

SECTION: PROGRAMS

TITLE: COMPREHENSIVE PLANNING

ADOPTED: July 11, 2003

REVISED: December 4, 2006  
September 8, 2014

# MONTROSE AREA SCHOOL DISTRICT

<b>100. COMPREHENSIVE PLANNING</b>	
1. Purpose	<p>The Board recognizes the importance of comprehensive planning in developing and guiding the district’s goals, and the educational programs and operation of the schools. Participation by educational stakeholders is a critical element of such planning.</p>
2. Authority	<p>The Board shall provide guidance in the district’s comprehensive planning process, and shall ensure active participation by Board members, administrators, teachers, other district personnel, students, parents/guardians and representatives from local businesses and the community.</p>
Title 22 Sec. 4.13	<p>As part of the comprehensive planning process, the Board directs that the district develop and implement individual plans and components as required by law, regulations, and funding and program requirements.</p> <p>The Board directs that the goals and action plans developed through comprehensive planning shall be continuously monitored and reviewed to ensure students are achieving at high levels.</p>
SC 1205.1 Title 22 Sec. 4.13, 49.17 Pol. 333	<p><u>Professional Education</u></p> <p>The district shall develop and submit a professional education plan to the Secretary of Education for approval every three (3) years, as required by law and regulations. Prior to approval by the Board and submission to the Secretary of Education, the professional education plan shall be made available for public inspection and comment in the district's administrative offices and the nearest public library for a minimum of twenty-eight (28) days.</p>
Title 22 Sec. 4.13, 49.16 Pol. 333	<p><u>Induction</u></p> <p>The district shall develop and submit an induction plan to the Department of Education for approval every six (6) years, as required by law and regulations. Prior to approval by the Board and submission to the Department of</p>

	<p>Education, the induction plan shall be made available for public inspection and comment in the district’s administrative offices and the nearest public library for a minimum of twenty-eight (28) days.</p> <p><u>Student Services</u></p> <p>The district shall develop and implement a written plan every six (6) years for providing a comprehensive and integrated K-12 program of student services, as required by law and regulations. Prior to approval by the Board, the student services plan shall be made available for public inspection and comment in the district’s administrative offices and the nearest public library for a minimum of twenty-eight (28) days.</p> <p><u>Special Education</u></p> <p>The district shall develop and submit a special education plan to the Department of Education for approval every three (3) years, and shall implement such plan as required by law and regulations. Prior to approval by the Board and submission to the Department of Education, the special education plan shall be made available for public inspection and comment in the district’s administrative offices and the nearest public library for a minimum of twenty-eight (28) days.</p> <p><u>Gifted Education</u></p> <p>The district shall develop and implement a gifted education plan every six (6) years, as required by law and regulations. Prior to approval by the Board, the gifted education plan shall be made available for public inspection and comment in the district’s administrative offices and the nearest public library for a minimum of twenty-eight (28) days.</p> <p><u>Prekindergarten Education</u></p> <p>When offering or contracting with a community agency to offer a prekindergarten program, the district shall develop an implementation plan that meets the requirements of law and regulations. The plan shall be submitted to the Department of Education in the initial year and every three (3) years, or when the plan is amended, whichever is sooner. Prior to approval by the Board and submission to the Department of Education, the district shall make the prekindergarten implementation plan available for public inspection and comment in the district’s administrative offices and the nearest public library for a minimum of twenty-eight (28) days.</p>
<p>Title 22 Sec. 4.13, 12.41 Pol. 146</p>	
<p>Title 22 Sec. 4.13, 14.104 Pol. 113</p>	
<p>Title 22 Sec. 4.13, 16.4 Pol. 114</p>	
<p>Title 22 Sec. 4.20, 49.17</p>	

<p>3. Delegation of Responsibility</p>	<p>The Superintendent shall be responsible for organizing the comprehensive planning process, ensuring participation in accordance with Board policy and submitting the required plans to the Department of Education.</p> <p>The Superintendent or designee shall be responsible for implementing the goals and action plans developed through comprehensive planning and providing written quarterly progress reports to the Board.</p> <p>References:</p> <p>School Code – 24 P.S. Sec. 1205.1</p> <p>State Board of Education Regulations – 22 PA Code Sec. 4.4, 4.13, 4.20, 12.41, 14.104, 16.4, 49.16, 49.17</p> <p>Technology Plans, Title 47, Code of Federal Regulations – 47 CFR Sec. 54.508</p> <p>Board Policy – 002, 004, 101, 105, 107, 109, 113, 114, 146, 333, 701</p>
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# MONTROSE AREA SCHOOL DISTRICT

SECTION: PROGRAMS

TITLE: PHILOSOPHY OF EDUCATION/  
BELIEF/VISION/MISSION  
STATEMENTS

ADOPTED: July 11, 2003

REVISED:

<p>1. Authority Title 22 Sec. 4.1</p> <p>Title 22 Sec. 4.11</p> <p>Title 22 Sec. 4.11</p>	<p style="text-align: center;">101. PHILOSOPHY OF EDUCATION/BELIEF/VISION/ MISSION STATEMENTS</p> <p>A democratic society is founded on the worth of each individual and the value of his/her unique contribution to that society. The Board is committed to providing a system of education that will offer equal educational opportunities in accordance with a student's interests, abilities and needs, consistent with available resources.</p> <p>The Board recognizes its responsibility to provide a broad educational program consistent with the mental and physical potential of every child in our school community.</p> <p>The purpose of education in the schools of this district is to facilitate development of the potential of each student to the fullest. Education is the guidance of the student through the learning processes to the end that the individual becomes personally effective in a dynamic society.</p> <p><u>Belief Statements</u></p> <ul style="list-style-type: none"> <li>• We believe all students deserve a quality and equitable education that promotes high academic standards.</li> <li>• We believe active parent school partnerships promote quality education.</li> <li>• We believe every individual has worth and should be treated with respect.</li> <li>• We believe the educational environment should be physically and psychologically safe.</li> <li>• We believe learning includes planned activities within and beyond the school setting.</li> <li>• We believe children are unique and should fully develop their talents and interests.</li> </ul>
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<p>Title 22 Sec. 4.13</p>	<ul style="list-style-type: none"><li>• We believe quality resources are essential to student learning.</li><li>• We believe staff development is essential for quality education.</li><li>• We believe opportunities for life long, independent and self-directed learning are a shared responsibility among students, parents, staff and community.</li><li>• We believe the educational system should reflect changing technology in society.</li><li>• We believe cultural awareness should be promoted in all areas of the curriculum.</li><li>• We believe support services are essential to the emotional, intellectual and social needs of students.</li><li>• We believe students must be prepared to assume adult roles as responsible citizens.</li><li>• We believe mutual benefits are derived from the sharing of resources between schools and the community.</li><li>• We believe education stimulates inquiry, creativity and promotes cooperation among students.</li></ul> <p><u>Vision Statement</u></p> <p>The vision of the Montrose Area School District is to address tomorrow's challenges today by providing an exemplary education that promotes individual development, intellectual growth and responsible citizenship in all students.</p> <p><u>Mission Statement</u></p> <p>The mission of the Montrose Area School District, in alliance with the community, is dedicated to:</p> <ul style="list-style-type: none"><li>• Providing a challenging, comprehensive educational experience that accommodates students' individual abilities and differences.</li><li>• Encouraging students to think logically, to learn cooperatively and independently.</li><li>• Preparing students to take an active and responsive role in a global technological society.</li></ul>
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	<ul style="list-style-type: none"><li>• Promoting a life long spirit of inquiry that addresses emotional, physical, social and intellectual growth.</li><li>• Encouraging students' acceptance of themselves and others in a safe and nurturing environment.</li></ul>
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# MONTROSE AREA SCHOOL DISTRICT

SECTION: PROGRAMS

TITLE: ACADEMIC STANDARDS

ADOPTED: July 11, 2003

REVISED: September 8, 2014

102. ACADEMIC STANDARDS	
<p>1. Purpose Title 22 Sec. 4.11, 4.12</p>	<p>The Board recognizes the importance of developing, assessing and expanding academic standards to challenge students to achieve at their highest level possible. To this end, the district shall establish rigorous academic standards in accordance with, and may expand upon, those adopted by the State Board of Education.</p>
<p>2. Definition Title 22 Sec. 4.3</p>	<p>Academic standards - shall be defined as what a student should know and be able to do at a specified grade level. For purposes of Board policy, the term academic standards shall be deemed to encompass Pennsylvania Core Standards, state academic standards and local academic standards.</p>
<p>3. Authority Title 22 Sec. 4.12</p>	<p>The Board shall approve academic standards for district students to attain, in the following content areas:</p> <ol style="list-style-type: none"> <li>1. English Language Arts.</li> <li>2. Mathematics.</li> <li>3. Science and Technology - to include reading in science and technology, and writing for science and technology.</li> <li>4. Environment and Ecology.</li> <li>5. Social Studies (history, geography, civics and government, economics) - to include reading in history and social studies, and writing for history and social studies.</li> <li>6. Arts and Humanities.</li> <li>7. Career Education and Work.</li> <li>8. Health, Safety and Physical Education.</li> </ol>

<p>4. Guidelines Title 22 Sec. 4.12 Pol. 105, 107</p> <p>Title 22 Sec. 4.12 Pol. 127, 213</p> <p>Title 22 Sec. 4.12 Pol. 113</p>	<p>9. Family and Consumer Science.</p> <p>The district’s curriculum shall be designed to provide students with the planned instruction needed to attain established academic standards.</p> <p>The district shall assess individual student attainment of established academic standards and provide assistance for students having difficulty attaining academic standards.</p> <p>Students with disabilities may attain academic standards by completion of their Individualized Education Programs in accordance with law, regulations and Board policy.</p> <p>References:</p> <p>State Board of Education Regulations – 22 PA Code Sec. 4.3, 4.4, 4.11, 4.12</p> <p>Board Policy – 105, 107, 113, 127, 213</p>
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SECTION: PROGRAMS

TITLE: NONDISCRIMINATION IN SCHOOL AND CLASSROOM PRACTICES

ADOPTED: July 11, 2003

REVISED: December 3, 2007  
February 14, 2011  
October 8, 2012

# MONTROSE AREA SCHOOL DISTRICT

## 103. NONDISCRIMINATION IN SCHOOL AND CLASSROOM PRACTICES

1. Authority  
SC 1310,  
1601-C et seq  
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  
Pol. 103.1

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, gender, sexual orientation, ancestry, national origin, marital status, pregnancy or handicap/disability.

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 disabilities, consistent with the requirements of federal and state laws and regulations.

The Board encourages students and third parties who have been subject to discrimination to promptly report such incidents to designated employees.

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.

No reprisals nor retaliation shall occur as a result of good faith charges of discrimination.

2. Delegation of  
Responsibility

In order to maintain a program of nondiscrimination practices that is in compliance with applicable laws and regulations, the Board designates the Superintendent or designee as the district's Compliance Officer.

103. NONDISCRIMINATION IN SCHOOL AND  
CLASSROOM PRACTICES - Pg. 2

3. Guidelines	<p>The Compliance Officer is responsible to monitor the implementation of nondiscrimination procedures in the following areas:</p> <ol style="list-style-type: none"><li>1. Curriculum and Materials – Review of curriculum guides, textbooks and supplemental materials for discriminatory bias.</li><li>2. Training – Provision of training for students and staff to identify and alleviate problems of discrimination.</li><li>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.</li><li>4. District Support – Assurance that like aspects of the school program receive like support as to staffing and compensation, facilities, equipment, and related matters.</li><li>5. Student Evaluation – Review of tests, procedures and guidance and counseling materials for stereotyping and discrimination.</li></ol> <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"><li>1. Inform the student or third party of the right to file a complaint and the complaint procedure.</li><li>2. Inform the complainant that s/he may be accompanied by a parent/guardian during all steps of the complaint procedure.</li><li>3. Notify the complainant and the accused of the progress at appropriate stages of the procedure.</li><li>4. Refer the complainant to the Compliance Officer if the building principal is the subject of the complaint.</li></ol> <p><u>Complaint Procedure – Student/Third Party</u></p> <p><b>Step 1 – Reporting</b></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>
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103. NONDISCRIMINATION IN SCHOOL AND  
CLASSROOM PRACTICES - Pg. 3

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.

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.

The complainant or reporting employee is encouraged to use the report form available from the building principal, but oral complaints shall be acceptable.

**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 and submit a written report to the Compliance Officer 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. The complainant and the accused shall be informed of the outcome of the investigation, including the recommended disposition.

Copies of the report 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. District staff shall document the corrective action taken and, where not prohibited by law, inform the complainant.

103. NONDISCRIMINATION IN SCHOOL AND  
CLASSROOM PRACTICES - Pg. 4

<p>20 U.S.C. Sec. 6321</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"><li>1. If the complainant is not satisfied with a finding of no violation of the policy or with the recommend corrective action recommended in the investigative report, s/he may submit a written appeal to the Compliance Officer within fifteen (15) days.</li><li>2. The Compliance Officer shall review the investigation and the investigative report and may also conduct a reasonable investigation.</li><li>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.</li></ol> <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"><li>1. Changes in enrollment after the start of the school year.</li><li>2. Varying costs associated with providing services to students with disabilities.</li><li>3. Unexpected changes in personnel assignments occurring after the beginning of the school year.</li><li>4. Expenditures on language instruction education programs.</li><li>5. Other expenditures from supplemental state or local funds consistent with the intent of Title I.</li></ol>
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103. NONDISCRIMINATION IN SCHOOL AND  
CLASSROOM PRACTICES - Pg. 5

<p>Pol. 906</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 Policy 906 Public Complaints.</p> <p>References:</p> <p>School Code – 24 P.S. Sec. 1310, 1601-C et seq.</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, 103.1, 122, 123, 701, 906</p>
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# MONTROSE AREA SCHOOL DISTRICT

SECTION: PROGRAMS

TITLE: NONDISCRIMINATION –  
QUALIFIED STUDENTS WITH  
DISABILITIES

ADOPTED: December 7, 2009

REVISED: February 14, 2011  
July 8, 2013

<p>1. Authority Title 22 Sec. 4.4, 12.1, 12.4, 15.1 et seq 29 U.S.C. Sec. 794 42 U.S.C. Sec. 12101 et seq 28 CFR Part 35 34 CFR Part 104 Pol. 103</p>	<p style="text-align: center;">103.1. NONDISCRIMINATION – QUALIFIED STUDENTS WITH DISABILITIES</p> <p>The Board declares it to be the policy of this district to ensure that all district programs and practices are free from discrimination against all qualified students with disabilities. The Board recognizes its responsibility to provide academic and nonacademic services and programs equally to students with and without disabilities.</p> <p>The district shall provide to each qualified student with a disability enrolled in the district, without cost to the student or parent/guardian, a free and appropriate public education (FAPE). This includes provision of education and related aids, services, or accommodations which are needed to afford each qualified student with a disability equal opportunity to participate in and obtain the benefits from educational programs and extracurricular activities without discrimination, to the same extent as each student without a disability, consistent with federal and state laws and regulations.</p> <p>The Board encourages students and parents/guardians who believe they have been subjected to discrimination or harassment to promptly report such incidents to designated employees.</p> <p>The Board directs that complaints of discrimination or harassment shall be investigated promptly, and corrective action be taken for substantiated allegations. Confidentiality of all parties shall be maintained, consistent with the district's legal and investigative obligations.</p> <p>The district shall not intimidate, threaten, coerce, discriminate or retaliate against any individual for the purpose of interfering with any right or privilege secured by this policy.</p>
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<p>2. Definitions  Title 22  Sec. 15.2  42 U.S.C.  Sec. 12102</p> <p>Title 22  Sec. 15.1 et seq.  34 CFR  Part 104</p> <p>Title 22  Sec. 15.7</p> <p>Pol. 248</p>	<p><b>Qualified Student with a Disability</b> - a student who has a physical or mental disability which substantially limits or prohibits participation in or access to an aspect of the district’s educational programs, nonacademic services or extracurricular activities.</p> <p><b>Section 504 Team</b> - a group of individuals who are knowledgeable about the student, the meaning of the evaluation data and the placement options for the student. This could include, as appropriate, documentation or input from classroom teachers, counselors, psychologists, school nurses, outside care providers and the student’s parents/guardians.</p> <p><b>Section 504 Service Agreement (Service Agreement)</b> - an individualized plan for a qualified student with a disability which sets forth the specific related aids, services, or accommodations needed by the student, which shall be implemented in school, in transit to and from school, and in all programs and procedures, so that the student has equal access to the benefits of the school’s educational programs, nonacademic services, and extracurricular activities.</p> <p><b>Disability harassment</b> - intimidation or abusive behavior toward a student based on a disability that creates a hostile environment by interfering with or denying a student’s participation in or receipt of benefits, services, or opportunities in the school’s educational programs, nonacademic services, or extracurricular activities.</p>
<p>3. Delegation of Responsibility  34 CFR  Sec. 104.7</p> <p>Title 22  Sec. 15.4  34 CFR  Sec. 104.32</p>	<p>In order to maintain a program of nondiscrimination practices that is in compliance with applicable laws and regulations, the Board designates the Director of Special Education as the district’s Section 504 Coordinator.</p> <p>In addition, each school within the district shall have a Section 504 building administrator.</p> <p>The district shall publish and disseminate this policy and complaint procedure on or before the first day of each school year by posting it on the district’s web site, if available, and in the student handbook. The district shall notify parents/guardians of students residing in the district of the district’s responsibilities under applicable laws and regulations, and that the district does not discriminate against qualified individuals with disabilities.</p>

