

Saucon Valley School District Academic and Personnel Committee

April 27, 2022 – 5 pm
District Office Conference Room

Welcome to the meeting of the Academic and Personnel Committee. Our objective is to serve the students, parents, and residents of our community. You are an important part of this meeting and we look forward to your questions and comments.

We are all here for the same reason. All opinions are welcomed and equally valuable. Our only request is that we address each other with civility and respect. Our courtesy toward each other is the best way to show our students how much we respect them as well.

Committee Members - Susan Baxter, Cedric Dettmar, Tracy Magnotta, Shamim Pakzad

Committee Agenda

- I. **Call to the Order** – *Tracy Magnotta, Committee Chair*
- II. **Pledge of Allegiance**
- III. **Recording of Attendance** – *Tracy Magnotta, Committee Chair*
- IV. **Motion to Approve Agenda**
- V. **Approval of Minutes** – March 23, 2022
- VI. **Courtesy of the Floor to Visitors – Agenda Items Only** – *Visitors should state their name and address*
- VII. **Discussion and Action**
 1. Policy 215.1
 2. Policy 215.1 AR
 3. Policy 215.2
- VIII. **New Business**
- IX. **Old Business**
- X. **Citizens' Inquiries and Comments** – *Visitors should state their name and address.*

XI. Announcements

Future Meetings ~

Wednesday, May 25, 2022 – 5:00 PM

XII. Motion to Adjourn Meeting

The Saucon Valley School District does not discriminate on the basis of race, color, national origin, age, sex, or handicap.

Saucon Valley School District
Academic and Personnel Committee
Minutes of March 23, 2022

Present were Academic and Personnel Committee Board Members: Dr. Shamim Pakzad, Cedric Dettmar, Susan Baxter. Tracy Magnotta was absent. Also present were: Superintendent Jaime Vlasaty, and Business Manager David Bonenberger. Board Members Shawn Welch and Mike Karabin. Tamara Gary, Robert Frey, Mrs. Alexia Harstine, Students Yesmine, and Serena and KristiJoy Fedorowicz.

Meeting began at 5:05 pm

Approve agenda motion by Dr. Shamim Pakzad second by Cedric Dettmar

Approve minutes motion by Dr. Shamim Pakzad second by Cedric Dettmar

Courtesy of the floor: None

Presentation of High School Fashion Club

Discussion regarding costs, advisor, fundraising, and student activities account

Dr. Pakzad, second by Cedric Dettmar moved to approve placing this item on the Board Agenda. Vote: 3-yes, 0-no

Presentation regarding Competition Cheerleading

Discussion regarding costs, facility use and transportation.

Dr. Pakzad, second by Cedric Dettmar moved to approve placing this item on the Board Agenda. Vote: 3-yes, 0-no

Review of Policy 006 change made

Discussion regarding Summer School through eBridge and cost. District covering cost and this will be the last year for this since covered under learning loss ESSR monies. No approval from Board is necessary.

New Business- None

Old Business- None

Citizen Inquiries and Comments: None

Future Meetings: April 27, 2022

May 25, 2022

Dr. Shamim Pakzad, second Cedric Dettmar moved to adjourn the meeting.

Meeting adjourned at 7:43 pm

Saucon Valley School District

Policy. 215.1

Title Acceleration

Section – Programs

Adopted – _____

Revised –

Content

Purpose –

The Board’s mission is to provide all students with a rigorous, rich, and challenging education. To satisfy this mission, some students may require acceleration. Further, the state gifted education regulations provide that a gifted student’s education placement must provide opportunities to participate in acceleration or enrichment, or both, as appropriate for the student’s needs. The premise of acceleration is that the educational placement of a student should match the mastery level of the student rather than the student’s age. The purpose of this policy is to state the District’s general policy with respect to acceleration and its application in certain specific circumstances.

The Board will permit qualifying students to pursue one or more forms of acceleration, as appropriate. Nothing in this policy shall interfere with the rights and procedures applicable under Federal and Pennsylvania laws and regulations to special education and special education for gifted students and the provision of individualized gifted education or special education, including, where appropriate, acceleration pursuant to a gifted individualized education plan or individualized education program.

