

WEST CHESTER AREA SCHOOL DISTRICT
Policy Review Committee
 January 17, 2023
 5:15 pm
 Spellman Education Center

AGENDA

•	Public Comment on Agenda Items	
•	Announcement of Committee Chair	S. Tiernan
•	Purpose of Committee	S. Tiernan
•	Review and Approval of Revised Policy 251: Homeless Students (to be renamed: Students Experiencing Homelessness, Foster Care, or Other Educational Instability)	M. Kleiman/ T. Alston
•	Review and Approval of Revised Policy 217: Graduation Requirements	K. Reynolds

Next meeting: Tuesday, February 21, 2023, 5:15 pm

Public Comment Protocol

- Residents wishing to make public comment on agenda items must register prior to the start of the meeting.
- Public comments on agenda items will be taken at the beginning of the meeting prior to voting.
- Policy 903: Public Participation in Board Meetings governs public comment.
- The committee chair or designee will call residents in the order in which they signed in.
- A three-minute timer will be projected on the screen and will start after the speaker gives their name and township/borough.

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Book	Policy Manual
Section	200 Pupils
Title	Homeless Students (to be renamed: Students Experiencing Homelessness, Foster Care and Other Educational Instability)
Code	251
Status	Review
Adopted	August 1, 2015
Last Revised	April 23, 2018
Last Reviewed	September 28, 2015

Authority

Purpose

The Board recognizes **the challenges encountered by students experiencing homelessness, foster care, and other educational instability. The Board is committed to facilitating** its obligation to ensure that homeless students have access to the same educational programs and services provided to other district students. The Board shall make reasonable efforts to identify homeless children within the district, encourage their **immediate** enrollment, and eliminate existing **addressing** barriers to their attendance, and education, **and graduation; and providing supports** in compliance with federal and state law, and regulations **and Board policy, for such students.** [1][2][3][4][5][6][7][8]

Authority

The Board directs the district to collaborate with school staff, other school districts, local agencies and other entities in supporting the needs of students experiencing educational instability.

The Board **authorizes the Superintendent to waive specific requirements in Board** may waive policies, procedures, and administrative regulations **to the extent** that **they** create barriers for **the** enrollment **and,** attendance, transportation, and success in school of homeless students, based on the recommendation of the Superintendent. **of students experiencing educational instability. Such waivers may include, but are not limited to, requirements regarding:** [1][2][3][4][5][6][7]

1. **Dress code.**[9]
2. **Transportation.**[10]
3. **School-sponsored or extracurricular activities for which students meet placement and qualification requirements, including, but not limited to, clubs, athletics, performing arts, class trips, social events, career and technical education, internships and specialized classes.**[11][12][13][14][15][16][17]

4. **Fees related to school-sponsored or extracurricular activity participation fees, and other fees including, but not limited to, school identification (badges, cards, etc.), uniforms, materials, lost or damaged items, athletic physical exams, parking or driving, food services, library, locker or padlock rental or replacement, summer school or credit recovery, technology and graduation regalia.**[9][13][14][15][18][19][20][21][22]
5. **Graduation.**[19]
6. **Registration deadlines.**

It is the policy of the Board that no student shall be discriminated against, segregated or stigmatized based on their status as a student experiencing educational instability.

Definitions

Student Experiencing Educational Instability means a student who has experienced one (1) or more changes in school enrollment during a single school year as a result of any of the following:[4]

1. **Homelessness as defined under the law and as determined by the district.**[1][3][7]
2. **An adjudication of:**[23][24]
 - a. **Dependency relating to child protective services and juvenile matters;**
 - b. **Delinquency, if disclosed by the student or the student's parent/guardian; or**
 - c. **As part of court-ordered services under a voluntary placement or custody agreement.**

A student experiencing foster care may also qualify as a student experiencing educational instability as defined above, if such circumstances apply.[25]

Enroll or Enrollment means attending classes and participating fully in school activities.[26]

Additional costs means the difference between what the district spends to transport a resident student to the student's assigned school and the cost to transport a child in foster care to the child's school of origin.

