

CLARION- LIMESTONE AREA SCHOOL DISTRICT

SECTION: PROGRAMS

TITLE: ADULT EDUCATION

ADOPTED: August 13, 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 district shall cooperate with other agencies and institutions which are responsible for and provide funding for adult education.</p> <p>The Board may employ staff, utilize available facilities, supply instructional and supplementary materials, and provide administrative leadership required to maintain the adult education program. The Board shall establish the tuition rate for each course offered in the adult education program.</p>
3. Guidelines	<p>Admission to an adult education program shall be open to:</p> <ol style="list-style-type: none"> 1. All adult residents of this district. 2. Adult residents of other districts who apply and whose admittance will not deprive admittance to a district resident. <p>Involvement in adult education programs shall not interfere with the regular operation of educational programs for district students.</p>
4. Delegation of Responsibility	<p>The Superintendent or designee shall:</p> <ol style="list-style-type: none"> 1. Utilize appropriate staff members. 2. Assess the needs and resources of the community.

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School Code
502, 1901, 1903,
1904, 1905, 1906,
1923

3. Develop a program of adult education and present that program to the Board for approval.
4. Prepare a calendar of adult education activities.
5. Develop and implement means to inform the public of adult education offerings.

CLARION- LIMESTONE AREA SCHOOL DISTRICT

SECTION: PROGRAMS

TITLE: CLASS SIZE

ADOPTED: August 13, 2003

REVISED:

126. CLASS SIZE	
1. Authority	Class size shall be determined by the Board upon the recommendation of the Superintendent.
2. Delegation of Responsibility	The Superintendent shall prepare guidelines for class size, which shall take into account: <ol style="list-style-type: none">1. Subject matter.2. Type of instruction.3. Ability of students.4. Age group of students.5. Use of aides.6. Use of special facilities and equipment.

CLARION- LIMESTONE AREA SCHOOL DISTRICT

SECTION: PROGRAMS

TITLE: ASSESSMENT OF
EDUCATIONAL PROGRAM

ADOPTED: August 13, 2003

REVISED:

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>In accordance with recommendations of the Superintendent, building principals, and guidance counselors, 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</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>District schools may be subject to periodic evaluation by faculty and administration self-evaluation or by the Department of Education.</p> <p>The Superintendent may employ consultants from inside and/or outside the system to develop a means for evaluating the instructional program of the district.</p> <p>The Superintendent and building principals may conduct formal and informal evaluations of the instructional program and submit reports of evaluation to the Board.</p>

<p>Title 22 Sec. 4.52</p> <p>4. Guidelines Title 22 Sec. 7.11</p> <p>Title 22 Sec. 4.52</p> <p>PA Code Title 22 Sec. 4.4, 4.13, 4.51, 4.52, 7.11</p>	<p>The Superintendent or designee shall be responsible to release summary information to the public and Department of Education regarding student achievement, but shall not include any individually identifiable information.</p> <p>The Superintendent shall recommend improvements in the curriculum and instructional practices based upon assessment results.</p> <p>Parents/Guardians 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.</p>
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CLARION- LIMESTONE AREA SCHOOL DISTRICT

SECTION: PROGRAMS

TITLE: PHYSICAL EDUCATION

ADOPTED: August 13, 2003

REVISED:

<p>1. Purpose</p>	<p style="text-align: center;">128. PHYSICAL EDUCATION</p> <p>Each district student in Kindergarten through twelfth grade (K-12) shall participate in a planned program of physical education.</p> <p>An adaptive physical education program shall be designed to meet the individual needs of students who, for physical, psychological or other reasons, are unable to participate in the regular physical education program.</p>
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CLARION- LIMESTONE AREA SCHOOL DISTRICT

SECTION: PROGRAMS

TITLE: HOMEWORK

ADOPTED: August 13, 2003

REVISED:

