



KEYSTONE OAKS SCHOOL DISTRICT
1000 Kelton Avenue
Pittsburgh, PA 15216

BOARD OF SCHOOL DIRECTORS

BUSINESS/LEGISLATIVE MEETING

TUESDAY, October 20, 2015
7:00 PM

**KEYSTONE OAKS SCHOOL DISTRICT
SCHOOL DIRECTORS' CALENDAR OF COMING EVENTS**

October 20, 2015 – Business/Legislative Meeting

7:00 PM Meeting

- Call to Order – President
- Pledge of Allegiance
- Public Comment
- Approval of Reports
- Public Comment
- Adjournment

November 10, 2015 –Work Session

7:00 PM Meeting

- Call to Order – President
- Pledge of Allegiance
- Public Comment
- Review of Reports
- Public Comment
- Adjournment

BOARD PRESIDENT'S REPORT

October 20, 2015

Ms. Patricia Ann Shaw

BOARD ACTION REQUESTED

I. BOARD MINUTES

It is recommended that the Board approve the Work Session Minutes of September 8, 2015, and the Business/Legislative Minutes of September 15, 2015.

FOR INFORMATION ONLY

- | | |
|---|---|
| I. Parkway West Career and Technology Center Report | <i>Ms. Annie Shaw
Mr. Donald Howard - Alternate</i> |
| II. SHASDA Report | <i>Mr. Daniel Domalik</i> |
| III. Golden Wings Foundation, Inc. Report | <i>Mr. Donald Howard</i> |
| IV. PSBA/Legislative Report | <i>Ms. Raeann Lindsey</i> |
| V. Castle Shannon Borough Council Minutes | <i>(Available Online)</i> |
| VI. Dormont Borough Council Minutes | <i>(Available Online)</i> |
| VII. Green Tree Borough Council Minutes | <i>(Available Online)</i> |

VIII. EXECUTIVE SESSION

SUPERINTENDENT'S REPORT

October 20, 2015

Dr. William P. Stropkaj

BOARD ACTION REQUESTED

I. KELLY EDUCATIONAL SERVICES

The Administration recommends that the Board approve **Kelly Educational Services** to provide substitutes in all needed positions throughout the District, except for school nurses. This service will begin approximately January 18, 2016.

II. 2016 KENNYWOOD PICNIC

It is recommended that the Board approve **Wednesday, June 22, 2016** as the Kennywood Picnic Day for the 2015/2016 school year.

III. SECOND READING OF REVISED POLICY NO. 212: REPORTING PUPIL PROGRESS

It is recommended that the Board approve the SECOND READING of revised Policy No. 212: *Reporting Pupil Progress*.

IV. SECOND READING OF POLICY NO. 808.1: FOOD SERVICE STUDENT ACCOUNT CHARGES

It is recommended that the Board approve the SECOND READING of Policy No. 808.1: *Food Service Student Account Charges*.

V. SECOND READING OF POLICY NO. 827: TRAVEL EXPENSE REIMBURSEMENT

It is recommended that the Board approve the SECOND READING of Policy No. 827: *Travel Expense Reimbursement*.

VI. SECOND READING OF REVISED POLICY NO. 906.1: TITLE I COMPLAINT RESOLUTIONS

It is recommended that the Board approve the SECOND READING of revised Policy No. 906.1: *Title I Complaint Resolutions*.

VII. FIRST READING OF POLICY NO. 809: SUICIDE AWARENESS

It is recommended that the Board approve the FIRST READING of Policy No. 809: *Suicide Awareness, Prevention and Response*.

VIII. FIRST READING OF POLICY NO. 809 – ATTACHMENT: SUICIDE PREVENTION RESOURCES

It is recommended that the Board approve the FIRST READING of Policy No. 809 - Attachment: *Suicide Prevention Resources*.

IX. FIRST READING OF POLICY NO. 919: TITLE I PARENTAL INVOLVEMENT

It is recommended that the Board approve the FIRST READING of Policy No. 919: *Title I Parental Involvement*. This policy is renewed annually by the School Board in compliance with the state law. It does not have any revisions/changes made to it.

X. FIRST READING OF POLICY NO. 919.1: TITLE I DORMONT PARENTAL INVOLVEMENT

It is recommended that the Board approve the FIRST READING of Policy No. 919.1: *Title I Dormont Parental Involvement*.

XI. FIRST READING OF POLICY NO. 919.2: TITLE I MYRTLE PARENTAL INVOLVEMENT

It is recommended that the Board approve the FIRST READING of Policy No. 919.2: *Title I Myrtle Parental Involvement*.

EDUCATION REPORT

October 20, 2015

Ms. Raeann Lindsey, Chairperson

BOARD ACTION REQUESTED

I. PENNSYLVANIA DEPARTMENT OF EDUCATION – COMPREHENSIVE PLAN

The Administration recommends that the Board approve the public display of the Keystone Oaks School District Comprehensive Plan no later than October 30, 2015, to be in compliance with the Pennsylvania Department of Education requirements.

PUPIL PERSONNEL REPORT

October 20, 2015

Dr. William Stropkaj

BOARD ACTION REQUESTED

I. NATIONAL SCHOOL LUNCH PROGRAM – JUBILEE CHRISTIAN SCHOOL

The Administration recommends that the Board approve the Contract to Sell or Purchase Meals from Schools in compliance with the National School Lunch Program (PDE-3086 form) for the Jubilee Christian School, for the 2015/2016 school year.

II. SCHOOL PHYSICIANS

The Administration recommends that the Board authorize **Pediatric South** as the school physicians for the 2015/2016 school year at a cost of \$20 per physical.

PERSONNEL REPORT

October 20, 2015

Mr. David Hommrich, Chairperson

BOARD ACTION REQUESTED

I. APPOINTMENTS

1. School Nurse

In compliance with *Board Policy No. 404 – Employment of Professional Employees*, it is recommended the Board approve the following individual as a school nurse, pending receipt of all legal documents and clearances, for the 2015/2016 school year; salary is in compliance with the Keystone Oaks Education Association 2011-2016:

Heather Hardy

District-Wide

4-days/week

Salary - \$42,750 (Prorated; B, Level 16)

Effective November 2, 2015

2. Substitute Teachers

In compliance with *Board Policy No. 405 – Employment of Substitute Professional Employees*, it is recommended the Board approve the following individuals as substitute teachers, pending receipt of all legal documents and clearances, for the 2015/2016 school year:

Name

Subject

Emily Dzadoovsky

Elementary PK - 4, Special Education PK-8

Briena Nassan

Social Studies

Daniella Plumb

Elementary PK – 4

William Zuri

Secondary Mathematics

3. After-School Tutoring Program

It is recommended that the Board approve the following individuals to participate in the *After-School Tutoring Program*. The range of pay for the individuals is between \$27.83 and \$44.12 per period based on the years of service to the District.

Employee

School

Marty Jo Gargano

Aiken Elementary School

Dana Goimarac

Aiken Elementary School

Meghan O'Brien
William Opperman
Beth Shephard
Kathryn Sobocinski (Substitute)
Kristen Leitch
Hope Muno
Christina Thomas
Judith Tredway
Lisa Waskiewicz
Daniel Galentine
Natalie Kappers
Nicole Niccolai
Lauren Obringer
Mary Poe
Ellie Tecza
Zachary Whitfield
Cari Worley
Teresa Zimmerman

Aiken Elementary School
Aiken Elementary School
Aiken Elementary School
Aiken Elementary School
Dormont Elementary School
Dormont Elementary School
Dormont Elementary School
Dormont Elementary School
Dormont Elementary School
Dormont Elementary School
Myrtle Avenue Elementary School
Myrtle Avenue Elementary School
Myrtle Avenue Elementary School
Myrtle Avenue Elementary School
Myrtle Avenue Elementary School
Myrtle Avenue Elementary School
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Myrtle Avenue Elementary School
Myrtle Avenue Elementary School

4. Secretaries

In compliance with *Board Policy No. 504 – Employment of Classified Employees*, it is recommended that the Board approve the following individuals as 12-month secretaries with salary in compliance with the Keystone Oaks Educational Support Personnel Association/PSEA/NEA Agreement 2009-2014:

Julie Karabinos
Salary - \$31,673 (Prorated)
Effective November 2, 2015

Jennifer Freese
Salary - \$31,673 (Prorated)
Effective November 2, 2015

5. Paraprofessionals

In compliance with *Board Policy No. 504 – Employment of Classified Employees*, it is recommended that the Board approve the following individuals as paraprofessionals with salary in compliance with the Keystone Oaks Educational Support Personnel Association/PSEA/NEA Agreement 2009-2014:

Sherri Welsh
Myrtle Avenue Elementary School
Salary - \$11.51/hour
Effective October 21, 2015

Terri Reidell
Dormont Elementary School
Salary - \$11.51/hour
Effective October 21, 2015

6. Substitute Custodian

In compliance with *Board Policy No. 505 – Employment of Classified Substitute Employees*, it is recommended that the Board approve **Daniel Feeney** as a substitute custodian for the 2015/2016 school year, effective September 18, 2015.

7. Keystone Oaks Recreational Swim Program - Lifeguard

It is recommended that the Board approve **Ryan Costantini** as a lifeguard for the Keystone Oaks Recreational Swim Program at a rate of \$7.25 per hour.

