



**KEYSTONE OAKS SCHOOL DISTRICT
1000 KELTON AVENUE
PITTSBURGH, PA 15216**

BOARD OF SCHOOL DIRECTORS

**BUSINESS/LEGISLATIVE SESSION
TUESDAY, JUNE 22, 2021
7:00 PM**

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

June 22, 2021 – Business/Legislative

7:00 PM Meeting

- Call to Order – President
- Pledge of Allegiance
- **Retirement Recognition – Food Service Workers**
- Public Comment
- Approval of Reports
- Public Comment
- Adjournment

August 10, 2021 – 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

June 22, 2021

Mrs. Theresa Lydon

BOARD ACTION REQUESTED

I. BOARD MINUTES

It is recommended that the Board approve the Work Session Minutes of May 11, 2021 and the Business/Legislative Minutes of May 18, 2021.

II. AUTHORIZATION TO HIRE NECESSARY STAFF

It is recommended that the Board authorize the Superintendent to hire the necessary staff for the start of the 2021/2022 school year subject to retroactive approval by the Board.

III. SUPERINTENDENT'S COMPENSATION 2021/2022

In compliance with the *Superintendent's Contract*, it is recommended that the board approve the 2021/2022 salary of \$168,814.00 for **William P. Stropkaj, Ed.D.**, effective July 1, 2021.

For Information Only

Dr. Stropkaj has indicated that he will not begin to accept the new salary until January 1, 2022, thus delaying the salary increase by six months. The salary will be pro-rated appropriately. Dr. Stropkaj indicated that due to the Act 93 members and the Director of Finance and Human Resources not receiving salary increases until January 2022, he will not accept his new salary until such time as well.

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

It is recommended that the Board appoint **Mrs. Theresa Lydon** as the voting delegate to participate in the PSBA Delegate Assembly to be held virtually on Saturday, October 23, 2021.

V. 2021/2022 HEALTH AND SAFETY PLAN

It is recommended that the Board approve the Keystone Oaks School District's Health and Safety Plan as presented.

For Information Only

This plan is subject to change as per guidance from the CDC, PA Governor's Office, PA Department of Health, PA Department of Education, and the Allegheny County Health Department. This motion allows the Superintendent to make any necessary changes as per those guidelines.

VI. EMERGENCY INSTRUCTIONAL PLAN FOR THE 2021/2022 SCHOOL YEAR

The Administration recommends the approval of the Emergency Instructional Time Plan for the 2021-2022 School Plan. This Plan is in compliance with Section 520.1 of the Pennsylvania School Code allowing the Keystone Oaks School District to have flexibility in meeting the minimum instructional time requirements for the 2021-2022 school year in the event that an emergency prevents the District from providing for the attendance of all students or usual hours of classes in the District.

For Information Only

This motion will allow the District to implement temporary provisions in response to the COVID-19 global pandemic. The District must meet the minimum requirements of 180 days of instruction and 900 hours of instruction at the elementary level and 990 hours of instruction at the secondary level through a combination of face-to-face and remote instruction, consistent with the requirements outlined in the Pennsylvania Department of Education’s July 6, 2020, guidance.

VII. EDUCATIONAL EQUITY PLAN

It is recommended that the Board adopt the Educational Equity Plan as attached.

VIII. HEALTH CARE ANNUAL CREDIT – DIRECTOR OF FINANCE AND HUMAN RESOURCES

It is recommend the Board approve a Health Care Annual Credit of \$250.00 during the 2021-2022 school year, for Mr. Joseph A. Kubiak, Director of Finance and Human Resources.

For Information Only

This is to offset the cost of the premium increase. Mr. Kubiak will continue to contribute 15% of the applicable heath care premium.

IX. HEALTH CARE ANNUAL CREDIT – SUPERINTENDENT

It is recommend the Board approve a Health Care Annual Credit of \$250.00 during the 2021-2022 school year, for William P. Stropkaj, Ed.D., Superintendent.

For Information Only

This is to offset the cost of the premium increase. Dr. Stropkaj will continue to contribute 15% of the applicable heath care premium.

FOR INFORMATION ONLY

- I.** Parkway West Career and Technology Center Report *Mrs. Annie Shaw*
- II.** SHASDA Report *Mr. Santo Raso*
- III.** PSBA/Legislative Report *Mrs. Theresa Lydon*

IV. News from the Boroughs

V. EXECUTIVE SESSION

SUPERINTENDENT'S REPORT

June 22, 2021

Dr. William P. Stropkaj

BOARD ACTION REQUESTED

I. TECHNOLOGY INTEGRATION SPECIALIST

The Administration recommends the Board approve the employment of **Donna O'Toole**, Technology Integration Specialist, for a term effective July 1, 2021 through June 30, 2024, with a salary of \$58,000.00.

II. ASSISTANT FOOD DIRECTOR

The Administration recommends the Board approve the employment of **Trista Boyes**, Assistant Food Director, for a term effective July 1, 2021 through June 30, 2024, with a salary of \$33,233.20.

