



Book	Policy Manual
Section	100 Programs
Title	Curriculum
Code	105
Status	Active
Adopted	August 13, 2003
Last Revised	October 16, 2019

Purpose

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.[1]

Definition

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.[2][3][4]

Authority

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.[1][3][4]

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.[1][3][5][6][7][8]

Guidelines

The district's curriculum shall provide the following:

1. Continuous learning through effective collaboration among the schools of this district.
2. Continuous access for all students to sufficient programs and services of a library/media facility and classroom collection to support the educational program.[9]

3. Guidance and counseling services for all students to assist in career and academic planning. [10]
4. A continuum of educational programs and services for all students with disabilities, pursuant to law and regulation. [11]
5. Language Instruction Educational Program for English Learner students, pursuant to law, regulation and Board policy. [12][13]
6. Compensatory education programs for students, pursuant to law and regulation.
7. Equal educational opportunity for all students, pursuant to law and regulation. [14][15]
8. Career awareness and vocational education, pursuant to law and regulation. [16]
9. Educational opportunities for identified gifted students, pursuant to law and regulation. [17]
10. Regular and continuous instruction in required safety procedures. [18]

Delegation of Responsibility

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 and teaching staff members. [1]

A listing of all curriculum materials shall be made available for the information of parents/guardians, students, staff and Board members. [1][19]

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.

The Board encourages, where it is feasible and in the best interest of district students, participation in state-initiated pilot programs of educational research.

The Board directs the Superintendent to pursue actively state and federal aid in support of research activities.

Legal

1. 22 PA Code 4.4
2. 22 PA Code 4.3
3. 22 PA Code 4.12
4. Pol. 102
5. 24 P.S. 1511
6. 24 P.S. 1512
7. Pol. 107
8. Pol. 127
9. Pol. 109
10. Pol. 112
11. Pol. 113
12. 22 PA Code 4.26
13. Pol. 138
14. Pol. 103
15. Pol. 103.1
16. Pol. 115
17. Pol. 114
18. Pol. 805
19. Pol. 105.1
- 22 PA Code 4.21
- 22 PA Code 4.22
- 22 PA Code 4.23
- 22 PA Code 4.25
- 22 PA Code 4.27
- 22 PA Code 4.29
- 22 PA Code 4.82
- Pol. 100
- Pol. 106
- Pol. 116

CLARION- LIMESTONE AREA SCHOOL DISTRICT

SECTION: PROGRAMS

TITLE: CURRICULUM REVIEW BY
PARENTS/GUARDIANS AND
STUDENTS

ADOPTED: August 13, 2003

REVISED:

105.1. CURRICULUM REVIEW BY PARENTS/GUARDIANS AND STUDENTS	
<p>1. Authority Title 22 Sec. 4.4(d) Pol. 127</p>	<p>The Board adopts this policy to ensure that parents/guardians have an opportunity to review instructional materials and have access to information about the curriculum, including academic standards to be achieved, instructional materials and assessment techniques.</p>
<p>2. Guidelines</p> <p>Pol. 102</p>	<p>The rights granted by this policy are granted to parents/guardians of students enrolled in this school district where the students are under the age of eighteen (18) and to the students themselves when the student is age eighteen (18) or over, unless the student is incapable of making the decision due to a disability.</p> <p>Upon request by a qualifying parent/guardian or student, the district will make available existing information about the curriculum, including academic standards to be achieved, instructional materials and assessment techniques.</p> <p>The following conditions shall apply to any request:</p> <ol style="list-style-type: none"> 1. No more than one (1) request per semester, may be made by any qualifying parent/guardian or student each school year per enrolled child. 2. To assist the school district in providing the correct records to meet the needs of the requesting party, the request must be in writing setting forth the specific material being sought for review. 3. The written request will be sent to the building principal. 4. The district will respond to the parent/guardian or student within ten (10) school days by designating the time and location for the review. 5. The district may take necessary action to protect its materials from loss, damage or alteration and to ensure the integrity of the files, including the provision of a designated employee to monitor the review of the materials.

