



Book	Policy Manual
Section	000 Local Board Procedures
Title	Organization
Code	005
Status	Review
Adopted	June 29, 2015
Last Reviewed	March 31, 2025

### **Organization Meeting**

The ~~school directors~~ ~~Board members~~ shall meet and organize annually during the first week of December. Notice of the time and place of the organization meeting shall be given to all Board members by mail at least five (5) days before the meeting by the ~~school directors~~ ~~Board Secretary~~. The organization meeting shall be a regular meeting. [\[1\]](#)[\[2\]](#)[\[3\]](#)[\[4\]](#)

### **Order**

The organization meeting shall be called to order by the Board Secretary, who shall preside over the election of a temporary President from among the hold-over members of the Board. The Board Secretary shall be secretary of the meeting. In an election year, the certificates of election or appointment of all new ~~school directors~~ ~~Board members~~ shall be read, and a list shall be prepared of the legally elected or appointed and qualified ~~school directors~~ ~~Board members~~. [\[2\]](#)[\[5\]](#)

At the organization meeting, the temporary President, or anyone qualified to administer an oath, may administer the oath or affirmation of office to those Board members who have not previously taken and subscribed to the same. [\[2\]](#)  
[\[6\]](#)

### **Officers**

Election of officers shall be by a majority vote of those present and voting. Where no such majority is achieved on the first ballot, a second ballot shall be cast for the two (2) candidates who received the greatest number of votes.

1. The school directors shall annually, during the first week of December, elect from their members a President and Vice-President who shall serve for one (1) year.[3]
2. The school directors shall annually, during the month of May, elect a Treasurer who shall serve for one (1) year beginning the first day of July after such election. The Treasurer may be a corporation duly qualified and legally authorized to transact a fiduciary business in the Commonwealth, and may be a member of the Board.[3]

The Treasurer shall not enter upon his/her duties until furnishing bond in accordance with law and with Board approval. The Treasurer shall be compensated in the manner and at the rate determined by the Board.[7]  
[8][9]

3. The school directors shall, during the month of May in every fourth year, (beginning in 1953), elect a Secretary who shall serve a term of four (4) years beginning the first day of July following such election, and may be a member of the Board.[3]

The Secretary shall not enter upon his/her duties until furnishing bond in accordance with law and with Board approval. The Secretary shall be compensated in the manner and at the rate determined by the Board.[10]  
[11][9]

Vacancies in any office shall be filled by Board election; such officers shall serve for the remainder of the unexpired term.

The same school director may not hold more than one (1) office of the Board. No commissioned officer or professional employee of the Board shall serve, temporarily or permanently, as an officer of the Board.[12][3]

Officers of the Board may only be removed from such office, during the designated term of office, after receiving notification of the reason for removal and the opportunity for a hearing before the Board, in accordance with applicable law. Officers of the Board serve at the pleasure of the Board and may be removed from such office by the affirmative vote of a majority of those present and voting.[13][13][15][25]

## **Appointments**

The Board shall have the authority to appoint:

1. A tax collector, where a tax collector is not elected to collect taxes, there is a vacancy, or an elected tax collector refuses to qualify.[15][16]17]



2. Solicitor.[12][18][17]

3. Assistant Secretary.[19][18]

4. Independent auditor.[20][19]

5. Delegates to a state convention or association of school directors.[21]  
[20]

6. Other appointments the Board deems necessary.

At the organization meeting, by a vote of the majority of the Board, the Board shall appoint a member to act as a representative of the Board for the following organizations:

1. PSBA.

2. WACTC.

3. SHASDA.

Appointees serve at the pleasure of the Board and may be removed from such appointment in accordance with the provisions of a contract or provisions of applicable law.[25]15][14]

## **Resolutions**

The Board may at the organization meeting, but shall prior to July 1 next following, designate:

1. Depositories for school funds.[22]

2. Newspaper(s) of general circulation as defined in law.[23]

3. Normal day, place and time for regular meetings.[4]

4. Normal day, place and time for open committee meetings.

## **Board Committees**

The Board has the authority to approve Board committees. Except when a committee is instructed by the Board to act on its behalf, the results of committee work shall be presented as recommendations for Board action at a regular or special meeting. Board committees authorized to take official action or render advice on District business shall operate in accordance with the provisions of the Sunshine Act.[15][14][24]

Ad hoc committees may be created, charged and assigned a fixed termination date, which may be extended by the President. Members of the committees shall serve until the committee is discharged. A member may request or refuse

appointment to a committee. Refusal to serve on any one committee shall not be grounds for failure to appoint a member to another committee.

With the consent of the Board, the number of standing committees may be altered as experience suggests or need requires.

#### *Appointment of Committee Chairpersons –*

At the organization meeting or as soon thereafter as possible, the President shall appoint a member of the Board as Chairperson of the following Standing Committees:

1. Finance.
2. Buildings and Grounds.
3. Education.
4. Personnel.
5. Policy.

#### *Duties of Committee Chairpersons –*

Committee Chairpersons shall:

1. Serve from appointment until the next organization meeting;
2. Convene the committee meetings;
3. Report for the Committee;
4. Function as the chair of the Committee of the Whole;
5. In cooperation with the Superintendent, prepare the content of the committee meeting agenda.

#### *President's Role on Committees –*

The President shall serve as an ex-officio member on all committees.

#### *Superintendent's Role on Committees –*

The Superintendent and/or his/her designated representative shall serve in an advisory relationship to committees, shall prepare background data, informational materials, reports, and recommendations as needed to facilitate the work of the committees, and shall be present at all committee meetings except those dealing with compensation or evaluation of the Superintendent.

#### *Guidelines for Committee Operations –*



The Board shall develop Board Operation Guidelines that describe the duties and establish procedures for the operation of committees.

## **Consultants**

The Board may appoint, employ or retain consultants to provide the District with specialized services not normally required on a continuing basis. Compensation shall be determined and approved by the Board.

The function of a consultant shall be to make studies and present recommendations to the Board. A consultant shall not be charged with the implementation of a report.

A consultant has no administrative authority over any facet of District schools, but shall act solely as advisor to the Board, officers and employees.

The use of consultants from outside the District who promote a particular commercial product is discouraged.

Original Adoption – April 22, 1963 (as Policy #9120)

Revised and Adopted – March 2, 1970

Revised and Adopted – November 15, 2004

Original Adoption – April 22, 1963 (as Policy #9130)

Revised and Adopted – March 2, 1970

Revised and Adopted – September 18, 1978

Revised and Adopted – February 16, 1987

Revised and Adopted – April 22, 1997

Legal

[1. 24 P.S. 401](#)

[2. 24 P.S. 402](#)

[3. 24 P.S. 404](#)

[4. 24 P.S. 421](#)

[5. 24 P.S. 426](#)

[6. 24 P.S. 321](#)

[7. 24 P.S. 436](#)

[8. 24 P.S. 438](#)

9. Pol. 811

[10. 24 P.S. 431](#)

[11. 24 P.S. 432](#)

[12. 24 P.S. 324](#)

13. 24 P.S. section 514

14. Montemuro v. Jim Thorpe Area SD, No. 22-1866 (3rd Circuit. 2024)

15. Pol. 006

[16. 24 P.S. 508](#)

[17. 24 P.S. 683](#)

[18. 24 P.S. 406](#)

[19. 24 P.S. 434](#)

[20. 24 P.S. 2401](#)

[21. 24 P.S. 516](#)

[22. 24 P.S. 621](#)

[23. 24 P.S. 106](#)

[24. 65 Pa. C.S.A. 701 et seq](#)

[PA Const. Art. VI Sec. 7](#)





Book	Policy Manual
Section	100 Programs
Title	Discipline of Students With Disabilities
Code	113.1
Status	Review
Adopted	November 16, 2020
Last Reviewed	March 31, 2025

### **Purpose**

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.[\[1\]](#)[\[2\]](#)[\[3\]](#)

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 Board policy and, if applicable, their Individualized Education Program (IEP) and Positive Behavior Support Plan.[\[1\]](#)[\[4\]](#)[\[5\]](#)[\[6\]](#)[\[7\]](#)

### **Definitions**

**Students with disabilities** - 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.[\[2\]](#)

**Suspensions from school** - disciplinary exclusions from school for a period of one (1) to ten (10) consecutive school days.[\[7\]](#)[\[8\]](#)

**Expulsions from school** - disciplinary exclusions from school by the Board for a period exceeding ten (10) consecutive school days and may include permanent exclusion from school.[7][8]

**Interim alternative educational settings** - removal of a student with a disability from the student's 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 alternative educational setting; however, this does not constitute a change in placement for a student with a disability.[5][9]

### Authority

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 Board policy or District rules or regulations. No student with a disability shall be subjected to a disciplinary change in placement if the student's particular misconduct is a manifestation of the student's 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.[4][5][9]

### Provision of Education During Disciplinary Exclusions

During any period of expulsion, 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 public education (FAPE), in accordance with law.[5][8][10]

### Suspension From School

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.[4][5][8][9][11]

### Changes in Educational Placement/Manifestation Determinations

For disciplinary exclusions which constitute a change in educational placement, the District shall first determine whether the student's behavior is a manifestation of the student's disability. Expulsion, or exclusion from school for more than fifteen (15) cumulative days in a school 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 expulsion is a change in educational placement.[\[4\]](#)[\[5\]](#)

A student with a disability whose behavior is not a manifestation of the student's disability may be disciplined in accordance with Board policy, District rules and regulations in the same manner and to the same extent as students without disabilities.[\[4\]](#)[\[5\]](#)[\[6\]](#)[\[7\]](#)

#### Parent/Guardian Appeals From Disciplinary Actions/Request for Hearing by District for Students Who Are a Danger to Themselves or Others

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 the student was removed or order the student's removal to an appropriate interim alternative educational setting for up to forty-five (45) school days if the hearing officer determines that maintaining the student's current placement is substantially likely to result in an injury to the student or others.[\[9\]](#)[\[12\]](#)

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.[\[9\]](#)[\[13\]](#)

#### Students Not Identified as Disabled/Pending Evaluation

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.[\[9\]](#)[\[14\]](#)

#### Administrative Removal to Interim Alternative Educational Setting for Certain Infractions

School personnel may remove a student with a disability, including intellectual disability, 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:[\[5\]](#)[\[9\]](#)

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, weapon 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 ½) inches in length.[5][9][15][16]

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.[5][9][17][18]
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, serious bodily injury 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.[5][9][19]

### Referral to Law Enforcement and Reporting Requirements

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 **products**; or conduct that constitutes an offense listed **in the school safety and security provisions of School Code**. [20][21][22]