Foster care means twenty-four (24) hour substitute care for children placed away from their parents or guardians and for whom the child welfare agency has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, child care institutions and pre-adoptive homes. A child is in foster care in accordance with this definition regardless of whether the foster care facility is licensed and payments are made by the state, tribal or local agency for the care of the child, whether adoption subsidy payments are being made prior to the finalization of an adoption or whether there is federal matching of any payments that are made.[25]

Homeless students children and youth means individuals who lack a fixed, regular and adequate nighttime residence, and includes: are defined as:[4][12]

1. Children and youths who are:
 - a. **S**sharing the housing of other persons due to loss of housing, economic hardship or a similar reason;
 - b. **are** ~~are~~ **L**iving in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations;
 - c. **are** ~~are~~ **L**iving in emergency, ~~or~~ **or** **transitional** **or domestic violence** shelters; **or**
 - d. **are** ~~are~~ **A**bandoned in hospitals;
2. Children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;

3. Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;
4. Migratory children who qualify as homeless under federal law because the children **they** are living in circumstances described in clauses 1. through 3. above; The term **migratory children** means children who are (or whose parent(s) or spouse(s) are) migratory agricultural workers, including migratory dairy workers or migratory fishermen, and who have moved from one school district to another in the preceding thirty six (36) months, in order to obtain (or accompany such parents or spouses in order to obtain) temporary or seasonal employment in agricultural or fishing work; and,
5. School-aged parents living in houses for school-aged parents if they have no other available living accommodations. *Unaccompanied homeless youth* including any child who is "not in the physical custody of a parent or guardian." This includes youth who have run away from home, been thrown out of their home, been abandoned by parents or guardians, or separated from their parents for any other reason.

School of origin is defined as the school **in which** the student attended when permanently housed or the school in which the student **experiencing educational instability** was last enrolled. [5]

- **The school of origin for a *homeless child or youth* - the last school in which the homeless child or youth was enrolled when permanently housed or the school in which the homeless child or youth was last enrolled, including preschool. [27]**
- **The school of origin for a *child in foster care* - the school in which a child is enrolled at the time of placement in foster care. If a child's foster care placement changes, the school of origin is the school the child is attending immediately prior to each change in placement. [8]**
- **When the homeless child or youth, or child in foster care, completes the final grade level served by the school of origin, the school of origin shall become the designated receiving school at the next grade level for all feeder schools.**

Unaccompanied youth means a homeless child or youth not in the physical custody of a parent or guardian. This includes youth who have run away from home; been abandoned or forced out of home by a parent, guardian or other caretaker; or separated from a parent or guardian for any other reason. [26]

Delegation of Responsibility

The Board designates the Superintendent or his/her designee to serve as the district's liaison **point of contact** for homeless students **experiencing educational instability** and families. [5]

The name and contact information of the district's point of contact shall be included in the student's education records and provided to the student's education decision maker. [4]

The district's liaison **point of contact** shall **ensure outreach and** coordinate **ion** with **the following, as appropriate to each individual student's needs: [4][5][27]**

1. **1. Local children and youth agency.**
1. **2. Other** Local service agencies **and entities** that provide services to **students experiencing educational instability** homeless children and youth and families.
2. **3. Other school districts on issues of prompt identification, records transfer of records, and transportation and other inter-district activities.**
4. **District staff responsible for the provision of services under Section 504 of the Rehabilitation Act and the Individuals with Disabilities Education Act. [11][28]**
3. **5. State and local housing agencies responsible for comprehensive housing affordability strategies.**

The district's point of contact, in consultation with the school counselor, school social worker, home and school visitor or school psychologist and the student's Individualized Education Program (IEP) team or Section 504 Team, shall: [4]

1. Facilitate the student's expedited consultation with the school counselor or other mental health professionals, as appropriate.
2. Facilitate the prompt placement of the student in appropriate courses.
3. Connect the student with appropriate educational services.
4. Immediately request the prior school entity, county agency and the student's education decision maker to provide the complete student information and records, including an IEP or Section 504 service agreement, if applicable. Within ten (10) business days, the prior school entity located within Pennsylvania shall provide the requested information and records to ensure proper transfer of course credits, grades and an IEP or Section 504 service agreement, if applicable.
5. Develop and execute a graduation plan in collaboration with the student in grades nine (9) through twelve (12) to support the student in graduating. The graduation plan shall be included in the student's education records.