Definitions

Acceleration – Acceleration may take many forms, such as single-subject acceleration, curriculum compacting, dual enrollment, credit by examination, course advancement, advanced placement courses, early entrance to school, whole-grade acceleration, continuous progress, self-paced instruction, and telescoping curriculum

Special Student - For purposes of this policy, the term “special student” shall mean a student who is a gifted student within the meaning of 22 Pa. Code chapter 16, or a student with a disability within the meaning of 22 Pa. Code chapter 14.

Qualifying Student – For the purposes of this policy, the term “qualifying” student shall mean a student whom the District has determined is permitted to participate in acceleration.

Guidelines

Special students shall be considered for acceleration where appropriate during the development of their gifted individualized education plan or individualized education program.

A student who is not receiving special or gifted education may be referred for acceleration consideration to the school principal.

The referral for acceleration must be in writing on the District's Request for Acceleration Form and may be made by the student's parent/guardian, a District staff member, counselor, school psychologist, or administrator, or by the student himself/herself.

Upon receipt of a Request for Acceleration Form, the principal (or his/her designee) shall immediately review the District's procedures concerning the screening and evaluation process for identifying students who are thought to be gifted ("gifted identification procedures"). If required by the gifted identification procedures, the principal (or his/her designee) shall direct the applicable District employees to take appropriate action, and no further action shall be taken with respect to acceleration of the student until the gifted identification procedures are completed.

If either (a) no action is required under the gifted identification procedures with respect to the student following the referral for acceleration, or (b) the gifted identification procedures are completed and as a result the student is not to receive specially designed instruction through a gifted individualized education plan or an individualized education program, then the principal (or his/her designee) shall request written permission from the student's parent or legal guardian to evaluate the student for possible accelerated placement. No evaluation shall proceed without such consent.

If the parent/guardian consents, then the principal (or his/her designee) shall convene an acceleration evaluation team that may include a building administrator, gifted program coordinator, classroom teacher(s), school counselor, and school psychologist. The team shall seek input from the parent/guardian and may also consult with the student. The membership of the team may be modified depending on the student's needs and the type of acceleration being considered.

The acceleration evaluation team shall conduct a fair and thorough evaluation of the student, using a variety of data sources, including standards-based and curriculum-based assessments, and the student's maturity and desire for acceleration. The acceleration evaluation team shall consider the criteria developed by District administration, the following factors and skills, and any other information it deems relevant:

1. Academic Factors — attendance, motivation, attitude toward learning, academic self-concept, grade level(s) of any sibling(s).
2. Development Factors — age, physical size, motor coordination.

3. Interpersonal Skills — emotional development, behavior, relationships with peers, relationships with teachers.

Upon completion of their evaluation, but no later than 45 school days after the District receives consent from the parent/guardian to evaluate, the acceleration evaluation team shall issue a written decision to the principal and the student's parent or legal guardian. If the team determines that the student qualifies for one or more forms of acceleration, the decision shall include a written acceleration plan which includes:

1. The appropriate type(s) of acceleration; and
2. Strategies to support a successful transition to the accelerated setting.

The student's parent/guardian may appeal any decision of the acceleration evaluation team to the District Superintendent, in writing, within 30 school days after receipt of the team's decision. The Superintendent shall review the appeal and notify the parent/guardian of his/her decision within 30 school days after receipt of the appeal. Except as provided in paragraph 5 below, the Superintendent's decision shall be final.

No acceleration plan issued by the acceleration evaluation team or by the Superintendent shall be implemented without the consent of a parent/guardian of the student.

The Superintendent (or his/her designee) shall appoint a staff member to oversee the implementation of the acceleration plan. If problems develop, this staff member shall coordinate a review of the matter with the acceleration evaluation team, the parent/guardian, and the student. The acceleration evaluation team may recommend a modification or revocation of the acceleration plan where appropriate. The modification or revocation shall be implemented with the consent of the parent/guardian. In the absence of such consent, the Superintendent shall permit the continuation of the original acceleration plan if the parent/guardian expressly and in writing waives the proposed modification or revocation and any claim that the original acceleration plan is not appropriate for the student. If the parent/guardian fails or refuses to sign either a consent to the modification or revocation or a waiver under this paragraph 6, the Superintendent shall take such action as he/she deems in the best interest of the student.

