Policy Committee Meeting Agenda

Tuesday, November 10, 2026 4:00 PM
Large Group Instruction (LGI) area, Room #242, 244 Old Hanover Road, Spring Grove, PA 17362

1. **Call to Order**	**Speaker(s):** Committee Chair
2. **Policies Currently under Review / Background Information to Proposed Changes**	
2.A. Policy 101: PROGRAMS, Philosophy of Education / Mission Statement	
2.B. Policy 102: PROGRAMS, Academic Standards	
2.C. Policy 105: PROGRAMS, Curriculum Development	
2.D. Policy 122.1: PROGRAMS, Athletic/Interscholastic Eligibility Requirements	
2.E. Policy 209.2: PUPILS, Diabetes Management (PROPOSED NEW POLICY)	
3. **Adjournment**	**Speaker(s):** Committee Chair

Policies Under Review / Revision

Policy Number	Policy Section	Title of Policy	What is the reason for the revision/proposed new policy? Highlights to the changes:	Status of Review:
RATIONALE: Policies listed below pertain to Spring Grove Area School District's overall operations and protocols. Following internal				
101	PROGRAMS	Philosophy of Education / Mission Statement	Policy was updated to remove previous Mission and Vision Statements and replace with the updated Rocket Promise and Portrait of a Rocket strategic priorities.	To be presented at the November 10th Policy Committee meeting for initial review and discussion and consideration of moving to the full board at the next DSF meeting.
102	PROGRAMS	Academic Standards	Policy was updated to reflect changes in state standards and align with district protocols that now include new requirements for science, environment, ecology, technology and engineering. Since the policy had not been updated since 2004, administration recommends including more up-to-date verbiage, without changing the spirit of the policy itself.	To be presented at the November 10th Policy Committee meeting for initial review and discussion and consideration of moving to the full board at the next DSF meeting.
105	PROGRAMS	Curriculum Development	Policy was updated to include a section addressing Special Instruction / Observances as a result of federal and state changes, which will also be addressed and included in the District's Comprehensive Plan.	To be presented at the November 10th Policy Committee meeting for initial review and discussion and consideration of moving to the full board at the next DSF meeting.
122.1	PROGRAMS	Athletic / Interscholastic Eligibility Requirements	Minor change to Policy to update student attendance requirements in order to maintain eligibility to participate in athletic and/or interscholastic activities. *For the Committee's information, this policy, along with policies 122 and 123, are part of a comprehensive internal review for consideration of terminology and updates needed specifically related to the differences among Extracurricular, Interscholastic, and Nonschool-Sponsored Student Groups.*	To be presented at the November 10th Policy Committee meeting for initial review and discussion and consideration of moving to the full board at the next DSF meeting.
209.2	PUPILS	Diabetes Management **PROPOSED NEW POLICY**	In compliance with PA School Code, school entities must provide to parents/guardians of incoming elementary school students and students entering grade six, the Type I Diabetes Fact Sheet developed by the PA Dept. of Health. *(The district's current practices are in line with this requirement, and the Fact Sheet is available on the public website under Nursing Services.)*	To be presented at the November 10th Policy Committee meeting for initial review and discussion and consideration of moving to the full board at the next DSF meeting.

SPRING GROVE AREA SCHOOL DISTRICT

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Policy saved — content, tracked changes, comments

BOARD POLICY

101 Philosophy of Ed… Statement

POLICY NUMBER	ADOPTED	REVISED	VERSION
101	11/19/1980	10/24/2022	v1.4

DOCUMENT STATUS	PRINTED
DRAFT	11/6/2026

Proposed addition Proposed deletion

Authority

A democratic society is founded on the worth of each individual and the value of his/her unique contribution to that society. The Board is committed to providing a system of education that will offer equal educational opportunities consistent with available resources in accordance with a student's interests, abilities and needs.[1]

The Board, as the agent responsible for the education of the children of Spring Grove Area School District, directs the development of a planned program of learning that meets the needs of the students in the district.

