

LAMPETER-STRASBURG SCHOOL DISTRICT
Administration Building

Academic Committee Agenda
April 2, 2024
6:30 p.m.

Items for Discussion:

1. Dual Enrollment Update / MOU with Harrisburg Area Community College
2. Letter of Agreement with Eastern University - Student Teaching
3. MOU Agreements:
 - a. Community Action Partnership
 - b. Junior Achievement STEM Summit 2025
 - c. Junior Achievement REAL Life Summit 2025
4. New Textbook Approvals:
 - a. The American Pageant, HACC US History
 - b. Myers Psychology, Advanced Placement Psychology
 - c. K12 Chemistry AP Edition, AP Chemistry
5. Policy Updates
 - a. Policy 114 Gifted Education + 114-AR-(0-8)
 - b. Policy 115 Career and Technical Education + 115-AR-(0-3)
 - c. Policy 116 Tutoring + 116-AR-0

Items from the Group:

2023-2024 Dual Enrollment Data

College/University	Agreement:
Delaware Valley	<i>Articulation Agreement</i>
Eastern Mennonite University at Lancaster	Dual Enrollment
Harrisburg Area Community College	Dual Enrollment
Harrisburg Area Community College	<i>College in the Classroom</i>
Lancaster Bible College	Dual Enrollment
Pennsylvania College of Health Sciences	Dual Enrollment
Millersville University	Dual Enrollment
Pennsylvania College of Art and Design	Dual Enrollment
Penn State York	Dual Enrollment
Thaddeus Stevens College of Technology	Dual Enrollment
Thaddeus Stevens College of Technology	<i>Early Enrollment</i>

Semester 1 2023-2024		
Students:	57	
Courses:	66	
Schools:	HACC; Millersville	

Semester 2 2023-2024		
Students:	64	
Courses:	78	
Schools:	HACC; Millersville	

MEMORANDUM OF UNDERSTANDING
Between
HARRISBURG AREA COMMUNITY COLLEGE (HACC)
And

I. PURPOSE AND SCOPE

The College in the High (CHS) and the Dual Enrollment (DE) programs enable qualified high school students the opportunity to enroll in HACC's credit course offerings during their high school experience. CHS courses are taught by HACC approved high school instructors during the regular school day on location at the school. Only high school students are enrolled in CHS courses. DE Courses are taught by HACC faculty outside of the high school and consist of high school students and traditional HACC college students. CHS and DE courses are offered to high school students at a reduced tuition rate. Tuition, associated fees and costs of textbooks are assumed by the individual student and their parent/guardian.

II. LENGTH OF THE AGREEMENT

This agreement will become effective upon the signatures of both parties and will be reviewed by both parties every three years.

III. DEFINITIONS/CRITERIA

1. CHS Courses are taught by HACC approved high school instructors during the regular school day on location at the school. Only high school students are enrolled in CHS courses.
2. DE Courses are taught by HACC faculty outside of the high school and consist of high school students and traditional HACC college students.
3. CHS and DE courses are offered to high school students at a reduced tuition rate.
4. Tuition, associated fees and costs of textbooks are assumed by the individual student and their parent/guardian.
5. No developmental courses will be offered through either CHS or DE.

IV. COLLEGE IN THE HIGH SCHOOL PROGRAM

ROLES AND RESPONSIBILITIES

A. Harrisburg Area Community College (HACC) will:

1. Approve the high school's CHS instructors, using the standardized HACC process for qualifying adjunct faculty. Instructor credentials will be approved by the respective Department Chair.

2. Approve CHS courses that may be offered in the high school and meet appropriate curriculum standards.
3. Provide a faculty orientation for new CHS instructors.
4. Coordinate student admissions and placement testing.
 - a. Students should be admitted to the CHS program in accordance with HACC standard admissions procedures.
 - b. HACC will provide high school with admissions applications and course enrollment forms.
 - c. HACC will coordinate application and enrollment deadlines with high schools.
 - d. Students admitted to the CHS program will be required to meet course prerequisites and take placement tests in accordance with HACC's policy on *Placement Testing*.
 - e. HACC will provide HACC's add/drop/withdrawal policy to high schools. Students will be permitted to add/drop/withdraw from CHS courses in accordance with HACC standard registration policies.
5. Provide enrolled CHS students with a HACC identification number (HACC ID) and information on HACC student policies and services including access to college resources and facilities appropriate to the CHS program.
6. Provide the CHS student with access to the myHACC portal to register for classes, pay tuition, access college email, check grades, and access other student services.
7. Work with the new CHS instructor on the following items:
 - a. Ensure that the CHS course is scheduled within the approved start and end dates and within the required number of contact hours.
 - b. Review HACC requirements of Form 335, including textbook(s).
 - c. Share course syllabus, assignments, tests, and other relevant course materials.
 - d. Work with the CHS instructor to develop a course syllabus, assignments, and tests based on the requirements in the HACC Form 335, assuring that each course meets HACC academic standards, required textbooks, course outlines, and sequence of topics covered.
 - e. Consult with the department chair to ensure that the high school has the supplies and equipment to offer the CHS course.
 - f. Validate and submit class rosters.
8. Communicate with the CHS instructor as necessary during the course, especially during the first year regarding progress, questions, and/or problems.

B.

will:

1. Designate an Administrative Contact to:

- a. Identify qualified teachers and make a recommendation for their approval as CHS instructors.
- b. Require CHS instructors teaching the course for the first time to attend the new faculty orientation.
- c. Permit HACC personnel access to CHS instructor and the classroom for the purposes of meeting, conferring and observing.
- d. Forward all application and course registration materials to HACC in order to meet agreed upon deadlines; including, completing and signing applications and course enrollment forms. (A parent or guardian's signature is required for students under the age of 18.)
- e. Encourage CHS students to participate in a HACC New Student Orientation session.
- f. Ensure that the CHS course is scheduled within the approved start and end dates and within the required number of contact hours.

2. Ensure that approved CHS Instructor will:

- a. Submit materials for on-line application for adjunct qualification including professional resume, professional certifications, unofficial transcripts, and references-
- b. Attend orientations and trainings offered by HACC.
- c. Ensure that academic standards and expectations are the same for all students in the classroom, regardless of whether every student in the classroom has registered to take the college course and earn college credits.
- d. Facilitate the process requiring that all students meet placement requirements via placement testing.
- e. Submit a course syllabus before the start of every class to HACC's department chair, academic dean, and faculty secretary.
- f. Where required by the high school, assign a correlating grading scale between the high school grading and HACC grading.
- g. Discuss progress of course with the appropriate HACC contact as necessary by telephone or email, especially during the first year.
- h. Follow HACC's procedures for grade reporting, for student withdrawal or for change of grade.
- i. Require and facilitate the process for all students to complete an online college-approved student evaluation for the course.
- j. Participate in department and college assessment procedures.

C. Program Administration

1. The Vice President of Academic Affairs shall oversee the entire CHS program.
2. The Director of High School Partnerships shall be responsible for developing partnerships with the local secondary schools and be responsible for ensuring that the Memorandum of Understanding (MOU) is completed, signed and renewed every 3 years.
3. The appropriate School Deans will be responsible for assisting the selected high school instructor with the on-line application for adjunct qualification process.
4. Academic Guidelines: Quality Assurance
 - a. Both the CHS instructor and the HACC designee will work together to ensure during their pre-course planning that all the elements of the course (syllabus, projects, experiments, papers, readings, exams, etc.) are of college-level quality.
 - (1) Courses offered shall follow official course outlines provided by HACC, meet HACC's academic standards, and meet HACC's required number of contact hours.
 - (2) Scheduled face-to-face hours for CHS courses should align with that of HACC's on-campus course.
 - (3) Where the high school schedule includes class time, in addition to HACC's required number of minutes, HACC faculty and administration will establish guidelines for integrating high school curriculum requirements with College curriculum requirements.
 - (4) Courses in composition, literature, social sciences and humanities will demand a substantial amount of writing and will maintain College standards in the amount and difficulty of reading and writing required.
 - (5) Courses in mathematics, foreign languages, and the sciences will have a quantitative problem-solving component, and/or laboratories as appropriate. High school laboratory facilities must be equipped to meet HACC's laboratory course requirements, as outlined in the HACC Form 335.

V. DUAL ENROLLMENT

ROLES AND RESPONSIBILITIES

- A. Harrisburg Area Community College (HACC) will:
 1. Oversee the partnership with the School District and be responsible for administration of the program at that campus, including the following details:
 - a. Complete and sign the Memorandum of Understanding (MOU).

- b. Work with School District to coordinate student selection process, application and course enrollment completion, placement testing, and orientation programs.
- 2. Approve HACC courses that may be taken by high school students.
- 3. Coordinate student admissions, placement testing, and course enrollment.
 - a. Admit students in accordance with HACC Shared Governance Policies.
 - b. Provide high school with admissions applications and course enrollment forms.
 - c. Coordinate application and enrollment deadlines with high schools.
 - d. Require students to meet course prerequisites and take placement tests in accordance with the HACC Shared Governance Policy on Placement Testing.
 - e. Permit students to add/drop/withdraw from courses in accordance with applicable HACC Shared Governance Policies.
- 4. Provide enrolled students with a HACC ID, information on HACC student policies and services, and with access to college resources and facilities.
- 5. Provide the DE student with access to the myHACC portal to register for classes, pay tuition, access college email, check grades, and access other student services.

B. will:

- 1. Identify an Administrative Contact to:
 - a. Ensure that students who apply for DE meet the admission criteria for HACC.
 - b. Ensure that students who apply meet the high school's eligibility requirements.
- 2. Forward all application and course registration materials to HACC in order to meet agreed upon deadlines; including,
 - a. Completed and signed applications, course enrollment forms, and student transcripts.
 - a. A parent or guardian's signature is required for students under the age of 18.

SIGNATURES

Signature, Director or Principal

Name (Please Print)

Date

Signature, Superintendent of Record

Name (Please Print)

Date

Harrisburg Area Community College (HACC)

Dr. Alfred Griswold, V.P. & Provost
Academic Affairs
Harrisburg Area Community College

Name (Please Print)

Date

Letter of Agreement (LOA)
Eastern University & Lampeter-Strasburg School District

PURPOSE OF AGREEMENT

This agreement is made on October 19, 2022 and is intended to outline and formalize the partnership and site-based agreements between Eastern University and Lampeter-Strasburg School District, pertaining to programs in the College of Education and Behavioral Sciences which required field experience hours, student teaching placements and internship/practicum experience. The agreement begins on November 1, 2022 and will remain in effect until either party wishes to relinquish the partnership. A request to suspend the partnership will be submitted in writing.

This agreement is entered into by and between Eastern University and Lampeter-Strasburg School District hereinafter referred to as the "cooperating school district."

1.0 Scope of Agreement

1.1 This agreement sets forth the role, responsibilities, and rights of personnel associated with the cooperating educational agency, personnel associated with Eastern University and of any student enrolled at the university, while such student is assigned as a counseling intern, student teacher or gaining hours through field experiences in the cooperating educational agency. The assignment for student teaching is for the full school day for at least 14 weeks unless divided into two seven week periods while the assignment for field experiences will vary from 4-6 observations hours to 110 hours (field experience placement) depending on the program.

2.0 Duties and Responsibilities of the University

2.1 *Selection of Students.* The University shall be responsible for the selection of qualified students to participate in the field experience. Selected students must have the appropriate educational background and skills consistent with the contemplated education experience offered by the School District.

2.2 *Education of Students.* The University shall assume full responsibility for the classroom and classroom education of its students. The University shall be responsible for the administration of the program, the curriculum content, and the requirements of matriculation, grading and graduation.

2.3 *Advising Students of Rights and Responsibilities.* The University will be responsible for advising the student of his or her own responsibilities under this Agreement. The student shall be advised of his or her obligations to abide by the policies and procedures of the School District and should any student fail to abide by any policy and/or procedure, he or she may be removed from the placement or dismissed from the program.

2.4 *University Student Records.* The University agrees that for purposes of Family Educational Rights and Privacy Act (FERPA), School District will be considered an educational institution official with a legitimate educational reason to have access to limited personally identifiable information from University student records. The University agrees to provide authorized representatives of School District limited personally identifiable information about University students in field experience that is reasonably necessary for participation in the field experience. No other information from University student's education record will be provided unless School District provides a written consent from the University student to the

release of such information, and/or School District otherwise establishes to the University's satisfaction that the need for such information is related to the field experience or the release of such information is in compliance with FERPA. School District agrees that it will not further disclose personally identifiable information about any University student that it receives from the University pursuant to this agreement, unless the University student consents in writing to such disclosure or unless School District can otherwise legally disclose the information under FERPA. In consideration for the personally identifiable information, School District expressly warrants and represents that it will not use the student information provided by the University for any purpose other than to comply with the terms of its agreement with the University.

2.5 Student Liability Insurance. The Student shall be responsible for procuring professional liability insurance at their own expense. The limits of the policy shall be a minimum of \$1,000,000.00 per claim and an aggregate of \$1,000,000.00 per occurrence. This policy must remain in full force and effect for the duration of the field experience.

3.0 Duties and Responsibilities of School District

3.1 Establishment of Field Experience. The School District authorizes the use of its facilities as may be agreed upon by the School District and the University as a field experience center. This field experience is for students enrolled in the University's Education College. This field experience is required and authorized by law.

3.2 Policies of School District. The University will review with each student, prior to the assignment any and all applicable policies, codes or confidentiality issues related to the experience. Should any field experience student fail to abide by any policy and/or procedure, he or she may be removed from the placement or dismissed from the program.

3.3 Administration. The School District will have sole authority and control over all aspects of student services. The School District will be responsible for and retain control over the organization, and operation of its programs.

3.4 Designation of Representative. The School District shall designate a person to serve as a liaison between the parties who will meet periodically with representatives of the University in order to discuss, plan and evaluate the experience of the student(s).

3.5 Supervision of Students. The School District shall provide a cooperating/mentor teacher/staff member who will supervise student activities during the field experience assignment.

3.6 Reporting Student Progress. The School District shall provide all reasonable information requested by the University on a student's work performance. If there are any student evaluations, they will be completed and returned according to any reasonable schedule agreed to by the University and the School District.

3.7 School District Student Records. The School District shall protect the confidentiality of student records as dictated by the Family Educational Rights and Privacy Act (FERPA) and shall release no information absent written consent of the student unless required to do so by law or as dictated by the terms of this Agreement.

3.8 Eligibility Requirements. Each cooperating/mentor teacher/staff member selected to supervise the field experience student shall hold a current Pennsylvania certificate in the subject area/grade level to which the field experience is assigned. The cooperating teacher will have a minimum of three (3) years of full time experience and in his/her current assignment in a school district for a minimum of one year.

3.9 Substitute Teaching. The School District shall comply with the appropriate Pennsylvania statutes prohibiting field experience students to be used as substitute teachers at any time during their field experience assignments.

3.10 Right to Refuse Placement. The cooperating school system reserves the right to refuse placement of any given student; however, said decisions shall not be based on race, creed, color, sex, national origin, handicap, age, or veteran status. Further, the cooperating school system shall not refuse placement of any given student because of his or her sexual orientation or marital status.

4.0 Placement of Students.

4.1 The placement of counseling students, student teachers/field experience students. Placement shall be accomplished on a cooperative basis involving both Eastern University and the cooperating school system.

4.2 Placement requests. Requests to the cooperating school system shall be initiated by the Director of School Counseling, Director of School Psychology, Director of Field Experience or the Director of Student Teaching.

4.3 Suggested requests. The request for placement may be accompanied by the names of cooperating/mentor teachers suggested to the University supervisors.

