

Northgate School District

Book	Policy Manual
Section	200 Pupils
Title	Enrollment of Students
Code	200 Vol V 2023
Status	First Reading
Adopted	September 15, 2008
Last Revised	February 21, 2023
Prior Revised Dates	2/20/2017

200

Authority

The Board shall enroll school age students eligible to attend district schools, in accordance with applicable laws and regulations and Board policy.[\[1\]](#)[\[2\]](#)[\[3\]](#)[\[4\]](#)[\[5\]](#)[\[6\]](#)

Definitions

School age shall be defined as the period from the earliest admission age for the district's kindergarten program until graduation from high school or the end of the school term in which a student reaches the age of twenty-one (21) years, whichever occurs first.[\[1\]](#)[\[7\]](#)

District of residence shall be defined as the school district in which a student's parents/guardians reside.[\[2\]](#)[\[3\]](#)

Guidelines

School age resident students and eligible nonresident students shall be entitled to attend district schools.[\[1\]](#)[\[2\]](#)[\[3\]](#)[\[6\]](#)[\[8\]](#)[\[9\]](#)

The district shall not enroll a student until the parent/guardian has submitted proof of the student's age, residence and immunizations and a completed Parental Registration Statement, as required by law and regulations, **except as follows:**[\[1\]](#)[\[2\]](#)[\[3\]](#)[\[10\]](#)[\[11\]](#)[\[12\]](#)[\[13\]](#)

- Students Experiencing Educational Instability -***

The district shall immediately enroll students experiencing homelessness, foster care and other forms of educational instability, even if the student or parent/guardian is unable to produce the required documents, in accordance with law and Board policy.[\[5\]](#)[\[14\]](#)

2. *Children of Active Duty Military Families -*

The district shall facilitate the timely enrollment and permit advanced enrollment of children of active duty military families, in accordance with law and Board policy. To qualify for advanced enrollment, prior to establishing residency in the district, a copy of the official military orders shall be provided to the district along with proof of the parent's/guardian's intention to move into the district. The parent/guardian must provide proof of residence within forty-five (45) days after the arrival date stated in the military orders.[\[6\]](#)[\[15\]](#)[\[16\]](#)

The district shall administer a home language survey to all students enrolling in district schools for the first time.[\[3\]](#)[\[17\]](#)

The district shall normally enroll a school age, eligible student the next business day, but no later than five (5) business days after application.[\[3\]](#)

The district shall not inquire about the immigration status of a student as part of the enrollment process.[\[3\]](#)

Delegation of Responsibility

The Superintendent or designee shall annually notify students, parents/guardians and staff about the district's enrollment policy by publishing such policy on the district website.[\[4\]](#)

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Legal

[1. 24 P.S. 1301](#)

[2. 24 P.S. 1302](#)

[3. 22 PA Code 11.11](#)

[4. 22 PA Code 11.41](#)

[5. 24 P.S. 1331.1](#)

[6. 24 P.S. 1302.1](#)

[7. 22 PA Code 11.12](#)

[8. 22 PA Code 12.1](#)

9. Pol. 202

Northgate School District

Book	Policy Manual
Section	200 Pupils
Title	Copy of Eligibility of Nonresident Students
Code	202
Status	First Reading
Adopted	September 15, 2008
Last Revised	March 19, 2023
Prior Revised Dates	02/20/2017

202

Purpose

The Board shall operate district schools for the benefit of students residing in this district who are eligible for attendance.[1][2][3]

Authority

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

The Board reserves the right to verify claims of residency, dependency and guardianship and to remove from school attendance a nonresident student whose claim is invalid.[10] **The District reserves the right to request proof of residency at the time of registration and on an ongoing basis at its discretion.**

Children Residing With Adult Other Than Natural Parent

When a resident of the Northgate School District keeps in his/her home a child of school age, not his/her own, supporting the child gratis as if the child were his/her own, such child shall be entitled to all free school privileges accorded to resident school children of the district, provided that the conditions set forth in this policy are fulfilled.

Before a student residing with an adult other than his/her natural parent(s) is accepted for enrollment in the district, the Board shall require the resident to provide either:

1. Appropriate legal documentation showing dependency or guardianship
2. A section 1302 affidavit from the resident which indicates the following:
 - a. The affiant is a resident of the school district.
 - b. The resident is supporting the child gratis and receives no personal compensation or gain for keeping the child (Supplemental Security Income (SSI), Transitional Assistance for Needy Families (TANF), pre-adoptive or adoptive support, and other similar type of support are not considered as compensation).
 - c. The child is living with the resident continuously and not just for the school year.
 - d. The resident will accept all responsibilities relating to the child's schooling. (The resident assumes responsibility for the child in educational matters and assumes all personal obligations for the child relative to school requirements including the provision of required immunizations, uniforms, fees/fines, citations/fines for truancy, attending parent-teacher conferences, attending disciplinary meetings and hearings, and fulfilling any special education requirements).

The Section 1302 affidavit must be completed and notarized. It must be submitted to the Registration Officer or other person as may be designated by the Superintendent.

The notarized 1302 affidavit will expire on the last day of the school year or when the child's school district residence is interrupted. A new affidavit will be required for each time either takes place.

Proof of Continuous Support of Student

The resident who submits the notarized 1302 affidavit will also be required to produce documentation of proof of their continuous financial support of the nonresident student. The Northgate School District may require more than one (1) document to be furnished. Acceptable documentation includes the following:

1. Copy of completed IRS form transferring tax exemption of child to resident.
2. Copy of federal or state tax form which lists child as a dependent of resident.
3. Copy of completed county form transferring child support payments to resident.
4. Copy of completed state form notifying the Department of Welfare of child's new residence.
5. Copy of lease/rental agreement identifying the child as a tenant.

In any and all questions of validity of application or accuracy of sworn and notarized affidavits, the school district's home and school visitor shall be assigned to validate such documents.