The Board recognizes its responsibility to provide a broad educational program consistent with the mental and physical potential of every child in our school community.[2]

The purpose of education in the schools of this district is to facilitate the development of the potential of each student to the fullest. Education is the guidance of the student through the learning processes to the end that s/he becomes personally effective in a dynamic society.[2]

~~District's Mission Statement~~

District's Rocket Promise and Portrait of a Rocket

Quality education prepares students to assume adult roles as responsible citizens, family members, workers and lifelong learners, by attending to their intellectual and developmental needs.[3]

~~The mission of the Spring Grove Area School~~ businesses, and community organizations, is ~~their full potential.~~

Policy saved — content, tracked changes, comments

~~The vision of the Spring Grove Area School District is that all students experience Learning Without Limits every day.~~

~~The Spring Grove Area School District believes that students should experience Learning Without Limits in a safe, respectful, and inclusive environment where they can:~~

- ~~Connect with others~~
- ~~Engage in rigorous learning~~
- ~~Own the learning~~
- ~~Solve complex problems~~
-
-

Rocket Promise:

- We commit to creating an environment of respect, dignity, belonging, and positive engagement with our community and beyond.

Portrait of a Rocket:

- Prepared, hardworking, and accountable to make an impact on their local Spring Grove community and the world around them. A Rocket is:
  - **Academically Ready:** Engaged, lifelong learner who is competently skilled and teachable, with a foundation built on solid academics and applied critical thinking
  - **Welcomes a Challenge:** Motivated, resilient, and poised to solve problems
  - **Community-Centered:** Respectful of others, leads with compassion, and shows up as a responsible citizen to serve others
  - **Ready to Lead:** Trustworthy and reliable, demonstrating strong ethics and an approachable demeanor
-

All students will have the opportunity to acquire the knowledge and skills necessary to be:

- Self-directed lifelong learners and problem-solvers in a dynamic, global society.
- Adaptive users of advanced technologies.
- Responsible caretakers of the global environment.
- Collaborative, high-quality contributors to the economic and cultural life of their communities.
- Caring, supportive family and community members emphasizing strong moral and ethical values and the belief in liberty, equality and freedom.

Policy saved — content, tracked changes, comments

Legal Footnotes

[1] 22 PA Code 4.1
LEGAL REFERENCE

[2] 22 PA Code 4.11
LEGAL REFERENCE

[3] 22 PA Code 4.13
LEGAL REFERENCE

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BOARD POLICY

102 Academic Standards

POLICY NUMBER	VERSION	DOCUMENT STATUS	WORKFLOW
102	v1.2	DRAFT	Administrative Review

PRINTED
11/5/2026

Purpose

The Board recognizes the importance of developing, assessing and expanding academic standards to challenge students to achieve at their highest level possible. To this end, the district shall establish rigorous academic standards in accordance with, and may expand upon, those adopted by the State Board of Education.[1] [2]

Definition

Academic standards means what a student should know and be able to do at a specified grade level. For purposes of this policy, the term academic standards encompasses Pennsylvania Core Standards, state academic standards and local academic standards.[3]

Authority

The Board shall approve academic standards for district students to attain, in the following content areas:[2]

1. **English Language Arts (reading, writing, speaking and listening).**
2. **Mathematics.**
3. **Science, Environment, Ecology, Technology and Engineering (Grades K-5).**

4. **Science, Environment and Ecology (Grades 6-12).**

5. **Technology and Engineering (Grades 6-12).**

6. **Social Studies (history, geography, civics and government, economics) - to include reading in history and social studies, and writing for history and social studies.**

7. **Arts and Humanities.**

8. **Career Education and Work.**

9. **Health, Safety and Physical Education.**

10. **Family and Consumer Sciences.**

Guidelines

The district's curriculum shall be designed to provide students with the planned instruction needed to attain established academic standards.[2] [4] [5]

The district shall assess individual student attainment of established academic standards and provide assistance for students having difficulty attaining academic standards.[2] [6] [7]

Students with disabilities may attain academic standards by completion of their Individualized Education Programs in accordance with law, regulations and Board policy.[2] [8]

Legal Footnotes

[1] 22 PA Code 4.11
LEGAL REFERENCE

[2] 22 PA Code 4.12
LEGAL REFERENCE

[3] 22 PA Code 4.3
LEGAL REFERENCE

SPRING GROVE AREA SCHOOL DISTRICT

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BOARD POLICY

105 Curriculum Development

POLICY NUMBER	ADOPTED	REVISED	VERSION
105	11/19/1980	12/3/2018	v1.2
DOCUMENT STATUS	**WORKFLOW**	**PRINTED**	
DRAFT	Administrative Review	11/5/2026	

Proposed addition Proposed deletion

Purpose

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

Definition

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

Authority

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

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

Special Instruction/Observances

The district's curriculum plan must also include provisions for special instruction and observances to comply with state and federal law, including, but not limited to, Constitution Day and Citizenship Day, Arbor Day and the Bill of Rights Week.

