

LAMPETER-STRASBURG SCHOOL DISTRICT

Administration Building

Academic Committee Agenda

November 6, 2023

6:30 p.m.

Items for Discussion:

1. Lampeter-Strasburg Mentoring Program - Martin Meylin and Lampeter-Strasburg High School
2. 2024-2025 Lampeter-Strasburg High School Course Selection Guide
 - a. Changes/Updates - Dr. Benjamin Feeney
3. 2022-2023 Achievement Data - PSSA / Keystone
4. Affiliation Agreement with Lancaster County Career and Technology Center (LCCTC)
5. Junior Achievement STEM Summitt MOU for Lampeter-Strasburg High School
6. Policy Updates
 - a. 105 Curriculum
 - b. 105.1 Review of Instructional Materials by Parents/Guardians and Students
 - c. 105.2 Exemption from Instruction

Items from the Group:

L-S MM & HS Mentoring Program Outline

Goal of program

Match 10 -12 mentees in 2023-2024 School Year with community mentors to develop relationships with students to improve community and school connections, improve school attendance, academics, and personal growth.

Mentors would meet with assigned mentee for 30-45 minutes each week.

Mentors would be required to meet with student for the entire school year.

Step 1A - board presentation Nov 6th (Academic Committee)

Step 1B Advertise the opportunity for community members to have the opportunity to participate in a weekly mentoring program.

Mentors would need to live and/or work in the Lampeter-Strasburg School District Boundaries

Advertise through the library, local churches, YMCA, Willow Valley and other area businesses.

School counselors will begin identifying mentees through SAP and PBIS Tier 2 programs.

Step 2 (November 30, 2023, 8:00 AM and 6:00 PM - MM Media Center)

Community members who are interested in learning more about mentoring would attend a 30 minute mentoring information session run by School Social Worker. At the end of the 30 minute session, anyone interested in further participation in the program would complete a mentor application. In addition all interested persons would need to complete the volunteer application required by L-S School District, including all required clearances. Deadline December 8.

Step 3 (late December/early January)

Mentor applications will be reviewed by the School Social Worker, a guidance counselor, and principal of either MM/LSHS to select mentors. Mentees would complete a mentee application and parent signatures to participate in the program would be obtained

Step 4 (January 16, 6-8 PM and 17, 8-10 AM)

All applicants accepted will participate in a 2 hour training session developed by the Social worker – this training includes information regarding the mentoring process, tools/tips for ice breakers, communication/discussion targets, child abuse, trauma, suicide risks, and confidentiality policies. Meals will be provided for participants.

Step 5 (January)

Guidance counselor, school social worker, and administration in MM/LSHS would match mentees and mentors.

Step 6 (Late January)

Mentors, mentees, and counselors or school social worker would meet in the designated building for an introduction session.

Step 7

Mentors schedule weekly sessions to meet with their assigned mentee. Documentation of weekly meetings would be completed by the mentor and kept in the assigned building.

Step 8

Mentors would receive yearly updated training and program updates as needed.

Step 9 (May)

End of year- Mentors/mentees/parents and program staff would meet for an end of year activity. If the mentee will continue in the district the mentor would be able to continue with the mentee the following school year if all participants, including school staff involved with the program felt this to be beneficial. Get feedback from all participants for future planning.