Acceleration Limited to District Curriculum

Notwithstanding anything to the contrary in this policy, students who qualify for acceleration, including gifted students, shall only be accelerated within the scope of the District's curriculum. Thus, for example, if the District's curriculum does not include a course in Linear Algebra, then a student may not be accelerated to a course in Linear Algebra taught at a college or university, regardless of whether the student has completed all mathematics courses offered by the District.

GPA for Courses Taught by non-District Educators

A student participating in a course taught by an educator outside the District which is arranged or approved by the District as part of the student's education by the District (such as a college or university course or an Advanced Academics course), will receive credit for the course for District purposes to the same extent as for a regular District course taught by a District instructor, except that the course grade will not be factored into the calculation of the student's grade point average.

Financial Responsibility

Students taking a dual enrollment course (i.e., one which offers to provide both credit for District high school purposes and college credit), must pay all of the cost required to attain the college credit. High school credit for the dual enrollment course will still be awarded even if the student elects not to pay for and receive the college credit.

Students taking an Advanced Placement course must pay all of the cost for taking the Advanced Placement examination. High school credit for the Advanced Placement course will still be awarded even if the student elects not to pay for and take the Advanced Placement examination and thus not receive any associated college credit and/or college course acceleration.

If a student participates in an online course which is arranged or approved by the District as part of the student's education by the District in order to provide acceleration for the student within the scope of the District's curriculum, the District will pay all of the costs of the online course.

Course Advancement

Course advancement is one form of acceleration. Students and/or parents/guardians requesting course advancement shall submit the request on the District's Request for Acceleration Form. When considering a request for course advancement, the acceleration evaluation team will consider whether the student meets the following criteria specific to course advancement:

1. Whether the student has maintained an average of at least 85% (B) in all prior courses of the academic discipline in which the challenged course resides; if no prior courses exist, this criterion is waived.
2. ~~In the case of physical education, a history of participation in a particular sport at an appropriate level is required, as is completion of the season before an exemption can be awarded.~~ *Students seeking subject credit/exemption for physical education pursuant to this policy must (1) demonstrate a history of participation in a particular sport/activity at an appropriate level, (2) obtain certification from a coach/advisor that the student completed the season/activity, and (3) receive a passing score greater than or equal to 70% (Qualification No. 2 above, does not apply) on the written exam.*

3. For all other courses, the student must attain a score of at least 85% (B) on the final examination for the challenged course; the final exam will be constructed on the content standards deemed appropriate for the course by the principal and/or his/her designee.

Advancement Guidelines

If a student successfully advances, no credit will be assigned for the eliminated course nor will the eliminated course be used for ranking purposes; the student simply advances to the next level course. If no course exists, the principal will assign an independent study except in the case of physical education, where the student will be required to choose any available elective. The advanced course will then be counted toward graduation credit. ¹

Students who wish to advance out of a course must take the examination twenty (20) school days prior to the beginning of the semester in which the challenged course is offered. The principal must be notified twenty (20) school days prior to the scheduling of the examination.

A student may advance out of only one (1) course per semester.

Courses with a laboratory, shop, or performance component cannot be challenged unless a similar component is included in the examination.

Alternative experiences may be considered by the principal and his/her designee, e.g., extracurricular activities, work experience, etc. However, some form of examination must occur during which the student demonstrates s/he successfully meets course standards at an 85% level of performance.

a. Assume there is a graduation requirement that a student take and pass four high-school level courses in Subject X, and the District offers four high-school level courses in Subject X. A student who takes and passes three of those courses, and tests out of the other course, will be treated as having satisfied that particular graduation requirement.

b. Assume there is a graduation requirement that a student take and pass three high-school level courses in Subject Y, and the District offers four high-school level courses in Subject Y. A student who takes and passes only two of those courses, and tests out of a third course, will not be treated as having satisfied that particular graduation requirement. There is still one course in Subject Y that the student can take. The student will either have to take and pass the one remaining course (and so satisfy the graduation requirement by taking and passing three courses), or test out of that course (and so satisfy the graduation requirement by taking and passing two courses, testing out of two courses, and having no other courses available).

In courses for which no appropriate final examination exists, the principal has the discretion to conduct his/her own assessment and determine whether or not a student can be advanced.