<p>4. Guidelines</p> <p>34 CFR Sec. 104.32 Pol. 113</p> <p>Title 22 Sec. 15.5, 15.6 34 CFR Sec. 104.35</p> <p>34 CFR Sec. 104.35</p> <p>34 CFR Sec. 104.35</p> <p>Title 22 Sec. 15.7</p> <p>Title 22 Sec. 15.7</p> <p>Title 22 Sec. 15.5</p>	<p><u>Identification And Evaluation</u></p> <p>The district shall conduct an annual child find campaign to locate and identify every district student with a disability thought to be eligible for Section 504 services and protections. The district may combine this search with the district’s IDEA child find efforts, in order to not duplicate efforts.</p> <p>If a parent/guardian or the district has a reason to believe that a student should be identified as a qualified student with a disability, should no longer be identified as a qualified student with a disability, or requires a change in or modification of the student’s current Service Agreement, the parent/guardian or the district shall provide the other party with written notice.</p> <p>The district shall establish standards and procedures for initial evaluations and periodic reevaluations of students who need or are believed to need related services because of a disability.</p> <p>The district shall specifically identify the procedures and types of tests used to evaluate a student, and provide the parent/guardian the opportunity to give or withhold consent to the proposed evaluation(s) in writing.</p> <p>The district shall establish procedures for evaluation and placement that assure tests and other evaluation materials:</p> <ol style="list-style-type: none"> <li>1. Have been validated and are administered by trained personnel.</li> <li>2. Are tailored to assess educational need and are not based solely on IQ scores.</li> <li>3. Reflect aptitude or achievement or anything else the tests purport to measure and do not reflect the student’s impaired sensory, manual or speaking skills (except where those skills are what is being measured).</li> </ol> <p><u>Service Agreement</u></p> <p>If a student is determined to be a qualified student with a disability, the district shall develop a written Service Agreement for the delivery of all appropriate aids, services, or accommodations necessary to provide the student with FAPE.</p> <p>The district shall not implement a Service Agreement until the written agreement is executed by a representative from the district and a parent/guardian.</p> <p>The district shall not modify or terminate a student’s current Service Agreement without the parent’s/guardian’s written consent.</p>
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<p>Title 22 Sec. 15.3 34 CFR Sec. 104.34</p>	<p><u>Educational Programs/Nonacademic Services/Extracurricular Activities</u></p>
<p>Title 22 Sec. 15.3 34 CFR Sec. 104.34, 104.37 Pol. 112, 122, 123, 810</p>	<p>The district shall educate a qualified student with a disability with students who are not disabled to the maximum extent appropriate to the needs of the student with a disability. A qualified student with a disability shall be removed from the regular educational environment only when the district determines that educating the student in the regular educational environment with the use of related aids, services, or accommodations cannot be achieved satisfactorily. Placement in a setting other than the regular educational environment shall take into account the proximity of the alternative setting to the student’s home.</p> <p>The district shall not discriminate against any qualified student with a disability in its provision of nonacademic services and extracurricular activities, including but not limited to, counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs, and referrals to agencies which provide assistance to individuals with disabilities.</p>
<p>Pol. 218, 233</p>	<p><u>Discipline</u></p> <p>When necessary, the district shall discipline qualified students with disabilities in accordance with state and federal laws and regulations and Board policies.</p>
<p>Title 22 Sec. 15.6, 15.7, 15.8 34 CFR Sec. 104.35</p>	<p><u>Parental Involvement</u></p> <p>Parents/Guardians have the right to inspect and review all relevant school records of the student, meet with the appropriate school officials to discuss any and all issues relevant to the evaluation and accommodations of their child, and give or withhold their written consent to the evaluation and/or the provision of services.</p>
<p>Title 22 Sec. 15.9 Pol. 216</p>	<p><u>Confidentiality Of Student Records</u></p> <p>All personally identifiable information regarding a qualified student with a disability shall be treated as confidential and disclosed only as permitted by the Family Educational Rights and Privacy Act (FERPA) and its implementing regulations, state regulations, and Board policy.</p>

<u>Referral To Law Enforcement And Reporting Requirements</u>	
<p>SC 1303-A Title 22 Sec. 10.2 35 P.S. Sec. 780-102</p>	<p>For reporting purposes, the term incident shall mean an instance involving an act of violence; the possession of a weapon; the possession, use, or sale of a controlled substance or drug paraphernalia as defined in the Pennsylvania Controlled Substance, Drug, Device and Cosmetic Act; the possession, use, or sale of alcohol or tobacco; or conduct that constitutes an offense listed under the Safe Schools Act.</p>
<p>SC 1302.1-A Title 22 Sec. 10.2, 10.21, 10.22, 10.23, 10.25, 15. 2 15.3, 15. 7, 15.9 Pol. 113.2, 218 218.1, 218.2 222, 227, 805.1</p>	<p>The Superintendent or designee shall immediately report required incidents and may report discretionary incidents committed on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity by a qualified student with a disability, including a student for whom an evaluation is pending, to the local police department that has jurisdiction over the school’s property, in accordance with state and federal laws and regulations, the procedures set forth in the memorandum of understanding with local law enforcement, and the Board policies. The Superintendent or designee shall respond in a manner that is consistent with the student’s Service Agreement and Behavior Support Plan, if applicable.</p>
<p>Title 22 Sec. 10.22, 15.1 Pol. 103, 805.1</p>	<p>In making a determination of whether to notify the local police department of a discretionary incident committed by a qualified student with a disability, including a student for whom an evaluation is pending, the Superintendent or designee shall use the same criteria used for students who do not have a disability.</p>
<p>Title 22 Sec. 10.23, 15.7</p>	<p>For a qualified student with a disability who does not have a Behavior Support Plan as part of the student’s Service Agreement, subsequent to notification to law enforcement, the district, in conjunction with the student’s parent/guardian, shall consider whether a Behavior Support Plan should be developed as part of the Service Agreement to address the student’s behavior.</p>
<p>SC 1303-A Pol. 805.1</p>	<p>In accordance with state law, the Superintendent shall annually, by July 31, report to the Office of Safe Schools on the required form all new incidents committed by qualified students with disabilities, including students for whom an evaluation is pending, which occurred on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity.</p>

<b>PROCEDURAL SAFEGUARDS</b>	
<p>Title 22 Sec. 15.8 34 CFR Sec. 104.36</p>	<p>The district shall establish and implement a system of procedural safeguards that includes notice of rights to the parent/guardian of a student suspected of being a qualified student with a disability, an opportunity for the parent/guardian to review relevant records, an impartial hearing with an opportunity for participation by the students’ parent/guardian, and a review procedure.</p>
<p>Title 22 Sec. 15.6</p>	<p>A student or parent/guardian filing a claim of discrimination need not exhaust these procedures prior to initiating court action under Section 504.</p> <p><u>Parental Request for Assistance</u></p>
<p>Title 22 Sec. 15.8</p>	<p>Parents/Guardians may file a written request for assistance with the Pennsylvania Department of Education (PDE) if one (1) or both of the following apply:</p> <ol style="list-style-type: none"> <li>1. The district is not providing the related aids, services, and accommodations specified in the student’s Service Agreement.</li> <li>2. The district has failed to comply with the procedures and state regulations.</li> </ol>
<p>Title 22 Sec. 15.8</p>	<p>PDE shall investigate and respond to requests for assistance and, unless exceptional circumstances exist, shall, within sixty (60) calendar days of receipt of the request, send to the parents/guardians and district a written response to the request. The response to the parents’/guardians’ request shall be the parents’/guardians/native language or mode of communication.</p> <p><u>Informal Conference</u></p>
<p>Title 22 Sec. 15.8</p>	<p>At any time, parents/guardians may file a written request with the district for an informal conference with respect to the identification or evaluation of a student, or the student’s need for related aids, services or accommodations. Within ten (10) school days of receipt of the request, the district shall convene an informal conference. At the conference, every effort shall be made to reach an amicable agreement.</p> <p><u>Formal Due Process Hearing</u></p>
<p>Title 22 Sec. 14.162, 15.8</p>	<p>If the matters raised by the district or parents/guardians are not resolved at the informal conference, the district or parents/guardians may submit a written request for an impartial due process hearing. The hearing shall be held before an impartial hearing officer and shall be conducted in accordance with state regulations.</p>

<p>Title 22 Sec. 15.8</p> <p>Pol. 103</p>	<p><u>Judicial Appeals</u></p> <p>The decision of the impartial hearing officer may be appealed to a court of competent jurisdiction.</p> <p style="text-align: center;"><b>COMPLAINT PROCEDURE</b></p> <p>This complaint procedure is in addition to and does not prevent parents/guardians from using any option in the procedural safeguards system.</p> <p><b>Step 1 – Reporting</b></p> <p>A student or parent/guardian 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 Section 504 building administrator.</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 Section 504 building administrator.</p> <p>If the Section 504 building administrator is the subject of a complaint, the student, parent/guardian or employee shall report the incident directly to the district’s Section 504 Coordinator.</p> <p>The complainant or reporting employee is encouraged to use the report form available through Section 504 building administrator, but oral complaints shall be acceptable. Oral complaints shall be documented by the Section 504 building administrator.</p> <p><b>Step 2 – Investigation</b></p> <p>Upon receiving a complaint of discrimination, the Section 504 building administrator shall immediately notify the district’s Section 504 Coordinator. The Section 504 Coordinator shall authorize the Section 504 building administrator to investigate the complaint, unless the Section 504 building administrator 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>
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If the investigation results in the determination that the conduct being investigated may involve a violation of criminal law, the Section 504 building administrator shall inform law enforcement authorities about the incident.

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 Section 504 building administrator shall prepare and submit a written report to the Section 504 Coordinator 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. The complainant and the accused shall be informed of the outcome of the investigation, including the recommended disposition.

#### 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. District staff shall document the corrective action taken and, where not prohibited by law, inform the complainant.

Disciplinary actions shall be consistent with the Student Code of Conduct, Board policies and administrative regulations, 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 recommended corrective action recommended in the investigative report, s/he may submit a written appeal to the district's Section 504 Coordinator within fifteen (15) days.
2. The Section 504 Coordinator shall review the investigation and the investigative report may also conduct a reasonable investigation.
3. The Section 504 Coordinator 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 Section 504 building administrator who conducted the initial investigation.

References:

School Code – 24 P. S. Sec. 1302.1-A, 1303-A

PA Controlled Substance, Drug, Device and Cosmetic Act – 35 P. S. Sec. 780-102

State Board of Education Regulations – 22 PA Code Sec. 4.4, 10.2, 10.21, 10.22, 10.23, 10.25, 12.1, 12.4, 14.162, 15.1 et seq.

Family Educational Rights and Privacy Act – 20 U.S.C. Sec. 1232g

Section 504 of the Rehabilitation Act of 1973 – 29 U.S.C. Sec. 794

American with Disabilities Act – 42 U.S.C. Sec. 12101 et seq.

Nondiscrimination on the Basis of Disability, Title 28, Code of Federal Regulations – 28 CFR Part 35

Family Educational Rights and Privacy Act, Title 34, Code of Federal Regulations – 34 CFR Part 99

Nondiscrimination on the Basis of Handicap, Title 34, Code of Federal Regulations – 34 CFR Part 104

Board Policy – 103, 112, 113, 113.2, 122, 123, 216, 218, 218.1, 218.2, 222, 227, 233, 248, 805.1, 810

# MONTROSE AREA SCHOOL DISTRICT

SECTION: PROGRAMS

TITLE: NONDISCRIMINATION IN  
EMPLOYMENT/CONTRACT  
PRACTICES

ADOPTED: July 11, 2003

REVISED: October 11, 2010  
February 14, 2011

<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. 2000ff et seq 42 U.S.C. Sec. 12101 et seq</p> <p>2. Delegation of Responsibility</p>	<p>104. NONDISCRIMINATION IN EMPLOYMENT/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, gender, sexual orientation, ancestry, national origin or handicap/disability, or genetic information. 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 or designee 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, employees and the public. Nondiscrimination statements shall include the position, office address and telephone number of the Compliance Officer.</p>
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<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"> <li>1. Development of position qualifications, job descriptions and essential job functions.</li> <li>2. Recruitment materials and practices.</li> <li>3. Procedures for screening, interviewing and hiring.</li> <li>4. Promotions.</li> <li>5. Disciplinary actions, up to and including terminations.</li> </ol> <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"> <li>1. Inform the employee or third party of the right to file a complaint and the complaint procedure.</li> <li>2. Notify the complainant and the accused of the progress at appropriate stages of the procedure.</li> <li>3. Refer the complainant to the Compliance Officer if the building principal is the subject of the complaint.</li> </ol> <p><u>Complaint Procedure – Employee/Third Party</u></p> <p><b>Step 1 – Reporting</b></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 and submit a written report to the Compliance Officer 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. The complainant and the accused shall be informed of the outcome of the investigation, including the recommended disposition.

Copies of the report 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. District staff shall document the corrective action taken and, where not prohibited by law, inform the complainant.

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 recommended 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.

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

Genetic Information Nondiscrimination Act of 2008 – 42 U.S.C. Sec. 2000ff et seq.

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

# MONTROSE AREA SCHOOL DISTRICT

SECTION: PROGRAMS

TITLE: CURRICULUM

ADOPTED: July 11, 2003

REVISED: September 8, 2014

105. CURRICULUM	
<p>1. Purpose Title 22 Sec. 4.4</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, developed and modified on a continuing basis and in accordance with a plan for curriculum improvement.</p>
<p>2. Definition Title 22 Sec. 4.3, 4.12 Pol. 102</p>	<p>For purposes of this policy, curriculum shall be defined as a series of planned instruction aligned with established academic standards in each subject that is coordinated, articulated and implemented in a manner designed to result in the achievement of academic standards at the proficient level by all students.</p>
<p>3. Authority Title 22 Sec. 4.4, 4.12 Pol. 102</p>	<p>The Board shall be 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. Attaining the academic standards requires students to demonstrate the acquisition and application of knowledge.</p>
<p>SC 1511, 1512 Title 22 Sec. 4.4, 4.12 Pol. 107, 127</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 strategies for assisting those students having difficulty attaining the academic standards.</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"> <li>1. Continuous learning through effective collaboration among the schools of this district.</li> <li>2. Continuous access for all students to sufficient programs and services of a library/media facility and classroom collection to support the educational program.</li> <li>3. Guidance and counseling services for all students to assist in career and academic planning.</li> </ol>

105. CURRICULUM - Pg. 2

<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, 103.1</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 identified gifted students, pursuant to law and regulation.</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</p>	<p>As the educational leader of the district, the Superintendent shall be responsible to the Board for the district's curriculum. S/He shall establish procedures for curriculum development, evaluation and modification, which ensure the utilization of available resources, and effective participation of administrators, teaching staff members and Board members.</p>
<p>Title 22 Sec. 4.4 Pol. 105.1</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>With prior Board approval, the Superintendent may conduct pilot programs as deemed necessary to the continuing improvement of the instructional program. The Superintendent 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>

	<p>References:</p> <p>School Code – 24 P.S. Sec. 1511, 1512</p> <p>State Board of Education Regulations – 22 PA Code Sec. 4.3, 4.4, 4.12, 4.21, 4.22, 4.23, 4.25, 4.26, 4.27, 4.29, 4.82</p> <p>Board Policy – 100, 102, 103, 103.1, 105.1, 106, 107, 109, 112, 113, 114, 115, 116, 127, 138, 213, 805</p>
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# MONTROSE AREA SCHOOL DISTRICT

SECTION: PROGRAMS

TITLE: REVIEW OF INSTRUCTIONAL  
MATERIALS BY PARENTS/  
GUARDIANS AND STUDENTS

ADOPTED: July 11, 2003

REVISED: September 8, 2014

<p>1. Authority Title 22 Sec. 4.4 20 U.S.C. Sec. 1232h</p> <p>2. Definition 20 U.S.C. Sec. 1232h</p> <p>3. Guidelines 20 U.S.C. Sec. 1232h Pol. 102, 105, 127</p>	<p style="text-align: center;">105.1. REVIEW OF INSTRUCTIONAL MATERIALS BY PARENTS/GUARDIANS AND STUDENTS</p> <p>The Board adopts this policy to ensure that parents/guardians and students 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>Instructional material means instructional content that is provided to a student, regardless of its format, including printed or representational materials, audiovisual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). For purposes of this policy, the term does not include academic tests or academic assessments.</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"> <li>1. 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.</li> <li>2. The written request will be sent to the building principal.</li> <li>3. The district will respond to the parent/guardian or student within ten (10) school days by designating the time and location for the review.</li> <li>4. 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.</li> </ol>
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<p>Title 22 Sec. 4.4 20 U.S.C. Sec. 1232h</p> <p>4. Delegation of Responsibility 20 U.S.C. Sec. 1232h</p>	<p>5. 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>6. No more than one (1) request per semester may be made by any parent/guardian or student for each enrolled child.</p> <p>Under federal law, the rights provided to parents/guardians to inspect any instructional materials used as part of the student’s educational curriculum transfer to the student when the student turns eighteen (18) years old or is an emancipated minor. These rights do not transfer under state law; therefore, parents/guardians retain their rights to access information about the curriculum and to review instructional materials.</p> <p>The Superintendent or designee shall notify parents/guardians and students of this policy and its availability. This notification shall be given at least annually, at the beginning of each school year, and within a reasonable time after any substantive changes regarding the contents of this policy.</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, 105, 127, 235</p>
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# MONTROSE AREA SCHOOL DISTRICT

SECTION: PROGRAMS

TITLE: EXEMPTION FROM  
INSTRUCTION

ADOPTED: July 11, 2003

REVISED: April 13, 2005

<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, unless the student is incapable of making the decision due to a disability.</p> <p>The district shall excuse any student from specific instruction subject to the following conditions:</p> <ol style="list-style-type: none"><li>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.</li><li>2. The written request to be excused shall be sent by the qualifying parent/guardian or student to the building principal.</li></ol> <p>One (1) copy of the request shall be retained in the student's permanent school records, one (1) copy shall be kept by the school principal, and one (1) copy shall be submitted to the teacher from whose instruction the student is to be excused.</p> <ol style="list-style-type: none"><li>3. It shall not be the responsibility of the district or any of its employees to ensure that the child exercises his/her right to be excused, and school employees are prohibited from initiating action to have any student leave class in accordance with a parental request. Instead, it is the responsibility of the student to request permission to leave class when the specific instruction objected to is or is about to be presented. 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.</li></ol>
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105.2. EXEMPTION FROM INSTRUCTION – Pg. 2

<p>Pol. 102, 217</p>	<ol style="list-style-type: none"><li>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.</li><li>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 that does not require the provision of any extra resources by the district.</li><li>6. The building principal shall determine where the student shall report during the time the student is excused.</li><li>7. All students excused from specific instruction shall be required to achieve the academic standards established by the district as necessary for graduation.</li></ol> <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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# MONTROSE AREA SCHOOL DISTRICT

SECTION: PROGRAMS

TITLE: GUIDES FOR PLANNED  
INSTRUCTION

ADOPTED: July 11, 2003

REVISED: September 8, 2014

<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"> <li>1. Objectives of the instruction.</li> <li>2. Concepts and skills to be taught.</li> <li>3. Appreciations to be developed.</li> <li>4. Suggested activities designed to achieve the objectives.</li> <li>5. Suggested methods of instruction.</li> <li>6. Assessment criteria and methods intended to evaluate the extent to which learning objectives have been achieved.</li> <li>7. Reading list of supplemental titles for the guidance of teachers.</li> </ol> <p>Each teacher shall use the planned instruction guide as the core of the course s/he has been assigned to teach.</p> <p>The Superintendent or designee shall be responsible for the preparation of guides, and shall develop administrative regulations for such preparation which include:</p> <ol style="list-style-type: none"> <li>1. Participation by appropriate staff members and resource personnel.</li> <li>2. Continuing research in instructional methods, materials, activities and assessment strategies.</li> </ol>
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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, 107

# MONTROSE AREA SCHOOL DISTRICT

SECTION: PROGRAMS

TITLE: ADOPTION OF PLANNED  
INSTRUCTION

ADOPTED: July 11, 2003

REVISED: September 8, 2014

107. ADOPTION OF PLANNED INSTRUCTION	
<p>1. Purpose Title 22 Sec. 4.11, 4.12 Pol. 102, 105, 106</p>	<p>The Board shall provide a comprehensive program of planned instruction to enable district students to achieve educational objectives and attain academic standards required for student achievement. Planned instruction shall consist of at least the following:</p> <ol style="list-style-type: none"> <li>1. Objectives to be achieved by all students.</li> <li>2. Content, including materials, activities and instructional time.</li> <li>3. Relationship between objectives of a planned course and established academic standards.</li> <li>4. Procedure for measurement of attainment of objectives and academic standards.</li> </ol>
<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 shall be responsible for continuous evaluation of the effectiveness of the district's planned instruction and shall recommend to the Board new and altered planned instruction deemed to be in the best interests of district students.</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>

