

KEYSTONE OAKS SCHOOL DISTRICT
1000 Kelton Avenue
Pittsburgh, PA 15216

BOARD OF SCHOOL DIRECTORS

BUSINESS/LEGISLATIVE MEETING

TUESDAY, MARCH 21, 2017
7:00 PM

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

March 21, 2017 –Business/Legislative Meeting

7:00 PM Meeting

- Call to Order – President
- Pledge of Allegiance
- **Video Production by Grade 8 – Mr. Bochicchio**
- **EIC Design Challenge Project by Grade 8 – Mr. Bochicchio**
- **Highlighting Excellence Presentation – Mrs. Welch**
- Public Comment
- Approval of Reports
- Public Comment
- Adjournment

April 11, 2017 – 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

March 21, 2017

Mr. Matthew Cesario

BOARD ACTION REQUESTED

I. BOARD MINUTES

It is recommended that the Board approve the Work Session Minutes of February 14, 2017, and the Business/Legislative Minutes of February 21, 2017.

II. APPOINTMENT OF VOTING DELEGATE FOR THE PSBA DELEGATE ASSEMBLY MEETING

It is recommended that the Board appoint _____ as the voting delegate to participate in the PSBA Delegate Assembly to be held on Friday, October 20, 2017. This occurs at the conclusion of the regularly scheduled events of the main PASA-PSBA School Leadership Conference. Voting delegates are not required to pay a registration fee in order to participate in the Delegate Assembly.

III. ALLEGHENY COUNTY SCHOOLS HEALTH CONSORTIUM – BALLOT

In compliance with the Allegheny County Schools Health Consortium, it is recommended that the Board approve the vote for **Mary D. Birks**, Board Member, Mt. Lebanon School District, as the School Board Trustee for the Western Region effective March 29, 2017 through March, 2018.

IV. RETIREMENT INCENTIVE PROGRAM

It is recommended that the Board approve the Retirement Incentive Program for District employees who are planning to retire between June 12, 2017 through August 1, 2017.

V. RESOLUTION NO. 05-17: OPPOSING PROPERTY TAX SHIFT PLAN

It is recommended that the Board approve the following **Resolution No. 05-17: *Opposing Property Tax Shift Plan:***

**RESOLUTION No. 05-17: OPPOSING PROPERTY TAX SHIFT PLAN
BY THE BOARD OF DIRECTORS OF THE
KEYSTONE OAKS SCHOOL DISTRICT**

WHEREAS, legislation may be considered in the Pennsylvania General Assembly that would eliminate school property taxes for individuals and businesses in exchange for higher personal income and sales taxes with an expanded base of what goods and services are subject to tax; and

WHEREAS, many of the problems this legislation attempts to solve could be better dealt with by raising the homestead / farmstead exemption; and

WHEREAS, revenue from increased personal income and sales taxes will leave local communities and be placed into an education funding account for the state to determine how it will be distributed; and

WHEREAS, such distribution may not follow the formulas determined to fairly allocate educational dollars and provide for the neediest students; and

WHEREAS, such legislation may propose mechanisms that grow the school district's distribution at rates far below the rate of inflation of the good and services the district purchases; and

WHEREAS, such legislation may take effect immediately, despite districts having significant budgeted expenses committed via transportation, personnel and other contracts for multiple years; and

WHEREAS, eliminating property taxes without addressing the primary factors driving school districts' budgets does not help contain the rising cost of mandates by the same Pennsylvania General Assembly such as pension contributions; and

WHEREAS, property tax revenue comprises 62% of the Keystone Oaks School District budget and the school board will no longer have the ability to raise revenue to pay for mandated expenditures, or to respond to unanticipated or emergency needs of the district, including building repair and construction, or to respond to a growing student population without a referendum vote; and the district will be forced to make cuts to educational programs, services and staff in order to balance the budget to pay for necessary costs.

NOW, THEREFORE, BE IT RESOLVED that the Keystone Oaks School District opposes legislation that requires the total elimination of school property taxes and believes that the tax shift created under this plan does not address the needs of taxpayers, schools and communities.

BE IT FURTHER RESOLVED that a copy of this resolution be submitted to Gov. Wolf and the members of the General Assembly representing the constituents of the Keystone Oaks School District.

Adopted this _____ day of _____, 2017.

Signed:

Attest:

School Board President

Board Secretary

FOR INFORMATION ONLY

- I. Parkway West Career and Technology Center Report *Ms. Annie Shaw*
Mr. Donald Howard - Alternate
- II. SHASDA Report *Ms. Raeann Lindsey*
- III. Golden Wings Foundation, Inc. Report *Mr. Donald Howard*
- IV. PSBA/Legislative Report *Mr. Donald Howard*
- V. Castle Shannon Borough Council Minutes *(Available Online)*
- VI. Dormont Borough Council Minutes *(Available Online)*
- VII. Green Tree Borough Council Minutes *(Available Online)*
- VIII. Change in Committee Members – **Mr. David Hommrich** will replace **Ms. Raeann Lindsey** on the Cafeteria Committee. Ms. Lindsey will be on the Diversity Committee.
- IX. **EXECUTIVE SESSION**

SUPERINTENDENT'S REPORT

March 21, 2017

Dr. William P. Stropkaj

BOARD ACTION REQUESTED

I. DIRECTOR OF BUILDINGS AND GROUNDS

In compliance with Board Policy No. 850: *Employment of District Staff*, and contingent upon receipt of all required legal documents, it is recommended that the Board approve the employment of _____, as Director of Buildings and Grounds, for a term effective _____ through _____, with a salary of \$_____. The Superintendent and School Solicitor are authorized to finalize all terms of employment in a written contract.

II. BUSINESS OFFICE ACCOUNTANT

In compliance with Board Policy No. 850: *Employment of District Staff*, and contingent upon receipt of all required legal documents, it is recommended that the Board approve the employment of _____, as Business Office Accountant, for a term effective _____ through _____, with a salary of \$_____. The Superintendent and School Solicitor are authorized to finalize all terms of employment in a written contract.

III. SECOND READING OF POLICY NO. 100: COMPREHENSIVE PLANNING

It is recommended that the Board approve the SECOND READING of Policy No. 100: *Comprehensive Planning*.

IV. SECOND READING OF POLICY NO. 101: MISSION AND VISION STATEMENT/SHARED VALUES

It is recommended that the Board approve the SECOND READING of Policy No. 101: *Mission and Vision Statement/Shared Values*.

V. SECOND READING OF POLICY NO. 102: ACADEMIC STANDARDS

It is recommended that the Board approve the SECOND READING of Policy No. 102: *Academic Standards*.

VI. SECOND READING OF POLICY NO. 106: GUIDES FOR PLANNED INSTRUCTION

It is recommended that the Board approve the SECOND READING of Policy No. 106: *Guides for Planned Instruction*.

VII. SECOND READING OF POLICY NO. 107: ADOPTION OF PLANNED INSTRUCTION

It is recommended that the Board approve the SECOND READING of Policy No. 107:
Adoption of Planned Instruction.

VIII. SECOND READING OF POLICY NO. 107.1: PROGRAM OF STUDIES

It is recommended that the Board approve the SECOND READING of Policy No. 107.1:
Program of Studies.

IX. SECOND READING OF POLICY NO. 111: LESSON PLANS

It is recommended that the Board approve the SECOND READING of Policy No. 111:
Lesson Plans.

X. SECOND READING OF POLICY NO. 115: CAREER AND TECHNICAL EDUCATION

It is recommended that the Board approve the SECOND READING of Policy No. 115:
Career and Technical Education.

XI. SECOND READING OF POLICY NO. 240: HOMELESS STUDENTS

It is recommended that the Board approve the SECOND READING of Policy No. 240:
Homeless Students.

XII. FIRST READING OF POLICY NO. 107.2: COURSE SYLLABI

It is recommended that the Board approve the FIRST READING of Policy No. 107.2:
Course Syllabi.

XIII. FIRST READING OF POLICY NO. 112: SCHOOL COUNSELING

It is recommended that the Board approve the FIRST READING of Policy No. 112:
School Counseling.

XIV. FIRST READING OF POLICY NO. 116: TUTORIAL INSTRUCTION

It is recommended that the Board approve the FIRST READING of Policy No. 116:
Tutorial Instruction.

XV. FIRST READING OF POLICY NO. 117: HOMEBOUND INSTRUCTION

It is recommended that the Board approve the FIRST READING of Policy No. 117:
Homebound Instruction.