Graduation Credit

Graduation credits are those earned by completing courses while enrolled in Saucon Valley High School. The numbers of graduation credits earned for regular high school courses are noted in the Program of Studies guide. The Program of Studies also notes the number of graduation credits required to graduate from high school.

Planned courses taken at Saucon Valley Middle School may be considered for graduation credit if equivalent to the Saucon Valley High School course requirements. Courses for such consideration are: Algebra I, Algebra II, and World Languages I. The credit granted for middle school course completion would count as an elective credit at the high school level and not subject credit. A request by parent/guardian and student must be requested at least thirty (30) days prior to the effective change.

Graduation transcripts will reflect credits earned in grades 9-12. High school credits earned at the middle school level may be included on an official high school transcript upon request and may be calculated into the student's GPA. Requests for changes to the transcript shall be made at least thirty (30) days prior to the effective date of the change.

Subject Credit

Students must earn subject credit for each course required for graduation. (Required courses are listed in the Program of Studies guide.) The most common way to earn subject credit is to complete a required course while a student at Saucon Valley High School. Subject credit can also be earned by successfully completing an exam as described in this policy. Subject credit earned by exam will not yield graduation credit but will fulfill the specific course requirement. Graduation credits to replace those that would normally be earned by taking the required course will be completed by any different course worth the same number of graduation credits.

Delegation of Responsibility

The Superintendent or designee shall develop administration regulations for the implementation of this policy.

Legal References

24 P.S. 510

24 P.S. 1302

22 PA Code 11.19

24 P.S. 2561

22 PA Code 11.11

24 P.S. 13-1371

22 PA Code 16.41

Centennial School District v. Commw. Dep't of Educ., 539 A.2d 785 (Pa. 1988)

Pol. 200

Saucon Valley School District

215.1 AR. ACCELERATION PROCEDURES

SECTION - PUPILS

TITLE - ACCELERATION PROCEDURES

EFFECTIVE -

REVISED –

215.1 AR. Acceleration Procedures

1. **Purpose** – The purpose of this document is to define the procedures for the submission and review of acceleration requests.
2. **Evaluation Criteria**

With the exception of course advancement, which has different criteria, the acceleration evaluation will *consider* the following criteria in determining whether acceleration is appropriate for a student:

1. Dynamic Indicators of Basic Early Literacy (DIBELS) scores above benchmark goals.
2. On grade-level PSSA scores of Advanced in Reading and/or Math.
3. On grade-level 4Sight assessment scores of Advanced in Reading and/or Math.
4. On grade-level Study Island assessment scores of Advanced in Reading and/or Math.
5. Curriculum based assessment scores in the 95th percentile or above.
6. Above grade level assessment scores in the 50th percentile or above.
7. Diagnostic assessment scores above grade level.
8. Other standardized achievement or aptitude test scores in the 90th percentile or above.
9. Overall IQ score one or more standard deviations above the mean.
10. Student products of high quality or other evidence of outstanding performance.

Requests for course advancement will be evaluated using the criteria outlines in Policy 215.1.

Saucon Valley School District

Policy. 215.2

Title Credit Recovery

Section – Programs

Adopted – _____

Revised –

Content

Purpose –

The Board recognizes that some students may at times fall significantly behind their peers in attaining the necessary credits to graduate. In certain circumstances, the District will permit students the opportunity to recover credits by taking courses at approved outside institutions.

Guidelines

Students enrolled within in the District's High School who are at least one semester behind their peers in credits attained for graduation may request permission of the administration to take courses at outside institutions in order to recover credits to qualify for graduation in the District.

Approval of credit recovery courses shall be within District guidelines at approved institutions and at the expense of the parent/guardian and/or student.

Because the Board and the District administration believe that the programs and credits available in District schools should be the primary option to attain graduation qualifying credits, District administration shall approve credit recovery only on a case-by-case basis. The District administration shall issue guidelines that detail the request and approval process on an annual basis.

Permission must be granted by the District administration before a student may take a course for credit recovery.

Delegation of Responsibility

The Superintendent or designee shall develop administration regulations for the implementation of this policy.

Legal References

24 P.S. 510

24 P.S. 1302

22 PA Code 11.19

24 P.S. 2561

22 PA Code 11.11

Pol. 200