In the event that a student enrolls in the district and his/her residence is found to be fraudulent, the Northgate School District will terminate enrollment and the parent(s)/guardian(s) will be assessed tuition for the period of time that the student was illegally enrolled, based upon the number of days the student attended illegally and the Pennsylvania Department of Education's determined tuition rate. **The District reserves the right to use the services of civil authorities in this instance when needed to collect tuition owed.**

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, or designee, 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][22]

If information contained in the sworn statement of residential support 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][23]

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.[7][12][14][15][16][17][18][19][20]

Nonresident Senior Students

The Northgate School District may, in its sole discretion, permit the attendance of nonresident students who were formerly residents of the district in order to complete their senior year of education and graduate, either with or without payment of tuition, in the district's sole discretion, if and only in the event that the following conditions are met and satisfied:

1. The student's parent(s)/guardian(s) have maintained legal residence in the district and the student has completed his/her junior year (grade 11) prior to the move.
2. The parent(s)/guardian(s) of such child have declared in writing that the child will be fully supported by them continuously throughout the remainder of the child's senior year of education and graduation, and that the parent(s)/guardian(s) will continue to assume all personal obligations for the child relative to school requirements.
3. The student does not fall below the required number of credits to receive a diploma (summer school credits may not be factored into the total number of credits).
4. While enrolled as a nonresident student, the student may not violate the district's attendance policy or be chronically tardy.
5. The student adheres to the district's discipline policy and does not take any action that results in suspension.

6. The district and the parent(s)/guardian(s) of such child agree in writing that the district reserves the right to attach further terms and conditions as it may determine to be reasonably warranted to effect the purpose of this policy.
7. The parent(s)/guardian(s) agree that they shall be solely responsible for the transportation and other normal student activity fees which are usually required.

Failure to adhere to the above guidelines shall result in the student being dropped from the district's rolls as a nonresident. Upon attaining nonresident status, the student and parent(s)/guardian(s) will be required to sign an agreement stating their acceptance of the district's conditions.

Pursuant to this policy the district shall:

1. Admit such students only on proper application and submission of required documentation by the parent/guardian.
2. Verify claims of residency.
3. Not exclude any eligible student on the basis of race, creed, color, gender, sexual orientation, national origin, ancestry, or handicap/disability.
4. Deny admission where the educational facilities or program maintained for district students is inadequate to meet the needs of the applicant.

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.[5][11][14]

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.[5][8][10][21]

Legal

1. 24 P.S. 501
2. 24 P.S. 502
3. 24 P.S. 503
4. 24 P.S. 1301
5. 24 P.S. 1316
6. Pol. 200
7. 24 P.S. 2561
8. 24 P.S. 1306

Northgate School District

Book	Policy Manual
Section	200 Pupils
Title	copy of Graduation
Code	217
Status	First Reading
Adopted	September 15, 2008
Last Revised	April 17, 2023
Prior Revised Dates	9/16/19, 8/15/16

217

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 laws and 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 on the district's website. All changes to graduation requirements shall be published and distributed to students and parents/guardians, and made available in each school building and on the district's 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 for 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]

The Board requires that each candidate for graduation shall have earned a minimum of 24.5 credits.[\[1\]](#)[\[2\]](#)[\[12\]](#)

A requirement for graduation shall be the completion of work and studies representing the instructional program assigned to grades 9 through 12.

In order to be eligible for graduation, a student must complete one (1) of the following pathways:

1. Keystone Proficiency Pathway: Scoring proficient or advanced on each Keystone Exam - Algebra I, Literature, and Biology. If not proficient on any of the Keystone exams, students must retake failed exams until the spring of their junior year.
2. Keystone Composite Pathway: Earning a satisfactory composite score on the Algebra I, Literature, and Biology Keystone Exams (while achieving at least a proficient score on at least one (1) of the three (3) exams and no less than a basic score on the remaining two (2)). If not proficient on any of the Keystone exams, students must retake failed exams until the spring of their junior year.
3. Evidence-Based Pathway: Successful completion of locally established grade-based requirements for academic content areas associated with each Keystone Exam on which the student did not achieve proficiency (If not proficient on any of the Keystone exams, students must retake failed exams until the spring of their junior year) and demonstration of three (3) pieces of evidence consistent with the student's goals and career plans, including one (1) of the following:
 - a. Attainment of an established score on the ACT Work Keys assessment, a SAT subject test, an Advanced Placement Program Exam, or an International Baccalaureate Diploma Program Exam;
 - b. Acceptance to an accredited nonprofit institution of higher education other than a 4-year institution and evidence of the ability to enroll in college-level coursework;
 - c. Attainment of an industry-recognized credential; or
 - d. Successful completion of a concurrent enrollment or postsecondary course;

As well as two (2) additional pieces of evidence, including one (1) or more of the options listed above, and/or satisfactory completion of:

- a. A service learning project;
- b. Attainment of a score of proficient or advanced on a Keystone Exam;
- c. A letter guaranteeing full-time employment;

- d. A certificate of successful completion of an internship or cooperative education program; or
 - e. Satisfactory compliance with the NCAA's core courses for college-bound student athletes with a minimum grade point average (GPA) of 2.0.
4. CTE Pathway: For Career and Technical Education (CTE) Concentrators, successful completion of locally established grade-based requirements for academic content areas associated with each Keystone Exam on which the student did not achieve proficiency and attainment of an industry-based competency certification related to the CTE Concentrator's program of study or demonstration of a high likelihood of success on an approved industry-based competency assessment or readiness for continued meaningful engagement in the CTE Concentrator's program of study.

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.[\[13\]](#)[\[14\]](#)

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 their graduating class and receive a certificate of attendance, provided that the student has attended four (4) years of high school. 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.[\[1\]](#)[\[2\]](#)[\[12\]](#)[\[15\]](#)[\[16\]](#)[\[17\]](#)[\[18\]](#)[\[19\]](#)

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.[\[6\]](#)

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.[\[10\]](#)[\[23\]](#)
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 December 1, report to the PA Department of Education (PDE) graduation information and data, as required by law.[\[1\]](#)

Guidelines

Accurate recording of each student's achievement of academic standards shall be maintained, as required by laws and state regulations.

Periodic warnings shall be issued to students in danger of not fulfilling graduation requirements.

Where appropriate, credit for college-level courses will be awarded in order to meet the minimum high school credit requirements for graduation.

Northgate School District

Book	Policy Manual
Section	200 Pupils
Title	Educational Opportunity for Military Children
Code	254 Vol V 2023
Status	First Reading

254

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 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. Specifically, this includes children of: [\[3\]](#)

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.