XVI. PROFESSIONAL DEVELOPMENT

It is recommended that the Board approve the following conference requests:

Allyson Hepler	American Library Association Annual Conference Chicago, IL June 22-27, 2017	\$1,185.00
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The following conference was approved at the February 21, 2017 Business/Legislative Meeting; however, the approved amount did not include one of the participants. Listed below is the same action item, but with the corrected amount.

Dr. Keith Hartbauer Joshua Kirchner Michelle Lowers Jeff Sieg Kim Smykal	Professional Learning Communities Upper St. Clair School District Pittsburgh, PA July 19-21, 2017	\$4,710.12 Total
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PERSONNEL REPORT

March 21, 2017

Mr. David Hommrich, Chairperson
Ms. Patricia A. Shaw, Co-Chairperson

BOARD ACTION REQUESTED

I. APPOINTMENTS

1. Classified Employee - Paraprofessional

In compliance with *Board Policy No. 850 – Employment of District Staff*, the *Keystone Oaks Educational Support Personnel Association/PSEA/NEA Agreement 2014-2018*, and receipt of all required legal documents, the Administration recommends the employment of:

Lisa Androski

Paraprofessional – Keystone Oaks High School/Keystone Oaks Middle School
Effective March 13, 2017
Salary – \$12.04 per hour

2. Classified Employee - Custodian

In compliance with *Board Policy No. 850 – Employment of District Staff*, the *Keystone Oaks Service Employees’ International Union Local 32 BJ*, and receipt of all required legal documents, the Administration recommends the employment of:

Michael Kercher

Custodian – Keystone Oaks High School
Effective March 22, 2017
Salary – \$27,357.00

3. Substitute Custodian

In compliance with *Board Policy No. 505- Employment of Substitute and Short-Term Employees*, it is recommended that the Board approve **Scott Cunningham** as a substitute custodian at a pay rate of \$10.50 per hour, effective March 2, 2017.

4. Extra Duty

In compliance with the *Keystone Oaks Educational Association 2011-2016, Article XXVII, Athletic Positions and Compensation*, it is recommended that the Board approve the following individual as a coach for the 2016/2017 school year:

<u>Sport</u>	<u>Position</u>	<u>Name</u>	<u>Stipend</u>
Tennis (Boys)	Assistant Coach	James Svidron	\$2,755.00
Track	Volunteer	Sharon Gologram	

II. POST SEASON COACHING STIPENDS

In compliance with the *Keystone Oaks Education Association Collective Bargaining Agreement 2011-2016, Article XXVIII, Extra Duty Compensation, Sub-Section A, No. 9*, it is recommended that the Board approve payment of \$50 per week to the following individuals for coaching in the post season:

<u>Sport</u>	<u>Coach</u>	<u>Stipend</u>
Basketball – Girls	Ian Barret	\$100.00 (2 weeks)
	Ronald Muszynski	\$100.00 (2 weeks)
	Molly Tuite	\$100.00 (2 weeks)
Swimming	Maria Lydon	\$50.00 (1 week)
	William Straw	\$50.00 (1 week)
Wrestling	Andrew Bell	\$100.00 (2 weeks)
	John Cerminara	\$100.00 (2 weeks)
	Al Harris	\$100.00 (2 weeks)

FINANCE REPORT

March 21, 2017

Mrs. Theresa Lydon, 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 February 28, 2017 (Check No. 53316 – 53473)	\$861,765.31
B. Risk Management as of February 28, 2017 (None)	\$0.00
C. Food Service Fund as of February 28, 2017 (Check No. 9117)	\$80.91
D. Athletics as of February 28, 2017 (None)	\$0.00
E. Capital Reserve as of February 28, 2017 (Check No. 1563)	\$11,177.18
TOTAL	\$ 873,023.40

II. AIU PROGRAM OF SERVICES BUDGET – FINANCE DIVISION

The Administration recommends that the Board approve the proposed 2017/2018 Allegheny Intermediate Unit Program of Services Budget in the amount of \$2,034,004.00. The Keystone Oaks School District's contribution to the Program of Services Budget is estimated to be \$38,672.00 and will be determined by the Pennsylvania Department of Education according to District Aid Ratio and Weighted Average Daily Membership (WADM).

FOR INFORMATION ONLY

I. EXPENDITURE/REVENUE 2016 – 2017 BUDGET to ACTUAL / PROJECTION

ACCT	DESCRIPTION	2016-2017 BUDGET TOTAL	2016-2017 FEBRUARY ACTUAL	OVER (UNDER) BUDGET
Revenue				
6000	Local Revenue Sources	\$ 28,874,424	\$ 28,090,915	\$ (783,509)
7000	State Revenue Sources	\$ 10,811,514	\$ 6,568,200	\$ (4,243,314)
8000	Federal Revenue Sources	\$ 847,073	\$ 496,416	\$ (350,657)
Total Revenue		\$ 40,533,011	\$ 35,155,531	\$ (5,377,480)
Expenditures				
100	Salaries	\$ 15,839,295	\$ 8,250,447	\$ 7,588,848
200	Benefits Professional/Technical	\$ 10,401,758	\$ 5,305,373	\$ 5,096,385
300	Services	\$ 1,660,250	\$ 713,359	\$ 946,891
400	Property Services	\$ 1,215,100	\$ 805,742	\$ 409,358
500	Other Services	\$ 4,886,463	\$ 3,140,897	\$ 1,745,566
600	Supplies/Books	\$ 1,219,475	\$ 976,930	\$ 242,545
700	Equipment/Property	\$ 870,175	\$ 775,632	\$ 94,543
800	Other Objects	\$ 967,570	\$ 535,638	\$ 431,932
900	Other Financial Uses	\$ 3,895,000	\$ 3,638,120	\$ 256,880
Total Expenditures		\$ 40,955,086	\$ 24,142,138	\$ 16,812,948
Revenues exceeding Expenditures		\$ (422,075)	\$ 11,013,393	\$ 11,435,468

II. SUMMARY OF STUDENT ACTIVITIES ACCOUNTS AS OF FEBRUARY 2017

Bank Account - Status	Middle / High School	Athletics
Cash Balance – 02/01/2017	\$ 95,020.74	\$ 56,143.71
Deposits	\$ 2,302.00	\$ 2,619.66
Subtotal	\$ 97,322.74	\$ 58,763.37
Expenditures	\$ 2,530.90	\$ 0.00
Cash Balance - 02/28/2017	\$ 94,791.84	\$ 58,763.37

III. BANK BALANCES

BANK BALANCES PER STATEMENT AS OF February 28, 2017

	BALANCE
GENERAL FUND	
FNB BANK	\$ 1,706,131
PAYROLL (pass-thru account)	\$ 16,756
FNB SWEEP ACCOUNT	\$ 260,285
ATHLETIC ACCOUNT	\$ 58,763
PLGIT	\$ 10,275,044
FNB Money Market	\$ 3,502,799
PSDLAF	\$ 155,164
INVEST PROGRAM	<u>\$ 171,542</u>
	<u>\$ 16,150,484</u>
CAFETERIA FUND	
FNB BANK	\$ 330,032
PLGIT	<u>\$ 714,345</u>
	<u>\$ 1,044,377</u>
CONSTRUCTION FUND / CAP RESERVE	
FNB BANK	\$ 940,340
PLGIT - G.O. BOND SERIES C OF 2014/ 12-18	<u>\$ 760</u>
	<u>\$ 941,100</u>
RISK MANAGEMENT FUND/TAX REFUNDS	
FNB BANK	<u>\$ 274,639</u>
GRAND TOTAL	\$ 18,410,600

FACILITIES REPORT

March 21, 2017

Mr. Matthew Cesario, Chairperson

BOARD ACTION REQUESTED

I. POLICY NO. 610: PURCHASES SUBJECT TO BID/QUOTATION - WAIVE

The Administration recommends that the Board waive Policy No. 610: *Purchases Subject to Bid/Quotation* due to an emergency project at Aiken Elementary.