<p>PA Code Title 22 Sec. 4.4</p> <p>Board Policy 102, 127</p>	<p>6. No parent/guardian or student shall be permitted to remove the material provided for review or photocopy the contents of such file. The taking of notes by parents/guardians and students is permitted.</p>
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CLARION- LIMESTONE AREA SCHOOL DISTRICT

SECTION: PROGRAMS

TITLE: EXEMPTION FROM
INSTRUCTION

ADOPTED: August 13, 2003

REVISED:

105.2. EXEMPTION FROM INSTRUCTION	
1. Authority Title 22 Sec. 4.4	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.
2. Definition	As used in this policy, the phrase specific instruction means identifiable elements of instruction by the teacher. It does not include required reading or academic standards.
3. Guidelines	<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, as defined in this policy, subject to the following conditions:</p> <ol style="list-style-type: none"> 1. To assist the school district in ensuring that the student is excused from the correct specific instruction, the request must be made in writing and must detail the specific instruction from which the student is to be excused. 2. The written request to be excused shall be sent by the qualifying parent/guardian or student to the building principal. <p>One copy of the request shall be retained in the student's permanent school records, a copy shall be kept by the school principal, and a copy shall be submitted to the teacher from whose instruction the student is to be excused.</p> <ol style="list-style-type: none"> 3. It shall not be the responsibility of the district or any of its employees to ensure that the 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



Book	Policy Manual
Section	100 Programs
Title	Animals Used Within the Educational Program
Code	105.3
Status	Active
Adopted	November 19, 2014
Last Revised	June 17, 2015

Purpose

There may be occasions during the school year when some pupils and staff will wish to bring animals to school for demonstration and observation purposes related to the instructional aspects of the program.

Guidelines

The following procedures have been developed to encourage these potentially worthwhile experiences and, at the same time, provide guidelines for controlling the situation for reasons of health and safety:

1. If a pupil desires to bring an animal to school, s/he must receive prior approval from the teacher. The teacher, in turn, shall seek approval from the building principal.
2. If a teacher desires to bring an animal to school, s/he must receive prior approval from the building principal.
3. The pupil must make arrangements to transport the animal to and from school. No animals are permitted on the school bus.
4. The classroom teacher and/or pupil will make arrangements to provide adequate housing for the animal while it is in school. Depending upon the size and type of animal, adequate housing is to be interpreted as a cage or enclosure which will provide ample security, comfort, and wellbeing for the animal.
5. In the elementary school, if an animal is brought to school and is too large for a cage, the parent is to remain with the animal until taken home that same day.
6. The teacher shall be responsible for the care, feeding, and handling of the animal while it is in school.
7. If the animal is to be handled by pupils, the teacher will be responsible for instructing the pupils regarding proper handling of the animal.
8. No vertebrate animal used for elementary school teaching may be subjected to any experiment or procedure which interferes with its normal health or causes it pain or distress.

9. The teacher shall report any incidents or accidents i.e., animal biting a pupil to the building principal. Disposition of the incident will be determined by the building principal.

*Animals The regulation is interpreted to include reptiles and amphibians as defined by Webster's Seventh New Collegiate Dictionary.

PRINCIPLES AND GUIDELINES FOR THE USE OF ANIMALS IN PRECOLLEGE EDUCATION.docx (42 KB)

Principles and Guidelines for the Use of Animals in Precollege Education

Institute of Laboratory Animal Resources
Commission on Life Sciences
National Research Council
National Academy of Sciences
National Academy of Engineering

Clarion-Limestone Area School District
4091 C-L School Road
Strattanville, PA 16258

Live demonstrations and experiments involving animals in precollege education are valuable ways to excite children about science. ILAR believes that the judicious use of animals in these settings should continue, as long as it is appropriately planned and supervised and does not interfere with an animal's health and well-being. Many schools have modified the use of animals in their teaching programs in response to concerns of society, and many more are contemplating such changes.

To help schools implement these changes, ILAR has recommended a new set of principles for the use of animals in precollege science projects. Providing explicit guidance on planning, supervision, animal care, and avoidance of pain and discomfort, the principles are in line with current approaches to the use of animals in higher education and research. Although the principles are not legally binding, ILAR believes they can help improve the scientific integrity of precollege research and encourage more humane treatment of animals.