4.4 Submission of clearances and other required documentation. The request for field placement (110 hours) and student teaching placement will include the following collateral material:

- A copy of student transcripts
- Resume
- Act 34 Clearance – Criminal Record Check
- Act 151 Clearance – Child Abuse Clearance
- Act 114 Clearance – FBI Fingerprint Clearance
- TB test results/Health Form

4.5 Collection of documentation. Eastern University is responsible for collecting and securing the collection of the above documentation.

5.0 Termination or Change of Assignment.

5.1 Termination or change of assignment of student. Either the cooperating school system or the Directors of Student Teaching/Field Experience may terminate or change assignments of any student teacher or field experience student. Prior to doing so, the party seeking termination or change shall make reasonable efforts to consult with all parties concerned regarding reasons for the termination or change in assignment.

5.2 Agreement Termination. This agreement may be terminated and the provisions of this agreement may be altered, changed, or amended, by mutual consent of the parties hereto.

6.0 Supervision of College of Education Students.

6.1 University Supervision. Members of the University faculty will serve as supervisors of the students in conjunction with the cooperating teachers who guide, direct, and assist in the evaluation of the student.

6.2 Compliance with Rules and Regulations. The students shall be subject to the rules and regulations of the cooperating school and to those established by the Directors of Student Teaching/Field Experience as well as the Code of Ethics of the profession.

7.0 Status and Legal Protection of College of Education Students.

7.1 School Counseling students, student Teachers and field experience students shall have status and authority in accordance with the PA School Code.

7.2 School Counseling students, student teachers and field experience students actually engaged under the terms of this contract shall be entitled to the same protection under provisions of the School Code as is afforded to officers and employees of the school district, during the time they are so assigned.

8.0 Remuneration to Cooperating School Systems.

8.1 Eastern University agrees to remunerate the student teacher cooperating/mentor teacher as follows:

One three (3) credit course voucher will be awarded for each student teacher taken whether over a full or partial semester. These will be valid for both on ground and online classes. No compensation is awarded for having field experience students.

Approved: _____

District Administration

Date

Approved: _____

Eastern University

Director of Student Teaching

Date

**Memorandum of Understanding
Between Lampeter-Strasburg School District and
Community Action Partnership of Lancaster County**

This Memorandum of Understanding (MOU) is for the purpose of coordinating mutually beneficial activities between the school district and the programs of the Education & Child Development Team, including Head Start, to provide effective services for children and families served. This agreement shall be in effect from February 1, 2024 through June 30, 2029 and will be reviewed annually for necessary updates.

PURPOSE

The purpose of this agreement is to describe the responsibilities of each agency and to provide guidance for coordination in order to meet requirements of the Elementary and Secondary Education Act (ESEA), as amended by Every Student Succeeds Act (ESSA). Specifically, this MOU explains how the LEA and Head Start will cooperate to:

1. Establish channels of communication between school staff and Head Start staff;
2. Receive and transfer children's records, enrollment, and parent communication;
3. Conduct parent meetings with Head Start teachers and kindergarten or elementary school teachers;
4. Organize and participate in join transition-related training of Head Start staff, school staff, and early childhood education staff, as appropriate; and
5. Link LEA educational services with Head Start agency services.

REQUIRED ACTIVITIES:

THRIVE TO FIVE CLASSROOM-BASED

- Activity 1: Yearly communication will occur between Lampeter-Strasburg School District and the Director of Community Partnerships via conference call to discuss issues of activity implementation. Head Start and the LEA agree to share information to compile a complete "asset map" of early learning programs within each district area in order to strategically prevent duplication of services and identify gaps in service provision, and to revisit this information annually.
- Activity 2: Both parties agree to share information about selection priorities for eligible children to be served and exchange information regarding service areas and to review annually. This information will be shared between the Thrive to Five Enrollment Specialist and Lampeter-Strasburg School District each year by December 31st.
- Activity 3: Head Start provides copies of the health assessment and immunization record to parents for Kindergarten registration purposes. Head Start will seek parent consent to transfer GOLD records, Kindergarten screening data, IEP's, teacher support plans, safety management plans and individualized health plans to the local LEA where the child will transition to Kindergarten no later than June

28th of each year. Head Start agrees to sort the children's records according to specific district level buildings if this information is provided to Head Start no later than June 7th of each year. The LEA will assure the kindergarten teacher who will be responsible for transferring children has access and utilizes the information shared with them from Head Start.

- Activity 4: The LEA will provide information as it pertains to Kindergarten registration and associated transition activities for children and families to the Director of Community Partnerships or Coordinator of Family Engagement no later than December 31st of each year. The Family Liaison will distribute the provided information, support the families with completing registration and will promote the participation in transition events by word of mouth, flyers, inclusion on the Head Start app and by broadcasting reminders using the Communicate App.
- Activity 5: The LEA agrees to help identify children eligible for Head Start services and provide appropriate resources to help the family apply for the Head Start program. The School District Homeless Liaison agrees to work with the Head Start Family Liaison to identify children for services.
- Activity 6: Head Start will provide an annual report of cumulative student progress to the local LEA in which the Head Start program resides at the conclusion of each school-year and invite members of the LEA to participate in the annual review of data as part of the Head Start Self-Assessment each fall.
- Activity 7: Head Start and the local LEA agree to participate in joint transition-related training on a bi-annual basis which will include one, county-wide event hosted by Thrive to Five in the fall and one county-wide or district-led transition event each spring. Head Start agrees to provide one team member at minimum to participate in the LEA's First 10 team.

Signatures Indicating Agreement:

School District Representative(s) & Date

Lili Dippner, Vice President of Education
CAP Representative(s) & Date

Memo of Understanding

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

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

Junior Achievement:

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

The School:

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

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

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



STEM SUMMIT

Junior Achievement of South Central PA
610 South George Street
York, PA 17401
Phone: (717) 843-8028
Fax: (717) 843-0100

2024-2025 JA STEM Summit Program Reservation Form

School: Lampeter-Strasburg High School

District: Lampeter Strasburg School District

Address: 1600 Book Road

City: Lancaster

Zip: 17602

Phone: 717-464-3311

Principal: Dr. Benjamin Feeney

Principal's Email: benjamin_feeney@l-spioneers.org

STEM Summit Contact Person: Lindsay Garrett

Phone: 717-464-3311 x 2227

STEM Summit Contact's Email: lindsay_garrett@l-spioneers.org

Title: *Physics Teacher*

Grade Level participating in the STEM Summit program (9th or 10th): 9th

Projected Number of Students at grade level: 215

STEM Summit reservation date: Wednesday, February 12, 2025

Please remember that the use of the gymnasium will be utilized for the entire day of the STEM Summit program. Additionally, set up will begin the day before the program date at the end of the school day. ***Therefore, the gym should be available the night before and the day of the program.***

Depending on student class size, more than one day may need to be reserved for the STEM Summit. JA will advise, if this is the case.

We have read the attached Memo of Understanding and agree to the commitments JA and our school are making to the JA STEM Summit.

STEM Contact Signature

Lindsay Garrett

Date

3/8/24

Principal's Signature

Date

Please email this form to: Shannon Baker, Vice President Program Operations, sbaker@jascpa.org

Memo of Understanding

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

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

Junior Achievement:

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

The School:

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

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

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



Junior Achievement of South Central PA
610 South George Street
York, PA 17401
Phone: (717) 843-8028

2024-2025 REAL Life Program Reservation Form

School: Lampeter-Strasburg High School

District: Lampeter Strasburg School District

Address: 1600 Book Road

City: Lancaster

Zip: 17602

Phone: 717-464-3311

Principal: Dr. Benjamin Feeney

Principal's Email: benjamin_feeney@l-spioneers.org

REAL Life Contact Person: Christy McCanna

Phone: 717-464-3311 x2270

REAL Life Contact's Email: christy_mccanna@l-spioneers.org

Title:

Grade Level participating in the REAL Life program (11th or 12th): 11th

Projected Number of Students at grade level: 215

REAL Life reservation date: Tuesday, February 11, 2025

Please remember that the use of the gymnasium will be utilized for the entire day of the REAL Life program. Additionally, set up will begin the day before the program date at the end of the school day. ***Therefore, the gym should be available the night before and the day of the program.***

Depending on student class size, more than one day may need to be reserved for REAL Life.
JA will advise, if this is the case.

We have read the attached Memo of Understanding and agree to the commitments JA and our school are making to the JA REAL Life Program.

REAL Life Contact Signature  Date 3/8/2024

Principal's Signature _____ Date _____

Please email this form to: Shannon Baker, Vice President Program Operations, sbaker@jascpa.org

LAMPETER-STRASBURG SCHOOL DISTRICT
Lampeter, Pennsylvania 17537

CRITERIA FOR TEXTBOOK SELECTION

DATE: 3/19/24 PRINCIPAL: Dr. B. Feeney
TEACHER: C. McCanna / M. Shockey CHAIRMAN: C. McCanna
GRADE & DEPARTMENT: 11/12 - Soc. St. SUBJECT: HACC US History
BOOK: The Am. Pageant, AP, 18th ed. COMPANY: National Geographic / Cengage
COPYRIGHT DATE: 2024 # OF BOOKS NEEDED: 20-25 COST/BOOK: \$177.50
Chairperson Signature: C. McCanna Principal Signature: B. Feeney

FORMAT

	<u>GOOD</u>	<u>FAIR</u>	<u>POOR</u>
1. How extensively, effectively and wisely are pictures used?	<u>✓</u>	<u> </u>	<u> </u>
2. How extensively, effectively and wisely are graphs, charts and maps used?	<u>✓</u>	<u> </u>	<u> </u>
3. How colorful and attractive is the cover?	<u>✓</u>	<u> </u>	<u> </u>
4. How attractive and modern-looking is the page layout?	<u>✓</u>	<u> </u>	<u> </u>
5. How readable and attractive is the type face?	<u>✓</u>	<u> </u>	<u> </u>
6. How does margin and spacing of print enhance readability and attractiveness?	<u>✓</u>	<u> </u>	<u> </u>
7. How well is textbook referenced and indexed?	<u>✓</u>	<u> </u>	<u> </u>
8. How durable and readable is the paper used in the pages of the book?	<u>✓</u>	<u> </u>	<u> </u>
9. How sturdy is the construction of the book and its binding?	<u>✓</u>	<u> </u>	<u> </u>

CONTENT

1. How well does content meet maturity level of pupils?	<u>✓</u>	<u> </u>	<u> </u>
2. How well does readability level meet most pupils for whom it was selected?	<u>✓</u>	<u> </u>	<u> </u>
3. How well does content meet needs and interest of pupils?	<u>✓</u>	<u> </u>	<u> </u>
4. How adaptable is content to a wide range of individual differences of pupils?	<u>✓</u>	<u> </u>	<u> </u>
5. How well does content deal or relate with situations in which pupils find themselves?	<u>✓</u>	<u> </u>	<u> </u>
6. How well are inter-relationships of materials in the book presented?	<u>✓</u>	<u> </u>	<u> </u>

<u>CONTENT</u>	<u>GOOD</u>	<u>FAIR</u>	<u>POOR</u>
7. How well are democratic values interwoven into content?	✓		
8. How well is balance met between problem-centered and subject-centered materials?	✓		
9. How free is content of prejudices on controversial issues?	✓		
10. How fairly and completely are controversial issues handled?	✓		
11. How correct is factual material of content?	✓		
12. How free of bias and prejudices is the factual content and illustrations?	✓		
13. How up-to-date are illustrations, references, resources and total content?	✓		
14. How interesting and clear is the style of writing?	✓		
15. How resourceful is content in terms of illustration devices and character portrayals?	✓		
16. How extensive and effective are study helps and aids?	✓		
17. How adequate are footnotes for identification purposes?	✓		
18. How adequate and effective are evaluative devices for pupil use?	✓		

In a paragraph, please explain why you are recommending this book for adoption. (This information will be used to support the recommendation to the Board of School Directors.)

Please see attached.

We have used The American Pageant to teach AP US History and HACC History for the entire time we have offered either of those classes at L-S HS. This book is a comprehensive and thorough look at American History in an unbiased and organized manner that facilitates student learning and thought. HACC requires updated textbooks to account for the furthering of history and any other updates, we are meeting their textbook requirements with this textbook. We feel that this book will be an excellent continuation of our American History early to college course.

From the publisher:

This book is written by David M. Kennedy who is a Donald J. McLachlan Professor of History Emeritus and founding Director of the Bill Lane Center for the American West at Stanford University. He also serves as General Editor of the OXFORD HISTORY OF THE UNITED STATES series. His volume in the series, FREEDOM FROM FEAR: THE AMERICAN PEOPLE IN DEPRESSION AND WAR, 1929–1945, won the Pulitzer Prize for History, the Francis Parkman Prize, the Ambassador's Prize and the California Gold Medal for Literature. He is also the author of OVER HERE: THE FIRST WORLD WAR AND AMERICAN SOCIETY, which was a Pulitzer Prize finalist, and BIRTH CONTROL IN AMERICA: THE CAREER OF MARGARET SANGER, which won the Bancroft and John Gilmary Shea Prizes. He is also editor of THE MODERN AMERICAN MILITARY, and co-editor of WORLD WAR II AND THE WEST IT WROUGHT. He lives in Stanford, California.

The American Pageant, 18e

Revision Highlights (apply to HED and AP)

1. Greater inclusion of voices from underrepresented groups integrated into chapters rather than being in separate sections. General examples to consider include:
 - More on pre-Columbian peoples.
 - Native American experiences during the Revolutionary War.
 - Perspectives of poor whites, women, native Americans, African Americans in colonial America, especially in primary-source readings.
 - More coverage of religious elements in reform movements over time.
 - Add ideas and social phenomena that animated lives of average Americans during the Cold War.
2. Review characterizations of historical figures and events to ensure balanced, unbiased portrayal of Democratic/Republican, liberal/conservative, and other inherent divides in the nation's history.
3. Attention to turns of phrase and overall tone.
 - Continued focus on readability, accessibility, engaging language.
 - Updating certain phrases that were commonly used in the past but might not be familiar to today's students.
4. Suggested In-Text Pedagogical Updates (both can be picked up from 10e Brief):
 - Addition of Focus Questions throughout chapter/sections.
 - Addition of Chapter Summary in each chapter to reinforce key events and personalities.
 - Review and updating of photos, illustrations, maps, and boxed text excerpts.
5. Additions to the "Further Reading" recommendations compiled from educators' feedback:
 - Reginald Horsman, "Race and Manifest Destiny"
 - Robert Olwell, "Domestick Enemies": Slavery and Political Independence in South Carolina, May 1775-March 1776
 - Gail Bederman, "Manliness and Civilization"
 - Matthew Frye Jacobson, "Whiteness of a Different Color"
 - Clifford Putney, "Muscular Christianity"

AP-specific coverage and resources

1. Student Edition
 - Chapters grouped into nine chronological/thematic units that correspond to the AP U.S. History course framework.
 - References to AP in preface, correlation to AP course framework, and advice to students on preparing for and taking the AP exam.
 - AP practice questions at the end of each unit.