TRANSPORTATION REPORT

March 21, 2017

Mr. Matthew Cesario, Chairperson

BOARD ACTION REQUESTED

I. REGULAR RUN BUS COMPANY – MATTHEW BUS COMPANY

It is recommended that the Board approve the three-year contract with Matthews Bus Company at the following rates and as per additional information provided to the Board:

- Year 1 (2017/2018) \$770,592
- Year 2 (2018/2019) \$793,710
- Year 3 (2019/2020) \$817,533

Policy Guide



Policy No. 100

Section PROGRAMS

Title COMPREHENSIVE PLANNING

Adopted _____

Revised _____

<p>Section 1</p> <p>Section 2</p>	<p style="text-align: center;">POLICY NO. 100 COMPREHENSIVE PLANNING</p> <p><u>Purpose</u></p> <p>The Board recognizes the importance of comprehensive planning in developing and guiding the district’s goals, and the educational programs and operation of the schools. Participation by educational stakeholders is a critical element of such planning.</p> <p><u>Authority</u></p> <p>The Board shall provide guidance in the district’s comprehensive planning process, and shall ensure active participation by Board members, administrators, teachers, other district personnel, students, parents/guardians and representatives from local businesses and the community.</p> <p>As part of the comprehensive planning process, the Board directs that the District develop and implement individual plans and components as required by law, regulations, and funding and program requirements.</p> <p>The Board directs that the goals and action plans developed through comprehensive planning shall be continuously monitored and reviewed to ensure students are achieving at high levels. The board directs the administration to ensure accurate signage and posting of the comprehensive plan including the districts mission and vision statements.</p>	<p>Title 22 Sec. 4.13</p>
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**POLICY NO. 100
COMPREHENSIVE PLANNING**

Section 3

Guidelines

Professional Education

The District shall develop and submit a professional education plan to the Secretary of Education for approval every three (3) years, as required by law and regulations. Prior to approval by the Board and submission to the Secretary of Education, the professional education plan shall be made available for public inspection and comment in the district's administrative offices and on the district website for a minimum of twenty-eight (28) days.

SC 1205.1
Title 22 Sec. 4.13,
49.17
Pol. 333

Induction

The District shall develop and submit an induction plan to the Department of Education for approval every six (6) years, as required by law and regulations. Prior to approval by the Board and submission to the Department of Education, the induction plan shall be made available for public inspection and comment in the district's administrative offices and on the district website for a minimum of twenty-eight (28) days.

Title 22 Sec. 4.13,
49.16
Pol. 333

Student Services

The District shall develop and implement a written plan every six (6) years for providing a comprehensive and integrated K-12 program of student services, as required by law and regulations. Prior to approval by the Board, the student services plan shall be made available for public inspection and comment in the district's administrative offices and on the district website for a minimum of twenty-eight (28) days.

Title 22 Sec. 4.13,
12.41
Pol. 146

Special Education

The District shall develop and submit a special education plan to the Department of Education for approval every three (3) years, and shall implement such plan as required by law and regulations. Prior to approval by the Board and submission to the Department of Education, the special education plan shall be made available for public inspection and comment in the district's administrative offices and on the district website for a minimum of twenty-eight (28) days.

Title 22 Sec. 4.13,
14.104
Pol. 113

**POLICY NO. 100
COMPREHENSIVE PLANNING**

Section 4

Delegation of Responsibility

The Superintendent or designee shall be responsible for organizing the comprehensive planning process, ensuring participation in accordance with Board policy and submitting the required plans to the Department of Education.

The Superintendent or designee shall be responsible for implementing the goals and action plans developed through comprehensive planning and providing periodic written progress reports to the Board.

References:

School Code – 24 P.S. Sec. 1205.1

State Board of Education Regulations – 22 PA Code Sec. 4.4, 4.13, 4.20, 12.41, 14.104, 16.4, 49.16, 49.17

Board Policy – 113, 146, 333

KEYSTONE OAKS SCHOOL DISTRICT

Policy No. 101

Section PROGRAMS

Policy

STATEMENT/SHARED V



Guide

Title MISSION AND VISION
OF EDUCATION

Adopted AUGUST 21, 1989

Revised FEBRUARY 16, 1998

	<p style="text-align: center;">POLICY NO. 101 PHILOSOPHY OF EDUCATIONMISSION AND VISION STATEMENT/SHARED VALUES</p> <p>Section 1 <u>District Mission Statement</u></p> <p>The Keystone Oaks School District's mission is to provide a safe learning environment that prepares critical thinkers to become responsible and productive members of society.</p> <p>Section 2 <u>District Vision Statement</u></p> <p>The Keystone Oaks School District will remain current and competitive in every aspect of its operations while providing the best education for the children of Castle Shannon Borough, Dormont Borough, and Green Tree Borough. To do this, we will measure our success by assuring that:</p> <ol style="list-style-type: none"> 1. Students demonstrate continuous growth so as to prepare for future challenges. 2. Students link learning to real-world applications through a dynamic, comprehensive curriculum that provides creative opportunities. 3. Students are provided opportunities for collaboration while engaged in the K-12 curriculum. 	<p>Pol. 100</p>
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POLICY NO. 101
~~PHILOSOPHY OF EDUCATION~~ MISSION AND VISION
STATEMENT/SHARED VALUES

Section 3

District Shared Values

The beliefs/shared values strategically identify the heart and soul of the District and serve as the foundation behind all operations. The Beliefs/Shared Values of the Keystone Oaks School District are:

1. Learning in a safe, respectful, and nurturing environment is the focus of the educational process, and active engagement and collaboration are critical to the process for promoting lifelong learning in order to live successfully in a diverse society.
2. Each student contributes unique abilities and talents which should be challenged in the academics, arts, athletics, and extracurricular activities.
3. Individuals are responsible and accountable for their own choices, decisions, and actions, which create the foundation of good citizenship.
4. Students, staff, parents, School Board members, and community members share the responsibility for the quality of education.
5. Success is strongly influenced by personal motivations and high expectations.
6. Diversity in a student population encourages an understanding of cultural differences and values and of the diverse means that learners use to engage with knowledge.
7. Recognition and appreciation encourage motivation and dedication.
8. Integrity, trust, and open communication are vital for an excellent learning community.
9. Collaboration, effective leadership, high expectations, and the responsible use of resources and partnerships with businesses and the community result in excellence.

POLICY NO. 101
PHILOSOPHY OF EDUCATION MISSION AND VISION
STATEMENT/SHARED VALUES

- 10. Teaching is both an "art" and a "science" that promotes intellectual engagement among members of the learning community to ensure continuous learning.
- 11. The experiences encountered during the learning process are enhanced when the physical plant is well-maintained.

References:

Board Policy – 100

~~We believe and expect that all professional educators in the Keystone Oaks system will provide an educational climate conducive to the attainment of a high level of academic, social and physical skills through a program emphasizing a rigorous curriculum, creative expression, accountability and varied extracurricular opportunities.~~

~~PA Code Title 22~~

~~Title 22 Sec. 5.13~~

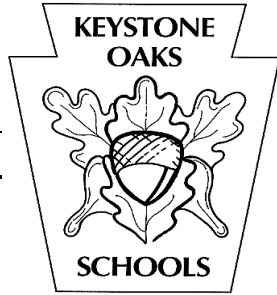
~~Sec. 5.13~~

KEYSTONE OAKS SCHOOL DISTRICT

Policy No. 102

Section PROGRAMS

Policy



Title EDUCATIONAL/
MANAGEMENT GOALS **ACADEMIC**

STANDARDS

Guide

Adopted AUGUST 21, 1989

Revised FEBRUARY 16, 1998

	POLICY NO. 102 EDUCATION/MANAGEMENT GOALS ACADEMIC STANDARDS	
Section 1	<p><u>Purpose</u></p> <p>The Board recognizes the importance of developing, assessing and expanding academic standards to challenge students to achieve at their highest level possible. To this end, the District shall establish rigorous academic standards in accordance with, and may expand upon, those adopted by the State Board of Education.</p> <p>The mission of the Keystone Oaks School District is to create and maintain a learning community which encourages all students to reach their maximum potential.</p>	Title 22 Sec. 4.11, 4.12
Section 2	<p><u>Definition</u></p> <p>Academic standards – shall be defined as what a student should know and be able to do at a specified grade level. For purposes of Board policy, the term academic standards shall be deemed to encompass Pennsylvania Core Standards, state academic standards and local academic standards.</p>	Title 22 Sec. 4.3
Section 32	<p><u>Authority</u></p> <p>The Board of School Directors of Keystone Oaks School District believes that in partnership with families and community institutions, public schools should prepare all students to be:</p> <p>a. High academic achievers.</p>	Title 22 Sec. 5.201, 5.222

POLICY NO. 102
EDUCATION/MANAGEMENT GOALS
ACADEMIC STANDARDS

- ~~b. Self-directed, lifelong learners.~~
- ~~c. Responsible, involved citizens.~~
- ~~d. Collaborative, high-quality contributors to the economic and cultural life of their communities.~~
- ~~e. Adaptive users of advanced technologies.~~
- ~~f. Concerned stewards of the global environment.~~
- ~~g. Healthy, continuously developing individuals.~~
- ~~h. Caring, supportive family and community members.~~

~~The Board of School Directors of the Keystone Oaks School District affirms that the quality school depends upon a partnership with families and communities and that it provides each student with opportunities to develop the following attributes: self-worth, information and thinking skills, ability to learn independently and collaboratively, adaptability to change, ethical judgment, honesty, responsibility and tolerance.~~

~~As a base for its educational program, the Board of School Directors of the Keystone Oaks School District has adopted the following academic goals, which have been used as the basis for the development of student learning outcomes to be attained by students as a requirement for graduation from high school:~~

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

Title 22 Sec. 4.12

- 1. English Language Arts COMMUNICATIONS**—Each student shall become proficient in reading, composition, listening, speech, understanding, interpreting, analyzing, and synthesizing information.
- 2. Mathematics MATHEMATICS**—Each student shall become proficient in the use of varied mathematical processes and applications to solve challenging problems

POLICY NO. 102
EDUCATION/MANAGEMENT GOALS
ACADEMIC STANDARDS

and to create new ways of understanding information.