The humane study of animals in precollege education can provide important learning experiences in science and ethics and should be encouraged. Maintaining classroom pets in preschool and grade school can teach respect for other species, as well as proper animal husbandry practices. Introduction of secondary school students to animal studies in closely supervised settings can reinforce those early lessons and teach the principles of humane care and use of animals in scientific inquiry. The National Research Council recommends compliance with the following principles whenever animals are used in precollege education or in science fair projects.

Principle 1

Observational and natural history studies that are not intrusive (that is, do not interfere with an animal's health or well-being or cause it discomfort) are encouraged for all classes of organisms.

Principle 2

Supervision shall be provided by individuals who are knowledgeable about and experienced with the health, husbandry, care, and handling of the animal species used and who understand applicable laws, regulations, and policies.

Principle 3

Appropriate care for animals must be provided daily, including weekends, holidays, and other times when school is not in session. This care must include:

- a. Nutritious food and clean, fresh water;
- b. Clean housing with space and enrichment suitable for normal species behaviors; and
- c. Temperature and lighting appropriate for the species.

Principle 4

Animals should be healthy and free of diseases that can be transmitted to humans or to other animals. Veterinary care must be provided as needed.

Principle 5

Students and teachers should report immediately to the school health authority all scratches, bites, and other injuries, allergies; or illnesses.

Principle 6

Students shall not conduct experimental procedures on animals

- a. Are likely to cause pain or discomfort or interfere with an animal's health or well-being:
- b. Induce nutritional deficiencies or toxicities; or
- c. Expose animals to microorganisms, ionizing radiation, cancer-producing agents, or any other harmful drugs or chemicals capable of causing diseases, injury, or birth defects in humans or animals.

April 1989

¹ In situations where an appropriate scientist is not available to assist the student, the Institute of Laboratory Animal Resources (ILAR) might be able to provide referrals. Write or call:

ILAR
National Research Council
2101 Constitution Avenue,
NW Washington, DC 20418
(202)334-2590.

CLARION- LIMESTONE AREA SCHOOL DISTRICT

SECTION: PROGRAMS

TITLE: GUIDES FOR PLANNED
INSTRUCTION

ADOPTED: August 13, 2003

REVISED:

106. GUIDES FOR PLANNED INSTRUCTION	
1. Authority Title 22 Sec. 4.4 Pol. 107	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.
2. Guidelines	Each guide may contain, as appropriate to that planned instruction: <ol style="list-style-type: none"> 1. Objectives of the instruction. 2. Concepts and skills to be taught. 3. Appreciations to be developed. 4. Suggested activities designed to achieve the objectives. 5. Suggested methods of instruction. 6. Assessment criteria and methods intended to evaluate the extent to which learning objectives have been achieved.
3. Delegation of Responsibility	Each teacher shall use the course guide as the core of the course s/he has been assigned to teach. The Superintendent or designee shall be responsible for development and implementation of a plan for preparation of such guides which includes: <ol style="list-style-type: none"> 1. Participation by appropriate staff members and resource personnel. 2. Continuing research in instructional methods, materials, activities and assessment strategies. Systematic review of all guides to ensure their continuing effectiveness in achieving established academic standards.
Title 22 Sec. 4.13	

106. GUIDES FOR PLANNED INSTRUCTION - Pg. 2

<p>School Code 1511, 1512</p> <p>PA Code Title 22 Sec. 4.4, 4.11, 4.13</p> <p>Board Policy 107</p>	<p>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.</p> <p>Copies of all current guides for planned instruction shall be kept on file in the office of the Superintendent.</p>
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CLARION- LIMESTONE AREA SCHOOL DISTRICT

SECTION: PROGRAMS

TITLE: ADOPTION OF PLANNED
INSTRUCTION

ADOPTED: August 13, 2003

REVISED:

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

107. ADOPTION OF PLANNED INSTRUCTION - Pg. 2

<p>School Code 508, 1511, 1512</p> <p>PA Code Title 22 Sec. 4.11, 4.13</p> <p>Board Policy 006</p>	<ol style="list-style-type: none">2. Description and content, including the instructional method where such method departs significantly from the traditional and is an integral part of the instruction.3. Rationale in terms of district goals and academic standards and justification when it is proposed to take the place of an existing course.4. Resources that its implementation will require, such as textbooks, materials, equipment, personnel.5. Assessment methods and criteria by which its effectiveness will be monitored and measured.6. Developmental history with data on its use elsewhere, if available.
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Book	Policy Manual
Section	100 Programs
Title	Adoption of Textbooks
Code	108
Status	Active
Adopted	August 13, 2003
Last Revised	October 16, 2019

Authority

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.[1][2][3][4]

Definition

Textbooks shall be defined as the books, in print or digital format, used as the basic source of information in the planned instruction.

Delegation of Responsibility

The Superintendent, after consultation with administrative and professional staff, 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.[1][3][4]

The Superintendent or designee shall establish administrative regulations for reviewing, evaluating and selecting textbooks.

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.[5]

Legal

1. 24 P.S. 508
 2. 24 P.S. 801
 3. 24 P.S. 803
 4. Pol. 006
 5. Pol. 105.1
- 22 PA Code 14.106
- 24 P.S. 807.1
- Pol. 103.1
- Pol. 610

CLARION- LIMESTONE AREA SCHOOL DISTRICT

SECTION: PROGRAMS

TITLE: RESOURCE MATERIALS

ADOPTED: August 13, 2003

REVISED:

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

109. RESOURCE MATERIALS - Pg. 2

	<p>Resource materials shall be selected in accordance with the following guidelines:</p> <ol style="list-style-type: none">1. Materials shall be suited to the varied interests, abilities, reading levels, and maturation levels of the students to be served.2. Wherever possible, materials shall be selected to provide opposing views on controversial issues so that students may develop critical reading and thinking skills.3. Wherever possible, materials shall represent varied religious, ethnic, gender and cultural groups and their contribution to American heritage.4. Materials shall be factually accurate and of genuine literary or artistic value.5. Materials shall be of a quality and durability appropriate to their intended use and longevity.
Pol. 106	<ol style="list-style-type: none">6. Materials shall relate to, support, and enrich the courses of planned instruction adopted by the Board.
Pol. 105.1	<p>A listing of all resource materials shall be made available for the information of the professional staff, Board members, students, parents/guardians, and community.</p> <p><u>Library Circulation Records</u></p> <p>Records relating to the circulation of library materials containing names or other personally identifying details regarding the users of library materials shall be confidential and shall not be made available to anyone except by a court order in a criminal proceeding.</p> <p>Library materials check-out card may be used provided that upon the return of said item(s), the borrower's name is removed from the card.</p> <p>Alternate systems for protection of confidentiality of users shall include:</p> <ol style="list-style-type: none">1. Separate sign-out sheets not shelved with books.2. A number coding system.3. Confidential computerized record system.

109. RESOURCE MATERIALS - Pg. 3

<p>School Code 801, 803</p> <p>PA Code Title 22 Sec. 4.13</p> <p>Board Policy 105.1, 106</p>	<p>If lists of names of students who are charged with overdue materials are posted, the respective materials with which they are charged shall not be included on the listing.</p>
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CLARION- LIMESTONE AREA SCHOOL DISTRICT

SECTION: PROGRAMS

TITLE: INSTRUCTIONAL SUPPLIES

ADOPTED: August 13, 2003

REVISED:

110. INSTRUCTIONAL SUPPLIES	
<p>1. Authority SC 801</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>2. Guidelines Title 22 Sec. 12.11</p>	<p>When individualized and nonreusable clothing or equipment is necessary for reasons of safety or health, students shall be required to provide their own clothing or equipment, which shall meet standards set by the school. Such standards shall be reasonably related to considerations of safety, health and protection of property.</p> <p>When students prepare useful items they are permitted to keep, they shall pay the district the cost of the materials used.</p> <p>When policy guidelines impose a financial hardship on a student, the school district will assume the cost. The Superintendent or designee shall implement procedures to assure that no student is denied participation in the school program for financial reasons and to guard the privacy of each student.</p>
<p>School Code 801</p> <p>PA Code Title 22 Sec. 12.11</p>	