Lampeter-Strasburg High School
2024-2025 Course Selection Guide Changes

1. Act 158 Pathways to Graduation (2023) and Act 339 Career Readiness Indicators (2022) were updated and placed into the course selection guide for the L-S HS Class of 2023 and beyond:
2. New Courses
 - a. Foundations of Science (Ninth Grade)- NEW
 - i. Students will engage in topics on structures and properties of matter, chemical reactions, space systems, energy, waves and electromagnetic radiation, and forces and interactions. This course will be designed to engage students in strengthening their studying skills as well as their confidence in skills necessary to be successful in future lab courses.
 - b. Accelerated Biology- Revision
 - i. This course introduces biology through the lens of life science intersecting physical science, with an umbrella of environmental science incorporated within the content. Students will engage in topics on matter and energy, cellular structure and function, inheritance and variation, human sustainability, earth science, ecosystems, natural selection, and environmental issues. This course will be designed to engage students in critical thinking through 3-dimensional learning strategies that prompt curiosity and independent reasoning. Laboratory activities and science skills play an extensive role in student inquiry. The faster pace and increased rigor will prepare students for more advanced science classes.
 - c. Biology- Revision
 - i. This course uses phenomena-based instruction to introduce students to a variety of biological topics including matter and energy, cellular structure and function, inheritance and variation, human sustainability, earth science, ecosystems, natural selection, and environmental issues. Laboratory activities and science skills are modeled and practiced in a collaborative learning environment to strengthen independent inquiry.
 - d. HACC United States History 103 and 104- Revision
 - i. The purpose for dividing this course into two separate courses is to align our offerings with HACC who offers these courses as separate classes on campus.
 - ii. It will also give students more flexibility and provide more opportunities for them.
 - iii. HACC US History 103- Age of Exploration>>>Civil War (3 College Credits)
 - iv. HACC US History 104- Reconstruction>>>Present Day (3 College Credits)
3. Science
 - a. Earth Science>>>Foundations of Science (Pending School Board Approval)
 - b. STEELS Standards Updates (All Science) (Pending School Board Approval)
 - c. 3-Dimensional Learning with cross-cutting of content and more engagement in learning
 - d. Phenomena and labs will encourage greater student comprehension/deeper learning
 - e. We will look to add new science electives to meet our students needs in the future

2022-2023 PSSA RESULTS

ENGLISH LANGUAGE ARTS					
Grade	2020 % Adv/Pro	2021 % Adv/Pro	2022 % Adv/Pro	2023 % Adv/Pro	2023 State Average
Hans Herr					
3	-	76%	64%	59%	54%
4	-	75%	71%	63%	52%
5	-	71%	72%	71%	54%
Martin Meylin					
6	-	75%	73%	66%	56%
7	-	67%	77%	69%	55%
8	-	59%	72%	61%	53%

MATHEMATICS					
Grade	2020 % Adv/Pro	2021 % Adv/Pro	2022 % Adv/Pro	2023 % Adv/Pro	2023 State Average
Hans Herr					
3	-	63%	62%	70%	52%
4	-	57%	69%	70%	46%
5	-	53%	48%	64%	43%
Martin Meylin					
6	-	37%	43%	51%	37%
7	-	44%	42%	53%	33%
8	-	33%	43%	45%	26%

SCIENCE					
Grade	2020 % Adv/Pro	2021 % Adv/Pro	2022 % Adv/Pro	2023 % Adv/Pro	2023 State Average
Hans Herr					
4	-	88%	89%	84%	74%
Martin Meylin					
8	-	63%	68%	72%	57%

* PSSAs were not administered in 2020 due to the pandemic.

2022-2023 KEYSTONE RESULTS
Lampeter-Strasburg High School

ALGEBRA 1	Winter 2023		Spring 2023		Spring/ Winter 2023
	#	%	#	%	
Advanced	19	22%	4	4%	
Proficient	47	55%	17	19%	
Basic	15	18%	50	55%	
Below Basic	4	5%	20	22%	
Total #	85		91		176
Total Pro/Adv #					87
Total Pro/Adv %		77%		23%	
Avg Pro/Adv %					49%

BIOLOGY	Winter 2023		Spring 2023		Spring/ Winter 2023
	#	%	#	%	
Advanced	43	34%	28	27%	
Proficient	40	32%	45	43%	
Basic	28	22%	20	19%	
Below Basic	15	12%	11	11%	
Total #	126		104		230
Total Pro/Adv #					156
Total Pro/Adv %		66%		70%	
Avg Pro/Adv %					68%

LITERATURE	Winter 2023		Spring 2023		Spring/ Winter 2023
	#	%	#	%	
Advanced	20	17%	7	6%	
Proficient	74	61%	64	56%	
Basic	22	18%	34	30%	
Below Basic	5	4%	9	8%	
Total #	121		114		235
Total Pro/Adv #					165
Total Pro/Adv %		78%		62%	70%
Avg Pro/Adv %					

*Preliminary Data

DUAL CREDIT AFFILIATION AGREEMENT

THIS AGREEMENT ("Agreement") is made and entered into as of the date of the last signature (the "Effective Date") by and between The Lancaster County Career and Technology Center (LCCTC) and Lampeter-Strasburg ("School District").