3. **Science and Technology** – to include reading in science and technology, and writing for science and technology
~~SCIENCE AND TECHNOLOGY~~— Each student shall become proficient in applying the processes of analysis, synthesis, and evaluation to the solution of challenging scientific problems and in the application and understanding of technology in society.
4. **Environment and Ecology**
~~ENVIRONMENT AND ECOLOGY~~— Each student shall understand the environment and the student’s ecological relationship with it in order to recognize the importance of the quality of life in a healthy and balanced environment.
5. **Social Studies** (~~CITIZENSHIP~~— Each student shall understand local, state, and United States history, geography, civics and systems of government, and economics) – to include reading in history and social studies, and writing for history and social studies and their relationship to the history, geography, systems of government, and economics of other countries in the world and shall acquire and have opportunities to practice, in the school and in the community, the skills necessary for active participation in civic life.
6. **Arts and Humanities**
~~ARTS AND HUMANITIES~~— Each student shall understand and appreciate the breadth of human accomplishment through the arts and humanities and shall have opportunities to practice creativity of thought and action and to demonstrate talent in the arts.
7. **Career Education and Work**
~~CAREER EDUCATION AND WORK~~— Each student shall explore varied career options and develop the skills and work habits needed to be a productive, contributing member of society and the understanding that lifelong learning is necessary to maintain those behaviors, skills, and attitudes.
8. **Health, Safety, and Physical Education**
~~WELLNESS AND FITNESS~~— Each student shall acquire and use the

POLICY NO. 102
EDUCATION/MANAGEMENT GOALS
ACADEMIC STANDARDS

~~knowledge and skills necessary to promote individual and family health and wellness.~~

- ~~9. **Family and Consumer Science** HOME ECONOMICS –
Each student shall understand and apply principles of money management, consumer behavior, and child health to provide for personal and family needs.~~

Section 4 **Guidelines**

The district’s curriculum shall be designed to provide students with the planned instruction needed to attain established academic standards.

Title 22 Sec. 4.12
Pol. 105, 107

The District shall assess individual student attainment of established academic standards and provide assistance for students having difficulty attaining academic standards.

Title 22 Sec. 4.12
Pol. 127, 213

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

Title 22 Sec. 4.12
Pol. 113

References:

State Board of Education Regulations – 22 PA Code Sec. 4.3, 4.4, 4.11, 4.12

Board Policy – 105, 107, 113, 127, 213

KEYSTONE OAKS SCHOOL DISTRICT

Policy Guide



Policy No. 106

Section PROGRAMS

Title GUIDES FOR PLANNED INSTRUCTION

Adopted _____

Revised _____

	POLICY NO. 106 GUIDES FOR PLANNED INSTRUCTION	
Section 1	<p><u>Authority</u></p> <p>Guides shall be prepared for all planned instruction adopted by the Board in order to direct and assist the professional staff toward the attainment of academic standards established for a course of study.</p>	Title 22 Sec. 4.4 Pol. 107
Section 2	<p><u>Guidelines</u></p> <p>Each guide may contain, as appropriate to that planned instruction:</p> <ol style="list-style-type: none"> 1. Goals of the instruction. 2. Course description. 3. Standards addressed in the course. 4. Content outline with timeline. 5. Learning goals and essential questions, skills, and a brief description of the learning experience for each unit. 6. Materials and resources used. 7. Assessment practices intended to evaluate the extent to which learning goals have been achieved. 	

**POLICY NO. 106
GUIDES FOR PLANNED INSTRUCTION**

Section 3

Delegation of Responsibility

Each teaching staff member shall conduct the assigned planned instruction in accordance with the guide. Any deviation from its content must be approved in advance by the Director of Curriculum, Instruction, Assessment, and staff Development.

Each guide shall be construed as providing a basic framework for the planned instruction. Within this framework, each teacher shall use the guide to meet the needs of students.

Each teacher shall use the planned instruction guide as the core of the course s/he has been assigned to teach.

The Superintendent or designee shall direct the preparation of guides, and shall develop administrative regulations for such preparation which include:

1. Participation by appropriate staff members and resource personnel.
2. Input by students and community members.
3. Continuing research in instructional methods, materials, activities and assessment strategies.
4. Systematic review of all guides to ensure their continuing effectiveness in achieving established academic standards.

A system of administrative review shall be implemented to ensure that guides are being followed by teaching staff members to the degree of conformity required.

Copies of all current guides for planned instruction shall be kept electronically in the office of the Director of Curriculum, Instruction, Assessment, and staff Development.

POLICY NO. 106
GUIDES FOR PLANNED INSTRUCTION

References:

School Code – 24 P.S. Sec. 1511, 1512

State Board of Education Regulations – 22 PA Code Sec. 4.4,
4.11

Board Policy – 000, 107

KEYSTONE OAKS SCHOOL DISTRICT

Policy No. 1076

Section PROGRAMS

Policy



Title ADOPTION OF COURSES OF STUDY **PLANNED INSTRUCTION**

Guide

Adopted AUGUST 21, 1989

Revised FEBRUARY 16, 1998

POLICY NO. 1076 ADOPTION OF COURSES OF STUDY PLANNED INSTRUCTION		
Section 1	<p><u>Purpose</u></p> <p>The Board shall provide a comprehensive instructional program of planned instruction to enable serve district students to achieve educational goals and attain academic standards required for student achievement the educational needs of the children of this District from kindergarten through grade 12. Planned instruction shall consist of at least the following:</p> <ol style="list-style-type: none"> 1. Goals to be achieved by all students. 2. Content, including materials, activities and instructional time. 3. Relationship between goals of a planned course and established academic standards. 4. Procedure for measurement of attainment of goals and academic standards. 	<p>Title 22 Sec. 4.11, 4.12 Pol. 102, 105, 106</p>
Section 2	<p><u>Definition</u></p> <p>For purposes of this policy, a course of study shall be defined as the planned course which consists of at least: written statement of objectives to be achieved by students; content to be used to reach objectives; emphasis on skill development; expected levels of achievement and procedures for student assessment.</p>	<p>Title 22 Sec. 5.4</p>

POLICY NO. 1076
ADOPTION OF COURSES OF STUDY
PLANNED INSTRUCTION

Section 23 **Authority**

No **planned instruction** ~~course of study~~ shall be taught in the schools of this District unless it has been adopted by the Board. The Board reserves the right to determine which units of the instructional program constitute **planned instruction** ~~courses of study~~ and are therefore ~~by~~ subject to the adoption procedures of the Board.

SC 508, 1511, 1512
Pol. 006

Section 4 **Delegation of Responsibility**

The Superintendent ~~or designee shall be~~ is responsible for the continuous evaluation of the ~~effectiveness~~ ~~quality~~ ~~of the district's~~ **planned instruction** ~~courses of study~~ and shall recommend to the Board such new ~~and altered~~ **planned instruction** ~~courses of study~~ as deemed to be in the best interests of ~~district~~ the students of this District and are in conformity with the K-12 instructional program.

The Superintendent ~~or designee~~ shall invite the participation of **administrative and** professional staff members at **appropriate** every levels in the District in the formulation of recommendations.