CLARION- LIMESTONE AREA SCHOOL DISTRICT

SECTION: PROGRAMS

TITLE: LESSON PLANS

ADOPTED: August 13, 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	To facilitate more effective instruction, lesson plans must be prepared in advance. Plan books may be inspected. Teachers shall make thorough preparation for all daily lessons. 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.
3. Guidelines	Guidelines for implementation of this policy shall include: <ol style="list-style-type: none"> 1. The format for lesson plans shall be decided at the building level. 2. While teachers are required to be thoroughly prepared for each daily lesson, plans may be prepared for each lesson or on a long-term basis, i.e. unit of work, whichever is most appropriate. 3. Material to be used in a lesson, such as duplicated material, cassette tapes, films, videos, transparencies, may serve as an integral part of the plan. 4. Lesson plans for individualized programs should reflect a general overview and purpose of the instructional program; individual student records may serve as an integral part of the lesson plan.

CLARION- LIMESTONE AREA SCHOOL DISTRICT

SECTION: PROGRAMS

TITLE: GUIDANCE COUNSELING

ADOPTED: August 13, 2003

REVISED:

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 educational program of the schools. Such a program can:</p> <ol style="list-style-type: none"> 1. Assist students in achieving their optimum potential. 2. Enable students to significantly benefit from the offerings of the instructional program. 3. Provide identification of intellectual, emotional, social and physical needs. 4. Aid students in recognizing options and making choices in vocational and academic educational planning. 5. Assist students in identifying career options consistent with their abilities and goals. 6. Help students learn to make their own decisions and to solve problems independently.
<p>2. Authority</p> <p>Title 22 Sec. 4.34, 7.1 et seq</p>	<p>The Board directs that a program of guidance and counseling shall be offered to students and shall involve the coordinated efforts of all staff members under the professional leadership of certificated guidance and counseling personnel.</p>
<p>3. Delegation of Responsibility</p>	<p>The Superintendent or designee is directed to implement a guidance program that serves the needs of students.</p>
<p>4. Guidelines</p>	<p>The district's program of guidance counseling shall:</p> <ol style="list-style-type: none"> 1. Involve staff members at every appropriate level. 2. Honor the individuality of each student.

CLARION- LIMESTONE AREA SCHOOL DISTRICT

SECTION: PROGRAMS

TITLE: SPECIAL EDUCATION

ADOPTED: August 13, 2003

REVISED:

113. SPECIAL EDUCATION	
<p>1. Purpose Title 22 Sec. 4.28, 14.6</p>	<p>Each exceptional student attending district schools shall be offered an educational program that meets the individual's needs for educational, instructional, transitional and related services. The special education program shall be designed to comply with law; conform to district goals; and, to the extent feasible and consistent with the best interests of the exceptional student and other students, integrate programs of special education with the regular instructional program of the schools.</p>
<p>2. Definition SC 1371 Title 22 Sec. 14.1</p>	<p>Exceptional students served by the special education program shall include those school-age children, as defined by law, resident in the district who so deviate from the average in physical, mental, emotional or social characteristics that they require special educational programs, facilities or services.</p>
<p>3. Authority 20 U.S.C. Sec. 1400 et seq 29 U.S.C. Sec. 794 42 U.S.C. Sec. 12101 et seq Title 22 Sec. 14 et seq SC 1372</p>	<p>The Board directs that all students with disabilities shall be identified, evaluated, placed and provided with appropriate educational services, in accordance with federal and state laws. The district shall establish and implement a system of procedural safeguards and parental notification.</p> <p>The Board shall determine the facilities, services and staff that will be provided by the district for the instruction of exceptional students.</p>
<p>SC 1372</p>	<p>In order to maintain a more effective program of special education, the Board may participate in special education programs of Riverview Intermediate Unit No. 6.</p>
<p>4. Delegation of Responsibility</p>	<p>The Superintendent is directed to annually recommend to the Board the employment and retention of necessary staff and provision of required facilities and services to provide for the needs of exceptional students.</p>