WHEREAS, LCCTC is authorized to offer educational programs for both high school and post-secondary students, and affords the opportunity for high school students to enroll and earn credits in some of its post-secondary programs;

WHEREAS, LCCTC offers dual credit coursework (the "Program") to certain qualified high school students to enroll its post-secondary courses and the School District desires to make the Program available to its own students; and

WHEREAS, for any dual credit programs, Pennsylvania law requires school entities to enter into agreements with institutions of higher education and this agreement outlines the requirements imposed by Section 1525 of the Public School Code, **24 P.S. § 15-1525**

WHEREAS, the parties desire to define their roles and responsibilities with respect to the Program consistent with Pennsylvania law.

NOW, THEREFORE, in consideration of the foregoing recitals and the mutual promises and covenants contained herein, and intending to be legally bound hereby, the parties agree as follows:

1. Term and Termination.

- (a) Term. This Agreement shall commence on the Effective Date and shall continue for a period of five (5) years. Upon the expiration of this Agreement, this Agreement shall automatically renew for successive twelve (12) month periods.
- (b) Termination of Agreement. This Agreement may be terminated by either party, with or without cause, at any time, upon sixty (60) days prior written notice to the other party; provided, however, that any student already enrolled and participating in dual credit coursework under the Program as of the effective date of termination shall be permitted to complete their then-current coursework by the end of the applicable academic semester.

2. Student Eligibility and Enrollment

Students who meet the following criteria are eligible to participate in the Program:

- (a) Students who have completed their 11th grade year or are currently in their 12th grade year of high school are eligible to enroll in the Program.
- (b) The student must submit an enrollment form, signed by the School District to LCCTC along with an official high school transcript.
- (c) Deadlines for Program applications are August 15 for fall semester

- (d) Any student enrolled in the Program must be making satisfactory progress toward fulfilling secondary school graduation requirements and have been approved for post-secondary coursework as determined by the School District and approved by LCCTC
- (d) Students in the Program must maintain a minimum cumulative grade point average of 2.0 in each LCCTC course in which the student is enrolled.

3. Courses Offered

- (a) LCCTC will share the list of courses eligible for the Program with the School District.
- (b) Whenever possible, LCCTC courses are aligned to the student's high school graduation requirements, the requirements of a career and technical education (CTE) program offered by the School District, or a career pathway offered by the School District.
- (c) Whenever possible, LCCTC courses available through the Program shall not supplement or supplant courses offered by the School District to its secondary school students.
- (d) Courses may be offered in person, online or as a combination of in person and online.
- (e) Credits earned by students enrolled in the Program shall be equivalent to the credits offered to a postsecondary school student regularly enrolled at LCCTC, including without limitation enforced prerequisites, and the use of an identical curriculum, assessments and instructional materials, and shall be recorded on a LCCTC transcript which shall be available to any student enrolled in the Program. Course descriptions are publicly available in the Lancaster County Career & Technology Center Adult Education Catalog

4. Program Instruction

- (a) Program courses will be taught by instructors hired and approved by LCCTC.
- (b) In compliance with Pennsylvania Child Protective Services Law and LCCTC policy, LCCTC will confirm that faculty who teach classes with dual-enrolled students who are under the age of 18; are required to have the following three clearances: Pennsylvania State Police Criminal Background Check (SP4-164), Pennsylvania Child Abuse History Clearance Form (CY-113), and Federal (FBI) Fingerprint Criminal Background Check (Criminal History Report) and that they have completed LCCTC mandatory reporter training as required by LCCTC policy in effect..

5. Course registration process and deadlines

- (a) The School District and LCCTC must both approve each student's course selection prior to enrollment for any student seeking participation in the Program.
- (b) The School District will award credit for and recognize courses that are successfully completed under this Agreement as fulfilling the appropriate secondary school graduation requirements.
- (c) LCCTC will award postsecondary credits to students who successfully complete courses in the Program. LCCTC will apply these credits in the same manner as for other regularly enrolled

LCCTC students.

- (d) If a Program student becomes a regularly enrolled student at LCCTC following graduation from secondary school, LCCTC shall recognize credits earned in the Program as applying toward the student's degree or program requirements as it would for any other regularly enrolled postsecondary student who took the courses.