The Superintendent's recommendation shall include the following information about the proposed course of study:

- a. ~~its description content and skill emphasis, including the instructional methods and methods of assessment;~~
- b. ~~its rationale in terms of the goals of this District and its justification, especially when it is proposed to take the place of an existing course of study; and~~
- c. ~~the resources that its implementation will require, such as textbooks, materials, equipment or specially trained personnel.~~

The Superintendent ~~or designee~~ shall maintain a current list of all courses of study offered by ~~the~~ District, **and this list shall be made available on the district website.** ~~furnish each Board member with a copy upon revision and provide each member~~

POLICY NO. 1076
ADOPTION OF COURSES OF STUDY
PLANNED INSTRUCTION

~~with a current list of all courses of study.~~

References:

School Code – 24 P.S. Sec. 508, 1511, 1512, 1512.1

State Board of Education Regulations – 22 PA Code Sec. 4.11,
4.12

Board Policy – 006, 100, 102, 105, 106

KEYSTONE OAKS SCHOOL DISTRICT

Policy STUDY

Guide



Policy No. 1076.1

Section PROGRAMS

Title PROGRAM OF STUDIES COURSE OF ENROLLMENT-HIGH SCHOOL

Adopted APRIL 17, 2000

Revised MARCH 19, 2011
FEBRUARY 16, 1998

	POLICY NO. 1076.1 COURSE OF STUDY ENROLLMENT PROGRAM OF STUDIES	
Section 1	<p><u>Purpose</u></p> <p>Course enrollment is A Program of Studies is designed to provide the opportunity for every student to matriculate through grades six nine through twelve in a sequential yet selective manner in order to provide for basic core requirements and individual interests. Course enrollments may vary greatly from year to year based on numbers of pupils per grade, career paths, academic interests and selection. In order to provide the maximum opportunities for our students while exercising sound managerial responsibility, the identified course enrollment requirements shall apply.</p>	
Section 2	<p><u>Authority</u></p> <p>No pupil shall be counted among the applicants for such subject (enrollment) unless, in the judgment of the principal of the school, he/she is both qualified and entitled to take such subject in the curriculum.</p> <p>It shall be the duty of the Superintendent having supervision over any secondary high school to prepare, and recommend to the Board of School Directors suitable courses of study with such changes as they may deem wise.</p>	<p>24 PS 27-1604</p> <p>24 PS 16-1605</p>

POLICY NO. 1076.1
COURSE OF STUDY ENROLLMENT PROGRAM OF STUDIES

Section 3 **Course Selection**

It is to be noted that, given the enriched and broad base of course offerings in the Keystone Oaks School District, student requests for course selections may not be honored in all situations. Therefore, proper guidance and direction through conferences with parents/**guardians** and school personnel should aid in the student selection process and is strongly recommended.

Section 4 **Definition**

Courses of study or “courses” are to be defined within and pertaining only to those courses identified in the Board approved Program of Studies. Each course of study must have an accompanying syllabus.

Section 5 **Content**

1. Courses in the core curriculum (~~English, math, science, social studies~~) required for graduation are to be offered each year.
2. Courses external to the core curriculum must have a minimum enrollment of twelve (12) students by June 1 or the course will not be offered.
3. Requests for exemption from numerical enrollment requirements must be made by the building principal to the Superintendent and Board for review and approval at the June Board Legislative Meeting.
4. In the event that a course is not offered due to insufficient enrollment, the ~~guidance~~ **counseling** staff shall advise and schedule students in alternate courses.
5. Independent study for credit (Policy 118) is a viable option in the situation that a course is not offered or not in the Program of Studies.

Policy Guide



Policy No. 111

Section PROGRAMS

Title LESSON PLANS

Adopted AUGUST 21, 1989

Revised FEBRUARY 16, 1998

POLICY NO. 111 LESSON PLANS	
Section 1	<p><u>Purpose</u></p> <p>The Board requires that lessons will be well planned with deliberate attention to both unit and daily objectives goals; that varied strategies will be employed to address learning styles and individual needs; that there will be well defined student expectations and means of assessment; that plans will be developed a minimum of one week in advance, i.e., weekly lessons and will be submitted for administrative review before the beginning of each school week implementation. Plans will be in accordance with Guides for Planned Instruction. However they may be modified due to timeline and students needs and reactions.</p>
Section 2	<p><u>Guidelines</u></p> <p>Lesson design will emphasize the development of critical skills and essential knowledge as defined in the planned course guide. There will also be specific reference to the use of technology and writing activities.</p> <p>Teachers will maintain professional files containing lesson preparation. Copies of lessons will be made available electronically to administrators on a weekly basis. Teachers will make such plans available to substitute teachers.</p>

KEYSTONE OAKS SCHOOL DISTRICT

Policy No. 115

Section PROGRAMS

Policy
EDUCATION VOCATIONAL



Title CAREER AND TECHNICAL

Guide

Adopted AUGUST 21, 1989

Revised FEBRUARY 16, 1998

POLICY NO. 115 CAREER AND TECHNICAL VOCATIONAL EDUCATION		
Section 13	<p><u>Authority</u></p> <p>The Board shall provide will support a program of career and technical vocational education in order to: which shall include vocational courses of study as part of the regular curriculum of the school, a work-study program for the employment of qualified students in public agencies and institutions, recognized School to Work Program to offer students experience in private employment, attendance at Parkway West Technical Vocational School and participation in a cooperative program of vocational development.</p> <ol style="list-style-type: none"> 1. Prepare students for employment as skilled workers or technicians in recognized, new and emerging occupations. 2. Prepare students for enrollment in postsecondary education programs. 3. Assist students in choosing career pathways. <p>The Board shall ensure that all students and parents/guardians are informed of the student's rights to participate in career and technical education programs and courses and that students with disabilities enrolled in such programs are entitled to services under state and federal laws and regulations.</p>	<p>SC 1806, 1807 1841 Title 22 Sec. 4.31, 12.41, 339.26.34</p> <p>Title 22 Sec. 4.31 Pol. 103, 103.1, 113, 140</p>

	POLICY NO. 115 CAREER AND TECHNICAL VOCATIONAL EDUCATION	
	<p>All students participating in career and technical programs sponsored or supervised by the Board shall be considered regularly enrolled in district schools and shall be subject to Board policies and district administrative regulations and rules.</p> <p>The Board shall support a program of career and technical education which includes District students attending Parkway West Career and Technology Center for participation in a cooperative program of career development.</p> <p>Students and parents/guardians shall be informed that admission to career and technical education programs is accessible to regularly enrolled district students, in accordance with established criteria for attendance.</p> <p>In order to maintain this program, the Board shall:</p> <ol style="list-style-type: none"> 1. approve the assignment of students to cooperative vocational education programs and supervise the nature and conduct of their employment therein; 2. employ and supervise all District vocational education staff; 3. provide adequate facilities for the maintenance of the program; 4. utilize such qualifying private resources as may be necessary and appropriate to effectuate the purposes of this policy; and 5. in cooperation with Parkway West Vocational Technical School, establish the number of credits to be awarded toward graduation for vocational education courses of study and for cooperative education programs. 	<p>SC 1807, 1841 Title 22 Sec. 4.31, 339.2</p> <p>SC 1850.1 Title 22 Sec. 4.31, 12.41, 339.21</p> <p>Title 22 Sec. 5.11, 6.34</p> <p>SC-1106</p> <p>SC-1806</p> <p>Title 22 Sec. 6.14</p>
Section 1	<u>Purpose</u> The Board shall provide a program of vocational education to prepare students for gainful employment as semi-skilled workers, technicians or semiprofessionals in recognized occupations and in new or emerging occupations, and to prepare	

	POLICY NO. 115 CAREER AND TECHNICAL VOCATIONAL EDUCATION	
	students for enrollment in advanced or skilled vocational and technical education programs.	
Section 2	<u>Definition</u> For purposes of this policy, “vocational education” shall be defined as any form of education that prepares students for specific employment and/or post-secondary education.	SC-1801
Section 4	<u>Delegation of Responsibility</u> The Board shall appoint a lay advisory committee to advise the staff on appropriate educational objectives, instructional content and levels of achievement. The Superintendent shall be responsible for developing procedures which ensure that: <ol style="list-style-type: none"> 1. all programs shall be operated in conformity with the current State plan for vocational education; 2. all teachers shall be properly certified for their specific teaching assignments; 3. all approved courses of study are carried out; 4. all employers will carry Workers’ Compensation and meet all Fair Labor Standards; 5. development of vocational curricula is integrated with a continuing assessment of the employment demands and resources of the community and the needs and interests of students; 6. operation of vocational education is in compliance with rules of the State Board regarding vocational education; and the District will be in compliance with the Carl D. Perkins Federal law and regulations to assure equal access and full participation of special education students in vocational programs The Superintendent shall seek and utilize all available State and	Title 22 Sec. 6.23 SC-1842 SC-1802, 1803 SC-1850.1 SC-508, 1850.1 Title 22 Sec. 6.71 Title 22 Sec. 6.11 SC-1803