III. 2021/2022 CODES OF CONDUCT FOR STUDENTS

The Administration recommends that the Board approve the 2021/2022 Codes of Conduct for the Elementary Schools, Middle School, and High School.

For Information Only

The Codes of Conduct are guidelines for student rights and responsibilities as addressed in Board Policy No. 235 – *Students Rights and Responsibilities*.

IV. POLICE MEMORANDUM OF UNDERSTANDING – CASTLE SHANNON

In compliance with the School Code, the Administration recommends the renewal of the Police Memorandums of Understanding between the Keystone Oaks School District and Castle Shannon Borough.

For Information Only

The MOU is the same verbiage as in the previous years, no changes.

V. POLICE MEMORANDUM OF UNDERSTANDING – DORMONT

In compliance with the School Code, the Administration recommends the renewal of the Police Memorandums of Understanding between the Keystone Oaks School District and Dormont.

For Information Only

The MOU is the same verbiage as in the previous years, no changes.

VI. POLICE MEMORANDUM OF UNDERSTANDING – MOUNT LEBANON

In compliance with the School Code, the Administration recommends the renewal of the Police Memorandums of Understanding between the Keystone Oaks School District and Mount Lebanon.

For Information Only

The MOU is the same verbiage as in the previous years, no changes.

VII. COMPENSATIONS 2021/2022

1. Coordinator of Communications and Public Relations

In compliance with the contract for the Coordinator of Communications and Public Relations, it is recommended that the Board approve a salary of \$78,819.76, for **Mrs. Sarah Welch**, effective July 1, 2021.

2. School Security Guard

In compliance with the contract for the School Security Guard, it is recommended that the Board approve a salary of \$39,341.66, for **Ms. Beth Ann Padden**, effective for the 2021/2022 school year.

3. Custodial Supervisors Compensation 2021/2022

In compliance with each of the following Custodial Supervisors individual contracts, it is recommended that the Board approve the following compensations for the 2021/2022 school year effective July 1, 2021:

<u>Name</u>	<u>Position</u>	<u>2021/2022 Salary</u>
Michael Hurley	Second Shift Supervisor	\$47,475.64
Jesse Jeznis	First Shift Supervisor	\$51,921.30
John Priore	Custodial Supervisor	\$40,561.52

4. Information Technology Compensation 2021/2022

In compliance with each of the following individual contracts, it is recommended that the Board approve the following compensations for the 2021/2022 school year effective July 1, 2021:

<u>Name</u>	<u>Position</u>	<u>2021/2022 Salary</u>
Anna Benvenuti	Technology Integration Specialist	\$48,639.17
Rebecca Kaminsky	PIMS Coordinator/Child Accounting	\$46.50/per hour

	Clerk	(maximum of 1200 hours)
Carol Persin	Technology Integration Specialist	\$50,339.41
Justin Talbert	Systems Administrator	\$68,150.38

5. Confidential Administrative Assistant’s Compensation 2021/2022

In compliance with the *Confidential Employee Compensation Plan*, it is recommended that the Board approve the following compensations for the 2021/2022 school year effective July 1, 2021:

<u>Name</u>	<u>Position</u>	<u>2021/2022 Salary</u>
Maureen Myers	Confidential Administrative Assistant	\$52,544.31
Karen Wong	Confidential Administrative Assistant	\$48,438.18

VIII. REMOVAL OF POLICIES

It is recommended that the Board approve the removal of the following policies:

- Policy 314.1: *AIDS*
- Policy 319: *Outside Activities*
- Policy 321: *Political Activities*
- Policy 324: *Personnel Files*
- Policy 325: *Dress & Grooming*
- Policy 414.1: *AIDS*
- Policy 419: *Outside Activities*
- Policy 421: *Political Activities*
- Policy 424: *Personnel Files*
- Policy 425: *Dress & Grooming*
- Policy 514.1: *AIDS*
- Policy 519: *Outside Activities*
- Policy 524: *Personnel Files*
- Policy 525: *Dress & Grooming*

IX. PROFESSIONAL DEVELOPMENT

It is recommended that the Board approve the following Professional Development Request:

Brian Werner	Nonviolent Crisis Intervention Instructor Certification Program Monroeville, PA July 8 – 9, 2021	\$3,900.00
John Murphy	Advanced Placement Virtual Institute AP Comparative Government & Politics	\$2,400.00

William & Mary APSI
July 20 through 23, 2021

EDUCATION REPORT

June 22, 2021

Mrs. Theresa Lydon, Chairperson

BOARD ACTION REQUESTED

I. ADOPTION OF TEXTBOOKS FOR THE 2021/2022 SCHOOL YEAR

The Administration recommends the adoption and purchase (approximate cost listed below) of the following textbooks for the 2021/2022 school year:

<u>Textbook</u>	<u>Publisher</u>	<u>Cost</u>
<i>Big Ideas Math: A Common Core Curriculum: Algebra 2, 2021</i> (includes six (6) year digital access)	Cengage Learning	\$16,048.00 136 copies @ \$118.00/each)
<i>Big Ideas Math: A Common Core Curriculum: Algebra 1, 2021</i> (includes six (6) year digital access)	Cengage Learning	\$16,402.00 139 copies @ \$118.00/each)
<i>Big Ideas Math: A Common Core Curriculum: Geometry, 2021</i> (includes six (6) year digital access)	Cengage Learning	\$18,408.00 156 copies @ \$118.00/each)
<i>Introduction to Personal Finance, 2019</i> (with six (6) year digital subscription) (Business Math Course)	Harcourt	\$7,200.00 40 copies @ \$180.00/each)
<i>Impact Social Studies: Communities</i> (Third Grade) (with five (5) year digital access)	McGraw Hill	\$11,576.70 190 copies @ \$60.93/each)
<i>Impact Social Studies: Regions of the United States</i> (Fourth Grade) (with five (5) year digital access)	McGraw Hill	\$8,005.14 143 copies @ \$55.98/each)
<i>Impact Social Studies: U.S. History</i> (Fifth Grade) (with five (5) year digital access)	McGraw Hill	\$9,513.72 138 copies @ \$68.94/each)

For Information Only

All costs will be paid from ESSER 2 Grant

II. WATERFRONT LEARNING

It is recommended that that Board approve the Services Contract between Waterfront Learning and the Keystone Oaks School District.

For Information Only

Waterfront Learning offers flexible virtual education program options for students within the District.

The Elementary cost for Waterfront Learning is \$485.00/year per student plus Professional Development.

The Secondary cost for Waterfront Learning is \$18,150.00 plus Professional Development.

PUPIL PERSONNEL REPORT

June 22, 2021

Dr. William P. Stropkaj

BOARD ACTION REQUESTED

I. CHILDREN’S INSTITUTE – ESY AGREEMENT

The Administration recommends that the Board approve the ESY Agreement between The Children’s Institute and the Keystone Oaks School District to provide services to a District student.

II. ALLEGHENY INTERMEDIATE UNIT: NOTICE OF ADOPTION OF POLICIES, PROCEDURES & USE OF FUNDS FOR THE 2021/2022 SCHOOL YEAR

The Administration recommends that the Board approve the Allegheny Intermediate Unit Notice of Adoption of Policies, Procedures and Use of Funds for the 2021/2022 school year in compliance with the federal requirements of 34 CFR PART 300.

III. WESLEY SCHOOLS – ESY AGREEMENT

The Administration recommends that the Board approve the Individual Student Enrollment Agreement for the Extended School Year 2021 between Wesley Schools and the Keystone Oaks School District to provide services to three (3) District students.

IV. ALLEGHENY INTERMEDIATE UNIT – EDUCATIONAL SERVICES AGREEMENT 2021/2022

The Administration recommends that the Board approve the Allegheny Intermediate Unit’s Education Services Agreement for the 2021/2022 school year.

For Information Only

This agreement reflects Special Education and Pupil Personnel services if and when these services would be incurred.

V. ALLEGHENY INTERMEDIATE UNIT – SPECIAL EDUCATION ADDENDUM 2021/2022

The Administration recommends that the Board approve the Allegheny Intermediate Unit’s Special Education Addendum 2021/2022.

For Information Only

This agreement reflects Special Education and Pupil Personnel services if and when these services would be incurred.

VI. ALLEGHENY INTERMEDIATE UNIT HEAD START PROGRAM LEASE

It is recommended that the Board approve the Allegheny Intermediate Unit Head Start Program Lease Agreement with the Keystone Oaks School District at an amount of \$4,800.00, payable in twelve installments of \$400.00, effective September 1, 2021 through August 31, 2022.

For Information Only

The space rental is a classroom at Dormont Elementary School

VII. SCHOOL HEALTH SCREENING AGREEMENT

The Administration recommends that the Board approve the agreement between Allegheny Clinic **Dr. Bernie Simons**, and the Keystone Oaks School District, as the school physician for the 2021/2022 school year at a cost of \$20.00 per physical examination.

For Information Only

The Agreement will renew for continuous and consecutive one (1) year periods as each party deems necessary. The District shall pay Allegheny Clinic the sum of \$750.00 per contract year as a retainer fee.

ACTIVITIES & ATHLETICS REPORT

June 22, 2021

Mr. Thomas LaPorte, Chairperson

BOARD ACTION REQUESTED

I. COMPETITIVE EVENT

It is recommended that the Board approve the following competitive event:

Odyssey of the Mind, World Competition (Level III)

April 30, 2021 Virtual Event

Number of Students – 21

Activity Sponsor – Jessica Dobson

Total District Funds Requested - \$517.05 (\$27.15 per person)

II. ACTIVITY STAR STATUS RATINGS FOR THE 2021/2022 SCHOOL YEAR

In compliance with *Keystone Oaks Education Association Collective Bargaining Agreement 2020-2026*, it is recommended that the Board approve the following Activity Star Status Ratings for the 2021/2022 school year:

<u>Activity</u>	<u>Star Status</u>
Academic Team (HS)	1
Allies (HS)	1
Art Club (Aiken)	2
Art Club (HS)	1
Baseball (HS)	3
Basketball B (HS)	4
Basketball B (MS)	2
Basketball G (HS)	4
Basketball G (MS)	2
Best Friends Club (HS)	1
Best Friends Club (MS)	1
Best Friends Club (Myrtle)	1
Cheer (HS)	4
Cheer (MS)	2
Cross Country (HS)	3
Cross Country (MS)	2
Dance Team (HS)	2
Environmental Club (HS)	1
Environmental Club (MS)	1
FBLA	2
Football (HS)	5
Football (MS)	3

French Club (HS)	1
Global Minds (HS)	1
Golf (HS)	3
Intramurals (Aiken)	2
Intramurals (Dormont)	2
Intramurals (MS)	2
Intramurals (Myrtle)	2
Junior/Senior Class	1
Marching Band	5
Math Club (HS)	1
Medical Careers Club (HS)	1
Mileage Club (Aiken)	2
Musical (Elementary)	3
Musical (HS)	5
Musical (MS)	4
National Honor Society (HS)	1
Nature Club	1
Odyssey of the Mind (District Wide)	3
Pep Club (HS)	1
PJAS (HS)	1
Robotics (HS)	2
Science Club (HS)	1
Soccer B (HS)	4
Soccer B (MS)	3
Soccer G (HS)	4
Soccer G (MS)	3
Softball (HS)	3
Softball (MS)	2
Spanish Club (HS)	1
Stage Crew (HS)	2
Strength Club (HS)	2
Student Senate (HS)	1
Student Senate (MS)	1
Swimming B & G (HS)	3
Swimming B & G (MS)	2
Technology Club (HS)	1
Tennis B (HS)	3
Tennis G (HS)	3
Track B & G (HS)	3
Track B & G (MS)	3
Varieties	2
Volleyball B (HS)	4
Volleyball G (HS)	4
Volleyball G (MS)	2
Wrestling (HS)	3
Wrestling (MS)	2
Yearbook (MS)	1

III. EXTRA ATHLETIC WORKER POSITIONS FOR THE 2021/2022 SCHOOL YEAR

It is recommended that the Board approve the following extra athletic worker positions and stipends for the 2021/2022 school year:

<u>Activity</u>	<u>Title</u>	<u>Amount per Game</u>
V – Varsity; JV- Junior Varsity; MS - Middle School		
Baseball/Softball	Game Manager (V)	\$65
	Book/Pitch Counter (V)	\$50
	Streaming (V, JV & MS)	\$50
Boys/Girls Soccer	Game Manager (V, JV)	\$65
	Game Manager (MS)	\$50
	Clock (V, JV)	\$60
	Streaming (V, JV & MS)	\$50
	Ticket Takers (V, JV)	\$38
Boys/Girls Volleyball	Game Manager (V, JV)	\$65
	Game Manager (MS)	\$50
	Clock (V, JV)	\$60
	Crowd Control (V, JV)	\$50
	Scoreboard (Girls V, JV)	\$60
	Scoreboard (MS)	\$50
	Streaming (V, JV & MS)	\$50
Boys/Girls Basketball	Book (V, JV)	\$50
	Scoreboard (V, JV)	\$65
	Scoreboard (MS)	\$50
	Clock (V, JV)	\$65
	Game Manager (V, JV)	\$65
	Game Manager (MS)	\$50
	Crowd Control (V, JV)	\$50
	Ticket Takers (V, JV)	\$38
	Announcer (V, JV)	\$50
	Streaming (V, JV & MS)	\$50
Football	Sticks (V)	\$50
	Clock (V, JV)	\$60
	Announcer (V)	\$50
	Scoreboard (V, JV, MS)	\$60
	Stats (V)	\$50
	Video (V)	\$30
	Parking/Security (V)	\$50
	Ticket Takers (V)	\$38

	25 Second Clock (V)	\$65
	Game Manager (V, JV)	\$65
	Game Manager (MS)	\$50
	Streaming (V, JV & MS)	\$50
Swimming	Game Manager (V)	\$65
	Game Manager (MS)	\$50
	Ticket Taker (V)	\$38
	Streaming (V, JV & MS)	\$50
Wrestling	Scoreboard (V)	\$60
	Ticket Taker (V, JV)	\$38
	Game Manager (V, JV)	\$65
	Crowd Control (V, MS)	\$50
	Streaming (V, JV & MS)	\$50
Track	Timer	\$35
	Timer (FAT System)	\$60
	Streaming (V, JV & MS)	\$50

For Information Only

The Amount Per Game is the same as the 2020/2021 school year.