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 student with a disability, including a student for whom an evaluation is pending, to the **law enforcement agency** 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 **law** enforcement and Board policies. The Superintendent or designee shall respond to such incidents in accordance with the District's Special Education Plan and, if applicable, the procedures, methods and techniques defined in the student's Positive Behavior Support Plan. [1][2][3][6][9][16][18][20][21][23][24][25][26][27][28][29][30][31][32][33][34]

For a student with a disability who does not have a Positive Behavior Support Plan, subsequent to notification to law enforcement, the District shall convene the student's IEP team to consider whether a Positive Behavior Support Plan should be developed to address the student's behavior, in accordance with law, regulations and Board policies. [1][3][26][31]



When reporting an incident committed by a student with a disability to the appropriate authorities, the District shall provide the information required by state and federal laws and regulations and shall ensure that copies of the special education and disciplinary records of the student are transmitted for consideration by these authorities. The District shall ensure compliance with the Family Educational Rights and Privacy Act when transmitting copies of the student's special education and disciplinary records.[\[9\]](#)[\[21\]](#)[\[24\]](#)[\[25\]](#)[\[26\]](#)[\[29\]](#)[\[34\]](#)[\[35\]](#)[\[36\]](#)[\[37\]](#)[\[38\]](#)

In accordance with state law, the Superintendent shall annually, by July 31, report to the **PA Department of Education** on the required form all new incidents committed by 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.[\[20\]](#)[\[23\]](#)[\[34\]](#)

Original Adoption – August 16, 2010 (as Policy #5129)

Revised and Adopted - June 29, 2015

Revised and Adopted - November 16, 2020

#### Legal

[1. 22 PA Code 14.133](#)

2. Pol. 113

3. Pol. 113.2

[4. 22 PA Code 14.143](#)

[5. 34 CFR 300.530](#)

6. Pol. 218

7. Pol. 233

[8. 22 PA Code 12.6](#)

[9. 20 U.S.C. 1415](#)

[10. 20 U.S.C. 1412](#)

[11. 34 CFR 300.536](#)

[12. 34 CFR 300.532](#)

[13. 34 CFR 300.533](#)

[14. 34 CFR 300.534](#)

[15. 18 U.S.C. 930](#)

16. Pol. 218.1

[17. 21 U.S.C. 812](#)

18. Pol. 227

[19. 18 U.S.C. 1365](#)

[20. 24 P.S. 1319-B](#)

[21. 22 PA Code 10.2](#)

[22. 35 P.S. 780-102](#)

[23. 24 P.S. 1306.2-B](#)

[24. 22 PA Code 10.21](#)

[25. 22 PA Code 10.22](#)

[26. 22 PA Code 10.23](#)

[27. 22 PA Code 10.25](#)

[28. 22 PA Code 14.104](#)

[29. 34 CFR 300.535](#)

30. Pol. 103.1

31. Pol. 113.3

32. Pol. 218.2

33. Pol. 222

34. Pol. 805.1

[35. 20 U.S.C. 1232g](#)

[36. 34 CFR Part 99](#)

37. Pol. 113.4

38. Pol. 216

[24 P.S. 510](#)

[20 U.S.C. 1400 et seq](#)

[34 CFR Part 300](#)



Book	Policy Manual
Section	100 Programs
Title	Behavior Support
Code	113.2
Status	Review
Adopted	November 16, 2020
Last Reviewed	March 31, 2025

### **Purpose**

Students with disabilities shall be educated in the least restrictive environment (LRE) in accordance with their Individualized Education Program (IEP), 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 and cannot meet the needs of the student. The IEP team for a student with a disability 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 laws and regulations.[\[1\]](#)[\[2\]](#)[\[3\]](#)[\[4\]](#)[\[5\]](#)

### **Authority**

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 behavioral assessment and shall include a variety of research-based techniques to develop and maintain skills that will enhance students' opportunity for learning and self-fulfillment.[\[1\]](#)[\[3\]](#)[\[5\]](#)[\[6\]](#)[\[7\]](#)[\[8\]](#)[\[9\]](#)[\[10\]](#)[\[11\]](#)



## **Definitions**

The following terms shall have these meanings, unless the context clearly indicates otherwise.<sup>[1]</sup>

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

**Behavior support** - development, change and maintenance of selected behaviors through the systematic application of behavior change techniques.

**Positive Behavior Support Plan or Behavior Intervention Plan** - 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.

**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** - 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:

1. Briefly holding a student, without force, to calm or comfort the student.
2. Guiding a student to an appropriate activity.
3. Holding a student's hand to escort the student safely from one area to another.
4. Hand-over-hand assistance with feeding or task completion.
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.
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.

**Seclusion** - confinement of a student in a room, with or without staff supervision in the same room at all times, in order to provide a safe environment to allow the student to regain self-control.

**Students with disabilities** - 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.[9]

### **Delegation of Responsibility**

The Superintendent or designee shall ensure that this Board policy is implemented in accordance with federal and state laws and regulations.

The Superintendent or designee shall develop administrative regulations to implement this policy.

The Superintendent or designee shall provide regular training and retraining of staff in the use of specific procedures, methods and techniques, including de-escalation techniques, emergency responses, restraints and seclusions, that will be used to implement positive behavior supports or interventions in accordance with students' IEPs, Positive Behavior Support Plans and Board policy.[1]

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 to 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 career and technical schools.  
[1]

### **Guidelines**

Development of a separate Positive Behavior Support Plan is not required when appropriate positive behavioral interventions, strategies and supports can be incorporated into a student's IEP.[1][5]

When an intervention is necessary to address problem behavior, the positive techniques and types of intervention chosen for a student shall be the least intrusive necessary.

#### **Physical Restraints**

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 the student, other students or employees, and only when less restrictive measures and techniques have proven to be or are less effective.[1]



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.[\[1\]](#)

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 with parental consent only if: [\[1\]](#)

1. The restraint is used with specific component elements of a Positive Behavior Support Plan.
2. The restraint is used in conjunction with teaching socially appropriate alternative skills or behaviors.
3. Staff are authorized to use the restraint and have received appropriate training.
4. Positive Behavior Support Plan includes efforts to eliminate the use of restraints.

### Mechanical Restraints

Mechanical restraints, which are used to control involuntary movement or lack of muscular control of a student when due to organic causes or conditions, may be employed only when specified by an IEP and as determined by a medical professional qualified to make the determination, and as agreed to by the student's parents/guardians.[\[1\]](#)

Mechanical restraints shall prevent a student from injuring the student or others, or promote normative body positioning and physical functioning.

### Seclusion

The District permits involuntary seclusion of a student for a limited period of time 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. District staff shall provide continuous supervision of students in seclusion, which need not always involve presence of staff within the same room.

The District prohibits the seclusion of students in locked rooms, locked boxes and other structures or spaces from which the student cannot readily exit.[\[1\]](#)

### Aversive Techniques



The following aversive techniques of handling behavior are considered inappropriate and shall not be used in educational programs:[1]

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. Suspensions constituting a pattern as defined in state regulations.[12]
7. Treatment of a demeaning nature.
8. Electric shock.
9. Methods implemented by untrained personnel.
10. Prone restraints, which are restraints by which a student is held face down on the floor.

### Referral to Law Enforcement

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 student with a disability, including a student for whom an evaluation is pending, to the **law enforcement agency** 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 **law** enforcement and Board policies. The Superintendent or designee shall respond to such incidents in accordance with the District's Special Education Plan and, if applicable, the procedures, methods and techniques defined in the student's Positive Behavior Support Plan.[1][6][9][10][13][14][15][16][17][18][19][20][21][22][23][24][25][26][27][28]

For a student with a disability who has a Positive Behavior Support Plan at the time of referral, subsequent to notification to law enforcement, the District shall convene the student's IEP team and an updated functional behavioral assessment and Positive Behavior Support Plan shall be required.[1][11][18]

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 Positive Behavior Support Plan.[\[1\]](#)

For a student with a disability who does not have a Positive Behavior Support Plan, subsequent to notification to law enforcement, the District shall convene the student's IEP team to consider whether a Positive Behavior Support Plan should be developed to address the student's behavior, in accordance with law, regulations and Board policy.[\[1\]](#)[\[18\]](#)

### Relations With Law Enforcement

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 **law enforcement agency** 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.[\[9\]](#)[\[18\]](#)[\[20\]](#)[\[28\]](#)

The District shall invite representatives of each **law enforcement agency** 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.[\[1\]](#)[\[9\]](#)[\[18\]](#)[\[20\]](#)[\[28\]](#)

Original Adoption – March 24, 1994 (as Policy #5149)

Revised and Adopted – June 24, 2002

Revised and Adopted – August 16, 2010

Revised and Adopted - June 29, 2015

Revised and Adopted - April 23, 2018

#### Legal

[1. 22 PA Code 14.133](#)

[2. 22 PA Code 14.145](#)

[3. 20 U.S.C. 1414](#)

[4. 34 CFR 300.114](#)

[5. 34 CFR 300.324](#)

[6. 20 U.S.C. 1415](#)



[7. 34 CFR 300.34](#)

[8. 34 CFR 300.530](#)

9. Pol. 113

10. Pol. 113.1

11. Pol. 113.3

[12. 22 PA Code 14.143](#)

[13. 24 P.S. 1306.2-B](#)

[14. 24 P.S. 1319-B](#)

[15. 22 PA Code 10.2](#)

[16. 22 PA Code 10.21](#)

[17. 22 PA Code 10.22](#)

[18. 22 PA Code 10.23](#)

[19. 22 PA Code 10.25](#)

[20. 22 PA Code 14.104](#)

[21. 34 CFR 300.535](#)

22. Pol. 103.1

23. Pol. 218

24. Pol. 218.1

25. Pol. 218.2

26. Pol. 222

27. Pol. 227

28. Pol. 805.1

[20 U.S.C. 1400 et seq](#)

[34 CFR Part 300](#)

[Pennsylvania Training and Technical Assistance Network, Question and Answer Compendium, January 2020](#)



Book	Policy Manual
Section	200 Pupils
Title	Eligibility of Nonresident Students
Code	202
Status	Review
Adopted	June 24, 2024
Last Reviewed	March 31, 2025

### **Purpose**

The Board shall operate District schools for the benefit of students residing in this District who are eligible for attendance.[\[1\]](#)[\[2\]](#)[\[3\]](#)

### **Definition**

**Nonresident students** are defined as those whose parents/guardians reside outside the Peters Township School District.