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

Board Policy – 006, 100, 102, 105, 106

# MONTROSE AREA SCHOOL DISTRICT

SECTION: PROGRAMS

TITLE: ADOPTION OF TEXTBOOKS

ADOPTED: July 11, 2003

REVISED: September 8, 2014

108. ADOPTION OF TEXTBOOKS	
1. Authority SC 508, 801, 803 Pol. 006	The Board shall, by an affirmative vote of a majority of the full Board, adopt all textbooks used for instruction in the district's educational program. The Board shall establish a planned cycle of textbook review and replacement.
2. Definition	Textbooks shall be defined as the books used as the basic source of information in the planned instruction.
3. Delegation of Responsibility SC 508, 803 Pol. 006	<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 establish administrative regulations for reviewing, evaluating and selecting textbooks.</p>
Pol. 105.1	<p>A list of all approved textbooks used in district schools shall be maintained by the Superintendent or designee and shall be available to Board members, district staff, students, parents/guardians and community members.</p> <p>References:</p> <p>School Code – 24 P.S. Sec. 508, 801, 803, 807.1</p> <p>Board Policy – 000, 006, 105.1, 610</p>

# MONTROSE AREA SCHOOL DISTRICT

SECTION: PROGRAMS

TITLE: RESOURCE MATERIALS

ADOPTED: July 11, 2003

REVISED: September 8, 2014

109. RESOURCE MATERIALS	
1. Authority SC 801, 803 Pol. 006	The Board shall, by an affirmative vote of a majority of the full Board, provide resource materials that implement, support and enrich the educational program of district schools.
2. Definition	Resource materials shall include nonfiction and fiction books, magazines, reference books, supplementary titles, multimedia and digital materials, software and instructional material.
3. Delegation of Responsibility SC 803	<p>The Superintendent shall be responsible for the recommendation 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 establish administrative regulations for the selection of resource materials.</p>
Pol. 105.1	<p>A list of resource materials provided by the district shall be maintained by the Superintendent and shall be available to Board members, district staff, students, parents/guardians and community members.</p> <p>References:</p> <p>School Code – 24 P.S. Sec. 801, 803, 807.1</p> <p>Board Policy – 000, 006, 105.1, 610</p>

# MONTROSE AREA SCHOOL DISTRICT

SECTION: PROGRAMS

TITLE: INSTRUCTIONAL SUPPLIES

ADOPTED: July 11, 2003

REVISED:

<p>1. Authority SC 801</p> <p>2. Guidelines Title 22 Sec. 12.11</p> <p>School Code 801</p> <p>PA Code 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>
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# MONTROSE AREA SCHOOL DISTRICT

SECTION: PROGRAMS

TITLE: LESSON PLANS

ADOPTED: July 11, 2003

REVISED:

111. LESSON PLANS	
1. Authority SC 510	To ensure continuity of instruction, the Board requires professional staff members to develop and maintain daily lesson plans.
2. Delegation of Responsibility	<p>To facilitate more effective instruction, lesson plans must be prepared in advance. Plan books will be inspected and must conform to the guidelines established by the 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 ongoing program or provide a meaningful educational alternative that relates to the subject area.</p> <p>A copy of lesson plans must be available to the substitute on a daily basis.</p>
3. Guidelines	<p>Guidelines for implementation of this policy shall include:</p> <ol style="list-style-type: none"> <li>1. The format for lesson plans shall be decided at the building level.</li> <li>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.</li> <li>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.</li> <li>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.</li> </ol>

# MONTROSE AREA SCHOOL DISTRICT

SECTION: PROGRAMS

TITLE: GUIDANCE COUNSELING

ADOPTED: July 11, 2003

REVISED: June 12, 2006  
September 8, 2014

112. GUIDANCE COUNSELING	
<p>1. Purpose</p> <p>Title 22 Sec. 4.34</p>	<p>A program of guidance counseling is an integral part of the instructional program of district schools. Such a program can:</p> <ol style="list-style-type: none"> <li>1. Assist students in achieving their optimum potential.</li> <li>2. Enable students to significantly benefit from the offerings of the instructional program.</li> <li>3. Identify intellectual, emotional, social and physical needs.</li> <li>4. Aid students in recognizing options and making choices in vocational and academic educational planning.</li> <li>5. Assist students in identifying career options consistent with their abilities and goals.</li> <li>6. Help students learn to make their own decisions and to solve problems independently.</li> </ol>
<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"> <li>1. Involve staff members at every appropriate level.</li> <li>2. Honor the individuality of each student.</li> <li>3. Be integrated with the total educational program.</li> </ol>

112. GUIDANCE COUNSELING - Pg. 2

<p>Title 22 Sec. 12.16</p> <p>Pol. 207</p> <p>Pol. 103, 103.1</p>	<ol style="list-style-type: none"><li>4. Cooperate with parents/guardians and address their concern for the development of the student.</li><li>5. Provide means for sharing information among appropriate staff members in the best interests of the student.</li><li>6. Be available equally to all students.</li><li>7. 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.</li><li>8. Be coordinated with services provided by locally available social and human services agencies.</li></ol> <p>References:</p> <p>State Board of Education Regulations – 22 PA Code Sec. 4.34, 12.16, 12.41</p> <p>Board Policy – 103, 103.1, 146, 207</p>
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# MONTROSE AREA SCHOOL DISTRICT

SECTION: PROGRAMS

TITLE: SPECIAL EDUCATION

ADOPTED: July 11, 2003

REVISED: December 7, 2009  
October 10, 2011  
February 13, 2012  
September 8, 2014

113. SPECIAL EDUCATION	
<p>1. Purpose Title 22 Sec. 4.28, 12.1, 12.4, 14.102, 14.104 34 CFR Sec. 300.1</p>	<p>The district shall offer each student with a disability education programs and services that appropriately meet the student’s needs for educational, instructional, transitional and related services. A student who requires special education shall receive programs and services according to an individualized education program (IEP). The IEP shall provide access to the district’s general curriculum and participation in state and local assessments, including supplemental aids and services that permit the student to be educated, to the maximum extent appropriate, with their nondisabled peers. The district shall provide a continuum of placement options to appropriately meet the needs of students with disabilities.</p>
<p>2. Definitions SC 502 Title 22 Sec. 14.101 20 U.S.C. Sec. 1401 34 CFR Sec. 300.8 Pol. 103.1</p>	<p><b>Students with disabilities</b> - school-aged children within the jurisdiction of the district who have been evaluated and found to have one or more disabilities as defined by law, and who require, because of such disabilities, special education and related services. School-aged children who have identified disabilities but do not require special education may be entitled to accommodations or services or to enroll in courses of study in the district which serve students with disabilities pursuant to other law or Board policy.</p>
<p>Title 22 Sec. 14.131 34 CFR Sec. 300.320- 300.324</p>	<p><b>Individualized Education Program (IEP)</b> - the written educational statement for each student with a disability that is developed, reviewed and revised in accordance with federal and state laws and regulations.</p>
<p>20 U.S.C. Sec. 1401 34 CFR Sec. 300.30</p>	<p><b>Parent/Guardian</b> - for purposes of this policy and Board policies related to special education, parent/guardian shall have the definition of parent in IDEA statute and regulations, which includes a biological or adoptive parent of a child; a foster parent, unless prohibited by state law or regulations; a guardian authorized to act as the child’s parent, in accordance with law or regulations; an individual acting in place of</p>

<p>3. Authority  SC 1372  Title 22  Sec. 4.28, 12.1,  12.41,  14.101 et seq  20 U.S.C.  Sec. 1400 et seq  29 U.S.C.  Sec. 794  42 U.S.C.  Sec. 12101 et seq  34 CFR  Part 300</p> <p>Title 22  Sec. 4.13, 14.104  Pol. 100</p> <p>Title 22  Sec. 4.13, 14.104  34 CFR  Sec. 300.201  Et seq</p> <p>SC 1372  Title 22  Sec. 14.104</p> <p>Title 22  Sec. 14.104</p> <p>4. Delegation of  Responsibility</p>	<p>a parent, including grandparent or other relative, with whom the child lives or an individual legally responsible for the child’s welfare; or an appointed surrogate parent, in accordance with law and regulations.</p> <p>The Board directs that all resident students with disabilities shall be identified, evaluated, and provided with appropriate educational programs and services, in accordance with federal and state laws and regulations. The district shall establish and implement a system of procedural safeguards and parent/guardian notification as part of its Special Education Plan.</p> <p>The district shall develop and submit a special education plan to the Department of Education for approval every three (3) years, and shall implement such plan as required by law and regulations. The district’s special education plan shall include procedures for identifying and educating students with disabilities and describe the elements required by law, regulations and Board policy. Prior to approval by the Board and submission to the Department of Education, the special education plan shall be made available for public inspection and comment in the district’s administrative offices and the nearest public library for a minimum of twenty-eight (28) days.</p> <p>The district’s special education plan shall comply with the requirements of state and federal laws and regulations, and shall be submitted in accordance with the guidelines and in the form established by the Department of Education. The district shall establish procedures to ensure the plan is updated and implemented as necessary.</p> <p>The Board shall determine the facilities, programs, services and staff that shall be provided by the district for the instruction of students with disabilities, based upon the identified needs of the district’s special education population.</p> <p>In order to maintain an effective Special Education Plan, the Board may participate in special education programs of Northeastern Educational Intermediate Unit No. 19.</p> <p>The Superintendent or designee is directed to annually recommend to the Board the employment and retention of necessary, qualified staff and provision of required</p>
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<p>5. Guidelines  Title 22  Sec. 4.28, 14.145  20 U.S.C.  Sec. 1414  34 CFR  Sec. 300.320-  300.327</p> <p>42 U.S.C.  Sec. 12101 et seq  29 U.S.C.  Sec. 794  Pol. 103</p> <p>Pol. 103, 103.1</p> <p>Title 22  Sec. 14.104</p> <p>Title 22  Sec. 14.121  34 CFR  Sec. 300.111</p>	<p>facilities, programs and services to provide for the needs of students with disabilities.</p> <p>The Superintendent or designee shall develop procedures for evaluating the effectiveness of the district's Special Education Plan and shall periodically report to the Board the criteria and results of such evaluation.</p> <p>Each student with a disability shall be educated pursuant to an IEP which shall provide an appropriate education in the least restrictive environment, in accordance with federal and state regulations.</p> <p>No student with a disability shall be denied, because of handicap/disability, participation in activities, programs or services offered or recognitions rendered to district students, unless participation is not possible because of the handicap/disability.</p> <p>The district prohibits discrimination based on disability. Students with disabilities are entitled to receive services and accommodations which will permit them to participate in district programs, services and activities as required by law.</p> <p>If the district is identified with significant disproportionality, the Special Education Plan shall include prevention measures for inappropriate overidentification and disproportionate representation by race or ethnicity of children with disabilities.</p> <p><u>Fiscal And Program Compliance</u></p> <p>The Superintendent or designee shall establish procedures to ensure that the district complies with all federal and state law and regulations and program requirements for special education related funding and reimbursement.</p> <p>The district may coordinate with Northeastern Intermediate Unit No. 19 to establish procedures, fulfill reporting requirements and participate in applicable programs.</p> <p><u>Child Find/Outreach</u></p> <p>The Superintendent or designee shall ensure that the district annually conducts awareness and outreach programs and activities designed to reach district residents including parents/guardians of students with disabilities who are enrolled in the district, preschool-aged children, students who attend private schools, homeless</p>
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<p>Title 22 Sec. 14.122 Pol. 209</p> <p>Title 22 Sec. 15.9 34 CFR Sec. 300.611- 300.627 Pol. 113.4</p>	<p>children and children who are wards of the state.</p> <p>The district’s public awareness activities shall include annual publication of a written notice in newspapers and other media notifying residents about child identification activities; available special education services and programs and how to request them; and procedures used to ensure confidentiality of student information. Written information shall be published in district handbooks and on the district web site. Public awareness activities must include information regarding potential signs of developmental delays and other risk factors that could indicate disabilities.</p> <p>The Intermediate Unit shall be responsible for conducting child find activities necessary to provide equitable participation services to students with disabilities who are enrolled by their parents/guardians in private schools.</p> <p><u>Screening</u></p> <p>The district shall establish a system of screening, including hearing and vision screenings. Screenings shall be conducted at reasonable intervals to determine whether all students are performing based on grade-appropriate standards in core academic subjects.</p> <p><u>Confidentiality</u></p> <p>The district shall maintain a system of safeguards to protect the confidentiality of students’ educational records and personally identifiable information when collecting, storing, disclosing and destroying student records.</p> <p>District staff shall maintain the confidentiality of student records and personally identifiable information, as required by law, regulations and Board policy.</p> <p>The district may release, without parent/guardian consent, educational records that the district has designated as directory information.</p> <p><u>Recording Of Minutes</u></p> <p>Except as specifically provided for within this policy, the district prohibits audio, video and electronic recording of meetings between parents/guardians and district teachers, paraprofessionals, program specialists, consultants or administrators.</p> <p>An attempt to record a meeting by a parent/guardian after a verbal prohibition by district staff shall result in immediate termination of the meeting and may result in ejection from district property and possible prosecution.</p>
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The district shall permit audio recording of a meeting when a participant submits, at least five (5) days prior to the meeting, documentation that substantiates:

1. Participant has a disability or limited English proficiency that significantly limits his/her ability to meaningfully understand or participate in the meeting's intended decision-making and recording is the only feasible means of accommodating the limitation.
2. Individual has a legitimate interest in attending the meeting but for good cause is unable to do so, and recording is the only feasible means by which s/he can meaningfully understand and participate in the decision-making.

The district may permit video taping of a meeting when written consent is given by all participants at the meeting.

When permission to record a meeting is granted, the district employee responsible for the meeting shall arrange to record the meeting by similar means. Such recording shall be considered part of the student's educational record and be subject to relevant law and regulations.

References:

School Code – 24 P.S. Sec. 502, 1371, 1372

State Board of Education Regulations – 22 PA Code Sec. 4.13, 4.28, 12.1, 12.4, 12.41, 14.101 et seq., 15.9

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

Individuals With Disabilities Education, Title 34, Code of Federal Regulations – 34 CFR Part 300

Pennsylvania Training and Technical Assistance Network – [www.pattan.net](http://www.pattan.net)

Board Policy – 100, 103, 103.1, 113.1, 113.2, 113.3, 113.4, 202, 209, 216, 914

# MONTROSE AREA SCHOOL DISTRICT

SECTION: PROGRAMS

TITLE: DISCIPLINE OF STUDENTS  
WITH DISABILITIES

ADOPTED: July 11, 2003

REVISED: February 14, 2011  
October 10, 2011  
July 8, 2013

113.1. DISCIPLINE OF STUDENTS WITH DISABILITIES	
<p>1. Purpose Title 22 Sec. 14.133 Pol. 113, 113.2</p> <p>Title 22 Sec. 14.133, 14.143 34 CFR Sec. 300.530 Pol. 218, 233</p>	<p>The district shall develop and implement positive Behavior Support Plans and programs for students with disabilities who require specific interventions to address behaviors that interfere with learning.</p>
<p>2. Definitions Pol. 113</p> <p>Title 22 Sec. 12.6 Pol. 233</p> <p>Title 22 Sec. 12.6 Pol. 233</p> <p>20 U.S.C. Sec. 1415(k) 34 CFR Sec. 300.530(g)</p>	<p>Students with disabilities who violate the Code of Student Conduct, or engage in inappropriate behavior, disruptive or prohibited activities and/or actions injurious to themselves or others, which would typically result in corrective action or discipline of students without disabilities, shall be disciplined in accordance with state and federal laws and regulations and, if applicable, their Individualized Education Program (IEP), behavior support plan, and Board policy.</p> <p><b>Students with disabilities</b> - school-aged children within the jurisdiction of the district who have been evaluated and found to have one or more disabilities as defined by law, and who require, because of such disabilities, special education and related services.</p> <p><b>Suspensions from school</b> - disciplinary exclusions from school for a period of one (1) to ten (10) consecutive days.</p> <p><b>Expulsions from school</b> - disciplinary exclusions from school by the Board for a period exceeding ten (10) consecutive days and may include a permanent exclusion from school.</p> <p><b>Interim alternative educational settings</b> - removal of a student with a disability from his/her current placement Interim alternative educational settings may be used by school personnel for up to forty-five (45) school days for certain infractions committed by students with disabilities. The IEP team shall determine the interim educational setting; however, this does not constitute a change in placement for a student with a disability.</p>

<p>3. Authority  Title 22  Sec. 14.143  20 U.S.C.  Sec. 1415(k)  34 CFR  Sec. 300.530</p> <p>Title 22  Sec. 12.6(e)  20 U.S.C.  Sec. 1412(a)  34 CFR  Sec. 300.530(b),  (d)</p> <p>4. Guidelines</p> <p>Title 22  Sec. 12.6, 14.143  20 U.S.C.  Sec. 1415(k)  34 CFR  Sec. 300.530,  300.536</p> <p>Title 22  Sec. 14.143  34 CFR  Sec. 300.530</p>	<p>The Board directs that the district shall comply with provisions and procedural safeguards of the Individuals With Disabilities Education Act (IDEA) and federal and state regulations when disciplining students with disabilities for violations of district policy or school rules and regulations. No student with a disability shall be subjected to a disciplinary charge in placement if the student’s particular misconduct is a manifestation of his/her disability. However, under certain circumstances a student with a disability may be placed in an interim alternative educational setting by school personnel or the IEP team could, if appropriate, change the student’s educational placement to one which is more restrictive than the placement where the misconduct occurred.</p> <p><u>Provision Of Education During Disciplinary Exclusions</u></p> <p>During any period of exclusion, or suspension from school for more than ten (10) cumulative days in a year, or placement in an interim alternative educational setting for disciplinary reasons, a student with a disability shall continue to receive a free and appropriate education, in accordance with law.</p> <p><u>Suspension From School</u></p> <p>A student with a disability may be suspended for ten (10) consecutive and fifteen (15) cumulative days of school per school year, for the same reasons and duration as a student without a disability. Such suspension shall not constitute a change in the student’s educational placement. Also, use of interim alternative educational settings permitted by law does not constitute a change in educational placement for these purposes.</p> <p><u>Changes In Educational Placement/Manifestation Determinations</u></p> <p>For disciplinary exclusions which constitute a change in educational placement, the district shall first determine whether the student’s behavior is a manifestation of his/her disability. Expulsion, or exclusion from school for more than fifteen (15) cumulative days in a year, or patterns of suspensions for substantially identical behaviors constitute changes in educational placements requiring a manifestation determination. For students with intellectual disability, any disciplinary suspension or exclusion is a change in educational placement.</p>
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113.1. DISCIPLINE OF STUDENTS WITH DISABILITIES - Pg. 3