IV. EXTRA ACTIVITY WORKERS – 2021/2022 SCHOOL YEAR

It is recommended that the Board approve the following individuals as extra activity workers for the 2021/2022 school year:

Roiann Backstrom	Rick Keebler	Christina DeAngelis
Andy Bell	Josh Kirchner	Clare Moore
Evan Wiessert	Ed Nock	Hope Harris
Trista Boyes	Nancy Kramer	Beth Papotnik
Keith Buckley	Craig Lawhead	Bill Ketrow
Jordan Zange	Louis Lippert	Dean Sandonas
Patty Constatini	Amy Longo	Beth Padden
Jeremy Diven	John McCarthy	Jenna Ross
Kelly Connolly	Steve McCormick	Caitlin Hogel
CJ Thomas	TJ O'Farrell	Andrew Bell
Paul Elphinstone	Mike Orsi	Christian Erny
Diane Ferguson	Greg Perry	Mike Orosz
Jennifer Freese	Sam Simon	Bruce Hrivnak
Jud Fritz	Bill Simon	Erin Feeney
Pat Reilly	Donda Snell	Richard Archer
Sue Grand	Amy Torcaso	John Hoffman
Ken Hustava	Bill Irvine	Jerry Tuite
Ron Muszynski	Lainey Resetar	Madeline Morris
Nick Kamberis	Jeff Sieg	Kim Smykal

Kelly Diven
Allyson Culp

Meghan O'Brien
Judy Wareham

Ryan Warner
Jonathan Kovac

V. RECREATIONAL SWIM RATES FOR 2021/2022

The Administration recommends that the Board approve the following recreational swim rates for the 2021/2022 school year:

- Pool Rentals
 - o 1-30 people: \$70/hour for residents
 - o 1-30 people: \$95/hour for nonresidents
 - o 31-60 people: \$75/hour for residents
 - o 31-60 people: \$100/hour for nonresidents

- Recreational Swim Fees
 - o Resident Family Pass (2 Adults and up to 3 children) \$60.00
 - o Resident Adult Pass (18 or older) \$30.00
 - o Resident Children's Pass (17 and under) \$15.00
 - o Nonresident Family Pass (2 Adults and up to 3 children) \$65.00
 - o Nonresident Adult Pass (18 or older) \$35.00
 - o Nonresident Children's Pass (17 and under) \$20.00
 - o Daily Admission Fee for Residents \$2.00
 - o Daily Admission Fee for Nonresidents \$4.00
 - o Senior Citizen Free with Golden Eagle Card

- Children's Swim Lessons \$35.00/6 lessons
- Loved One and Me Classes \$25.00/5 lessons
- Red Cross Life Guard Training \$200.00
- Water Aerobics Exercise Class \$60.00/16 sessions or \$7.00/per class

PERSONNEL REPORT

June 22, 2021

Mr. Matthew Cesario, Chairperson

BOARD ACTION REQUESTED

I. RETIREMENT

It is recommended that the Board accept the following retirement:

<u>Name</u>	<u>Position</u>	<u>Effective Date</u>	<u>Years of Service</u>
Kimberly Stubinger	Food Service Worker	June 15, 2021	8 years

II. RESIGNATIONS

It is recommended that the Board accept the following resignations:

<u>Name</u>	<u>Position</u>	<u>Effective Date</u>
William Black	Computer Support Specialist I	June 25, 2021
Ramona Klein	Librarian – Districtwide	August 20, 2021
Madeline Morris	High School Chemistry Teacher	June 22, 2021

III. APPOINTMENTS

1. Professional Employee

In compliance with the *Keystone Oaks Education Association Collective Bargaining Agreement 2020-2026*, the Administration recommends the employment of:

Lauryn Greggs
School Counselor - Districtwide
Effective – August 25, 2021
Salary - \$46,500.00 (M, Step 2)

2. Long Term Substitute

In compliance with the *Keystone Oaks Education Association Collective Bargaining Agreement 2020-2026*, it is recommended that the Board approve the employment of the following individual:

Amy Kanell

ESL – Districtwide
 Effective – August 25, 2021 – December 6, 2021
 Salary - \$46,500 (M, Step 2) (pro-rated)

3. Approval of Activity Stipends

In compliance with the *Keystone Oaks Education Association Collective Bargaining Agreement 2020-2026*, it is recommended that the Board approve the following individuals for the 2020/2021 school year:

<u>Activity</u>	<u>Position</u>	<u>Sponsor</u>	<u>Stipend</u>
Cheerleading (Varsity)	Head Coach	Sharon Bean	\$6,500.00
	Assistant	Bre Pierce	\$1,625.00
		Lexi Fabbio	\$1,625.00
Cheerleading (MS)	Head Coach	Sydney DeAngelis	\$3,000.00
Cross Country	Head Coach	OPEN	\$5,000.00
	Assistant	Lainey Resetar	\$1,250.00
	Assistant	Judith Fritz	\$1,250.00
Dance Team	Head Coach	Sydney DeAngelis	\$3,000.00
Football (Varsity)	Head Coach	Greg Perry	\$8,000.00
	Assistant	Steve McCormick	\$5,000.00
	Assistant	Jim Feeney	\$5,000.00
	Assistant	Donnie Burns	\$5,000.00
	Assistant	Joe Kazalas	\$4,000.00
	Assistant	Kobe Phillippi	\$4,000.00
Football (MS)	Assistant	Dale Klobuchir	\$3,000.00
	Head Coach	Mike Orosz	\$3,333.00
	Assistant	Jimmy Canello	\$3,333.00
	Assistant	Paul Jankowiak	\$1,500.00
Golf	Assistant	OPEN	\$1,666.66
	Head Coach	Dennis Sarchet	\$5,000.00
Soccer (Boys Varsity)	Assistant	Josh Short	\$2,500.00
	Head Coach	John McCarthy	\$6,500.00
	Assistant	Eric Michalski	\$3,250.00
Soccer (Boys MS)	Assistant	John Paul Nicola	\$3,250.00
	Head Coach	Keith Buckley	\$3,000.00
	Assistant	Jeremy Diven	\$2,500.00
	Assistant	OPEN	\$2,000.00