- Full-length AP practice exam at the end of the book.
- 2. Teacher's Edition**
- AP-specific teaching notes and connections to the AP course framework in the margins on virtually every page.
- 3. MindTap digital learning environment**
- A fully interactive version of the print textbook, including all the AP-specific content and activities.
 - Fast Track to a 5 AP test-prep resource (also available in print).
 - Video segments to highlight important events and persons.
 - Primary-source readings and activities from the Gale College Collection.
- 4. Instructor Companion Website**
- Additional AP review questions and practice tests
 - AP Teacher Companion Guide
 - Test Banks (organized by time periods, textbook chapters, and/or AP key topics)
 - PowerPoint slides
 - Cognero digital test generator

LAMPETER-STRASBURG SCHOOL DISTRICT
Lampeter, Pennsylvania 17537

CRITERIA FOR TEXTBOOK SELECTION

DATE: 3/12/2024 PRINCIPAL: Dr. Feeney
TEACHER: Mr. Byrnes CHAIRMAN: Mrs. McCanna
GRADE & DEPARTMENT: 11/12 - Soc. St. SUBJECT: AP Psychology
BOOK: Myers' Psychology for the AP Course COMPANY: Bedford, Freeman, + Worth
COPYRIGHT DATE: 2024 # OF BOOKS NEEDED: 25-30 COST/BOOK: textbook only - \$159.9
Chairperson Signature: CMcCanna Principal Signature: [Signature] textbook + digital - \$198.9

FORMAT

	<u>GOOD</u>	<u>FAIR</u>	<u>POOR</u>
1. How extensively, effectively and wisely are pictures used?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. How extensively, effectively and wisely are graphs, charts and maps used?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. How colorful and attractive is the cover?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. How attractive and modern-looking is the page layout?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. How readable and attractive is the type face?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. How does margin and spacing of print enhance readability and attractiveness?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. How well is textbook referenced and indexed?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. How durable and readable is the paper used in the pages of the book?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. How sturdy is the construction of the book and its binding?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

CONTENT

1. How well does content meet maturity level of pupils?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. How well does readability level meet most pupils for whom it was selected?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. How well does content meet needs and interest of pupils?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. How adaptable is content to a wide range of individual differences of pupils?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. How well does content deal or relate with situations in which pupils find themselves?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. How well are inter-relationships of materials in the book presented?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<u>CONTENT</u>	<u>GOOD</u>	<u>FAIR</u>	<u>POOR</u>
7. How well are democratic values interwoven into content?	<u>✓</u>	<u> </u>	<u> </u>
8. How well is balance met between problem-centered and subject-centered materials?	<u>✓</u>	<u> </u>	<u> </u>
9. How free is content of prejudices on controversial issues?	<u>✓</u>	<u> </u>	<u> </u>
10. How fairly and completely are controversial issues handled?	<u>✓</u>	<u> </u>	<u> </u>
11. How correct is factual material of content?	<u>✓</u>	<u> </u>	<u> </u>
12. How free of bias and prejudices is the factual content and illustrations?	<u>✓</u>	<u> </u>	<u> </u>
13. How up-to-date are illustrations, references, resources and total content?	<u>✓</u>	<u> </u>	<u> </u>
14. How interesting and clear is the style of writing?	<u>✓</u>	<u> </u>	<u> </u>
15. How resourceful is content in terms of illustration devices and character portrayals?	<u>✓</u>	<u> </u>	<u> </u>
16. How extensive and effective are study helps and aids?	<u>✓</u>	<u> </u>	<u> </u>
17. How adequate are footnotes for identification purposes?	<u>✓</u>	<u> </u>	<u> </u>
18. How adequate and effective are evaluative devices for pupil use?	<u>✓</u>	<u> </u>	<u> </u>

In a paragraph, please explain why you are recommending this book for adoption. (This information will be used to support the recommendation to the Board of School Directors.)

See attached paragraph as well as information from the publisher.

This brand new textbook fully aligns with the redesigned AP Psychology course. BFW has been working with the new AP Psychology course framework to create a book and additional student materials that fully align with the new course framework and has just released this book. BFW Publishers is known for their AP textbooks designed to align with the AP course content to help teachers and students fully prepare for the AP exams and to also provide additional materials designed in line with the AP course. Older versions of this book have been used in a neighboring school district that is known for its extremely high AP Psychology scores. With a new teacher coming aboard to teach this newly redesigned course, it is the perfect time to purchase a new book to ensure that the teacher can fully prepare his students for this national AP Examination.

This textbook is broken down into modules, as is the AP Psychology course. Learning targets are included at the start of each module. Each chapter is full of pictures, charts, graphs, etc. designed to further the students' understanding of the content. Vocabulary words are included in the margins throughout as are AP exam tips. A check for understanding and AP practice multiple choice questions are included at the end of each module. The end of each unit contains a list of every vocabulary word included (vocabulary is a huge part of AP Psychology) as well as additional AP practice multiple choice questions.

There are also videos students will have access to as well as teacher materials designed to help a teacher design their course around the updated AP course framework. There is also an updated test bank for the new exam, lecture slides, professional development videos, and digital resources for the teacher.

I cannot recommend this book strongly enough to help move our AP Psychology course forward and to prepare our students to be successful on the AP Psychology exam.

Previous versions of this book are included on the approved AP Psychology textbook list by the College Board.

Student Resources

Student Edition Print Book

[View Sample Unit](#)

Unit Introduction. Units start with real-world examples and engaging stories that illustrate important psychological concepts to be introduced in the modules that follow.

Module Format. Each unit is divided into brief modules that will help pace student learning so they can tackle difficult topics in manageable chunks and assess their knowledge at appropriate midpoints.

Learning Targets. A list of critical concepts appears at the beginning of each module, which keeps students focused as they read and guides their comprehension. These Learning Targets are revisited in the Module Reviews.

Running Glossary. Knowing and understanding the language of psychology is critical for success on the AP® Psychology Exam. Key terms appear in bold type in the text and are defined in the purple margin boxes on the page. All terms can also be found in the Glossary/Glosario at the end of the book.

Check Your Understanding. Students should test themselves on the material they've just learned with the Check Your Understanding features at the end of main sections. Apply the Concept questions help them make connections with the material and address Science Practice 1: Concept Application, while Examine the Concept questions assess their mastery of the content just read. Answers to Examine the Concept questions are available in Appendix C at the back of the book.

NEW! Cultural Awareness. Margin tips underscore how our cognitive biases and cultural norms influence our behaviors and beliefs. These tips address Science Practice 1.B.

NEW! Developing Arguments. These infographics, found in each unit, assess Science Practice 4: Argumentation. This tool helps students learn the importance of citing scientifically derived evidence to support or refute a claim or argument, a skill they will continue to develop throughout their studies and their lives. Each feature is paired with assessment questions to help students develop their critical thinking skills.

NEW! Unit 0. A new introductory Unit 0 builds the foundation of the course by offering context for Science Practice 2: Research Methods & Design and Science Practice 3: Data Interpretation. This crucial introductory unit is often referred back to at key points throughout the text. In-text features offer students plenty of practice with Science Practices 2 and 3. Exploring Research Methods & Design allows students to practice evaluating quantitative and qualitative research methods and study designs. Data Interpretation asks them to evaluate psychological concepts as depicted in graphs, tables, charts, and more.

NEW! Data and Research Margin Tips. Students see these point-of-use reminders of important concepts they will need to know for the exam.

AP® Exam Tips. These tips found in the margins help students focus on key content that they should know for the exam, as well as how to avoid common misconceptions.

UPDATED FOR NEW EXAM! End-of-Module, End-of-Unit, and End-of-Book AP® Practice Questions. AP®-style multiple-choice questions appear at the end of every module and unit, and the new Evidence-Based and Article-Analysis questions appear in Appendix D. The Complete AP® Practice Exam at the back of the book allows students a complete, cumulative practice exam.

Cartoons. Lighthearted cartoons are sprinkled throughout the text to show real-world connections to psychology in a humorous way. In their letters to him, students often comment on Dr. Myers' choice of cartoons.

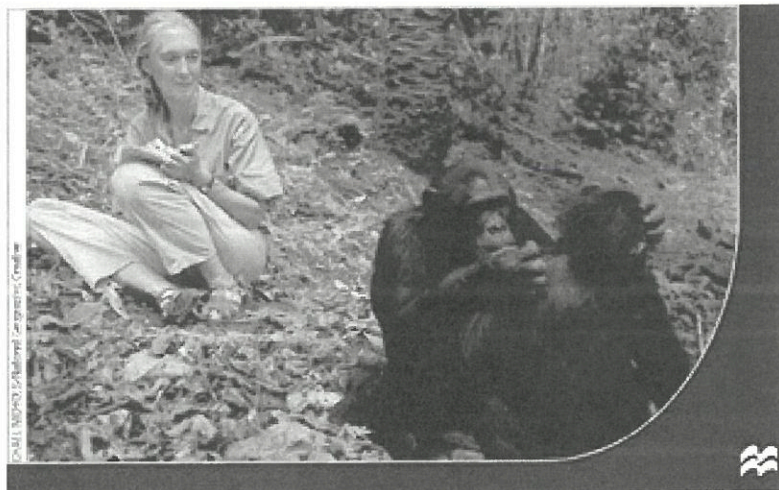
Try This, NEW! Spotlight On..., and Margin Quotes. Engaging margin features help student connect with psychology by suggesting fun activities to try with their friends and offering opportunities to learn more about influential psychologists. Like the cartoons, the humorous quotes are a student-favorite that help them appreciate the modules' key concepts.

Study & Prep Guide

Strive for a 5: Preparing for the AP® Psychology Examination

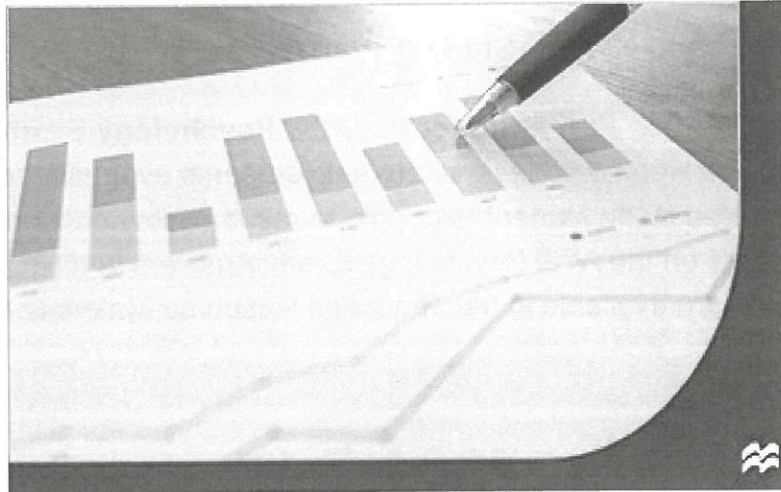
The Strive Guide is a workbook designed to help students evaluate their understanding of the material covered in the student textbook, to reinforce key concepts, and to prepare students for success on the AP® Psychology Exam. Answers to all questions in the Strive Guide are available in the Teacher's Resource Materials (TRM).

Videos for Students



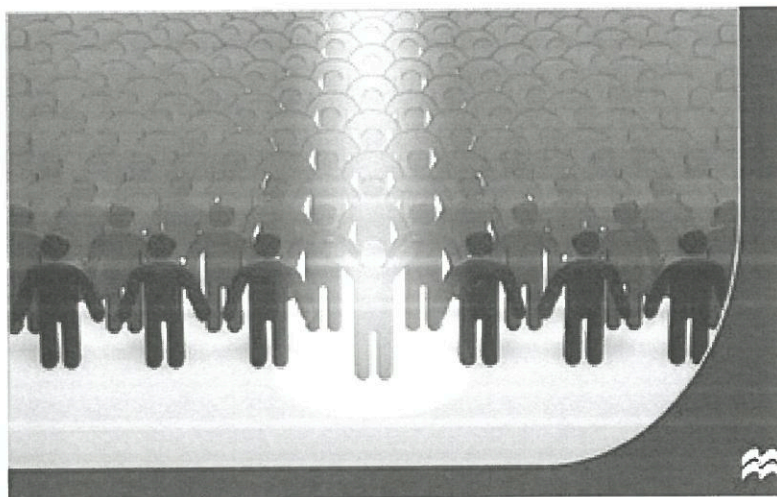
NEW! Exploring Research Methods & Design Videos

Recorded by college and graduate students in Psychology, these all new videos provide walkthroughs of the corresponding feature in the student edition. Students are guided through the research method or design addressed in the feature and see the step-by-step solutions to the questions posted. These engaging videos offer practice evaluating research methods and study designs, a key component of the AP® Psychology Exam.



NEW! Data Interpretation Videos

Also recorded by college and graduate students in Psychology, these new videos provide overviews of the corresponding feature in the student edition. Students will review the data presented in the feature, and then they are guided through the solutions to the questions. These videos offer students practice with the important skill of learning to evaluate representations of psychological concepts depicted in quantitative and qualitative research.



NEW! Spotlight On... Videos

Recorded by Dr. Liz Hammer, these new videos focus on key figures in and their contributions to the field of Psychology. The videos identify why these individuals are important and often make connections between their contributions and the course content.

Teacher Resources

Teacher's Edition Print Book

[View Sample Unit](#)

This fourth edition of the Teacher's Edition continues to improve upon the overwhelmingly positive responses to past editions. This edition of Myers' Psychology for the AP® Course includes a strong but streamlined support package, to make the book and resource materials even more useful for teachers, and to provide clear support in the organization and pacing of lesson plans. To that end, we have added resources to help you incorporate active learning in your classroom, and developed new activities and teacher demonstrations in the Teacher's Resource Materials to help keep your students engaged. Our goal is to provide the best educational support through print and digital resources to help all teachers — new and experienced — teach the best possible AP® Psychology course.

Dr. Liz Hammer and a team of experienced AP® Psychology teachers have worked together to create valuable materials for the Teacher's Edition (TE) and the Teacher's Resource Materials (TRM). Look for the TRM icon throughout the TE for reminders about the available resources. Just as the fourth edition of the student text precisely aligns with the course framework, so does the TE as we continue to emphasize the Key Themes, Learning Objectives, Essential Knowledge, and Science Practices that are central to the course. In short, this Teacher's Edition has everything you need to make the course fun, engaging, and successful.

This Teacher's Edition includes:

- An AP® Primer that offers guidance on how to initiate, prepare, and teach an AP® Psychology course successfully.

- The complete student text with wraparound content including answers to all student edition questions, Activities, Teaching Tips, Engagement opportunities, Teaching the AP® Tips, Practice tips, and activities that align to each of the four science practices in the Course and Exam Description, Course Connections, and more.
- Blue pages at the beginning of each unit provide an in-depth guide to the unit and module content and corresponding support materials, including:
 - Unit overviews feature a discussion of the most important ideas within the units, and explain how the content relates to the AP® Psychology course framework along with concrete takeaways for students to master.
 - Module overviews include a discussion of the module topics students need to know for the AP® Psychology Exam.
 - Unit resource lists indicate all the additional module resources available for download from the TE-book or by logging onto the book's digital platform.
 - Additional resources provide a comprehensive reference list for all of the additional resources available for the unit.
 - Pacing guides that break down the unit by module and learning target, suggest the amount of class time to devote to each module, and list key activities to incorporate into your lesson.
 - Correlation to the College Board's 2024 AP® Psychology Course and Exam Description that highlights the Topic, Learning Objectives, and Science Practices that are addressed in the unit.
- Answers to all of the end-of-module and end-of-unit multiple choice questions, as well as practice Evidence-Based Questions and Article Analysis Questions.