II. EXTRA DUTY APPOINTMENTS

1. AM Bus Duty/Cafeteria

It is recommended that the Board approve the following individuals as per the *Keystone Oaks Education Association Collective Bargaining Agreement 2011-2016, Article XXVIII, Extra Duty Compensation, Sub-Section c. Activities Positions and Compensation*, for the 2015/2016 school year:

Steve McCormick
Middle/High School
AM Bus Duty
Stipend - \$1,350.00

Matthew Paradise
Myrtle Avenue Elementary
AM Bus/Cafeteria Duty
Stipend - \$1,350.00

2. Approval of Athletics - Coaches and Stipends

In compliance with the **Keystone Oaks Educational Association 2011-2016, Article XXVIII, Athletic Positions and Compensation**, it is recommended that the Board approve the following winter sports, coaches, and stipends for the 2015/2016 school year:

<u>Coach</u>	<u>Sport</u>	<u>Compensation</u>
Daniel Elzer	Boys Basketball Head Coach	\$6,250.00
Justin Piot	Boys Basketball Assistant	\$4,045.00
Lorenzo Archer	Boys Basketball Assistant	\$3,380.00
Christopher Boyle	Boys Basketball 8 th Grade	\$3,070.00
Keith Buckley	Boys Basketball 7 th Grade	\$3,070.00
Michael Orosz	Boys Basketball 6 th Grade	\$2,040.00
Ronald Muszynski	Girls Basketball Head Coach	\$6,250.00
Ian Barrett	Girls Basketball Assistant	\$4,045.00
Belma Nurkic	Girls Basketball Assistant	\$3,380.00
Keith Buckley	Girls Basketball 8 th Grade	\$3,070.00
Andrew Bochicchio	Girls Basketball 7 th Grade	\$3,070.00
Belma Nurkic	Girls Basketball 6 th Grade	\$2,040.00
William Straw	Swimming Head Coach	\$5,735.00
OPEN	Swimming Coach Assistant	\$4,040.00
Richard Bonaccorsi	Wrestling Head Coach	\$6,250.00
Andrew Bell	Wrestling Coach Assistant	\$4,300.00

John Cerminara	Wrestling Freshman/Assistant	\$3,380.00
Michael Ober	Wrestling Middle School	\$3,125.00
Alan Harris	Wrestling Middle School	\$3,125.00
Mark Hutichin	Wrestling 6 th Grade	\$2,045.00

3. Approval of Activities - Sponsors and Stipends

In compliance with the *Keystone Oaks Educational Association 2011-2016, Article XXVIII, Activities Positions and Compensation*, it is recommended that the following individuals be approved as sponsors for the 2015/2016 school year:

<u>Employee</u>	<u>Position</u>	<u>Compensation</u>
Shane Hallam	HS Musical Producer	\$1,465.00
Shane Hallam	HS Musical Book Director	\$1,465.00
Alivia Owen	HS Musical Choreographer	\$1,465.00
Shane Hallam	HS Musical Design & Paint	\$1,160.00
Michael Magri	HS Musical Set Constr. Director	\$1,160.00
Fran Gorman	HS Musical Tech Stage Manager	\$650.00
OPEN	HS Choral Director	\$751.00
OPEN	HS Make-Up Director	\$445.00
OPEN	HS Instrumental Director	\$1,160.00
OPEN	HS Accompanist	\$854.00

III. LEAVES OF ABSENCE

It is recommended that the Board approve the following employees, D.D. and S.B., for Family and Medical Leave for the 2015/2016 school year.

IV. CORRECTED SALARY INCREASE

It is recommended that the Board approve the following corrected hourly increase for the listed individuals who are employed in the Food Service Department:

<u>Name</u>	<u>School</u>	<u>Hourly Wage</u>
Christina Conn	High School	From: \$ 9.90 To: \$10.74
Gina Delfine	High School	From: \$12.00 To: \$12.50

FINANCE REPORT

October 20, 2015

Mr. Daniel Domalik, Chairperson

BOARD ACTION REQUESTED

I. ACCOUNTS PAYABLE APPROVAL LISTS

The Administration recommends approval of the following Accounts Payable lists as presented in the *Finance Package*:

A.	General Fund as of October 15, 2015 (Check No. 49693 – 49887)	\$486,438.51
B.	Risk Management as of October 15, 2015 (Check No. 2009-2012)	\$13,580.69
C.	Food Service Fund as of October 15, 2015 (Check No. 9025 – 9038)	\$76,203.46
D.	Athletics as of October 15, 2015 (Check No. 2003 – 2005)	\$8,121.71
E.	Renovations as of October 15, 2015 (Check No. 1512 – 1514)	\$221,598.59
	TOTAL	\$805,942.96

FOR INFORMATION ONLY

I. EXPENDITURE/REVENUE 2015 - 2016 BUDGET to ACTUAL / PROJECTION

ACCT	DESCRIPTION	2015-2016 BUDGET TOTAL	2015-2016 3 MONTH SEPTEMBER/ACTUAL	MONTH END + ESTIMATED PROJECTION	OVER (UNDER) BUDGET
Revenue					
6000	Local Revenue Sources	\$ 27,655,388	\$ 22,331,093		\$ (5,324,295)
7000	State Revenue Sources	\$ 10,900,050	\$ -		\$ (10,900,050)
8000	Federal Revenue Sources	\$ 422,147	\$ -		\$ (422,147)
Total Revenue		\$ 38,977,585	\$ 22,331,093	\$ -	\$ (16,646,492)
					(OVER) UNDER BUDGET
Expenditures					
100	Salaries	\$ 15,494,762	\$ 1,740,768		\$ 13,753,994
200	Benefits Professional/Technical	\$ 9,358,336	\$ 1,495,682		\$ 7,862,654
300	Services	\$ 1,534,500	\$ 163,422		\$ 1,371,078
400	Property Services	\$ 1,238,812	\$ 212,294		\$ 1,026,518
500	Other Services	\$ 4,654,947	\$ 639,073		\$ 4,015,874
600	Supplies/Books	\$ 1,327,059	\$ 720,787		\$ 606,272
700	Equipment/Property	\$ 586,000	\$ 1,315,437		\$ (729,437)
800	Other Objects	\$ 888,169	\$ 69,566		\$ 818,603
900	Other Financial Uses	\$ 3,895,000	\$ 3,195,129		\$ 699,871
Total Expenditures		\$ 38,977,585	\$ 9,552,157	\$ -	\$ 29,425,428
Revenues exceeding Expenditures		\$ -	\$ 12,778,936	\$ -	\$ 12,778,936

II. SUMMARY OF STUDENT ACTIVITIES ACCOUNTS AS OF SEPTEMBER 2015

Cash Balance	\$ 86,034.30	\$ 26,947.00
Deposits(General Fund transfer)	\$ 37,946.45	\$ 10,797.35
Subtotal	\$ 123,980.75	\$ 37,744.35
Expenditures	\$ 9,797.14	\$ 8,121.71
Cash Balance	\$ 114,183.61	\$ 29,622.64

III. FOOD SERVICE EXPENDITURE/REVENUE 2015 - 2016 BUDGET to ACTUAL

ACCT	DESCRIPTION	2015-2016 BUDGET TOTAL	2015-2016 SEPTEMBER ACTUAL	MONTH END + ESTIMATED PROJECTION	OVER (UNDER) BUDGET
Revenue					
6000	Local Revenue Sources/Sales	\$ 475,355	\$ 54,156		\$ (421,199)
7000	State Revenue Subsidy	\$ 87,647	\$ 1,033		\$ (86,614)
8000	Federal Revenue Subsidy	\$ 385,159	\$ 14,179		\$ (370,980)
Total Revenue		\$ 948,161	\$ 69,369	\$ -	\$ (878,792)
					(OVER) UNDER BUDGET
Expenditures					
100	Salaries	\$ 347,018	\$ 52,264		\$ 294,754
200	Benefits	\$ 139,201	\$ 26,608		\$ 112,593
300	Professional/Technical Services	\$ 200	\$ -		\$ 200
400	Property Services	\$ 8,750	\$ 11,400		\$ (2,650)
500	Other Services	\$ 2,725	\$ 730		\$ 1,995
600	Supplies/Food	\$ 438,206	\$ 8,162		\$ 430,044
700	Equipment/Property	\$ 1,000	\$ 52,346		\$ (51,346)
800	Other Objects	\$ -	\$ -		\$ -
900	Other Financial Uses	\$ -	\$ -		\$ -
Total Expenditures		\$ 937,100	\$ 151,510	\$ -	\$ 785,590
INCOME / (LOSS)		\$ 11,061	\$ (82,142)	\$ -	\$ (93,203)

FACILITIES REPORT

October 20, 2015

Mr. Matthew Cesario, Chairperson

BOARD ACTION REQUESTED

I. STRATEGIC LIGHTING PROCUREMENT DOCUMENTS

It is recommended that the Board approve the Strategic Lighting Procurement Documents to award the materials needed to replace the lights, lighting fixtures and controls at a cost not to exceed \$568,299.15.

For Information Only

- A) The award amounts do have as much as 5% contingency and we expect this to come down in most cases to 0% after the construction bid.
- B) This is only a material award that will then be integrated into the construction bid.
- C) There is no commitment associated with these material awards and it is fully contingent upon the final approval of the construction award.
- D) If the project needs to be phased the material award amounts will be spread out over time based on the project phasing. KLS would not suggest more than 2 phases e.g., this spring and next fall.
- E) Control alternates are not Add Alternates, but substitutes, and KLS recommends that KOSD not accept either unless the construction bid delivers a labor deduct that offsets the increased material cost.

FOR INFORMATION ONLY

I. STADIUM TURF

It has been discussed in individual committee meetings that the turf for the Stadium is in need of replacement. This is currently our 13th season on the existing turf.

The Athletic Director, Director of Facilities, and Director of Finance met to discuss options for the replacement. Two separate vendors were asked to come in to discuss their product, warranties, and costs, in order to get approximate pricing and timeline. This project falls under the state pricing guidelines and isn't necessary to bid. Replacement costs and financing options are in the works and will be provided to the Athletics, Facilities and Finance Committees as they become available.

ACTIVITIES & ATHLETICS REPORT

October 20, 2015

Mr. Robert Brownlee, Chairperson

BOARD ACTION REQUESTED

I. VOLUNTEER GYMNASTIC COACHES

It is recommended that the Board approve **Lauren Bradford, Sharon Gologram, and Makayla Gologram** as volunteer gymnastic coaches for **Tabitha Corwin** and **Tara Gologram** for the 2015/2016 school year.

II. OVERNIGHT TRIPS

It is recommended that the Board approve the following overnight trips:

Adventure Club

New York City, NY

April or May 2016 –Dates to be determined

Sponsor– **Dr. Michele Lowers**

Chaperones – Beth Smith, Kim Smykal, Melinda Kaiser

Approximate number of students participating – 50

Approximate cost per student - \$300.00 (Raised through fund raisers & student payments)

District funds requested - \$255 for cost of three (3) substitute teachers for one (1) day

Baseball Spring Training Trip

Charlotte, NC

Monday-Friday – March 21-25, 2016

Coach – **Scott Crimone**

Chaperone – Joseph Aul, Michael Smith, Bill Theobald, CJ Yurchak

Approximate number of students participating – 30

Approximate cost per student - \$500.00 (Raised through fund raisers & student payments)

No District funds requested.