<p>5. Guidelines Title 22 Sec. 14.38, 14.41</p> <p>Title 22 Sec. 14.54, 14.68</p> <p>42 U.S.C. Sec. 12101 et seq Pol. 103</p> <p>PA Code Title 22 Sec. 342.1 et seq</p>	<p>The Superintendent or designee shall develop procedures for evaluating the effectiveness of the district's plan for exceptional students and shall periodically report to the Board the criteria and results of such evaluation.</p> <p>The program to which each exceptional student is assigned shall be one that best assures success in learning and offers the least restrictive environment, in accordance with federal and state regulations.</p> <p>The Board directs that all procedures for implementing an individualized education program be designed to guard the privacy of the student and family.</p> <p>All public records shall denote special education cases by code number rather than by name of student.</p> <p>No exceptional student shall be denied, because of handicap/disability, participation in extracurricular, intramural or interscholastic activities, or any of the services offered or recognitions rendered regularly to district students, unless participation is not practical because of the handicap/disability.</p> <p>All services that are extended to the general population of students shall be provided for exceptional students, where feasible.</p>
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CLARION- LIMESTONE AREA SCHOOL DISTRICT

SECTION: PROGRAMS

TITLE: DISCIPLINE OF STUDENTS
WITH DISABILITIES

ADOPTED: August 13, 2003

REVISED:

113.1. DISCIPLINE OF STUDENTS WITH DISABILITIES	
<p>1. Purpose Title 22 Sec. 14.36</p>	<p>Behavioral interventions shall be used for students with disabilities in order to promote and strengthen desirable behaviors and to reduce identified inappropriate behaviors.</p> <p>Students with disabilities who engage in inappropriate behavior, disruptive activities and/or actions injurious to themselves or others shall be disciplined in accordance with their Individualized Education Program, a behavioral intervention plan and Board policy.</p>
<p>2. Authority 20 U.S.C. Sec. 1400 et seq Title 22 Sec. 14.35</p>	<p>The Board directs that the district shall comply with provisions of the Individuals With Disabilities Education Act (IDEA) and state regulations when disciplining students with disabilities for violations of district policy and school rules and regulations.</p>
<p>20 U.S.C. Sec. 612a (1) (A)</p>	<p>During any period of disciplinary action, the student shall continue to receive a free and appropriate education, in accordance with law.</p>
<p>3. Guidelines 20 U.S.C. Sec. 1415 (e) (3)</p>	<p>A disabled student may be suspended for an aggregate of ten (10) days of school per year, regardless of whether the student's behavior is a manifestation of his/her disability, except that the student shall continue to receive appropriate educational services during the period of suspension.</p> <p>No student with a disability shall be expelled if the student's behavior is a manifestation of his/her disability.</p>
<p>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 procedures, except that the student shall continue to receive appropriate educational services during the period of expulsion.</p>

	<p>A hearing officer may order removal of a student to an alternative setting for forty-five (45) days where the district demonstrates by substantial evidence that maintaining the student's current placement is substantially likely to result in injury to the student or others.</p> <p>Students who have not been identified as disabled may be subject to the same disciplinary measures applied to students without disabilities if the district did not have knowledge of the disability. If a request for evaluation is made during the period the student is subject to disciplinary measures, the evaluation shall be expedited.</p> <p><u>Weapons Violations</u></p> <p>A student with disabilities who carries a weapon to school or a school function may be removed from his/her current placement. The student shall be placed in an appropriate interim alternative educational setting for no more than forty-five (45) days.</p> <p>18 U.S.C. Sec. 930 (g)</p> <p>According to statute, weapon shall be defined as a 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 2 1/2 inches in length.</p> <p><u>Drugs/Controlled Substances Violations</u></p> <p>20 U.S.C. Sec. 3357 et seq</p> <p>A student with disabilities who knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function may be removed from his/her current placement. The student shall be placed in an appropriate interim alternative educational setting for no more than forty-five (45) days.</p>
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BEHAVIOR SUPPORT PLAN (Chapter 14.133)

The following terms shall have these meanings, unless the context clearly indicated otherwise:

Aversive techniques – deliberate activities designed to establish a negative association with a specific behavior.