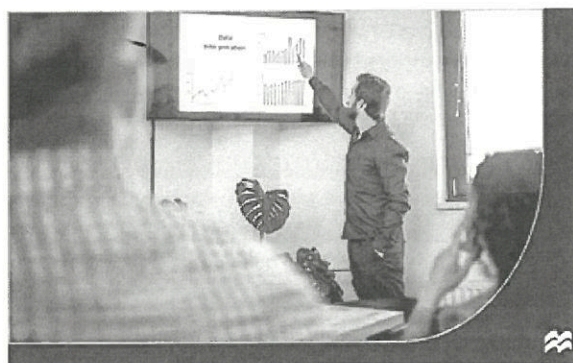
Teacher's Resource Materials (TRM)

All materials created for teachers are collectively referred to as the “TRM.” These materials were carefully developed to support your AP classroom, from planning to execution. The TRM is accessible directly from the TE-book or our Achieve online platform. They include everything from correlations to answer keys and handouts to lecture slides.



UPDATED FOR NEW EXAM! Test Bank

With more than 4,000 multiple-choice, Evidence-Based, and Article-Analysis questions, the Myers AP 4e Test Bank is as extensive as it is flexible. Each question is tagged by module, learning target, and section to which it applies. The science practice, difficulty level, and Bloom's categories are also included. Questions may be scrambled to create different versions of tests for greater security.



Lecture Slides

These presentations outline key concepts from each module and include relevant images and diagrams from the student textbook for use during in-class lectures.



NEW! Professional Development Videos

At the beginning of each unit a blue “play” button lets you know that a professional development video is available. Created by Liz Hammer, these videos offer tips and advice for teaching the unit, address the new Course and Exam Description where relevant, and help you to make the most of your resource materials.

Digital Resources

Achieve

Available for Fall 2024 classes, Achieve online courseware is the culmination of years of testing and feedback to create a platform rooted in learning science. Achieve allows you the utmost flexibility and ease-of-use, while providing increased accessibility for students. Whether you are

a courseware power user or you use a platform solely for the e-book and teacher resources, you will swiftly master Achieve due to its speed, simplicity, and adaptability.

What is Achieve? What is Goal-Setting & Reflection Activities? Explore the Features of Achieve Request Access to Achieve

Are you currently using LaunchPad with an older Myers title? Everyone is moving to Achieve for Fall 2024. See the benefits of Achieve over LaunchPad [here](#).

Student & Teacher Edition e-books

Both BFW e-books are powered by VitalSource and were uniquely developed AP Psychology. The e-books include highlighting, note-taking, and search functionality. They include hyperlinked videos and can be accessed online or downloaded to multiple devices. The Teacher's Edition e-book (TE-book) also includes direct links to Teacher's Resource Materials at the point of use. Our e-book also prioritizes accessibility, offering a read aloud feature, open dyslexic font, and translation into multiple languages if supported on the device. Both e-books also appear in the Achieve platform, but as you would expect, the TE-book is viewable only to teachers.

Older Editions

Visit our AP Updates website to find new CED resources for older editions of our textbooks.

UPDATED Myers' Psychology for AP® 3e

Myers' Psychology for AP® 3e Myers' Psychology for AP® 2e

Myers' Psychology (High School) 13e

Myers' Psychology (High School) 12e Myers' Psychology (High School) 11e

All AP Updates

Request Access

Request a Print Copy

If you've already requested a print copy, please don't request another. We understand that it's been a minute or 1,051,200 (that's 2 years), but if you have requested a copy, you're on the send list!

[Request a Print Copy](#)

Request Achieve Access

Our Achieve preview course for Myers AP 4e will also become available at the beginning of March. Request access to see the full suite of resources in a handful of sample modules.

[Request Achieve Access](#)

CRITERIA FOR TEXTBOOK SELECTION

Chairperson Signature: Erica White Principal Signature: [Signature]

Principal Signature: [Signature] ^{tex}

POOR

1. How extensively, effectively and wisely are pictures used?
2. How extensively, effectively and wisely are graphs, charts and maps used?
3. How colorful and attractive is the cover?
4. How attractive and modern-looking is the page layout?
5. How readable and attractive is the type face?
6. How does margin and spacing of print enhance readability and attractiveness?
7. How well is textbook referenced and indexed?
8. How durable and readable is the paper used in the pages of the book?
9. How sturdy is the construction of the book and its binding?

1. How well does content meet maturity level of pupils?
2. How well does readability level meet most pupils for whom it was selected?
3. How well does content meet needs and interest of pupils?
4. How adaptable is content to a wide range of individual differences of pupils?
5. How well does content deal or relate with situations in which pupils find themselves?
6. How well are inter-relationships of materials in the book presented?

<u>CONTENT</u>	<u>GOOD</u>	<u>FAIR</u>	<u>POOR</u>
7. How well are democratic values interwoven into content?	✓		
8. How well is balance met between problem-centered and subject-centered materials?	✓		
9. How free is content of prejudices on controversial issues?	✓		
10. How fairly and completely are controversial issues handled?	✓		
11. How correct is factual material of content?	✓		
12. How free of bias and prejudices is the factual content and illustrations?	✓		
13. How up-to-date are illustrations, references, resources and total content?	✓		
14. How interesting and clear is the style of writing?	✓		
15. How resourceful is content in terms of illustration devices and character portrayals?	✓		
16. How extensive and effective are study helps and aids?	✓		
17. How adequate are footnotes for identification purposes?	✓		
18. How adequate and effective are evaluative devices for pupil use?	✓		

In a paragraph, please explain why you are recommending this book for adoption. (This information will be used to support the recommendation to the Board of School Directors.)

To meet College Board textbook requirements, textbook copyright date may be no more than 10 years old. This is the same text currently used to teach this course successfully, only the updated version to meet the copyright requirement.



To place your order: select Submit Customer Purchase Order Here

Confidential Price Quote (6563130)

[Submit Customer Purchase Order Here](#)

3/21/2024

Pricing on this Proposal Guaranteed: **10/5/2024**

Presented To: Tina Shockey, tina_shockey@l-spioneers.org

Prepared By: Dominic Salinetto, (717) 649-5314, dominic.salinetto@cengage.com

SHIP TO: LAMPETER
STRASBURG HIGH
SCH
Tina Shockey
1007 Village Road
LAMPETER, PA 17537
USA

BILL TO: LAMPETER
STRASBURG HIGH
SCH
Tina Shockey
1007 Village Road
LAMPETER, PA 17537
USA

Cengage Learning
ATTN: Order Fulfillment
10650 Toeppen Drive
Independence, KY 41051
(800) 354-9706
<http://NGL.Cengage.com/CustomerSupport>

[View Quote in CAD](#)

Quoted Products: 9-12 Science_APChem

Qty	Update Qty	Product	Price	Quoted Price	Total
30		K12 Chemistry AP® Edition, 11th Student Edition Zumdahl/Zumdahl/DeCoste 11th Edition [K12, 2024] 9798214071657 / 8214071658	\$177.50	\$177.50	\$5,325.00

Sub-Total: \$5,325.00
+ Estimated Shipping and/or
Process Fee: \$532.50

TOTAL: \$5,857.50

[Submit Customer Purchase Order Here](#)

Thank you for your interest in Cengage Learning products.

All information embodied in this document is strictly confidential and may not be duplicated or disclosed to third parties outside recipient's organization without prior written consent of Cengage Learning.

Book	Policy Manual
Section	100 Programs
Title	Gifted Education
Code	114
Status	Active
Adopted	February 4, 2019

Authority

In accordance with the Board's philosophy to develop the special abilities of each student, the district shall provide gifted education services and programs designed to meet the individual educational needs of identified students.[\[1\]](#)[\[2\]](#)[\[3\]](#)

The district shall develop and implement a gifted education plan every six (6) years, as required by law and regulations. Prior to approval by the Board, the gifted education plan shall be made available for public inspection and comment in the district's administrative offices and the nearest public library for a minimum of twenty-eight (28) days.[\[4\]](#)[\[5\]](#)[\[6\]](#)

The district's gifted education plan shall address:

1. The district's process for identifying gifted children in need of specially designed instruction.
2. The gifted special education programs offered by the district.
3. Reports of gifted students, personnel and program elements, and costs, as required by the Department of Education.

The Board may enter into a cooperative agreement with Lancaster-Lebanon Intermediate Unit No. 13 to provide gifted education services and programs.[\[7\]](#)

The Board directs that the district's gifted education program shall provide the following:

1. System to locate and identify all students within the district who are thought to be gifted and in need of specially designed instruction.[\[8\]](#)
2. Screening and evaluation process that meets state requirements, to determine students' educational needs.[\[8\]](#)
3. Procedures to determine whether a student is mentally gifted.[\[8\]](#)
4. Gifted Individualized Education Plan (GIEP) developed, and subsequently modified, for each student based on his/her unique needs and the written report of the Gifted Multidisciplinary Team (GMDT).[\[9\]](#)[\[10\]](#)[\[11\]](#)[\[12\]](#)
5. Safeguards for the due process rights of gifted students.[\[13\]](#)

6. Notification to teachers of their responsibilities to each of their identified gifted students, as provided in the student's Gifted Individualized Education Plan (GIEP).[\[11\]](#)

The district shall provide all required notices and information to parents/guardians of gifted students, document all consents and responses of parents/guardians, and adhere to all established timelines.[\[11\]\[14\]\[15\]](#)

Guidelines

The district shall make the Permission To Evaluate form readily available to parents/guardians. If an oral request is made to an administrator or professional employee, s/he shall provide the form to the parents/guardians within ten (10) calendar days of the oral request.[\[8\]](#)

Caseloads/Class Size

The Board directs the Superintendent and designated administrators to annually assess the district's delivery of gifted services and programs, in order to:[\[16\]](#)

1. Ensure the ability of assigned staff to provide the services required in each identified student's GIEP.
2. Address the educational placements for gifted students within the district.
3. Limit the total number of gifted students that can be on an individual gifted teacher's caseload to a maximum of sixty-five (65) students.
4. Limit the total number of gifted students that can be on an individual gifted teacher's class roster to a maximum of twenty (20) students.

The district may make a written request to the Secretary of Education to waive the applicable caseload and class size maximums in extenuating circumstances.[\[16\]](#)

Confidentiality of Student Records

All personally identifiable information regarding a gifted student shall be treated as confidential and disclosed only as permitted by the Family Educational Rights and Privacy Act (FERPA) and its implementing regulations, State Board of Education regulations, and Board policy.[\[17\]\[18\]\[19\]](#)

Awareness Activities

The Superintendent or designee shall annually conduct awareness activities to inform parents/guardians of school-aged children residing within the district of its gifted education services and programs, and how to request these services and programs.[\[8\]](#)

Awareness activities may include providing written notice of the district's gifted education program through local newspapers, other media, student handbooks and the district website.

Delegation of Responsibility

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

Legal

1. 24 P.S. 1371
2. 22 PA Code 4.28
3. 22 PA Code 16.1 et seq
4. 22 PA Code 4.13
5. 22 PA Code 16.4
6. Pol. 100
7. 22 PA Code 16.2
8. 22 PA Code 16.21
9. 22 PA Code 16.22
10. 22 PA Code 16.23
11. 22 PA Code 16.32
12. 22 PA Code 16.33
13. 22 PA Code 16.63
14. 22 PA Code 16.61
15. 22 PA Code 16.62
16. 22 PA Code 16.41
17. 22 PA Code 16.65
18. 20 U.S.C. 1232g
19. Pol. 216
- 22 PA Code 11.12
- Pol. 113

LAMPETER-STRASBURG SCHOOL DISTRICT

ADMINISTRATIVE REGULATION

APPROVED:

REVISED:

114-AR-0. GIFTED EDUCATION

Definitions

Educational placement - overall educational environment in which gifted education is provided to a gifted student.

Gifted Individualized Education Plan (GIEP) - written plan developed by a team of individuals in accordance with state regulations, describing the educational program and services to be provided to a gifted student, based on and responsive to the results of an evaluation and written report.

Gifted Multidisciplinary Evaluation (GMDE) - systematic process of testing, assessment, other evaluative processes **and information that describes a student's academic functioning, learning strengths, learning problems and educational needs, and is** used by a team to **make a determination** about whether or not a student is gifted and needs **specially designed instruction**.

Gifted Multidisciplinary Team (GMDT) - team of designated individuals who conduct a GMDE.

Gifted student - school-age student who meets the definition of mentally gifted; school-age student with an IQ of 130 or higher or when multiple criteria as set forth in state regulations and PA Department of Education guidelines indicate gifted ability. Determination of gifted ability will not be based on IQ score alone. A student with an IQ score lower than 130 may be admitted to gifted programs when other educational criteria in **the student's** profile strongly indicate gifted ability. Determination of mentally gifted must include an assessment by a certified school psychologist.

Mentally gifted - outstanding intellectual and creative ability, the development of which requires specially designed programs and/or support services not ordinarily provided in the regular education program.

School age - the period from the earliest admission of a student to the district's kindergarten program or beginner program until the student turns twenty-one (21) or graduates from high school, whichever occurs first. (Pol. 201)

Specially designed instruction - adaptations or modifications to the general curriculum, instruction, instructional environments, methods, materials or a specialized curriculum for students who are gifted.

Support services - services required by state regulations to assist a gifted student to benefit from gifted education; examples include: psychological services, parent counseling and education, counseling services, and/or transportation to and from gifted programs to classrooms in district buildings.

Annual Awareness Activities

The district must annually conduct awareness activities to inform the public and parents/guardians of school-age children residing within its boundaries, enrolled both in public and nonpublic schools, about gifted education services and programs, as well as how to request these services and programs.

The district will distribute information by using a public outreach awareness system that can reach all parts of the community, including parents/guardians of school-age children not enrolled in district schools.

Written notice about the district's gifted education services and programs may be provided annually by:

1. Publication in local newspapers **and other media**.
2. Printing in district publications and/or literature, including student handbooks.
3. Posting on the district website.
4. { } Distribution **or posting** in **nonpublic** schools serving resident children, **and public places such as the public library**.

The annual public notification will include the following:

1. **A description of gifted services and programs available from the district, and the needs of children served by these services and programs.**
2. **The purpose, frequency and processes used in screening activities.**
3. **A description of how to request that the district initiate screening and evaluation activities for a child.**
4. **An explanation of the confidentiality protections for information regarding a specific child.**
5. { } **The steps, team members and tools considered as part of the evaluation process.**

Dual Exceptionalities

If a student is determined to be both gifted and eligible for special education, the procedures in Chapter 14 of the **State Board of Education regulations** take precedence. For students identified with dual exceptionalities, the needs established under gifted status must be fully addressed in those procedures.

The district is not required to conduct separate screening and evaluations or use separate procedural safeguards processes to provide for a student's needs as both a gifted and eligible special education student.

A single **Individualized Education Program (IEP)** will be developed and implemented, revised and modified for students who are identified as both gifted and eligible for special education. **(Pol. 113)**

Screening and Evaluation Process

The district is required to locate and identify all students of school age residing within its boundaries who are thought to be gifted and in need of specially designed instruction. **The district will screen all students and evaluate those who are thought to be gifted.**

The district will develop processes and criteria for screening students who are thought to be gifted. The screening process may include, but is not limited to:

- 1. Readiness/Developmental tests.**
- 2. Achievement tests.**
- 3. Ability tests.**
- 4. Group intelligence tests.**
- 5. Anecdotal information – parent/guardian, educator, other.**
- 6. Subject area assessment (i.e., student portfolio).**
- 7. Syllabus-based examination.**
- 8. Curriculum-based assessment.**
- 9. College aptitude test.**
- 10. PSAT/SAT, CLEP test.**
- 11. Extracurricular academic performance/achievements.**
- 12. Rating scales.**

13. Interest inventories.

14. Cumulative records.

15. Enrollment records.

16. Parent inventories.

17. Health records.

18. Report cards.

19. Subject assessments of cognitive functioning.

Determination of gifted ability will not be based on IQ score alone. Deficits in memory or processing speed, as indicated by testing, cannot be the sole basis upon which a student is determined to be ineligible for gifted education. Determination of mentally gifted must include an assessment by a certified school psychologist.