Grade 6 – Cleveland, OH and Erie, PA

Saturday-Sunday, April 23-24, 2016

Sponsor– **Lisa McMahan**

Chaperones – Parents' names to be provided closer to trip time

Approximate number of students participating: 70 – 95

Approximate cost per student - \$300.00

No District funds requested

Grade 7 – Washington, DC

Saturday-Sunday, November 21-22, 2015

Sponsor– **Amy Torcaso**

Chaperones – Parents’ names to be provided closer to trip time

Approximate number of students participating: 70 - 95

Approximate cost per student - \$300.00

No District funds requested

Grade 8 – Gettysburg and Hershey, PA

Saturday-Sunday, June 4-5, 2016

Sponsor– **Nicole Varrenti-Redlinger**

Chaperones – Parents’ names to be provided closer to trip time

Approximate number of students participating: 70 – 95

Approximate cost per student - \$300.00

No District funds requested

PJAS Middle School & High School Competition

Sunday-Tuesday, May 15-16-17, 2016

Sponsors – **John Buffington, Ben Stewart, Diane Flaherty**

Chaperones – If needed, parents’ names to be provided closer to trip time

Approximate number of students participating: 10

Approximate cost per student - \$185.00

District funds requested - \$2,190.00 (included cost of two substitute teachers for two days)

Softball – Keystone Oaks

Thursday-Saturday, March 24-25-26, 2016

Sponsor– **Softball Boosters**

Chaperones – Mark Kaminski (Head Coach) and Staff

Approximate number of students participating: 15-17

Approximate cost per student - \$660.00

No District funds requested

Spanish Club

New York City, New York

Sunday-Tuesday, December 6-7-8, 2015

Sponsor– **Dr. Michele Lowers**

Chaperones – To be announced

Approximate number of students participating: 10

Approximate cost per student - \$300.00 (Raised through fund raisers & student payments)

District funds requested – \$170 for cost of one (1) substitute teacher for two (2) days

III. HOCKEY DONATION

The Administration recommends that the Board approve a \$2,500 donation to the Keystone Oaks Hockey Club for the 2015/2016 school year.

KEYSTONE OAKS SCHOOL DISTRICT

Policy Guide



Policy No. 212

Section PUPILS

Title REPORTING PUPIL PROGRESS

Adopted AUGUST 21, 1989

Revised NOVEMBER 20, 2008;
OCTOBER 19, 1998

POLICY NO. 212 REPORTING PUPIL PROGRESS		
Section 1	<p><u>Purpose</u></p> <p>The Board believes that the cooperation between-of school and home is a vital component in the growth and education of the student. It recognizes it'sThe Board acknowledges the school's responsibility to keep parents/guardians informed of student welfare and academic progress in school. It also recognizes the effects of State Board regulations and federal regulations laws and regulations governing school records.</p>	Pol. 216
Section 2	<p><u>Authority</u></p> <p>The Board directs the the Administration to establishment of a system of reporting student progress which shall include written progress reports, and parent conferences with teachers and shall require all appropriate staff members to comply with such a system as part of their teaching responsibility. that requires all appropriate staff members to comply as part of their teaching responsibility, with a reporting system which includes academic progress reports, report cards, and parent/guardian conferences with the teachers.</p>	SC 1531, 1532 Title 22 Sec. 4.11 Pol. 127
Section 3	<p><u>Delegation of Responsibility</u></p> <p>The Superintendent or designee, in conjunction with appropriate staff members, shall develop procedures and methods for reporting student progress to parents -or/guardians. that:</p>	SC 1531, 1532
Section 3	<p><u>GuidelinesDelegation of Responsibility</u></p> <p>The Superintendent or designee, in conjunction with appropriate teaching staff members, shall develop procedures and methods for reporting student progress to parents -or guardians that:</p>	

POLICY NO. 212
REPORTING PUPIL PROGRESS

1. Utilize various methods of reporting appropriate to grade level and curriculum content.
2. Ensure that both student and parent/~~guardian~~ receive ~~prior~~~~ample~~ warning of a pending grade of “failure,” or one that would adversely affect the student’s status.
3. Determine a time frame in which grades are to be posted by a teacher in his/her grade book once the graded test/assignment/project etc. has been given back to the students for review.
4. Enable the scheduling of parent/~~guardian~~-teacher conferences at such time and in such places as will ensure the greatest degree of participation by parents/~~guardians~~ and not preclude the participation of either parent.
5. Specify the ~~mandatory~~ issuance of report cards in intervals of nine (9) weeks.
6. Specify the ~~mandatory~~ issuance of ~~written~~ progress reports ~~if a student progress has become unsatisfactory~~ at approximate midpoint of each nine (9) week report period by every teacher. ~~Unsatisfactory student performance is characterized by one or more of the following items:~~
 - a. ~~A tentative grade of D or F in the subject; or~~
 - b. ~~A drop of two (2) letter grades in any subject area.~~

A student shall not receive a failing grade or a change of two (2) letter grades without prior parental/guardian contact by the individual teacher. Contact shall be made via personal phone call, email or letter. If no response is received from the parent/guardian, the teacher shall involve the guidance counselor and a registered letter shall be sent.

A written progress report may also be issued if student performance is further characterized by:

1. Failure to complete homework assignments; or
2. Exhibiting poor work habits or improper behavior in the classroom; or failure to attend class on a regular basis.

A written progress report may be sent home ~~for any of the above reasons~~ at any time during the report period.

Written progress reports shall be indicated on the comment section of the report card each nine (9) -week grading period.

POLICY NO. 212
REPORTING PUPIL PROGRESS

A teacher-initiated phone call or parent/guardian conference shall occur if a pattern of student deficiency is evident ~~by the second report period.~~ -The teacher shall initiate a plan to address the student's needs with the advice and assistance of the school counselor and parents/guardians.

The high school principal will notify the parents/guardians of any student who is in danger of failing a required course for graduation. The notification will take place after the first semester and a parent/guardian meeting will be encouraged.

If the student is a senior and is in jeopardy of not graduating, a personal or phone conference between the parent/guardian, teacher, and counselor, if needed, must be held. ~~Written progress reports should also be provided whenever deemed appropriate by the teacher as a reward for achievement.~~

Review and evaluation of methods of reporting student progress to parents/guardians shall be conducted on a periodic basis.

References:

School Code – 24 P.S. Sec. 510, 1531, 1532

State Board of Education Regulations – 22 PA Code Sec. 4.11

Board Policy – 127, 216

KEYSTONE OAKS SCHOOL DISTRICT

Policy Guide



Policy No. 808.1

Section OPERATIONS

Title FOOD SERVICE STUDENT ACCOUNT CHARGES

Adopted _____

Revised _____

<p>Section 1</p>	<p style="text-align: center;">POLICY NO. 808.1 FOOD SERVICE STUDENT ACCOUNT CHARGES</p> <p><u>Purpose</u></p> <p>It is the policy of the Keystone Oaks School District to provide for students' needs for a healthy breakfast/lunch whenever possible. However, due to students who arrive in the cafeteria without appropriate payment it is necessary to implement consistent meal account procedures throughout the District in order to maintain a balance between the financial integrity of the Food Service Program and the needs of the students.</p> <p>In implementing this policy, the District shall:</p> <ol style="list-style-type: none"> 1. Ensure that all students have a healthy meal and that no child goes hungry. 2. Treat all students with dignity and confidentiality in the serving line regarding meal accounts. 3. Support positive and clear communication among staff, administrators, teachers, students and parents/guardians. 4. Encourage parent/guardian to assume the responsibility of meal payments and to promote self-responsibility of the student. 5. Establish consistent practices regarding charges and collection of charges throughout the District. 6. Protect its right to be properly reimbursed for food service costs. 	
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**POLICY NO. 808.1
FOOD SERVICE STUDENT ACCOUNT CHARGES**

Section 2

Delegation of Responsibility

The Food Service Department is responsible for maintaining charge records and notifying the parents/guardians of outstanding balances by means of phone calls and messages, written documentation, or any other reasonable means of communication.

Principals have the responsibility for monitoring the food service balances of students in their building and will collaborate with the Food Service Director when debt exceeds a certain amount. Principals will contact parents/guardians when initial notifications are not responded to via phone call and written notification.

Section 3

Guidelines

Students shall not be denied a meal regardless of status or account balance.

Parent(s)/guardian(s) are responsible for ensuring that students have the appropriate form of payment for their meal. Where a student comes through the serving line without the appropriate form of payment, the District will utilize the following procedures:

- a. Meal charges per school year will be allowed up to the cost of two (2) reimbursable meals. Charges will be limited to a reimbursable meal chosen by the cafeteria, and no charging will be allowed for any a la carte items.
- b. In the event a student account has reached this maximum and the student has no money and requires a meal, the meal will be provided as deemed appropriate by the Food Service Director. The cost will be added to the pre-existing debt.
- c. After two (2) charged meals, parent(s)/guardians(s) will be notified that charges are accruing and parent(s)/guardian(s) will be advised of the District's collection policy. The Parents/Guardians are responsible for immediate payment upon notification.

Collection Policy

Unpaid charges will be carried on a student's account from year to year and will travel with the student throughout their enrollment at Keystone Oaks School District.

Students with outstanding balances at the time of their graduation may be denied the privilege of participating in graduation ceremonies and the District may refuse to release records or transcripts to educational institutions and or employers.

POLICY NO. 808.1
FOOD SERVICE STUDENT ACCOUNT CHARGES

When a student's account balance reaches \$30.00 or more, notice will be sent to the parent(s)/guardian(s) via regular and certified mail stating the amount due and describing further action that will be taken if the parent(s)/guardians(s) does not pay the amount within ten (10) business days. Upon receipt of the letter, parent(s)/guardian(s) have ten (10) business days to pay the debt or to contact the District and set up a plan for payment. If no payment is received, the negligent debt will be sent to the local Magistrate for collection, and parent(s)/guardian(s) are responsible for all court costs and fees assigned by the magistrate for the collection of monies due to the cafeteria.