### **Authority**

The Board may permit the admission of nonresident students in accordance with law and Board policy.[\[4\]](#)[\[5\]](#)[\[6\]](#)[\[7\]](#)[\[8\]](#)[\[9\]](#)[\[10\]](#)

The Board shall require that appropriate legal documentation showing dependency or guardianship or a sworn statement of full residential support be filed with the Board Secretary before an eligible nonresident student may be accepted as a student in District schools. The Board may require a resident to submit additional, reasonable information to substantiate a sworn statement, in accordance with guidelines issued by the PA Department of Education.[\[10\]](#)[\[11\]](#)

The Board reserves the right to verify the information in the sworn statement and enrollment eligibility generally and to remove from school attendance a nonresident student whose claim is invalid and who is not otherwise entitled to



enrollment within this District. after notice of an opportunity to appeal the removal pursuant to the appropriate grievance policy of the District. [11][10]

The District may disenroll a student following a determination that the student does not reside in the District and is not otherwise entitled to free school privileges in the District. The District shall provide notice to the parents/guardians or other person having charge or care of the student of the reason(s) for the District's determination to disenroll the student. The District may not disenroll the student until: [11]

The parents/guardians or any other person having charge or care of the student have been provided an opportunity for a hearing with the Board or a committee of the Board to appeal the decision and the appeal process has been exhausted; or [11][12]

The parents/guardians or other person having charge or care of the student, after being notified of the opportunity for a hearing, decline to participate in the hearing or the appeals process. [11]

Prior to disenrolling a student, the District's liaison for homeless children and youth shall provide the parents/guardians or other person having charge or care of the student with information regarding the educational rights of homeless students. [11][13]

The District shall comply with a court order directing a student to be disenrolled and enrolled in a different school. [11]

The Board shall not be responsible for transportation to or from school for any nonresident student residing outside School District boundaries except in accordance with law and Board policy. [13][12]

Tuition rates shall be determined annually in accordance with law. Tuition shall be charged monthly, in advance of attendance. [10][14][15][9][13]

## **Guidelines**

### **Residents of Their Own Volition Providing a Home for Children Not Their Own**

In accordance with Section 1302 of the School Code, when a resident keeps in their home a child of school age, not their own, supporting the child gratis (without personal compensation or gain) as if their own, the child shall be entitled to all free school privileges and shall be subject to all requirements of resident children. [6][11][14]

Before such child may be enrolled, the resident shall file:

1. Appropriate legal documentation to show dependency or guardianship; or



2. A sworn and notarized statement that they are a resident of the District, that the resident is supporting the child gratis, that the resident will assume all personal obligations for the child relative to school requirements, and that the resident intends to so keep and fully support the child continuously and not merely through the school term. The Board can require any other reasonable information to substantiate the sworn statement in accordance with guidelines established by the Department of Education. ~~[10]~~ [11]

If it is found that information contained in the sworn statement is false, the student may not be disenrolled from the school until:

- (1) the parents, guardians or any other person having charge or care of the child are provided an opportunity to appeal the determination of false information through a hearing held pursuant to an appropriate grievance policy of the School District and any appeal has been exhausted;
- (2) after the parents, guardians or any other person having charge or care of the child have been provided notice of such a hearing, the parents, guardians or any other person having charge or care of the child decline to participate in a hearing pursuant to the appropriate grievance policy of the School District or appeal;
- (3) after the parents, guardians or any other person having charge or care of the child have been provided information from the school District's liaison for homeless children and youth regarding the educational rights of homeless students under 42 U.S.C. § 11431. Information provided under 42 U.S.C. § 11431 shall be provided in a manner and form understandable to the parents, guardians or any other person having charge or care of the child; or
- (4) a court enters an order directing the child to be disenrolled and enrolled in a different school. [11]

~~If information contained in the sworn statement is found to be false, the student shall be removed from school after notice is given of an opportunity to appeal the student's removal, in accordance with Board policy. ~~[10]~~ [15]~~

A person who knowingly provides false information for the purpose of enrolling a child in the District for which the child is not eligible can be liable for a summary offense and upon conviction can be sentenced to pay a fine of up to \$300 and/or perform up to 240 hours of community service. [11] ~~[10]~~

In addition, the person shall pay court costs and shall be liable to the District for an amount equal to the cost of tuition calculated pursuant to the School Code. The person may also be responsible for investigative costs and/or legal fees. [11] ~~[10]~~ [13]

### Nonresident Children Placed in Resident's Home

Any child placed in the home of a District resident by a court or government agency shall be admitted to District schools and shall receive the same benefits and be subject to the same responsibilities as resident students. [16] ~~[6]~~ [14]



### Residents of Institutions

A child who is living in or assigned to a facility or institution for the care or training of children that is located within this District is not a legal resident of the District by such placement; but the student shall be admitted to District schools, and a charge shall be made for tuition in accordance with law.<sup>[7][13][14][16][17][18][19][20][21]22]</sup>

### Students Experiencing Educational Instability

The District shall immediately admit students experiencing homelessness, foster care and other forms of educational instability, even if the required documents are unavailable, in accordance with Board policy, law and regulation.<sup>[5][13][16][12][14]</sup>

### Children of Active Duty Military Families

Children of active duty military families shall be eligible for enrollment in this District in accordance with the Interstate Compact on Educational Opportunity for Military Children, state law and Board policy.<sup>[5][8][9][11][23][10][22]</sup>

### Future Residents

A student eligible for attendance whose parent/guardian has executed a contract to buy, build or rent a residence in the District may be enrolled without payment of tuition for a period up to three (3) months. At the time of entrance of such student, parents/guardians must present appropriate evidence of a selected residence including an actual street address and an anticipated move-in date. If the student does not become a resident of the District by the end of the period for which free attendance is given, tuition shall be required for the remainder of the time until residency is established. The District reserves the right to request ongoing verification of intended residency and to remove a student from school at any time if adequate verification is not provided.<sup>[10][9]</sup>

### Former Residents

The children of families who are moving out of the District and will no longer be residents of the District, and are currently enrolled in the Peters Township Schools, may continue to attend the District Schools at the discretion of the Superintendent until the end of the current school year if requested by the parent/guardian. Parents/Guardians must notify the District prior to moving out of the District in order to be eligible for continued enrollment. Tuition will be waived for the period of attendance from April 1 of the current school year. If relocation occurs before April 1, tuition will be paid from the time of the relocation until April 1 for families who wish to continue to attend until the end of the school year. Continued attendance for former residents is for in-person instruction only.<sup>[10][9]</sup>



Students who have attended the high school for a minimum of two (2) semesters and move out of the District at the end of their junior year or during their senior year, but wish to continue and graduate will pay tuition for the remaining year of high school, or portion thereof with approval by the Superintendent or designee. Attendance must be continuous without enrollment in another school district. Continued attendance for former residents is for in-person instruction only.[9]

### School Staff

The children of professional and nonprofessional employees may be enrolled on a tuition basis.[10][9]

### Exchange or Other Foreign Students

Students temporarily housed in the homes of residents, who are in the District by reason of a foreign exchange program or are visiting in the United States, may be enrolled in District schools without payment of tuition during the period of temporary residency at the discretion of the Superintendent or designee.

### Other Nonresident Students

Other children of parents/guardians who are not residents of the Peters Township School District will not be accepted on a tuition basis. However, exceptions due to extraordinary circumstances may be granted at the sole discretion of the Board. A student who is not otherwise entitled to enroll but wants to request an exception due to extraordinary circumstances, shall make the request in writing to the Superintendent or designee. All such requests shall be submitted to the Board for consideration. Enrollment under an exception granted by the Board shall be subject to any conditions set forth in a Board-approved tuition agreement. Such enrollment may be terminated at the sole discretion of the Board, and parents/guardians of children so enrolling shall accept this stipulation as a condition of enrollment.[10][11][24]

### **Delegation of Responsibility**

The Superintendent or designee shall develop administrative regulations for the enrollment of nonresident students who are entitled to enroll under this policy without Board action or agreement which:

1. Admit such students only on proper application and submission of required documentation by the parent/guardian.
2. Verify claims of residency in part by complying with Board policy.
3. Do not exclude any eligible student on the basis of race, color, age, creed, religion, sex/gender (including identity, expression, and orientation),

ancestry, national origin, marital status, pregnancy, or disability. ~~[23]~~ ~~[25]~~

4. Deny admission where educational facilities or program maintained for District students is inadequate to meet the needs of the applicant.
5. Make continued enrollment of any nonresidential student contingent upon maintaining established standards of attendance, discipline and academics.

Original Adoption – 1962 (as Policy #5118)

Revised and Adopted – March 2, 1970

Revised and Adopted – July 18, 1983

Revised and Adopted – December 10, 2007

Revised and Adopted – December 7, 2009

Revised and Adopted – April 15, 2013

Revised and Adopted - June 29, 2015

Revised and Adopted - June 26, 2017

Revised and Adopted - August 16, 2021

Revised and Adopted - April 17, 2023

Revised and Adopted - June 24, 2024

#### Legal

[1. 24 P.S. 501](#)

[2. 24 P.S. 502](#)

[3. 24 P.S. 503](#)

[4. 24 P.S. 1301](#)

5. Pol. 200

[6. 24 P.S. 1305](#)

[7. 24 P.S. 1306](#)

[8. 24 P.S. 1302.1](#)

9. 24 P.S. 1184

[10. 24 P.S. 1316](#)

[11. 24 P.S. 1302](#)

12. Pol. 906

13. Pol. 251

[14. 24 P.S. 2561](#)

15. Pol. 607

[16. 24 P.S. 1331.1](#)

[17. 24 P.S. 1307](#)

[18. 24 P.S. 1308](#)

[19. 24 P.S. 1309](#)

[20. 24 P.S. 1310](#)

[21. 24 P.S. 2562](#)

[22. 22 PA Code 11.18](#)

23. Pol. 254

24. 22 PA Code 11.19

22 PA Code 11.41

Pol. 103.1

Pol. 103

[24 P.S. 1306.2](#)

[24 P.S. 2503](#)

[24 P.S. 7302](#)

Interstate Compact on Educational Opportunity for Military Children  
(MIC3)



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202\_AR-2.pdf (85 KB)





Book	Policy Manual
Section	200 Pupils
Title	Graduation Requirements
Code	217
Status	Review
Adopted	June 24, 2024
Last Reviewed	March 31, 2025

### **Purpose**

The Board shall establish graduation requirements and acknowledge each student's successful completion of the instructional program by awarding diplomas and certificates at graduation ceremonies.