Guidelines

The district's curriculum shall provide the following:

1. Continuous learning through effective collaboration among the schools of this district.
2. Continuous access for all students to sufficient programs and services of a library/media facility and classroom collection to support the educational program. [9]
3. Guidance and counseling services for all students to assist in career and academic planning. [10]
4. A continuum of educational programs and services for all students with disabilities, pursuant to law and regulation. [11]
5. Language Instruction Educational Program for English Learner students, pursuant to law, regulation and Board policy.[12] [13]
6. Compensatory education programs for students, pursuant to law and regulation.
7. Equal educational opportunity for all students, pursuant to law and regulation. [14] [15]
8. Career awareness and vocational education, pursuant to law and regulation. [16]
9. Educational opportunities for identified gifted students, pursuant to law and regulation. [17]
10. Regular and continuous instruction in required safety procedures. [18]

Delegation of Responsibility

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

A listing of all curriculum materials shall be retained in the Office of the Assistant Superintendent and shared with parents/guardians, students, staff and/or Board members, upon request.[1] **[19]**

The Superintendent or his/her designee may conduct pilot programs as deemed necessary to the continuing improvement of the instructional program, and a report periodically shared with the Board on the status of each pilot program, along with its objectives, evaluative criteria, and costs.

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

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

Legal Footnotes

[1] 22 PA Code 4.4
LEGAL REFERENCE

[2] 22 PA Code 4.3
LEGAL REFERENCE

[3] 22 PA Code 4.12
LEGAL REFERENCE

[4] Pol. 102 — Academic Standards
POLICY REFERENCE

[5] 24 P.S. 1511
LEGAL REFERENCE

[6] 24 P.S. 1512
LEGAL REFERENCE

[7] Pol. 107 — Adoption of Planned Instruction
POLICY REFERENCE

[8] Pol. 127 — Assessment System
POLICY REFERENCE

[9] Pol. 109 — Resource Materials/Selection
POLICY REFERENCE

[10] Pol. 112 — School Counseling
POLICY REFERENCE

[11] Pol. 113 — Special Education
POLICY REFERENCE

[12] 22 PA Code 4.26
LEGAL REFERENCE

[13] **Pol. 138 — English Language Development Program**
POLICY REFERENCE

[14] **Pol. 103 — Discrimination/Title IX Sexual Harassment Affecting Students**
POLICY REFERENCE

[15] **Pol. 103.1 — Nondiscrimination — Qualified Students With Disabilities**
POLICY REFERENCE

[16] **Pol. 115 — Vocational/Technical Education**
POLICY REFERENCE

[17] **Pol. 114 — Gifted Education**
POLICY REFERENCE

[18] **Pol. 805 — Emergency Preparedness and Response**
POLICY REFERENCE

[19] **Pol. 105.1 — Curriculum Review by Parents/Guardians and Students**
POLICY REFERENCE

SPRING GROVE AREA SCHOOL DISTRICT

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BOARD POLICY

122.1a Athletic/Interscholastic Eligibility Requirements (Copy)

POLICY NUMBER	ADOPTED	VERSION	DOCUMENT STATUS
122.1a	5/16/2011	v1.6	DRAFT
WORKFLOW	**PRINTED**		
Administrative Review	11/5/2026		

Proposed addition Proposed deletion

Purpose

The Board recognizes the value of participation in athletic/interscholastic activities by students attending the Spring Grove Area Schools. However, the Board believes that certain minimum academic standards need to be maintained in order for a student to remain eligible for participation in these activities.

Definition

Eligibility requirements will pertain to all athletic activities and any interscholastic activity which regularly meets beyond the school day outside the classroom and for which the student does not receive academic credit.

Authority

In order to be eligible to participate in athletic/interscholastic activities, a student must pursue a curriculum defined and approved by the principal as a full-time curriculum. Where required, this curriculum or its equivalent must be approved by and conform to the regulations of the State Board of Education and the Pennsylvania School Code, as well as any local policies established by the School Board. The pupil must maintain an acceptable grade

in such approved curriculum, as certified by the principal. Eligibility will be cumulative from the beginning of a grading period. All athletic/interscholastic activities will be monitored weekly.