Criteria, other than IQ score, which indicate gifted ability, include but are not limited to, achievement, rate of acquisition/retention, demonstrated achievement, early skill development and intervening factors masking giftedness. Multiple criteria indicating gifted ability include:

1. A year or more above grade achievement level for the normal age group in one or more subjects as measured by nationally-normed and validated achievement tests.
2. An observed or measured rate of acquisition/retention of new academic content or skills.
3. Demonstrated achievement, performance or expertise in one or more academic areas as evidenced by excellence of products, portfolio or research, as well as criterion-referenced team judgment.
4. Early and measured use of high-level thinking skills, academic creativity, leadership skills, intense academic interest areas, communications skills, foreign language aptitude or technology expertise.
5. Documented, observed, validated or assessed evidence that intervening factors such as English **Learner status**, disabilities defined in 34 CFR 300.8, gender or race bias, or socio/cultural deprivation are masking gifted abilities.

Parents/Guardians who suspect their child is gifted may request a Gifted Multidisciplinary Evaluation (GMDE) at any time, with a limit of one (1) request per school term. The request must be in writing.

The district will make the Permission to Evaluate form readily available for the purpose of parent/guardian requests. If a request is made orally to any professional employee or district administrator, that individual will provide a copy of the Permission to Evaluate form to the parent/guardian within ten (10) calendar days of the oral request.

The district will refer a student for a GMDE when a teacher or parent/guardian suspects that the student is gifted and one or more of the following apply:

1. A request for evaluation has been made by the student's parents/guardians, as described above.
2. The student is thought to be gifted based on the district's screening of the student, which indicates high potential consistent with the definition of mentally gifted, or a performance level which exceeds that of other students in the regular classroom.
3. A hearing officer or judicial decision orders a GMDE.

Gifted Multidisciplinary Evaluation (GMDE)

Prior to conducting an initial GMDE, the district will comply with the required parental notice and consent requirements.

A GMDE will be conducted by a Gifted Multidisciplinary Team (GMDT) formed on the basis of the student's need and comprised of the following:

1. Student's parents/guardians.
2. Certified school psychologist.
3. Individuals familiar with the student's educational experience and performance.
4. One or more of the student's current teachers.
5. Individuals trained in appropriate evaluation techniques.
6. Individuals familiar with the student's cultural background, when possible.

A single member of the GMDT may meet two (2) or more of these qualifications.

The GMDE must be sufficient in scope and depth to investigate information relevant to the student's suspected giftedness, including academic functioning; learning strengths; and educational needs. GMDE procedures will include opportunities to acquire sufficient information to make a determination as to whether a student is gifted and in need of specially designed instruction. The evaluation process will include information from parents/guardians, others who interact with the student on a regular basis, and may include information from the student if appropriate.

The GMDE may include, but is not limited to, information from:

- 1. Ability tests.**
- 2. Nationally-normed individualized standardized achievement assessments.**
- 3. Class work samples.**
- 4. Curriculum-based assessments.**
- 5. Cumulative review tests.**
- 6. Performance-based skills, as demonstrated in portfolios, products, competitions or other demonstrations.**
- 7. Teacher observation.**
- 8. Noteworthy achievements.**
- 9. Parental input (should include student's abilities, interests and needs as they relate to the instructional setting).**

No one (1) test or type of test may be used as the sole criterion for determining that a student is or is not gifted.

Intelligence tests yielding an IQ score may not be used as the only measure of aptitude for students **who are English Learners**, or for students of racial, linguistic or ethnic minority background.

Tests and similar evaluation materials used in the determination of giftedness will be:

1. Selected and administered in a manner that is free from racial and cultural bias and bias based on disability.
2. Selected and administered so that the test results accurately reflect the student's aptitude, achievement level or whatever other factor the test purports to measure.
3. Professionally validated for the specific purpose for which they are used.
4. Administered by certified school psychologists under instructions provided by the producer of the tests and sound professional practice.
5. Selected and administered to assess specific areas of educational need and ability and not merely a single general IQ.

Since disabilities and bias factors may mask gifted abilities, the district will examine discrepancies between ability assessment results and academic achievement or demonstrated skills.

The GMDE shall include information that:

- 1. Assures that comprehensive data has been collected on the student to indicate academic instructional levels, thinking skills and other learning skill levels, rate of acquisition/retention for mastery of new content/skills, academic interests/strengths and, as appropriate, development levels and career goals.**
- 2. Provides clarifying information about the ability of students who score below an IQ of 130 (within the standard of measurement for the test) and have strong indications of gifted performance.**
- 3. Determines if additional assessment, such as out-of-level academic testing, is needed. When normed and validated individualized standardized testing is used, a clear explanation of subtest results should be part of the Gifted Written Report (GWR).**
- 4. Recommends whether a student is gifted and in need of specially designed instruction.**
- 5. Recommends appropriate integrated programming for a student if there is more than one (1) area of exceptionality.**
- 6. Provides information about the student's adaptive and social behavior, if appropriate.**
- 7. Documents and assesses evidence that intervening factors such as English Learner status, disability, physical impairment, gender or race bias or socio/cultural deprivation are masking gifted abilities, where applicable.**

The GMDT may convene a team meeting at one or more points in the evaluation process to clarify the purpose of the evaluation or discuss details of assessment results and information.

Following its evaluation, the GMDT will prepare a Gifted Written Report (GWR) that brings together the information and findings from the evaluation or re-evaluation regarding the student's educational needs and strengths. The report must make recommendations as to whether a student is gifted and in need of specially designed instruction, indicate the basis for those recommendations, include recommendations for the student's programming, and indicate the names and positions of the members of the GMDT. **The GWR should be compiled based on a complete evaluation and carry the recommendations of all individuals participating, whether or not the individuals are in concurrence.**

The GMDT will determine eligibility **of** whether the student is gifted and in need of specially designed instruction, in accordance with state regulations.

The initial evaluation will be completed, and a copy of the **GWR** provided to the parents/guardians no later than sixty (60) calendar days after the district receives parental consent for evaluation, or receives an order of a court or hearing officer to conduct an evaluation. The calendar days from the last day of the spring school term up to and including the day before

the first day of the subsequent fall school term may not be counted. **If the GMDT determines that a student is gifted, the district will assemble the Gifted Individualized Education Plan (GIEP) team and provide the GWR to the team to develop a GIEP, as outlined below.**

If the GMDT determines that a student is not gifted, a Notice of Recommended Assignment (NORA) will be issued to the parents/guardians to document the decision at the GMDT meeting or within five (5) calendar days following the meeting.

Independent Educational Evaluation

Parents/Guardians, at their own expense, may obtain an independent educational evaluation. The district is required to consider this information when making decisions regarding identification as a gifted student.

Gifted Multidisciplinary Re-Evaluation

Gifted students will be re-evaluated before a change in educational placement is recommended. **Re-evaluation is not required when a student is moving from one building or grade level to another within the district. A change in educational placement occurs, for example, when the GIEP team significantly alters the amount of time the student will be separated from the student's regular education peers for the purpose of gifted programming, or a whole grade acceleration is recommended. A gifted student must also be re-evaluated prior to a change in educational placement that would terminate a student's gifted program.**

Gifted students will be re-evaluated upon a request received from the student's parents/guardians or when a hearing officer or judicial decision orders an evaluation. Gifted students also may be re-evaluated at any time by recommendation of the GIEP team.

Re-evaluations will be conducted in accordance with the requirements for conducting evaluations **and documented in a GWR.**

Re-evaluations must include a review of the student's GIEP, determination of which instructional activities have been successful, and recommendations for revision of the GIEP.

The re-evaluation timeline is sixty (60) calendar days. The calendar days from the day after the last day of the spring school term up to and including the day before the first day of the subsequent fall school term may not be counted.

Gifted Individualized Education Plan (GIEP)

A GIEP team will develop an initial GIEP and determine educational placement of a student, based on the **GWR** and the gifted student's **instructional needs and abilities.**

Each GIEP team will include the following:

1. One (1) or both of the student's parents/guardians.
2. Student, if the parents/guardians choose to have the student participate.

3. District representative, who serves as the chairperson, is knowledgeable about the availability of district resources, and is authorized to commit district resources.
4. One or more of the student's current teachers.
5. **Teacher of gifted students.**
6. Other individuals at the discretion of either the parents/guardians or the district.

The district will use any one (1) or a combination of the following procedures to ensure that parents/guardians of a gifted student are offered the opportunity to be present at each GIEP meeting: documented telephone calls, letters and certified letters with return receipts. The district will maintain documentation of its efforts to encourage parents/guardians to attend.

In an effort to ensure parent/guardian participation in a GIEP meeting, the district will include the following information in the parent/guardian invitation:

- 1. Purpose, time and location of the meeting.**
- 2. Names of individuals expected to attend.**
- 3. Procedural rights available to protect the student and parent/guardian, in language that is clear and fully explains all rights.**
- 4. The results of the GMDT as to whether the student is gifted and an explanation that a GIEP must be developed at the GIEP meeting.**

The parents/guardians and other individuals attending the meeting will be notified at least ten (10) calendar days in advance of the GIEP meeting.

Revisions to a GIEP, changes in educational placement, or continuation of educational placement will be made by the GIEP team, based on a review of the student's GIEP and instructional activities, present levels of educational performance, and information in the most recent evaluation.

During the development, review or revision of a GIEP, the GIEP team will determine whether the gifted student needs one or more support services. **Transportation to and from school psychological services, parental counseling and education, or another service is a support service if the GIEP team determines that one (1) of the following criteria has been met:**

- 1. The service is an integral part of an educational objective of the student's GIEP, without which the GIEP cannot be implemented.**
- 2. The service is needed to ensure the student benefits from or gains access to a gifted education program.**

Each gifted student's GIEP will be based on the **GWR developed by the GMDT** and will contain the following:

1. Statement of the student's present levels of educational performance. **Present levels must be updated annually and progress towards the annual goals and short-term learning outcomes must be determined.**
2. Statement of annual **student-specific, measurable** goals and short-term learning outcomes that are responsive to the learning needs identified in the **GWR, based on rate of acquisition/retention, academic acceleration needs and academic enrichment needs.**
3. Statement of the specially designed instruction and support services to be provided to the student. For an eligible student with a disability, this includes accommodations and modifications in accordance with 34 CFR 300.320(a)(4) regarding an IEP.
4. Projected dates for initiation, anticipated frequency, location and anticipated duration of gifted education.
5. Appropriate objective criteria, assessment procedures and timelines for determining, on at least an annual basis, whether the goals and **short-term** learning outcomes are being achieved. **Objective criteria may include the level, standard, grade, performance and the percent of mastery or completion that is expected. Assessment procedures are the tests or procedures that will be used to measure the achievement. Timelines include when or how often assessment will be completed.**
6. Names and positions of GIEP team participants and date of the meeting.

A copy of the GIEP will be provided to parents/guardians, along with a Notice of Parental Rights for Gifted Students relating to procedural safeguards. Safeguards recognize parents/guardians have the right to submit an independent educational evaluation **for consideration**, but such evaluations are not conducted at district expense.

A GIEP will be developed within thirty (30) calendar days after issuance of a **GWR** and implemented no more than ten (10) school days after it is signed or at the start of the following school year if completed less than thirty (30) days before the last day of scheduled classes.

GIEP team meetings will be convened at least annually, or more frequently if **necessary; following an evaluation or re-evaluation if the GMDT recommends eligibility for specially designed instruction**; and at the request of a GIEP team member, parent/guardian, student or the district.

The _____ will notify teachers who work with the gifted student of their responsibilities under the student's GIEP.

The district will complete a Notice of Recommended Assignment (NORA) at the conclusion of each GIEP review and any time that a significant change has been made to the GIEP.

Student Transfers –

The district will honor a GIEP for a student transferring into this district from within the Commonwealth, until the district can complete a new GIEP, or will provide services and programs in an interim GIEP agreed to by the parents/guardians. If a student who has been identified as gifted in another state moves to this district, the district may conduct a GMDE.

Educational Placement

Gifted education must be an individualized program that addresses the gifted student's needs and academic abilities. The district will develop instructional strategies and techniques for the provision of gifted education, which may include categorical grouping of students.

The student's educational placement must:

1. Enable the district to provide appropriate specially designed instruction based on the student's needs and ability.
2. Ensure the student is able to benefit meaningfully from the rate, level and manner of instruction. **This means that the student will accomplish or make significant progress toward the GIEP annual goals.**
3. Provide opportunities for the student to participate in acceleration or enrichment, or both, when appropriate to the student's needs **and ability**. Such opportunities must go beyond the program the student would receive as part of **the student's** general education.

Specially designed instruction includes adaptations or modifications to the general curriculum, instruction, instructional environments, methods, materials or a specialized curriculum for students who are gifted. This may consist of planning and implementing varied approaches to content, process and product modification in response to the student's interests, ability levels, readiness and learning needs. Specially designed instruction for gifted students may include compacting, accelerating the student or placing the student in more than one (1) grade level.

Specially designed instruction may be delivered in a variety of settings as determined by the GIEP team. **The district will make available a continuum of services and educational placements to address the specific needs of different types and levels of gifted students.**

The district directs that the use of extra work, peer tutoring or helping the teacher does not constitute specially designed instruction or gifted education, and Advanced Placement or Honors courses are not in and of themselves gifted education if they do not respond to the gifted student's individual needs.

Depending on a student's talents or achievements, options for gaining credit for learning obtained outside the district or Advanced Placement within the district may be considered. Credit by examination may be an option to determine appropriate educational assignment.

Graduation planning may need to be part of the GIEP process even for young gifted students because acceleration sets the stage for earning credits early or out of sequence, for early graduation and/or for early admission to college.

Educational placements may need to support the emotional/social challenges the student may face, for example, support for a student who, through acceleration, attends classes with older students.

Gifted educational placement will not be based on one or more of the following:

1. Lack of availability of placement alternatives.
2. Lack of availability or efforts to **provide** educational or support services.
3. Lack of staff qualified to provide the services set forth in the GIEP.
4. Lack of availability of space or a specific facility.
5. Administrative convenience.

The district will support the right of parents/guardians to have their gifted child educated at nonpublic schools completely at parent/guardian or private expense.

Notices

The district will provide written notice to parents/guardians of gifted students, or students thought to be gifted, at least ten (10) school days prior to one or more of the following events:

1. The district proposes to conduct an initial Gifted Multidisciplinary Evaluation (GMDE) or re-evaluation of the student. Notice includes either the Permission to Evaluate or the Notice of Intent to Re-evaluate.
2. The district proposes or refuses to initiate or change the identification, evaluation or educational placement of a student. Notice includes the Notice of Recommended Assignment (NORA).
3. The district proposes or refuses to make any significant changes in the student's GIEP. Notice includes the NORA.

The district will provide a copy of the Notice of Parental Rights for Gifted Students with procedural safeguards when providing any of the required notifications listed above **and document that parents/guardians have received a copy.**

No changes may be made in the identification, evaluation, educational placement or GIEP of a gifted student while an administrative or judicial proceeding is pending, unless agreed to by the parties of the proceeding.

Notices must be written in language understandable to the general public. If necessary, the contents of notices will be **translated or** communicated orally in the native language or **parents'/guardians' preferred mode of communication** so that parents/guardians can understand the content.