Behavioral support – development, change and maintenance of selected behaviors through the systematic application of behavior change techniques.

Positive techniques – methods that utilize positive reinforcement to shape a student's behavior, ranging from the use of positive verbal statements as a reward for good behaviors to specific tangible rewards.

Restraints – devised and techniques designed and used to control acute or episodic aggressive behaviors or to control involuntary movements or lack of muscular control due to organic causes or conditions; the term includes physical and mechanical restraints.

Prone Restraints – Prohibited!!!!!!!!!!!!!!

Clarion-Limestone's policy on behavior

The Clarion Limestone Area School district's policy on behavior support for students with disabilities reflects the following:

1. Positive techniques for the development, change and maintenance of selected behaviors shall be attempted prior to the use of more intrusive or restraining measures.

Proactive classroom management:

- 1) Effective teaching practices
- 2) Frequent monitoring
- 3) Clear rules and procedures
- 4) Social praise
- 5) Environmental adaptations
- 6) Curriculum adaptations
- 7) Direct instruction

Prosocial behavior:

- 1) Systematic reinforcement
- 2) Modeling prosocial behavior
- 3) Verbal instruction
- 4) Role-playing
- 5) Coaching
- 6) Self-instruction
- 7) Student participation in decision making
- 8) Family involvement
- 9) Agency involvement

Behavior modification:

- 1) Cueing
- 2) Redirection
- 3) Time-out
- 4) Behavioral contracting
- 5) Environmental restructuring
- 6) Modifying of antecedents and consequences

Cognitive Training:

- 1) Self-monitoring
- 2) Self-evaluation
- 3) Self-reinforcement

Behavioral Intervention Plan - The IEP team may decide to develop a Behavior Intervention Plan for a student who does not respond to the listed positive strategies. The development of a Behavioral Intervention Plan would be preceded by an informal or formal behavior assessment. The process would include the following steps:

Identify and describe the behavior of concern
Gather information about the target behavior
Develop hypothesis about the function of the behavior
Design an intervention plan
Implement the plan and monitor its effectiveness
Modify the plan as required; fade the support

2. Restraints to control acute or episodic aggressive behavior may be used only when the student is acting in a manner that is a clear and present danger to him/her or other students or employees and only when less restrictive measures and techniques have proven to be less effective. The use of restraints to control the aggressive behavior of an individual student shall cause a meeting of the IEP Team to review the current IEP for appropriateness and effectiveness. The use of restraints may not be included in the IEP for the convenience of staff, employed as punishment, or as a substitute for an educational program.
3. 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. Mechanical restraints shall prevent a student from injuring him/herself or others or promote normative body positioning and physical functioning.
4. Consent of a parent/guardian is required prior to the use of highly restraining or intrusive procedures.
5. If deemed necessary, the intermediate unit may convene a human rights committee to oversee the use of restraining or intrusive procedures and restraints.

The following aversive techniques of handling behavior may not be used in educational programs:

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

Emergency Procedures

Emergency procedures for behavior that presents a clear and present danger to the student or others may include any, or all, of the following actions:

Consult Crisis Plan, if present
Notifying program administrator/supervisor
Contacting parent/guardian
Notifying police
Notifying mental health
Calling emergency service and ambulance
Implementing crisis prevention strategies and physical restraint procedures as taught by school personnel

A behavior support plan shall be developed for eligible students whose actual or anticipated behavior, as determined by the IEP team, impeded their learning or that of others or for students who have been identified as seriously and emotionally disturbed. This will be based on a Functional Behavioral Assessment (FBA) (Reference Chapter 14).

Application of the behavior support plans shall not constitute a change in the student's educational placement.

In the behavior support plan, positive techniques must be used to improve the student's opportunity for learning and achievement of academic standards established for the program. (Reference Chapter 14).