KEYSTONE OAKS SCHOOL DISTRICT

Policy Guide



Policy No. 827

Section OPERATIONS

Title TRAVEL RELATED EXPENSE REIMBURSEMENT

Adopted _____

Revised _____

POLICY NO. 827 TRAVEL RELATED EXPENSE REIMBURSEMENT	
Section 1	<p><u>Purpose</u></p> <p>The Board shall reimburse administrative, professional, classified employees, and Board members for pre-approved expenditures incurred in the course of performing services for the District, in accordance with Board policy.</p>
Section 2	<p><u>Definitions</u></p> <p>Employee – includes administrative, professional and classified employees.</p> <p>Out of Area – Outside Allegheny, Armstrong, Beaver, Butler, Fayette, Greene, Washington, or Westmoreland counties.</p>
Section 3	<p><u>Delegation of Responsibility</u></p> <p>The validity of payments for job related expenses shall be determined by the Superintendent or designee.</p> <p>The Superintendent or designee shall develop administrative procedures that will address the deadline for which claims must be submitted to the Business Office in order to request reimbursement and forms for reimbursement of travel expenses.</p> <p>This policy attempts to address all travel and business related occurrences. Occasionally, situations arise that are not specifically covered within the policy. These situations will be addressed on an individual basis by the Superintendent prior to incurring the expense, with final approval or denial by the Superintendent.</p>
Section 4	<p><u>Guidelines</u></p> <p>Actual and necessary expenses incurred when attending functions outside the District shall be reimbursed if approval has been obtained</p>

**POLICY NO. 827
TRAVEL RELATED EXPENSE REIMBURSEMENT**

in advance from the Board or Superintendent according to the guidelines set forth below.

For employees, attendance at approved events outside the District shall be without loss of regular pay, unless otherwise stipulated prior to attendance.

In all instances of travel and job related expense reimbursement, full itemization with original receipts attached shall be required. Receipts must be original and itemize each cost item (e.g. separate each item, tax, gratuity, etc.) and not be a single total.

Pol. 616

Under normal conditions, employees or Board members traveling on official business shall provide themselves with sufficient funds for ordinary expenses.

Travel shall be by the most economical route.

Those traveling on official business shall exercise the same care in incurring expenses as they would in traveling on personal business.

For official travel other than by automobile, the District shall arrange the advance purchase of transportation tickets, with Superintendent approval.

No reimbursements will be given until after the next Business/Legislative Meeting of the Board following the deadline set by the administration for submission of claims.

Pol. 616

Mileage

The use of a personal vehicle shall be considered a legitimate job expense if travel is among the employee's assigned schools, but not between home and school, and is authorized in advance by the Superintendent or designee.

Use of a personal vehicle for approved purposes is reimbursable at the prevailing IRS rate per mile. For mileage reimbursement, employees must submit a listing of the trips made for legitimate school business to the Business Office.

Board members may only be reimbursed for mileage for travel out of area.

Use of a personal vehicle requires that liability insurance be provided by the employee or Board member

Meal Expenses

Meals purchased during the course of travel for normal business

POLICY NO. 827
TRAVEL RELATED EXPENSE REIMBURSEMENT

purposes where an overnight stay is not warranted are generally not reimbursable. The District may reimburse employees for student's meals. Meals purchased for meetings amongst employees must be pre-approved.

Prior to approval the traveler must submit an estimate of the number of meals and total cost that he or she expects to incur.

In general the maximum reimbursement for each meal shall be:

1. Breakfast \$12
2. Lunch \$20
3. Dinner \$40

Discretion may be given for meal reimbursement if traveling to a high cost of living area.

If a meal is included in the conference attendance fee, an employee or Board member will not be allowed to charge for that meal.

If a meal, such as breakfast, is included with the accommodations, an employee or Board member will not be allowed to charge for that meal.

Under no circumstances will an employee or Board member be reimbursed for alcoholic beverage expenses. Receipts submitted must show the charged amount without gratuity added. District reimbursement for gratuity charges shall not exceed 15%

Accommodations

Reservations for hotel accommodations must be made by the person traveling. Those traveling should take advantage of any discounts available with specific programs or by booking through the conference host.

Reimbursement is generally limited to the amounts set forth for the applicable city in the U.S. GSA publication per the link below. The per-night lodging amounts shown exclude taxes, which are reimbursable.

<http://www.gsa.gov/perdiem>

Only single-standard room rates will be reimbursed.

An itemized hotel receipt must be submitted with the expense report for reimbursement. The receipt should show separately: room rate, all applicable taxes, and any additional charges.

In general, the following additional charges will not be reimbursed:

POLICY NO. 827
TRAVEL RELATED EXPENSE REIMBURSEMENT

- a. Hotel room cancellation charges
- b. Hotel room upgrades from the standard single rate
- c. Phone calls
- d. Internet fees
- e. Room service
- f. Movies or other entertainment
- g. Laundry
- h. Hotel in-room mini bar

Conferences

Employees and Board members may, with valid, documented business purpose and Board approval, travel to conferences for continuing education purposes. Conference or registration fees will be paid upfront by the District.

Travel Extensions and Travel with Other Parties

It will be the responsibility of the traveler who submits his/her expense report to track personal expenses separately from business expenses associated with such modified travel arrangements (e.g., double room occupancy, meals). It is the responsibility of the Superintendent or designee to verify the business expenses for such situations. If rates, such as airfare, increase due to travel extension, the District will pay the lesser amount.

Car Rental

Rental cars should be used when the nature of the trip is such that the use of local transportation, such as hotel shuttles and taxis, is not cost effective or practical. Rental fees will be paid by the traveler and reimbursed by the District.

In general, the following additional charges will not be reimbursed:

- a. Additional insurance
- b. Rental upgrades
- c. Fuel pre-purchase option or any refueling fee charged by the rental agency
- d. GPS device

An itemized car rental receipt must be submitted with the expense report for reimbursement.

References:

Board Policy – 216

Policy Guide



Policy No. 906.1

Section COMMUNITY

Title TITLE I COMPLAINT RESOLUTION

Adopted DECEMBER 7, 2011

Revised _____

POLICY NO. 906.1 TITLE I COMPLAINT RESOLUTION		
Section 1	<p><u>PurposeIntroduction</u></p> <p>The <i>No Child Left Behind Act of 2001</i> (NCLB) legislation requires State Educational Agencies (SEAs) to adopt written procedures for “receiving and resolving any complaint alleging violations of the law in administration of programs.” In accordance with this legislative requirement, the Pennsylvania Department of Education (PDE) has also required Local Educational Agencies (LEAs) to adopt written procedures for resolving complaints filed.</p>	20 U.S.C Sec. 9304 (a)(3)(C)
Section 2	<p><u>Definition</u></p> <p>A “complaint” is a written, signed statement filed by an individual or an organization. It must include:</p> <ol style="list-style-type: none"> a. A statement that thea school has violated a requirement of federal statute or regulation that applies to Title I.; b. The facts on which the statement is based.; c. Information on any discussions, meetings or correspondence with thea school regarding the complaint. 	
Section 3	<p><u>GuidelinesComplaint Resolution Procedures</u></p> <ol style="list-style-type: none"> 1. Referral <p>Complaints against schools should be referred to the District’s Federal/State Programs CoordinatorOffice:</p>	

**POLICY NO. 906.1
TITLE I COMPLAINT RESOLUTION**

Keystone Oaks School District
~~Mrs. Bobbi Ann Barnes~~
Federal Programs Coordinator
~~881 Greentree Road~~ 1000 Kelton Avenue
Pittsburgh, PA ~~15220~~ 15216

2. Notice to School

The Federal/State Programs ~~Coordinator~~Office will notify the ~~school~~ Superintendent and the building Principal that a complaint has been received. A copy of the complaint will be given to the Superintendent and the building Principal with directions given for the Principal to respond.

3. Investigation

After receiving the Principal's response, the Federal/State Programs ~~Coordinator~~Office, along with the Superintendent, will determine whether further investigation is necessary. If necessary, the Federal/State Programs ~~Coordinator~~Director and the Superintendent may do an onsite investigation at the school.

4. Opportunity to Present Evidence

The Federal/State Programs ~~Coordinator~~Director may provide for the complainant and the building Principal to present evidence regarding the complaint.

5. Report and Recommended Resolution

Once the Federal/State Programs ~~Coordinator~~Director has completed the investigation and the taking of evidence, a report will be prepared with a recommendation for resolving the complaint. The report will give the name of the party bringing the complaint, the nature of the complaint, a summary of the investigation, the recommended resolution and the reasons for the recommendation. Copies of the report will be issued to all parties involved. The recommended resolution will become effective upon issuance of the report. The period between the LEA's receipt of a complaint and its resolution shall not exceed sixty (60) calendar days.

6. Follow-Up

The Federal/State Programs ~~Coordinator~~Director and the Superintendent will ensure that the resolution of the complaint is implemented.

7. Right to Appeal

POLICY NO. 906.1
TITLE I COMPLAINT RESOLUTION

Either party may appeal the final resolution to the [Pennsylvania](#) Department of Education. Appeals should be addressed as follows:

~~[Mrs. Renee Palakovic, Chief](#)~~
Division of Federal Programs
Pennsylvania Department of Education
333 Market Street, 7th Floor
Harrisburg, PA 17126-0333

References:

[No Child Left Behind Act of 2001 – 20 U.S.C. Sec. 9304 \(a\)\(3\)\(C\)](#)

KEYSTONE OAKS SCHOOL DISTRICT

Policy Guide



Policy No. 809

Section OPERATIONS

Title SUICIDE AWARENESS
PREVENTION AND RESPONSE

Adopted _____

Revised _____

<p>Section 1</p> <p>Section 3</p>	<p style="text-align: center;">POLICY NO. 809 SUICIDE AWARENESS PREVENTION AND RESPONSE</p> <p><u>Purpose</u></p> <p>The Board is committed to maintaining a safe school environment; to protect the health, safety and welfare of its students; to promote healthy development; and to safeguard against the threat or attempt of suicide among school-aged youth. This policy supports federal, state and local efforts to provide education on youth suicide awareness and prevention; establish methods of prevention, intervention and response to suicide or suicide attempt; and promote access to suicide awareness and prevention resources. The impact of students’ mental health on their academic performance and the effect of mental health issues and suicide on students and the entire school community are significant.</p> <p>Therefore, in order to ensure the safety and welfare of students, the District will work to educate school personnel and students on the actions and resources necessary to prevent suicide and promote mental well-being.</p> <p><u>Definitions</u></p> <p>At-Risk for Suicide shall mean any youth with risk factors or warning signs that increase the likelihood of suicidal behavior.</p> <p>Crisis Response Team shall include, but may not be limited to, the administrators, guidance counselors, the school nurse, mental health therapists, and school resource officers, and/or other members of the Student Assistance Program (SAP), as designated, and may include other members as deemed appropriate by the Superintendent. Community mental agency resources may be called for assistance to be a part of the team.</p> <p>Expressed Suicidal Thoughts or Intentions shall mean a verbal or nonverbal communication that an individual intends to harm</p>	<p>SC 1526 Pol. 103.1, 248, 256, 806</p>
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**POLICY NO. 809
SUICIDE AWARENESS PREVENTION AND RESPONSE**

him/herself with the intention to die, but has not acted on the behavior.