In order to be eligible for athletic/interscholastic participation, a student must have passed at least four (4) full credit subjects or the equivalent during the previous grading period.

In cases where a student's work does not meet the standards provided for in this policy, said student will be ineligible to participate in interscholastic athletic contests or any performances. This ineligibility will continue as designated by P.I.A.A. regulations. During this time, said student will practice. Eligibility will be restored during this time period if the standards provided for in this policy are met.

In cases where a student's work continues not to meet the standards provided for in this policy, said student will be ineligible to participate in interscholastic athletic contests or any performances and will not practice for the time period designated by P.I.A.A. regulations. Following this time period, eligibility will be restored if the standards provided for in this policy are met.

In cases where a student's work in any preceding grading period does not meet the standards provided for in this policy, said student will be ineligible to participate in interscholastic athletic contests or any performances and will not practice for a time period designated by P.I.A.A. regulations. After this time period, eligibility will be reinstated when the standards set forth have been met.

In cases where a student's work at the end of the year, using final grades, does not meet the standards provided for in this policy, said student will be ineligible to practice or compete for a time period designated by P.I.A.A. regulations.

Guidelines

Weekly Academic Eligibility

Eligibility for interscholastic participation requires a student to maintain at least a sixty-five percent (65%) average or higher in four (4) full-credit subjects or the equivalent.

Eligibility will be cumulative from the beginning of a grading period and will be reported on a weekly basis. In cases where a student's work does not meet the standards provided for in this statement as of any Friday during a grading period, the student will be ineligible to participate in interscholastic activities. The student will be ineligible from the immediate following Sunday through the Saturday immediately following the next Friday. During this time, said student may practice.

In cases where a student's work does not meet the standards provided for in this statement after two (2) consecutive Fridays during a grading period, said student will be ineligible to participate in interscholastic activities and may not practice for the next fifteen (15) school days beginning with the first school day immediately following the second consecutive Friday during the grading period where the eligibility standards provided were not met. Following this fifteen (15) school-day period eligibility may be restored if the standards provided for in this statement are met.

End of Marking Period/End of School Year

In cases where a student's work in any preceding grading period does not meet the standards provided for in this statement, the student will be ineligible to participate in interscholastic activities and may not practice for fifteen (15) school days beginning on the first day report cards are issued. After the 15th school day, eligibility will be reinstated when the standards set forth have been met. Note that eligibility for the next school year is based on final average (not 4th quarter). If the standards are not met, the student is ineligible to participate in interscholastic activities and may not practice through the 15th school day of the next school year. Students whose work does not meet the standards provided who attend summer school and correct their deficiencies, will be eligible.

Attendance

A student must be in attendance at school a minimum of a half ~~by 9:00 am on a~~ regular school day or when the start of the school day is delayed by one (1) hour in order to practice or participate in an interscholastic event that evening. If the start of the school day is delayed by more than one (1) hour, the student must report on time in order to practice or participate in an interscholastic event that evening. Arriving after the allowable time on a Friday will exclude the student from participation in any weekend events along with that Friday. Prior administrative approval or a doctor’s excuse will be the only exceptions to the preceding statements.

If a student's absences total twenty (20) or more days in a semester, a student would lose their eligibility until they have attended forty-five (45) days of school. This period of ineligibility starts the first school day after the 20th day.

A student will not be permitted to participate in an interscholastic activity during a season or marking period after s/he receives more than three (3) ~~two (2)~~ unexcused or unlawful absences. ~~A student will be excluded from participation in the next scheduled activity, practice, performance, or competition after three (3) times tardy to school. In those situations where a student participates in more than one (1) activity, s/he will be excluded from participation in the first occurring activity, practice, performance or competition. If a student should be tardy to school a fourth time, s/he will be ineligible for participation for the remainder of the season or marking period, whichever comes first, and will be immediately removed from participation in all interscholastic activities for the season or marking period, whichever comes first. The building administration will have the final say in the removal of a student from participation in extracurricular activities.~~

A student may not participate in any interscholastic activity on a day or evening in which s/he has been absent from school.