<p>1. Purpose</p> <p>2. Guidelines</p>	<p style="text-align: center;">130. HOMEWORK</p> <p>Homework assignments shall be a part of the instructional experiences of each student and should complement classroom instruction. Assignments should develop student responsibility, good study habits and organizational skill, and shall be a continuation or extension of the instructional program to be accomplished outside the classroom.</p> <p>The purpose of homework assignments should be to:</p> <ol style="list-style-type: none">1. Provide practice and reinforcement of skills presented by the teacher.2. Broaden areas of interest through enrichment.3. Provide opportunities for parents/guardians to know what their child is studying.4. Encourage parent/guardian and child interaction. <p>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, nor should it interfere with the student assuming responsibilities in the home.</p> <p>Homework will not be assigned as a form of punishment.</p>
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Book	Policy Manual
Section	100 Programs
Title	Home Education Programs
Code	137
Status	Active
Adopted	August 13, 2003
Last Revised	September 16, 2015

Authority

Home education programs for students of compulsory school age residing in the school district shall be conducted in accordance with state law and regulations.[1][2][3]

Definitions

Appropriate education - a program consisting of instruction in the required subjects for the time required by law and in which the student demonstrates sustained progress in the overall program.[2]

Hearing examiner - shall not be an officer, employee or agent of the Department of Education or of the school district or intermediate unit of residence of the child in the home education program.

Home education program - a program conducted in compliance with law by the parent/guardian or person having legal custody of a child. A home education program shall not be considered a nonpublic school under the provisions of law.

Supervisor - the parent/guardian or person having legal custody of a child who is responsible for providing instruction, provided that such person has a high school diploma or its equivalent.

Delegation of Responsibility

The Superintendent or designee shall develop and distribute administrative regulations for registering and monitoring home education programs.

Guidelines

Notarized Affidavit

Prior to the commencement of the home education program, and annually thereafter on August 1, the parent/guardian or other person having legal custody of the child or children shall file a notarized affidavit with the Superintendent setting forth the information required by law.[2]

Instructional Program

The instructional program for home education students shall include such courses as required by law.
[2].

Loan of Instructional Materials

At the request of the supervisor, the district shall lend to the home education program copies of the school's planned courses, textbooks and curriculum materials appropriate to the student's age and grade level.[2]

Student Portfolio and Evaluations

For each student participating in a home education program, the supervisor shall:[2]

1. Maintain a portfolio of records and materials.
2. Provide an annual written evaluation of the student's educational progress.

Graduation Requirements

The following minimum courses in grades 9 through 12 are established as a requirement for graduation in a home education program: four (4) years of English; three (3) years of mathematics; three (3) years of science; three (3) years of social studies; and two (2) years of arts and humanities.[2]

Diplomas

Students who complete all of the graduation requirements of the home education program shall receive a high school diploma issued by the supervisor or an approved diploma-granting organization.[2]

Students With Disabilities

A home education program meets compulsory attendance requirements for a student with a disability only when the program addresses the specific needs of the student and is approved by a teacher with a valid Pennsylvania certificate to teach special education, a licensed clinical psychologist or a certified school psychologist. Written notice of such approval must be submitted with the required affidavit.[1]

The supervisor may request that the school district or intermediate unit of residence provide services that address the specific needs of a student with a disability.[1]

When the provision of services is agreed to by both the supervisor and the school district or intermediate unit, all services shall be provided in district schools or in a private school licensed to provide such programs and services.[1]

Appropriate Education/Compliance Determination

A home education evaluator shall certify that an appropriate education is occurring in the home education program. The supervisor shall submit the certification to the Superintendent by June 30 of each year. If the supervisor fails to submit the certification, the Superintendent shall send a letter to the supervisor notifying the supervisor that s/he has ten (10) days to submit the certification.[2]

If the Superintendent has a reasonable belief at any time during the school year that appropriate education may not be occurring in the home education program, s/he may submit a letter to the supervisor requiring an evaluation be conducted and that an evaluator's certification stating that an appropriate education is occurring be submitted to the district by the supervisor within thirty (30) days. The letter shall include the basis for the Superintendent's reasonable belief.[2]

If the Superintendent has a reasonable belief that the home education program is out of compliance, s/he shall submit a letter to the supervisor requiring a certification be submitted within thirty (30) days indicating the program is in compliance. The letter shall include the basis for the Superintendent's reasonable belief.[2]

As required by law, all letters shall be sent by certified mail, return receipt requested, and the time for submission of the requested documentation begins upon receipt of the letter.[2]

Hearings

If the supervisor fails to submit a certification as required, the Board shall provide a hearing by a qualified and impartial hearing examiner within thirty (30) days.[2]