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.[\[4\]](#)

U.S. armed forces – means the Army, Navy, Air Force, Marine Corps, Coast Guard and Space Force.[\[4\]](#)

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:[\[3\]](#)[\[5\]](#)

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.[\[6\]](#)[\[7\]](#)[\[8\]](#)[\[9\]](#)
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.[\[10\]](#)[\[11\]](#)[\[12\]](#)[\[13\]](#)[\[14\]](#)
3. Facilitating the qualification and eligibility for enrollment, educational programs and participation in extracurricular, academic, athletic and social activities.[\[15\]](#)[\[16\]](#)[\[17\]](#)
4. Facilitating the on-time graduation of children of military families.[\[18\]](#)
5. Providing for the uniform collection and sharing of information between and among states, schools and military families under the Compact.
6. Promoting coordination between the Compact and other compacts affecting military children.
7. 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.[\[6\]](#)[\[8\]](#)[\[19\]](#)

The parent/guardian shall provide the following:[\[6\]](#)[\[19\]](#)[\[20\]](#)

1. A copy of the official military order.
2. Proof of intent to move into this district, which may include:[\[19\]](#)
 - 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.[\[19\]](#)

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, and procedures to the extent that they create barriers for the enrollment, placement and attendance of children of military families.[\[6\]\[7\]\[8\]\[11\]\[15\]\[16\]\[18\]\[21\]](#)

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.[\[22\]\[23\]\[24\]\[25\]\[26\]](#)

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Legal

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

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

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

[4. 10 U.S.C. 101](#)

[5. 24 P.S. 7301](#)

6. Pol. 200

7. Pol. 201

Northgate School District

Book	Policy Manual
Section	600 Finances
Title	Copy of Purchases Subject to Bid/Quotation
Code	610
Status	First and Final Reading
Adopted	September 15, 2008
Last Revised	January 23, 2023
Prior Revised Dates	01/20/2014; 06/20/2022

6/10

Authority

It is the policy of the Board to obtain competitive bids and price quotations for products and services where such bids or quotations are required by law or may result in monetary savings to the school district.[1][2]

Guidelines

The amounts contained in this policy regarding competitive bid and price quotation requirements are subject to adjustments based on the Consumer Price Index.[1][2][3]

Competitive Bids

When seeking competitive bids, the Board shall advertise once a week for three (3) weeks in not less than two (2) newspapers of general circulation.[1][2]

After due public notice advertising for competitive bids, the Board shall be authorized to:

1. Purchase furniture, equipment, school supplies and appliances costing a base amount of \$23,200 or more, unless exempt by law.[2]
2. Contract for construction, reconstruction, repairs, maintenance or work on any school building or property having a total cost or value of more than \$23,200, unless exempt by law.[1]

The Board prohibits the practice of splitting purchases to avoid advertising and bidding requirements.[1][2]

With kind, quality and material being equal, the bid of the lowest responsible bidder meeting bid specifications shall be accepted upon resolution of the Board, unless the Board chooses to reject all bids.[1][2]

The Board recognizes that emergencies may occur when imminent danger exists to persons or property or continuance of existing school classes is threatened, and time for bidding cannot be provided because of the need for immediate action. Bidding decisions in the event of such emergencies shall be made in accordance with existing legal requirements.[1]

Electronic Bidding

The Board shall receive bids electronically for competitive contracts, except for construction and design services, in compliance with applicable laws and Board policy.[4][5]

The district shall electronically maintain the confidentiality of the bid until the bid opening.[5]

Competitive Electronic Auction Bidding

The Board shall adopt a resolution approving the use of competitive electronic auction bidding for contracts for supplies or services, but not for construction or design services.[4][6]

An invitation for bids shall be issued and shall include:[6]

1. Procurement description.
2. All contractual terms, when practical.
3. Conditions applicable to procurement, including a notice that bids will be received in an electronic auction manner.

Public notice and advertisement of the invitation for bids shall be given in the manner required for non-electronic bidding.

Bids shall be accepted electronically at the time and in the manner designated in the invitation for bids.

During the auction, bidders shall be able to review their bid rank or the low bid price, and may reduce their bid prices during the auction.

At the conclusion of the auction, the record of the bid prices received and the name of each bidder shall be open to public inspection.

After the auction period has expired, the district shall grant in writing withdrawal of a bid when the bidder requests relief and presents credible evidence of a clerical mistake due to reasons permitted by law, within the time period established by the district.

The contract shall be awarded within sixty (60) days of the auction by written notice to the lowest responsible bidder, or all bids may be rejected. Extensions of the award date may be made by written, mutual consent of both parties.

Price Quotations

Unless exempt by law, at least three (3) written or telephonic price quotations shall be requested by the Board for:[1][2]

1. Furniture, equipment, school supplies and appliances costing a base amount of more than \$12,600 but less than \$23,200.[2]
2. All contracts for construction, reconstruction, repairs, maintenance or work on any school building or property, having a total cost or value of more than \$12,600 but less than \$23,200.[1]

If it is not possible to obtain three (3) quotations, a memorandum must be kept on file showing that fewer than three (3) qualified vendors exist in the market area. The written price quotations, written records of telephonic price quotations and memoranda shall be kept on file for three (3) years.

Work Performed by District Maintenance Personnel

The Board may authorize district maintenance personnel to perform construction, reconstruction, repairs or work having a total cost or value of less than \$12,600.[1]

Delegation of Responsibility

The Board may grant the Board Secretary or Purchasing Agent the authority to purchase supplies and award contracts in the amount and manner designated by applicable law.[1][2]

Legal

1. 24 P.S. 751
2. 24 P.S. 807.1
3. 24 P.S. 120
4. 62 Pa. C.S.A. 4602
5. 62 Pa. C.S.A. 4603
6. 62 Pa. C.S.A. 4604
- 62 Pa. C.S.A. 4601 et seq

Northgate School District

Book	Policy Manual
Section	600 Finances
Title	Copy of Purchases Budgeted
Code	611
Status	First and Final Reading
Adopted	September 15, 2008
Last Revised	January 23, 2023
Prior Revised Dates	01/20/2014; 06/20/2022