The notice will include the following:

1. Description of the action proposed or refused by the district, an explanation of why the action is being taken, and description of options the district considered and the reasons those options were rejected.
2. Description of each evaluation procedure, type of test, record or report used as a basis for the action, and a statement that the district will consider any outside evaluation submitted by a parent/guardian.
3. Description of other factors relevant to the district's action.
4. Full explanation of the parental rights and procedural safeguards available, including the right to an impartial **due process** hearing.
5. The procedures for an impartial due process hearing.
6. Addresses and telephone numbers of organizations available to assist in connection with a hearing.
7. Timelines involved in conducting an evaluation, developing a GIEP, and initiating a hearing.

Consent

The district will document that written parental consent is obtained prior to conducting an initial GMDE, initially placing a student in a gifted program, **placing a student in the recommended assignment** and disclosing information identifiable to a gifted student to unauthorized individuals.

A student's completed GIEP will be provided to the parents/guardians, along with a NORA signed by the Superintendent **or authorized district official** and the Notice of Parental Rights for Gifted Students, with information on the parental right to an impartial due process hearing. The GIEP and notices will be provided at the conclusion of the GIEP conference or by certified mail within five (5) calendar days after the completion of the GIEP conference.

The parents/guardians have ten (10) calendar days to respond to a **NORA** sent by mail. The parents/guardians have five (5) calendar days to respond to a **NORA** presented at the conclusion of the GIEP conference. If the parents/guardians receive the notice in person and approve the recommended assignment within the five (5) days, the district will not implement the GIEP for at least five (5) calendar days, to give the parents/guardians an opportunity to revoke approval within the five-day period.

If a parent/guardian fails to respond or refuses to consent to the initial provision of gifted services, neither due process nor mediation may be used to obtain agreement or a ruling that the services may be provided.

Impartial Due Process Hearing

Parents/Guardians may request, in writing, an impartial due process hearing regarding the identification, evaluation or educational placement of, or the provision of gifted education to, a student who is gifted or who is thought to be gifted if the parents/guardians disagree with the district's determination.

A student involved in a hearing will remain in the current educational placement pending the outcome of the hearing, unless the district and the parents/guardians agree otherwise.

The district may request, in writing, a hearing to proceed with an initial evaluation or re-evaluation when a parent/guardian fails to respond to the district's proposed evaluation or re-evaluation. The district may request, in writing, a hearing when the parent/guardian rejects the district's proposed educational placement, other than initial placement. If a parent/guardian fails to respond or refuses to consent to the initial provision of gifted services, neither due process nor mediation may be used to obtain agreement or a ruling that the services may be provided.

A hearing will be held within thirty (30) calendar days after the initial request for a hearing made by the parent/guardian or the district.

The due process hearing will be conducted by and held in the district at a place convenient to the parents/guardians.

{ }, or may be held virtually upon request.

The parents/guardians may request the hearing to be held in the evening.

The hearing must be an oral, personal hearing open to the public, unless the parents/guardians request a closed hearing five (5) days in advance of the hearing. If the hearing is open, only the decision issued will be available to the public. If the hearing is closed, the decision issued will be treated as a student record and will not be available to the public.

The hearing will be conducted in accordance with the procedures specified in applicable law, state regulations, the Notice of Parental Rights for Gifted Students, and established by the hearing officer.

Upon request, a written transcript of the hearing, **or at the option of the parent/guardian, an electronic verbatim record of the hearing**, will be made and provided to the parents/guardians at no cost.

Parents/Guardians may be represented by legal counsel and accompanied and advised by individuals with special knowledge or training with respect to gifted students.

Parents/Guardians or **their** representatives will be given access to educational records, including tests or reports that are the basis of the proposed action.

The parties have the right to present evidence, witnesses, and to confront and cross-examine opposing witnesses, which includes the presentation of expert medical, psychological or educational testimony.

The hearing officer's decision will be issued within forty-five (45) calendar days after the request for a hearing made by the parent/guardian or district.

The hearing officer's decision may be appealed to a court of competent jurisdiction. When notifying the parties of the decision, the hearing officer will indicate the courts to which an appeal may be taken.

Upon receipt of a final decision from a hearing officer or court, the district will provide to the Pennsylvania Department of Education an assurance of its implementation of the order within thirty (30) school days of the date of the final decision.

Mediation

Mediation is a process in which the parents/guardians and district, who are involved in a dispute regarding special education for a gifted student, may obtain the assistance of an impartial mediator in attempting to reach a mutually agreeable settlement.

Discussions occurring during the mediation session are confidential, and no part of the mediation conference may be recorded.

Mediation conferences will be conducted in accordance with the procedures specified in state regulations, the Notice of Parental Rights for Gifted Students, and established by the mediator.

The district will send a representative to the mediation conference who has the authority to commit district resources to the agreed upon resolution.

If a dispute is resolved through mediation, the district will place the written mediation agreement in the student's education record and incorporate the mediation agreement into the GIEP.

The district will convene the GIEP team within ten (10) school days following a mediation agreement to incorporate the mediation agreement into the GIEP.

Mediation will not be used to deny or delay a party's right to an impartial due process hearing.

Personnel and Professional Development

Personnel providing gifted services and programs will consist of certified professional employees responsible for identifying gifted students and providing gifted education in accordance with applicable law, regulations and Board policy.

All personnel working with gifted students will be certified to teach in the area and level to which they are assigned and should have training in the unique learning differences and needs of gifted learners at their assigned grade level.

Paraprofessionals working with gifted students will work under the direction of professional employees.

The district will provide inservice training for **teachers of gifted students** and regular education teachers, building principals, district administrators and support staff responsible for gifted education, in accordance with its Professional Education Plan **and applicable regulations**.

Resources

[Pennsylvania Department of Education, Gifted Education Guidelines and Frequently Asked Questions](#)

Pennsylvania Office for Dispute Resolution –

[Informal Hearing Procedures for Gifted Education](#)

[Mediation](#)

Pennsylvania Association for Gifted Education (PAGE) – www.giftedpage.org

National Association for Gifted Children (NAGC) – www.nagc.org

Notice of Parental Rights for Gifted Students

Student's Name:

Date:

Dear ***Parent Name***,

This notice describes your rights and the procedures that safeguard your rights as found in Chapter 16 of the State Board of Education's Regulations (22 Pa Code). These regulations require school districts to provide gifted education services to students who have been identified as gifted and in need of specially designed instruction. These services must be described in a Gifted Individualized Education Plan (GIEP).

The information contained in this Notice is important to you and your child. Please take time to review it. If you need clarification, you can seek help from personnel in your school district. You also have the right to be informed of organizations that are established to assist parents in understanding their rights under these laws. A list of some of these parent assistance resources can be found below.

If you have a concern about your child's educational program, you may wish to contact your child's teachers, principal, or district administrators. This type of communication is often helpful in resolving concerns. You also have the right to initiate due process procedures as described in Section V of this notice.

Sincerely,

Pennsylvania Department of Education

Bureau of Teaching and Learning
333 Market Street, 3rd Floor
Harrisburg, PA 17126-0333
717-705-6359

Bureau of Special Education
333 Market Street, 7th Floor
Harrisburg, PA 17126-0333
717-783-6134

Pennsylvania Bar Association

P.O. Box 186
Harrisburg, PA 17108
800-222-3353

Pennsylvania Office for Dispute Resolution (free for parents/guardians)

6340 Flank Drive
Harrisburg, PA 17112-2764
Special Education Consult Line: 800-879-2301 or (locally) 717-541-4960 ext. 3332
www.odr-pa.org

Pennsylvania Association for Gifted Education, Inc. (PAGE)

P.O. Box 312
Northampton, PA 18067
Helpline: 888-736-6443
www.giftedpage.org

Notice of Parental Rights

Section I: Prior Written Notice of Action/Refusal to Act

A. When Provided:

A school district must provide parents with written notice 10 school days prior to one or more of the following events:

1. The school district proposes to conduct an initial Gifted Multidisciplinary Evaluation (GMDE) or reevaluation of the student. Notices given under these circumstances are either the Permission to Evaluate or the Notice of Intent to Reevaluate.
2. The school district proposes or refuses to initiate or change the identification, evaluation or educational placement of the student. Notice given under these circumstances is the Notice of Recommended Assignment (NORA).
3. The school district proposes or refuses to make any significant changes in the student's Gifted Individualized Education Program (GIEP). Notice given under these circumstances is the Notice of Recommended Assignment (NORA).

B. Contents of Notice:

Prior written notices must be written in language understandable to the general public. If necessary, the content of notices must be communicated orally in the native language or directly so that parents understand the content of the notice.

Prior written notices must contain:

1. A description of the action proposed or refused by the school district, an explanation of why the school district proposes or refuses to take the action, and a description of any options the school district considered and the reasons why those options were rejected.
2. A description of each evaluation procedure, type of test, record or report the school district used as a basis for the district's action.
3. A description of other factors relevant to the school district's action.
4. A full explanation of the parental rights or procedural safeguards available to the parents or the student, including the right to an impartial hearing.
5. The address and telephone numbers of organizations that are available to assist the parents.
6. The timelines involved in conducting an evaluation, developing a gifted individualized education program (GIEP), and initiating a hearing.

7. A statement informing parents that an outside evaluation submitted by the parents must be considered.

Section II: When Prior Written Parental Consent Must Be Obtained

Parental consent must be obtained by the school district prior to:

1. Conducting an initial Gifted Multidisciplinary Evaluation (GMDE) of a student;
2. Initially placing a gifted student in a gifted program;
3. Disclosing to unauthorized persons information identifiable to a gifted student.

Section III: Parental Refusal to Give Consent

A school district may request (in writing) a due process hearing to proceed with an initial evaluation or an initial educational placement when the district has not been able to obtain consent from the parents of a student who is thought to be gifted.

A school district may also request (in writing) a due process hearing when a parent disagrees with the identification, evaluation or proposed educational placement or educational services for a student who is gifted.

Section IV: Independent Educational Evaluation

Parents have the right to obtain an independent educational evaluation at their own expense. The results of the independent evaluation must be considered by the school district in any decision made with respect to the provision of a gifted education.

Section V: Dispute Resolution Systems

When parents disagree with the school district's proposal, they have the following formal systems available to them for dispute resolution:

Mediation –

Mediation is a process in which parents and agencies involved in a dispute regarding special education for gifted students agree to obtain the assistance of an impartial mediator in attempting to reach a mutually agreeable settlement. There is no cost to the parties.

Discussions occurring during the mediation session are confidential, and no part of the mediation conference is to be recorded.

1. During a mediation conference the mediator will meet with the parties together in a joint session and individually in private sessions.

2. The designated agency involved in the dispute must send representative who has the authority to commit resources to the resolution agreed upon.
3. Any agreement reached by the parties during the mediation process must be converted into writing and placed in the student's educational record.
4. The written mediation agreement is not a confidential document, shall be incorporated into the student's GIEP, and is binding on the parties.
5. The mediation agreement shall be enforceable by the Department of Education.
6. A GIEP team shall be convened within 10 school days following the mediation agreement, to incorporate the mediation agreement into the GIEP where necessary.
7. When the mediation conference results in a resolution of the dispute, each party shall receive an executed copy of the agreement at the conclusion of the mediation conference.
8. Mediation may not be used to deny or delay a party's right to an impartial due-process hearing

Impartial Due Process Hearings –

1. Parents may request an impartial due process hearing in writing concerning the identification, evaluation or educational placement of, or the provision of a gifted education to, a student who is gifted or who is thought to be gifted if the parents disagree with the school district's identification, evaluation or placement or the provision of gifted education to the student.
2. A school district may request a due process hearing in writing to proceed with an initial evaluation or an initial educational placement when the district has not been able to obtain consent from the parents or in regard to a matter in number one above.
3. The due process hearing will be conducted by and held in the local school district at a place reasonably convenient to the parents. At the request of the parents, the hearing may be held in the evening.
4. The due process hearing will be an oral, personal hearing and will be open to the public unless the parents request a closed hearing 5 days in advance of the hearing. If the hearing is open, the decision issued in the case will be available to the public. If the hearing is closed, the decision will be treated as a record of the student and will not be available to the public.
5. The decision of the hearing officer will include findings of fact, a discussion and conclusions of law. Although technical rules of evidence will not be followed, the decision will be based solely upon the substantial evidence presented during the course of the hearing.

6. The hearing officer will have the authority to order that additional evidence be presented.
7. A written transcript of the hearing will, upon request, be made and provided to the parents at no cost.
8. Parents may be represented by legal counsel and accompanied and advised by individuals with special knowledge or training with respect to students who are gifted.
9. A parent or parent's representative will have access to educational records, including tests or reports upon which the proposed action is based.
10. A party may prohibit the introduction of evidence at the hearing that has not been disclosed to that party at least 5 calendar days before the hearing.
11. A party has the right to present evidence and testimony, including expert medical, psychological or educational testimony.
12. The decision of the impartial hearing officer may be appealed to a court of competent jurisdiction.
13. The Secretary may contract for coordination services in support of hearings conducted by local school districts. The coordination services will be provided on behalf of the school districts and may include arrangements for stenographic services, arrangements for hearing officer services, scheduling of hearings and other functions in support of procedural consistency and the rights of the parties to hearings.
14. If a school district chooses not to utilize the coordination services, it may conduct hearings independent of the services if its procedures similarly provide for procedural consistency and ensure the rights of the parties. In the absence of its own procedures, a school district that receives a request for an impartial due process must forward, without delay, the request to the agency providing coordination services.
15. A hearing officer may not be an employee or agent of a school district in which the parents or student resides, or of an agency which is responsible for the education or care of the student. A hearing officer must promptly inform the parties of a personal or professional relationship the officer has or has had with any of the parties.
16. The following timelines apply to due process hearings:
 - i. The hearing must be held within 30 calendar days after a parent's or school district's initial request for a hearing.
 - ii. The hearing officer's decision must be issued within 45 calendar days after the parent's or school district's request for a hearing.

17. Each school district must keep a list of the persons who serve as hearing officers. The list must include the qualifications of each hearing officer. School districts must provide parents with information as to the availability of the list and must make copies of it available upon request.

Section VI: Student's Status During Proceedings

Unless the parents and school district agree otherwise, the student must remain in his or her present educational placement during the pendency of any administrative or judicial proceeding.

Section VII: Applicable Laws and Regulations

Refer to 22 Pa Code, Chapter 16: Special Education for Gifted Students.

Mediation Request Form

The Mediation Request Forms can be found on the [Office for Dispute Resolution](#) website.

- [Mediation Request Form – English](#) (PDF)
- [Mediation Request Form – English – Online Submission](#)
- [Mediation Request Form – Spanish](#) (PDF)
- [Mediation Request Form – Spanish – Online Submission](#)

Permission to Evaluate

School personnel must issue this form to obtain written consent from a child's parent/guardian to conduct an initial evaluation.

☐ **Oral Request by Parent**

Date:

☐ **Written Request by Parent**

Date:

Date Sent:

Student Name:

Name and Address of Parent:

Dear ***Parent Name***,

The school district requests your consent to conduct a Gifted Multidisciplinary Evaluation. We must have your consent before we can begin.

In the evaluation, we will investigate information relevant to your child's suspected giftedness, including academic functioning, learning strengths and educational needs as shown by present levels of educational performance, assessment results, classroom observations and information from you. We will also be looking for an indication of demonstrated achievement, performance or expertise in one or more academic areas. Specific types of tests and procedures that will be used in the evaluation include the following:

The school district will form a Gifted Multidisciplinary Team to conduct the evaluation. As a parent(s), you are a member of the team. You will be invited to all team meetings. The multidisciplinary evaluation process will include information from parents or others who interact with the student on a regular basis and may include information from the student if appropriate. If you want to send written comments, please do so.