If the hearing examiner finds that an appropriate education is not taking place in the home education program, the home education program will be determined out of compliance; and the student will be enrolled promptly in a district school, a nonpublic school or a licensed private academic school.[2]

Appeal

The supervisor or Superintendent may appeal the decision of the hearing examiner to the Secretary of Education, Commonwealth Court or Court of Common Pleas. The home education program may continue during the appeals process.[2]

Transfers

If a home education program is relocating to another Pennsylvania school district, the supervisor must request from the Superintendent a letter of transfer for the home education program. The request must be made by registered mail thirty (30) days prior to relocation.[2]

The Superintendent shall issue the letter of transfer within thirty (30) days after receipt of the supervisor's registered mail request.[2]

The supervisor shall file the letter of transfer with the Superintendent of the new district of residence.[2]

If a home education program is out of compliance, the Superintendent shall inform the home education supervisor and Superintendent of the new district of residence of this status and the reason for denial of the transfer letter.[2]

If a home education program is in hearing procedures, the Superintendent shall inform the home education supervisor, hearing examiner and Superintendent of the new district of residence of this status and the reason for denial of the transfer letter.[2]

If the Superintendent is informed of pending proceedings related to a home education program relocating to the district, s/he shall continue the home education program until the appeal process is finalized.[2]

Legal

1. 24 P.S. 1327
 2. 24 P.S. 1327.1
 3. 22 PA Code 11.31a
- 24 P.S. 111
- 22 PA Code 11.33
- Pol. 203
- Pol. 209



Book	Policy Manual
Section	100 Programs
Title	Extracurricular Participation by Home Education Students
Code	137.1
Status	Active
Adopted	December 7, 2005

Guidelines

Home-schooled students may elect to participate in the interscholastic athletic and extracurricular programs of Clarion-Limestone Area School District according to the following procedures:[1][2][3][4][5]

1. Home-schooled students electing to participate in athletic and/or extracurricular programs, grades K-12 (including intramurals, after school programs, clubs, etc), are required to abide by all guidelines and regulations as public school students. Eligibility requirements may differ between the elementary and secondary extra-curricular programs. The guidelines and regulations will include, but not be limited to, the following requirements for home-schooled students:
 - a. Where applicable, regular academic eligibility determinations are similar to that required of the students within the Clarion-Limestone Area School District. The parent/guardian will submit weekly written progress reports to the building principal at the end of every week and marking period. Failure to submit these reports will make the student ineligible until the next required reporting period.
 - b. Compliance with the disciplinary policy and any regulations or instructions of administrators, professional employees, coaches or advisors of the district is required. Failure to do so may lead to termination of the home-schooled student's participation in activities.[6]
 - c. Transportation to and from the school for home-schoolers is the sole responsibility and expense of parents/guardians.
 - d. Home-schooled students are subject to the same eligibility and try-out criteria as other students who compete for positions on teams, squads, casts, or membership.
 - e. It is the parent/guardian/student's responsibility to keep abreast of available activities, schedules and/or schedule changes. The district assumes no responsibility to inform parents/guardians of the home-schooled student regarding the availability of extracurricular activities or changes in schedules.

- f. Some extracurricular activities require all participating students to provide proof of personal injury medical insurance coverage and medical certification of fitness.
- g. The home-schooled student is also subject to pay any cost or fee associated with the extracurricular activity as is paid by the nonhome-schooled student.
- h. To be initially eligible for participation in interscholastic athletics, the home-schooled student must provide the district with evidence of passing an equivalent of four (4) full credit courses (three (3) of which are in the core subjects) in the grading period previous to the grading period in which the sport is played. (The current grade point average for participation will apply.) In the event that eligibility for participation must be determined in the first grading period of a school year, the home-schooled student must provide the district with his/her final grades from the previous year. The principal or designee will evaluate the home-schooled student's equivalent report card to determine eligibility.
- i. Approval for continued participation in the athletic and/or selected extra-curricular programs is received from the building principal based on the following documentation submitted weekly to the administration:
 1. Full-time home-schooled students participating in interscholastic athletics must comply with current district rules in regard to eligibility.[4]
 2. Written verification of satisfactory completion of the required twenty (20) hours of courses per week in the courses specified in home-schooling law.
 3. During the day in which the home-schooled student is participating in athletics, s/he must maintain regular study hours, of not less than five-and-one half (5 ½) hours (including a thirty (30) minute lunch).