Additional Responsibilities to Support Homeless Students-

The district's liaison ~~point of contact~~ shall provide ~~ensure that~~ public notice of the educational rights of homeless students—children and youths is disseminated in locations frequented by parents/guardians of homeless children and youths, and unaccompanied youths, including in schools, family shelters, public libraries and soup kitchens. Such notice shall be provided in a manner and form understandable to the parents/guardians of homeless children and youths, and unaccompanied youths. [5] [27]

The district's point of contact shall provide reliable, valid and comprehensive data to the Coordinator of Pennsylvania's Education for Children and Youth Experiencing Homelessness (ECYEH) Program in accordance with federal and state laws and regulations. [27]

Training

The district's point of contact shall provide professional development and training to school staff on the education needs of students experiencing educational instability.

Additional Training to Support Homeless Students -

The district's point of contact shall participate in professional development programs and other technical assistance activities offered by the Coordinator of Pennsylvania's Education for Children and Youth Experiencing Homelessness Program. [27]

The district's point of contact shall arrange professional development programs for school staff. [27]

Guidelines

Students shall not be discriminated against, segregated nor stigmatized based on their status as homeless. [5]

Students enrolled in this district experiencing educational instability shall be provided support and services, as appropriate to each individual student's needs, in accordance with Board policy. [4]

Minimal documentation shall be required for a student experiencing educational instability to qualify for supports and services. Information used to determine that a student is

experiencing educational instability may be confirmed verbally, in writing or by another manner by shelter providers, outreach workers, case managers, juvenile probation officers and others. Parents/Guardians and students have the authority to determine what information shall be shared with the district.

Information related to the student's educational instability status shall be confidential and disclosed by the point of contact or other administrators only to other school staff who have a legitimate need to know unless authorized by the student or parent/guardian.[29][30]

Enrollment/Placement

~~To the extent feasible, and in accordance with the student's best interest, a homeless student shall continue to be enrolled in his/her school of origin while s/he remains homeless or until the end of the academic year in which s/he obtains permanent housing. Parents/Guardians of a homeless student may also request enrollment in the school in the attendance area where the student is actually living. If a student is unaccompanied by a parent/guardian, the district liaison will consider the views of the student in determining where s/he will be enrolled.[5]~~

~~The selected school shall immediately enroll the student and begin instruction, even if the student is unable to produce records normally required for enrollment pursuant to district policies. However, the district may require a parent/guardian to submit contact information. The district liaison may contact the previous school for oral confirmation of immunizations, and the school shall request records from the previous district, pursuant to Board policy.[5][6][7][8][9][10]~~

~~If the district is unable to determine the student's grade level due to missing or incomplete records, the district shall administer tests or utilize appropriate means to determine the student's placement.~~

~~If a dispute arises over school selection or enrollment, the student shall be immediately enrolled in the school in which enrollment is sought, pending resolution of the dispute. The parents/guardians shall be provided with a written explanation of the district's decision, their right to appeal and the procedures to use for the appeal.~~

Enrollment

Except when an unaccompanied youth or the parents/guardians of a homeless youth request otherwise, it shall be presumed that a student experiencing educational instability shall continue to be enrolled in their school of origin unless it is determined that it is not in the student's best interest to remain in the school of origin.[5][27]

In accordance with the homeless child's or youth's best interest, the district shall continue to enroll a homeless student in the student's school of origin within the district while the student remains homeless and through the end of the academic year in which the student obtains permanent housing.[27]

An unaccompanied youth or the parents/guardians of a homeless student may request enrollment in the grade-appropriate school with the district where the student is actually living or a school of origin in another district.[27]

The district's point of contact shall assist an unaccompanied youth in placement or enrollment decisions, giving priority to the views of the student in determining where the student will be enrolled.[27]

Best Interest Determination -

The best interest determination shall be made in accordance with federal and state laws and regulations, court orders and established local procedures.