Prevention refers to efforts that seek to reduce the factors that increase the risk for suicidal thoughts and behaviors and increase the factors that help strengthen, support, and protect individuals from suicide.

Risk Factors shall mean the personal or environmental characteristics associated with suicide. People affected by one or more of these risk factors have a greater probability of suicidal behavior.

School Connectedness shall mean the belief by students that adults and peers in the school care about their learning as well as about them as individuals.

School Personnel include, but may not be limited to, administrators, teachers, paraprofessionals, support staff, coaches, custodians, and cafeteria workers.

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

Suicidal Act or Suicide Attempt shall mean a potentially self-injurious behavior for which there is evidence that the person probably intended to kill him/herself; a suicidal act may result in death, injuries, or no injuries.

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

Section 5

Guidelines

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

The District shall notify district employees, students and parents/guardians of this policy and shall post the policy on the district's website.

SC 1526

SUICIDE AWARENESS AND PREVENTION EDUCATION

Protocols for Administration of Student Education

SC 1526

Students shall receive age-appropriate lessons in their classrooms through health education or other appropriate curricula on the importance of safe and healthy choices, coping strategies, how to recognize risk factors and warning signs, as well as help-seeking strategies for self or others including how to engage school resources and refer peers for help. Lessons shall contain information on

POLICY NO. 809
SUICIDE AWARENESS PREVENTION AND RESPONSE

comprehensive health and wellness, including emotional, behavioral and social skills development. Students shall be taught not to make promises of confidentiality when they are concerned about a peer or significant other. These lessons may be taught by health and physical education teachers, community service providers, classroom teachers or student services staff. Students who are in need of intervention shall be referred in accordance with the District's referral procedures for screening and recommendations.

Student education may include but is not limited to the following:

1. Information about suicide prevention. Resources are available on the Pennsylvania Department of Education's (PDE's) website– www.education.pa.gov
2. Help-seeking approaches amongst students, promoting a climate that encourages peer referral and emphasizes school connectedness.
3. Increasing students' ability to recognize if they or their peers are at risk for suicide.
4. Addressing problems that can lead to suicide, such as depression and other mental health issues, anger, and drug use.

Protocols for Administration of Employee Education

All District employees, including, but not limited to secretaries, coaches, custodians and cafeteria workers, shall receive information regarding risk factors, warning signs, response procedures, referrals, and resources regarding youth suicide prevention.

As part of the District's professional development plan, professional educators in school buildings serving students in grades six (6) through twelve (12) shall participate in four (4) hours of youth suicide awareness and prevention training at least every five (5) years. Professional educators in school buildings serving students in grades kindergarten through five (5) shall participate in two (2) hours of youth suicide awareness and prevention training at least every (5) years.

Additional professional development in risk assessment and crisis intervention shall be provided to school counselors, District mental health professionals, social workers, school nurses and school psychologists.

SC 1526
Pol. 333

**POLICY NO. 809
SUICIDE AWARENESS PREVENTION AND RESPONSE**

Resources for Parents/Guardians

The District may provide parents/guardians with resources including, but not limited to, health promotion and suicide risk, including characteristics and warning signs; and information about local behavioral/mental health resources.

METHODS OF PREVENTION

The methods of prevention utilized by the District include, but are not limited to, early identification and support for students at risk; education for students, staff and parents/guardians; and delegation of responsibility for planning and coordination of suicide prevention efforts.

Suicide Prevention Coordinators

District-wide:

A District-wide suicide prevention coordinator shall be designated by the Superintendent. This may be an existing District employee. The District Suicide Prevention Coordinator shall be responsible for planning and coordinating implementation of this policy. The District Suicide Prevention Coordinator shall investigate on cases involving peer-to-peer harassment, as required under federal law and Board Policy. The designee will help identify overlapping risk factors, including hostile environments created by persistent or severe harassment on the basis of gender, race, disability, or other protected classes.

Building Level:

Any school personnel who are made aware of any threat or witnesses any attempt towards self-harm that is written, drawn, spoken, or threatened shall immediately notify the building principal or the District-wide Suicide Prevention Coordinator. Any threat in any form shall be treated as real and dealt with immediately. No student should be left alone, nor confidentiality promised. In cases of life-threatening situations, a student's confidentiality will be waived. The school entity's crisis response procedures shall be implemented.

If an expressed suicidal thought or intention is made known to any school personnel during an afterschool program and the building principal or the Suicide Prevention Coordinator are not available, the school personnel shall call the Allegheny County Crisis Intervention Hotline 1-866-796-8226, 1-800-SUICIDE, or 1-800-273-TALK for help. Thereafter, immediately inform the principal of the incident and actions taken.

SC 1526

POLICY NO. 809
SUICIDE AWARENESS PREVENTION AND RESPONSE

Early Identification Procedures

Early identification of individuals with one (1) or more suicidal risk factors or of individuals exhibiting warning signs, is crucial to the District's suicide prevention efforts. To promote awareness, district employees, students and parents/guardians should be educated about suicidal risk factors and warning signs.

Risk factors refer to personal or environmental characteristics that are associated with suicide including, but are not limited to:

- Behavioral Health Issues/Disorders:
 - Depression
 - Substance abuse or dependence
 - Previous suicide attempts
 - Self-injury

- Personal Characteristics:
 - Hopelessness/Low self-esteem
 - Loneliness/social alienation/isolation/lack of belonging
 - Poor problem-solving or coping skills
 - Impulsivity/risk-taking/recklessness

- Adverse/Stressful Life Circumstances:
 - Interpersonal difficulties or losses
 - Disciplinary or legal problems
 - Bullying (victim or perpetrator)
 - School or work issues
 - Physical, sexual or psychological abuse
 - Exposure to peer suicide

- Family Characteristics:
 - Family history of suicide or suicidal behavior
 - Family mental health problems
 - Divorce/death of parent/guardian
 - Parental-child relationship

Warning signs are indications that someone may be in danger of suicide, either immediately or in the near future. Warning signs include, but are not limited to:

- Expressions such as hopelessness, rage, anger, seeking revenge, feeling trapped, anxiety, agitation, no reason to live or sense of purpose

- Recklessness or risky behavior

**POLICY NO. 809
SUICIDE AWARENESS PREVENTION AND RESPONSE**

- Increase alcohol or drug use
- Withdrawal from friends, family or society
- Dramatic mood changes

Referral Procedures

Any District employee who has identified a student with one (1) or more risk factors, warning signs or who has an indication that student may be contemplating suicide or self-harm, shall refer the student for further assessment and intervention to the school counselors.

Documentation

The District shall document the reasons for referral, including specific warning signs and risk factors identified as indications that the student may be at risk.

METHODS OF INTERVENTION

The methods of intervention utilized by the District include, but are not limited to, responding to suicide threats, suicide attempts in school, suicide attempts outside of school and complete suicide. Suicide intervention procedures shall address the development of an emotional or mental health safety plan for students identified as being at increased risk of suicide.

Procedures for Students at Risk

A district-approved suicide assessment instrument may be utilized by trained mental health staff such as school counselors, school psychologists, or social workers.

Parents/Guardians of a student identified as being at risk shall be notified by the school. If the school suspects that the student's risk status is the result of abuse or neglect, school staff shall immediately notify Children and Youth Services.

If the parent or guardian refuse to cooperate and there is any doubt regarding the child's safety, the school personnel who directly witnessed the expressed suicidal thought or intention will pursue a 302 involuntary mental health assessment by calling County Emergency Services at 412-350-4457 and ask for a delegate. The delegate will listen to concerns and advise on the course of action. If a 302 involuntary mental health assessment is granted, the first-hand witness will need to be the petitioner, with support from the principal or other central office administrator.

SC 1526

**POLICY NO. 809
SUICIDE AWARENESS PREVENTION AND RESPONSE**

The District shall identify mental health service providers to whom students can be referred for further assessment and assistance.

Mental health service providers may include, but are not limited to, hospital emergency departments, psychiatric hospitals, community mental health centers, psychiatrists, psychologists, social workers and primary care providers.

The District shall create an emotional or mental health safety plan to support a student and the student's family if the student has been identified as being at increased risk of suicide.

Students with Disabilities

For students with disabilities, who are identified as being at-risk for suicide or who attempt suicide, the appropriate team shall be notified and shall address the student's needs in accordance with applicable law, regulations and Board policy.

If a student is identified as being at-risk for suicide or attempts suicide and requires special education services or accommodations, the Supervisor of Special Education shall be notified and shall take action to address the student's needs in accordance with applicable law, regulations and Board policy.

Documentation

The District shall document observations, recommendations and actions conducted throughout the intervention and assessment process including verbal and written communications with students, parents/guardians and mental health service providers.

**METHODS OF RESPONSE TO SUICIDE OR SUICIDE
ATTEMPT**

The methods of response to suicide or a suicide attempt utilized by the District include, but are not limited to:

1. Identifying and training the school crisis response/crisis intervention team.
2. Determining the roles and responsibilities of each crisis response team member.
3. Notifying students, employees and parent/guardians.
4. Working with families.
5. Responding appropriately to the media.

Pol. 806

Pol. 103.1, 113,
113.1, 114

Pol. 103.1, 113,
113.1, 114

**POLICY NO. 809
SUICIDE AWARENESS PREVENTION AND RESPONSE**

6. Collaborating with community providers.

The Superintendent or designee shall develop administrative regulations with recommended guidelines for responding to a suicidal act or attempt on school grounds or during a school-sponsored event.

SC 1526

Re-Entry Procedures

A student's excusal from school attendance after a mental health crisis and the student's return to school shall be consistent with state and federal laws and regulations.

A District-contracted mental health professional, the building principal, the school counselor or suicide prevention coordinator shall meet with the parents/guardians of a student returning to school after a mental health crisis, and, if appropriate, meet with the student to discuss re-entry and applicable next steps to ensure the student's readiness to return to school.

When authorized by the student's parent/guardian, the designated District employee shall coordinate with the appropriate outside mental health care providers.