The above mentioned documentation must be submitted to the building office by noon on Friday of each week during the sports season (or last day of school for the week) of each week during the sports season. Failure to meet the above requirements will result in the athlete being ineligible for a period of one (1) week.

A student may not be withdrawn from the Clarion-Limestone Area School District program and put on a home-schooling program in order to participate specifically in a sport. Therefore, when a student is withdrawn from the school district, s/he may not be permitted to participate in a sports program unless s/he enrolls in the home-schooling by the first day of official practice year of participation.

Home-schooled students who transfer in from another school district shall have the same residency rules apply to them as does the public school student enrollee.

Legal

1. 24 P.S. 511
2. 24 P.S. 1327.1
3. Pol. 122
4. Pol. 123
5. Pol. 137
6. Pol. 218
- Pol. 204



Book	Policy Manual
Section	100 Programs
Title	Language Instruction Educational Program for English Learners
Code	138
Status	Active
Adopted	September 9, 2009
Last Revised	October 16, 2019

Purpose

In accordance with the Board's philosophy to provide quality educational programs to all district students and to increase the English language proficiency of students who are English Learners (EL), the district shall provide an effective Language Instruction Educational Program (LIEP) that meets the needs of English Learners. The goal of the LIEP shall be to demonstrate success in increasing English language proficiency and student academic achievement so that EL students can attain the academic standards adopted by the Board and achieve academic success. EL students shall be identified, assessed and provided appropriate instruction in accordance with the LIEP, and shall be provided an equitable opportunity to achieve their maximum potential in educational programs and extracurricular activities, consistent with federal and state laws and regulations.[1][2][3][4][5]

Authority

The Board shall approve a LIEP to provide English Language Development instruction (ELD) to EL students as part of the approved curriculum, in order to develop the English language proficiency of EL students. The district shall provide EL students with both planned ELD instruction and modifications in content instruction and assessments for all curricular areas, based on the provisions of the LIEP. The LIEP shall be thoughtfully and deliberately planned and evaluated in accordance with state and federal laws and regulations, and shall meet the needs of the district's EL students. The LIEP shall be based on effective research-based theory, implemented with sufficient resources and appropriately trained staff, and shall meet the following requirements:[1][2][3][4][5][6]

1. Aligned to state academic content standards for the appropriate grade levels of EL students.
2. Include ELD instruction delivered by properly certified English as a Second Language (ESL) teachers, and other certified content area teachers working in conjunction with ESL certified teachers.
3. Incorporate the use of state assessments and ELD criteria.
4. Provide equitable access to content for EL students at all proficiency levels.
5. Provide equitable access to enrollment in courses or academic programs for which EL students are otherwise eligible.

The Board directs the LIEP to be evaluated for effectiveness based on student outcomes at least annually, and the results documented in accordance with state and federal laws and regulations, and state guidelines.[6][7][8][9].

The district's LIEP and evaluation results of the LIEP shall be made available to district staff working with EL students and parents/guardians of EL students.

The Board may address EL students and programs in the district's comprehensive planning process. [10]

The Board may contract with Riverview Intermediate Unit No. 6 for ELD services and programs.

The Board shall ensure that eligible EL students who are enrolled in nonpublic schools are identified, assessed, evaluated, provided with equitable LIEP services and programs and monitored in accordance with applicable laws and regulations. The district shall coordinate with nonpublic schools in the provision and monitoring of services and programs for eligible EL students.[6][8]

Delegation of Responsibility

The Superintendent or designee shall implement and supervise a LIEP that ensures appropriate instruction in each school and complies with federal and state laws and regulations.

The Superintendent or designee shall ensure that the district complies with all federal and state laws and regulations, and program requirements, for ELD program funding, including required reports in the form prescribed by the state.[9].

The Superintendent or designee, in conjunction with appropriate stakeholders, shall develop administrative regulations regarding the LIEP and provision of services to EL students.