	POLICY NO. 115 CAREER AND TECHNICAL VOCATIONAL EDUCATION	
	<p>Federal sources of revenue for the financial support of vocational education in this District.</p> <p>All students participating in vocational education programs supervised by this Board are considered to be regularly enrolled in the schools of this District and subject to the policies and rules of this Board, and jointly established policies and rules of this District and the Parkway West Vocational Technical School, including rules regarding attendance for those periods when they are not assigned to outside work projects or other classes.</p>	
Section 25	<p><u>Guidelines</u></p> <p><u>Enrollment</u></p> <p>Upon request, a student may be assigned to the Parkway West Vocational Technical School Career and Technology Center upon the recommendation of the school counselor Superintendent and acceptance by Parkway West.</p> <p>Students should request an application form at the High School Counseling Office. This application is to be completed and returned to the counselor who will prepare a transcript to accompany the application. When all admission procedures and final evaluations are completed, students are notified of acceptance. Students should make application during the freshman year.</p> <p>Students shall attend the technical school for a half-day each day and spend the other half-day at the Keystone Oaks High School completing graduation requirements.</p> <p>Students enrolled in the Parkway West program shall be required to follow the calendars of the School District and Parkway West.</p> <p><u>Child Abuse Prevention Requirements</u></p> <p>It shall be the responsibility of Parkway West Career and Technology Center, or any other career technical education provider to ensure federal and state child abuse reporting</p>	

POLICY NO. 115
CAREER AND TECHNICAL VOCATIONAL
EDUCATION

requirements are met and the proper certifications are being maintained.

References:

School Code – 24 P.S. Sec. 1106, 1212, 1801, 1806, 1807, 1808, 1809, 1841, 1842, 1847, 1850.1

State Board of Education Regulations – 22 PA Code Sec. 4.31, 4.33, 4.34, 4.35, 11.28, 12.41, 339.2, 339.13, 339.14, 339.21, 339.22, 339.29, 339.41

Child Protective Services Law – 23 Pa. C.S.A. Sec. 6301 et seq.

Board Policy – 103, 103.1, 113, 140, 806

~~School Code 508, 1106, 1391, 1801, 1802, 1803, 1806, 1809, 1841, 1842, 1850.1, 1922, 3401~~

~~PA Code Title 22 Sec. 5.11, 6.1, 6.11, 6.14, 6.23, 6.34, 6.71~~

Policy Guide



Policy No. 240

Section PUPILS

Title HOMELESS STUDENTS

Adopted MARCH 15, 2016

Revised _____

POLICY NO. 240 HOMELESS STUDENTS	
Section 1	<p><u>Authority</u></p> <p>The Board recognizes its obligation to ensure that homeless students have access to the same educational programs and services provided to district students. The Board shall make reasonable efforts to identify homeless children within the District, encourage their enrollment, and eliminate existing barriers to their attendance and education, in compliance with federal and state law and regulations.</p> <p>The Board may waive policies, procedures and administrative regulations that create barriers for enrollment, attendance, transportation and success in school of homeless students, based on the recommendation of the Superintendent and following the McKinney Vento Act.</p>
Section 2	<p><u>Definitions</u></p> <p>Homeless students are defined as individuals lacking a fixed, regular and nighttime residence, and include the following conditions:</p> <ol style="list-style-type: none"> 1. Sharing the housing of other persons due to loss of housing or economic hardship. 2. Living in motels, hotels, trailer parks or camping grounds due to lack of alternative adequate accommodations.

SC 1306
Title 22 Sec. 11.18
42 U.S.C. Sec.
11431 et seq.

42 U.S.C. Sec.
11434a

**POLICY NO. 240
HOMELESS STUDENTS**

3. Living in emergency, transitional or domestic violence shelters.
4. Abandoned in hospitals.
- ~~5. Awaiting foster care placement.~~
6. Living in public or private places not designed for or ordinarily used as regular sleeping accommodations for human beings.
7. Living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations or similar settings.
8. Living as migratory children in conditions described in previous examples.
9. Runaway children (under the age of 18) and children who have been abandoned or forced out of the home by parents/guardians or other caretakers. The foregoing includes children in temporary shelters awaiting assistance from social service agencies, or who are living alone on the street or who move from place to place among family members, friends or acquaintances. This also includes youth from ages 18 to 21 who still qualify for regular or special education services under applicable law.
10. Living as school age unwed mothers in houses for unwed mothers if they have no other living accommodations.

School of origin is defined as the school the student attended when permanently housed or the school in which the student was last enrolled.

POLICY NO. 240 HOMELESS STUDENTS		
Section 3	<p><u>Delegation of Responsibility</u></p> <p>The Board designates the Superintendent or his/her designee to serve as the District’s liaison for homeless students and families.</p> <p>The District’s liaison shall coordinate with:</p> <ol style="list-style-type: none"> 1. Local service agencies that provide services to homeless children and youth and families. 2. Other school districts on issues of records transfer and transportation. 3. State and local housing agencies responsible for comprehensive housing affordability strategies. <p>The District’s liaison shall provide public notice of the educational rights of homeless students in schools, family shelters, and soup kitchens.</p>	<p>42 U.S.C. Sec. 11432</p> <p>42 U.S.C. Sec. 11432</p>
Section 4	<p><u>Guidelines</u></p> <p>Students shall not be discriminated against, segregated nor stigmatized based on their status as homeless.</p> <p><u>Enrollment/Placement</u></p> <p>To the extent feasible, and in accordance with the student’s best interest, a homeless student shall continue to be enrolled in his/her school of origin while s/he remains homeless or until the end of the academic year in which s/he obtains permanent housing. Parents/guardians of a homeless student may request enrollment in the school in the attendance area where the student is actually living or other schools. If a student is unaccompanied by a parent/guardian, the District liaison will consider the views of the student in determining where s/he will be enrolled.</p> <p>The selected school shall immediately enroll the student and begin instruction, even if the student is unable to produce records normally required for enrollment, pursuant to District policies. However, the District may require a parent/guardian to submit contact information. The District liaison may contact the previous school for oral confirmation of immunizations, and the</p>	<p>42 U.S.C. Sec. 11432</p> <p>42 U.S.C. Sec. 11432</p> <p>42 U.S.C. Sec. 11432</p> <p>42 U.S.C. Sec. 11432 Pol. 200, 201, 203, 204, 209, 216</p>

**POLICY NO. 240
HOMELESS STUDENTS**

school shall request records from the previous district, pursuant to Board policy.

Homeless families are not required to prove residency regarding school enrollment.

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

School/Health Records

The receiving school district may contact the district of origin for oral confirmation that the student has been immunized, but must not be a barrier to enrollment. Oral confirmation between professionals is a sufficient basis to verify immunization with written confirmation to follow within thirty (30) days. The instructional program should begin without delay after the enrollment process is initiated and should not be delayed until the procedure is completed.

The enrolling district's liaison will assist the parent/guardian/student in obtaining necessary immunizations, medical screenings or medical records.

Disputes/Complaints

If a dispute arises over school selection or enrollment, the student shall be immediately enrolled in the school in which enrollment is sought, pending resolution of the dispute. The parent/guardian/student will be provided with a written explanation of the school's decision on the dispute, including the right to appeal. The parent/guardian/student will be referred to the district liaison, who will carry out the state's grievance procedure as expeditiously as possible after receiving notice of the dispute. In the case of an unaccompanied student, the district liaison shall ensure that the student is immediately enrolled in school pending resolution of the dispute.

Pol. 203, 209

**POLICY NO. 240
HOMELESS STUDENTS**

If disputes or complaints of noncompliance arise regarding the education of homeless students, the following steps shall be taken:

1. The person filing the complaint shall first contact the school or District through the district liaison, the principal, or Superintendent to present their concerns to the people closest to the situation and most likely to be able to resolve it quickly.
2. If Step 1 is not successful or is not possible under the circumstances, contact should be made with the Homeless Project Education Liaison, or the Pennsylvania Department of Education (PDE) will accept complaints directly through the Education for Homeless Children and Youth Program.
3. Individual cases may be referred to the PDE's Office of Chief Counsel and the Office of the Deputy Secretary for Elementary and Secondary Education as needed, by the State Homeless Coordinator.