The Gifted Multidisciplinary Team will determine whether your child is gifted and in need of specially designed instruction. This information will be outlined in a *Gifted Written Report*. If the team determines your child is eligible for specially designed instruction the *Gifted Written Report* will be given to the GIEP team. As a parent(s), you are also a member of the GIEP team. You will be invited to all team meetings. The Gifted Multidisciplinary Evaluation is to be completed and the *Gifted Written Report* is to be delivered to you within 60 calendar days of receipt of your consent to evaluate.

Please read the enclosed *Notice of Parental Rights for Gifted Students*, which includes parent resources such as state or local advocacy organizations. If you have any questions, or if you need the services of an interpreter, please contact me.

Name:

Position:

Phone Number:

Email Address:

Directions for Parents

Please check the appropriate item(s), sign and return this form to the person above. The school district may request a hearing to proceed with a reevaluation if you fail to respond to this request.

- ☐ I give consent to start an initial Gifted Multidisciplinary Evaluation as you propose.
- ☐ Please contact me. I am not ready to give consent for an initial Gifted Multidisciplinary Evaluation at this time and would like to talk about this.
- ☐ I object to the proposed initial Gifted Multidisciplinary Evaluation. Please do not begin the process at this time.
- ☐ I request mediation.*
- ☐ I would like an impartial due process hearing.*

Parent Signature

Date

Daytime Phone Number:

Email Address:

_____ (Initial) I have received a copy of the *Notice of Parental Rights for Gifted Students*.

* The enclosed *Notice of Parental Rights for Gifted Students* provides information on the options listed above.

Gifted Written Report

☐ Initial Referral

☐ Reevaluation

Student Name:

Student Birth Date:

Grade:

Date Report Provided to Parents:

School District:

School:

Reason for Referral:

Summary of Findings/Interpretation of Assessment Results in Each Academic Area

I. Information Gathered

1. Information from the parents
2. Information from others who interact with the student on a regular basis
3. Information from the student (if appropriate)

II. Assessment of academic functioning relevant to the student's suspected giftedness

1. Ability and achievement test scores
2. Rates of acquisition and retention
3. Achievement, performance, expertise in one or more academic areas as evidenced by excellence of products, portfolio or research, as well as criterion-referenced team judgment

III. Learning strengths including specialized skills, interests and aptitudes relevant to the student's suspected giftedness

IV. Educational needs relevant to the student's suspected giftedness

1. Differentiated Instruction
2. Indicate any intervening factors which may mask gifted abilities (such as English as a second language, learning disability, physical impairment, emotional disability, gender or race bias or socio/cultural deprivation)

V. Conclusions and recommendations for specially designed instruction to Gifted Individualized Education Program (GIEP) team

1. Conclusions - Determination of eligibility and educational needs: Select A, B or C
 - A. ☐ The student is not gifted and therefore is NOT ELIGIBLE for gifted placement and programming
 - B. ☐ The student is gifted but does not need specially designed instruction, and therefore is NOT ELIGIBLE for gifted placement and programming
 - C. ☐ The student is gifted AND is in need of specially designed instruction, and therefore IS ELIGIBLE for gifted placement and programming
2. Recommendations for consideration by the GIEP team for the student's educational programming

For Reevaluation

I. Recommendation regarding continued need for gifted education

II. Review of the student's GIEP

1. Instructional activities that have been successful
2. Recommendations for revision of the GIEP

Gifted Multidisciplinary Team

Name	Role or Position
	Parent/Guardian
	Parent/Guardian
	Certified School Psychologist
	Teacher

* The enclosed *Notice of Parental Rights for Gifted Students* provides information on the options listed above.

Invitation to Participate in a Gifted Team Meeting

For District Use Only - Date of receipt of *Invitation to Participate in a Gifted Team Meeting*: _____

Student Name:

Name and Address of Parent:

Dear _____,

We are sending you this notice so that you can attend a gifted team meeting.

The purpose of this meeting is to:

☐ Discuss the results and recommendations of the Gifted Multidisciplinary Evaluation or Reevaluation which was performed by the Gifted Multidisciplinary Team, and review the Gifted Written Report.

☐ Discuss your child's current Gifted Individualized Education Plan (GIEP) to review and/or revise it as needed.

☐ Other: _____

The team meeting has been tentatively scheduled for _____ at _____.
(Date) (Time)

The meeting will be held at _____.
(Address)

If this time, date or location is not convenient for you please contact me as soon as possible so we can arrange a meeting time and location that will offer you the opportunity to be present.

Name and Title

Date

Phone Number

Email Address

The following individuals are expected to attend the meeting for your child:

Name	Role or Position

Parents are strongly encouraged to participate as members of their child's team. If you would like additional personnel from the school district to attend this team meeting, or if you have any questions or comments, please contact me. Furthermore, please be advised that you may bring other persons to the meetings who have knowledge or special expertise regarding your child.

We are requesting that you respond to this notice by checking the appropriate option below, and returning this form to the school district (by mail or in person) as soon as possible.

☐ I will attend the team meeting as scheduled.

☐ I will need the following accommodations so that I may attend the team meeting:

☐ I will not be attending the team meeting.

☐ I wish to attend the team meeting, but this time and/or location is not convenient. I will contact you to make other arrangements.

Parent/Guardian Signature

Date

Phone Number

Email Address

(Initial) I have received a copy of the *Notice of Parental Rights for Gifted Students*.

(Initial) I waive the right for the 10-day notification to attend the gifted team meeting.

* The enclosed *Notice of Parental Rights for Gifted Students* provides information on the options listed above.

Gifted Individualized Education Plan (GIEP)

School Year:

GIEP Team Meeting Date:

Student ID #:

Implementation Date:

Anticipated Duration of Gifted Education:

Student Information

Student Name:

Date of Birth:

Age:

Student Email:

Grade:

Parent/Guardian Information

Parent(s) Name:

Address:

Home Phone:

Work Phone:

Home Email:

Work Email:

School Information

School District:

County of Residence:

Other Information:

Student's Name:

GIEP Team Participants

The Gifted Individualized Education Plan (GIEP) Team makes the decisions about the student's program and placement. Required members of the GIEP team are: the student's parent(s), the student (if appropriate), one or more of the student's current teachers, a school district representative, other individuals at the discretion of either the parents or district and a teacher of the gifted.

Name	Position	Signature
	Parent	
	Parent	
	Student*	
	Teacher of Gifted	
	Teacher of	
	Teacher of	
	Teacher of	
	School District Representative (Chairperson)**	

* The student may participate if the parents choose to have the student participate.

** The district representative is one who is knowledgeable about the availability of resources of the district and who is authorized by the district to commit those resources.

Student's Name:

I. Present Levels of Educational Performance (Current)

A. Academic/Cognitive Strengths

B. Achievement Results (aligned to grade/course level standards to indicate instructional level)

C. Progress on Goals (for annual review only)

D. Aptitudes, interests, specialized skills, products and evidence of effectiveness in other academic areas:

E. Grades/Classroom Performance as Indicated by Subject Area Teachers

Student's Name:

II. Goals and Outcomes

Annual Goal #1:

Short-Term Learning Outcomes for Goal #1

Short-Term Objective	Objective Criteria	Assessment Procedures	Timeline

Specially Designed Instruction for Annual Goal #1

SDI	Projected Date for Initiation	Anticipated Frequency	Location	Anticipated Duration

Student's Name:

Annual Goal #2:

Short-Term Learning Outcomes for Goal #2

Short-Term Objective	Objective Criteria	Assessment Procedures	Timeline

Specially Designed Instruction for Annual Goal #2

SDI	Projected Date for Initiation	Anticipated Frequency	Location	Anticipated Duration

Student's Name:

Annual Goal #3

Short-Term Learning Outcomes for Goal #3

Short-Term Objective	Objective Criteria	Assessment Procedures	Timeline

Specially Designed Instruction for Annual Goal #3

SDI	Projected Date for Initiation	Anticipated Frequency	Location	Anticipated Duration

Student's Name:

III. Support Services

Support Service Description	Projected Date for Initiation	Anticipated Frequency	Location	Anticipated Duration	Service Provider

Notice of Recommended Assignment (NORA)

Date:

Student Name:

Name and Address of Parent:

Dear **Parent Name**,

This letter summarizes recently developed recommendations or proposed changes for your child's education program and/or assignment.

- ☐ Your child should begin to receive gifted education services. The school district will not proceed without your approval of this recommendation (the *Gifted Individualized Education Plan* is attached).
- ☐ Your child's gifted education placement or services should be changed as noted in the *Gifted Individualized Education Plan*. The school district will proceed with this change unless you notify us with your written disapproval (the *Gifted Individualized Education Plan* is attached.) You have ten (10) calendar days to respond to a notice of recommended assignment sent by mail or five (5) calendar days to respond to a notice presented in person at the conclusion of a *Gifted Individualized Education Plan* conference. If you receive the notice in person and approve the recommended assignment within five (5) calendar days, we may not implement the *Gifted Individualized Education Plan* for at least five (5) calendar days, to give you an opportunity to notify us within the five-day period of a decision to revoke the previous approval of the recommended assignment.
- ☐ Your child is no longer in need of specially designed instruction. We recommend current gifted education services be discontinued. The school district will proceed with this change unless you notify us with your written disapproval. You have ten (10) calendar days to respond to a notice of recommended assignment sent by mail or five (5) calendar days to respond to a notice presented in person at a gifted team meeting. If you receive the notice in person and approve the recommended assignment within five (5) calendar days, we may not discontinue services within five (5) calendar days to give you the opportunity to notify us within the five- day period of a decision to revoke the previous approval of the recommended assignment.

- ☐ Your child is graduating from high school. All gifted education services will cease at the end of the current school term.
- ☐ Your child is not in need of gifted education and should continue in his/her present assignment.
- ☐ The school district is refusing your request to initiate or change your child's:
 - ☐ Identification
 - ☐ Evaluation
 - ☐ Educational placement
 - ☐ Provision of education

The reasons and basis for this refusal are:

- ☐ Other, Explain:

This assignment was recommended after a review of the options that were used to assist in identifying the services and programs that will meet your child's needs. The assignment recommended for your child is:

- ☐ General Education
- ☐ Gifted Support
 - ☐ Enrichment in the following area(s):
 - ☐ Acceleration in the following area(s):
 - ☐ Enrichment/Acceleration Combination in the following area(s):

Reasons the recommendation is appropriate (include evaluation/present level data, GMDE team member input and other factors used in making the recommendations):

Description of the options that were considered and the reasons why those options were rejected (include evaluation/present level data, GMDE team member input and other factors used in rejecting considered options):

School District Superintendent Signature

Date

You have certain rights that are described in the attached *Notice of Parental Rights for Gifted Students*. Please carefully read the information. If you need more information, you may contact:

Name:

Position:

Address:

Phone Number:

Email Address:

Directions for Parents

Please check one of the options, sign this form and return it within ten (10) days to the person listed above.

☐ **I approve** this recommendation.

☐ **I do not approve** this recommendation. My reason for **disapproval** is:

I request: ☐ Mediation* ☐ Due-Process Hearing*

I need the following accommodations to be made so that I may attend the due process hearing/mediation:

Parent Signature

Date

Daytime Phone Number:

Email Address:

_____ (Initial) I have received a copy of the *Notice of Parental Rights for Gifted Students*.

* The enclosed *Notice of Parental Rights for Gifted Students* provides information on the options listed above.

Notice of Intent to Reevaluate

Date:

Student Name:

Name and Address of Parent:

The school district is planning to reevaluate your child for the following reason(s):

In the gifted reevaluation, we will review your child's Gifted Individualized Education Program (GIEP), make a determination of which instructional activities have been successful and provide recommendations for the revision of the GIEP. It may also include information relevant to your child's giftedness, academic functioning, learning strengths and educational needs as shown by present levels of educational performance, assessment results, classroom observations and information from you. Specific types of tests and procedures, which will be used in the reevaluation, include the following:

The school district will form a Gifted Multidisciplinary Team (GMDT) to conduct the reevaluation. As a parent(s), you are a member of the team. You will be invited to all team meetings. Information from you is to be considered by the team as part of the reevaluation process. If you want to send written comments, please do so.

The GMDT will determine whether your child continues to be eligible for gifted support and services. This information will be outlined in a Gifted Written Report (GWR). If the team determines your child continues to be eligible for specially designed instruction, the GWR will be given to the GIEP team. As a parent(s), you are also a member of the GIEP team. You will be invited to all team meetings. The gifted reevaluation is to be completed and the GWR is to be delivered to you within sixty (60) calendar days of the reevaluation.

Please call me at the number listed below to discuss information that you feel is important to include in the evaluation. Please read the enclosed *Notice of Parental Rights for Gifted Students*, which includes parent resources such as state or local advocacy organizations. If you have any questions, or if you need the services of an interpreter, please contact me.

Name:

Position:

Phone Number:

Email Address:

Directions for Parents

Please check the appropriate item(s), sign and return this form to the person above. The school district may request a hearing to proceed with a reevaluation if you fail to respond to this request.

- ☐ I understand that a gifted reevaluation will be done for my child and that I will receive a written copy of the GWR. The GWR may also be given to the GIEP team to assess my child's placement.

Parent Signature

Date

Daytime Phone Number:

Email Address:

_____ (Initial) I have received a copy of the *Notice of Parental Rights for Gifted Students*.

* The enclosed *Notice of Parental Rights for Gifted Students* provides information on the options listed above.

Book	Policy Manual
Section	100 Programs
Title	Career and Technical Education
Code	115
Status	Active
Adopted	February 4, 2019

Authority

The Board shall provide a program of career and technical education in order to: [\[1\]](#)[\[2\]](#)[\[3\]](#)[\[4\]](#)[\[5\]](#)

1. Prepare students for employment as skilled workers or technicians in recognized, new and emerging occupations.
2. Prepare students for enrollment in postsecondary education programs.
3. Assist students in choosing career pathways.

The Board shall ensure that all students and parents/guardians are informed of the student's rights to participate in career and technical education programs and courses and that students with disabilities enrolled in such programs are entitled to services under state and federal laws and regulations. [\[3\]](#)[\[6\]](#)[\[7\]](#)[\[8\]](#)[\[9\]](#)

All students participating in career and technical programs sponsored or supervised by the Board shall be considered regularly enrolled in district schools and shall be subject to Board policies and district administrative regulations and rules.

The Board shall support a program of career and technical education which may include:

1. District students attending Lancaster County Career & Technology Center (LCCTC) for participation in a cooperative program of career development. [\[2\]](#)[\[3\]](#)[\[5\]](#)[\[10\]](#)

Students and parents/guardians shall be informed that admission to career and technical education programs is accessible to regularly enrolled district students, in accordance with established criteria for attendance. [\[3\]](#)[\[4\]](#)[\[15\]](#)[\[16\]](#)

If the Board offers a program of career and technical education within the district's curriculum or operates its own school for career and technical education, the Board shall:

1. Approve the content, organization and assessment standards of all technical courses. [\[3\]](#)
2. Approve the placement of students in cooperative education and career preparatory programs and supervise the nature and conduct of their employment. [\[3\]](#)[\[14\]](#)

3. Operate programs in compliance with the laws and regulations governing career and technical education.[\[3\]](#)[\[15\]](#)[\[17\]](#)
4. Approve the transfer of students to out-of-district career and technical education programs.[\[11\]](#)[\[18\]](#)
5. Employ and supervise certified district staff teaching career and technical education courses.[\[19\]](#)[\[20\]](#)[\[21\]](#)
6. Provide adequate facilities and equipment for maintenance of the district's career and technical education program.
7. Establish appropriate advisory committees to advise the Board, administration and staff concerning the aspects of the career and technical education program delegated to each committee.[\[22\]](#)[\[23\]](#)[\[24\]](#)[\[25\]](#)[\[26\]](#)

Delegation of Responsibility

The Superintendent or designee shall be responsible for developing and monitoring the district's program of career and technical education to ensure that:

1. All district programs are operated in conformance with the laws and regulations governing career and technical education programs.[\[3\]](#)[\[14\]](#)[\[15\]](#)
2. Approved planned instruction is being implemented.
3. Students participating in cooperative education programs are not exploited, illegally employed, or employed under conditions that fail to safeguard their health and interests.
4. Development of district career and technical education programs is integrated with a continuing assessment of the local, national and international employment demands; as well as the needs and interests of students.