### **Authority**

The Board shall adopt the graduation requirements students must achieve in accordance with state regulations.[\[1\]](#)[\[2\]](#)[\[3\]](#)[\[4\]](#)

The Board requires graduation requirements to be published and distributed to students and parents/guardians, and made available in each school building and posted on the District's publicly accessible website. All changes to graduation requirements shall be published and distributed to students and parents/guardians, and made available in each school building and posted on the District's publicly accessible website immediately following approval by the Board.[\[2\]](#)[\[5\]](#)

### **Diplomas**

The Board shall award a high school diploma to every student enrolled in this District who meets the requirements of graduation established by this Board.  
[\[2\]](#)[\[6\]](#)[\[7\]](#)[\[8\]](#)[\[9\]](#)[\[10\]](#)

A student who has completed the requirements for graduation shall not be denied a diploma as a disciplinary measure but the student may be denied participation in the graduation ceremony when personal conduct so warrants. Such exclusion shall be regarded as a school suspension.[11]

#### *Students Experiencing Educational Instability -*

The District shall provide supports to ensure that students experiencing educational instability graduate in a timely manner, in accordance with law and Board policy. A graduation plan shall be developed to facilitate this process for students in grades nine (9) through twelve (12) who are experiencing educational instability.[12][13]

#### *Students with Disabilities -*

The Board shall permit a student with a disability, whose Individualized Education Program (IEP) prescribes continued educational services, to participate in commencement ceremonies with his/her graduating class and receive a certificate of attendance, provided that the student has attended four (4) years of high school; or the student may participate in the graduation ceremonies that are held during the year in which they are deemed eligible to graduate, at which time they will receive a regular diploma. Students may only participate in the graduation ceremonies on one (1) occasion. The Board shall issue a high school diploma to each student with a disability who completes the graduation requirements established by the Board or the goals established in the student's IEP, as determined by the student's IEP team.[1][2][14][15][16][17][18][19]

#### *Part Time Students -*

A student may qualify for graduation by attending a District school part-time when lawfully employed part-time or when officially enrolled part-time in a postsecondary institution.[20][21]

#### *Full-Time Postsecondary Students -*

The fourth year of high school shall not be required for graduation if a student has completed all requirements for graduation and attends a postsecondary institution as a full-time student.[21][22]

#### *Children of Active Duty Military Families*

The District shall provide supports to facilitate the on-time graduation of children of active duty military families in accordance with the Interstate Compact on Educational Opportunity for Military Children, state law and Board policy.[23][24]

#### *Eligible Veterans -*

In order to honor and recognize honorably discharged eligible veterans who left high school prior to graduation to serve in World War II, the Korean War or the Vietnam War, the Board shall grant a diploma to a veteran who meets the applicable requirements of law and completes the required application.[\[6\]](#)

Upon proper application, the Board may award a diploma posthumously to a veteran who meets the stated requirements.

The Superintendent shall submit to the Board for its approval the names of veterans of World War II, the Korean War and the Vietnam War who are eligible for a high school diploma.

### **Guidelines**

The Board requires that each candidate for graduation shall have earned twenty-six (26) credits as follows:

<b>Graduation Requirements</b>	<b>Credits</b>
Planned Courses	
English	4.00
Social Studies	4.00
Science	4.00
Mathematics	4.00
Arts/Humanities	1.00
Physical Education	0.50
Health	0.50
Technology Course	0.50
Electives	7.50



TOTAL	26.00
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All high school students must meet standards as required by the state.

Arts and Humanities Planned Instruction includes all practical and fine arts courses as well as all world language courses and nonrequired English courses.

Health Planned Instruction includes ninth grade personal wellness.

When selecting social studies courses, students must earn four (4) credits including American and world history.

Technology Planned Instruction includes a specific computer-related course(s) designated by the administration and recommended for the ninth grade.

As required by Act 86 of 2016, students who complete identified computer science or information technology courses (see Administrative Regulation (AR) 1 attached to this policy), may apply for up to one (1) credit for completion of such course to satisfy the student's mathematics or science credit requirement for graduation.

Beginning with the class of 2030, graduates must complete a personal finance course as required by Act 35 of 2023.

Students must take a minimum of six (6.0) credits each year in order to maintain status as a full-time student at Peters Township High School.

Optional educational opportunities at the high school level, for which the content indicates a strong, direct correlation to the District's approved curriculum, may be taken for credit with the approval of the school counselor and the high school principal. Such opportunities include college coursework, dual enrollment, college in the high school courses, summer school, transfer credits from another high school, and testing-out options. Independent studies, which include online courses, require the above approvals and the approval of the Superintendent or designee.

Optional educational opportunities for which no credit is received, but release time is provided include: internships and mentorships (if not an approved course), class auditing, job shadowing and work release. These activities require the approval of the school counselor and the high school principal.

Reciprocity of credits will exist with partnered career technology education schools such as Western Area Career and Technology Center, and approved alternative schools, while credit for home schooling will be governed by District

policy.[25]

Courses taken at the high school by elementary or middle school students will be graded in accordance with the high school grading procedures and will count toward the fulfillment of graduation requirements.

### **Delegation of Responsibility**

The Superintendent or designee shall be responsible for ensuring the following:

1. Publication and distribution of graduation requirements to students and parents/guardians.[2][5]
2. Counseling of students regarding expectations of graduation requirements.[2][3][4][8][9][10][16]
3. Assessment of individual student attainment of academic standards to ensure the student's progress toward achievement of graduation requirements.[2][3][4][8][9][10][16]
4. Accurate recording and reporting of each student's progress and accumulation of graduation requirements.[10][26]
5. Provision of assistance to those students having difficulty attaining the academic standards.[1][2]
6. Development of a list of individuals who qualify for the award of a diploma.
7. Planning and executing graduation ceremonies that appropriately recognize this important achievement.

The Superintendent or designee shall annually no later than Dec 1, report to the PA Department of Education graduation information and data as required by law.[1]

Original Adoption – March 16, 1987 (as Policy #5127)

Revised and Adopted – September 18, 1995

Revised and Adopted – July 29, 1996

Revised and Adopted – May 25, 1999

Revised and Adopted – May 15, 2006

Revised and Adopted – April 23, 2007

Revised and Adopted – June 23, 2008

Revised and Adopted – May 21, 2012

Revised and Adopted – February 18, 2014

Revised and Adopted - June 29, 2015

Revised and Adopted - May 16, 2016

Revised and Adopted - March 20, 2017

Revised and Adopted - April 17, 2023

Revised and Adopted - June 24, 2024

Original Adoption – June 24, 2002 (as Policy #5127.1)

Legal

[1. 24 P.S. 121](#)

[2. 22 PA Code 4.24](#)

[3. 22 PA Code 4.51](#)

[4. 22 PA Code 4.52](#)

[5. 24 P.S. 510.2](#)

[6. 24 P.S. 1611](#)

[7. 24 P.S. 1613](#)

8. Pol. 102

9. Pol. 127

10. Pol. 212

11. Pol. 233

[12. 24 P.S. 1331.1](#)

13. Pol. 251

[14. 24 P.S. 1614](#)

[15. 22 PA Code 11.27](#)

[16. 22 PA Code 4.12](#)

[17. 34 CFR 300.102](#)

[18. 34 CFR 300.305](#)

19. Pol. 113

[20. 22 PA Code 11.5](#)

[21. 22 PA Code 11.8](#)

[22. 22 PA Code 11.4](#)

[23. 24 P.S. 7302](#)

24. Pol. 254

25. Pol. 115

26. Pol. 216

[34 CFR Part 300](#)

Interstate Compact on Educational Opportunity for Military Children  
(MIC3)





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217\_AR-2.pdf (134 KB)



217\_AR-3.pdf (92 KB)



Book	Policy Manual
Section	200 Pupils
Title	Pregnant/Parenting/Married Students
Code	234
Status	Review
Adopted	October 21, 2024
Last Reviewed	March 31, 2025

### **Purpose**

A student who is eligible to attend District schools and is married and/or pregnant/parenting shall not be denied admission to the District or an educational program solely because of marriage, pregnancy, pregnancy-related conditions or potential or actual parenthood. [1][2][3][4][5][6][7]

### **Definitions**

~~**Pregnancy or related conditions**, as defined in federal law, shall mean: [5][8]~~

- ~~1. Pregnancy, childbirth, termination of pregnancy, or lactation;~~
- ~~2. Medical conditions related to pregnancy, childbirth, termination of pregnancy, lactation; or~~
- ~~3. Recovery from pregnancy, childbirth, termination of pregnancy, lactation, or related medical conditions.~~

**Pregnancy**, as defined in state regulations law, shall include the use of assisted reproductive technology, the state of being in gestation, childbirth, breastfeeding, the postpartum period after childbirth and medical conditions related to pregnancy. [6][9]

### **Authority**

The Board directs that students who are married or experiencing pregnancy, pregnancy-related conditions or parenting shall have equal access to the same educational programs, activities and services provided to other District students. [2][3][4][5]

~~When a student, parent/guardian of a student or other individual with a legal right to act on behalf of the student informs a District employee of the student's pregnancy or related conditions, the employee shall promptly notify that individual of the Title IX Coordinator's contact information and inform the individual that the Title IX Coordinator may coordinate specific steps to prevent discrimination and provide equal access to the District's educational programs, activities and services. The employee shall document this notification. [4][5][10][11]~~

The Board directs ~~the Title IX Coordinator and~~ District staff to make reasonable modifications to Board policies, administrative regulations and school rules as necessary to provide equal access to the District's educational program for a student experiencing pregnancy, pregnancy-related conditions or parenting; ~~when the student, parent/guardian of the student or other individual with a legal right to act on behalf of the student informs the Title IX Coordinator of the student's pregnancy or related conditions. Reasonable modifications must be based on the student's individualized needs, and shall be determined in consultation with the student.~~ Reasonable modifications may include, but are not limited to: [7][4][12]

1. Breaks during class to address lactation needs or health needs, including eating, drinking and restroom use.
2. Intermittent absences to attend medical appointments, in accordance with Board policy. [8][13]
3. Voluntary leave of absence as deemed medically necessary by the student's licensed healthcare provider. [8][13]
4. Access to online or homebound instruction, or other separate but comparable program of the District's educational programs and activities. [9][10][14][15]
5. Changes in schedule or course sequence.
6. Extensions of time for coursework or rescheduling of tests and examinations.
7. Allowing the student flexibility in sitting and standing, and changes in physical space or supplies, including carrying water.
8. Access to appropriate facilities for addressing lactation needs.



## 9. Counseling.

The District shall not require documentation for establishing reasonable modifications or providing equal access to educational programs and activities unless such documentation is required in accordance with law or other Board policies and administrative regulations. [3][7][8][9][11][5][12][13][14][16]

### **Delegation of Responsibility**

~~The Title IX Coordinator shall coordinate with the student, parent/guardian of the student or other individual with a legal right to act on behalf of the student to determine when reasonable modifications need to be adjusted or are no longer necessary.~~

~~The Title IX Coordinator shall inform the student and the individual who provided notification regarding a student's pregnancy, if applicable, of the District's responsibilities and Board policy regarding nondiscrimination.~~ [4][5]

The Superintendent or designee shall develop administrative regulations for implementing this policy.