Delegation of Responsibility

The Superintendent delegates responsibility for the development of procedures, for the administration of these procedures, and for the implementation of this policy to the Student Athletic Coordinator, middle school and senior high principals.

SPRING GROVE AREA SCHOOL DISTRICT

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BOARD POLICY

209.2 Diabetes Management

POLICY NUMBER	VERSION	DOCUMENT STATUS	WORKFLOW
209.2	v1.3	DRAFT	Administrative Review

PRINTED
11/6/2026

Purpose

The Board recognizes that an effective program of diabetes management in school is crucial to:

1. **The immediate safety of students with diabetes.**
2. **The long-term health of students with diabetes.**
3. **Ensure that students with diabetes are ready to learn and participate fully in school activities.**
4. **Minimize the possibility that diabetes-related emergencies will disrupt classroom activities.**

Authority

The Board adopts this policy in accordance with applicable state and federal laws and regulations, and Board policies and administrative regulations, regarding the provision of student health services. [1] [2] [3] [4] [5] [6] [7] [8] [9]

Definitions

Diabetes Medical Management Plan (DMMP) means a document describing the medical orders or diabetes regimen developed and signed by the student's health care practitioner and parent/guardian. [1]

Individualized Education Program (IEP) means the written educational statement for each student with a disability that is developed, reviewed and revised in accordance with federal and state laws and regulations. A student with a disability is a school-aged child within the jurisdiction of the district who has been evaluated and found to have one or more disabilities as defined by law, and who requires, because of such disabilities, special education and related services.[7]

Section 504 Service Agreement (Service Agreement) means an individualized plan for a qualified student with a disability which sets forth the specific related aids, services, or accommodations needed by the student, which shall be implemented in school, in transit to and from school, and in all programs and procedures, so that the student has equal access to the benefits of the school's educational programs, nonacademic services, and extracurricular activities. A qualified student with a disability means a student who has a physical or mental disability which substantially limits or prohibits participation in or access to an aspect of the district's educational programs, nonacademic services or extracurricular activities. [6]

Trained Diabetes Personnel means nonlicensed school employees who have successfully completed the required training.

Guidelines

Before a student can receive diabetes-related care and treatment in a school setting, the student's parent/guardian shall provide written authorization for such care and instructions from the student's health care practitioner. The written authorization may be submitted as part of a student's DMMP.[3]

Diabetes-related care shall be provided in a manner consistent with Board policy, district procedures and individualized student plans such as an IEP, Service Agreement or DMMP. [2] [3] [4] [6] [7] [9]

In order to maintain a student's health and safety, each student's individualized plan shall address what information will be provided to school staff and other adults who have responsibility for the student in the school setting. [3] [6] [7] [10] [11]

Student health records shall be confidential and maintained in accordance with state and federal laws and regulations.[12] [13] [14]

~~**Trained Diabetes Personnel**~~

~~**The school nurse, in consultation with the Superintendent or designee, may identify at least one (1) school employee, who is not the school nurse and who does not need to be a licensed health care practitioner, in each school building attended by a student with diabetes to perform diabetes care and treatment for students. The identified school employee has the right to decline this role.[2]**~~

~~**An identified school employee who has accepted this role shall complete the training developed by the state or training offered by a licensed health care practitioner with expertise in the care and treatment of diabetes, that includes at a minimum:[2]**~~

1. ~~**An overview of all types of diabetes.**~~
2. ~~**Means of monitoring blood glucose.**~~
3. ~~**The symptoms and treatment for blood glucose levels outside of target ranges, as well as symptoms and treatment for hypoglycemia, hyperglycemia and other potential emergencies.**~~
4. ~~**Techniques on administering glucagon and insulin.**~~

~~**The identified school employee shall complete such training on an annual basis.[2]**~~

~~**Upon successful completion of the required training, individual trained diabetes personnel may be designated in a student's Service Agreement or IEP to administer diabetes medications, use monitoring equipment and provide other diabetes care.[2]**~~

~~**If the diabetes-related care provided to a particular student by trained diabetes personnel will include administration of diabetes medication via injection or infusion, the Board shall require the following:[2]**~~

1. ~~The parent/guardian and the student's health care practitioner must provide written authorization for such administration; and~~
2. ~~The trained diabetes personnel must receive annual training for such administration from a licensed health care practitioner with expertise in the care and treatment of diabetes.~~