611

Authority

It is the policy of the Board that when funds are available all purchases contemplated within the current budget and not subject to bid shall be made in a manner that ensures the best interests of the district.[1][2]

Delegation of Responsibility

All purchases that are within budgetary limits may be made upon authorization of the Business Manager, and/or Superintendent, unless the contemplated purchase is for more than \$23,200, in which case prior approval by the Board is required.[1][2][3]

All purchase order requests must be referred to the Purchasing Agent, department head, building principal, and business manager who shall check whether the proposed purchase is subject to bid; whether sufficient funds exist in the budget; and whether the material might be available elsewhere in the district.[1][2][3]

Legal

- 1. 24 P.S. 751
- 2. 24 P.S. 807.1
- 3. 24 P.S. 609
- 24 P.S. 508

Northgate School District

Book	Policy Manual
Section	800 Operations
Title	Acceptable Use of Internet, Computers and Network Resources
Code	815 Vol IV 2023
Status	First Reading <i>and final</i>
Adopted	September 15, 2008
Last Revised	September 20, 2010

815

Purpose

The Board supports use of the computers, Internet and other network resources in the district's instructional and operational programs in order to facilitate learning, teaching and daily operations through interpersonal communications and access to information, research and collaboration.

The district provides students, staff and other authorized individuals with access to the district's computers, electronic communication systems and network, which includes Internet access, whether wired or wireless, or by any other means.

For instructional purposes, the use of network facilities shall be consistent with the curriculum adopted by the district as well as the varied instructional needs, learning styles, abilities and developmental levels of students.

Definitions

The term child pornography is defined under both federal and state law.

Child pornography - under federal law, is any visual depiction, including any photograph, film, video, picture or computer or computer-generated image or picture, whether made or produced by electronic, mechanical or other means, of sexually explicit conduct, where: [\[1\]](#)

1. The production of such visual depiction involves the use of a minor engaging in sexually explicit conduct;
2. Such visual depiction is a digital image, computer image or computer-generated image that is, or is indistinguishable from, that of a minor engaging in sexually explicit conduct; or

3. Such visual depiction has been created, adapted or modified to appear that an identifiable minor is engaging in sexually explicit conduct.

Child pornography - under state law, is any book, magazine, pamphlet, slide, photograph, film, videotape, computer depiction or other material depicting a child under the age of eighteen (18) years engaging in a prohibited sexual act or in the simulation of such act. [\[2\]](#)

Computer - for purposes of this policy, district computers include any electronic device owned or leased by the district that has the capability to create, play or edit text, audio and video data; transmit or receive messages, text, data or images; operate software or online applications; or provide a wired or wireless connection to the Internet.

The term harmful to minors is defined under both federal and state law.

Harmful to minors - under federal law, is any picture, image, graphic image file or other visual depiction that: [\[3\]](#)[\[4\]](#)

1. Taken as a whole, with respect to minors, appeals to a prurient interest in nudity, sex or excretion;
2. Depicts, describes or represents in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or lewd exhibition of the genitals; and
3. Taken as a whole lacks serious literary, artistic, political or scientific value as to minors.

Harmful to minors - under state law, is any depiction or representation in whatever form, of nudity, sexual conduct, sexual excitement or sadomasochistic abuse, when it: [\[5\]](#)

1. Predominantly appeals to the prurient, shameful or morbid interest of minors;
2. Is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and
3. Taken as a whole, lacks serious literary, artistic, political, educational or scientific value for minors.

Obscene - any material or performance, if: [\[5\]](#)

1. The average person applying contemporary community standards would find that the subject matter taken as a whole appeals to the prurient interest;
2. The subject matter depicts or describes in a patently offensive way, sexual conduct described in the law to be obscene; and
3. The subject matter, taken as a whole, lacks serious literary, artistic, political, educational or scientific value.

Technology protection measure - a specific technology that blocks or filters Internet access to visual depictions that are obscene, child pornography or harmful to minors.[4]

Authority

The availability of access to electronic information does not imply endorsement by the district of the content, nor does the district guarantee the accuracy of information received. The district shall not be responsible for any information that may be lost, damaged or unavailable when using the network or for any information that is retrieved via the Internet.

The district shall not be responsible for any unauthorized charges or fees resulting from access to the Internet or other network resources.

The Board declares that **district Internet**, computer and network use is a privilege, not a right. The district's computer and network resources are the property of the district. Users shall have no expectation of privacy in anything they create, store, send, delete, **access**, receive or display on or over the district's Internet, computers or network resources, including personal files. The district reserves the right to monitor, track and log network access and use **on district computers and network resources**; monitor fileserver space **and file storage** utilization by district users; or deny access to prevent unauthorized, inappropriate or illegal activity and may revoke access privileges and/or administer appropriate disciplinary action. The district shall cooperate to the extent legally required with the Internet Service Provider (ISP), local, state and federal officials in any investigation concerning or related to the misuse of the district's Internet, computers and network resources.[6][7][8]

The Board requires all users to fully comply with this policy and to immediately report any violations or suspicious activities to the **building principal** or designee.

The Board establishes the following **list of subject areas as inappropriate matter**, in addition to those stated in law and defined in this policy, **which shall not be accessed by minors**:[4]

1. **Hate speech**.[9][10]
2. Lewd, vulgar or profane.
3. Threatening.[11][12]
4. Harassing or discriminatory.[9][10][13]
5. Bullying.[14]
6. **(Consisting of/Relating to) Weapons, unless related to historical/research educational** .[15]
7. Terroristic.[16]

The district reserves the right to restrict access to any Internet sites or **network** functions it deems inappropriate through established Board policy, or the use of software and/or online server blocking/**filtering**. Specifically, the district operates and enforces a technology protection

measure(s) that blocks or filters access to inappropriate matter by minors on its computers **and network resources** used and accessible to adults and students. The technology protection measure shall be enforced during use of computers **and network resources** with Internet access.[\[3\]](#)[\[4\]](#)[\[17\]](#)

Upon request by students or staff, the Superintendent or designee shall expedite a review and may authorize the **adjustment of technology protection measures** to enable access to material that is blocked or **filtered** but is not prohibited by this policy.[\[17\]](#)

Upon request by students or staff, building administrators may authorize the temporary **adjustment of technology protection measures** to enable access for bona fide research or for other lawful purposes. If a request for temporary **adjustment of technology protection measures** is denied, the requesting student or staff member may appeal the denial to the Superintendent or designee for expedited review.[\[3\]](#)[\[18\]](#)

Delegation of Responsibility

The district shall make every effort to ensure that this resource is used responsibly by students and staff.