In making a best interest determination, the district shall:[5][27]

1. Presume the school or origin is in the best interest of the homeless youth or unaccompanied youth, unless when the unaccompanied youth or the parents/guardians of a homeless youth request otherwise.
2. Consider student-centered factors related to the child's best interest, such as the impact of mobility on achievement, education, appropriateness of the current educational setting, health and safety, and proximity to living arrangements including foster care placement.

The cost of transportation shall not be used as a factor in the best interest determination.

Timeliness of Enrollment -

When a school receives a student experiencing educational instability, the school shall immediately enroll the student and begin instruction, even if: [4][5][7][29][30][31][32][33][34][35]

1. The student is unable to produce records normally required for enrollment. [27][31]
2. The application or enrollment deadline has passed. [27][31][32]

The district's point of contact shall immediately contact the school last attended by the student to obtain relevant academic or other records. [27]

The district may require a parent/guardian to submit contact information.

Grade Level Assignment -

If the district is unable to determine the student's grade level due to missing or incomplete records, the district may administer tests or utilize appropriate means to determine the student's assignment within the school. [36]

Dispute Resolution

If a dispute involving a student experiencing educational instability arises, the concern shall be addressed and/or resolved in accordance with Board policies, law and regulations, unless otherwise stated below. [37]

Dispute Resolution for Homeless Students -

If the district determines that it is not in the student's best interest to attend the school of origin or the school requested by the unaccompanied youth or parent/guardian, the district shall provide the unaccompanied youth or parent/guardian with a written explanation of the reasons for its determination. The explanation shall be in a manner and form understandable to the unaccompanied youth or parent/guardian and shall include information regarding the right to appeal. [27]

If a dispute arises over eligibility, enrollment or school selection: [27]

1. The parent/guardian or unaccompanied youth shall be referred to the district's point of contact, who shall assist in the dispute resolution process.
2. The student shall be immediately enrolled in the school in which enrollment is sought, pending final resolution of the dispute, including all available appeals.
3. The district's point of contact shall issue a written decision of the dispute within twenty (20) business days of being notified of the dispute.

A parent/guardian or unaccompanied youth may file a complaint with the Coordinator of Pennsylvania's Education for Children and Youth Experiencing Homelessness Program.

Dispute Resolution for Students in Foster Care -

If a dispute arises over the appropriate school placement for a child in foster care, to the extent feasible and appropriate, the child shall remain in their school of origin, pending resolution of the dispute.[\[2\]](#)[\[38\]](#)

Education Records

Information about a student's educational instability shall be treated as a student education record subject to the protections of the Family Educational Rights and Privacy Act (FERPA), and shall not be deemed to be directory information.[\[29\]](#)[\[30\]](#)[\[39\]](#)

Services

~~Homeless students shall be provided services comparable to those offered to other district students including, but not limited to, transportation services; school nutrition programs; vocational programs; and technical education; preschool programs; programs for students with limited English proficiency; and educational services for which students meet eligibility criteria, such as programs for disadvantaged students, students with disabilities, and gifted and talented students.~~[\[1\]](#)[\[5\]](#)[\[11\]](#)

Comparable Services

Students experiencing educational instability shall be provided services comparable to those offered to other district students including, but not limited to:[\[3\]](#)[\[27\]](#)[\[40\]](#)