Original Adoption – November 19, 2007 (as Policy #5234)

Revised and Adopted - June 29, 2015

Revised and Adopted - October 21, 2024

Legal

[1. 24 P.S. 1326](#)

[2. 22 PA Code 12.1](#)

3. Pol. 103

4. Pol. 200

5. Pol. 201

[6. 16 PA Code 41.204](#)

7. Pol. 103.1

8. Pol. 204

9. Pol. 117

10. Pol. 124

11. Pol. 123

[43 P.S. 951 et seq](#)

[16 PA Code 41.201 et seq](#)

[22 PA Code 4.4](#)

[22 PA Code 12.4](#)

[20 U.S.C. 1232g](#)

[29 U.S.C. 794](#)

[34 CFR Part 99](#)

Pol. 146



234\_AR-1.pdf (68 KB)





Book	Policy Manual
Section	200 Pupils
Title	Threat Assessment
Code	236.1
Status	Review
Adopted	November 21, 2022
Last Reviewed	March 31, 2025

### **Purpose**

The Board is committed to protecting the health, safety and welfare of its students and the school community and providing the resources and support to address identified student needs. The Board adopts this policy to address student behavior that may indicate a threat to the safety of the student, other students, school employees, school facilities, the community and others.[\[1\]](#)

### **Authority**

The Board directs the Superintendent or designee, in consultation with the School Safety and Security Coordinator, to establish a threat assessment team and develop procedures for assessing and intervening with students whose behavior may indicate a threat to the safety of the student, other students, school employees, school facilities, the community and others.[\[1\]](#)

### **Definitions**

**Behavioral service providers** – includes, but is not limited to, a state, county or local behavioral health service provider, crisis intervention center or psychiatric hospital. The term includes a private service provider which contracts with a state, county or local government to act as a behavioral health agency.[\[2\]](#)

**Bias** – the attitudes or beliefs we have about a person or group that affects our understanding, actions and decisions in a conscious or subconscious manner.

**Individualized Management Plan** – a plan developed for a student who is referred to the threat assessment team that documents the concerns that brought a student to the team's attention, as well as the resources and supports a student might need based on the information gathered during the assessment.

**Threat assessment** – a fact-based process for the assessment of and intervention with students whose behaviors may indicate a threat to the safety of the student, other students, school employees, school facilities, the community or others.

### **Delegation of Responsibility**

The Superintendent or designee, in consultation with the School Safety and Security Coordinator, shall appoint [\[1\]](#) individuals to a threat assessment team at each school building in the District.

The Superintendent or designee shall designate a member of the team as team leader for the threat assessment team.[\[1\]](#)

The threat assessment team shall include the School Safety and Security Coordinator or designee and individuals with expertise in school health; counseling, school psychology or social work; special education; and school administration.[\[1\]](#)

The Superintendent or designee may assign additional staff members or designated community resources to the threat assessment team for assessment and response support.

The Superintendent or designee shall develop and implement administrative regulations to support the threat assessment process.

### **Guidelines**

#### **Training**

The Superintendent or designee shall ensure that threat assessment team members are provided individual and/or group training annually on: [\[1\]](#)

1. Responsibilities of threat assessment team members.
2. Process of identifying, reporting, assessing, responding to and intervening with threats.
3. Identifying and avoiding racial, cultural or disability bias.[\[7\]](#)[\[8\]](#)
4. Confidentiality requirements under state and federal laws and regulations, and Board policies.[\[3\]](#)[\[5\]](#)[\[9\]](#)[\[10\]](#)[\[11\]](#)



Threat assessment team training shall be credited toward professional education requirements and school safety and security training requirements for staff, in accordance with applicable law and Board policy.[\[1\]](#)[\[5\]](#)[\[13\]](#)[\[14\]](#)[\[15\]](#)[\[16\]](#)

### Information for Students, Parents/Guardians and Staff

The District shall annually notify students, staff and parents/guardians about the existence and purpose of the threat assessment team through posting information on the District website, publishing in handbooks and through other appropriate methods.[\[1\]](#)

The threat assessment team shall make available age-appropriate informational materials to students regarding recognition of threatening or at-risk behavior that may present a threat to the student, other students, school employees, school facilities, the community or others and how to report concerns, including through the Safe2Say Something program and other District reporting hotlines or methods. Informational materials shall be available for review by parents/guardians.[\[1\]](#)[\[6\]](#)[\[7\]](#)[\[17\]](#)[\[18\]](#)[\[19\]](#)

The threat assessment team shall make available informational materials for school employees regarding recognition of threatening or at-risk behavior that may present a threat to the student, other students, school employees, school facilities, the community or others and how to report concerns, including through the Safe2Say Something program and other District reporting hotlines or methods. Information for school employees shall include a list of the staff members who have been appointed to the threat assessment team.[\[1\]](#)[\[6\]](#)[\[7\]](#)[\[17\]](#)[\[19\]](#)

The District shall annually provide mandatory training for school staff on identification or recognition of student behavior that may indicate a threat to the safety of the student, other students, school employees, other individuals, school facilities or the community, in accordance with law, Board policy and the standards specified by the state's School Safety and Security Committee.[\[5\]](#)[\[15\]](#)

### Reporting and Identification

The threat assessment team shall document, assess and respond to reports received regarding students whose behavior may indicate a threat to the safety of the student, other students, school employees, school facilities, the community or others.[\[1\]](#)

The threat assessment team shall assist in assessing and responding to reports that are received through the Safe2Say Something Program identifying students who may be a threat to themselves or others.[\[1\]](#)[\[5\]](#)

The threat assessment team shall assist in assessing and responding to reports of students exhibiting self-harm or suicide risk factors or warning signs, as identified in accordance with applicable law and Board policy.[1][6]

When the threat assessment team has made a preliminary determination that a student's reported behavior may indicate a threat to the safety of the student, other students, school employees, school facilities, the community or others, the team shall immediately take the following steps:[1]

1. Notify the Superintendent or designee and School Safety and Security Coordinator of the reported threat.
2. Notify the building principal of the school the student attends of the reported threat, who shall notify the student's parent/guardian of the reported threat.

When a student's reported behavior indicates that there may be an imminent threat to the safety of the student or others, or an emergency situation, a threat assessment team member shall take immediate action, which may include promptly reporting to the appropriate law enforcement agency and school administration.[1][4][5][20]

Where a threat assessment team member has reasonable cause to suspect that a reported situation indicates that a student may be a victim of child abuse, the member shall make a report of suspected child abuse in accordance with law and Board policy.[1][21][22]

### Inquiry and Assessment

In investigating, assessing and responding to threat reports, the threat assessment team shall make a determination if the report should be addressed under one or more specific Board policies or administrative regulations, based on the subject matter of the report and the requirements of law, regulations and Board policy, including, but not limited to, reports involving:

1. Discrimination/Harassment.[7][17]
2. Bullying/Cyberbullying.[19]
3. Suicide Awareness, Prevention and Response.[6]
4. Hazing.[23]
5. Dating Violence.

Members of the threat assessment team shall engage in an assessment of the reported student behavior that may indicate a threat, in accordance with training and established procedures. This process may include, but is not



limited to:

1. Interviewing the student, other students, staff, parents/guardians or others regarding the subject(s) of the reported threat.
2. Reviewing existing academic, health and disciplinary records and assignments, as appropriate, regarding the subject(s) of the report.
3. Conducting searches of lockers, storage spaces and other possessions on school property as applicable, in accordance with applicable law, regulations and Board policy.[25]
4. Examining outside resources such as social media sites, in coordination with law enforcement, or contacting law enforcement, juvenile probation or community agencies to request additional information about the subject(s) of the report, in accordance with law, regulations and Board policies.
5. Where appropriate, convening the appropriate team to assess and/or address the situation that is the subject of the report, such as the Individualized Education Program (IEP) team, Section 504 Team, Behavior Support team, Student Assistance Program team or others.[3][8][26][27][28][29]

The threat assessment team shall establish and implement procedures, in accordance with the District's memorandum of understanding **with each law enforcement agency having jurisdiction over school property**, to address situations where the investigation of a reported threat shall be transferred to the appropriate law enforcement agency.[4][20]

The threat assessment team may request that the county agency or juvenile probation department consult and cooperate with the team in assessing the student who is the subject of a preliminary determination regarding a threat.  
[1]

When assessment of a student's behavior determines that it is not a threat to the student, other students, school employees, school facilities, the community or others, the threat assessment team **shall document the assessment** and may refer the student to other appropriate resources such as **a child study team**, the Student Assistance Program team, an IEP or Section 504 Team or other District supports and services.

### Response and Intervention

The threat assessment team shall **develop an Individualized Management Plan for each student identified and assessed as posing a threat to the student, other students, school employees, school facilities, the community or others. The plan should document the team's evaluation**

**of the threat and** recommendations for disposition of the threat, including the information gathered during the assessment and recommendations for response and intervention.