6. Communication of Program

Both LCCTC and the School District agree to provide a mechanism for communicating the educational and economic benefits of higher education as well as the requirements for participation and enrollment procedures outlined in this agreement to parents and students.

7. Additional Administrative Responsibilities

(a) Data Sharing

1. Consistent with the Family Educational Rights and Privacy Act of 1972 ("FERPA"), 20 U.S.C. § 1232g, and its implementing regulations, student education records shall be shared between LCCTC and the School District without the need for signed releases from students or parents to fulfill the educational purpose of this Agreement.
2. LCCTC will provide information on the following items to the School District:
 - The names of students enrolled in dual enrollment.
 - Courses that were taken by each student.
 - Grades and credits earned by the student
3. LCCTC will notify the School District of any mid-semester progress reports that indicate that a dual credit student is in risk of failing a course.

(b) Program Costs

1. LCCTC tuition for courses are updated annually and published in the Adult Education catalog and the LCCTC website.
2. The sixteen Lancaster County School Districts that make up LCCTC sending districts that enter into this Dual Credit agreement will be invoiced the district average daily membership rate for each student entering into specialized associate degree programs.
3. All non-degree programming will be invoiced at the published tuition rate, not to exceed the school district average daily membership rate.
4. LCCTC Bursar Office will directly bill the School District for the student tuition and fees for each student participating in the dual credit program.
5. Tuition refunds for withdrawals will be provided according to the LCCTC policy.
6. Students are responsible for their own transportation to and from LCCTC

8. Disability Services. Students in the Program are admitted without regard to disability and are held to the same standards and expectations as all other regularly enrolled Lancaster County CTC Post Secondary students.

- (a) Accommodations provided by LCCTC may not be the same as those contained in the student's Individualized Education Program and 504 program processes implemented by their school districts, but the LCCTC will comply with state and federal laws that apply to post-secondary institutions.

9. Non-Discrimination

LCCTC and the School District agree that, in performing their obligations pursuant to this Agreement, to provide a safe academic and working environment free from discrimination and harassment. Discrimination, harassment and retaliation on the basis of protected status, including an individual's race, color, creed, ethnicity, ancestry, national origin, genetic information, sex, gender, gender identity or expression, sexual orientation, age, religion, marital status, veteran status, disability or physical ability, socioeconomic background, or other legally protected classification, are unlawful and strictly prohibited.

10. Miscellaneous Provisions

- (a) Responsibility. Each party shall be responsible for its own acts and omissions, and those of its trustees, directors, officers, employees, and agents.
- (b) Notices. All notices, requests and other communications pursuant to this Agreement shall be in writing and sent by first class mail or email to each party to the following address, or by email:

Lancaster County Career and Technology Center

Attn: Higher and Continuing Education Office

Willow Street Campus

1730 Hans Herr Drive

Willow Street, PA 1758

Admissions@lancasterctc.edu

For the School District

Superintendent

Date

For the CTC:

Administrative Director

Date

10-23-23

Memo of Understanding

The JA STEM Summit is a collaborative effort between the school district, Junior Achievement, and the business community. The goal is to run a successful STEM Summit at your school. Below is a memo of understanding to ensure that all parties involved understand all roles and responsibilities. We ask that your team review this agreement and advise Junior Achievement if there are areas of concern.

Responsibilities: As a part of the agreement each organization agrees to the following items.

Junior Achievement:

- Will provide the program materials, training, volunteer recruitment tools, and organizational planning for the day.
- Will meet with school point of contact to review all requirements via a checklist.
- Will work with the district in partnership to recruit and place volunteers.
- Will provide a list of volunteers to the school prior to the event.
- Will provide training to volunteers prior to and the morning of the event.
- Will be on site the day of the event to ensure successful operation of the program.
- Will provide CEW artifact templates and correlations to state standards if requested.

The School:

- Will utilize the sample agenda and plans for the day. (Arrival time and lunch breaks)
- Will assign a point person to be in communication with JA staff as needed.
- Will provide physical accommodations, to include volunteer parking, hospitality room for volunteers, check in area for volunteers, use of gym, use of auditorium, and classrooms if required.
- Will provide student helpers to assist JA Staff with set up, event day(s), and tear down.
- Will work to recruit volunteers from the school community using JA best practices.
- Will provide a light continental breakfast (including coffee), lunch, and water for volunteers.
- Will ensure that educators are always with students during JA STEM Summit.
- Will provide volunteers with a welcome/thank you from building leadership during lunch.
- Will provide program feedback from students and educational team on the program.