1. **Transportation services.**[\[10\]](#)
2. **School nutrition programs.**[\[21\]](#)
3. **Career and technical education.**[\[12\]](#)
4. **Educational programs for which the student meets the eligibility criteria, such as:**
 - a. **Services provided under Title I or similar state or local programs.**[\[41\]](#)
 - b. **Programs for English Learners.**[\[42\]](#)
 - c. **Programs for students with disabilities.**[\[11\]](#)
 - d. **Programs for gifted and talented students.**[\[16\]](#)

Transportation for Homeless Students

The district shall provide transportation for homeless students to their school of origin or the school within their current attendance area.[\[1\]](#)[\[5\]](#)[\[13\]](#) **they attend in the district.**[\[3\]](#)[\[10\]](#)[\[27\]](#)

If the school of origin is outside district boundaries or homeless students live in another district but will attend their school of origin in this district, the school districts shall agree upon a method to apportion the responsibility and costs of the transportation.[\[5\]](#)[\[27\]](#).

Transportation for Students in Foster Care –

The district shall ensure that children in foster care needing transportation to their school of origin promptly receive transportation in a cost-effective manner.[\[6\]](#)[\[10\]](#)

To ensure that transportation for children in foster care to their school of origin is provided, arranged, and funded, the district shall collaborate with the local children and youth agency to develop a local transportation plan.[\[6\]](#)

The transportation plan shall address the following:[\[6\]](#)

1. The procedure the district and local children and youth agency will follow to provide transportation for children in foster care in a cost-effective manner and in accordance with applicable law.[8]
2. How transportation costs will be covered if additional costs are incurred.
3. Dispute resolution procedures to ensure that any disagreements regarding the cost of transportation are resolved promptly and fairly, and do not impact a student's ability to remain in the school of origin during the dispute resolution process.

The district shall submit the local transportation plan, including any updates or revisions, to the Pennsylvania Department of Education.

Transportation shall be provided to children in foster care in accordance with the local transportation plan regardless of whether transportation is provided to district students.

Course Credit and Graduation

The district shall collaborate with each student experiencing educational instability in grades nine (9) through twelve (12) to develop and execute a graduation plan to facilitate the student's timely graduation. The district's efforts to ensure that the student experiencing educational instability graduates in a timely manner may include:[4][5][6]

1. Waiving a specific course required for graduation if similar coursework has been satisfactorily completed in another school entity or the student has demonstrated competency in that content area. Evidence as to whether coursework has been satisfactorily completed and the amount of full or partial credit assigned, may be determined through any of the following:[4][19]
 - a. Competency demonstration by the student.
 - b. Performance on an examination.
 - c. Successful completion of a career and technical education course.
 - d. Other evidence or method determined appropriate by the district.
2. If a specific course requirement cannot be waived, the district shall provide an alternative or modified course of study that is currently offered to students and that will assist the student with acquiring the required work or competency requirements by the anticipated graduation date.
3. If, after considering full and partial course credits, waiving courses or providing alternative courses of study, the district determines that the student meets the established graduation requirements, the student shall be allowed to participate in the graduation ceremony and graduate with their peers.

If the student is determined not eligible for graduation, the district may request a high school diploma from the prior school entity. The prior school entity may issue a diploma if the student meets the prior school entity's graduation requirements.

Keystone Diploma –

In any school year for which demonstration of proficiency on a Keystone exam is required for graduation, a student who has successfully satisfied the graduation requirements may obtain a secondary school diploma known as the Keystone Diploma from the PA Department of Education, if both of the following provisions apply:[4][43]

1. All other graduation options have been exhausted.

2. **The student is unable to obtain a diploma from the student's prior or receiving school entity.**

The district's point of contact shall assist the student in determining the student's eligibility for a Keystone Diploma and, if eligible, obtaining the Keystone Diploma from the PA Department of Education.[\[4\]](#)[\[43\]](#)

Students with Disabilities –

Students experiencing educational instability who have an IEP shall maintain the right to special education and the right to graduate either through attainment of credits or through the completion of the goals established in their IEP.[\[11\]](#)[\[19\]](#)

