
Parent's/Guardian's/Educational Decision Maker's
Name

Address

Email Address

Telephone Number

Principal's Name

Superintendent's Name

School Name

School Address

Date _____

Request for Act 1 of 2022 ([24 P.S. §13-1331.1](#)) Supports for Students in the 9th-12th Grades

Dear Principal/Superintendent _____,

I am writing to notify you that _____ (student's name), who is currently in ____ grade, is eligible for the protections and benefits of Act 1 of 2022 (Act 1) (24 P.S. § 13-1331.1) and is in need of specific supports as outlined below.

I have the following relationship to the child:

☐ I am the child's education decision maker (EDM) as their
_____ (Parent/Guardian/EDM/IDEA Surrogate Parent).

☐ I am the child's _____ (describe relationship to the child, such as attorney, caseworker, juvenile probation officer, shelter care provider, social worker, and/or other).

Act 1 is a Pennsylvania law that requires school entities to ensure equitable access to school and timely graduation for students in kindergarten through 12th grade who have experienced "education instability" due to homelessness, foster care, involvement in the delinquency system, or court-ordered placement and have had to change "school entities"¹ during one or more school years as a result.² This law has been in force since January 26, 2022.³

_____ (student's first name) is Act 1 eligible because they experienced educational instability during the _____ school year(s) due to _____.

I am making the following specific requests below on behalf of this Act 1 eligible student:

Name of Student: _____

Date of Birth: _____
School ID Number (*if known*) _____
Current School: _____
Grade Level: _____
Prior School(s) (*if applicable to request(s)*): _____

It is my understanding that the student:

☐ Has been identified as Act 1 eligible by their **current** school (*if applicable*).

The Act 1 Point of Contact (POC) assigned to the student is _____
(*name, if known*).

☐ Needs to be identified as Act 1 eligible by their current school and:

☐ was previously identified as being Act 1 eligible by their prior school (*if known*).

Their prior POC was _____, who can be reached by email
at _____ and by phone at _____.

☐ was **not** previously identified by a prior school, namely, _____,
which should be contacted to determine if the student's prior school record included fines
or fees, dress-code violations related to a delay in obtaining a school uniform, or other
issues requiring that their education records be corrected and expunged as described
below.

In addition to recognizing this student as eligible, I hereby make the following Act 1-related requests on behalf of the student:

☐ **Assign an Act 1 Point of Contact (POC)**

Act 1 requires school entities to assign a Point of Contact for all eligible students, ideally at the "building level" in accordance with the Pennsylvania Department of Education's Act 1 guidance, [Act 1 of 2022 – Assisting Students Experiencing Education Instability](#).⁴ The POC's contact information must be included in the student's education record and must be provided to the education decision maker.⁵

The POC is responsible for supporting a smooth and successful transition to a receiving school for the student.⁶ Relevant duties for the POC include⁷:

- Requesting **complete school records** from prior school entities, county agencies, and the student's education decision makers.
- Facilitating **expedited consultation with a mental health professional** (*if applicable*).
- Facilitating the **prompt placement of a student in the appropriate courses**.
- Connecting the student with **appropriate education services**.
- Supporting **timely graduation** for 9th-12th grade students.
- Working in tandem with a school counselor, school psychologist, school social worker, home and school visitor, and the student's IEP team or 504 service coordinators (*if applicable*).

☐ **Add the POC's name to the student's records and provide it to the student's education decision maker.**⁸

❑ The student requires support to access a timely graduation as required by Act 1.⁹ These additional duties apply to all 9th-12th grade students:¹⁰

❑ Review records to assess a student’s full and partial credits earned. Credits must be assessed and verified to ensure that ALL full and partial credits are awarded.

To comply with Act 1, school entities must review, assess, and recognize both full and partial credits earned for satisfactorily completed coursework taken at prior schools.¹¹ Act 1 explicitly requires that when a course appears on a transcript or other school record, the receiving school entity must award full or partial credits to the student in accordance with its local policies.¹²

In doing so, schools are encouraged to exercise flexibility as to how credits are recognized to support students’ ability to graduate on time.¹³ It is also recommended that the school entity take an expansive view of awarding credit and apply alternative methods to permit the student to demonstrate competency in a content area, such as by their performance on an examination or successful completion of a career and technical education course.¹⁴

❑ The student needs an individual Graduation Plan.

Act 1 requires that the assigned POC must create an individual and student-specific Graduation Plan that outlines the courses necessary for the student to graduate from high school on time and successfully transition to postsecondary education and/or the workforce.¹⁵ The student and the student’s educational decision maker, along with the POC, should develop the Graduation Plan.¹⁶

Graduation Planning Resources

In 2025, the Pennsylvania Department of Education and Center for Schools and Communities released a comprehensive revised [Graduation Plan Toolkit](#) that offers a robust set of resources for local education agencies (LEAs) and charter schools to support students. The toolkit includes fillable Graduation Plans for students in the [9th](#), [10th](#), [11th](#), and [12th](#) grades, a [self-assessment for students](#), a proposed [rubric for graduation plan assessment](#), and tips for providers on how to ensure that Act 1 eligible students are afforded all of the Act 1 protections to which they are legally entitled.