<p>Title 22 Sec. 14.143 34 CFR Sec. 300.530(c) Pol. 218, 233</p>	<p>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>20 U.S.C. Sec. 1415(k) 34 CFR Sec. 300.532</p>	<p><u>Parent/Guardian Appeals From Disciplinary Actions/Request For Hearing By District For Students Who Are A Danger To Themselves Or Others</u></p> <p>A due process hearing may be requested by a parent/guardian of a student with a disability who disagrees with a disciplinary placement or manifestation determination, or by the district if the district believes that the current placement is substantially likely to result in injury to the student or others. On parent/guardian appeal, or when the district requests a due process hearing, the hearing officer may return the student to the placement from which s/he was removed or order his/her removal to an appropriate interim alternative educational setting for up to forty-five (45) school days if the hearing officer determines that maintaining the child's current placement is substantially likely to result in an injury to the student or others.</p>
<p>20 U.S.C. Sec. 1415(k) 34 CFR Sec. 300.533</p>	<p>Placement during appeals of disciplinary actions shall be in the interim alternative educational setting pending the decision of the hearing officer or expiration of the time period set for the disciplinary exclusion from the student's regular placement unless the district and the parent/guardian agree otherwise.</p>
<p>20 U.S.C. Sec. 1415(k) 34 CFR Sec. 300.534</p>	<p>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>20 U.S.C. Sec. 1415(k) 34 CFR Sec. 300.530(g)</p> <p>18 U.S.C. Sec. 930 20 U.S.C. Sec. 1415(k) 34 CFR Sec. 300.530(i) Pol. 218.1</p> <p>20 U.S.C. Sec. 1415(k) 21 U.S.C. Sec. 812(c) 34 CFR Sec. 300.530(i) Pol. 227</p> <p>18 U.S.C. Sec. 1365(h)(3) 20 U.S.C. Sec. 1415(k) 34 CFR Sec. 300.530(i)</p> <p>SC 1303-A Title 22 Sec. 10.2 35 P.S. Sec. 780-102</p>	<p><u>Administrative Removal To Interim Alternative Educational Setting For Certain Infractions</u></p> <p>School personnel may remove a student with a disability, including <b>intellectual disability</b>, to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student’s disability if the student:</p> <ol style="list-style-type: none"> <li>1. Carries a weapon to or possesses a weapon at school, on school property, or at school functions under the jurisdiction of the district. For purposes of this provision, <b>weapon</b> is defined as a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than two and one-half (2 1/2 ) inches in length.</li> <li>2. Knowingly possesses or uses illegal drugs, as defined by law, or sells or solicits the sale of a controlled substance, as defined by law, while at school, on school property, or at school functions under the jurisdiction of the district.</li> <li>3. Has inflicted serious bodily injury upon another person while at school, on school property, or at school functions under the jurisdiction of the district. For purposes of this provision, <b>serious bodily injury</b> means bodily injury which involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement, or protracted loss or impairment of the function of a bodily member, organ or mental faculty.</li> </ol> <p><u>Referral To Law Enforcement And Reporting Requirements</u></p> <p>For reporting purposes, the term incident shall mean an instance involving an act of violence; the possession of a weapon; the possession, use, or sale of a controlled substance or drug paraphernalia as defined in the Pennsylvania Controlled Substance, Drug, Device and Cosmetic Act; the possession, use, or sale of alcohol or tobacco; or conduct that constitutes an offense listed under the Safe Schools Act.</p>
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113.1. DISCIPLINE OF STUDENTS WITH DISABILITIES - Pg. 5

<p>SC 1302.1-A  Title 22  Sec. 10.2, 10.21,  10.22,  10.23,  10.25,  14.104,  14.133  20 U.S.C.  Sec. 1415(k)  34 CFR  Sec. 300.535  Pol. 103.1, 113,  113.2,  113.3, 218,  218.1,  218.2, 222,  227, 805.1</p>	<p>The Superintendent or designee shall immediately report required incidents and may report discretionary incidents committed on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity by a qualified student with a disability, including a student for whom an evaluation is pending, to the local police department that has jurisdiction over the school's property, in accordance with state and federal laws and regulations, the procedures set forth in the memorandum of understanding with local law enforcement, and the Board policies. The Superintendent or designee shall respond in a manner that is consistent with the student's Service Agreement and Behavior Support Plan, if applicable.</p>
<p>Title 22  Sec. 10.22, 15.1  Pol. 103, 805.1</p>	<p>In making a determination of whether to notify the local police department of a discretionary incident committed by a qualified student with a disability, including a student for whom an evaluation is pending, the Superintendent or designee shall use the same criteria used for students who do not have a disability.</p>
<p>Title 22  Sec. 10.23,  14.133  Pol. 113.2, 113.3</p>	<p>For a qualified student with a disability who does not have a Behavior Support Plan as part of the student's Service Agreement, subsequent to notification to law enforcement, the district, in conjunction with the student's parent/guardian, shall consider whether a Behavior Support Plan should be developed as part of the Service Agreement to address the student's behavior.</p>
<p>SC 1303-A  Pol. 805.1</p>	<p>In accordance with state law, the Superintendent shall annually, by July 31, report to the Office of Safe Schools on the required form all new incidents committed by qualified students with disabilities, including students for whom an evaluation is pending, which occurred on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity.</p>

References:

School Code – 24 P.S. Sec. 510, 1302.1-A, 1303-A

PA Controlled Substance, Drug, Device and Cosmetic Act – 35 P.S. Sec. 780-102

State Board of Education Regulations – 22 PA Code Sec. 10.2, 10.21, 10.22, 10.23, 10.25, 12.6, 14.104, 14.133, 14.143

Crimes Code, Possession of Firearms and Dangerous Weapons –  
18 U.S.C. Sec. 930

Crimes Code, Definition, Serious Bodily Injury – 18 U.S.C. Sec. 1365(h)(3)

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

Controlled Substances Act – 21 U.S.C. Sec. 812

Individuals With Disabilities Education Act, Title 34, Code of Federal Regulations –  
34 CFR Part 300

Board Policy – 103.1, 113, 113.2, 113.3, 113.4, 216, 218, 218.1, 218.2, 222, 227,  
233, 805.1

# MONTROSE AREA SCHOOL DISTRICT

SECTION: PROGRAMS

TITLE: BEHAVIOR SUPPORT

ADOPTED: December 5, 2003

REVISED: March 9, 2009  
December 7, 2009  
July 8, 2013

113.2. BEHAVIOR SUPPORT	
<p>1. Purpose Title 22 Sec. 14.133, 14.145 20 U.S.C. Sec. 1414(d) 34 CFR Sec. 300.114, 300.324(a)</p>	<p>Students with disabilities shall be educated in the least restrictive environment and shall only be placed in settings other than the regular education class when the nature or severity of the student’s disability is such that education in the regular education class with the use of appropriate supplementary aids and services cannot be achieved satisfactorily. The IEP team for a student with disabilities shall develop a positive behavior support plan if the student requires specific intervention to address behavior that interferes with learning. The identification, evaluation, and plan or program shall be conducted and implemented in accordance with state and federal law and regulations.</p>
<p>2. Authority Title 22 Sec. 14.133 20 U.S.C. Sec. 1414(d), 1415(k) 34 CFR Sec. 300.34(c), 300.324(a), 300.530(d), (f) Pol. 113, 113.1, 113.3</p>	<p>The Board directs that the district’s behavior support programs shall be based on positive rather than negative behavior techniques to ensure that students shall be free from demeaning treatment and unreasonable use of restraints or other aversive techniques. The use of restraints shall be considered a measure of last resort and shall only be used after other less restrictive measures, including de-escalation techniques. Behavior support programs and plans shall be based on a functional assessment of behavior and shall include a variety of research-based techniques to develop and maintain skills that will enhance students’ opportunity for learning and self-fulfillment.</p>
<p>3. Definitions Title 22 Sec. 14.133</p>	<p>The following terms shall have these meanings, unless the context clearly indicates otherwise.</p> <p><b>Aversive techniques</b> - deliberate activities designed to establish a negative association with a specific behavior.</p> <p><b>Behavior support</b> - development, change and maintenance of selected behaviors through the systematic application of behavior change techniques.</p>

<p>Pol. 113</p>	<p><b>Behavior Support Plan or Behavior Intervention Plan</b> - plan for students with disabilities who require specific intervention to address behavior that interferes with learning. A positive Behavior Support Plan shall be developed by the IEP team, be based on a functional behavioral assessment, and become part of the individual student's IEP. These plans must include methods that use positive reinforcements, other positive techniques and related services required to assist a student with a disability to benefit from special education.</p> <p><b>Positive techniques</b> - methods that utilize positive reinforcement to shape a student's behavior, ranging from the use of positive verbal statements as a reward for good behaviors to specific tangible rewards.</p> <p><b>Restraints</b> - application of physical force, with or without the use of any device, designed to restrain free movement of a student's body, excluding the following:</p> <ol style="list-style-type: none"><li>1. Briefly holding a student, without force, to calm or comfort him/her.</li><li>2. Guiding a student to an appropriate activity.</li><li>3. Holding a student's hand to escort him/her safely from one area to another.</li><li>4. Hand-over-hand assistance with feeding or task completion.</li><li>5. Techniques prescribed by a qualified medical professional for reasons of safety or for therapeutic or medical treatment, as agreed to by the student's parents/guardians and specified in the IEP.</li><li>6. Mechanical restraints governed by this policy, such as devices used for physical or occupational therapy, seatbelts in wheelchairs or on toilets used for balance and safety, safety harnesses in buses, and functional positioning devices.</li></ol> <p><b>Seclusion</b> - confinement of a student in a room, with or without staff supervision, in order to provide a safe environment to allow the student to regain self-control.</p> <p><b>Students with disabilities</b> - school-aged children within the jurisdiction of the district who have been evaluated and found to have one or more disabilities as defined by law, and who require, because of such disabilities, special education and related services.</p>
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<p>4. Delegation of Responsibility</p> <p>Title 22 Sec. 14.133</p> <p>Title 22 Sec. 14.133</p>	<p>The Superintendent or designee shall ensure that this Board policy is implemented in accordance with federal and state laws and regulations.</p> <p>The Superintendent or designee shall develop administrative regulations to implement this policy.</p> <p>The Superintendent or designee shall provide regular training, and retraining as needed, of staff in the use of specific procedures, methods and techniques, including restraints and seclusions, that will be used to implement positive behavior supports or interventions in accordance with students' IEPs and Board policy.</p> <p>The Superintendent or designee shall maintain and report data on the use of restraints, as required. Such report shall be readily available for review during the state's cyclical compliance monitoring. Procedures shall be established requiring reports be made to the district by entities educating students with disabilities who attend programs or classes outside the district, including private schools, agencies, intermediate units and vocational schools.</p>
<p>5. Guidelines</p> <p>Title 22 Sec. 14.133 34 CFR Sec. 300.324(a)</p> <p>Title 22 Sec. 14.133</p> <p>Title 22 Sec. 14.133</p>	<p>Development of a separate Behavior Support Plan is not required when appropriate positive behavioral interventions, strategies and supports can be incorporated into a student's IEP.</p> <p>When an intervention is necessary to address problem behavior, the types of intervention chosen for a student shall be the least intrusive necessary.</p> <p><u>Physical Restraints</u></p> <p>Restraints to control acute or episodic aggressive behavior may be used only when the student is acting in a manner that presents a clear and present danger to him/herself or other students or employees, and only when less restrictive measures and techniques have proven to be less effective.</p> <p>The Director of Special Education or designee shall notify the parent/guardian as soon as practicable of the use of restraints to control the aggressive behavior of the student and shall convene a meeting of the IEP team within ten (10) school days of the use of restraints, unless the parent/guardian, after written notice, agrees in writing to waive the meeting. At this meeting, the IEP team shall consider whether the student needs a functional behavioral assessment, re-evaluation, a new or revised positive Behavior Support Plan, or a change of placement to address the inappropriate behavior.</p>

<p>Title 22 Sec. 14.133</p>	<p>The use of restraints shall not be included in the IEP for the convenience of staff, as a substitute for an educational program, or employed as punishment. Restraints may be included in an IEP only if:</p> <ol style="list-style-type: none"> <li>1. The restraint is used with specific component elements of a positive Behavior Support Plan.</li> <li>2. The restraint is used in conjunction with teaching socially appropriate alternative skills or behaviors.</li> <li>3. Staff are authorized to use the restraint and have received appropriate training.</li> <li>4. Behavior Support Plan includes efforts to eliminate the use of restraints.</li> </ol>
<p>Title 22 Sec. 14.133</p>	<p><u>Mechanical Restraints</u></p> <p>Mechanical restraints that are used to control involuntary movement or lack of muscular control of students due to organic causes or conditions may be employed when specified by an IEP, as determined by a medical professional qualified to make the determination, and as agreed to by the student's parents/guardians.</p> <p>Mechanical restraints shall prevent a student from injuring him/herself or others or promote normative body positioning and physical functioning.</p>
<p>Title 22 Sec. 14.133</p>	<p><u>Seclusion</u></p> <p>The district permits involuntary seclusion of a student in accordance with the student's IEP or in an emergency to prevent immediate or imminent injury to the student or others, but the seclusion must be the least restrictive alternative.</p>
<p>Title 22 Sec. 14.133</p>	<p>The district prohibits the seclusion of students in locked rooms, locked boxes and other structures or spaces from which the student cannot readily exit.</p> <p><u>Aversive Techniques</u></p>
<p>Title 22 Sec. 14.133</p>	<p>The following aversive techniques of handling behavior are considered inappropriate and shall not be used in educational programs:</p> <ol style="list-style-type: none"> <li>1. Corporal punishment.</li> <li>2. Punishment for a manifestation of a student's disability.</li> </ol>

<p>Title 22 Sec. 14.143</p>	<ol style="list-style-type: none"> <li>3. Locked rooms, locked boxes, other locked structures or spaces from which the student cannot readily exit.</li> <li>4. Noxious substances.</li> <li>5. Deprivation of basic human rights, such as withholding meals, water or fresh air.</li> <li>6. Suspensions constituting a pattern as defined in state regulations.</li> <li>7. Treatment of a demeaning nature.</li> <li>8. Electric shock.</li> <li>9. Methods implemented by untrained personnel.</li> <li>10. Prone restraints, which are restraints by which a student is held face down on the floor.</li> </ol>
<p>SC 1302.1-A Title 22 Sec. 10.2, 10.21, 10.22, 10.23, 10.25, 14.104, 14.133 20 U.S.C. Sec. 1415(k) 34 CFR Sec. 300.535 Pol. 103.1, 113, 113.1, 218, 218.1, 218.2, 222, 227, 805.1</p>	<p><u>Referral To Law Enforcement</u></p> <p>The Superintendent or designee shall immediately report required incidents and may report discretionary incidents committed on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity by a qualified student with a disability, including a student for whom an evaluation is pending, to the local police department that has jurisdiction over the school's property, in accordance with state and federal laws and regulations, the procedures set forth in the memorandum of understanding with local law enforcement, and the Board policies. The Superintendent or designee shall respond in a manner that is consistent with the student's Service Agreement and Behavior Support Plan, if applicable.</p>
<p>Title 22 Sec. 10.23, 14.133 Pol. 113.3</p>	<p>Subsequent to notification to law enforcement, an updated functional behavioral assessment and Behavior Support Plan shall be required for students with disabilities who have Behavior Support Plans at the time of such referral.</p>

113.2. BEHAVIOR SUPPORT - Pg. 6

<p>Title 22 Sec. 14.133</p>	<p>If, as a result of such referral, the student is detained or otherwise placed in a residential setting located outside the district, the Director of Special Education or designee shall ensure that the responsible school district or intermediate unit is informed of the need to update the student's functional behavioral assessment and Behavior Support Plan.</p>
<p>Title 22 Sec. 10.23, 14.133</p>	<p>For a student with a disability who does not have a Behavior Support Plan, subsequent to notification to law enforcement, the district shall convene the student's IEP team to consider whether a Behavior Support Plan should be developed to address the student's behavior, in accordance with law.</p>
	<p><u>Relations with Law Enforcement</u></p>
<p>Title 22 Sec. 10.23, 14.104 Pol. 113, 805.1</p>	<p>The district shall provide a copy of its administrative regulations and procedures for behavior support, developed in accordance with the Special Education Plan, to each local police department that has jurisdiction over school property. Updated copies shall be provided each time the administrative regulations and procedures for behavior support are revised by the district.</p>
<p>Title 22 Sec. 10.23, 14.104, 14.133 Pol. 113, 805.1</p>	<p>The district shall invite representatives of each local police department that has jurisdiction over school property to participate in district training on the use of positive behavior supports, de-escalation techniques and appropriate responses to student behavior that may require intervention, as included in the district's Special Education Plan and positive behavior support program.</p>
	<p>References:</p>
	<p>School Code – 24 P. S. Sec. 1302.1-A, 1303-A</p>
	<p>State Board of Education Regulations – 22 PA Code Sec. 10.2, 10.21, 20.22, 10.23, 10.25, 14.104, 14.133, 14.143, 14.145</p>
	<p>Individuals With Disabilities Education Act – 20 U.S.C. Sec. 1400 et seq.</p>
	<p>Individuals With Disabilities Education Act, Title 34, Code of Federal Regulations – 34 CFR Part 300</p>
	<p>Pennsylvania Training and Technical Assistance Network, Questions and Answers on the Restraint Reporting Requirements and System, June 2009 – <a href="http://www.pattan.net">www.pattan.net</a></p>
	<p>Board Policy – 000, 103.1, 113, 113.1, 113.3, 218, 218.1, 218.2, 222, 227, 805.1</p>

SECTION: PROGRAMS

TITLE: SCREENING AND  
EVALUATIONS FOR  
STUDENTS WITH  
DISABILITIES

ADOPTED: December 7, 2009

REVISED: October 10, 2011  
February 13, 2012

# MONTROSE AREA SCHOOL DISTRICT

## 113.3. SCREENING AND EVALUATIONS FOR STUDENTS WITH DISABILITIES

- 1. Purpose
  - Title 22
  - Sec. 14.122
  - 14.123,
  - 14.124,
  - 14.125,
  - 14.133
  - 20 U.S.C.
  - Sec. 1414
  - 34 CFR
  - Sec. 300.226,
  - 300.301-
  - 300.311,
  - 300.502,
  - 300.530
  - Pol. 113, 113.2

The Board adopts this policy to define the minimum requirements for screening; educational evaluations conducted to determine eligibility for special education services, instructional levels and programming requirements for students with disabilities, including functional behavioral assessments; and requirements for independent educational evaluations.

- 2. Authority
  - Title 22
  - Sec. 14.122
  - 34 CFR
  - Sec. 300.226
  - Pol. 209

The Board shall adopt a system of screening that may include early intervening services and must be designed to accomplish identification and initial screening for students prior to district referral for a special education evaluation. The system shall provide support to staff to improve working effectively with students in the general education curriculum, identify students who may require special education services and programs, and must include hearing and vision screening and screening at reasonable intervals to determine whether students are performing at grade appropriate levels in core academic subjects.