Guidelines

Identification and Placement of EL Students

The district shall establish procedures for identifying and assessing the needs of students whose dominant language is not English. In order to identify which students are potential English Learners, the Home Language Survey shall be completed for each student upon enrollment in the district, and shall be maintained as part of the student's education records.[4][11][12]

EL students shall be appropriately placed in accordance with the LIEP within the first thirty (30) days of the school year, or within fourteen (14) days of enrollment.[13]

Program Access

EL students shall have equitable access to and be encouraged to participate in all academic and extracurricular activities available to district students.[14][15][16][17]

Assessment

The district shall annually administer required assessments to EL students to measure students' English Language proficiency and progress in reading, writing, speaking and listening/understanding. Assessment results shall be maintained in the student's education records. Parents/Guardians may not opt students out of English language proficiency assessments.[9]

EL students shall participate in all annual state or locally required assessments, with accommodations where applicable, and meet established academic standards and graduation requirements, in accordance with law, regulations and Board policy.[2][7][8][9][18][19][20][21][22][23][24]

Program Exit

The district shall include uniform provisions in the LIEP, in accordance with state required criteria, for:[8][9]

1. Reclassifying EL students as former EL students when they attain English language proficiency.
2. Actively monitoring and reporting the progress of former EL students for a period of two (2) years following reclassification and program exit.
3. Redesignating former EL students as active EL students if they struggle academically based on persistent language barriers.

Staff Qualifications and Professional Development

Certified employees and appropriate support staff, when necessary, shall provide the LIEP. The district shall ensure that all teachers providing ELD instruction hold the appropriate certification and can demonstrate academic language proficiency both in English and in the language used for instruction in their classroom.[8][25][26][27]

Non-ESL staff shall incorporate ELD into all classes for EL students, as well as provide supports, modifications and accommodations for curricular content to enable EL students to achieve academic standards.

The district shall provide appropriate training in ELD for all professional staff as part of the Professional Development Plan.[Z][28][29][30]

Special Education and Gifted Education Services

EL students may be eligible for special education services when they have been identified as a student with a disability and it is determined that the disability is not solely due to lack of instruction proficiency in the English language.[31][32]

EL students may be eligible for gifted education services, when identified in accordance with law, regulations and Board policy. The district shall ensure that assessment of a student for gifted education services screens for intervening factors, such as English language proficiency, that may be masking gifted abilities.[33]

Students participating in ELD instruction who are eligible for special education services shall continue receiving ELD instruction, in accordance with their Individualized Education Program (IEP) or Gifted Individualized Education Plan (GIEP), at the appropriate proficiency and developmental level.[31][32][33]

Parent/Family Engagement and Communication

Communications with parents/guardians shall be in the mode and language of communication preferred by the parents/guardians.[1][34][35]

Within thirty (30) days of the beginning of each school year, or within fourteen (14) days of enrollment during the school year, the district shall notify parents/guardians of students identified as EL about the process for identifying their children as EL, the results of that process, and the recommended program placement. The district shall also provide parents/guardians with detailed information regarding the LIEP, the benefits of ELD instruction for their children, and an explanation of the program's effectiveness.[6]

Parents/Guardians shall be regularly apprised of their child's progress, including achievement of academic standards and assessment results.[23][36]

The district shall maintain an effective means of outreach to encourage parental involvement in the education of their children.[6][7][8][34][35]

Parental Right to Opt Out of ELD Programs and Services -

Parents/Guardians of EL students have the right to refuse specialized programs and services that may be part of the LIEP for their child. A parent's/guardian's decision to refuse programs or services must be informed and voluntary; the district shall not influence a parent's/guardian's decision in any way, or make any program or placement determinations without parental notification and an opportunity to opt the student out of programs and services.[1][6]

The district shall make a parental waiver form available for parents/guardians to opt their EL child out of ELD programs and services.

The district shall document all notifications made to parents/guardians regarding assessment and recommended placements and programs for EL students, and whether or not a parental waiver form is received. When a waiver form is not received from the parent/guardian, the district shall proceed with the recommended placement.