PDE will deliver a response within fifteen (20) business days of the receipt of the complaint. The complaint may arrive in the form of a copy of the school/district letter or on the Dispute Letter Form if given directly to a Liaison of the Homeless Initiative.

Services

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

42 U.S.C. Sec.
11432
SC 1306

**POLICY NO. 240
HOMELESS STUDENTS**

Transportation

The District shall provide transportation for homeless students to their school of origin or the school they choose to attend within the school district.

42 U.S.C. Sec.
11432
SC 1306
Pol. 810

If the school of origin is outside District boundaries or homeless students live in another district, but will attend their school of origin in this district, the school districts shall agree upon a method of apportion the responsibility and costs of the transportation.

Fiscal Responsibilities

Reporting and reimbursement will be done according to the McKinney-Vento Act.

42 U.S.C. Sec.
11431 et seq.

References:

School Code – 24 P.S. Sec. 1306

State Board of Education Regulations – 22 PA Code Sec. 11.18, 403.1

No Child Left Behind Act – 20 U.S.C. Sec. 6301 et seq.

Education for Homeless Children (McKinney-Vento Act) – 42 U.S.C. Sec. 11431 et seq.

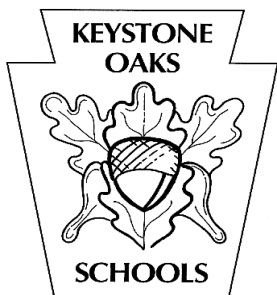
Family Education Rights and Privacy, Title 34, Code of Federal Regulations – 34 CFR Part 99

Guidelines for Enrollment of Homeless Children – Federal Register, 67 Fed. Reg. 10698

PA Education for Homeless Children and Youth State Plan

Board Policy – 200, 201, 203, 204, 209, 216, 810

Policy Guide



Policy No. 107.2

Section PROGRAMS

Title COURSE SYLLABI

Adopted AUGUST 21, 1989

Revised FEBRUARY 16, 1998

POLICY NO. 107.2 COURSE SYLLABI	
Section 1	<p><u>Purpose</u></p> <p>A syllabus shall be prepared for each course of study adopted by the Board in order to direct and assist the professional staff, the students and parents/guardians toward the attainment of objectives sought by that course of study.</p>
Section 2	<p><u>Guidelines</u>Content</p> <p>Each course syllabus shall contain, as appropriate to the course of study:</p> <ul style="list-style-type: none"> a. AA written statement of objectivesgoals to be achieved by students.; a.b. Overview of significant instructional units and/or projects. b.c. Subject matters to be used to reach objectives.;Supplies/materials needed, including name of any textbook(s) e.d. Emphasis on skill development.;Homework expectations d.e. Expected levels of achievementSpecial experiences, such as field trips.; and f. Procedures for student assessment.

~~SC 1511, 1512
Title 22 Sec. 5.4~~

**POLICY NO. 107.2
COURSE SYLLABI**

g. Teacher contact information

e.h. District's mission statement

Each course syllabus shall be construed as providing a basic framework for the course of study. Within this framework, each teacher shall ~~follow~~ **follow** the course syllabus ~~in a selective manner best designed to~~ **best** meet the needs of students **as designed.**

All course syllabi must be completed by the last inservice day prior to the first day of school and submitted to the Director of Curriculum, Instruction, Assessment, and Staff Development.

Section 3

Delegation of Responsibility

The Superintendent ~~or designee~~ shall ~~be responsible for~~ **facilitate** the preparation of course syllabus **by teachers** and shall develop a plan for such preparation which includes:

- a. ~~T~~ **h**e participation of appropriate staff members and resource personnel.;
- b. ~~C~~ **e**ontinuing research in instructional methods, materials, activities and state and national standards.;
- c. ~~S~~ **s**ystematic review of all syllabi to ensure their continuing usefulness in achieving established goals.;
- d. ~~whenever new course syllabi are developed or existing syllabi revised, copies of these additions or changes will be made available to the Board for informational purposes; and~~
- e.d. ~~A~~ **a** system of administrative review to ensure that syllabi are being followed by teaching staff members to the degree of conformity desired.

Copies of all current syllabi shall be kept ~~electronically on file in the office of the Superintendent~~ **by the Director of Curriculum, Instruction, Assessment, and Staff Development and on the district website.**

	<p>POLICY NO. 107.2 COURSE SYLLABI</p>	
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	<p>School Code 1511, 1512 PA Code Title 22 Sec.5.4</p>	
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KEYSTONE OAKS SCHOOL DISTRICT

Policy Guide



Policy No. 112

Section PROGRAMS

Title SCHOOL GUIDANCE COUNSELING

Adopted AUGUST 21, 1989

Revised FEBRUARY 16, 1998

<p>Section 1</p>	<p style="text-align: center;">POLICY NO. 112 SCHOOL GUIDANCE COUNSELING</p> <p><u>Purpose</u></p> <p>A program of School Counseling is an integral part of the educational program of the schools. The goals give focus to the school counseling program by:</p> <ol style="list-style-type: none"> 1. Supporting the District’s Comprehensive Plan to promote and enhance the learning process for all students through an integration of academics, career, and personal/social development. 2. Assisting all students in achieving their optimum educational potential. 3. Guiding students to significantly benefit from the offerings of the educational program. 4. Assisting teams to identify factors that impact learning and determine a course of action to provide appropriate support. 5. Aiding students in recognizing options and make informed choices in career and academic educational planning. 6. Upholding the ethical standards specified by the State of Pennsylvania and prescribed by the American School Counseling Association (ASCA) and the American Counseling Association (ACS). 	<p>Title 22 Sec. 7.1 et seq- Pol. 146</p> <p>Title 22 Sec. 4.34</p>
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POLICY NO. 112
SCHOOL GUIDANCE COUNSELING

~~At Keystone Oaks School District the guidance department serves a valuable purpose in working individually and in groups with students to help in planning for the future and in solving current academic, social and personal problems as these problems relate to the student's success in school.~~

Section 2 **Definition**

Counseling – refers to the services and programs that promote personal, social, emotional, educational, and career development.

Section 3 **Authority**

Counseling services shall be provided in the Keystone Oaks School District in accordance with those standards and guidelines as established by the Department of Education and approved by the Board of School Directors.

Title 22 Sec. 4.34,
12.41

Section 43 **Delegation of Responsibility**

The Superintendent or designee is directed to implement and maintain a School Counseling program that serves the needs of students. The program and services shall be offered in grades K through 12 and shall involve the coordinated efforts of all staff members under the professional leadership of certified school counseling personnel. ~~a guidance program which meets these objectives and:~~

- ~~a. involves all staff members at every appropriate level;~~
- ~~b. honors the individuality of each student;~~
- ~~c. is integrated with the total educational program;~~
- ~~d. is coordinated with available resources of the community;~~
- ~~e. cooperates with parents and shares their concern for the development of the student;~~
- ~~f. provides means for such sharing of information among appropriate staff members as may be in the best interests~~

POLICY NO. 112
SCHOOL GUIDANCE COUNSELING

~~of the student;~~

~~g. is available equally to all students; and~~

~~h. establishes a referral system which utilizes all the aid the schools and community offer, guards the privacy of the student and monitors the efficacy of such referrals.~~

Section 42 **Guidelines Objectives**

The District's program of School Counseling shall:
~~The general objectives of the guidance services are as follows:~~

1. Involve staff members at every appropriate level.
2. Honor the individuality of each student.
3. Be integrated with the total educational program.
4. Be coordinated with available resources of the community.
5. Collaborate with parent(s)/guardian(s) and share their concerns for the development of the student.
6. Provide means for sharing information among appropriate staff members in the best interests of the student.
7. Be available equally to all students.
8. Establish a referral system that utilizes resources offered by the school and community, guards the privacy of the student, and monitors the effectiveness of such referrals.
9. Be knowledgeable of regulations, policies, and laws relating to students and strive to protect the privacy and confidentiality of students, student records, and other protected information.