- 34 CFR
- Sec. 300.226

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

<p>Title 22 Sec. 14.133 34 CFR Sec. 300.530 Pol. 113, 113.1, 113.2</p>	<p>The Board authorizes the use of functional behavioral assessments (FBAs) as an evaluation to gather information to understand the purpose of the student’s behaviors and to assist with developing a positive Behavior Support Plan. FBAs must be conducted when:</p> <ol style="list-style-type: none"> <li>1. A student’s behavior interferes with his/her learning or the learning of others and information is necessary to provide appropriate educational programming.</li> <li>2. A student’s behavior violates the Code of Student Conduct and is determined to be a manifestation of a student’s disability.</li> <li>3. A student is placed in an interim alternative educational placement for a qualifying reason permitting such placement for up to forty-five (45) school days for certain offenses.</li> <li>4. The school contacts law enforcement regarding a student who already has a positive Behavior Support Plan.</li> </ol>
<p>Title 22 Sec. 14.123 20 U.S.C. Sec. 1414 34 CFR Sec. 300.300- 300.311, 300.502</p>	<p>FBAs may also constitute part of the initial evaluation to determine eligibility for special education.</p> <p>The district shall comply with requirements of state and federal laws and regulations when conducting evaluations.</p> <p>An appropriate evaluation of a student, whether conducted by district staff or individuals not employed by the district, shall consist of the administration of all testing and the use of all assessment procedures required to determine the existence of all legally defined disabilities reasonably suspected by district staff, parents/guardians, or the evaluator. An appropriate evaluation shall assist in determining the content of the IEP to enable a student with a disability to be involved in and progress in the general curriculum.</p> <p>A student shall be assessed in all areas related to the suspected disability including, as appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status and motor abilities.</p>
<p>Title 22 Sec. 14.124 20 U.S.C. Sec. 1414 34 CFR Sec. 300.303- 300.306</p>	<p>A re-evaluation of a student who currently has an IEP shall be conducted as required by state and federal law and regulations.</p>



Testing and assessment procedures shall be selected and administered to yield valid measurement or assessment of the construct or quality they purport to measure or assess. The evaluator shall administer any testing or assessment procedures in a manner consistent with the requirements and recommendations of the publisher of the test or procedure and in compliance with applicable and authoritatively recognized professional principles and ethical tenets. S/He shall report any factor that might affect the validity of any results obtained.

All assessments and evaluation materials shall be selected and administered so as not to be discriminatory on a racial or cultural basis. Where feasible, assessments and evaluations shall be administered in a language and form most likely to provide accurate information about the student.

The evaluation shall include an observation of the student in an educational setting, unless the student is not currently in such a setting. The evaluator shall obtain information concerning the performance of the student directly from at least one (1) current teacher of the student, unless s/he does not have a current teacher.

The evaluator shall hold an active certification that qualifies the evaluator to conduct that type of evaluation. If certification is not issued for the particular area of professional practice in which the evaluator is lawfully engaged, the evaluator shall hold such license or other credentials as required for the area of professional practice under state law.

The evaluator shall prepare and sign a full report of the evaluation containing:

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

<p>Title 22 Sec. 14.124 34 CFR Sec. 300.302</p>	<p><u>Re-Evaluations</u></p> <p>Re-evaluations shall be conducted within the timeframes required by state and federal laws and regulations unless the parent/guardian and the district agree in writing that a re-evaluation is unnecessary. For students with mental retardation, the re-evaluation cannot be waived. The group of qualified professionals that reviews the evaluation materials to determine whether the child is a student with a disability shall include a certified school psychologist when evaluating a student for autism, emotional disturbance, mental retardation, multiple disabilities, other health impairment, specific learning disability and traumatic brain injury.</p> <p>Copies of the re-evaluation report shall be disseminated to parents/guardians at least ten (10) days prior to the meeting of the IEP team unless this requirement is waived in writing.</p>
<p>34 CFR Sec. 300.502</p>	<p><u>Independent Educational Evaluations</u></p> <p>A parent/guardian who disagrees with the results or content of an evaluation performed or obtained by the district may request an independent educational evaluation at district expense. A parent/guardian is entitled to only one (1) independent educational evaluation at public expense each time the district conducts an evaluation with which the parent/guardian disagrees. The independent educational evaluation must arise from parents'/guardians' disagreement with the district's most recent evaluations or re-evaluations of the student. The district shall be entitled to a copy of all results of independent educational evaluations conducted at public expense. If an oral request for an independent educational evaluation is made to a professional employee or administrator, that person shall inform the parent/guardian that the request must be made in writing. If the native language of the parent/guardian is other than English, the requirement that the parent/guardian make his/her request in writing shall be conveyed by whatever means practicable and, where feasible, in the native language of the parent/guardian.</p> <p>A written request for an independent educational evaluation at district expense shall be immediately forwarded to the Director of Special Education, who may, upon receipt of the written parent/guardian request, ask that the parent/guardian state his/her reason for disagreement with the evaluation conducted or proposed by the district. The district cannot require the parent/guardian to do so, and the refusal of the parent/guardian shall not delay the process required by this policy.</p> <p>The criteria under which the independent evaluation at public expense is obtained must be the same as the criteria used by the district in conducting an appropriate evaluation, including the location of the evaluation and the qualifications of the examiner, to the extent those criteria are consistent with the parent's/guardian's right</p>

to an independent educational evaluation at public expense. The qualified examiners who conduct the independent educational evaluation may not be employed by the public agency responsible for the education of the student.

Within ten (10) school days of receipt of a request for an independent educational evaluation in writing from a parent/guardian, the Director of Special Education shall either initiate a due process hearing to show that the district's evaluation is appropriate and notify the parent/guardian in writing that s/he has done so or issue to the parent/guardian correspondence containing:

1. Assurance that the district will pay for an independent educational evaluation as long as the evaluation meets all of the requirements of an appropriate evaluation and is in compliance with this policy.
2. Statement that the district will not pay for the evaluation until it receives directly from the evaluator a complete copy of a report of that evaluation and determines that the evaluation is in compliance with this policy.
3. Request that the parents/guardians consider accessing reimbursement for all or part of the evaluation from public or private sources of insurance or reimbursement, together with a clear assurance that the parent/guardian is not required to do so and that the district will pay any cost not covered by such sources.
4. Direct that the parent/guardian is responsible for arranging for the evaluation and ensuring that the evaluator contacts the Director of Special Education to arrange for payment of the evaluation.

Upon request, the district shall provide to parents/guardians information about where an independent educational evaluation may be obtained.

If the evaluation has already been conducted and paid for, the district shall issue correspondence advising the parent/guardian that the district will not reimburse the parent/guardian for the evaluation until it receives a complete and unredacted copy of the report of the evaluation and determines that the evaluation is in compliance with this policy. The district shall require documentation substantiating that the parents/guardians paid for or incurred the obligation to pay for the evaluation without reimbursement from a public or private source of insurance or reimbursement.

The Director of Special Education shall send the correspondence to the parent/guardian by certified mail or by other independently verifiable means of conveyance and enclose a copy of this policy.

The Director of Special Education shall maintain a list of qualified independent evaluators in each of the various disciplines commonly relied upon to provide education-related evaluations and assessments and shall promptly make that list available to any parent/guardian who requests it.

References:

State Board of Education Regulations – 22 PA Code Sec. 14.122, 14.123, 14.124, 14.125, 14.133

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

Individuals with Disabilities Education Act, Title 34, Code of Federal Regulations – 34 CFR Part 300

Pa. Ass'n for Retarded Children (PARC) v. Com. Of Pa., 343 F. Supp. 279 (E.D. Pa. 1975)

Pennsylvania Training and Technical Assistance Network – [www.pattan.net](http://www.pattan.net)

Board Policy – 113, 113.1, 113.2, 209

# MONTROSE AREA SCHOOL DISTRICT

SECTION: PROGRAMS

TITLE: CONFIDENTIALITY OF  
SPECIAL EDUCATION  
STUDENT INFORMATION

ADOPTED: October 10, 2011

REVISED:

<p>1. Authority Pol. 113</p> <p>34 CFR Sec. 300.611- 300.627</p> <p>34 CFR Sec. 300.520, 300.625</p> <p>2. Definitions 34 CFR Sec. 300.611</p> <p>34 CFR Sec. 99.3</p> <p>20 U.S.C. Sec. 1232g 34 CFR Sec. 99.3 Pol. 216</p> <p>34 CFR Sec. 99.3, 300.32</p>	<p style="text-align: center;">113.4. CONFIDENTIALITY OF SPECIAL EDUCATION STUDENT INFORMATION</p> <p>The Board recognizes the need to protect the confidentiality of personally identifiable information in the education records of students with disabilities.</p> <p>The district shall maintain a system of safeguards to protect the confidentiality of students' educational records and personally identifiable information when collecting, retaining, disclosing and destroying student special education records, in accordance with Board policy, state requirements, and federal and state law and regulations.</p> <p>The rights provided by this policy apply to parents/guardians of students who receive special education programming and services from the district or an outside program provided through the district.</p> <p><b>Destruction</b> shall mean the physical destruction or removal of personal identifiers from information so that the information is no longer personally identifiable.</p> <p><b>Disclosure</b> shall mean to permit access or the release, transfer, or other communication of personally identifiable information contained in educational records by any means, including oral, written, or electronic means, to any party except the party identified as the party that provided or created the record.</p> <p><b>Education Records</b>, for purposes of this policy, shall include the records and information covered under the definition of education records in the Family Educational Rights and Privacy Act (FERPA) and its implementing regulations.</p> <p><b>Personally identifiable information</b> includes, but is not limited to:</p> <ol style="list-style-type: none"> <li>1. The name of a student, the student's parents/guardians or other family members.</li> </ol>
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<p>3. Guidelines</p> <p>34 CFR Sec. 99.10, 300.613</p> <p>34 CFR Sec. 99.4, 300.613</p> <p>34 CFR Sec. 99.10, 300.613</p>	<ol style="list-style-type: none"> <li>2. The address of the student or student’s family.</li> <li>3. A personal identifier, such as the student’s social security number, student number, or biometric record.</li> <li>4. Other indirect identifiers, such as the student’s date of birth, place of birth, and mother’s maiden name.</li> <li>5. Other information that, alone or in combination, is linked or linkable to a specific student that has been identified as having a disability.</li> </ol> <p><u>Parental Access Rights</u></p> <p>The district shall permit parents/guardians to inspect and review any educational records relating to their child(ren) that are collected, retained, or used by the district in connection with providing special education services to the student.</p> <p>The district shall comply with a parental request to inspect and review education records without unnecessary delay and before any meeting regarding an Individualized Education Plan (IEP); any impartial due process hearing relating to the identification, evaluation, educational placement, or the provision of a free and appropriate public education (FAPE) to a student; a hearing related to the discipline of the student; and a resolution meeting.</p> <p>The district shall presume a parent/guardian has authority to inspect and review records relating to his/her child unless it has been provided documentation that the requesting parent/guardian does not have this authority under applicable state law.</p> <p>The district shall comply with a parental request for review within forty-five (45) days following the receipt of the request.</p> <p>A parent’s/guardian’s right to inspect and review education records includes the right to:</p> <ol style="list-style-type: none"> <li>1. A response from the district to reasonable requests for explanations and interpretations of the records;</li> <li>2. Request that the district provide copies of the records if failure to provide copies would effectively prevent the parent/guardian from exercising the right to inspect and review the records, and</li> <li>3. Have a representative inspect and review the records.</li> </ol>
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<p>34 CFR Sec. 99.12, 300.615</p>	<p>If an education record includes information on more than one (1) student, the parents/guardians shall have access only to the information relating to their child or shall be informed of the information in the record.</p>
<p>34 CFR Sec. 300.615</p>	<p>The district shall provide parents/guardians, upon request, a list of the types and locations of education records collected, maintained, or used by the district.</p>
<p>34 CFR Sec. 9.11, 300.617</p>	<p><u>Fees</u></p> <p>The district may charge a fee for copies of records that are made for parents/guardians so long as the fee does not effectively prevent parents/guardians from exercising their right to inspect and review those records.</p> <p>The district shall not charge a fee to search for or to retrieve information in response to a parental request.</p>
<p>34 CFR Sec. 300.614</p>	<p><u>Records Of Access</u></p> <p>The district shall keep a record of parties obtaining access to education records collected, maintained, or used in providing special education to students with disabilities, except access by parents/guardians and authorized district employees.</p> <p>The district's record of access shall include the name of the party, the date access was given, and the purpose for which the party is authorized to use the records.</p>
<p>34 CFR Sec. 99.20, 300.618</p>	<p><u>Amendment Of Records Upon Parental Request</u></p> <p>If a parent/guardian believes that information in the student's education records is inaccurate, misleading or violates the privacy or other rights of the student, the parent/guardian may request that the district amend the information.</p> <p>The district shall decide whether to amend the information within a reasonable period of time from receipt of the request.</p> <p>If the district declines to amend the information in accordance with a parental request, the district shall inform the parent/guardian of the refusal and advise the parent/guardian of the right to a hearing.</p>

<p>34 CFR Sec. 99.21, 300.510- 300.516, 300.619</p>	<p><u>Records Hearing</u></p>
<p>34 CFR Sec. 99.22, 300.621</p>	<p>The district shall, on request, provide parents/guardians with an opportunity for a hearing to challenge information in the student’s education records to ensure that the information is not inaccurate, misleading, or otherwise in violation of the student’s privacy or other rights. The district recognizes that parents/guardians who believe that there is a due process violation relating to an alleged violation of confidentiality may also request a special education due process hearing.</p>
	<p><u>Hearing Procedures</u></p>
	<p>A hearing to challenge information in education records must meet the following requirements:</p>
	<ol style="list-style-type: none"> <li>1. The district shall hold the hearing within a reasonable time after receiving the request for a hearing.</li> <li>2. The district shall give the parent/guardian reasonable advance written notice of the date, time, and place of the hearing.</li> <li>3. The hearing may be conducted by an individual, including a district official, who does not have a direct interest in the outcome of the hearing.</li> <li>4. The district shall give the parent/guardian a full and fair opportunity to present relevant evidence. The parent/guardian may, at his/her own expense, be assisted or represented by one (1) or more individuals of his/her choice, including an attorney.</li> <li>5. The district shall inform parents/guardians of its decision in writing within a reasonable period of time after the hearing.</li> <li>6. The decision must be based solely on the evidence presented at the hearing, and must include a summary of the evidence and the reasons for the decision.</li> </ol>
<p>34 CFR Sec. 99.21, 300.620</p>	<p><u>Result Of Hearing</u></p>
	<p>If, as a result of the hearing, the district decides that the information is inaccurate, misleading, or otherwise in violation of the student’s privacy or other rights, the district shall amend the information accordingly and inform the parent/guardian in writing.</p>

	<p>If, as a result of the hearing, the district decides that the information is not inaccurate, misleading, or otherwise in violation of the student’s privacy or other rights, the district shall inform the parent/guardian of the parent’s/guardian’s right to place in the student’s records a statement commenting on the information and/or providing any reasons for disagreeing with the district’s decision.</p> <p>Any explanation placed in the student’s records shall be:</p> <ol style="list-style-type: none"> <li>1. Maintained by the district as part of the student’s records as long as the record or contested portion is maintained by the district; and</li> <li>2. Included with the record or contested portion if the record or contested portion are disclosed to any party.</li> </ol> <p><u>Storage, Retention And Destruction Of Information</u></p> <p>34 CFR Sec. 300.623</p> <p>The district shall store all education records and personally identifiable information of students receiving special education services in such a way as to protect the confidentiality and integrity of all records and information, prevent unauthorized access to and disclosure of records and information, and ensure compliance with other legal and regulatory requirements regarding records retention.</p> <p>34 CFR Sec. 300.623</p> <p>The district shall maintain, for public inspection, a current listing of the names and positions of district employees who have access to personally identifiable information.</p> <p>Pol. 216</p> <p>In order to comply with state compliance monitoring requirements, the district shall maintain education records for students receiving special education services for at least six (6) years.</p> <p>34 CFR Sec. 300.624</p> <p>The district shall inform parents/guardians when personally identifiable information collected, maintained, or used is no longer needed to provide educational services to the student. After notice, such information shall be destroyed upon parental request.</p> <p>34 CFR Sec. 99.10</p> <p>No education record shall be destroyed if there is an outstanding request to inspect or review the record or if a litigation hold exists.</p> <p>34 CFR Sec. 300.624</p> <p>The district may maintain a permanent record of the student’s name, address, and phone number, his/her grades, attendance record, classes attended, grade level completed, and year completed.</p> <p>34 CFR Sec. 300.623</p> <p>The district shall ensure the destruction of education records in a manner that protects the confidentiality and privacy rights of the student and his/her family.</p>
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<p>34 CFR Sec. 99.30, 99.31 300.622 Pol. 113.1, 113.2, 113.2, 216</p> <p>34 CFR Sec. 300.622</p> <p>34 CFR Sec. 300.622</p> <p>4. Delegation of Responsibility 34 CFR Sec. 300.623</p> <p>34 CFR Sec. 300.623</p>	<p><u>Disclosure To Third Parties</u></p> <p>The district shall obtain parental consent before disclosing personally identifiable information to parties other than school district officials with a legitimate educational interest or other educational institutions that provide special education services to the student for the purposes of meeting a requirement of law or regulation unless the information is contained in education records and the disclosure is permitted without parental consent under law and regulations.</p> <p>Parental consent must be obtained before personally identifiable information is released to officials of participating agencies providing or paying for transition services.</p> <p>If a student is enrolled, or is going to enroll in a private school that is not located in the district of the parent's/guardian's residence, parental consent must be obtained before any personally identifiable information about the student is released between officials in the district where the private school is located and officials in the district of the parent's/guardian's residence.</p> <p>In order to maintain the confidentiality of the educational records and personally identifiable information of students with disabilities, the Board designates the Director of Special Education to coordinate the district's efforts to comply with this policy and applicable laws and regulations.</p> <p>All district employees collecting or using personally identifiable information shall receive training or instruction regarding Board policy, administrative regulations, and state and federal law and regulations regarding confidentiality of education records and personally identifiable information.</p> <p>References:</p> <p>Family Educational Rights and Privacy Act – 20 U.S.C. Sec. 1232g</p> <p>Individuals With Disabilities Education Act – 20 U.S.C. Sec. 1400 et seq.</p> <p>Family Educational Rights and Privacy, Title 34, Code of Federal Regulations – 34 CFR Part 99</p> <p>Individuals With Disabilities Education Act, Title 34, Code of Federal Regulations – 34 CFR Part 300</p>
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Pennsylvania Department of Education Individuals with Disabilities Education Act  
Part B LEA Policies and Regulations under 34 C.F.R. §§300.101-300.176 (2009)  
Bureau of Special Education Letter to School Entities on Retention of Records –  
Dated November 9, 2009

Board Policy – 113, 113.1, 113.2, 113.3, 216

# MONTROSE AREA SCHOOL DISTRICT

SECTION: PROGRAMS

TITLE: GIFTED EDUCATION

ADOPTED: July 11, 2003

REVISED: December 7, 2009  
September 8, 2014

114. GIFTED EDUCATION	
<p>1. Authority SC 1371 Title 22 Sec. 4.28, 16.1 et seq</p>	<p>In accordance with the Board's philosophy to develop the special abilities of each student, the district shall provide gifted education services and programs designed to meet the individual educational needs of each identified student.</p>
<p>Title 22 Sec. 4.13, 16.4 Pol. 100</p>	<p>The district shall develop and implement a gifted education plan every six (6) years, as required by law and regulations. Prior to approval by the Board, the gifted education plan shall be made available for public inspection and comment in the district's administrative offices and the nearest public library for a minimum of twenty-eight (28) days.</p> <p>The district's gifted education plan shall address:</p> <ol style="list-style-type: none"> <li>1. The district's process for identifying gifted children in need of specially designed instruction.</li> <li>2. The gifted special education programs offered by the district.</li> <li>3. Reports of gifted students, personnel and program elements, and costs, as required by the Department of Education.</li> </ol>
<p>Title 22 Sec. 16.2</p>	<p>The Board may enter into a cooperative agreement with Northeastern Educational Intermediate Unit #19 in order to provide gifted education and services.</p> <p>The Board directs that the district's gifted program shall provide the following:</p>
<p>Title 22 Sec. 16.21</p>	<ol style="list-style-type: none"> <li>1. System to locate and identify all students within the district who are thought to be gifted and in need of specially designed instruction.</li> </ol>
<p>Title 22 Sec. 16.21</p>	<ol style="list-style-type: none"> <li>2. Screening and evaluation process to determine students' educational needs that meet state requirements.</li> </ol>
<p>Title 22 Sec. 16.21</p>	<ol style="list-style-type: none"> <li>3. Procedures to determine whether a student is mentally gifted.</li> </ol>