❑ The student needs support to obtain a high school diploma.

The POC must work with the student to identify which school entity will issue the student a diploma.¹⁷ This may include requesting a diploma from prior school entities or applying for a statewide Keystone diploma. Remember: The Keystone diploma option is *only* explored if a student cannot graduate from their current or prior school. The Keystone diploma has the same force as a school-issued high school diploma.¹⁸

☐ **The student needs to be placed in the appropriate grade.** *(check off if applicable)*

Due to the errors in calculating the student's earned full and partial credits, the student has been incorrectly placed in the _____ grade when they should be placed in the _____ grade.

☐ **The student needs to be placed in appropriate courses.** *(check off if applicable)*

Due to errors in calculating the student's earned full and partial credits, they have not been placed in the appropriate classes, as explained in the box below.

(For example, the student has been placed in a course that they have already taken and passed, or the student has been placed in an inappropriate level of a course, e.g., placed in Algebra 2, but has not yet taken Algebra 1.)

☐ **The student needs to be connected to appropriate education services.**¹⁹

- ☐ Special Education Services
- ☐ Section 504 Plan Services
- ☐ English Language Services
- ☐ Mental Health Services²⁰
- ☐ Other Education Services

The student needs these services because:

☐ **The student needs support to access or fully participate in extracurricular activities and/or school-sponsored events.**

Act 1 of 2022 requires school entities to ensure that Act 1 eligible students are supported to fully participate in extracurricular and school-sponsored activities.²¹ Key aspects of this responsibility include:²²

- Ensuring a student is allowed to participate in school-sponsored activities, events, or extracurricular activities, even if the student started attending school mid-year and the deadlines for registration have passed.
- Waiving all participation fees for school-sponsored activities, events, and extracurricular activities for the student.
- Ensuring students who receive fee waivers can fully participate in such activities.

I have described these barriers in the box below. I request that these issues be promptly resolved.

☐ Fee(s) or fines must be waived as required by Act 1.

Act 1 requires that school entities “[w]aive each fee that would otherwise be assessed against” eligible students.²³ The Pennsylvania Department of Education’s Act 1 guidance clearly states that “[f]ees can be harmful to students and families and may create barriers to full participation in school.”²⁴

Examples of fees to be waived for Act 1 eligible students in the guidance include, but are not limited to: *school ID fees, uniform fees, participation fees for athletics, extra-curricular activities, school-sponsored trips, or clubs, course fees, materials fees, fees assessed for lost or damaged materials, athletic physical exam fees, parking or driving fees, school lunch fees, library fees, locker or padlock rental or replacement fees, summer school and credit recovery fees, technology fees, and graduation regalia fees.*²⁵

I have described the fees that the student has been improperly assessed in the box below. Each of these fees must be waived.

☐ **The student has a uniform-related need.**

- ☐ The student needs a school uniform.
- ☐ The student's education records must be expunged because the student:
 - ☐ was penalized for dress code or uniform violations.
 - ☐ was subjected to discipline or penalties for uniform-related delays.
 - ☐ was impacted in another way relating to uniforms.

Act 1 is clear that school entities must not “penalize a student for a school uniform or dress code violation related to a delay in obtaining a uniform.”²⁶ In addition to Act 1 requirements, public schools have a legal obligation to ensure that student records are maintained in accordance with state and federal law.²⁷ In accordance with my rights under the federal Family Educational Rights and Privacy Act (“FERPA”) 20 U.S.C. § 1232g(a)(2), I seek amendment or correction of any records that are inaccurate, misleading, or in violation of the child’s right to privacy.²⁸

The school-imposed penalties (such as suspension, expulsion, preventing a student from participating in activities/school-sponsored events, or marking the student as having an unexcused absence on days that they did not have access to a uniform) on the following date(s) _____ . This penalization is improper and must be expunged (removed) from their education records.

Below is additional information relating to the uniform concerns noted above.

I look forward to promptly resolving these concerns with the school. I can be reached by email at _____ and by phone at _____. Please respond in writing to acknowledge the receipt of these request(s).

Sincerely,

Signature of Parent/Guardian/Education Decision Maker

Date

¹ “School entity” is defined to include any of the following: (1) school district, (2) charter school, (3) cyber charter school, (4) regional charter school, (5) an intermediate unit, and (6) career and technical school. *See* Act 1 of 2022, 24 P.S. § 13-1331.1(e) (defining “school entity”). Private schools do not fall within this definition and are not legally

required to comply with the Act. However, private schools may choose to apply the law to highly mobile students in the best interest of children.

² Act 1 of 2022, 24 P.S. § 13-1331.1(e) (defining “education instability”).

³ *Id.* § 13-1331.1. (West 2026) (effective Jan. 26, 2022).