BEHAVIOR SUPPORT PLAN (Chapter 14; 14.133)

A behavior support plan shall be developed for all students with a disability or eligible young child when they exhibit a behavior that impedes their learning or that of others consistent with Chapter 14. Positive, rather than negative, measures must form the basis of behavior support programs to ensure that all students and eligible young children must be free from demeaning treatment, the use of aversive techniques and the unreasonable use of restraints. Behavior support programs must include researched based practices and techniques to develop and maintain skills that will enhance an individual students or eligible young child's opportunity for learning and self-fulfillment. Behavior support programs must be based on a functional assessment of behavior and utilize behavior techniques. When an intervention is needed to address problem behavior, the types of intervention chosen for a particular student or eligible young child must be the least intrusive necessary.

The use of restraints is considered a measure of last resort, only to be used after other less restrictive measures, including de-escalation techniques. Refer to Chapter 14, 14.133.

The use of prone restraints is prohibited in educational programs. Prone restraints are those in which a student or eligible young child is held face down on the floor.

Subsequent to a referral to law enforcement, for students with disabilities who have positive behavior support plans, an updated functional behavior assessment and positive behavior support plan must be approved.

Application of the behavior support plan shall not constitute a change in the student's educational placement.

BEHAVIOR SUPPORT PLAN (Chapter 14.133)

The following terms shall have these meanings, unless the context clearly indicated otherwise:

Aversive techniques – deliberate activities designed to establish a negative association with a specific behavior.

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Prone Restraints – Prohibited !!!!!!!!!!!!!

Riverview's policy on behavior

The intermediate unit's policy on behavior support for students with disabilities reflects the following:

1. Positive techniques for the development, change and maintenance of selected behaviors shall be attempted prior to the use of more intrusive or restraining measures.

Proactive classroom management:

- 1) Effective teaching practices
- 2) Frequent monitoring
- 3) Clear rules and procedures
- 4) Social praise
- 5) Environmental adaptations
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- 7) Direct instruction

Prosocial behavior:

- 1) Systematic reinforcement
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Behavior modification:

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2. Restraints to control acute or episodic aggressive behavior may be used only when the student is acting in a manner that is 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. The use of restraints to control the aggressive behavior of an individual student shall cause a meeting of the IEP Team to review the current IEP for appropriateness and effectiveness. The use of restraints may not be included in the IEP for the convenience of staff, employed as punishment, or as a substitute for an educational program.
3. 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. Mechanical restraints shall prevent a student from injuring him/herself or others or promote normative body positioning and physical functioning.

4. Consent of a parent/guardian is required prior to the use of highly restraining or intrusive procedures.
5. If deemed necessary, the intermediate unit may convene a human rights committee to oversee the use of restraining or intrusive procedures and restraints.

The following aversive techniques of handling behavior may not be used in educational programs:

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A behavior support plan shall be developed for eligible students whose actual or anticipated behavior, as determined by the IEP team, impeded their learning or that of others or for students who have been identified as seriously and emotionally disturbed. This will be based on an Functional Behavioral Assessment (FBA) (Reference Chapter #14.)

Application of the behavior support plan shall not constitute a change in the student's educational placement.

In the behavior support plan, positive techniques must be used to improve the student's opportunity for learning and achievement of academic standards established for the program. (Reference Chapter #14.)

BEHAVIOR SUPPORT PLAN
(Chapter 14; 14.133)

A behavior support plan shall be developed for all students with a disability or eligible young child when they exhibit a behavior that impedes their learning or that of others consistent with Chapter 14. Positive, rather than negative, measures must form the basis of behavior support programs to ensure that all students and eligible young children must be free from demeaning treatment, the use of aversive techniques and the unreasonable use of restraints. Behavior support programs must include researched based practices and techniques to develop and maintain skills that will enhance an individual's students or eligible young child's opportunity for learning and self-fulfillment. Behavior support programs must be based on a functional assessment of behavior and utilize positive behavior techniques. When an intervention is needed to address problem behavior, the types of intervention chosen for a particular student or eligible young child must be the least intrusive necessary.

The use of restraints is considered a measure of last resort, only to be used after other less restrictive measures, including de-escalation techniques. Refer to Chapter 14, 14.133. **The use of prone restraints is prohibited in educational programs. Prone restraints are those in which a student or eligible young child is held face down on the floor.**

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Application of the behavior support plan shall not constitute a change in the students educational placement.