<p>Title 22 Sec. 16.22, 16.23, 16.32, 16.33</p>	<p>4. Gifted Individualized Education Plan (GIEP) developed, and subsequently modified, for each student based on his/her unique needs and the written report of the Gifted Multidisciplinary Team (GMDT).</p>
<p>Title 22 Sec. 16.63</p>	<p>5. Safeguards for the due process rights of gifted students.</p>
<p>Title 22 Sec. 16.32</p>	<p>6. Notification to teachers of their responsibilities to each of their identified gifted students, as provided in the student's Gifted Individualized Education Plan (GIEP).</p>
<p>Title 22 Sec. 16.32, 16.61, 16.62</p>	<p>The district shall provide all required notices and information to parents/guardians of gifted students, document all consents and responses of parents/guardians, and adhere to all established timelines.</p>
<p>2. Guidelines Title 22 Sec. 16.21</p>	<p>The district shall make the Permission to Evaluate Gifted Students form readily available to parents/guardians. If an oral request is made to an administrator or professional employee, s/he shall provide the form to the parents/guardians within ten (10) calendar days of the oral request.</p>
<p>Title 22 Sec. 16.41</p>	<p><u>Caseloads/Class Size</u></p> <p>The Board directs the Superintendent and designated administrators to annually assess the district's delivery of gifted services and programs, in order to:</p> <ol style="list-style-type: none"> <li>1. Ensure the ability of assigned staff to provide the services required in each identified student's GIEP.</li> <li>2. Address the educational placements for gifted students within the district.</li> <li>3. Limit the total number of gifted students that can be on an individual gifted teacher's caseload to a maximum of sixty-five (65) students.</li> <li>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.</li> </ol>
<p>Title 22 Sec. 16.41</p>	<p>The district may 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. 16.65</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 Education Rights and</p>

<p>20 U.S.C. Sec. 1232g Pol. 216</p> <p>Title 22 Sec. 16.21</p> <p>3. Delegation of Responsibility</p>	<p>Privacy Act (FERPA) and its implementing regulations, State Board of Education Regulations, and Board policy.</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 services and programs, and how to request these services and programs.</p> <p>Awareness activities may include providing written notice of the district's gifted education program through local newspapers, other media, student handbooks, the district web site and district publications.</p> <p>The Superintendent or designee shall develop administrative regulations to implement this policy.</p> <p>References:</p> <p>School Code – 24 P.S. Sec. 1371</p> <p>State Board of Education Regulations – 22 PA Code Sec. 4.13, 4.28, 11.12, 16.1 et seq.</p> <p>Family Educational Rights and Privacy Act – 20 U.S.C. Sec. 1232g</p> <p>Board Policy – 000, 100, 113, 216</p>
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# MONTROSE AREA SCHOOL DISTRICT

SECTION: PROGRAMS

TITLE: VOCATIONAL TECHNICAL  
EDUCATION

ADOPTED: July 11, 2003

REVISED: December 4, 2006

<p>1. Purpose Title 22 Sec. 4.31, 12.41</p> <p>2. Definition Title 22 Sec. 4.31 SC 1801</p> <p>3. Authority</p> <p>Title 22 Sec. 4.31 SC 1806</p> <p>SC 1807, 1841</p> <p>Title 22 Sec. 4.13, 4.31</p> <p>Title 22 Sec. 4.31, 11.28</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"> <li>1. Prepare students for gainful employment as skilled workers or technicians in recognized, new and emerging occupations.</li> <li>2. Prepare students for enrollment in postsecondary education programs.</li> <li>3. Assist students in choosing meaningful career pathways.</li> </ol> <p>For purposes of this policy, <b>vocational technical education</b> 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"> <li>1. Vocational technical courses of study interwoven and articulated throughout the curriculum of the school.</li> <li>2. Attendance at the Susquehanna County Career &amp; Technology Center and participation in a cooperative program of career development.</li> </ol> <p>In order to maintain a program of vocational technical education, the Board shall:</p> <ol style="list-style-type: none"> <li>1. Approve the content, organization and assessment standards of all vocational courses stated in the Strategic Plan.</li> <li>2. Approve the placement of students in work-study and career preparatory programs and supervise the nature and conduct of their employment.</li> </ol>
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<p>SC 1106</p>	<p>3. Employ and supervise certified district vocational technical staff.</p>
<p>Title 22 Sec. 4.34 SC 1806</p>	<p>4. Provide adequate facilities and equipment for maintenance of the district's program.</p>
<p>Title 22 Sec. 4.31</p>	<p>5. In cooperation with the Susquehanna County Career &amp; Technology Center, establish the number of credits to be awarded toward graduation for vocational technical education courses of study and for cooperative education programs.</p>
<p>Title 22 Sec. 4.33 SC 1808, 1842</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>Title 22 Sec. 4.31, 4.32, 4.35 SC 1850.1</p>	<p>1. All district programs are operated in conformance with the current state plan for vocational technical education and State Board regulations.</p>
<p>SC 1212</p>	<p>2. All district teachers are properly certified for their specific vocational technical teaching assignments.</p>
<p>Title 22 Sec. 4.31</p>	<p>3. All approved planned instruction is carried out.</p> <p>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>
<p>Title 22 Sec. 4.31, 12.41</p>	<p>5. 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, federal and private 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 Susquehanna County Career &amp; Technology Center.</p>

References:

School Code – 24 P. S. Sec. 1106, 1212, 1801, 1806, 1807, 1808, 1809, 1841, 1842, 1850.1

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

# MONTROSE AREA SCHOOL DISTRICT

SECTION: PROGRAMS

TITLE: TUTORIAL INSTRUCTION

ADOPTED: July 11, 2003

REVISED: April 13, 2005

<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. TUTORIAL INSTRUCTION</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 certain 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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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.

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.

References:

School Code – 24 P.S. Sec. 1327

State Board of Education Regulations – 22 PA Code Sec. 4.52, 11.22, 11.31



The Board reserves the right to withhold homebound instruction when:

1. The instructor's presence in the place of a student's confinement presents a hazard to the health/safety of the teacher.
2. A parent/guardian or other adult in authority is not at home with the student during the hours of instruction.
3. The condition of the student is such as to preclude 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 procedures for implementing independent study which:</p> <ol style="list-style-type: none"><li>1. Counsel students who apply for independent study.</li><li>2. Develop specified, measurable instructional objectives and standards for each planned course of independent study.</li><li>3. Assure that each student conducts study under appropriate staff guidance and supervision.</li><li>4. Monitor the progress of each student.</li><li>5. Certify the completion of each course of independent study based upon the original specified objectives.</li></ol>
<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 Superintendent directs that only those students shall be admitted to courses of independent study who provide evidence of academic proficiency, maturity of judgment, 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 Superintendent approval.</p>

# MONTROSE AREA SCHOOL DISTRICT

SECTION: PROGRAMS

TITLE: CURRENT EVENTS

ADOPTED: July 11, 2003

REVISED: September 8, 2014

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 and opinions.
2. Definition	A current event is defined as a topic on which opposing points of view have been promulgated by responsible opinion and is not expressly enumerated in the course guide as content of the course of study.
3. Authority Pol. 106	<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"><li>1. Is related to the course's educational goals and the students' level of maturity.</li><li>2. Does not tend to indoctrinate or persuade students to a particular point of view.</li><li>3. Encourages balanced presentations and open-mindedness.</li><li>4. Is conducted in a spirit of scholarly inquiry.</li><li>5. Is instigated by curricular design or by the students themselves.</li><li>6. Is not related to the employment status of the teacher and/or other district employees.</li></ol>

<p>Pol. 106</p> <p>4. Delegation of Responsibility</p>	<p>The Board recognizes that some deviation from the assigned course guide is necessary in the free exchange of the classroom. However, the Board specifies for the guidance of the Superintendent and staff that any discussion of current events in the classroom shall be conducted in an unprejudiced and dispassionate manner and shall not disrupt the educational process, fail to match the maturity level of students, nor be unrelated to the goals of the district and the appropriate course guide.</p> <p>The Superintendent or designee shall develop administrative regulations for the management of current events that do not stifle the spirit of free and scholarly inquiry.</p> <p>References:</p> <p>School Code – 24 P.S. Sec. 510</p> <p>Board Policy – 000, 106</p>
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# MONTROSE AREA SCHOOL DISTRICT

SECTION: PROGRAMS

TITLE: FIELD TRIPS

ADOPTED: July 11, 2003

REVISED: August 13, 2004  
September 8, 2014

<p>1. Purpose</p> <p>2. Definition</p> <p>3. Authority SC 517</p>	<p style="text-align: center;">121. FIELD TRIPS</p> <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"> <li>1. Supplement and enrich classroom learning by providing educational experiences in an environment outside the schools.</li> <li>2. Arouse new interests among students.</li> <li>3. Help students relate academic learning to the reality of the world outside of school.</li> <li>4. Introduce community resources, such as natural, cultural, industrial, commercial, governmental, and educational.</li> <li>5. Afford students the opportunity to study real things and real processes in their actual environment.</li> </ol> <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> <p>The Board shall be informed of all field trips approved by the Superintendent.</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>
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<p>4. Delegation of Responsibility</p>	<p>The Superintendent or designee shall develop administrative regulations for the operation of field trips.</p>
<p>5. Guidelines</p>	<p>Field trips shall be governed by guidelines which ensure that:</p> <ol style="list-style-type: none"> <li>1. The safety and well-being of students will be protected at all times.</li> <li>2. Permission of the parent/guardian is sought and obtained before any student may participate.</li> <li>3. The principal approves the purpose, itinerary and duration of each proposed trip.</li> </ol>
<p>Pol. 105</p>	<ol style="list-style-type: none"> <li>4. Each field trip is properly planned, integrated with the curriculum, and followed up by appropriate activities that enhance its value.</li> <li>5. The effectiveness of field trip activities is monitored and evaluated continuously.</li> <li>6. Teachers are allowed flexibility and innovation in planning field trips.</li> <li>7. No field trip will be approved unless it contributes to the achievement of specified instructional objectives.</li> </ol>
	<p><u>Administration Of Medication</u></p> <p>The Board directs planning for field trips to start early in the school year and to include collaboration between administrators, teachers, nurses, parents/guardians and other designated health officials.</p>
<p>Pol. 103.1, 113</p>	<p>Decisions regarding administration of medication during field trips and other school-sponsored programs and activities shall be based on the student's individual needs.</p>
<p>Pol. 210, 210.1</p>	<p>Medication shall be administered in accordance with applicable laws, regulations, Board policies and district procedures.</p>
	<p><u>Overnight Field Trips</u></p> <p>It is the philosophy of the school district that extracurricular trips are a vital part of student's educational experience. Also, these trips should be scheduled to cause a minimum interruption to the daily educational routine. All overnight trips will limit student absence to two (2) school days. Overnight or extended trips shall be scheduled to conform with this philosophy. All trips must have prior approval of the administration.</p>

A schedule of payments must be established for all trips. Failure to meet their individual responsibility at any time will result in student exclusion from the trips and forfeiture of all funds accrued by that individual into the club activity account. The schedule of payments shall be submitted to the administration for approval. No money shall be accepted from a student unless a parental approval form has been signed.

Students who have committed policy violations which require long-term suspensions (longer than three [3] days) will forfeit the privilege to attend any school-sponsored trip, and agree to contribute all funds accrued by that individual to the activity account of that club, in order to avoid a financial burden on the entire club.

#### Chaperones for Overnight Field Trips

1. The Superintendent will determine the number of chaperones required.
2. The sponsoring organization will supply a list of proposed chaperones to the administration for approval. The list will also contain at least two (2) alternates.
3. At least half of the proposed chaperones will be made up of individuals who have experienced overnight travel with groups of students.
4. Parents of students involved in a sponsored trip may be asked to participate as chaperones.
5. Every attempt will be made to have someone certified in first aid and CPR appointed as a chaperone.

#### Chaperone Expenses

Travel expenses of all assigned chaperones shall be borne by the class, club or organization sponsoring the trip.

All parent chaperones will be expected to act in the same responsible professional manner expected of district professional employees.

The Board will not allow the use of alcoholic beverages or the use of unauthorized or controlled substances under any conditions by the appointed chaperones. Any violation will be reported to the advisor or the head chaperone who will report directly to the principal and the Superintendent. Chaperones who violate any of the established rules or regulations will be removed from chaperone responsibilities, and

will not participate in any further trip activities, and must provide their own transportation home.

Chaperone Chain Of Command

The administration will appoint a head chaperone and prioritize alternates who will act as direct agents of the school district.

Reports

A chaperone report will be provided by the head chaperone of the trip to the principal no later than five (5) working days after completion of the trip, unless otherwise required.

Pupil Participation

The Consent for Medical Treatment form must be completed and returned to the sponsor for any student permitted to engage in field trips of an extended nature (trips of twelve [12] hours or more and/or overnight trips).

Students denied permission to go on field trips must come to school for a regular school day, and will be placed at the discretion of the building principal.

Transportation

Arrangements for transportation will be made through the building principal/Director of Transportation. District-owned vehicles must be operated by district employees.

Teachers may be authorized to use private vehicles, subject to the following conditions:

1. Written permission must be granted by the Superintendent and filed in the principal's office.
2. The vehicle must be adequately covered by liability and medical payment insurance, as prescribed by state law, and as verified by the Business Manager or designee.

Foreign Trips

The Board permits but will assume no responsibility or obligation to student groups

participating in foreign travel tours other than granting an excuse for absence so that the school work may be made up with no penalty outside the regular school year.

Since not all students are financially able to participate in such programs the following guidelines are established:

1. Nonparticipation by students will in no way influence their grades.
2. Students should not be pressured in any way to participate in the program.
3. There shall be no fundraising projects or solicitation for school organizations for the purpose of financially aiding students participating.
4. All expenses shall be the responsibility of the individual participating students.

References:

School Code – 24 P.S. Sec. 510, 517

Board Policy – 000, 103.1, 105, 113, 210, 210.1

SECTION: PROGRAMS

TITLE: EXTRACURRICULAR  
ACTIVITIES

ADOPTED: July 11, 2003

REVISED: July 18, 2011  
August 13, 2012  
October 8, 2012

# MONTROSE AREA SCHOOL DISTRICT

<p>122. EXTRACURRICULAR ACTIVITIES</p>	
<p>1. Purpose</p>	<p>It shall be the policy of the Board to encourage the development of a reasonable program of extracurricular activities in order that students may have opportunities to develop leadership and initiative and to pursue personal interests which are consistent with the educational policy and program of the district.</p> <p>These activities will function either on planned school time or after regular class hours and under supervision of school employees.</p>
<p>2. Definition Title 22 Sec. 12.1</p>	<p>For purposes of this policy, <b>extracurricular activities</b> 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>
<p>24 P.S. Sec. 5322</p>	<p>For purposes of this policy, an <b>athletic activity</b> shall mean all of the following:</p> <ol style="list-style-type: none"> <li>1. An athletic contest or competition, other than interscholastic athletics, that is sponsored by or associated with the school, including cheerleading, club-sponsored activities and sports activities sponsored by school-affiliated organizations.</li> <li>2. Noncompetitive cheerleading that is sponsored by or associated with the school.</li> <li>3. Practices, interschool practices and scrimmages for all athletic activities.</li> </ol>
<p>3. Authority SC 511 20 U.S.C. Sec. 4071 et seq Pol. 103, 103.1</p>	<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>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"><li>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.</li><li>2. Students may assume all or part of the costs for travel and attendance at extracurricular events and trips.</li></ol> <p>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>
<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 otherwise violate the Code of Student Conduct if any of the following circumstances exist:</p> <ol style="list-style-type: none"><li>1. There is otherwise a nexus between the proximity or timing of the conduct in relation to the student's attendance at school or school-sponsored activities.</li><li>2. The conduct occurs during the time the student is traveling to and from school or traveling to and from school-sponsored activities, whether or not via school district furnished transportation.</li><li>3. 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.</li><li>4. 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.</li><li>5. The conduct has a direct nexus to attendance at school or a school-sponsored activity, for example, a transaction conducted outside of school pursuant to an agreement made in school, that would violate the Code of Student Conduct if conducted in school.</li><li>6. The conduct involves the theft or vandalism of school property.</li></ol>

<p>4. Delegation of Responsibility 24 P.S. Sec. 5323, 5333 Pol. 123.1, 123.2</p>	<p>Each school year, prior to participation in an athletic activity, every student athlete and his/her parent/guardian shall sign and return the acknowledgement of receipt and review of the following:</p> <ol style="list-style-type: none"> <li>1. Concussion and Traumatic Brain Injury Information Sheet.</li> <li>2. Sudden Cardiac Arrest Symptoms and Warning Signs Information Sheet.</li> </ol> <p>The Superintendent or designee shall develop and disseminate procedures to implement the extracurricular activities program.</p>
<p>5. Guidelines</p> <p>Title 22 Sec. 12.1, 12.4</p>	<p>Guidelines shall ensure that the program of extracurricular activities:</p> <ol style="list-style-type: none"> <li>1. Assesses the needs and interests of and is responsive to district students.</li> <li>2. Ensures provision of competent guidance and supervision by staff.</li> <li>3. Guards against exploitation of students.</li> <li>4. Provides a variety of experiences and diversity of organizational models.</li> <li>5. Provides for continuing evaluation of the program and its components.</li> <li>6. Ensures that all extracurricular activities are open to all students and that all students are fully informed of the opportunities available to them.</li> </ol> <p>Representing the district in any activity is a privilege, not a right. Such a privilege may be withdrawn if a student fails to maintain an acceptable standard of conduct, academic achievement or regularity of attendance.</p>
<p>20 U.S.C. Sec. 4071 et seq</p>	<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><b>Noninstructional time</b> is the time set aside by the school before actual classroom instruction begins or after actual classroom instruction ends.</p>

The meetings cannot materially and substantially interfere with the orderly conduct of the educational activities in the school.

The Superintendent or designee shall establish the length of sessions, number per week, and other limitations deemed reasonably necessary.

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.

References:

School Code – 24 P.S. Sec. 511

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

Sudden Cardiac Arrest Prevention Act – 24 P.S. Sec. 5331 et seq.