The designated District employee will periodically check-in, as needed, with the student to facilitate the transition back into the school community and address any concerns.

Pol. 103.1, 113,
113.2, 113.3, 117,
204

REPORT PROCEDURES

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

When a District employee takes notes on any conversations or situations involving or relating to an at-risk student, the notes should contain only factual or directly observed information, not opinions or hearsay.

As stated in this policy, District employees shall be responsible for effective documentation of incidents involving suicide prevention, intervention and response.

The District Suicide Prevention Coordinator shall provide the Superintendent or designee with a copy of all reports and documentation regarding the at-risk student. Information and reports shall be provided, as appropriate, to school counselors, District mental health professionals and school nurses.

**POLICY NO. 809
SUICIDE AWARENESS PREVENTION AND RESPONSE**

SUICIDE AWARENESS AND PREVENTION RESOURCES

A listing of resources regarding suicide awareness and prevention shall be attached to this policy.

SC 1526

References:

School Code – 24 P.S. Sec. 1526

State Board of Education Regulations – 22 PA Code Sec. 12.12

2012 National Strategy for Suicide Prevention: Goals and Objectives for Action

Board Policies –103.1, 113, 113.1 216, 248, 256, 333, 806

SC 1526

Suicide Prevention Resources For Schools

***Please note that the resources listed here are free of charge. There are many more excellent resources for minimal cost.

General Information (many with webinar sessions)

PA Youth Suicide Prevention Initiative Mission <http://www.payspi.org/>

Mission - The Pennsylvania Youth Suicide Prevention Initiative is a multi-system collaboration to reduce youth suicide.

Vision - Youth suicide prevention will be embraced and incorporated into the fabric of every community in Pennsylvania to address the social and emotional needs of youth at risk and survivors of suicide.

Suicide Prevention Resource Center <http://www.sprc.org/>

SPRC is the nation's only federally supported resource center devoted to advancing the *National Strategy for Suicide Prevention*. They provide technical assistance, training, and materials to increase the knowledge and expertise of suicide prevention practitioners and other professionals serving people at risk for suicide. They also promote collaboration among a variety of organizations that play a role in developing the field of suicide prevention.

Toolkit for High Schools <http://store.samhsa.gov/product/SMA12-4669>

Assists high schools and school districts in designing and implementing strategies to prevent suicide and promote behavioral health. Includes tools to implement a multi-faceted suicide prevention program that responds to the needs and cultures of students. Released in June 2012.

American Foundation for Suicide Prevention <http://www.afsp.org/>

The American Foundation for Suicide Prevention has been at the forefront of a wide range of suicide prevention initiatives – each designed to reduce loss of life from suicide. They are investing in groundbreaking research, new educational campaigns, innovative demonstration projects and critical policy work. And they are expanding their assistance to people, whose lives have been affected by suicide, reaching out to offer support and offering opportunities to become involved in prevention.

American Association of Suicidology <http://www.suicidology.org/home>

AAS is a membership organization for all those involved in suicide prevention and intervention, or touched by suicide. AAS is a leader in the advancement of scientific and programmatic efforts in suicide prevention through research, education and training, the development of standards and resources, and survivor support services.

Services for Teens At Risk (STAR Center) <http://www.starcenter.pitt.edu/>

Services for Teens At Risk (STAR-Center) is a comprehensive research, treatment, and training center. Funded by the State of Pennsylvania's General Assembly in 1986 to address adolescent suicide and depression, the program provides individual assessment and treatment to teens that are experiencing depression and suicidality. They also provide community education services about depression and suicidality to schools, social service agencies, churches and other organizations that request them.

The Trevor Project

<http://www.thetrevorproject.org/>

The Trevor Project is the leading national organization providing crisis intervention and suicide prevention services to lesbian, gay, bisexual, transgender, and questioning youth.

Comprehensive School Guide

Youth Suicide Prevention School-Based Guide <http://theguide.fmhi.usf.edu/>

The Youth Suicide Prevention School-Based Guide is designed to provide accurate, user-friendly information. The Guide is not a program but a tool that provides a framework for schools to assess their existing or proposed suicide prevention efforts (through a series of checklists) and provides resources and information that school administrators can use to enhance or add to their existing program. First, checklists can be completed to help evaluate the adequacy of the schools' suicide prevention programs. Second, information is offered in a series of issue briefs corresponding to a specific checklist. Each brief offers a rationale for the importance of the specific topic together with a brief overview of the key points. The briefs also offer specific strategies that have proven to work in reducing the incidence of suicide, with references that schools may then explore in greater detail. A resource section with helpful links is also included. The Guide provides information to school to assist them in the development of a framework to work in partnership with community resources and families.

School Policy

Model School Policy on Suicide Prevention –

https://www.afsp.org/content/download/10555/186750/file/Model%20Policy_FINAL.pdf

Written by American Foundation for Suicide Prevention, National Association of School Psychologists, American School Counselor Association, and The Trevor Project. This modular, adaptable document will help educators and school administrators implement comprehensive suicide prevention policies in communities nationwide.

STAR Center Sample School Suicide Policy and Procedure -

<http://www.starcenter.pitt.edu/Sample-School-Suicide-Policy-And-Procedure/41/Default.aspx>

Training for School Staff

Society for Prevention of Teen Suicide

<http://www.sptsusa.org/>

The mission of the Society for the Prevention of Teen Suicide is to reduce the number of youth suicides and attempted suicides by encouraging overall public awareness through the development and promotion of educational training programs for teens, parents and educators. The free, interactive series Making Educators Partners in Suicide Prevention is designed to be completed at the viewer's own pace. Pennsylvania school staff requiring Act 48 hours may submit the certificate of completion to c-paschool@pa.gov or fax it to [717-783-4790](tel:717-783-4790), along with your Dept. of Education Professional ID number, to have these hours submitted.

More Than Sad Program

<http://www.afsp.org/preventing-suicide/our-education-and-prevention-programs/programs-for-professionals/more-than-sad-suicide-prevention-education-for-teachers-and-other-school-personnel>

The More Than Sad Program of the American Foundation for Suicide prevention provides education about factors that put youth at risk for suicide, in particular depression and other mental disorders. Instructional materials accompany the More Than Sad Program, including a power point presentation.

American Foundation for Suicide Prevention (<http://www.afsp.org/>) – PA AFSP chapters will make the “More Than Sad” DVD available **free** to all high and middle schools in PA that request one. **Contact Pat Gainey to receive your copy.** Patricia Gainey, Regional Director, American Foundation for Suicide Prevention, Greater Philadelphia Regional Office, 3535 Market Street, Suite 4047, Philadelphia, PA 19104; Office: (215)746-7256

Suicide Prevention Resource Center – Best Practice Registry <http://www.sprc.org/bpr>

The purpose of the Best Practices Registry (BPR) is to identify, review, and disseminate information about best practices that address specific objective of *the National Strategy for Suicide Prevention*. The BPR is a collaborative project of the Suicide Prevention Resource Center (SPRC) and the American Foundation for Suicide Prevention (AFSP). It is funded by the Substance Abuse and Mental Health Services Administration (SAMHSA). Many of the best practice resources listed have to be purchased.

Material for Students

More Than Sad Program <http://www.afsp.org/preventing-suicide/our-education-and-prevention-programs/programs-for-teens-and-young-adults/more-than-sad-teen-depression>

The More Than Sad Program of the American Foundation for Suicide prevention provides education about factors that put youth at risk for suicide, in particular depression and other mental disorders.

American Foundation for Suicide Prevention (<http://www.afsp.org/>) – PA AFSP chapters will make the “More Than Sad” DVD available free to all high and middle schools in PA that request one. **Contact Pat Gainey to receive your copy.** Patricia Gainey, Regional Director, American Foundation for Suicide Prevention, Greater Philadelphia Regional Office, 3535 Market Street, Suite 4047, Philadelphia, PA 19104; Office: (215)746-7256

Suicide Prevention Resource Center Best Practice Registry

<http://www.sprc.org/bpr>

The purpose of the Best Practices Registry (BPR) is to identify, review, and disseminate information about best practices that address specific objectives of the *National Strategy for Suicide Prevention*. The BPR is a collaborative project of the Suicide Prevention Resource Center (SPRC) and the American Foundation for Suicide Prevention (AFSP). It is funded by the Substance Abuse and Mental Health Services Administration (SAMHSA). Many of the best practice resources listed have to be purchased.

Wisconsin Department of Public Instruction

The curriculum is not SPRC listed, but does use elements of SOS and Lifelines.

http://ssp.wi.gov/sspw_suicideprev main page

Link to Student programs: http://ssp.wi.gov/sspw_spstudentprograms

Link to Curriculum: http://ssp.wi.gov/sspw_suicideprevcurriculum

Postvention Assistance

Services for Teens At Risk (STAR Center)

<http://www.starcenter.pitt.edu/>

Services for Teens At Risk (STAR-Center) is a comprehensive research, treatment, and training center. Funded by the State of Pennsylvania's General Assembly in 1986 to address adolescent suicide and depression, the program provides individual assessment and treatment to teens that are experiencing depression and suicidality. They also provide community education services about depression and suicidality to schools, social service agencies, churches and other organizations that request them. Any PA school can contact the STAR-Center for assistance in the aftermath of a suicide or other tragic loss. STAR-Center can also provide in-service training and resource materials on a variety of mental health related topics.

Suicide Prevention Resource Center Postvention Toolkit

<http://www.sprc.org/sites/sprc.org/files/library/AfteraSuicideToolkitforSchools.pdf>

This toolkit is designed to assist schools in the aftermath of a suicide (or other death) in the school community. It is meant to serve as a practical resource for schools facing real-time crises to help them determine what to do, when, and how. The toolkit reflects consensus recommendations developed in consultation with a diverse group of national experts, including school-based personnel, clinicians, researchers, and crisis response professionals. It incorporates relevant existing material and research findings as well as references, templates, and links to additional information and assistance.