⁴ 24 P.S. § 13-1331.1(a)(1); *Act 1 of 2022 - Assisting Students Experiencing Education Instability*, PA. DEP’T OF EDUC.: BASIC EDUC. CIRCULARS (Aug. 1, 2022), <https://www.pa.gov/agencies/education/resources/policies-acts-and-laws/basic-education-circulars-beecs/purdons-statutes/act-1-of-2022>. See also *Act 1 of 2022: Supporting Graduation For Students Experiencing Education Instability*, COMMONWEALTH OF PA., <https://www.pa.gov/agencies/education/resources/policies-acts-and-laws/basic-education-circulars-beecs/purdons-statutes/act-1-of-2022/act-1-of-2022-supporting-graduation-for-students-experiencing-education-instability>.

⁵ 24 P.S. § 13-1331.1(a)(1)(i).

⁶ *Id.* § 13-1331.1(b); see also *Act 1 of 2022 - Assisting Students Experiencing Education Instability*, PA. DEP’T OF EDUC.: BASIC EDUC. CIRCULARS (Aug. 1, 2022), <https://www.pa.gov/agencies/education/resources/policies-acts-and-laws/basic-education-circulars-beecs/purdons-statutes/act-1-of-2022>.

⁷ 24 P.S. § 13-1331.1(b).

⁸ *Id.* § 13-1331.1(a)(1).

⁹ See *Id.* §§ 13-1331.1(b)(5), 13-1331.1(c), 13-1331.1(b)(5).

¹⁰ *Id.* §§ 13-1331.1(b)(5), 13-1331.1(c).

¹¹ *Id.* §§ 13-1331.1(a)(2), 13-1331.1(b)(4), 13-1331.1(c)(1); *Act 1 of 2022 - Assisting Students Experiencing Education Instability*, PA. DEP’T OF EDUC.: BASIC EDUC. CIRCULARS (Aug. 1, 2022), <https://www.pa.gov/agencies/education/resources/policies-acts-and-laws/basic-education-circulars-beecs/purdons-statutes/act-1-of-2022>.

¹² 24 P.S. § 13-1331.1(a)(2).

¹³ *Act 1 of 2022 - Assisting Students Experiencing Education Instability*, PA. DEP’T OF EDUC.: BASIC EDUC. CIRCULARS (Aug. 1, 2022), <https://www.pa.gov/agencies/education/resources/policies-acts-and-laws/basic-education-circulars-beecs/purdons-statutes/act-1-of-2022>.

¹⁴ 24 P.S. § 13-1331.1(c)(1); *Act 1 of 2022 - Assisting Students Experiencing Education Instability*, PA. DEP’T OF EDUC.: BASIC EDUC. CIRCULARS (Aug. 1, 2022), <https://www.pa.gov/agencies/education/resources/policies-acts-and-laws/basic-education-circulars-beecs/purdons-statutes/act-1-of-2022>.

¹⁵ *Act 1 of 2022 - Assisting Students Experiencing Education Instability*, PA. DEP’T OF EDUC.: BASIC EDUC. CIRCULARS (Aug. 1, 2022), <https://www.pa.gov/agencies/education/resources/policies-acts-and-laws/basic-education-circulars-beecs/purdons-statutes/act-1-of-2022> (specifying that the graduation plan must be “individualized and student specific”).

¹⁶ 24 P.S. § 13-1331.1(b)(5).

¹⁷ *Id.* § 13-1331.1(c)(5)-(6).

¹⁸ *Id.* § 13-1331.1(c)(5)-(6).

¹⁹ *Id.* § 13-1331.1(b)(3).

²⁰ *Id.* § 13-1331.1(b)(1).

²¹ *Id.* § 13-1331.1(a)(5).

²² *Id.* § 13-1331.1(a)(4)-(5); *Act 1 of 2022 - Assisting Students Experiencing Education Instability*, PA. DEP’T OF EDUC.: BASIC EDUC. CIRCULARS (Aug. 1, 2022), <https://www.pa.gov/agencies/education/resources/policies-acts-and-laws/basic-education-circulars-beecs/purdons-statutes/act-1-of-2022>.

²³ 24 P.S. § 13-1331.1(a)(4).

²⁴ *Act 1 of 2022 - Assisting Students Experiencing Education Instability*, PA. DEP’T OF EDUC.: BASIC EDUC. CIRCULARS (Aug. 1, 2022), <https://www.pa.gov/agencies/education/resources/policies-acts-and-laws/basic-education-circulars-beecs/purdons-statutes/act-1-of-2022>.

²⁵ *Id.*

²⁶ Act 1 of 2022, 24 P.S. § 13-1331.1(a)(3); *Act 1 of 2022 - Assisting Students Experiencing Education Instability*, PA. DEP’T OF EDUC.: BASIC EDUC. CIRCULARS (Aug. 1, 2022), <https://www.pa.gov/agencies/education/resources/policies-acts-and-laws/basic-education-circulars-beecs/purdons-statutes/act-1-of-2022> (including uniform fees in examples of fees to be waived for Act 1 eligible students).

²⁷ 22 Pa. Code § 12.31(b).

²⁸ 20 U.S.C. § 1232g(a)(2); 34 C.F.R. § 99.20(a).