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 – 103, 103.1, 110, 123.1, 123.2, 218

SECTION: PROGRAMS  
 TITLE: INTERSCHOLASTIC ATHLETICS  
 ADOPTED: July 11, 2003  
 REVISED: December 4, 2006  
 July 18, 2011  
 August 13, 2012  
 October 8, 2012

# MONTROSE AREA SCHOOL DISTRICT

123. INTERSCHOLASTIC ATHLETICS	
1. Purpose	<p>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.</p> <p>The aim of the interscholastic athletic program is to provide students with an opportunity to participate, in some way, in a series of athletic contests and practices which should fill students' needs for learning experiences in athletics, promote friendly competition, foster school spirit, and teach citizenship through sportsmanship.</p>
2. Definition	<p>For purposes of this policy, the program of <b>interscholastic athletics</b> 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.</p>
3. Authority SC 1601-C et seq Title 22 Sec. 4.27 34 CFR Sec. 106.41 Pol. 103, 103.1	<p>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, and in accordance with law and regulations.</p>
SC 511	<p>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.</p>
SC 511	<p>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 in good physical condition; and be free of injury, as determined by the district physician.</p>

<p>SC 511</p> <p>Pol. 204</p> <p>Pol. 218</p>	<p>The Board further adopts those eligibility standards set by the Constitution of the Pennsylvania Interscholastic Athletic Association.</p> <p>Physical examinations will be required prior to participation in each interscholastic sport.</p> <p>The Board directs that no student may participate in interscholastic athletics who has not:</p> <ol style="list-style-type: none"> <li>1. Met the requirements for academic eligibility.</li> <li>2. Attended school regularly.</li> <li>3. Been in attendance on the day of the athletic event or practice.</li> <li>4. Returned all school athletic equipment previously used.</li> </ol> <p><u>Off-Campus Activities</u></p> <p>This policy shall also apply to student conduct that occurs off school property and would otherwise violate the Code of Student Conduct if:</p> <ol style="list-style-type: none"> <li>1. There is otherwise a nexus between the proximity or timing of the conduct in relation to the student’s attendance at school or school-sponsored activities.</li> <li>2. The conduct occurs during the time the student is traveling to and from school or traveling to and from school-sponsored activities, whether or not via school district furnished transportation.</li> <li>3. 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.</li> <li>4. 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.</li> <li>5. The conduct has a direct nexus to attendance at school or a school-sponsored activity, for example, a transaction conducted outside of school pursuant to an agreement made in school, that would violate the Code of Student Conduct if conducted in school.</li> </ol>
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123. INTERSCHOLASTIC ATHLETICS - Pg. 3

<p>4. Delegation of Responsibility 24 P.S. Sec. 5323, 5333 Pol. 123.1, 123.2</p>	<p>Each school year, prior to participation in an interscholastic athletic activity, every student athlete and his/her parent/guardian shall sign and return the acknowledgement of receipt and review of the following:</p> <ol style="list-style-type: none"> <li>1. Concussion and Traumatic Brain Injury Information Sheet.</li> <li>2. Sudden Cardiac Arrest Symptoms and Warning Signs Information Sheet.</li> </ol> <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 prepare 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> <p>The Superintendent shall ensure that similar athletic programs are offered to both sexes in proportion to the district's enrollment.</p>
<p>Title 22 Sec. 12.1, 12.4</p> <p>5. Guidelines  SC 1603-C</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><u>Male/Female Opportunities Report</u></p> <p>By October 15 of each year, on the designated disclosure form, the Superintendent shall report to the PA Department of Education the interscholastic athletic opportunities and treatment for male and female secondary school students for the preceding school year.</p> <p>By November 1 of each year, the completed disclosure form shall be made available for public inspection during regular business hours and posted on the district's website.</p> <p>The availability of the completed disclosure form shall be announced by posting a notice on school bulletin boards, in the school newspaper, on any electronic mailing list or list serve, and by any other reasonable means.</p>

References:

School Code – 24 P.S. Sec. 511, 1601-C et seq.

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

Sudden Cardiac Arrest Prevention Act – 24 P.S. Sec. 5331 et seq.

State Board of Education Regulations – 22 PA Code Sec. 4.27, 12.1, 12.4

Discrimination in Athletics, Title 34, Code of Federal Regulations – 34 CFR  
Sec. 106.41

Board Policy – 103, 103.1, 204, 218



123.1. CONCUSSION MANAGEMENT - Pg. 2

<p>3. Delegation of Responsibility 24 P.S. Sec. 5323 Pol. 123.1</p>	<p>Each school year, prior to participation in an interscholastic athletic activity, every student athlete and his/her parent/guardian shall sign and return the acknowledgement of receipt and review of the Concussion and Traumatic Brain Injury Information Sheet.</p> <p>The Superintendent or designee shall develop administrative regulations to implement this policy, which shall include protocols for concussion management.</p>
<p>4. Guidelines 24 P.S. Sec. 5323</p>	<p>The school may hold an informational meeting prior to the start of each athletic season for all competitors regarding concussions and other head injuries, the importance of proper concussion management, and how preseason baseline assessments can aid in the evaluation, management and recovery process. In addition to the student athletes, such meetings may include parents/guardians, coaches, other appropriate school officials, physicians, neuropsychologists, athletic trainers and physical therapists.</p> <p><u>Removal From Play</u></p>
<p>24 P.S. Sec. 5323</p>	<p>A student who, as determined by a game official, coach from the student's team, certified athletic trainer, licensed physician, licensed physical therapist or other official designated by the district, exhibits signs or symptoms of a concussion or traumatic brain injury while participating in an athletic activity shall be removed by the coach from participation at that time.</p> <p><u>Return To Play</u></p>
<p>24 P.S. Sec. 5323</p>	<p>The coach shall not return a student to participation until the student is evaluated and cleared for return to participation in writing by an appropriate medical professional. The Board may designate a specific appropriate medical professional(s) to provide written clearance for return to participation.</p> <p><u>Training</u></p>
<p>24 P.S. Sec. 5323</p>	<p>All coaches shall annually, prior to coaching an athletic activity, complete a concussion management certification training course offered by the Centers for Disease Control and Prevention, the National Federation of State High School Associations or another provider approved by the Department of Health.</p>

<p>24 P.S. Sec. 5323</p>	<p><u>Penalties</u></p> <p>A coach found in violation of the provisions of this policy related to removal from play and return to play shall be subject to the following penalties:</p> <ol style="list-style-type: none"><li>1. For a <b>first</b> violation, suspension from coaching any athletic activity for the remainder of the season.</li><li>2. For a <b>second</b> violation, suspension from coaching any athletic activity for the remainder of the season and for the next season.</li><li>3. For a <b>third</b> violation, permanent suspension from coaching any athletic activity.</li></ol> <p>References:</p> <p>Safety In Youth Sports Act – 24 P.S. Sec. 5321 et seq.</p> <p>Board Policy – 122, 123</p>
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# MONTROSE AREA SCHOOL DISTRICT

SECTION: PROGRAMS

TITLE: SUDDEN CARDIAC ARREST

ADOPTED: October 8, 2012

REVISED:

123.2. SUDDEN CARDIAC ARREST	
<p>1. Authority 24 P.S. Sec. 5331 et seq</p>	<p>The Board recognizes the importance of ensuring the safety of students participating in the district’s athletic programs. This policy has been developed to provide guidance for prevention and recognition of sudden cardiac arrest in student athletes.</p>
<p>2. Definition 24 P.S. Sec. 5332</p> <p>Pol. 123</p> <p>Pol. 122</p> <p>Pol. 122</p> <p>Pol. 122, 123</p>	<p><b>Athletic activity</b> shall mean all of the following:</p> <ol style="list-style-type: none"> <li>1. Interscholastic athletics.</li> <li>2. An athletic contest or competition, other than interscholastic athletics, that is sponsored by or associated with the school, including cheerleading, club-sponsored sports activities and sports activities sponsored by school-affiliated organizations.</li> <li>3. Noncompetitive cheerleading that is sponsored by or associated with the school.</li> <li>4. Practices, interschool practices and scrimmages for all athletic activities.</li> </ol>
<p>3. Delegation of Responsibility 24 P.S. Sec. 5333</p>	<p>Each school year, prior to participation in an interscholastic athletic activity, every student athlete and his/her parent/guardian shall sign and return the acknowledgement of receipt and review of the Sudden Cardiac Arrest Symptoms and Warning Signs Information Sheet.</p>
<p>4. Guidelines 24 P.S. Sec. 5333</p>	<p>The school may hold an informational meeting prior to the start of each athletic season for all competitors regarding the symptoms and warning signs of sudden cardiac arrest. In addition to the student athletes, such meetings may include parents/guardians, coaches, other appropriate school officials, physicians, pediatric cardiologists, and athletic trainers.</p>

<p>24 P.S. Sec. 5333</p>	<p><u>Removal From Play</u></p> <p>A student who, as determined by a game official, coach from the student’s team, certified athletic trainer, licensed physician, or other official designated by the district, exhibits signs or symptoms of sudden cardiac arrest while participating in an athletic activity shall be removed by the coach from participation at that time.</p> <p>Any student known to have exhibited signs or symptoms of sudden cardiac arrest prior to or following an athletic activity shall be prevented from participating in athletic activities.</p>
<p>24 P.S. Sec. 5333</p>	<p><u>Return To Play</u></p> <p>The coach shall not return a student to participation until the student is evaluated and cleared for return to participation in writing by a licensed physician, certified registered nurse practitioner or cardiologist.</p>
<p>24 P.S. Sec. 5333</p>	<p><u>Training</u></p> <p>All coaches shall annually, prior to coaching an athletic activity, complete the sudden cardiac arrest training course offered by a provider approved by the PA Department of Health.</p>
<p>24 P.S. Sec. 5333</p>	<p><u>Penalties</u></p> <p>A coach found in violation of the provisions of this policy related to removal from play and return to play shall be subject to the following penalties:</p> <ol style="list-style-type: none"> <li>1. For a <b>first</b> violation, suspension from coaching any athletic activity for the remainder of the season.</li> <li>2. For a <b>second</b> violation, suspension from coaching any athletic activity for the remainder of the season and for the next season.</li> <li>3. For a <b>third</b> violation, permanent suspension from coaching any athletic activity.</li> </ol>
	<p>References:</p> <p>Sudden Cardiac Arrest Prevention Act – 24 P.S. Sec. 5331 et seq.</p> <p>Board Policy – 122, 123, 822</p>

# MONTROSE AREA SCHOOL DISTRICT

SECTION: PROGRAMS

TITLE: ALTERNATIVE INSTRUCTION  
COURSES

ADOPTED: July 11, 2003

REVISED: September 8, 2014

124. ALTERNATIVE INSTRUCTION COURSES	
1. Authority SC 502, 1525, 1901, 1903, 1906 Pol. 217	<p>The Board may grant credit toward high school graduation for course work successfully completed through approved summer school, correspondence courses, distance education, online courses and dual enrollment, in accordance with this policy.</p>
2. Delegation of Responsibility	<p>The building principal shall be responsible for reviewing and approving student applications for earning credit toward graduation through approved alternative instruction courses.</p> <p>The building principal shall determine the number of credits assigned to such a course as part of the approval process before the student begins the course.</p>
3. Guidelines  Pol. 102, 107	<p>Students shall submit to the building principal a written request for approval of each proposed course and the number of credits sought.</p> <p>The course subject must be included in the district's planned instruction and be relevant to established academic standards.</p> <p>The student shall receive the same grade for credit that is assigned by the alternative instruction course.</p> <p>References:</p> <p>School Code – 24 P.S. Sec. 502, 1525, 1901 et seq.</p> <p>State Board of Education Regulations – 22 PA Code Sec. 4.41</p> <p>Board Policy – 102, 107, 217</p>

# MONTROSE AREA SCHOOL DISTRICT

SECTION: PROGRAMS

TITLE: ADULT EDUCATION

ADOPTED: July 11, 2003

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, 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"> <li>1. All adult residents of this district.</li> <li>2. Adult residents of other districts who apply and whose admittance will not deprive admittance to a district resident.</li> </ol>
4. Delegation of Responsibility	<p>The Superintendent or designee shall:</p> <ol style="list-style-type: none"> <li>1. Utilize appropriate staff members.</li> <li>2. Assess the needs and resources of the community.</li> <li>3. Develop a program of adult education and present that program to the Board for approval.</li> <li>4. Develop and implement means to inform the public of adult education offerings.</li> </ol>

# MONTROSE AREA SCHOOL DISTRICT

SECTION: PROGRAMS

TITLE: CLASS SIZE

ADOPTED: July 11, 2003

REVISED:

126. CLASS SIZE	
1. Authority	The Board recognizes that the number of students in a class can impact the teaching environment. Therefore, the distribution of students will be kept to reasonable levels in all classes subject to limitations of existing physical facilities, program offerings, and available certified teachers.
2. Guidelines	<p>While determination of class size is an administrative prerogative, guidelines for maximum class sizes should be twenty (20) students in kindergarten; twenty-two (22) students in grades one (1) through three (3); twenty-eight (28) students in grades four (4) through eight (8); and thirty (30) in all other classes except physical education at the high school and bands and choruses.</p> <p>Classes with fewer than ten (10) students shall be reviewed for postponement to another term or for cancellation.</p>

# MONTROSE AREA SCHOOL DISTRICT

SECTION: PROGRAMS

TITLE: ASSESSMENT OF  
EDUCATIONAL PROGRAM

ADOPTED: July 11, 2003

REVISED: August 15, 2003  
June 12, 2006

127. ASSESSMENT OF EDUCATIONAL PROGRAM	
<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 will provide information for improving the educational program.</p>
<p>2. Authority Title 22 Sec. 4.13, 4.51, 4.52</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>Title 22 Sec. 4.52, 12.41</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>Title 22 Sec. 4.4</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>Title 22 Sec. 4.4</p>	<p>The Board shall grant parents/guardians the right to have their student 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>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>Pol. 919</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 of 2001 – 20 U.S.C. Sec. 6311</p> <p>Board Policy – 919</p>
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# MONTROSE AREA SCHOOL DISTRICT

SECTION: PROGRAMS

TITLE: HOMEWORK

ADOPTED: July 11, 2003

REVISED: June 12, 2006

	<p style="text-align: center;">130. HOMEWORK</p> <p>1. Purpose</p> <p>Homework assignments should complement classroom instruction. Assignments should develop student responsibility, good study habits and organizational skills.</p> <p>The purpose of homework assignments should be to:</p> <ol style="list-style-type: none"><li>1. Provide practice and reinforcement of skills presented by the teacher.</li><li>2. Provide opportunities for parents/guardians to know what their child is studying.</li><li>3. Encourage parent/guardian and child interaction.</li></ol> <p>2. Guidelines Title 22 Sec. 12.2</p> <p>Each student shall be responsible for completing homework assignments as directed.</p> <p>Homework shall 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 should not interfere with the proper development of the student's health.</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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# MONTROSE AREA SCHOOL DISTRICT

SECTION: PROGRAMS

TITLE: ALTERNATIVE EDUCATION  
PROGRAM

ADOPTED: July 11, 2003

REVISED:

132. ALTERNATIVE EDUCATION PROGRAM	
1. Purpose	<p>The nature of the Montrose Area Alternative Education Program, M.A.A.E.P., is that of an evening school. Students enrolled in the program will be governed by the basic rules and regulations of the regular Montrose Area Junior/Senior High School, but will be removed from its day-to-day functioning by attending after regular school hours have concluded. This removal is intended as a form of social prohibition.</p>
2. Guidelines	<p>Classes will be held daily Monday thru Friday and will follow the regular classroom curriculum. Individualized instruction will be provided by certified teachers.</p> <p>It is the intent of the M.A.A.E.P. to increase student academic and social performance, to develop a commitment to school, and to assist in the prevention of delinquency.</p>
Pol. 113.1	<p>This program shall also be made available for special education students who may qualify for alternative education placement. Due process procedures for special education students will be strictly adhered to in the placement for this program.</p> <p>Placement in this program will be initiated by the school district; and parents will be given a handbook which explains the rules, regulations and processes of the program.</p>

# MONTROSE AREA SCHOOL DISTRICT

SECTION: PROGRAMS

TITLE: HOME EDUCATION  
PROGRAMS

ADOPTED: July 11, 2003

REVISED: April 13, 2005

<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><b>Home Education Program</b> - 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><b>Supervisor</b> - 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><b>Hearing Examiner</b> - 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><b>Appropriate Education</b> - 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><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"> <li>1. Name of the supervisor of the home education program who will be responsible for the provision of instruction.</li> <li>2. Name and age of each child who will participate in the home education program.</li> </ol>
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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>Title 22 Chapter 4</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>A student who is enrolled in a home education program shall be allowed to participate in curricular and extracurricular activities offered in the district's regular education program with the prior approval of the building principal and Superintendent.</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>

SC 1327.1	<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>
SC 1327.1	<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>
<p>SC 1327</p>	<p><u>Handicapped Students</u></p> <p>A home education program shall meet compulsory attendance requirements for a student identified as handicapped 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 exceptional student's specific needs.</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 Chapter 4, Sec. 11.31a</p> <p>Board Policy – 203, 209</p>

# MONTROSE AREA SCHOOL DISTRICT

SECTION: PROGRAMS

TITLE: EXTRACURRICULAR  
PARTICIPATION BY HOME  
EDUCATION STUDENTS

ADOPTED: February 6, 2006

REVISED: June 12, 2006

<p>1. Authority SC 511, 1327.1 Pol. 137</p> <p>Pol. 122, 123</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"> <li>1. The student is a resident of the school district.</li> <li>2. The student fulfills all eligibility criteria, or their equivalent, required for participation in an activity or program by district students, in accordance with Board Policy 122 Extracurricular Activities and Policy 123 Interscholastic Athletics.</li> </ol> <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 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 an activity that takes place outside of the class, home education students may petition the Superintendent to audit the class in order to meet the eligibility requirement for participation in the activity that takes place outside of the class. Such petitions shall be granted subject to the student meeting any other prerequisites and there is space in the class after students enrolled in the school</p>
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	<p>district have had the first opportunity to enroll in the for-credit class. Continued participation in the activity outside of class shall be dependent on regular attendance at and participation in the for-credit class. The student shall be responsible for all transportation and costs associated with his/her auditing the for-credit class and participating in the related out-of-class activity.</p>
<p>Pol. 204</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.</p> <p>To be considered in attendance in accordance with Board Policy 204 Attendance, the home education student must participate in a full, normally scheduled academic program, in accordance with the planned home education program.</p>
<p>Pol. 122, 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"> <li>1. Meet the same eligibility criteria, or their equivalent, required of district students, in accordance with applicable Board policies and administrative regulations.</li> <li>2. Maintain appropriate insurance coverage, consistent with the coverage requirements for district students.</li> </ol>
<p>Pol. 122, 123, 204, 218</p>	<ol style="list-style-type: none"> <li>3. Comply with Board policies and school rules and regulations regarding extracurricular activities, interscholastic athletics, and student discipline.</li> </ol>
<p>SC 511</p>	<ol style="list-style-type: none"> <li>4. Comply with policies, rules and regulations, or the equivalent, of the activity’s governing organization.</li> <li>5. Meet attendance and reporting requirements established for all participants of the activity or program.</li> <li>6. Meet the requirements for physical examinations, physical fitness and any height and/or weight requirements.</li> <li>7. Comply with all requirements and directives of the district staff, coaches and administrators involved with the extracurricular activity or interscholastic athletic program.</li> </ol>
<p>3. Delegation of Responsibility</p>	<p>The building principal shall receive and review written 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>

The district shall distribute information regarding eligibility criteria and student participation in extracurricular activities and interscholastic athletics to all affected by them.

The district shall develop a procedure to ensure that charter and cyber charter students have access to information regarding the district's extracurricular activities and interscholastic athletic programs.