The district shall inform staff, students, parents/guardians and other users about this policy through employee and student handbooks, posting on the district website and by other appropriate methods. A copy of this policy shall be provided to parents/guardians, upon written request.[\[17\]](#)

Users of district networks or district-owned equipment shall, prior to being given access or being issued equipment, sign user agreements acknowledging awareness of the provisions of this policy.

Student user agreements shall also be signed by a parent/guardian.

Administrators, teachers and staff have a professional responsibility to work together to help students develop the intellectual skills necessary to discern among information sources, to identify information appropriate to their age and developmental levels and to evaluate and use the information to meet their educational goals.

Students, staff and other authorized individuals have the responsibility to respect and protect the rights of every other user in the district and on the Internet.

Building **principals** shall make initial determinations of whether inappropriate use has occurred, **and may consult with the Superintendent or designee and the school solicitor when necessary.**

The Superintendent or designee shall be responsible for recommending technology and developing procedures used to determine whether the district's computers **and network resources** are being used for purposes prohibited by law or for accessing sexually explicit materials. The procedures shall include but not be limited to:[\[3\]](#)[\[4\]](#)[\[19\]](#)

1. Utilizing a technology protection measure that blocks or filters Internet access for minors and adults to certain visual depictions that are obscene, child pornography, harmful to minors with respect to use by minors or determined inappropriate for use by minors by the Board.
2. Maintaining and securing a usage log.
3. Monitoring online activities of minors **on district computers and network resources.**

The Superintendent or designee shall develop and implement programming that ensure students are educated on network etiquette and other appropriate online behavior, including:[4]

1. Interaction with other individuals on social networking websites and in chat rooms.
2. Cyberbullying awareness and response.[14][20]

Guidelines

District computers and network accounts shall be used only by the authorized **user of the computer or** account for its approved purpose. Network users shall respect the privacy of other users on the system.

Safety

It is the district's goal to protect users of the network from harassment and unwanted or unsolicited electronic communications. Any network user who receives threatening or unwelcome electronic communications or inadvertently visits or accesses an inappropriate site shall report such immediately to a teacher, **building administrator or other appropriate school staff.** Network users shall not reveal personal information to other users on the network or **Internet**, including chat rooms, email, social networking websites, etc.

Internet safety measures shall effectively address the following:[4][19]

1. Control of access by minors to inappropriate matter on the Internet and World Wide Web.
2. Safety and security of minors when using electronic mail, chat rooms, **social networking websites** and other forms of direct electronic communications.
3. Prevention of unauthorized online access by minors, including hacking and other unlawful activities.
4. Unauthorized disclosure, use and dissemination of personal information regarding minors.
[21][22][23]
5. Restriction of minors' access to materials harmful to them **or which have been designated as inappropriate matter in Board policy.**

Prohibitions

Users are expected to act in a responsible, ethical and legal manner in accordance with **Board** policy, accepted rules of network etiquette and federal and state law **and regulations**. Specifically, the following are prohibited uses **of district computers and/or network resources**:

1. Facilitating illegal activity.
2. Commercial or for-profit purposes.
3. Nonwork or nonschool related work.
4. Product advertisement.
5. Bullying/Cyberbullying.[14][20]
6. Hate mail, discriminatory remarks, **harassment** and offensive or inflammatory communication.[9][10][14][24]
7. Unauthorized or illegal installation, distribution, reproduction or use of copyrighted materials.[25]
8. Accessing, sending, receiving, transferring, viewing, sharing or downloading obscene, pornographic, lewd or otherwise illegal materials, images or photographs.[26]
9. Access by students and minors to material that is harmful to minors or is determined inappropriate for minors in accordance with Board policy.
10. **Vulgar** language or profanity.
11. Transmission of material **that a reasonable person would know** to be offensive or objectionable to recipients.
12. Intentional obtaining or modifying of files, passwords and data belonging to other users.
13. Impersonation of another user, anonymity and pseudonyms.
14. Fraudulent copying, communications or modification of materials in violation of copyright laws.[25]
15. Loading or **accessing** unauthorized games, programs, files or other electronic media.
16. Disruption of the work of other users.
17. Destruction, modification, abuse or unauthorized access to network hardware, software, **systems** and files.
18. Accessing the Internet, district computers or other network resources without authorization.
19. Disabling, **adjusting** or bypassing the Internet blocking/filtering **technology protection measure(s)** without authorization.

20. Accessing, sending, receiving, transferring, viewing, sharing, **deleting** or downloading confidential information without authorization.

Security

System security is protected through the use of passwords **and/or encryption and district security procedures**. Failure to adequately protect or update passwords could result in unauthorized access to personal or district files. To protect the integrity of the system, these guidelines shall be followed:[23][27][28]

1. Employees, students **and other authorized users** shall not reveal their passwords to another individual.
2. Users are not to use a computer that has been logged in under another **user**.
3. Any user identified as a security risk or having a history of problems with other computers **or network** systems may be denied access to the **district's computers and network resources**.

Copyright

The illegal use of copyrighted materials is prohibited. Any data uploaded to or downloaded from the network **or Internet** shall be subject to fair use guidelines and applicable laws and regulations.[25][29]

District Website

The district shall establish and maintain a website and shall develop and modify its web pages to present information about the district under the direction of the Superintendent or designee. All users publishing content on the district website shall comply with this and other applicable district policies.

Users shall not copy or download information from the district website and disseminate such information on unauthorized web pages without authorization from the building principal.

Accessibility –

District staff who maintain district websites and web pages shall post content which is accessible to individuals with disabilities, to the same extent that it is available to other users, based on the needs of the individuals and limitations of the platform. This shall include, but is not limited to:[9][10][13][30][31][32]

1. **Including alternate text descriptions or captions for images.**
2. **Including captions for video content.**
3. **Avoiding text that is posted as an image or conveyed using only color cues.**

4. **Creating links and attachments in formats that are accessible to screen readers and other assistive technology, and may be accessed through keyboard or speech navigation.**
5. **Formatting text so that it is accessible to screen readers and other assistive technology, and may be accessed through keyboard or speech navigation.**

All district websites shall contain clear contact information that may be used by members of the public to request accommodations or assistance.