Students with an IEP may elect to remain in school until age twenty-one (21) even if the district determines there is an earlier pathway to graduation. Such students may participate in the graduation ceremony with their current graduating class, even if the student elected to remain in school.[\[19\]](#)

Legal

1. [24 P.S. 1306](#)
2. [22 PA Code 11.18](#)
3. [42 U.S.C. 11431 et seq](#)
4. [42 U.S.C. 11434a](#)
5. [42 U.S.C. 11432](#)
6. [Pol. 200](#)
7. [Pol. 203](#)
8. [Pol. 204](#)
9. [Pol. 209](#)
10. [Pol. 216](#)
11. [Pol. 146](#)
12. [34 CFR 200.30](#)
13. [Pol. 810](#)
- [22 PA Code 403.1](#)
- [20 U.S.C. 1232g](#)
- [20 U.S.C. 6301 et seq](#)
- [34 CFR Part 99](#)
- [34 CFR 200.30](#)
- [34 CFR 299.13](#)
- [PA Education for Homeless Children and Youth State Plan](#)
- [67 Fed. Reg. 10698](#)
- [Pol. 206](#)
- [Pol. 808](#)
- [Pol. 918](#)



Book	Policy Manual
Section	200 Pupils
Title	Graduation Requirements
Code	217
Status	Review
Adopted	October 27, 2014
Last Revised	December 16, 2019

Purpose

The Board will acknowledge each student's successful completion of the instructional program appropriate to the student's interests and needs by awarding diplomas or certificates at graduation ceremonies.

Authority

The Board shall adopt the graduation requirements students must achieve **in accordance with law, regulations and Board policies.** ~~which shall include course completion and grades, completion of a culminating project, local district assessments, and state assessments.~~ [\[1\]](#)[\[2\]](#)[\[3\]](#)

The Board shall award a regular high school diploma to every student enrolled in this district who meets the requirements of graduation established by this Board. [\[1\]](#)[\[4\]](#)[\[5\]](#)[\[6\]](#)[\[7\]](#)[\[8\]](#)

The Board shall permit a student with a disability, whose Individualized Education Program (IEP) prescribes continued educational services, and who has attended four (4) years of high school, to participate in commencement ceremonies with ~~his/her~~ **their** graduating class and receive a certificate of attendance. The student may receive a high school diploma when ~~s/he~~ **they** completes ~~his/her~~ **their** Individualized Education Program (IEP). [\[1\]](#)[\[9\]](#)[\[10\]](#)[\[11\]](#)[\[12\]](#)[\[13\]](#)[\[14\]](#)

The requirement for graduation shall be the completion of required assessments, work, and studies representing the instructional program assigned to grades 9 through 12, which shall be aligned with established academic standards. [\[5\]](#)[\[6\]](#)[\[7\]](#)[\[11\]](#)

The Board requires that each candidate for graduation shall have earned 23.8 credits, in the following subject areas:

4 credits	English
4 credits	Social Science
3 credits	Mathematics
3 credits	Science
2 credits	Arts and Humanities
5 credits	Electives

2.8 credits
23.8 credits

Health and Physical Education
TOTAL CREDITS

In addition to satisfactorily completing the credits set forth above, students in the Class of 2020 ~~2023~~ and beyond shall also be required to comply with the Keystone Exam requirements ~~set forth herein~~ in order to be eligible to graduate.

Students Experiencing Educational Instability -

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

Delegation of Responsibility

The Superintendent or designee shall be responsible for the planning and execution of graduation ceremonies which appropriately mark this important achievement.

The Superintendent or designee shall annually, no later than December 1, report to the PA Department of Education (PDE) graduation information and data, as required by law.

Guidelines

Accurate recording of each student's achievement of academic standards shall be maintained, as required by law and State Board regulations. [8][15][16]

Students **and parents/guardians** shall be informed of graduation requirements they are expected to complete. [1][2][3][6][7][8][11]

Periodic warnings shall be issued to students in danger of not fulfilling graduation requirements. [8]

A student who has met the minimum requirements shall be eligible for a diploma and shall have the option of an early graduation or remaining in school to complete the senior year.