EL students who have a parental waiver for ELD programs and services shall be assessed on English language proficiency annually, and shall be provided with supports and accommodations to participate in general curricular and extracurricular programs, in order to meet academic standards and graduation requirements.[2][3][23]

Parents/Guardians of EL students who have been opted out of ELD programs and services shall be notified of their child's progress, including achievement of academic standards and assessment results, and shall be provided with opportunity and a form to opt their child back into ELD programs and services.[24][36]

Legal

1. 42 U.S.C. 2000d et seq
2. Pol. 102
3. Pol. 103
4. 20 U.S.C. 6801 et seq
5. 22 PA Code 4.26
6. 20 U.S.C. 6312
7. 20 U.S.C. 6812
8. 20 U.S.C. 6826
9. 20 U.S.C. 6841
10. Pol. 100
11. 22 PA Code 11.11
12. Pol. 200
13. 20 U.S.C. 6823
14. 20 U.S.C. 1703
15. Pol. 115
16. Pol. 122
17. Pol. 123
18. 22 PA Code 4.51
19. 22 PA Code 4.51a
20. 22 PA Code 4.51b
21. 22 PA Code 4.51c
22. 22 PA Code 4.52

23. Pol. 127

24. Pol. 217

25. Pol. 303

26. Pol. 404

27. Pol. 504

28. Pol. 333

29. Pol. 433

30. Pol. 533

31. Pol. 103.1

32. Pol. 113

33. Pol. 114

34. 20 U.S.C. 6318

35. Pol. 918

36. Pol. 212

20 U.S.C. 7011

20 U.S.C. 7801

34 CFR Part 200

Basic Education Circular, July 1, 2017: Educating English Learners (ELs)

Pol. 105.1

CLARION- LIMESTONE AREA SCHOOL DISTRICT

SECTION: PROGRAMS

TITLE: CHARTER SCHOOLS

ADOPTED: August 13, 2003

REVISED:

140. CHARTER SCHOOLS	
<p>1. Purpose SC 1702-A</p>	<p>In order to provide students, parents/guardians and community members an opportunity to establish and maintain schools that operate independently from this school district, the Board shall evaluate applications submitted for charter schools located within the district, in accordance with the requirements of law and those established by the Board.</p> <p>The Board shall work cooperatively with individuals and groups submitting proposals and applications for charter schools.</p>
<p>2. Definitions SC 1703-A, 1715-A, 1717-A</p>	<p>Charter School means an independent, nonsectarian public school established and operated under a charter from the local Board and in which students are enrolled or attend. A charter school must be organized as a public, 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>Local Board of Directors (Board) means the Board of Directors of the school district in which a proposed or approved charter school is located.</p>
<p>SC 1703-A, 1718-A</p>	<p>Regional Charter School means an independent public school established and operated under a charter from more than one local Board and approved by an affirmative vote of a majority of all Board members of each of the school districts involved.</p>
<p>SC 1715-A</p>	<p>Appeal Board means the State Charter School Appeal Board established by the Charter School Law.</p> <p>The Board of Trustees of a charter school shall be classified as public officials.</p>
<p>3. Authority Title 22 Sec. 4.4, 4.12, 4.13</p>	<p>The Board shall ensure that each charter school application provides appropriate assurances of compliance with the requirements of the Charter School Law, State Board regulations, and any additional requirements established by the Board.</p>