Following notification to the student's parent/guardian, the threat assessment team may refer the student to an appropriate program or take action to address the reported situation in accordance with applicable Board policy, which may include, but is not limited to:[\[1\]](#)

1. A referral to the Student Assistance Program.[\[3\]](#)
2. A referral to the appropriate law enforcement agency.[\[4\]](#)[\[5\]](#)[\[20\]](#)
3. An appropriate evaluation to determine whether the student is a qualified student with a disability in need of a Section 504 Service Agreement or in need of special education services through an Individualized Education Program (IEP), in accordance with applicable law and Board policy.[\[8\]](#)[\[26\]](#)[\[29\]](#)
4. A referral to the student's IEP Team to review and address the student's IEP and/or Positive Behavior Support Plan. This could include, but is not limited to, a manifestation determination or functional behavioral assessment in accordance with applicable law, regulations and Board policy.[\[26\]](#)[\[27\]](#)[\[28\]](#)[\[29\]](#)
5. A referral to the student's Section 504 Team to review and address the student's Section 504 Service Agreement and/or Positive Behavior Support Plan.[\[8\]](#)
6. With prior parental consent, a referral to a behavioral service provider, health care provider or county agency.[\[30\]](#)
7. Addressing behavior in accordance with applicable discipline policies and the Code of Student Conduct.[\[31\]](#)[\[32\]](#)[\[33\]](#)[\[34\]](#)
8. Ongoing monitoring of the student by the threat assessment team, a child study team, Student Assistance Program team or other appropriate school personnel.
9. Taking steps to address the safety of any potential targets identified by the reported threat.[\[5\]](#)[\[35\]](#)

### ***School Safety and Security Incident Reporting –***

For **reporting** purposes, the term **incident** means 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 **products**; or conduct that constitutes an offense listed **in the school safety and security provisions of School Code**. [20] [36] [37] [38]

When a reported threat also meets the definition of an **incident**, in accordance with reporting requirements, the Superintendent or designee shall immediately report required incidents, if not previously reported by District staff, and may report discretionary incidents committed by students on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity to the **law enforcement agency** that has jurisdiction over the school's property, in accordance with state law and regulations, the procedures set forth in the memorandum of understanding with **law** enforcement and Board policies. [20] [31] [36] [37] [39] [40] [41]

The Superintendent or designee shall notify the parent/guardian, if not previously notified by District staff, of any student directly involved in an incident on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity, who is a victim or suspect, immediately, as soon as practicable. The Superintendent or designee will inform the parent/guardian whether or not the **law enforcement agency** that has jurisdiction over the school property has been or may be notified of the incident. The Superintendent or designee will document attempts made to reach the parent/guardian. [20] [37] [42]

#### *Students With Disabilities –*

When reporting an incident committed by a student with a disability or referring a student with a disability to a law enforcement agency, the District shall provide the information required by state and federal laws and regulations and shall ensure that copies of the special education and disciplinary records of the student are transmitted for consideration by these authorities. The District shall ensure compliance with the Family Educational Rights and Privacy Act when transmitting copies of the student's special education and disciplinary records. [9] [11] [43] [44] [45] [46]

#### Monitoring and Management

**If a student has an Individualized Management Plan, the threat assessment team shall monitor the Individualized Management Plan and** coordinate with the designated team or resource to provide support and follow-up assessment as necessary. **Follow-up assessments, referrals, re-entry plans and other supports shall be documented as part of the student's Individualized Management Plan.**

The threat assessment team, in coordination with other appropriate teams and supports, shall determine **when the student's Individualized Management Plan** is no longer needed for disposition of the threat(s), and may transfer

appropriate information in accordance with applicable law, regulations and Board policy.[3][6][8][9][11][26]

### Records Access and Confidentiality

In order to carry out their duties and facilitate the timely assessment of and intervention with students whose behavior may indicate a threat, the threat assessment team shall have access to the following student information to the extent permitted under applicable law and regulations:[1]

1. Student health records.[47][48]
2. Prior school disciplinary records.[9][11][49]
3. Records related to adjudication under applicable law and regulations.[49][50][51][52][53][54]
4. Records of prior behavioral or mental health or psychological evaluations or screenings maintained by the District.
5. Other records or information that may be relevant to evaluating a threat or determining treatment or referral options for a student that are maintained by the District.

The threat assessment team shall use all information or records obtained in fulfilling the team's duty in accordance with law to evaluate a threat or to recommend disposition of a threat. Team members shall not redisclose any record or information obtained or otherwise use any record of a student beyond the purpose for which the disclosure was made to the team, in accordance with law.[1]

The threat assessment team shall maintain confidentiality and handle all student records in accordance with applicable law, regulations, Board policy, the Student Records Plan and the District's legal and investigative obligations.[3][6][9][10][11][19][43][45][49][55]

Threat assessment members whose other assignments and roles require confidentiality of specific student communications, in accordance with law, shall ensure that all confidential communications and information are addressed in accordance with applicable law, regulations, Board policy and administrative regulations.[10][56][57][58][59]

### Annual Board Report

The threat assessment team shall provide the required information to the Superintendent, in consultation with the School Safety and Security Coordinator, to annually develop and present to the Board, at an executive



session, a report outlining the District's approach to threat assessment, which shall include:[\[1\]](#)

1. Verification that the District's threat assessment team and process complies with applicable law and regulations.
2. The number of threat assessment teams assigned in the District, and their composition.
3. The total number of threats assessed that year.
4. A summary of interactions with outside law enforcement agencies, juvenile probation and behavioral service providers.
5. An assessment of the District's threat assessment team(s) operation.
6. Recommendations for improvement of the District's threat assessment processes.
7. Any additional information required by the Superintendent or designee.

The annual threat assessment report shall be presented as part of the annual report to the Board by the School Safety and Security Coordinator on District safety and security practices.[\[1\]](#)[\[4\]](#)

The threat assessment team's information addressing verification of compliance with law and regulations, the number of threat assessment teams assigned in the District and their composition, the total number of threats assessed that year, and additional information required by the Superintendent or designee shall be included in the School Safety and Security Coordinator's annual report on District safety and security practices that is submitted to the state's School Safety and Security Committee.[\[1\]](#)[\[4\]](#)[\[60\]](#)

Original Adoption - November 15, 2021

Revised and Adopted - November 21, 2022

Legal

[1. 24 P.S. 1302-E](#)

[2. 24 P.S. 1301-E](#)

3. Pol. 236

4. Pol. 805.2

5. Pol. 805

6. Pol. 819

7. Pol. 103
8. Pol. 103.1
9. Pol. 113.4
10. Pol. 207
11. Pol. 216
12. Pol. 146.1
- [13. 24 P.S. 1205.2](#)
- [14. 24 P.S. 1205.5](#)
- [15. 24 P.S. 1310-B](#)
16. Pol. 333
17. Pol. 104
18. Pol. 105.1
19. Pol. 249
20. Pol. 805.1
- [21. 23 Pa. C.S.A. 6311](#)
22. Pol. 806
23. Pol. 247
24. Pol. 252
25. Pol. 226
26. Pol. 113
27. Pol. 113.1
28. Pol. 113.2
29. Pol. 113.3
30. Pol. 146
31. Pol. 218
32. Pol. 218.1
33. Pol. 218.2
34. Pol. 233
35. Pol. 709
- [36. 24 P.S. 1319-B](#)
- [37. 22 PA Code 10.2](#)
- [38. 35 P.S. 780-102](#)
- [39. 24 P.S. 1306.2-B](#)



[40. 22 PA Code 10.21](#)

[41. 22 PA Code 10.22](#)

[42. 22 PA Code 10.25](#)

[43. 20 U.S.C. 1232g](#)

[44. 20 U.S.C. 1415](#)

[45. 34 CFR Part 99](#)

[46. 34 CFR Part 300](#)

[47. 24 P.S. 1409](#)

48. Pol. 209

49. Pol. 216.1

[50. 24 P.S. 1304-A](#)

[51. 24 P.S. 1305-A](#)

[52. 24 P.S. 1307-A](#)

[53. 42 Pa. C.S.A. 6341](#)

54. Pol. 218.3

[55. 24 P.S. 1304-D](#)

[56. 22 PA Code 12.12](#)

[57. 42 Pa. C.S.A. 5945](#)

[58. 42 Pa. C.S.A. 8337](#)

[59. 42 CFR Part 2](#)

[60. 24 P.S. 1309-B](#)

[20 U.S.C. 1400 et seq](#)

[35 P.S. 7601 et seq](#)

Pol. 203.1

[PA Commission on Crime and Delinquency, School Safety and Security Committee Model K-12 Threat Assessment Procedures and Guidelines](#)



Book	Policy Manual
Section	200 Pupils
Title	Educational Opportunity for Military Children
Code	254
Status	Review
Adopted	June 24, 2024
Last Reviewed	March 31, 2025

### **Purpose**

The Board recognizes the challenges encountered by children of military families due to the frequent moves and deployment of their parents/guardians. The Board is committed to eliminating barriers to student attendance, education and graduation; and to providing additional supports to children of military families in compliance with federal and state laws, regulations and Board policy.

### **Definitions**

**Active duty** – means full-time duty status in the active uniformed services of the United States, including members of the National Guard and reserve on active duty orders. [\[1\]](#)[\[2\]](#)

**Children of military families** - means a school-aged child, enrolled in kindergarten through twelfth grade, normally residing in the household of an active duty member **or in accordance with applicable law**. Specifically, this includes children of: [\[3\]](#)[\[4\]](#)

1. Active duty members of the uniformed services.
2. Members or veterans of the uniformed services who are severely injured and medically discharged or retired for a period of one (1) year after medical discharge or retirement.



3. Members of the uniformed services who die on active duty or as a result of injuries sustained on active duty for a period of one (1) year after death.
4. **Members of the National Guard or reserve who are required to move to perform responsibilities in their service, which results in the child having to transfer from a public school in another state to a public school in this state.**[\[4\]](#)

This does not include the children of:[\[3\]](#)

1. Inactive members of the National Guard and military reserves.
2. Members of the uniformed services now retired, except as otherwise stated in this policy.
3. Veterans of the uniformed services, except as otherwise stated in this policy.
4. Other United States Department of Defense personnel and other federal agency civilian and contract employees not defined as active duty members of the uniformed services.

**State Council** – an entity to coordinate the state’s participation and compliance among its government agencies, school entities and military installations.

**Uniformed services** – means the U.S. armed forces, Commissioned Corps of the National Oceanic and Atmospheric Administration, and the Commissioned Corps of the Public Health Service.[\[5\]](#)

**U.S. armed forces** – means the Army, Navy, Air Force, Marine Corps, Coast Guard and Space Force.[\[5\]](#)

### **Authority**

The Board directs the District to comply with the provisions of the Interstate Compact on Educational Opportunity for Military Children (Compact) and this Board policy by:[\[3\]](#)[\[6\]](#)

1. Facilitating the timely enrollment of children of military families and ensuring that they are not placed at a disadvantage due to difficulty in the transfer of education records from previous school districts or variations in entrance/age requirements.[\[7\]](#)[\[8\]](#)[\[9\]](#)[\[10\]](#)
2. Facilitating the student placement process through which children of military families are disadvantaged by variations in attendance requirements, scheduling, sequencing, grading, course content or

assessment.[11][12][13][14][15]

3. Facilitating the qualification and eligibility for enrollment, educational programs and participation in extracurricular, academic, athletic and social activities.[16][17][18]
4. Facilitating the on-time graduation of children of military families.[19]
5. Providing for the promulgation and enforcement of administrative rules implementing the provisions of the Compact.
6. Providing for the uniform collection and sharing of information between and among states, schools and military families under the Compact.
7. Promoting coordination between the Compact and other compacts affecting military children.
8. Promoting flexibility and cooperation between the educational system, parents/guardians and the student in order to achieve educational success for the student.

### Advance Enrollment

In addition to the provisions of the Compact, the District shall enroll children of a parent/guardian who is an active duty member of the U.S. armed forces, including a reserve component, that has received official military orders to transfer into or within Pennsylvania, prior to establishing residency in this District.[7][9][20]

The parent/guardian shall provide the following:[7][20][21]

1. A copy of the official military order.
2. Proof of intent to move into this District, which may include:[20]
  - a. A signed contract to buy a home.
  - b. A signed lease agreement.
  - c. A statement from the parent/guardian stating their intent to move into the District.

