responsibility</p>	<p>2. Provide information to students and parents/guardians about the educational opportunities of the school's instructional program and how to access those opportunities.</p> <p>3. Provide career information and assessments to inform students and parents/guardians about work and career options available to individual students.</p> <p>4. Provide basic health services required by law for students and provide information to parents/guardians about the health needs of their children.</p> <p>The Superintendent or designee shall be responsible to develop, implement and monitor a Student Services Plan that complies with state regulations and is available to all students.</p> <p>References:</p> <p>State Board of Education Regulations – 22 PA Code Sec. 4.13, 12.41</p> <p>Board Policy – 100, 112, 115, 209, 210, 210.1, 227</p>
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