Soccer (Girls Varsity)	Head Coach	Roman Nardozi	\$6,500.00
	Assistant	Bryan Taylor	\$3,250.00
	Assistant	Hayley Frederick	\$3,250.00
Soccer (Girls MS)	Head Coach	Ed Scott	\$3,000.00
	Assistant	Matt Paradise	\$2,500.00
	Assistant	Erin Angelini	\$2,000.00
Swimming (MS)	Head Coach	Jeff DiGiacomo	\$3,000.00
Tennis (Girls Varsity)	Head Coach	Leslie Leopold	\$5,000.00
	Assistant	James Svidron	\$2,500.00
Volleyball (Girls Varsity)	Head Coach	Michael O’Leary	\$6,500.00
	Assistant	Dave Harouse	\$3,250.00

4. Support Positions and Compensation

In compliance with the *Keystone Oaks Education Association Collective Bargaining Agreement 2020-2026*, it is recommended that the Board approve the following individuals for the 2020/2021 school year:

<u>Position</u>	<u>Name</u>	<u>Stipend</u>
Aquatics Facilitator	Amy Torcaso	\$ 3,050.00
Athletic & Activities Programs Facilitator	Mark Elphinstone	\$13,000.00
Events Facilitator	John McCarthy	\$ 4,700.00
Weight Room Facilitator	Greg Perry	\$ 3,050.00

IV. GRADE LEVEL/DEPARTMENT LEADERS 2021/2022 SCHOOL YEAR

In compliance with the *Keystone Oaks Education Association Collective Bargaining Agreement 2020-2026*, it is recommended that the following individuals be approved for the 2021/2022 school year:

<u>Grade Level/Department Leader</u>	<u>Name</u>	<u>Compensation</u>
Kindergarten	Mary Poe	\$2,250.00
First	Kellie Dawson	\$2,250.00
Second	Shannan Turner	\$2,250.00
Third	Jamie Barbin	\$2,250.00
Fourth English/Language Arts and Social Studies	Jennifer Harke	\$2,250.00
Fourth Mathematics and Science	Kristie Rosgone	\$2,250.00
Fifth English/Language Arts and Social Studies	Jennifer Harke	\$2,250.00
Fifth Mathematics and Science	Kristie Rosgone	\$2,250.00
Middle School English/Language Arts	Lisa McMahan	\$2,250.00
Middle School Mathematics	Pat Falsetti	\$2,250.00

English 9 - 12	Jennifer Bogdanski	\$2,250.00
Mathematics 9 - 12	Kevin Gallagher	\$2,250.00
Science 6 - 12	Tricia Kreitzer	\$2,250.00
Social Studies/Secondary ESL 6 – 12	Mark Kopper	\$2,250.00
Special Education K - 5	Nicole Kochanski	\$2,250.00
Special Education 6 - 8	Mark Iampietro	\$2,250.00
Special Education 9 – 12	Mark Elphinstone	\$2,250.00
STEAM/Computer and Data Science/ Technology Education K - 12	Kevin Gallagher	\$2,250.00
Humanities (Art and Music) K -12	Rob Naser	\$2,250.00
Wellness (Physical Education and Family Consumer Science) K - 12	Steve McCormick	\$2,250.00
Student Services (Counselors/Psychologists/ Nurses/Mental Health Therapists) K - 12	Carly Devine	\$2,250.00
Library/Career Advisor/Business World Language K – 12	Allyson Hepler	\$2,250.00

V. TEACHER LOAD COMPENSATION – FIRST SEMESTER

In compliance with the *Keystone Oaks Education Association Collective Bargaining Agreement 2020-2026*, it is recommended that the following individuals be compensated for the first semester of the 2020/2021 school year:

1. Elementary Teacher Stipends for Class Size at 24 or Above

Rebecca Hersan \$795.00

2. Secondary Teacher Stipends for Teaching 7 out of 8 Periods

Emily Brill \$1,000.00

Matthew Richert \$1,000.00

VI. TEACHER LOAD COMPENSATION – SECOND SEMESTER

In compliance with the *Keystone Oaks Education Association Collective Bargaining Agreement 2020-2026*, it is recommended that the following individuals be compensated for the second semester of the 2020/2021 school year:

1. Secondary Teacher Stipends for Teaching 7 out of 8 Periods

Emily Brill \$1,000.00

Matthew Richert \$1,000.00

2. Secondary Teacher Stipends for Class Size at 30 or Above

Linda Celli	\$1,000.00
Teresa Davidson	\$1,000.00
Kevin Gallagher	\$ 420.00
Kenneth Hustava	\$2,000.00
Mark Kopper	\$1,000.00
Steve McCormick	\$2,000.00
John Murphy	\$1,000.00
Nadine Pisani	\$1,000.00