~~Training of Other School Personnel~~

~~School employees, including classroom teachers, lunchroom staff, coaches and bus drivers, shall receive annual diabetes care training appropriate to their responsibilities for students with diabetes.~~

Student Possession and Use of Diabetes Medication and Monitoring Equipment

Prior to student possession or use of diabetes medication and monitoring equipment, the Board shall require the following:[4] [15]

1. A written request from the parent/guardian that the school comply with the instructions of the student's health care practitioner. The request from the parent/guardian shall include a statement relieving the district and its employees of responsibility for the prescribed medication or monitoring equipment and acknowledging that the school is not responsible for ensuring that the medication is taken or the monitoring equipment is used.

2. **A written statement from the student's health care practitioner that provides:**
    a. **Name of the drug.**
    b. **Prescribed dosage.**
    c. **Times when medication is to be taken.**
    d. **Times when monitoring equipment is to be used.**
    e. **Length of time medication and monitoring equipment is prescribed.**
    f. **Diagnosis or reason medication and monitoring equipment is needed.**
    g. **Potential serious reactions to medication that may occur.**
    h. **Emergency response.**
    i. **Whether the child is competent and able to self-administer the medication or monitoring equipment and to practice proper safety precautions.**
3. **A written acknowledgement from the student's Health Care Provider that the student has demonstrated that s/he is capable of self-administration of the medication and use of the monitoring equipment.**
4. **A written acknowledgement from the student that s/he has received instruction from the student's health care practitioner on proper safety precautions for the handling and disposal of the medications and monitoring equipment, including acknowledgement that the student will not allow other students to have access to the medication and monitoring equipment and that s/he understands appropriate safeguards.**

The written request for student possession and use of diabetes medication and monitoring equipment shall be renewed annually, along with the required written statements from the parent/guardian and the student's health care practitioner. If there is a change in the student's prescribed care plan, level of self-management or school circumstances during the school year, the parent/guardian and the student's health care practitioner shall update the written statements.

Students shall be prohibited from sharing, giving, selling and using diabetes medication and monitoring equipment in any manner other than which it is prescribed during school hours, at any time while on school property, at any school-sponsored activity and during the time spent traveling to and from school and school-sponsored activities. Violations of this policy, provisions of a Service Agreement or IEP, or demonstration of unwillingness or inability to safeguard the medication and monitoring equipment may result in loss of privilege to self-carry the diabetes medication and monitoring equipment, and may result in disciplinary action in accordance with Board policy and applicable procedural safeguards.[4] [6] [10] [16] [17]

If the district prohibits a student from possessing and self-administering diabetes medication and operating monitoring equipment, or if a student is not capable of self-administering diabetes medication or operating monitoring equipment, the district shall ensure that the diabetes medication and monitoring equipment is appropriately stored in a readily accessible location in the student's building. The school nurse and other designated school employees shall be informed where the medication and monitoring equipment is stored and the means to access them.[4]

Delegation of Responsibility

The Superintendent or designee, in conjunction with the school nurse(s), shall develop administrative regulations for care and treatment of students with diabetes in the school setting.

The Superintendent or designee shall coordinate training for school employees. Such training may be included in the district's Professional Education Plan.[2] [18] [19]

The Superintendent or designee shall annually distribute to all staff, students and parents/guardians this policy along with the Code of Student Conduct. In addition, the district must make the Type 1 Diabetes Fact Sheet developed by the PA Department of Health available to parents/guardians when their child is first enrolled in elementary school and again upon their child's entry into grade six. **The Diabetes Fact Sheet must be made available** in writing, electronically or on the school district's publicly accessible Internet website.[16] **[20]** [21]

Legal Footnotes

[1] 24 P.S. 1401
LEGAL REFERENCE

[2] 24 P.S. 1414.3
LEGAL REFERENCE

[3] 24 P.S. 1414.4
LEGAL REFERENCE

[4] 24 P.S. 1414.5
LEGAL REFERENCE

[5] 24 P.S. 1414.7
LEGAL REFERENCE

[12] 24 P.S. 1409
LEGAL REFERENCE

[15] 22 PA Code 12.41
LEGAL REFERENCE

[20] 22 PA Code 12.3
LEGAL REFERENCE

[21] 24 P.S. 1414.12
LEGAL REFERENCE