20 U.S.C. 34 CFR
Part 99
42 U.S.C.

Title 22 Sec. 12.16

42 Pa C.S.A. Sec.
5945

Pol. 103, 103.1

20 U.S.C. 34 CFR
Part 99
42 U.S.C.
Title 22 Sec. 12.12
42 Pa C.S.A. Sec.
5945, 8337

POLICY NO. 112
SCHOOL GUIDANCE COUNSELING

Pol. 207

10. Honor and protect the well-being of students.

- a. ~~to provide individual student help through counseling and support group programs;~~
- b. ~~to provide an individual student assessment of ability, aptitudes, achievement and other interests through a comprehensive districtwide testing program;~~
- e. ~~to provide teachers, administrators and other outside agencies with student personnel information as an aid in serving individual student needs;~~
- d. ~~to assist teachers and administrators to meet student needs by advising them and by providing alternatives for solving student problems;~~
- e. ~~to work with families in the Keystone Oaks School District to assure accurate placement and adequate course election and to counsel these families to meet current student needs and provide wise alternatives for post high school planning, and~~
- f. ~~to continually update students, parents/guardians, teachers and administrators on current post-secondary school and career development opportunities. The updates should include, but not be limited to information related to workshops, conferences, apprenticeships, training programs, scholarships, etc.~~

References:

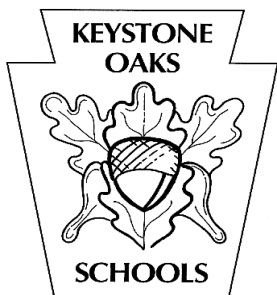
State Board of Education Regulations – 22 PA Code Sec. 4.34, 12.16, 12.41

Family Educational Rights and Privacy Act (FERPA) - 20 U.S.C. 34 CFR, Part 99

Health Insurance Portability and Accountability Act of 1996 (HIPPA) - 42 U.S.C., 29 U.S.C. 1181 et seq., 42 U.S.C. 1320d et seq.

	<p style="text-align: center;">POLICY NO. 112 SCHOOL GUIDANCE COUNSELING</p> <p>Confidential Communications to School Personnel – 42 Pa C.S.A., Sec. 5945</p> <p>PA Civil Immunity of School Officers/Employees Relating to Drug or Alcohol Abuse – 42 Pa C.S.A., Sec. 8337</p> <p>Board Policy – 103, 103.1, 146, 207</p> <p>PA Code Title 22</p>	<p style="text-align: center;">Sec. 7.1</p>
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Policy Guide



Policy No. 116

Section PROGRAMS

Title TUTORIAL INSTRUCTION

Adopted AUGUST 21, 1989

Revised FEBRUARY 16, 1998

	POLICY NO. 116 TUTORIAL INSTRUCTION	
Section 1	<u>Purpose</u>	
	The Board recognizes that the discharge of its responsibility to provide a thorough and efficient system of education for each child in the District some students may require special help for some students beyond the regular classroom program.	
Section 2	<u>Authority</u>	
	When the student's learning needs are sufficient to warrant help beyond the ordinary classroom instruction, special instruction and services may be utilized. This determination will be made through joint consultation of the classroom teacher, parent/ guardian , and the appropriate representative of the administration. Said programs shall include:	
	<ul style="list-style-type: none"> a. 1. Ongoing communication among administration, teaching staff members, and parent(s)/or guardian(s) of studentspupils. and b. 2. Evaluation procedures which measure studentpupil achievement related to such educational program objectives and standards. 	
Section 3	<u>Guidelines</u>	
	<p>Wherever possible within the working day, each teaching staff member shall assist assigned students in the remediation of individual learning difficulties.</p> <p>In cases where extra help is desirable and the parents/guardians</p>	

**POLICY NO. 116
TUTORIAL INSTRUCTION**

request such assistance, the building principal or designee may recommend that the parents/guardians secure tutorial services for the student from a list of available tutors maintained by the school.

Excusal From School

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

Title 22 Sec. 11.22

The tutor's qualifications must be approved by the Superintendent.

Title 22 Sec. 11.22

The District may establish reasonable conditions for excusal of a student for such tutoring.

Title 22 Sec. 11.22

Private Tutoring

The instructional program for students not enrolled in public schools due to private tutoring by a properly qualified private tutor shall comply with state law and regulations.

SC 1327
Title 22 Sec. 11.31

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

SC 1327

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

SC 111, 1327
23 PA C.S.A. Sec. 6344

Annually, the parent/guardian shall provide written assurance to the Superintendent that all instructional requirements are being met.

Title 22 Sec. 11.31

If the Superintendent receives a complaint that a student is not

Title 22 Sec. 11.31

**POLICY NO. 116
TUTORIAL INSTRUCTION**

being provided the required instruction or that a student is not making satisfactory progress, the Superintendent may request evidence of the student's academic progress and documentation that instruction is being provided for the required number of days and hours.

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

Title 22 Sec. 11.31

~~At the elementary level, the following tutorial programs are available:~~

- ~~a. extended day kindergarten (in eligible buildings).~~
- ~~b. Chapter 1 programs (in eligible buildings).~~
- ~~c. Instructional Support Teams (IST) in all buildings.~~

~~Students at the middle school will have access to tutorial assistance both during and outside the regular school day. Such access may include one or more of the following:~~

- ~~a. Chapter 1 reading identification and related support for grades 6 and 7.~~
- ~~b. Special education designation and related support for grades 6, 7 and 8.~~
- ~~c. Instructional Support Team (IST) referral and support for grade 6.~~
- ~~d. Classroom teacher availability by arrangement prior to the school day during "access period" and/or after the school day.~~
- ~~d. Peer tutors by arrangement through guidance office.~~

~~The School District supports Project HELP (Higher Expectation Learning Program) at the Keystone Oaks High School. This program allows college students from area Universities who are majoring in education to tutor students who are having~~

**POLICY NO. 116
TUTORIAL INSTRUCTION**

~~difficulties in specific subjects that are required for graduation.
Students enter the program strictly on a voluntary basis.~~

~~The School District supports peer tutoring efforts organized
through the guidance department and with the support of the
classroom teacher.~~

~~PA Code Title 22 Sec. 11.2~~

References:

School Code – 24 P.S. Sec. 111, 1205.1, 1327, 1332, 1333

**State Board of Education Regulations – 22 PA Code Sec. 4.12,
4.52, 11.22, 11.31, 11.33**

Child Protective Services Law – 23 Pa. C.S.A. Sec. 6301 et seq.

Policy Guide



Policy No. 117

Section PROGRAMS

Title HOMEBOUND INSTRUCTION

Adopted AUGUST 21, 1989

Revised FEBRUARY 16, 1998

POLICY NO. 117 HOMEBOUND INSTRUCTION		
Section 1	<p><u>Authority</u>Purpose</p> <p>The Board shall provide, pursuant to the rules of the State Board of Education, individual homebound instruction to students confined to home or hospital for physical disability, illness, or injury; or when such confinement is recommended for psychological or psychiatric reasons or extended suspensions. The period of homebound instruction for an individual shall not exceed three (3) months.</p>	Title 22 Sec. 11.25, 13.11 SC 1329
Section 2	<p><u>Delegation of Responsibility</u>Eligibility</p> <p>Applications for individual instruction shall certify the nature of the illness or disability by a licensed practitioner of the healing arts and, state the probable duration of the confinement, and be approved by the Superintendent or designee. Absences of at least ten consecutive days or more of school must be indicated to initiate homebound instruction.</p> <p>The Superintendent or designee may request approval from the Department of Education to extend the period of homebound instruction for an individual, which shall be reevaluated every three (3) months.</p> <p>The status of students receiving homebound instruction shall be reevaluated every ninety (90) days.</p>	Title 22 Sec. 11.25 Title 22 Sec. 13.16

**POLICY NO. 117
HOMEBOUND INSTRUCTION**

Section 3

Guidelines

The Board shall provide homebound instruction only for those confinements expected to last at least ten (10) school days. Exceptions may be recommended by the Superintendent.

The program of ~~homebound individual~~ instruction provided given to each student shall be in accordance with the standards established by the ~~state~~ Secretary of Education. ~~The focus of the program is to help students absent due to extended illness keep up with their work.~~

The Board reserves the right to withhold ~~homebound individual~~ instruction when any one (1) of the following occurs:

1. ~~T~~he instructor's presence in the place of a student's confinement presents a hazard to the health of the teacher. ~~or~~
2. ~~when~~ A parent/guardian or other adult in authority is not at ~~present~~ home with the student during the hours of instruction,;
3. ~~and~~ ~~t~~he condition of the student is such as to preclude his/her benefit from such instruction.

References:

School Code – 24 P.S. Sec. 1329

State Board of Education Regulations – 22 PA Code Sec. 11.25