Consequences for Inappropriate Use

Users of district computers and network resources shall be responsible for damages to the equipment, systems, **platforms** and software resulting from deliberate or willful acts.[\[17\]](#)

Illegal use of the **district computers and network resources**; intentional deletion or damage to files or data belonging to others; copyright violations; and theft of services shall be reported to the appropriate legal authorities for possible prosecution.

General rules **and Board policies** for behavior and communications apply when using the **district computers, network resources and** Internet, in addition to the stipulations of this policy.

Vandalism shall result in loss of access privileges, disciplinary action and/or **referral** to legal **authorities**. **Vandalism** is defined as any malicious attempt to harm or destroy data of another user, **the district, the** Internet or other networks; this includes but is not limited to uploading or creating computer viruses.

Failure to comply with this policy or inappropriate use of the Internet, district network or computers shall result in usage restrictions, loss of access privileges, disciplinary action and/or **referral** to legal **authorities**.[\[6\]](#)[\[7\]](#)[\[8\]](#)

NOTES:

State CIPA – Child Internet Protection Act – 24 P.S. Sec. 4601 et seq.

Federal CIPA – Children’s Internet Protection Act – 47 U.S.C. Sec. 254

If district has three (3) employee sections, change the policy cites in the policy and references.

**** Check backup, particularly any User Agreements included in handbooks, to determine whether or not to add the option for tracking and recovering lost or stolen equipment – if the district has not disabled this type of tracking system, the language should be included in the policy to put users on notice.**

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Northgate School District

Book	Policy Manual
Section	800 Operations
Title	Suicide Awareness, Prevention and Response
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819

Purpose

The Board is committed to protecting the health, safety and welfare of its students and the school community and **promoting healthy development**. This policy supports the provision of a comprehensive district program **of education, training and resources** designed to promote **school connectedness and** behavioral health, and prevent suicide. [\[1\]](#)[\[2\]](#)[\[3\]](#)[\[4\]](#)[\[5\]](#)[\[6\]](#)

Authority

The Board directs the district to provide education on youth suicide awareness and prevention; methods of prevention, intervention and response to suicide attempt or suicide; **and reporting procedures**. [\[1\]](#)[\[2\]](#)[\[3\]](#)[\[4\]](#)[\[5\]](#)[\[6\]](#)

The district is committed to providing access to age and developmentally-appropriate youth suicide awareness and prevention supports and resources to all district students, without bias or discrimination. [\[2\]](#)[\[3\]](#)

The district shall notify employees, students and parents/guardians of this policy and shall post the policy on the district's website. [\[1\]](#)

Definitions

Behavioral health - the emotion, behaviors and biology related to a person's mental well-being, their ability to function in everyday life and their concept of self.

Behavioral service providers – include, but are not limited to, state, county or local behavioral health service providers, 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.[4][7]

Bias – the attitudes or beliefs we have about a person or group that affect our understanding, actions and decisions in a conscious or subconscious manner.[4]

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. The Individualized Management Plan is developed primarily for documentation and communication purposes.[4]

Postvention – a multi-component crisis response to provide support, promote healing after a tragic loss and to minimize risk of contagion after a suicide.

Prevention - refers to efforts that seek to reduce the factors that increase the risk for suicidal thoughts and behaviors and increase the factors that help strengthen, support and protect the behavioral health and wellness of individuals.

Protective factors - refer to characteristics associated with a lower likelihood of negative outcomes or that reduce a risk factor's impact. Protective factors may be seen as positive countering events.

Resilience - the process of adapting well in the face of adversity, trauma, tragedy, threats or significant sources of stress, or "bouncing back" from difficult experiences.

Risk factors - refer to characteristics at the biological, psychological, family, community or cultural level that precede and are associated with a higher likelihood of negative outcomes, including suicide.

Safety Plan – an agreement developed between the student, parent/guardian, appropriate team members and behavioral health professionals, following a suicide screening or assessment, that documents communications, conveys an understanding of the seriousness of the student's distress and provides a set of skills and resources the student can use in a crisis.

School personnel - include, but may not be limited to, administrators, teachers, school-based behavioral health professionals (e.g., school counselor, school psychologist, school social worker), paraprofessionals, support staff, coaches, bus drivers, custodians and cafeteria workers.

Self-harm – behavior that is self-directed and deliberately results in injury or the potential for injury to oneself. Self-harm behaviors can be either suicidal or nonsuicidal.

Suicide - death caused by self-directed injurious behavior with intent to die as a result of the behavior.

Suicide attempt - a potentially self-injurious behavior for which there is evidence that the person had at least some intent to kill themselves.

Suicide threat - a verbal or nonverbal communication that an individual intends to harm themselves with the intention to die but has not acted on the behavior.

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.[4]

Warning signs - evidence-based indicators, often observable, that someone may be in danger of suicide, either immediately or in the very near future.

Delegation of Responsibility

The Superintendent or designee, in collaboration with designated school personnel, shall develop district protocols for response to suicide threats, suicide attempts and suicide.

Guidelines

SUICIDE AWARENESS AND PREVENTION EDUCATION[1]

Suicide Awareness and Prevention Education for Students

Students shall receive age **and developmentally**-appropriate, **student-centered lessons** on the importance of safe and healthy choices, coping strategies **focused on resiliency**, how to recognize risk factors and warning signs, as well as help-seeking strategies for self or others, including how to engage school resources.

These lessons shall be integrated into classes as appropriate. The lessons may be taught by health and physical education teachers, classroom teachers, student services staff or community service providers.

Programming related to suicide prevention shall be delivered in small group or classroom settings; not in a large group or auditorium setting.

District staff shall provide resources and access to counseling staff for students participating in programming, who may struggle with the topic of suicide prevention.

Lessons shall **contain information on comprehensive health and wellness, including emotional, behavioral and social skills development by:**

1. **Informing** students about broader behavioral health issues such as depression and substance **use**, as well as specific risk factors, protective factors and warning signs for suicide.
2. **Encouraging** students to seek help for themselves or their peers, including when concerns arise via social media or other online forum, and to avoid making promises of confidence when they are concerned about the safety of a peer **or other individual**.