Compiled by the: PA Youth Suicide Prevention Initiative: www.payspi.org

Vol. II 2015

Policy Guide



<p>Section 1</p>	<p style="text-align: center;">POLICY NO. 919 TITLE I PARENTAL INVOLVEMENT</p> <p><u>Purpose</u></p> <p>The Board recognizes that parental involvement contributes to the achievement of academic standards by students participating in Title I programs. The Board views the education of students as a cooperative effort among the school, parents/guardians and community.</p>	
<p>Section 2</p>	<p><u>Authority</u></p> <p>In compliance with federal law, the District and parents/guardians of students participating in Title I programs shall jointly develop and agree upon a written parental involvement policy. When developing and implementing this policy, the District shall ensure the policy describes how the District will:</p> <ol style="list-style-type: none"> 1. Involve parents/guardians in the joint development of the District's overall Title I plan and the process of school review and improvement. 2. Provide the coordination, technical assistance and other support necessary to assist participating schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance. 3. Develop activities that promote the schools' and parents/guardians' capacity for strong parental involvement. 	<p>20 U.S.C. Sec. 6318</p>

<p>Section 3</p>	<p style="text-align: center;">POLICY NO. 919 TITLE I PARENTAL INVOLVEMENT</p> <ol style="list-style-type: none"> 4. Coordinate and integrate parental involvement strategies with appropriate programs, as provided by law. 5. Involve parents/guardians in an annual evaluation of the content and effectiveness of the policy in improving the academic quality of schools served under Title I. 6. Identify barriers to participation by parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority. 7. Use findings of annual evaluations to design strategies for more effective parental involvement. 8. Involve parents/guardians in the activities of schools served under Title I. 	
	<p>The Board shall adopt and distribute the parental involvement policy, which shall be incorporated into the District's Title I plan and shall be evaluated annually, with parental involvement.</p>	<p>20 U.S.C. Sec. 6318</p>
	<p><u>Guidelines</u></p> <p>An annual meeting of parents/guardians of participating Title I students shall be held to explain the goals and purposes of the Title I program. Parents/Guardians shall be given the opportunity to participate in the design, development, operation and evaluation of the program. Parents/Guardians shall be encouraged to participate in planning activities, to offer suggestions, and to ask questions regarding policies and programs.</p>	<p>20 U.S.C. Sec. 6318</p>
	<p>In addition to the required annual meeting, additional parent/guardian meetings shall be held at various times of the day and evening. At these meetings, parents/guardians shall be provided:</p> <ol style="list-style-type: none"> 1. Information about programs provided under Title I. 2. Description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet. 	<p>20 U.S.C. Sec 6318</p>

POLICY NO. 919
TITLE I PARENTAL INVOLVEMENT

3. Opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children.
4. Opportunities to submit parent/guardian comments about the program to the district level.

If sufficient, Title I funding may be used to facilitate parent/guardian attendance at meetings through payment of transportation and child care costs.

Opportunities shall be provided for parents/guardians to meet with the classroom and Title I teachers to discuss their child's progress.

Parents/Guardians may be given guidance as to how they can assist at home in the education of their child.

School-Parental Compact

Each school in the district receiving Title I funds shall jointly develop with parents/guardians of students served in the program a School-Parental Compact outlining the manner in which parents/guardians, school staff and students share responsibility for improved student achievement in meeting academic standards. The compact shall:

1. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment, enabling students in the Title I program to meet the District's academic standards.
2. Indicate the ways in which parents/guardians will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television watching; volunteering in the classroom; and participating, as appropriate, in decisions related to their child's education and positive use of extracurricular time.
3. Address the importance of parent-teacher communication on an ongoing basis through, at a minimum, parent-teacher conferences, frequent reports to parents/guardians, and reasonable access to staff.

Pol. 102

**POLICY NO. 919
TITLE I PARENTAL INVOLVEMENT**

Section 4

Delegation of Responsibility

The Superintendent or designee shall ensure that the District's Title I parental involvement policy, plan and programs comply with the requirements of federal law.

The building principal and/or Title I staff shall provide to parents/guardians of students participating in Title I programs:

1. Explanation of the reasons supporting their child's selection for the program.
2. Set of objectives to be addressed.
3. Description of the services to be provided.

The Superintendent or designee shall ensure that information and reports provided to parents/guardians are in an understandable and uniform format and, to the extent practicable, in a language the parents/guardians can understand.

20 U.S.C. Sec.
6318
Pol. 140

References:

State Board of Education Regulations – 22 PA Code Sec. 403.1

No Child Left Behind Act of 2001 – 20 U.S.C. Sec. 6318

Board Policy – 102, 140

KEYSTONE OAKS SCHOOL DISTRICT

Policy Guide



Policy No. 919.1

Section COMMUNITY

Title TITLE I DORMONT
ELEMENTARY SCHOOL
PARENTAL INVOLVEMENT

Adopted _____

Revised _____

	POLICY NO. 919.1 TITLE I DORMONT ELEMENTARY SCHOOL PARENTAL INVOLVEMENT	
Section 1	<p><u>Purpose</u></p> <p>Dormont Elementary is committed to providing a quality education for every student in the school. When schools and parents/guardians form strong partnerships, all children’s potential for academic success improves significantly.</p>	
Section 2	<p><u>Authority</u></p> <p>Each school receiving Title I funding shall jointly develop with, and distribute to, parents/guardians of participating children a written parental involvement policy, agreed on by such parents/guardians, that shall describe the means for carrying out the requirements established in the No Child Left Behind Act. Parents/Guardians shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents/guardians and the school.</p>	20 U.S.C. 6318 ESEA Sec. 1118
Section 3	<p><u>Guidelines</u></p> <p>Dormont Elementary will involve parents/guardians in the development of the school plan and in the process of school review and improvement in the following ways through participation on the Parent Advisory Council:</p> <ol style="list-style-type: none"> 1. Title I parents/guardians will participate in the development of the Title I Plan and will be part of the school review and school improvement (if applicable) procedures. 	

	<p style="text-align: center;">POLICY NO. 919.1 TITLE I DORMONT ELEMENTARY SCHOOL PARENTAL INVOLVEMENT</p> <ol style="list-style-type: none"> 2. Title I parents/guardians will serve on the planning committees for the Title I Plan and the school Improvement Plan (if applicable). 3. Title I parents/guardians will plan, review, and update the School's and District's Title I parental involvement policies. 4. Title I parents/guardians will jointly develop a school-parent/guardian compact that outlines how parents/guardians, the entire school staff, and students will share in the responsibility for improved student achievement. 5. A yearly meeting will be held to provide Title I parents/guardians the opportunity for input into the planning, implementation, and evaluation of the Title I program. <p>Dormont Elementary will hold an annual meeting with Title I parents/guardians in September to inform parents/guardians of the school's participation in the Title I program and to explain the requirements of the program and their right to be involved. The following items will be discussed: Title I budget, parental involvement policies, overview of Title I (expectations and requirements), standards-based instruction and assessment, overview of the school's curriculum, proficiency levels, multiple criteria for entrance into the program, monitoring student progress, how to work with teachers, parent/guardian resource center, school-home compact, and activities for home. Parents/Guardians will be invited by letter and, if new to the program, receive a phone call.</p> <p>Dormont Elementary will provide technical assistance and support to its Title I program in planning and implementing effective parental/guardian involvement activities. The school will:</p> <ol style="list-style-type: none"> 1. Assist the Title I program in identifying clear and measurable goals for parental/guardian involvement. 2. Actively support staff and promote efforts that increase the level of parental/guardian involvement. 3. Provide parents/guardians and staff information, materials, and training on required and effective parental/guardian involvement policies and practices. Provide to Title I program best practices, ideas, materials, new approaches, research, and other program information in order to improve their parental/guardian involvement programs. 4. Research and model effective parental/guardian involvement activities and practices. 	<p>ESEA Sec. 1118(d)</p> <p>ESEA Sec. 1118(c)(4)</p>
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**POLICY NO. 919.1
TITLE I DORMONT ELEMENTARY SCHOOL PARENTAL INVOLVEMENT**

5. Provide resource materials for parent/guardian meetings, workshops, and take home learning activities. Parent/Guardian meetings, including parent/guardian conferences, will be held at different times during the day. The school will provide, if requested by parents/guardians, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions related to the education of their children, and respond to any suggestions as soon as practically possible.
6. Provide parents/guardians of participating children with timely information about the Title I program. Parents/Guardians will be invited to parent-teacher conferences and receive a Title I report card twice a year. Information can also be obtained through the Title I page of our website and from our Parent Resource Center, located in the Title I room at Dormont Elementary.
7. Assist Title I program with training and ideas on reaching hard-to-reach parents/guardians and parental/guardian involvement activities.
8. Collaborate with the PFO, Parent Advisory Council, community agencies, and businesses to provide activities that build capacity for parents/guardians to assist learning and participate in school processes, such as parent/guardian workshops or family unity activities.

ESEA Sec.
1118(e)(4)

Dormont Elementary will build the school's and parents'/guardians' capacity for parental/guardian involvement by offering programs to strengthen the school/family partnership by providing materials and training for school staff and parents/guardians. A school-parent/guardian compact will be jointly developed and reviewed annually. The compact outlines how parents/guardians, the entire school staff, and students will share in the responsibility for improved student achievement. The school will:

ESEA Sec.
1111(h)(6)(B)(i)

1. Educate school staff and parent/guardians in the value of contributions of parents/guardians and how to reach out to, communicate, with, and work with the parents/guardians as equal partners to implement and coordinate parent/guardian programs and to build ties between parents/guardians and the school.
2. Provide staff development for teachers, families, administrators, staff and others on how to increase the level of quality of family involvement.
3. Provide training through meetings, resources, and conferences

POLICY NO. 919.1
TITLE I DORMONT ELEMENTARY SCHOOL PARENTAL INVOLVEMENT

to parents/guardians in understanding topics such as the importance of challenging academic standards and how they can help their children meet them, monitoring their children's progress, and literacy skills that help parents/guardians work with their children. Training will include resources on the school district website, activities to do at home, and the parent/guardian resource center.