Background Checks: One-day volunteers (volunteers who are in the school building for one day) are considered guests and do not require clearance. JA staff and multi-visit volunteers do require clearances. JA maintains these clearances on file.

Funding: JA provides all programs to schools at no charge. There are minimal costs incurred by the district to support the program. Example: continental breakfast and lunch for volunteers and staff.

Book	Policy Manual
Section	100 Programs
Title	Curriculum
Code	105
Status	Active
Adopted	February 4, 2019

Purpose

The Board recognizes its responsibility for the development, assessment and improvement of the educational program of the schools. To this end, the curriculum shall be evaluated, developed and modified on a continuing basis and in accordance with a plan for curriculum improvement.[\[1\]](#)

Definition

For purposes of this policy, **curriculum** shall be defined as a series of planned instruction aligned with established academic standards in each subject that is coordinated, articulated and implemented in a manner designed to result in the achievement of academic standards at the proficient level by all students.[\[2\]](#)[\[3\]](#)[\[4\]](#)

Authority

The Board shall be responsible for the curriculum of the district's schools. The curriculum shall be designed to provide students the opportunity to achieve the academic standards established by the Board. Attaining the academic standards requires students to demonstrate the acquisition and application of knowledge.[\[1\]](#)[\[3\]](#)[\[4\]](#)

In order to provide a quality educational program for district students, the Board shall adopt a curriculum plan that includes the requirements for courses to be taught; subjects to be taught in the English language; courses adapted to the age, development and needs of students; and strategies for assisting those students having difficulty attaining the academic standards.[\[1\]](#)[\[3\]](#)[\[5\]](#)[\[6\]](#)[\[7\]](#)[\[8\]](#)

Guidelines

The district's curriculum shall provide the following:

1. Continuous learning through effective collaboration among the schools of this district.
2. Continuous access for all students to sufficient programs and services of a library/media facility and classroom collection to support the educational program.[\[9\]](#)
3. Guidance and counseling services for all students to assist in career and academic planning.[\[10\]](#)
4. A continuum of educational programs and services for all students with disabilities, pursuant to law and regulation.[\[11\]](#)
5. Language Instruction Educational Program for English Learner students, pursuant to law, regulation and Board policy.[\[12\]](#)[\[13\]](#)

6. Compensatory education programs for students, pursuant to law and regulation.
7. Equal educational opportunity for all students, pursuant to law and regulation.[14][15]
8. Career awareness and vocational education, pursuant to law and regulation.[16]
9. Educational opportunities for identified gifted students, pursuant to law and regulation.[17]
10. Regular and continuous instruction in required safety procedures.[18]

Delegation of Responsibility

As the educational leader of the district, the Superintendent or designee shall be responsible to the Board for the district's curriculum. S/He shall establish procedures for curriculum development, evaluation and modification, which ensure the utilization of available resources, and effective participation of administrators and teaching staff members.[\[1\]](#)

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

With prior Board approval, the Superintendent may conduct pilot programs as deemed necessary to the continuing improvement of the instructional program. The Superintendent shall report periodically to the Board on the status of each pilot program, along with its objectives, evaluative criteria, and costs.

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

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

Legal

[1. 22 PA Code 4.4](#)

[2. 22 PA Code 4.3](#)

[3. 22 PA Code 4.12](#)

4. Pol. 102

[5. 24 P.S. 1511](#)

[6. 24 P.S. 1512](#)

7. Pol. 107

8. Pol. 127

9. Pol. 109

10. Pol. 112

11. Pol. 113

[12. 22 PA Code 4.26](#)

13. Pol. 138

14. Pol. 103

15. Pol. 103.1

16. Pol. 115

17. Pol. 114

18. Pol. 805

19. Pol. 105.1

[22 PA Code 4.21](#)

[22 PA Code 4.22](#)

[22 PA Code 4.23](#)

[22 PA Code 4.25](#)

[22 PA Code 4.27](#)

[22 PA Code 4.29](#)

[22 PA Code 4.82](#)

Pol. 100

Pol. 106

Pol. 116

Book	Policy Manual
Section	100 Programs
Title	Review of Instructional Materials by Parents/Guardians and Students
Code	105.1
Status	Active
Adopted	February 4, 2019