References:

School Code - 24 P.S. Sec. 511, 1327.1

Board Policy - 122, 123, 137, 204, 218

# MONTROSE AREA SCHOOL DISTRICT

SECTION: PROGRAMS

TITLE: LIMITED ENGLISH  
PROFICIENCY PROGRAM

ADOPTED: July 11, 2003

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 is to increase the English language proficiency of eligible students so that they can attain the academic standards adopted by the Board and achieve academic success. 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 42 U.S.C. Sec. 2000d 20 U.S.C. Sec. 6801 et seq</p> <p>Title 22 Sec. 4.1 SC 1205.1, 1205.2 Pol. 101, 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>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 and disseminate written procedures regarding the LEP program, including:</p> <ol style="list-style-type: none"> <li>1. Program goals.</li> <li>2. Student enrollment procedures.</li> </ol>

<p>4. Guidelines 20 U.S.C. Sec. 6801 et seq</p> <p>20 U.S.C. Sec. 1703</p> <p>20 U.S.C. Sec. 6801 et seq</p> <p>20 U.S.C. Sec. 6801 et seq</p> <p>Pol. 404, 433</p> <p>20 U.S.C. Sec. 6801 et seq</p>	<p>3. Assessment procedures for program entrance, measurement of progress, and program exit.</p> <p>4. Classroom accommodations.</p> <p>5. Grading policies.</p> <p>6. List of resources, including support agencies and interpreters.</p> <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 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. 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>The LEP program shall be evaluated for effectiveness as required, based on the attainment of English proficiency, and shall be revised when necessary.</p> <p>Certified professional employees and appropriate support staff, when necessary, shall provide the LEP program.</p> <p>At the beginning of each school year, the district shall notify parents of students qualifying for LEP programs regarding the instructional program and parental options, as required by law. Parents will be regularly apprised of their student’s progress. Communications with parents shall be in the language understood by the parents, whenever possible.</p>
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<p>20 U.S.C. Sec. 6801 et seq</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>Title VI, Civil Rights Act of 1964 – 42 U.S.C. Sec. 2000d</p>
	<p>Equal Education Opportunity Act, amending Education Amendments of 1974 – 20 U.S.C. Sec. 1703</p>
	<p>No Child Left Behind Act of 2001, P.L. 107-334, 115 Stat., Title III, Language Instruction For Limited English Proficient And Immigrant Students, amends Title III U.S.C. Sec. 6801 et seq</p>
	<p>School Code 24 P.S. Section 1205.1, 1205.2</p>
	<p>State Board of Education Regulations 22 PA Code Sec. 4.13, 4.26</p>
	<p>Basic Education Circular July 1, 2001: Educating Students With Limited English Proficiency (LEP) and English Language Learner (ELL)</p>
	<p>Lau v. Nichols – 1974 Plyler v. Doe – 1982 Castaneda v. Pickard – 1981</p>

# MONTROSE AREA SCHOOL DISTRICT

SECTION: PROGRAMS

TITLE: CHARTER SCHOOLS

ADOPTED: July 11, 2003

REVISED: February 12, 2007  
October 13, 2008  
September 8, 2014

140. CHARTER SCHOOLS	
<p>1. Purpose SC 1702-A</p>	<p>In order to provide students, parents/guardians and community members an opportunity to establish and maintain schools that operate independently from this school district, the Board shall evaluate applications submitted for charter schools located within the district, in accordance with the requirements of law and those established by the Board.</p> <p>The Board shall work cooperatively with individuals and groups submitting proposals and applications for charter schools.</p>
<p>2. Definitions SC 1703-A, 1715-A, 1717-A</p>	<p><b>Charter School</b> 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>SC 1703-A</p>	<p><b>Local Board of Directors (Board)</b> means the Board of Directors of the school district in which a proposed or approved charter school is located.</p>
<p>SC 1703-A, 1718-A</p>	<p><b>Regional Charter School</b> 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>SC 1703-A</p>	<p><b>Appeal Board</b> means the State Charter School Appeal Board established by the Charter School Law.</p>
<p>SC 1715-A</p>	<p><b>The Board of Trustees</b> of a charter school shall be classified as public officials.</p>
<p>3. Authority SC1717-A</p>	<p>The Board shall evaluate submitted applications for charter schools based on the criteria established by law, regulations and any additional criteria required by the Board.</p>

<p>SC 1717-A 65 Pa. C.S.A. Sec. 701 et seq</p>	<p>A charter school application shall be approved or denied by a majority vote of all Board members at a public meeting, in accordance with the provisions of law. Written notice of the Board's decision shall be sent to the applicant, Department of Education and the Appeal Board, including reasons for denial and a clear description of application deficiencies if the application is denied. The Board shall evaluate denied applications that are revised and resubmitted.</p>
<p>SC 1720-A</p>	<p>Upon approval of a charter application, the Board and the charter school's Board of Trustees shall sign the written charter, which shall be binding on both. The charter shall be for a period of three (3) to five (5) years and may be renewed for five-year periods by the Board.</p>
<p>SC 1723-A</p>	<p>The Board shall not cap nor limit the number of district students enrolling in a charter school, unless agreed by the charter school as part of the written charter.</p>
<p>SC 1724-A</p>	<p>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.</p>
<p>SC 1728-A</p>	<p>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.</p>
<p>SC 1728-A</p>	<p>The Board shall conduct a comprehensive review prior to granting a five-year renewal of the charter.</p>
<p>SC 1728-A</p>	<p>The Board shall have ongoing access to the records and facilities of the charter school to ensure that the charter school is in compliance with its charter, Board policy and applicable laws.</p>
<p>SC 1729-A</p>	<p>In cases where the health or safety of the charter school's students, staff or both is at serious risk, the Board may take immediate action to revoke a charter.</p>
<p>SC 1727-A</p>	<p>The Board affirms that the Board of Trustees and the charter school shall be solely liable for any and all damages and costs of any kind resulting from any legal challenges involving the operation of a charter school. The local Board shall not be held liable for any activity or operation related to the program of a charter school.</p>

<p>4. Delegation of Responsibility</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>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, gender, sexual orientation, national origin, religion, ancestry or need for special education services.</p> <p>A charter school shall submit monthly enrollment figures and other required reports to the district, as stated in the charter.</p>
<p>SC 1726-A</p>	<p><u>Transportation</u></p> <p>The district shall provide transportation to resident students attending charter schools located within 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>
<p>SC 1717-A</p>	<p>Applications for charter schools shall be submitted to the Board by November 15 of the school year preceding the school year in which the school will be established.</p>
<p>SC 1717-A</p>	<p>Within forty-five (45) days of receipt, the Board shall hold at least one (1) public hearing on the charter application, in accordance with law. At least forty-five (45) days must pass between the first public hearing and the final decision of the Board. No later than seventy-five (75) days after the first public hearing, the Board shall grant or deny the application.</p>

<p>SC 1719-A, 1727-A</p>	<p><u>Insurance/Risk Management</u></p> <p>The charter school shall adequately protect against liability and risk through an active risk management program approved by the Board. The program shall include proof of purchase of insurance coverages as required by the Board.</p> <p>Minimum coverages and levels of appropriate coverages shall be established in the charter.</p> <p>A charter school shall operate in a manner that minimizes the risk of injury and harm to students, employees and others.</p> <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>
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# MONTROSE AREA SCHOOL DISTRICT

SECTION: PROGRAMS

TITLE: EXTRACURRICULAR  
PARTICIPATION BY CHARTER/  
CYBER CHARTER STUDENTS

ADOPTED: February 9, 2005

REVISED: February 6, 2006  
June 12, 2006

<p>1. Authority SC 1719-A, 1749-A Pol. 140</p> <p>Pol. 122, 123</p> <p>2. Guidelines</p>	<p style="text-align: center;">140.1. EXTRACURRICULAR PARTICIPATION BY CHARTER/CYBER CHARTER STUDENTS</p> <p>The Board shall approve participation in the district’s extracurricular activities and interscholastic athletic programs by a student enrolled in a charter or cyber charter school if all of the following conditions are met:</p> <ol style="list-style-type: none"> <li>1. The student is a resident of the school district.</li> <li>2. The charter or cyber charter school does not provide the same extracurricular activity or interscholastic athletic program.</li> <li>3. The student fulfills all eligibility criteria required for participation in an activity by district students, in accordance with Board Policy 122 Extracurricular Activities and Policy 123 Interscholastic Athletics.</li> </ol> <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. 122, 123, 204, 218</p> <p>SC 511</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 an activity that takes place outside of the class, cyber education students may petition the Superintendent to audit the class in order to meet the eligibility requirement for participation in the activity that takes place outside of the class. Such petitions shall be granted subject to the student meeting any other prerequisites and there is space in the class after students enrolled in the school district have had the first opportunity to enroll in the for-credit class. Continued participation in the activity outside of class shall be dependent on regular attendance at and participation in the for-credit class. The student shall be responsible for all transportation and costs associated with his/her auditing the for-credit class and participating in the related out-of-class activity.</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"> <li>1. Meet the same eligibility criteria required of district students, in accordance with applicable Board policies and administrative regulations.</li> <li>2. Maintain appropriate insurance coverage, consistent with the coverage requirements for district students.</li> <li>3. Comply with Board policies and school rules and regulations regarding extracurricular activities, interscholastic athletics, and student discipline.</li> <li>4. Comply with policies, rules and regulations of the activity’s governing organization.</li> <li>5. Meet attendance and reporting requirements established for all participants of the activity or program.</li> <li>6. Meet the requirements for physical examinations, physical fitness and any height and/or weight requirements.</li> <li>7. Comply with all requirements and directives of the district staff, coaches and administrators involved with the extracurricular activity or interscholastic athletic program.</li> </ol> <p>The building principal 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>
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	<p>The district shall distribute information regarding eligibility criteria and student participation in extracurricular activities and interscholastic athletics to all affected by them.</p> <p>The district shall develop a procedure to ensure that charter and cyber charter students have access to information regarding the district’s extracurricular activities and interscholastic athletic programs.</p> <p>References:</p> <p>Charter Schools – 24 P.S. Sec. 1719-A, 1749-A</p> <p>Board Policy – 122, 123, 140, 204, 218</p>
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# MONTROSE AREA SCHOOL DISTRICT

SECTION: PROGRAMS

TITLE: MIGRANT STUDENTS

ADOPTED: July 11, 2003

REVISED:

142. MIGRANT STUDENTS	
<p>1. Authority 20 U.S.C. Sec. 6391 et seq 34 CFR 200.81-200.88</p>	<p>The Board establishes a program to address the needs and provide appropriate services to migrant students attending district schools.</p>
<p>2. Guidelines</p> <p>Pol. 105</p>	<p>The district program for migrant students shall include procedures to:</p> <ol style="list-style-type: none"> <li>1. Identify migrant students and assess their educational and related health and social needs.</li> <li>2. Ensure migrant students have the appropriate educational opportunities to meet the same academic standards required of all students.</li> <li>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.</li> <li>4. Provide parents an opportunity for meaningful participation in the program.</li> <li>5. Provide advocacy and outreach programs for migrant students and their families.</li> <li>6. Provide professional development for district staff.</li> </ol> <p>The district shall provide materials to parents 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 in the development, implementation and evaluation of the district's program for migrant students.</p>

**Programs for Migrant Students – Family Interview Form***To be completed by Building Principal: (please print)*

Child Name	Birth Date	Grade	School
Name of Parent/Guardian		Language(s)	
Telephone Number or other Contact Information		Today's Date	

**Needs Assessment****Please Check Response**

1. Do any of your children have health problems that interfere with their ability to learn? Explain:  Yes  No
2. In what areas might your child(ren) need additional help in school?
- |         | <b>Reading</b>           | <b>Math</b>              | <b>Language</b>          | <b>Other (specify)</b>         |
|---------|--------------------------|--------------------------|--------------------------|--------------------------------|
| Child 1 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> _____ |
| Child 2 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> _____ |
| Child 3 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> _____ |
3. Are your child(rens)' immunizations up to date?  Yes  No  Don't know
4. Do you have immunization records?  Yes  No  Don't know
5. Have you established a source of primary healthcare?  Yes  No  Don't know  
If not, would you be interested in information on Primary healthcare?  Yes  No  Don't know

**Resources and Referrals****Please Check Response**

1. Would you be interested in information on:  
Public/County Health Dept.  Yes  No  
Division of Family Services  Yes  No
2. May we share your name and address with these agencies?  Yes  No
3. When is the best time to reach you at home?  
 AM  PM  
Days of the week:  
 Monday  Tuesday  Wednesday  Thursday  Friday

Name of Person Completing Form	Name of Person Being Interviewed and His/Her Relationship to Family/Children
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# MONTROSE AREA SCHOOL DISTRICT

SECTION: PROGRAMS

TITLE: STANDARDS FOR  
PERSISTENTLY  
DANGEROUS SCHOOLS

ADOPTED: March 12, 2004

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 of 2001 (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><b>Dangerous incidents</b> - 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><b>Department</b> - shall mean the Pennsylvania Department of Education.</p> <p><b>Local Educational Agency or LEA</b> - shall include a school district, an area vocational-technical school, an intermediate unit or a charter school.</p> <p><b>Persistently dangerous school</b> - 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"> <li>1. For a school whose enrollment is 250 or less - at least five (5) dangerous incidents.</li> <li>2. For a school whose enrollment is between 251 to 1,000 - a number of dangerous incidents that represents at least 2% of the school's enrollment.</li> <li>3. For a school whose enrollment is over 1,000 - twenty (20) or more dangerous incidents.</li> </ol>
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<p>3. Guidelines</p>	<p><b>Safe public school</b> - 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"> <li>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.</li> <li>2. A student who attends a persistently dangerous school may apply to transfer at any time while the school maintains that designation.</li> </ol>
<p>4. Responsibility</p>	<p><u>Department of Education's Responsibilities</u></p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>6. During the reassessment described above, the Department shall remove the designation if the school no longer meets the definition of persistently dangerous school.</li> </ol>

<p>SC 1303-A</p>	<p><u>LEA's Responsibilities</u></p> <ol style="list-style-type: none"> <li>1. Pursuant to Pennsylvania's Safe Schools Act, Act 26 of 1995, as amended, all school entities as defined by the Act must report to the Department all incidents involving acts of violence; possession of a weapon; or the possession, use, or sale of a controlled substance, alcohol, or tobacco by any person on school property or at school-sponsored events or on school transportation to and from school or school-sponsored activities.</li> <li>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.</li> <li>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.</li> <li>4. The notification and offer to transfer shall state that no student is required to transfer to another school.</li> <li>5. Upon receipt of an application to transfer, the LEA shall transfer the student within thirty (30) calendar days.</li> <li>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.</li> <li>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.</li> <li>8. A charter school only has to accept a student who meets its admission criteria if space is available.</li> <li>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.</li> <li>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.</li> <li>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.</li> </ol>
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<p>PA Code Title 22 Sec. 403.1, 403.2, 403.6</p> <p>School Code 1303-A, 2603-B</p> <p>20 U.S.C. Sec. 7912</p>	<p>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. LEA's may not require students to return to their original school if the students are enrolled in a charter school.</p>
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# MONTROSE AREA SCHOOL DISTRICT

SECTION: PROGRAMS

TITLE: STANDARDS FOR VICTIMS  
OF VIOLENT CRIMES

ADOPTED: March 12, 2004

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 of 2001 (Section 9532), hereby adopts the following standards for a student who becomes a victim of a violent criminal offense while in or on the grounds of the public elementary or secondary school that s/he attends.</p> <p>As used in these standards, the following terms shall be defined as provided herein:</p> <p><b>Local Educational Agency or LEA</b> - shall include a school district, an area vocational-technical school, an intermediate unit or a charter school.</p> <p><b>Safe public school</b> - 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><b>Victim or student victim</b> - 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><b>Violent criminal offense</b> - 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"> <li>1. Kidnapping.</li> <li>2. Robbery.</li> <li>3. Aggravated assault (on the student).</li> <li>4. Rape.</li> <li>5. Involuntary deviate sexual intercourse.</li> <li>6. Sexual assault.</li> </ol>
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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. 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.</p> <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.</p>

<p>PA Code Title 22 Sec. 403.1, 403.2, 403.6</p> <p>School Code 2603-B</p> <p>20 U.S.C. Sec. 7912</p>	<ol style="list-style-type: none"><li>6. A charter school only has to accept a student who meets its admission criteria if space is available.</li><li>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.</li></ol>
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# MONTROSE AREA SCHOOL DISTRICT

SECTION: PROGRAMS

TITLE: STUDENT SERVICES

ADOPTED: December 4, 2006

REVISED: February 12, 2007  
September 8, 2014

146. STUDENT SERVICES	
<p>1 Authority Title 22 Sec. 4.13, 12.41 Pol. 100</p>	<p>The Board directs that every six (6) years, the district shall develop a written plan for implementing a comprehensive and integrated K-12 program of student services, based on the needs of students. The plan shall be made available for public inspection and comment in the district's administrative offices and the nearest public library for a minimum of twenty-eight (28) days prior to approval by the Board.</p>
<p>Title 22 Sec. 12.41</p>	<p>The Board directs that the Student Services Plan shall be reviewed and revised as necessary.</p>
<p>2. Guidelines Title 22 Sec. 12.41</p>	<p>Services offered by community agencies in district schools shall be coordinated by and be under the general direction of the school district.</p>
<p>Title 22 Sec. 12.41</p>	<p>The following categories of services shall be provided by the district and included in the Student Services Plan:</p>
<p>Pol. 112, 113 209, 210 210.1</p>	<ol style="list-style-type: none"> <li>1. Developmental services that address students' needs throughout the 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.</li> <li>2. Diagnostic, intervention and referral services for students experiencing problems attaining educational achievement appropriate to their learning potential.</li> <li>3. Consultation and coordination services for students who are experiencing chronic problems that require multiple services by teams or specials.</li> </ol>
<p>SC 1547 Title 22 Sec. 12.42 Pol. 236</p>	<p>The district shall plan and provide for a Student Assistance Program (SAP) in accordance with applicable law and regulations.</p>

<p>Title 22 Sec. 12.41</p> <p>Pol. 112, 115</p> <p>Pol. 209, 210, 210.1, 217</p> <p>3. Delegation of Responsibility</p>	<p>The district's students shall:</p> <ol style="list-style-type: none"> <li>1. Be an integral part of the instructional program at all levels of the school system.</li> <li>2. Provide information to students and parents/guardians about the educational opportunities of the school's instructional program and how to access those opportunities.</li> <li>3. Provide career information and assessments to inform students and parents/guardians about work and career options available to individual students.</li> <li>4. Provide basic health services required by law for students and provide information to parents/guardians about the health needs of their children.</li> </ol> <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>The Superintendent or designee shall ensure that all persons delivering student services are specifically licensed or certified as required by law or regulations.</p> <p>References:</p> <p>School Code – 24 P.S. Sec. 1547</p> <p>State Board of Education Regulations – 22 PA Code Sec. 4.13, 12.14, 12.42</p> <p>Board Policy – 100, 112, 113, 115, 209, 209.1, 210, 210.1, 227, 235.1, 236, 08</p>
<p>Title 22 Sec. 12.41</p>	<p>The Superintendent or designee shall ensure that all persons delivering student services are specifically licensed or certified as required by law or regulations.</p>