Within forty-five (45) days after the arrival date specified in the military orders, the parent/guardian shall provide the District with proof of residence in this District.[20]

The Board shall ensure that children of military families have equal access to the same educational programs, activities and services provided to other District students.



## **Delegation of Responsibility**

The Superintendent shall be authorized to waive specific requirements in Board policies, procedures and administrative regulations to the extent that they create barriers for the enrollment, placement and attendance of children of military families.[7][8][9][12][16][17][19][22]

The Superintendent or designee shall collaborate with the military family education liaison designated by the State Council, school staff, sending schools, local agencies and other entities in supporting the needs of children of military families.

## **Guidelines**

Children of military families enrolled in this District shall be provided support and services, as appropriate to each individual student's needs, in accordance with the Compact and Board policy.[23][24][25][26][27]

Original Adoption - June 24, 2024

Legal

[1. 10 U.S.C. 12301 et seq](#)

[2. 10 U.S.C. 12401 et seq](#)

[3. 24 P.S. 7302](#)

[4. 24 P.S. 1184](#)

[5. 10 U.S.C. 101](#)

[6. 24 P.S. 7301](#)

7. Pol. 200

8. Pol. 201

9. Pol. 202

10. Pol. 216

11. Pol. 127

12. Pol. 204

13. Pol. 206

14. Pol. 212

15. Pol. 215

16. Pol. 122

17. Pol. 123

18. Pol. 231

19. Pol. 217

[20. 24 P.S. 1302.1](#)

[21. 24 P.S. 1302](#)

22. Pol. 203

23. Pol. 103.1

24. Pol. 113

25. Pol. 114

26. Pol. 138

27. Pol. 918

Pol. 113.4

Pol. 115

Pol. 146

Pol. 209

Interstate Compact on Educational Opportunity for Military Children  
(MIC3)





Book	Policy Manual
Section	800 Operations
Title	School Security Personnel
Code	805.2
Status	Review
Adopted	October 21, 2024
Last Reviewed	March 31, 2025

**Authority**

The Board shall employ, contract for and/or assign staff to coordinate the safety and security of District students, staff, visitors and facilities.

**The District shall employ or contract for at least one (1) full-time school security personnel who has completed the training required by law and this Board policy to be on duty during the school day.[1]**

**The District shall certify to the state School Safety and Security Committee annually that it has met the requirements for school security personnel or has received a waiver, in accordance with applicable law.[1]**

**Definitions**

**School security personnel** - school police officers, school resource officers and school security guards.[2]

**School Resource Officer (SRO)** - a law enforcement officer commissioned and employed by a law enforcement agency whose duty station is located in the District and whose stationing is established by an agreement between the law enforcement agency and the District. The term includes an active certified

sheriff or deputy sheriff whose stationing in the District is established by a written agreement between the county, the sheriff's office and the District.<sup>[2]</sup>  
<sup>[1]</sup>

**School day - the hours between the morning opening of a school building and the afternoon dismissal of students on a day which classes are in session.**<sup>[1]</sup>

### **Delegation of Responsibility**

The Superintendent shall appoint a school administrator to serve as the School Safety and Security Coordinator, in accordance with law. When a vacancy occurs in the role of the School Safety and Security Coordinator, the Superintendent shall appoint another school administrator to serve as the School Safety and Security Coordinator within thirty (30) days of the vacancy and shall notify the Board regarding the appointment.<sup>[3]</sup><sup>[2]</sup>

The Superintendent or designee shall submit the name and contact information for the appointed School Safety and Security Coordinator to the state's School Safety and Security Committee within thirty (30) days of the appointment.<sup>[3]</sup>  
<sup>[2]</sup>

The School Safety and Security Coordinator shall report directly to the Superintendent, and shall be responsible for the following:<sup>[3]</sup><sup>[2]</sup>

1. Oversee all School Resource Officers (SROs).
2. Review and provide oversight of all Board policies, administrative regulations and procedures related to school safety and security, and ensure compliance with federal and state laws and regulations regarding school safety and security.
3. Coordinate training and resources for students and staff related to situational awareness, trauma-informed approaches, behavioral health awareness, suicide and bullying awareness, substance use awareness, emergency procedures and training drills, and identification or recognition of student behavior that may indicate a threat to the safety of the student, other students, school employees, other individuals, school facilities or the community, in accordance with the standards established by the state's School Safety and Security Committee and the requirements of applicable law and regulations.<sup>[10]</sup><sup>[11]</sup><sup>[3]</sup><sup>[4]</sup><sup>[5]</sup><sup>[6]</sup><sup>[7]</sup>  
<sup>[8]</sup><sup>[9]</sup><sup>[12]</sup><sup>[13]</sup>
4. Coordinate a tour of the District's buildings and grounds biennially, or when a building is first occupied or reconfigured, with law enforcement and first responders responsible for protecting and securing the District to discuss and coordinate school safety and security matters.



5. Serve as the liaison with law enforcement and other state committees and agencies on matters of school safety and security.
6. Serve on the District's threat assessment team(s) and participate in required training and the threat assessment process. [7][14][5][12]
7. Coordinate School Safety and Security Assessments, School Safety and Security grant requirements and respond to School Safety and Security surveys, as applicable. [11][15][13][9]

The School Safety and Security Coordinator shall, within one (1) year of appointment, complete required training as specified by the state's School Safety and Security Committee for serving in the role of a School Safety and Security Coordinator. This training shall be in addition to other training requirements for school administrators, but shall count toward professional education credit, where applicable. [2][14][15]3[16]17[18]

By June 30 of each year, the School Safety and Security Coordinator shall make a report to the Board at an executive session on the District's current safety and security practices, and identify strategies to improve school safety and security. [3][19][17][2]

The annual report may include the following information:

1. Threat assessment team information, including verification of compliance with law and regulations, the number and composition of the District's threat assessment team(s), the total number of threats assessed in the past year and additional information on threat assessment required by the Superintendent or designee, in accordance with Board policy. [7][14][5][12]
2. **The number and type(s) of school security personnel contracted or employed by the district, including:** [3]
  1. **The number of school security personnel that are armed, listed by type(s) of personnel.**
  2. **The school building at which each school security personnel is assigned, listed by type(s) of personnel.**
  3. **The training, including the type of training and completion dates, of each school security personnel, listed by type(s) of personnel.**
  4. **A listing of other individuals utilized by the District for school safety-related duties.**
3. Reports of required emergency preparedness, fire, bus evacuation and school security drills. [11][9]



4. Information on required school safety and security training and resources provided to students and staff. [11][9]
5. Safe2Say Something aggregate data, including a breakdown of Life Safety and Non-Life Safety reports received.
6. Behavioral health and school climate information, including aggregate data from surveys and assessments issued in the District, information on referrals and services accessed by students and families, and identification of additional resources needed in the District. [20][18]
7. School safety and security incident reports for the previous year(s) and/or data collected to date for the current year. [21][19]
8. Updates regarding the District's memorandum of understanding with law enforcement agencies. [21][19]
9. Updates to laws, regulations and/or Board policies related to school safety and security.
10. Information on tours, inspections and/or School Safety and Security Assessments of school facilities and programs.
11. Information on grants or funding applied for and/or received in support of school safety and security efforts.

A copy of the report, **including the required information on threat assessment and school security personnel** shall be submitted to the state's School Safety and Security Committee. [3][2]

## **Guidelines**

### School Resource Officers (SROs)

The District shall establish an agreement with the Peters Township Police Department, in accordance with the provisions of law, for the assignment of a School Resource Officer(s) to specified District schools. [2][4][5][1][20]

The agreement shall address the powers and duties conferred on SROs, which shall include but not be limited to: [46][21]

1. Assist in identification of physical changes in the environment which may reduce crime in or around a school.
2. Assist in developing Board policy, administrative regulations or procedures which address crime, and recommending procedural changes.
3. Develop and educate students in crime prevention and safety.
4. Train students in conflict resolution, restorative justice and crime awareness.
5. Address crime and violence issues, gangs and drug activities affecting or occurring in or around a school.

6. Develop or expand community justice initiatives for students.

7. Other duties as agreed upon between the District and municipal agency.

Prior to assignment in the District, the District shall confirm that the law enforcement agency has completed a law enforcement agency background investigation and received the SRO's separation record, when required, in compliance with applicable law and regulations. The District shall coordinate with the law enforcement agency in making required reports regarding hiring and separation, and maintaining all required records, in accordance with applicable law and regulations. ~~[32]~~~~[36]~~~~[22]~~~~[23]~~

SROs shall successfully complete required training, in accordance with law. ~~[46]~~  
~~[21]~~

Original Adoption - November 18, 2019

Revised and Adopted - November 15, 2021

Revised and Adopted - November 21, 2022

Revised and Adopted - October 21, 2024

Legal

[1. 24 P.S. 1316 C](#)

[2. 24 P.S. 1301-C](#)

[3. 24 P.S. 1309-B](#)

4. Pol. 146.1

5. Pol. 227

6. Pol. 236

7. Pol. 236.1

8. Pol. 249

9. Pol. 333

10. Pol. 351

11. Pol. 805

12. Pol. 819

[13. 24 P.S. 1310-B](#)

[14. 24 P.S. 1302-E](#)

[15. 24 P.S. 1305-B](#)

[16. 24 P.S. 1316-B](#)

[17. 24 P.S. 1205.1](#)

[18. 24 P.S. 1205.5](#)

19. Pol. 006



- 20. Pol. 235.1
- 21. Pol. 805.1
- [22. 24 P.S. 1302-C](#)
- [23. 24 P.S. 1310-C](#)
- [24. 24 P.S. 1311-C](#)
- 25. Pol. 304
- 26. Pol. 818
- [27. 24 P.S. 111](#)
- [28. 24 P.S. 111.1](#)
- [29. 23 Pa. C.S.A. 6344](#)
- [30. 23 Pa. C.S.A. 6344.3](#)
- [31. 37 PA Code 241.5](#)
- [32. 44 Pa. C.S.A. 7301 et seq](#)
- [33. 37 PA Code 241.6](#)
- [34. 44 Pa. C.S.A. 7310](#)
- [35. 24 P.S. 1303-C](#)
- [36. 37 PA Code 241.1 et seq](#)
- [37. 24 P.S. 1304-C](#)
- [38. 24 P.S. 1305-C](#)
- [39. 22 PA Code 10.23](#)
- [40. 22 PA Code 14.104](#)
- [41. 22 PA Code 14.133](#)
- 42. Pol. 113.2
- [43. 24 P.S. 1306-C](#)
- [44. 24 P.S. 1307-C](#)
- 45. Pol. 909
- [46. 24 P.S. 1313-C](#)
- [47. 24 P.S. 1314-C](#)
- 48. Pol. 907
- [49. 24 P.S. 1309-C](#)
- [50. 42 Pa. C.S.A. 8953](#)
- [51. 53 Pa. C.S.A. 2303](#)
- [24 P.S. 1306.2-B](#)