SC 1717-A	The Board shall evaluate submitted applications for charter schools based on the criteria established by law and any additional criteria, as determined by the Board.
SC 1717-A 65 P.S. 701 et seq	A charter school application shall be approved or denied by a majority vote of all Board members at a public meeting, in accordance with the provisions of law. Written notice of the Board's decision shall be sent to the applicant, Department of Education and the Appeal Board, including reasons for denial and a clear description of application deficiencies if the application is denied. The Board shall evaluate denied applications that are revised and resubmitted.
SC 1720-A	Upon approval of a charter application, the Board and the charter school's Board of Trustees shall sign the written charter, which shall be binding on both. The charter shall be for a period of three (3) to five (5) years and may be renewed for five-year periods by the Board.
SC 1724-A	The Board may approve a leave of absence for up to five (5) years for a district employee to work in a charter school located in the district of employment or in a regional charter school in which the employing district is a participant, and the employee shall have the right to return to a comparable position in the district. The Board at its discretion may grant tenure to a temporary professional employee on leave from this district to teach in a charter school located in the district, upon completion of the appropriate probation period.
SC 1728-A Title 22 Sec. 4.13	The Board shall annually assess whether each charter school is meeting the goals of its charter and shall require each charter school to submit an annual report no later than August 1 of each year.
SC 1728-A	The Board shall conduct a comprehensive review prior to granting a five-year renewal of the charter.
SC 1728-A	The Board shall have ongoing access to the records and facilities of the charter school to ensure that the charter school is in compliance with its charter, Board policy and applicable laws.
SC 1729-A	In cases where the health or safety of the charter school's students, staff or both is at serious risk, the Board may take immediate action to revoke a charter.
SC 1727-A	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>A charter school shall execute a "hold harmless" agreement indemnifying and insuring/agreeing to defend the school district in any and all kinds of liability areas so that the school district and Board are protected in any litigation related to the operation of a charter school.</p>
<p>4. Delegation of Responsibility</p>	<p>Applications for charter schools shall be submitted to the Superintendent or designee, who shall be responsible for communicating and cooperating with all applicants.</p> <p>The Superintendent or designee shall be responsible to assist applicants with plans for technical assistance and contracted services that may be provided by the district.</p>
<p>5. Guidelines SC 1310 Title VI, Title IX 20 U.S.C. Sec. 794 34 CFR 104.31-37 Title 22 Sec. 4.4 29 CFR P.L. 101-336 P.L. 105-17 I.D.E.A. 42 U.S.C. Sec. 12101 et seq</p>	<p>A charter school shall be subject to all federal and state laws and regulations prohibiting discrimination in admissions, employment and operation on the basis of disability, race, creed, color, gender, sexual orientation, national origin, religion, ancestry or need for special education services.</p> <p>A charter school shall submit monthly enrollment figures and other required reports to the district, as stated in the charter.</p> <p><u>Transportation</u></p>
<p>SC 1726-A</p>	<p>The district shall provide transportation for resident students to charter schools located within the district. Nonresident students shall be provided transportation in accordance with law.</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>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>

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.

Insurance/Risk Management

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.

Minimum coverages and levels of appropriate coverages shall be established in the charter.

A charter school shall operate in a manner that minimizes the risk of injury and harm to students, employees and others.

School Code
1310, 1702 et seq

PA Code
Title 22
Sec. 4.4, 4.12, 4.13



Book	Policy Manual
Section	100 Programs
Title	Title I - Comparability of Services
Code	150
Status	Active
Adopted	October 16, 2019

Purpose

The equivalent distribution of district resources is one means the district shall use to ensure all students receive a quality education. This policy demonstrates the district's commitment to ensure that no discrimination occurs in the distribution of resources funded by state and local sources, regardless of the receipt of federal funds.

Authority

The Board directs that each district school receiving Title I funds must use state and local funds to provide services that, taken as a whole, are at least comparable to services in those schools in the district that do not receive Title I funds.[1]

If all schools in the district receive Title I funds, the Board directs that state and local funds shall be used to provide services that, taken as a whole, are substantially comparable in each school.[1]

The Board acknowledges that comparability may be measured on a grade-span by grade-span basis or a school-by-school basis.

Definition

For purposes of this policy, **grade span** is defined as a similar two-grade span difference or less. For example, a grade span of K-2 to K-4, not a grade span of K-2 to K-5.

Delegation of Responsibility

If the district has more than one (1) building per grade span, the Federal Programs Coordinator shall complete a Detailed School Data Sheet.

Regardless of buildings per grade span, the Superintendent and Federal Programs Coordinator shall annually complete a Comparability Assurance Form to provide written assurance of equivalence among schools, including the provision of curriculum materials; instructional supplies; and teachers, administrators and other staff.

Guidelines

Method of Determination

For purposes of determining Title I comparability, the district shall use a current year student to staff ratio calculation or a previous year per-pupil expenditure determination, whichever is more favorable to the district.

Allowable Exclusions

For the purposes of determining comparability, the district may exclude:[1]

1. State and local funds expended for language instruction education programs.[2]
2. Excess costs associated with providing services to students with disabilities.[3][4][5]
3. Unpredictable changes in enrollment or personnel assignments occurring after the beginning of the school year.
4. Other expenditures from supplemental state or local funds consistent with the intent of Title I.

Complaints

Complaints by individuals and organizations regarding implementation of equivalence between schools shall be processed in accordance with Board policy.[6]

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| Legal | 1. 20 U.S.C. 6321 |
| | 2. Pol. 138 |
| | 3. Pol. 103.1 |
| | 4. Pol. 113 |
| | 5. Pol. 114 |
| | 6. Pol. 906 |