3. Elementary Teacher Stipends for Class Size at 24 or Above

Andrew Bell	\$4,000.00
Katie Boris	\$4,000.00
Jessica Clegg	\$4,000.00
Nikki McKiernan	\$4,000.00
Shannan Turner	\$1,710.00

VII. MENTOR TEACHERS

In compliance with the *Keystone Oaks Education Association Collective Bargaining Agreement 2020-2026*, it is recommended that the Board approve the following mentor teachers be approved and receive payment for the 2020/2021 school year:

Year 1 Inductees

Kevin Prince	\$1,450.00
Beth Salimbene	\$725.00
Mark Elphinstone	\$362.50
Michael Orsi	\$362.50
Carrie Quinn	\$725.00
Wendy Mariutto	\$725.00
Selena Bixler	\$725.00
Lisa McMahan	\$725.00
Nikki Kochanski	\$725.00
Melissa Purkiss	\$725.00
Kristie Rosgone	\$725.00
Jen Harke	\$725.00
Heather Hardy	\$725.00
Kathy Morrow	\$725.00
Lauren Obringer	\$725.00

Year 2 Inductees

Aaron Colf	\$725.00
Kim Gray	\$725.00
Kristie Rosgone	\$1,450.00

VIII. POST SEASON COACHING STIPEND

In compliance with the *Keystone Oaks Education Association Collective Bargaining Agreement 2020-2026*, it is recommended that the Board approve payment to the following individuals for coaching in the post season at \$100.00 per week:

Baseball

Nick Kamberis	\$100.00
Ken Hustava	\$100.00
John McCarthy	\$100.00
Ron Muszynski	\$100.00
Jacob Rady	\$100.00

Boys Tennis

Leslie Leopold	\$200.00
James Svidron	\$200.00

Boys Volleyball

Mike Mull	\$100.00
Jordan Zange	\$100.00

Softball

Mark Kaminski	\$100.00
Brianna Fischer	\$100.00
Melissa Benicasa	\$100.00

Track and Field

Felix Yerace	\$100.00
Erica Ragan	\$100.00
Jeff Sieg	\$100.00
Christian Friday	\$100.00

IX. SUMMER ACADEMY PROGRAM

In compliance with the *Keystone Oaks Education Association Collective Bargaining Agreement 2020-2026*, it is recommended that the following teacher be approved the 2021 Summer Academy Program:

Jennifer Taylor Middle School Math Acceleration

X. SUMMER ACADEMIC PROGRAMS

In compliance with the *Keystone Oaks Education Association Collective Bargaining Agreement 2020-2026*, it is recommended that the following teachers be approved the 2021 Summer Academic Program:

JiL Graham
Kathryn Feehan
Mark Iampietro
Cailin Irvine
Wendy Mariutto
Sarah Rice
Kristie Rosgone
Kelly Seltzer
Abigail Wagner

XI. EXTENDED SCHOOL YEAR STAFF

The Administration recommends that the Board approve the following personnel for the Extended School Year Program:

<u>Name</u>	<u>Position</u>
Elesa DiBello	Special Education Teacher
Hope Harris	Special Education Teacher
Matthew Richert	Special Education Teacher
Maria Lydon	Volunteer

XII. COVID-19 PANDEMIC BONUS

It is recommended that the following individuals in the food service department receive a bonus, as listed below, in recognition of these individuals taking a pay rate freeze for the 2020/2021 school year:

<u>Employee</u>	<u>Bonus Amount</u>
Annie Amoroso	\$640.00
Roxanne Beebe	\$640.00
Trista Boyes	\$1,000.00
Ryan Briggs	\$250.00
Tracee Burrell	\$610.00
Tina Conn	\$250.00
Pat Joseph	\$410.00
Melanie Kessler	\$520.00
Barbara Maide	\$760.00
Barb Routh	\$360.00
Mark Shaffer	\$510.00
Tracey Slagle	\$250.00

Kim Stubinger	\$250.00
Jodi Uhron	\$490.00

XIII. CAFETERIA WORKER PAY RATES

It is recommended that the Board approve the following entry level and career level pay rates for cafeteria workers beginning with the 2021/2022 school year:

Entry Level pay rate - \$9.78 per hour or \$10.28 per hour for additional skills

Career Level pay rate - \$13.78 per hour or \$14.28 per hour for additional skills

XIV. CAFETERIA MANAGER AND HEAD CHEF POSITIONS

It is recommended that the Board approve the creation of the positions of Cafeteria Manager and Head Chef, with an entry level rate of \$11.78 per hour and a career level rate of \$17.28 per hour beginning with the 2021/2022 school year.

XV. SABBATICAL LEAVE

It is recommended that the Board approve **Michele Lowers**, Spanish Teacher, Keystone Oaks High School, for a sabbatical leave for the 2021/2022 school year.