[24 P.S. 1319-B](#)

[53 Pa. C.S.A. 2301 et seq](#)

Pol. 705

Pol. 709





Book	Policy Manual
Section	800 Operations
Title	Opioid Antagonist
Code	823
Status	Review
Last Reviewed	March 31, 2025

### **Authority**

As a means of enhancing the health and safety of its students, staff and visitors, the district may obtain, maintain and administer doses of an opioid antagonist and other facilities for emergency use to assist a student, staff member or other individual believed or suspected to be experiencing an opioid overdose.[1][2]

### **Definitions**

**Drug overdose** - shall mean an acute medical condition, including, but not limited to, severe physical illness, coma, mania, hysteria or death, which is the result of consumption or use of one or more controlled substances causing an adverse reaction. An individual's condition may be deemed to be a drug overdose if a prudent person, possessing an average knowledge of medicine and health, would reasonably believe that the condition is in fact a drug overdose and requires immediate medical attention.[1]

**Opioid** - shall mean illegal drugs such as heroin, as well as prescription medications used to treat pain such as morphine, codeine, methadone, oxycodone, hydrocodone, fentanyl, hydromorphone and buprenorphine.

**Opioid antagonist** - a drug or device approved by federal law for emergency reversal of known or suspected opioid overdose, including naloxone hydrochloride or other similarly acting drugs approved by the U.S. Food and Drug Administration for the treatment of an opioid overdose.[2][3]

## **Delegation of Responsibility**

The Superintendent or designee, in consultation with the school nurse(s) and the school physician, shall establish appropriate internal procedures for the acquisition, stocking and administration of **opioid antagonists** and related emergency response procedures pursuant to this policy.

The school physician shall be the prescribing and supervising medical professional for the district's stocking and use of **opioid antagonists**. The Superintendent or designee shall obtain a standing order from the school physician for administration of **opioid antagonists**.

The school nurse shall be responsible for **managing the** building-level administration, **maintenance and stocking of opioid antagonists**.

## **Guidelines**

The school nurse shall develop a plan for annually informing all parents/guardians, students and staff about this policy and specifically:

1. The availability of **an opioid antagonist** to treat opioid drug overdoses and what it does;
2. The symptoms of opioid drug overdoses;
3. How students and staff should report suspected overdoses;
4. The protection from criminal prosecution provided by law for persons who report a suspected overdose using their real name and remain with the overdosing person until emergency medical services (EMS) or law enforcement arrive, as well as for the person whose overdose they report; and [\[1\]](#)[\[2\]](#)
5. The protection from civil liability provided by law for persons who report overdoses or administer **an opioid antagonist** in overdose emergencies. [\[1\]](#)[\[2\]](#)

## **Standing Order From the School Physician**

The school physician shall provide and annually renew a standing order for administration of **an opioid antagonist** to students, staff members or other individuals believed or suspected to be experiencing an opioid overdose.

The standing order shall include at least the following information:

1. Type of **opioid antagonist** (intranasal and auto-injector).
2. Date of issue.



### 3. Dosage.

### 4. Signature of the school physician.

The standing order shall be maintained in the Superintendent's office, and copies of the standing order shall be kept in each location where **an opioid antagonist** is stored.

### Training

Before any school district employee may have custody of **an opioid antagonist** or administer **an opioid antagonist** under this policy, the employee must successfully complete an online Pennsylvania Department of Health training program about recognizing opioid-related overdoses, administering **an opioid antagonist** and promptly seeking medical attention for drug overdoses. Evidence that such training has been completed shall be placed in the employee's personnel file.[2][4]

A list of school district employees who successfully complete such training shall be maintained, updated and kept in the school nurse's office and the school district administration office.

### Acquisition, Storage and Disposal

**Opioid antagonists** shall be safely stored in the school nurse's office or other location designated by the school nurse in accordance with the drug manufacturer's instructions.

**Opioid antagonists** shall be made readily accessible to those employees who have completed the required training to administer it in the event of a suspected drug overdose. All properly trained employees shall be informed of the exact location where **an opioid antagonist** is being stored within the school nurse's office or other location.

The school nurse shall obtain sufficient supplies of **opioid antagonists** pursuant to the standing order in the same manner as other medical supplies acquired for the school health program. The school nurse or designee shall regularly inventory and refresh **opioid antagonist** stocks, and maintain records thereof, in accordance with the established internal procedures, manufacturer recommendations and Department of Health Guidelines.

### Referral to Law Enforcement and Parental Notification

The Superintendent or designee shall immediately report incidents involving the use of controlled substances on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity, to the **law enforcement agency** that has



jurisdiction over the school's property, in accordance with state law and regulations, the procedures set forth in the memorandum of understanding with **law** enforcement and Board policies.[5][6][7][8][9][10][11]

The Superintendent or designee shall notify the parent/guardian of any student directly involved in an incident involving use of controlled substances, as soon as practicable. The Superintendent or designee shall inform the parent/guardian whether or not the **law enforcement agency** that has jurisdiction over the school property has been or may be notified of the incident. The Superintendent or designee shall document attempts made to reach the parent/guardian.[5][10][11][12]

### Referral to Student Assistance Program

Any student who experiences a drug overdose shall be referred to the district's Student Assistance Program.[13]

### Indemnification

The school district shall indemnify and hold harmless any employee who administers **an opioid antagonist** in good faith to another individual experiencing a suspected drug overdose, if all of these conditions apply:[2][14][15]

1. The employee did not act with the intent to harm or with reckless indifference to a substantial risk or harm in administering **an opioid antagonist** to that individual.
2. The employee successfully completed the training contemplated by this policy.
3. The employee promptly sought additional medical assistance before or immediately after administering **an opioid antagonist**.
4. The employee is administering **an opioid antagonist** pursuant to this policy.

### Legal

[1. 35 P.S. 780-113.7](#)

[2. 35 P.S. 780-113.8](#)

[3. 21 U.S.C. 301 et seq](#)

4. Pol. 324

[5. 22 PA Code 10.2](#)

[6. 22 PA Code 10.21](#)

[7. 22 PA Code 10.22](#)

[8. 24 P.S. 1306.2-B](#)

[9. 24 P.S. 1319-B](#)

10. Pol. 227

11. Pol. 805.1

[12. 22 PA Code 10.25](#)

13. Pol. 236

[14. 42 Pa. C.S.A. 8547](#)

[15. 42 Pa. C.S.A. 8548](#)



## RETIRING

Book	Policy Manual
Section	800 Operations
Title	Electronic Records/Signatures
Code	829
Status	Active
Adopted	June 29, 2015

### **Purpose**

Under certain conditions electronic records and signatures satisfy the requirements of a written signature when transacting business. The Peters Township School District (PTSD) wishes to promote effective and efficient use of electronic communications to conduct business. Although all electronic signatures are represented digitally, they can take many forms and can be created using many different types of technology. The authenticity and reliability of electronic records and signatures relating to transactions are dependent on the accompanying processes, supplemental records and the overall context in which records are created, transferred, signed and stored. PTSD adopts the following policy with respect to the use of electronic records and signatures in connection with the transaction of PTSD business.

### **Definitions**

**Attribution** - an electronic record or electronic signature is attributable to a person if it was the act of the person. The act of the person may be shown in any manner, including a showing of the efficacy of any security procedure applied to determine the person to which the electronic record or electronic signature was attributable.

**Electronic Signature** - an electronic sound, symbol or process attached to or logically associated with a record and executed or adopted by a person with the intent to sign the record.



**Electronic Record** - any record created, generated, sent, communicated, received or stored by electronic means.

## **Guidelines**

### **Electronic Records**

Electronic records created or received by the District shall be appropriately attributed to the individual(s) responsible for their creation and/or authorization or approval. The District shall utilize available technology to implement reliable methods for generating and managing electronic records. Any electronic record filed with or issued by the PTSD shall be given full force and effect of a paper communication if the following conditions are satisfied:

1. The communication is an electronic filing or recording and the PTSD agrees to accept or send such communication electronically; and
2. If a signature is required on the record or communication by any law, rule or other applicable District policy, the electronic signature must conform to the requirements set forth in this policy governing the use of electronic signatures.

### **Electronic Signature**

An electronic signature may be used if the law requires a signature unless there is a specific law, regulation, or order that requires records to be signed in nonelectronic form. The issuance and/or acceptance of an electronic signature by the District shall be permitted in accordance with the provisions of this policy and all applicable state and federal laws. Such electronic signature shall have the full force and effect of a manual signature only if the electronic signature satisfies all of the following requirements:

1. The electronic signature identifies the individual signing the document by his/her name and title.
2. The identity of the individual signing with an electronic signature is capable of being validated through the use of an audit trail.
3. The electronic signature and the document to which it is affixed cannot be altered once the electronic signature has been affixed unless authorized by the original signatory.
4. The electronic signature conforms to all other provisions of this policy.

### **Acceptance, Use and Issuance of Electronic Records and Signatures**

The District shall develop and maintain an electronic recordkeeping system that can receive, store, and reproduce electronic records and signatures relating to transactions in their original form. Such system shall include security procedures whereby the PTSD can:

1. Verify the attribution of a signature to a specific individual.
2. Detect changes or errors in the information contained in a record submitted electronically.
3. Protect and prevent access, alteration, manipulation or use by an unauthorized person.
4. Provide for nonreproduction through strong and substantial evidence that will make it difficult for the signer to claim that the electronic representation is not valid.

The District shall ensure that all electronic records and signatures are capable of being accurately reproduced for later reference and retained until such time as all legally mandated retention requirements are satisfied.

The District shall designate individuals who are authorized to utilize an electronic signature in connection with District business and shall require each designated individual to sign a statement of exclusive use.

The District shall maintain a secure hard copy log of the PIN/password or actual signature of any individual authorized to provide an electronic signature in connection with District business.

The District will receive and accept as original, electronic records and signatures so long as the communication, on its face, appears to be authentic.

The District will retain in its records this policy and all statements of exclusive use, until such time as all legally mandated retention requirements are satisfied.

Original Adoption – April 15, 2013 (as Policy #8010)

Legal

[73 P.S. 2260.101 et seq](#)

[15 U.S.C. 7001 et seq](#)