No student who has completed the requirements for graduation shall be denied a diploma as a disciplinary measure, but ~~s/he~~ **they** may be denied participation in the graduation ceremony when personal conduct so warrants. Such exclusion shall be regarded as a school suspension. [17][18]

A list of all candidates for the award of a diploma shall be submitted to the Board for its approval.

Keystone Exams

~~*Classes of 2020 and 2021*~~

~~For the Classes of 2020 and 2021, except as may be otherwise permitted by law, students will be required to take a Keystone Exam in each of the content areas listed below in order to be eligible for graduation:~~ [1][2][19][20][21]

~~Students in the Classes of 2020 and 2021 Required Exams: Algebra 1, Literature, Biology.~~

Class of 2022~~3~~ and Beyond -

Words in this section that have been defined by 24 PS. 1-121 shall have the meaning ascribed therein. [\[22\]](#)

~~For the Class of 2022 and beyond, e~~ Except as may be otherwise permitted by law, there exist five (5) pathways to satisfying state required Keystone Exam graduation requirements for Algebra I, Literature and Biology:

1. Keystone Proficiency Pathway: A score of proficient or advanced on each of the Keystone Exams - Algebra I, Literature and Biology;
2. Keystone Composite Pathway: A satisfactory composite score on the Keystone Exams - Algebra I, Literature and Biology;
3. Alternate Assessment Pathway: Successful completion of locally established, grade-based requirements for academic content areas associated with each Keystone Exam on which the student did not receive at least a proficient score AND one of the following:
 - a. Attainment of an established score on an approved alternate assessment;
 - b. Attainment of at least the Gold Level on the ACT WorkKeys assessment;
 - c. Attainment of an established score on the Advanced Placement Program exam in an academic content area associated with each Keystone Exam on which the student did not achieve at least a proficient score;
 - d. Attainment of an established score on an International Baccalaureate Diploma Program exam in an academic content area associated with each Keystone Exam on which the student did not achieve at least a proficient score;
 - e. Successful completion of a concurrent enrollment course in an academic content area associated with each Keystone Exam on which student did not achieve at least a proficient score;
 - f. Successful completion of a pre-apprenticeship program; or
 - g. Acceptance into an accredited four-year nonprofit institution of higher education and evidence of the ability to enroll in college-level, credit-bearing coursework.
4. Evidence Based Pathway: Successful completion of locally established, grade-based requirements for academic content areas associated with each Keystone Exam on which the student did not achieve at least a proficient score and demonstration of three (3) pieces of evidence that reflect readiness for meaningful postsecondary engagement consistent with the student's goals and career plan, which shall include:
 - a. One of the following:
 - i. Attainment of an established score on the ACT WorkKeys assessment;
 - ii. Attainment of an established score on a SAT Subject Test;
 - iii. Acceptance to an accredited nonprofit institution of higher education other than an accredited four-year nonprofit institution of higher education and evidence of the ability to enroll in college-level, credit-bearing course work;
 - iv. Attainment of an industry-recognized credential, ~~as identified in the industry credential resource book or in the industry based learning guidelines compiled by the PA Department of Education;~~

- v. Attainment of an established score on an Advanced Placement Program exam;
- vi. Attainment of an established score on an International Baccalaureate Diploma Program exam; or
- vii. Successful completion of a concurrent enrollment course or a postsecondary course.

b. AND:

- i. Two (2) additional pieces of evidence from a list established by the secretary and approved by the State Board of Education, which shall include, but not be limited to:
- ii. Any additional items listed under section 4.a;
- iii. Satisfactory completion of a service learning project that received advance approval for use as a rigorous and objective piece of evidence by the Superintendent or his designee. A service learning project shall include global, national, state, local or in-school projects as defined by the Department;
- iv. Attainment of a score of proficient or advanced on a Keystone Exam;
- v. A letter guaranteeing full-time employment;
- vi. A certificate of successful completion of an internship, externship or cooperative education program; OR
- vii. Satisfactory compliance with the National Collegiate Athletic Association's core courses for college-bound student athletes with a minimum GPA of 2.0 or the equivalent on an alternative grading scale.