The Superintendent shall seek and utilize all available state and federal sources of revenue for the financial support of career and technical education programs.

Guidelines

Child Abuse Prevention Requirements

Employers who participate in district internship, externship, work study, co-op, or similar programs shall adopt policies and procedures that ensure compliance with the following procedures required by the Child Protective Services Law.

Identification of Adult Responsible for Child's Welfare -

When a district student under the age of eighteen (18) years old participates in an internship, externship, work study, co-op, or similar program with an outside employer, the district and the employer shall, prior to commencing participation, identify an adult(s) who will be the student's supervisor while the child participates in the program. The identified adult(s) will be the person responsible for the child's welfare.[\[27\]](#)[\[28\]](#)

The identified adult(s) shall be in the immediate vicinity of the child at regular intervals during the program. **Immediate vicinity** shall mean an area in which an individual is physically present with a child and can see, hear, direct and assess the activities of the child.[\[27\]](#)[\[28\]](#)

Certifications -

Prior to commencement of the program, the identified adult shall submit the following information to the Superintendent or designee:[\[28\]](#)

1. PA Child Abuse History Clearance - which must be less than sixty (60) months old.
2. PA State Police Criminal History Record Information - which must be less than sixty (60) months old.
3. Federal Criminal History Report - which must be less than sixty (60) months old.
4. Disclosure Statement – which is a statement swearing or affirming applicant has not been disqualified from service by reason of conviction of designated criminal offenses or being listed as the perpetrator in a founded report of child abuse.[\[29\]](#)

The Superintendent or designee shall review the information and determine if information is disclosed that precludes identification of the adult as the supervisor responsible for the child's welfare.

Information submitted by an identified adult in accordance with this policy shall be maintained centrally in a manner similar to that for school employees.

Arrest or Conviction Reporting Requirements -

An identified adult shall notify the employer, in writing, within seventy-two (72) hours of the occurrence, of an arrest or conviction required to be reported by law.[\[29\]](#)

An identified adult shall also report to the employer, within seventy-two (72) hours of notification, that s/he has been listed as a perpetrator in the Statewide database, in accordance with the Child Protective Services Law.[\[29\]](#)

Failure to accurately report such occurrences may subject the identified adult to disciplinary action up to and including termination of employment and criminal prosecution.[\[29\]](#)

The employer shall immediately require an identified adult to submit new certifications when there is a reasonable belief that the identified adult was arrested for or has been convicted of an offense required to be reported by law, was named as a perpetrator in a founded or indicated report, or has provided written notice of such occurrence.[\[29\]](#)

If the employer receives notice of such occurrences from either the adult or a third party, the employer shall immediately report that information to the Superintendent or designee in writing.[\[29\]](#)

Child Abuse Reporting -

Identified adults who have reasonable cause to suspect that a child is the victim of child abuse shall make a report of suspected child abuse in accordance with the Child Protective Services Law.[\[30\]](#)[\[31\]](#)

Legal

- [1. 24 P.S. 1806](#)
- [2. 24 P.S. 1807](#)
- [3. 22 PA Code 4.31](#)
- [4. 22 PA Code 12.41](#)
- [5. 22 PA Code 339.2](#)
6. Pol. 103
7. Pol. 103.1
8. Pol. 113
9. Pol. 138
- [10. 24 P.S. 1841](#)
- [11. 24 P.S. 1809](#)
- [12. 22 PA Code 11.28](#)
- [13. 24 P.S. 1801](#)
- [14. 22 PA Code 339.29](#)
- [15. 24 P.S. 1850.1](#)
- [16. 22 PA Code 339.21](#)
- [17. 22 PA Code 339.22](#)
- [18. 24 P.S. 1847](#)
- [19. 24 P.S. 1106](#)
- [20. 24 P.S. 1212](#)
- [21. 22 PA Code 339.41](#)
- [22. 24 P.S. 1808](#)
- [23. 24 P.S. 1842](#)
- [24. 22 PA Code 4.33](#)
- [25. 22 PA Code 339.13](#)
- [26. 22 PA Code 339.14](#)
- [27. 23 Pa. C.S.A. 6303](#)
- [28. 23 Pa. C.S.A. 6344](#)
- [29. 23 Pa. C.S.A. 6344.3](#)
- [30. 23 Pa. C.S.A. 6311](#)
31. Pol. 806
- [22 PA Code 4.34](#)
- [23 Pa. C.S.A. 6301 et seq](#)

LAMPETER-STRASBURG SCHOOL DISTRICT

ADMINISTRATIVE REGULATION

APPROVED:

REVISED:

115-AR-0. COOPERATIVE EDUCATION PROGRAM

The district will provide qualified students enrolled in vocational technical programs opportunities to participate in cooperative education programs in approved agencies and businesses.

Students and parents/guardians must complete and sign all required forms each school year prior to participating in a cooperative education program.

The district will be responsible to monitor the effectiveness and quality of each cooperative education experience.

Each cooperative education sponsor will be notified of and will acknowledge compliance with the following requirements:

1. Cooperate with the principal or designee and other school staff.
2. Keep accurate records of student progress and attendance, including daily time of arrival at and departure from the work site.
3. Be aware of the academic requirements the school may have while the student participates in the work experience.
4. Obey all applicable federal and state child labor laws.

LAMPETER-STRASBURG SCHOOL DISTRICT

ADMINISTRATIVE REGULATION

APPROVED:

REVISED:

115-AR-1. COOPERATIVE EDUCATION RELEASE FORM

I, the student, am aware that _____ is a
(Describe Work-Study Setting)
potentially dangerous activity and that participation will be a potentially dangerous activity involving risk of injury. Because of the potential dangers of the cooperative education activity, I recognize the importance of following supervisors' instructions at all times while at the work site.

I, the undersigned, in consideration of my child being able to participate in a cooperative education program through _____
School District for the school year 20 ____ - 20 ____, agree to release and forever discharge _____ School District; its agents, employees, cooperative education sponsors, and School Board members from any and all claims, demands, losses, damages, costs, expenses, and attorney's fees for injury or death to the student resulting from, growing out of, caused by, or arising in any manner from participation in the cooperative education program sponsored through the district.

This Release Form is applicable to all potential cooperative education assignments made by the district.

I, the undersigned, having read and understood the Release Form, agree and consent to the participation of my child in a cooperative education program through _____
School District. I execute it voluntarily and with full knowledge of its significance.

 Student

 Date

 Parent/Guardian

 Date

 Parent/Guardian

 Date

 Work-Study Site Sponsor

 Date

LAMPETER-STRASBURG SCHOOL DISTRICT

ADMINISTRATIVE REGULATION

APPROVED:

REVISED:

115-AR-2. STUDENT TRANSPORTATION RELEASE

Parents/Guardians/Adult Student (Age eighteen (18) and older):

If your high school student (or you, if you are a student age eighteen (18) or over) plans to drive him/herself between school and a work-study site during the school day, please complete and sign the following and return it to the school principal.

_____ has my permission to drive to and
(Student's Name)
from school and a cooperative education site during the school day during the 20 ____ - 20 ____
school year.

I agree to hold _____ School District
harmless in the event of injury or death to this student or others, including any property damages
to student's property or the property of others, while the student is driving or being driven to or
from school or work site in a vehicle other than that provided by the district. In addition, I agree
not to assert against the district; all current, former and future members of the School Board;
current, former and future employees of the district; and their heirs, executors, administrators,
successors and assigns in any court of law any claim or claims that the student and/or the
parent/guardian had, now has, or may have in the future, whether known or unknown, based on
any injuries sustained by the student while being so transported.

I have read the above agreement, and voluntarily sign the release and waiver of liability, and
further agree that no oral representations, statements or inducements apart from the foregoing
written agreement have been made.

Signature of Parent/Guardian or Adult Student

Date

Signature of Student

Date

----- District Use Only -----

Received by

Date

LAMPETER-STRASBURG SCHOOL DISTRICT

ADMINISTRATIVE REGULATION

APPROVED:

REVISED:

115-AR-3. CONSENT FOR TREATMENT

I, _____, the parent/guardian of
_____ give my consent for
my child to participate in the cooperative education program described here:

I further give my legal consent and authorize any representative of _____
School District or a sponsor to authorize emergency medical treatment by a licensed physician,
hospital or other health care giver for my child for any injury or illness of an emergency nature
s/he incurs while participating in the activity noted above.

I agree to pay and assume all responsibility for medical and hospital expenses and any
emergency service incurred on behalf of my child.

I acknowledge and agree that _____ School District or the sponsor is not
responsible for any medical, hospital expenses and/or charges that are incurred in the medical
treatment or hospitalization of my child. A photocopy of this document shall have the same force
and effect as the original.

If my child requires emergency medical treatment, I understand school personnel or the sponsor
will make a reasonable attempt to contact me to seek my permission to authorize treatment. To
facilitate contacting me, I agree to provide current work and home phone numbers to the school.

This form must be signed and returned to the school by _____ if the student named
above is to participate in the work-study activity. (Date)

Parent/Guardian

Work Telephone Number

Date

Parent/Guardian

Home Telephone Number

Date

LAMPETER-STRASBURG SCHOOL DISTRICT

ADMINISTRATIVE REGULATION

APPROVED:

REVISED:

116-AR-0. PRIVATE TUTORING

The instructional program for students provided by a properly qualified private tutor must comply with state law and regulations.

District approval is not required to commence private tutoring.

Qualifications

A **properly qualified private tutor** is defined as a person who is certified by the Commonwealth to teach in Pennsylvania public schools; who is teaching one (1) or more children who are members of a single family; who provides the majority of instruction to such child or children; and who is receiving a fee or other consideration for instructional services.

A private tutor must be certified by the Commonwealth of Pennsylvania to teach in the public schools of Pennsylvania. No person who would be disqualified from school employment by the provisions of 24 P.S. § 1-111(e) may be a private tutor. The private tutor must file with the Superintendent a copy of his/her Pennsylvania certification, state and federal criminal history information and child abuse history clearance.

Instruction

The building principal may provide instructional materials for a student's use.

Instruction must be given during the school year for a minimum of 180 days of instruction or for a minimum of 900 hours of instruction for elementary students and minimum of 990 hours of instruction for secondary students as the equivalent of 180 days.

Elementary Level Requirements –

Instruction of students by a properly qualified private tutor must include the following for elementary level students:

1. English, including spelling, reading and writing.
2. Arithmetic.
3. Geography.

4. History of the United States and Pennsylvania.
5. Science.
6. Civics, including loyalty to the state and national government.
7. Safety education, including regular and continuous instruction in the dangers and prevention of fires.
8. Health, including physical education and physiology.
9. Music.
10. Art.

Secondary Level Requirements –

Instruction of students by a properly qualified private tutor must include the following for secondary level students:

1. Art.
2. English.
3. Health.
4. Mathematics.
5. Music.
6. Physical education.
7. Science.
8. Social studies, including civics, world history, United States and Pennsylvania history.

At the discretion of the tutor, the instruction may include economics, biology, chemistry, foreign languages, trigonometry or other age-appropriate planned instruction as contained in Chapter 4 (relating to academic standards and assessment).

Evidence of Academic Progress

The student's parent/guardian must provide written assurance to the Superintendent by June 30 of each school year that the instructional requirements have been met.

When the district Superintendent receives a complaint that a student being privately tutored is not making satisfactory progress, the Superintendent may request any of the following as evidence of academic progress and documentation of instructional time:

1. Samples of student work.
2. Assessments.
3. Progress reports.
4. Report cards.
5. Evaluations.
6. Logs maintained by the tutor or parent/guardian.
7. Attendance records.
8. Records indicating the dates and times instruction was provided.

Diplomas

There are no graduation requirements for privately tutored students. Students may choose to take the GED tests and then obtain a Commonwealth Secondary School diploma.

Reporting Requirements

Private tutors must report to the district the names and residences of all children between six (6) and eighteen (18) years of age they are tutoring, report when they cease to tutor such students, and notify the district of any tutored student who has been absent three (3) days, or the equivalent, during the term of compulsory attendance, without lawful excuse.

Dual Enrollment

At the district's discretion, students that are being privately tutored may be permitted to attend classes in the district's schools. Credits that are taken by dual enrollment will count toward curriculum requirements.

Book	Policy Manual
Section	100 Programs
Title	Tutoring
Code	116
Status	Active
Adopted	February 4, 2019

Purpose

The Board recognizes that some students may require special help beyond the regular classroom program.

Guidelines

Wherever possible within the working day, each teaching staff member shall assist assigned students in the remediation of individual learning difficulties.[\[1\]](#)[\[2\]](#)

Excusal From School

Upon the written request of the parent/guardian, a student may be excused during school hours for tutoring in a field not offered in the district curriculum if such excusal does not interfere with the student's regular program of studies.[\[3\]](#)

The tutor's qualifications must be approved by the Superintendent or designee.[\[3\]](#)

The district may establish reasonable conditions for excusal of a student for such tutoring.[\[3\]](#)

Private Tutoring

The instructional program for students not enrolled in public schools due to private tutoring by a properly qualified private tutor shall comply with state law and regulations.[\[4\]](#)[\[5\]](#)

A **properly qualified private** tutor shall mean a person who is certified by the Commonwealth to teach in Pennsylvania public schools; who is teaching one (1) or more children who are members of a single family; who provides the majority of instruction to such child or children; and who is receiving a fee or other consideration for instructional services.[\[4\]](#)

Each private tutor shall file with the Superintendent a copy of his/her Pennsylvania certification, state and federal criminal history information and child abuse history certifications. No person who would be disqualified from school employment by the provisions of 24 P.S. § 1-111(e) may be a private tutor.[\[6\]](#)[\[4\]](#)[\[7\]](#)

Annually, the parent/guardian shall provide written assurance to the Superintendent that all instructional requirements are being met.[\[5\]](#)

When the Superintendent receives a complaint that a student is not being provided the required instruction or that a student is not making satisfactory progress, the

Superintendent may request evidence of the student's academic progress and documentation that instruction is being provided for the required number of days and hours.[\[5\]](#)

Evidence of satisfactory progress may include samples of student work, assessments, progress reports, report cards and evaluations. Documentation of instructional time may include logs maintained by the tutor or parent/guardian, attendance records, or other records indicating the dates and times instruction was provided.[\[5\]](#)

Legal

1. 22 PA Code 4.12

2. 22 PA Code 4.52

3. 22 PA Code 11.22

4. 24 P.S. 1327

5. 22 PA Code 11.31

6. 24 P.S. 111

7. 23 Pa. C.S.A. 6344

24 P.S. 1205.1

24 P.S. 1332

24 P.S. 1333

22 PA Code 11.33

23 Pa. C.S.A. 6301 et seq