4. Provide Information and, if needed, assistance to program and parents/guardians in understanding state academic content and performance standards, state and local assessments, requirements for Title I, and how the parents/guardians can assist in their child's education.
5. Provide Title I schools, to the extent feasible and appropriate, with information on how to work with business partners and/or community organization to learn about Title I to encourage school/family/community partnerships.
6. Provide information to Title I schools and parents/guardians on the district website under Parent Resource Center.
7. Ensure Title I parents/guardians with limited English proficiency, literacy difficulties, or other disabilities are given the same opportunities as other parents/guardians but these opportunities may be structured, adapted, or modified so that these parents/guardians may receive the same benefits and services as the other Title I parents/guardians.
8. Coordinate Title I parent/guardian involvement activities with other parental/guardian involvement activities.
9. Coordinate Title I parental/guardian involvement activities, to the extent feasible and appropriate, with other programs by providing mutual parent/guardian involvement training and information.
10. Collaborate with community agencies to inform schools and parents/guardians of literacy training and parent/guardian education. Dormont Elementary will conduct with parents/guardians an annual evaluation of the content and effectiveness of the parental involvement policy to assess how much parental/guardian involvement has increased and the barriers to parent/guardian participation that needs to be addressed. The findings will be used to design strategies for school improvement and to revise parental/guardian involvement policies.
11. Conduct an annual survey and follow-up meeting in the spring

POLICY NO. 919.1
TITLE I DORMONT ELEMENTARY SCHOOL PARENTAL INVOLVEMENT

for Title I parents/guardians to evaluate the content and effectiveness of the Title I parental/guardian involvement plans, procedures, and policies and use the evaluation to identify successful parental/guardian involvement strategies, barriers to parent/guardian participations, and make recommendations for improving parental/guardian involvement. Barriers to participation of parents/guardians who are economically disadvantaged, disabled, have limited English proficiency, are limited in literacy skills, or are part of an ethnic minority background, will be identified to ensure greater parent/guardian participation in school activities. If necessary, after review of the findings of the evaluation, procedures will be revised.

Dormont Elementary will budget at least one (1) percent of its allocation for parent/guardian involvement materials and activities. At least ninety-five (95) percent of the one (1) percent of the allocation for parent/guardian involvement at the District level will be used for school-based parent/guardian activities.

Parents/Guardians will have input into the funding for parental/guardian involvement through the District and school planning process. Title I funds may be used to pay for reasonable and necessary expenses associated with parental/guardian involvement activities, including transportation, childcare, or home visit expenses to enable parents/guardians to participate in school-related meetings and training sessions.

References:

State Board of Education Regulations – 22 PA Code Sec. 403.1

No Child Left Behind Act – 20 U.S.C. Sec. 6318

Elementary and Secondary Education Act – ESEA Sec. 1118

Board Policy – 102

ESEA Sec.
1118(a)(3)(C)

Policy Guide



Policy No. 919.2

Section COMMUNITY

Title TITLE I MYRTLE AVENUE
ELEMENTARY SCHOOL
PARENTAL INVOLVEMENT

Adopted _____

Revised _____

POLICY NO. 919.2 TITLE I MYRTLE AVENUE ELEMENTARY SCHOOL PARENTAL INVOLVEMENT		
Section 1	<p><u>Purpose</u></p> <p>Myrtle Avenue Elementary is committed to providing a quality education for every student in the school. When schools and parents/guardians form strong partnerships, all children’s potential for academic success improves significantly.</p>	
Section 2	<p><u>Authority</u></p> <p>Each school receiving Title I funding shall jointly develop with, and distribute to, parents/guardians of participating children a written parental involvement policy, agreed on by such parents/guardians, that shall describe the means for carrying out the requirements established in the No Child Left Behind Act. Parents/Guardians shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents/guardians and the school.</p>	20 U.S.C. 6318 ESEA Sec. 1118
Section 3	<p><u>Guidelines</u></p> <p>Myrtle Avenue Elementary will involve parents/guardians in the development of the school plan and in the process of school review and improvement in the following ways through participation on the Parent Advisory Council:</p> <ol style="list-style-type: none"> 6. Title I parents/guardians will participate in the development of the Title I Plan and will be part of the school review and school improvement (if applicable) procedures. 7. Title I parents/guardians will serve on the planning 	

**POLICY NO. 919.2
TITLE I MYRTLE AVENUE ELEMENTARY SCHOOL
PARENTAL INVOLVEMENT**

committees for the Title I Plan and the school Improvement Plan (if applicable).

8. Title I parents/guardians will plan, review, and update the School's and District's Title I parental involvement policies.
9. Title I parents/guardians will jointly develop a school-parent/guardian compact that outlines how parents/guardians, the entire school staff, and students will share in the responsibility for improved student achievement.
10. A yearly meeting will be held to provide Title I parents/guardians the opportunity for input into the planning, implementation, and evaluation of the Title I program.

ESEA Sec. 1118(d)

Myrtle Avenue Elementary will hold an annual meeting with Title I parents/guardians in September to inform parents/guardians of the school's participation in the Title I program and to explain the requirements of the program and their right to be involved. The following items will be discussed: Title I budget, parental involvement policies, overview of Title I (expectations and requirements), standards-based instruction and assessment, overview of the school's curriculum, proficiency levels, multiple criteria for entrance into the program, monitoring student progress, how to work with teachers, parent/guardian resource center, school-home compact, and activities for home. Parents/Guardians will be invited by letter and, if new to the program, receive a phone call.

ESEA Sec. 1118(c)(4)

Myrtle Avenue Elementary will provide technical assistance and support to its Title I program in planning and implementing effective parental/guardian involvement activities. The school will:

9. Assist the Title I program in identifying clear and measurable goals for parental/guardian involvement.
10. Actively support staff and promote efforts that increase the level of parental/guardian involvement.
11. Provide parents/guardians and staff information, materials, and training on required and effective parental/guardian involvement policies and practices. Provide to Title I program best practices, ideas, materials, new approaches, research, and other program information in order to improve their parental/guardian involvement programs.
12. Research and model effective parental/guardian involvement activities and practices.
13. Provide resource materials for parent/guardian meetings,

**POLICY NO. 919.2
TITLE I MYRTLE AVENUE ELEMENTARY SCHOOL
PARENTAL INVOLVEMENT**

workshops, and take home learning activities. Parent/Guardian meetings, including parent/guardian conferences, will be held at different times during the day. The school will provide, if requested by parents/guardians, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions related to the education of their children, and respond to any suggestions as soon as practically possible.

14. Provide parents/guardians of participating children with timely information about the Title I program. Parents/Guardians will be invited to parent-teacher conferences and receive a Title I report card twice a year. Information can also be obtained through the Title I page of our website and from our Parent Resource Center, located in the Title I room at Myrtle Avenue Elementary.
15. Assist Title I program with training and ideas on reaching hard-to-reach parents/guardians and parental/guardian involvement activities.
16. Collaborate with the PFO, Parent Advisory Council, community agencies, and businesses to provide activities that build capacity for parents/guardians to assist learning and participate in school processes, such as parent/guardian workshops or family unity activities.

ESEA Sec.
1118(e)(4)

Myrtle Avenue Elementary will build the school's and parents'/guardians' capacity for parental/guardian involvement by offering programs to strengthen the school/family partnership by providing materials and training for school staff and parents/guardians. A school-parent/guardian compact will be jointly developed and reviewed annually. The compact outlines how parents/guardians, the entire school staff, and students will share in the responsibility for improved student achievement. The school will:

ESEA Sec.
1111(h)(6)(B)(i)

12. Educate school staff and parent/guardians in the value of contributions of parents/guardians and how to reach out to, communicate, with, and work with the parents/guardians as equal partners to implement and coordination parent/guardian programs and to build ties between parents/guardians and the school.
13. Provide staff development for teachers, families, administrators, staff and others on how to increase the level of quality of family involvement.
14. Provide training through meetings, resources, and conferences to parents/guardians in understanding topics such as the

POLICY NO. 919.2
TITLE I MYRTLE AVENUE ELEMENTARY SCHOOL
PARENTAL INVOLVEMENT

importance of challenging academic standards and how they can help their children meet them, monitoring their children's progress, and literacy skills that help parents/guardians work with their children. Training will include resources on the school district website, activities to do at home, and the parent/guardian resource center.

15. Provide Information and, if needed, assistance to program and parents/guardians in understanding state academic content and performance standards, state and local assessments, requirements for Title I, and how the parents/guardians can assist in their child's education.
16. Provide Title I schools, to the extent feasible and appropriate, with information on how to work with business partners and/or community organization to learn about Title I to encourage school/family/community partnerships.
17. Provide information to Title I schools and parents/guardians on the district website under Parent Resource Center.
18. Ensure Title I parents/guardians with limited English proficiency, literacy difficulties, or other disabilities are given the same opportunities as other parents/guardians but these opportunities may be structured, adapted, or modified so that these parents/guardians may receive the same benefits and services as the other Title I parents/guardians.
19. Coordinate Title I parent/guardian involvement activities with other parental/guardian involvement activities.
20. Coordinate Title I parental/guardian involvement activities, to the extent feasible and appropriate, with other programs by providing mutual parent/guardian involvement training and information.
21. Collaborate with community agencies to inform schools and parents/guardians of literacy training and parent/guardian education. Myrtle Avenue Elementary will conduct with parents/guardians an annual evaluation of the content and effectiveness of the parental involvement policy to assess how much parental/guardian involvement has increased and the barriers to parent/guardian participation that needs to be addressed. The findings will be used to design strategies for school improvement and to revise parental/guardian involvement policies.
22. Conduct an annual survey and follow-up meeting in the spring for Title I parents/guardians to evaluate the content and

POLICY NO. 919.2
TITLE I MYRTLE AVENUE ELEMENTARY SCHOOL
PARENTAL INVOLVEMENT

effectiveness of the Title I parental/guardian involvement plans, procedures, and policies and use the evaluation to identify successful parental/guardian involvement strategies, barriers to parent/guardian participations, and make recommendations for improving parental/guardian involvement. Barriers to participation of parents/guardians who are economically disadvantaged, disabled, have limited English proficiency, are limited in literacy skills, or are part of an ethnic minority background, will be identified to ensure greater parent/guardian participation in school activities. If necessary, after review of the findings of the evaluation, procedures will be revised.

Myrtle Avenue Elementary will budget at least one (1) percent of its allocation for parent/guardian involvement materials and activities. At least ninety-five (95) percent of the one (1) percent of the allocation for parent/guardian involvement at the District level will be used for school-based parent/guardian activities.

Parents/Guardians will have input into the funding for parental/guardian involvement through the District and school planning process. Title I funds may be used to pay for reasonable and necessary expenses associated with parental/guardian involvement activities, including transportation, childcare, or home visit expenses to enable parents/guardians to participate in school-related meetings and training sessions.

References:

State Board of Education Regulations – 22 PA Code Sec. 403.1

No Child Left Behind Act – 20 U.S.C. Sec. 6318

Elementary and Secondary Education Act – ESEA Sec. 1118

Board Policy – 102

ESEA Sec.
1118(a)(3)(C)