5. CTE Pathway: ~~Students in the Class of 2022 and beyond~~ who are considered to be CTE Concentrators shall be deemed proficient if the student can meet all of the following requirements:

- a. Completes locally established grade-based requirements for academic content areas associated with each Keystone Exam on which the CTE Concentrator did not achieve proficiency. Completion of grade-based requirements in any science and technology and environment and ecology course shall satisfy the requirements for the academic content area associated with the Keystone Exam in Biology; AND
- b. Completes one of the following:
 - i. Attains an industry-based competency certification related to the CTE Concentrator's program of study; OR
 - ii. Demonstrates a high likelihood of success on an approved industry-based competency assessment or readiness for continued meaningful engagement in the CTE Concentrator's program of study as demonstrated by performance on benchmark assessments, course grades and other factors consistent with the CTE Concentrator's goals and career plan and determined for the CTE Concentrator by the Superintendent in consultation with an area **career and vocational** technical school director or principal of a comprehensive high school. The determination shall be made no later than the end of eleventh grade, or, for a student enrolled in a one-year program, the end of the first semester of twelfth grade.

6. Completion of grade-based requirements in any science and technology and environment and ecology course shall satisfy the requirements for the academic content area associated with the Keystone Exam in Biology.

7. A student with a disability who satisfactorily completes a special education program developed by an individualized education program team under the Individuals with Disabilities Education Act that does not otherwise meet the requirements shall be granted and issued a regular high school diploma.
8. The locally established grade requirements shall be set forth by **policy** **or** administrative **guidelines** regulation.
9. ~~Established and composite scores shall be established by the Commonwealth, and shall be set forth in an administrative regulation.~~
10. In the event that a parent/guardian determines that a Keystone Exam is in conflict with his/her **their** religious beliefs and desires his/her **their** student to be excused from the Keystone Exam, the parent/guardian shall file a written request with the Superintendent that states the objection. In lieu of the Keystone Exam, the student shall complete the Alternative Assessment Pathway, the Evidence Based Pathway or the CTE Pathway to satisfy the requirement.

Diplomas for Veterans

In order to honor and recognize **eligible** veterans who left high school prior to graduation to serve in the Armed Forces of the United States of America **for World War II, the Korean War or the Vietnam War**, the Board shall grant a diploma to a veteran who meets the following requirements: [\[4\]](#)

1. Was honorably discharged from the Armed Forces of the United States of America **during the permitted time periods.**
2. Is a current resident of ~~this~~ **the** district or attended high school in ~~this~~ **the** district or a predecessor of ~~this~~ **the** district.
3. Completes required application: 217AG1-Application for Diploma for Eligible Veterans.

Upon proper application, the Board may award a diploma posthumously to a veteran who meets the stated requirements. The Superintendent shall submit to the Board for its approval the names of veterans eligible for a high school diploma.

Legal

1. 22 PA Code 4.24
2. 22 PA Code 4.51
3. 22 PA Code 4.52
4. 24 P.S. 1611
5. 24 P.S. 1613
6. Pol. 102
7. Pol. 127
8. Pol. 212
9. 24 P.S. 1614
10. 22 PA Code 11.27
11. 22 PA Code 4.12
12. Pol. 113
13. 34 CFR 300.102
14. 34 CFR 300.305
15. Pol. 213
16. Pol. 216
17. Pol. 218
18. Pol. 233
19. 22 PA Code 4.4
20. 22 PA Code 4.51b
21. 22 PA Code 4.51c
22. 24 P.S. 121
- 22 PA Code 4.13
- 22 PA Code 11.4
- 22 PA Code 11.5
- 22 PA Code 11.8
- 34 CFR Part 300
- Pol. 100