Authority

The Board adopts this policy to ensure that parents/guardians and students have an opportunity to review instructional materials and have access to information about the curriculum, including academic standards to be achieved, instructional materials and assessment techniques.[\[1\]](#)[\[2\]](#)

Definition

Instructional material means instructional content that is provided to a student, regardless of its format, including printed or representational materials, audiovisual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). For purposes of this policy, the term does not include academic tests or academic assessments.[\[2\]](#)

Guidelines

Upon request by a parent/guardian or student, the district will make available existing information about the curriculum, including academic standards to be achieved, instructional materials and assessment techniques.[\[2\]](#)[\[3\]](#)[\[4\]](#)[\[5\]](#)

The following conditions shall apply to any request:

1. To assist the school district in providing the correct records to meet the needs of the requesting party, the request must be in writing, setting forth the specific material being sought for review.
2. The written request will be sent to the building principal.
3. The district will respond to the parent/guardian or student within ten (10) school days by designating the time and location for the review.
4. The district may take necessary action to protect its materials from loss, damage or alteration and to ensure the integrity of the files, including the provision of a designated employee to monitor the review of the materials.
5. No parent/guardian or student shall be permitted to remove the material provided for review or photocopy or otherwise reproduce the contents of such file. The taking of notes by parents/guardians and students is permitted.
6. No more than one (1) request per semester may be made by any parent/guardian or student for each enrolled child.

Under federal law, the rights provided to parents/guardians to inspect any instructional materials used as part of the student's educational curriculum transfer to the student when the student turns eighteen (18) years old or is an emancipated minor. These rights do not transfer under

state law; therefore, parents/guardians retain their rights to access information about the curriculum and to review instructional materials.[\[1\]](#)[\[2\]](#)

Delegation of Responsibility

The Superintendent or designee shall notify parents/guardians and students of this policy and its availability. This notification shall be given at least annually, at the beginning of each school year, and within a reasonable time after any substantive changes regarding the contents of this policy.
[\[2\]](#)

Legal

[1. 22 PA Code 4.4](#)

[2. 20 U.S.C. 1232h](#)

3. Pol. 102

4. Pol. 105

5. Pol. 127

[22 PA Code 403.1](#)

Pol. 235

Book	Policy Manual
Section	100 Programs
Title	Exemption From Instruction
Code	105.2
Status	Active
Adopted	February 4, 2019

Authority

The Board adopts this policy to ensure that parents/guardians have the right to have their children excused from specific instruction that conflicts with their religious beliefs. [\[1\]](#)[\[2\]](#)

Guidelines

The rights granted by this policy are granted to parents/guardians of students enrolled in this district when the students are under the age of eighteen (18) and to the students themselves when the student is eighteen (18) or over.

The district shall excuse any student from specific instruction, subject to the following conditions:

1. To assist the school district in ensuring that the student is excused from the correct specific instruction, the request must be made in writing and must detail the specific instruction from which the student is to be excused.
2. The written request to be excused shall be sent by the parent/guardian or student to the building principal.

One (1) copy of the request shall be retained in the student's permanent school records, one (1) copy kept by the school principal, and one (1) copy submitted to the teacher from whose instruction the student is to be excused.

3. It shall not be the responsibility of the district or any of its employees to ensure that the student exercises his/her right to be excused in accordance with a parental request. It shall be the responsibility of the student to request permission to leave class when the specific instruction objected to is presented. When the student seeks to be excused, the teacher shall excuse the student if the teacher or principal has a copy of the written request and the written request adequately describes the specific instruction.
4. The written request must contain a statement that the specific instruction described conflicts with the religious beliefs of the student or of the parents/guardians.
5. The parent/guardian and/or student may request suggested replacement educational activities. The only permissible educational activity for this purpose shall be in the nature of replacement instruction that is consistent with the learning objectives set for the course and does not require the provision of any extra resources by the district.
6. The building principal shall determine where the student shall report during the time the student is excused.

7. All students excused from specific instruction shall be required to achieve the academic standards established by the district as necessary for graduation.[3][4]

Legal

[1. 22 PA Code 4.4](#)

[2. 22 PA Code 11.7](#)

3. Pol. 102

4. Pol. 217