3. **Adhering** to safe and effective messaging guidelines, **avoiding** graphic testimonials and **including research-based** suicide prevention resources.
4. **Promoting** a healthy school climate where students feel connected to and can identify trusted adults in the building.
5. **Providing local, state and/or national resources for seeking help.**

Suicide Awareness and Prevention Education for School Personnel

All **school personnel** shall receive **written** information about the **district's protocols for suicide awareness and prevention, including** risk factors, warning signs, response **and communication** procedures, referrals and resources.

School personnel shall also receive information regarding strategies to enhance protective factors, resilience and school connectedness.

As part of the district's professional development plan, professional educators in school buildings serving students in grades six (6) through twelve (12) shall participate in a minimum of four (4) hours of youth suicide awareness and prevention training every five (5) years.[\[1\]](#)[\[8\]](#)[\[9\]](#)

The district shall make required training and refresher training available on an ongoing basis, so that educators may fulfill training requirements throughout the required timeframe.

School safety and security training for employees may include suicide awareness.[\[9\]](#)

Additional professional development in suicide risk screening and/or assessment and crisis intervention shall be provided to specialized staff and school behavioral health professionals such as school crisis response/intervention team members, **threat assessment team members**, designated administrators, school counselors, school psychologists, and school nurses.

The district **shall** provide parents/guardians with resources including, but not limited to, health promotion and suicide risk, including characteristics and warning signs, and information about local, **state and national** behavioral health resources.

METHODS OF PREVENTION[\[1\]](#)

The district shall utilize a multifaceted approach to suicide prevention which integrates school and community-based supports.

The methods of prevention utilized by the district include, but are not limited to, **education, training and awareness**; early identification and support for students at risk; and delegation of responsibility for planning and coordination of suicide prevention efforts.

Information received in confidence from a student may be revealed to the student's parents/guardians, the building principal, **the threat assessment team and/or crisis response/intervention** team or other appropriate authority when the health, welfare or safety

of the student or any other person is clearly in jeopardy, **in accordance with applicable law, and Board policy.** [4][10][11][12][13][14][15]

Suicide Prevention Coordinators

District-Wide -

A district-level suicide prevention coordinator shall be designated by the Superintendent **or designee**. This may be an existing district employee. The district suicide prevention coordinator shall be responsible for planning and coordinating implementation of this policy.

Building-Level -

Each building principal shall designate a school suicide prevention coordinator to act as a point of contact in each school for issues relating to suicide prevention and policy implementation. This may be an existing district employee, **who may also be a member of the threat assessment team.** [4]

Early Identification Procedures

Early identification of individuals with warning signs or suicide risk factors **that appear to adversely impact the student** is crucial to the district's suicide prevention efforts. To promote awareness, **school personnel**, students and parents/guardians should be educated about suicide risk factors and warning signs.

Referral Procedures

Any **school personnel** who observes a student exhibiting a warning sign for suicide, or **who** has another indication that a student may be contemplating suicide, shall **immediately** refer the student for suicide risk screening and/or assessment and intervention in accordance with **Board policy.** [4][15][16]

In the absence of a warning sign for suicide, students demonstrating suicide risk factors that appear to be adversely impacting the student, **or other indications of self-harm**, should be referred to **an appropriate team or staff member (e.g., principal, school counselor, Student Assistance Program team)** for support and follow-up.

When a student's behavior indicates a threat to the safety of the student, school personnel shall report the student to the threat assessment team, an appropriate member of the team or the suicide prevention coordinator. The designated staff responsible for conducting or arranging suicide risk screening and assessment shall coordinate to provide assessment and intervention in accordance with Board policy. [4][15][16][17]

School personnel shall arrange for or provide continuous adult supervision to ensure the student's safety.

Safe2Say Something

When the district receives a report through the Safe2Say Something program, members of the Safe2Say Something team shall coordinate with the appropriate emergency dispatch center(s), local law enforcement and/or district team. [9]

Documentation

The district shall document the referral, including specific **reasons** identified as indications that the student may be at risk. [4]

METHODS OF ASSESSMENT AND INTERVENTION[1]

The methods of **assessment and** intervention utilized by the district include, but are not limited to, responding to threats **of suicide or self-harm**, suicide attempts in school, suicide attempts outside of school and suicide.

The district shall maintain a trained school crisis response/intervention team. Team members may include, but not be limited to, designated administrators, school counselors, school nurse, school psychologist, school security personnel, members of the Student Assistance Program team and others as designated by the district such as community behavioral health agency resources.

The district's threat assessment team shall serve as a crisis response/intervention team, and may coordinate with district behavioral health staff and community behavioral health agency resources as needed. [4]

Suicide intervention procedures shall involve collaboration and coordination with the student, the parent/guardian, school counselor, the threat assessment team and additional support services as needed.

Student Assessment and Intervention

When a student has been referred for assessment, designated members of the threat assessment team shall coordinate with appropriate behavioral health staff to assess and respond to the student's behavior, which may include development or update of an Individualized Management Plan and/or Safety Plan, where appropriate, in accordance with Board policy. [4]

A district-approved suicide risk screening or assessment tool may be used by trained behavioral health staff such as **school** counselors, or psychologists.

Parents/Guardians of a student identified as being at risk of suicide shall be notified by the **building principal or designee** and informed of crisis and community resources. If the school suspects that the student's risk status is the result of abuse or neglect, school staff shall immediately notify Children and Youth Services, **in accordance with applicable law and Board policy. [4][6]**

The district shall identify **and develop agreements with** behavioral service providers to whom students **may** be referred for further suicide risk screening and/or assessment and **intervention.**

If the student **has been** identified as being at increased risk of suicide, the district shall **develop** a new, or update a previous, Safety Plan to support the student and the student's family. The Plan should be developed collaboratively with input from the student, **the student's parents/guardians, and appropriate team members.**

Students With Disabilities

For students with disabilities who are identified as being at risk for suicide or who attempt suicide, the **team receiving the referral or other district staff shall notify the appropriate Individualized Education Program (IEP) team or Section 504 team to** address the student's needs in accordance with applicable law, regulations and Board policy.[3][4][18][19][20][21]

If a student is identified as being at risk for suicide or attempts suicide and the student may require special education services or accommodations, the Director of Special Services shall be notified and shall take action to address the student's needs in accordance with applicable law, regulations and Board policy.[3][18][19][20][21]

Documentation

The district shall document observations, recommendations and actions conducted throughout the course of intervention, suicide risk screening and/or assessment and follow-up, including verbal and written communications with students, parents/guardians, **appropriate team members** and behavioral service providers.[4]

METHODS OF RESPONSE TO SUICIDE ATTEMPT OR SUICIDE[1]

The district's crisis threat assessment team shall coordinate with first responders, district behavioral health staff and/or community behavioral health resources in response to a suicide attempt or suicide.

Response to Suicide Attempt

Methods of response to a suicide attempt utilized by the district include, but are not limited to:

1. **Acting in accordance with professional development and crisis response training including, but not limited to:**
 - a. **The rendering of first aid until professional medical services and/or transportation can be received.**
 - b. **Supervision of the student and movement of all other students out of the immediate area.**
2. **Coordinating with the threat assessment team to document or follow up on the threat assessment process, in accordance with Board policy, where applicable.[4]**
3. **Notifying students, employees and parents/guardians.**

4. Working with families.
5. Responding appropriately to the media.
6. Collaborating with community providers.

Re-entry Procedures

A student's excusal from school attendance after a behavioral health crisis and the student's return to school shall be consistent with state and federal laws and regulations, **and in accordance with Board policy**. [3][18][19][20][22][23]

Prior to a student returning to school after a behavioral health crisis, a district-employed behavioral health professional, **member(s) of the threat assessment team**, the building principal **or designee** shall meet with the parents/guardians of the student and, if appropriate, meet with the student to **discuss the student's return** to school and to create an individual re-entry plan. [4]

When authorized by the student's parent/guardian, the designated district employee shall coordinate with the appropriate outside behavioral **service** providers, request **releases of information** and written documentation from the treating facility and encourage their involvement in the re-entry **process**.

The School Counselor shall periodically check in with the student **and** monitor the student's **re-entry plan, which may include strategies and supports to facilitate the student's progress and** transition back into the school community, **including referrals to other school-based teams or programs (e.g. Student Assistance Program)**.

Re-entry of a student with a disability requires coordination with the appropriate team to address the student's needs in accordance with applicable law, regulations and Board policy. [3][18][19][20][21]

Response to Suicide (Postvention)

Upon confirmation of a suicide, the district shall immediately implement established postvention procedures which shall include methods for informing the school community; identifying and monitoring at-risk youth; and providing resources and supports for students, staff and families.

DOCUMENTATION PROCEDURES[1]

Effective documentation assists in preserving the safety of the student and ensuring communication among school staff, parents/guardians and behavioral service providers.

When **school personnel** take notes on any conversations or situations involving or relating to an at-risk student, the notes should contain only factual or directly observed information, not opinions or hearsay.

As stated in this policy, **school personnel** shall be responsible for effective documentation of incidents involving suicide prevention, intervention and response, **in accordance with applicable laws, regulations and Board policy.**[4]

Reports and information shall be maintained confidentially and made available to appropriate district staff in accordance with applicable laws, regulations and Board policy.[4][11][12][13][14][24][25]

SUICIDE AWARENESS, PREVENTION AND CRISIS RESOURCES[1]

Crisis Resources:

- National Suicide & Crisis Lifeline: 988 or visit <http://988lifeline.org>
- National Suicide Prevention Lifeline: **1-800-273-TALK (8255)** or visit <http://www.suicidepreventionlifeline.org/>
- Crisis Text Line: **TEXT 741741** or visit <http://www.crisistextline.org/>

National:

- [**Centers for Disease Control and Prevention – Risk and Protective Factors**](#)
- [**Suicide Prevention Resource Center – Risk and Protective Factors**](#)
- [**Substance Abuse and Mental Health Services Administration \(SAMHSA\) Preventing Suicide: A Toolkit for High Schools**](#)
- Suicide Prevention Resource Center - [**Safe and Effective Messaging for Suicide Prevention**](#)
- Suicide Prevention Resource Center - [**After a Suicide Toolkit**](#)
- [**Recommendations for Reporting on Suicide**](#)

Pennsylvania:

- [**Suicide Prevention Task Forces**](#) - groups of dedicated individuals that are committed to reducing the number of suicides and offering support to those who have been touched by suicide within their communities/counties in Pennsylvania.
- [**Suicide Prevention Guide**](#)
- [**List of Crisis Intervention contact information by county**](#)
- [**List of County CASSP and Children's Behavioral Health Contact Persons**](#)
- [**Prevent Suicide PA's Act 71 Information**](#)
- [**STAR Center's Postvention Manual**](#)

National and State Organizations

National:

- [**American Association of Suicidology \(AAS\)**](#)
- [**American Foundation for Suicide Prevention \(AFSP\)**](#)
- [**Suicide Prevention Resource Center \(SPRC\)**](#)

Pennsylvania:

- [Prevent Suicide PA](#)
- [Jana Marie Foundation](#)
- [Aevidum](#)
- [Services for Teens at Risk \(STAR-Center\)](#)
- [Pennsylvania Department of Education](#)
- [Pennsylvania Network for Student Assistance Services \(PNSAS\)](#)

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Legal

[1. 24 P.S. 1526](#)

2. Pol. 103

3. Pol. 103.1

4. Pol. 236.1

5. Pol. 249

6. Pol. 806

[7. 24 P.S. 1301-E](#)

8. Pol. 333

9. Pol. 805

[10. 22 PA Code 12.12](#)

[11. 20 U.S.C. 1232g](#)

[12. 34 CFR Part 99](#)

13. Pol. 207

14. Pol. 216

15. Pol. 236

16. Pol. 146

[17. 24 P.S. 1302-E](#)

18. Pol. 113

19. Pol. 113.2

20. Pol. 113.3

21. Pol. 114

22. Pol. 117

23. Pol. 204

24. Pol. 113.4

25. Pol. 209

Pol. 146.1

Pol. 816

Pol. 911