XVI. LEAVE OF ABSENCE

It is recommended that the Board approve the following individual for Family and Medical Leave:

Employee 4729 – Effective August 25, 2021 through October 20, 2021

XVII. RESOLUTION 05-21 SICK DAY ACCRUAL FOR FOOD SERVICE STAFF

It is recommended that the Board adopt Resolution 05-21 providing the accrual of sick leave for Food Service staff, effective July 1, 2021.

**KEYSTONE OAKS SCHOOL
DISTRICT BOARD OF DIRECTORS
RESOLUTION NO. 05-21**

THE RESOLUTION OF THE BOARD OF SCHOOL DIRECTORS OF THE KEYSTONE OAKS SCHOOL DISTRICT GRANTING FOOD SERVICE STAFF AT KEYSTONE OAKS SCHOOL DISTRICT THE ABILITY TO ACCRUE PAID SICK LEAVE BEGINNING JULY 1, 2021.

WHEREAS, the Keystone Oaks School District is a corporation located at 1000 Kelton Avenue, Pittsburgh, PA 15216; and

WHEREAS, the Food Service staff consists of cafeteria workers, cafeteria managers, and head chef employees at Keystone Oaks School District.

NOW THEREFORE, be it resolved by the Board of School Directors of the Keystone Oaks School District that the Board hereby grants Food Service staff the ability to accrue one (1) hour of paid sick leave per every thirty-five (35) hours worked, up to a maximum of forty (40) hours of paid sick leave. New employees will accrue paid sick leave when hired; however, must wait ninety (90) days prior to being able to use their accrued time. This paid sick leave may also be used for dependent sick leave. Paid sick leave will carry over each year; however, upon separation or retirement, all accrued paid sick leave will be lost.

ADOPTED this 22nd day of June 2021.

ATTEST:

Keystone Oaks School District

BY: _____
Joseph A. Kubiak, Director of Finance &
Human Resources

BY: _____
Theresa Lydon, President,
Board of School Directors

XVIII. RESOLUTION 06-21 BEREAVEMENT DAYS FOR CAFETERIA MANAGERS AND HEAD CHEFS

It is recommended that the Board adopt Resolution 06-21 providing bereavement days to Cafeteria Managers and Head Chefs as set forth below, effective July 1, 2021.

**KEYSTONE OAKS SCHOOL
DISTRICT BOARD OF DIRECTORS
RESOLUTION NO. 06-21**

THE RESOLUTION OF THE BOARD OF SCHOOL DIRECTORS OF THE KEYSTONE OAKS SCHOOL DISTRICT GRANTING CAFETERIA MANAGERS AND HEAD CHEFS BEREAVEMENT DAYS BEGINNING JULY 1, 2021.

WHEREAS, the Keystone Oaks School District is a corporation located at 1000 Kelton Avenue, Pittsburgh, PA 15216; and

WHEREAS, Cafeteria Managers and Head Chefs are employees within the Food Service staff at Keystone Oaks School District.

NOW THEREFORE, be it resolved by the Board of School Directors of the Keystone Oaks School District that the Board hereby grants Cafeteria Managers and Head Chefs bereavement days as forth below:

The Employee shall receive death in family paid leave as follows:

- a) A maximum of three (3) days of leave will be granted for a death in the immediate family; including parents, siblings, spouse, child, grandparent, grandchild, parent-in-law, child-in-law, sibling-in-law, or near relative residing in the same household as the employee, or any person with whom the employee has made his/her home. When special circumstances so dictate, this may be extended to five (5) days upon pre-approval of the Superintendent or his/her designee.

- b) A maximum of two (2) days for the death of a near relative. A near relative shall be defined as first cousin, a parent’s sibling, or sibling’s child.
- c) A maximum of one (1) day for the death of a friend with bonds so close that good taste demands attendance at the funeral.
 - i. The Administration will require notification of the relationship between the deceased and the employee.
 - ii. Such time will not be deducted from sick leave.
 - iii. In cases involving immediate family as identified herein above and when funeral/memorial arrangements are delayed, these days may be taken at a later time when verification is provided to the Superintendent or his/her designee.

ADOPTED this 22nd day of June 2021.

ATTEST:

Keystone Oaks School District

BY: _____
Joseph A. Kubiak, Director of Finance & Human Resources

BY: _____
Theresa Lydon, President, Board of School Directors

XIX. RESOLUTION 07-21 PAID HOLIDAYS FOR FOOD SERVICE STAFF

It is recommended that the Board adopt Resolution 07-21 providing paid holidays for Food Service staff as set forth below, effective July 1, 2021.

**KEYSTONE OAKS SCHOOL
DISTRICT BOARD OF DIRECTORS
RESOLUTION NO. 07-21**

THE RESOLUTION OF THE BOARD OF SCHOOL DIRECTORS OF THE KEYSTONE OAKS SCHOOL DISTRICT GRANTING FOOD SERVICE STAFF AT KEYSTONE OAKS SCHOOL DISTRICT PAID HOLIDAYS AS SET FORTH BELOW, BEGINNING JULY 1, 2021.

WHEREAS, the Keystone Oaks School District is a corporation located at 1000 Kelton Avenue, Pittsburgh, PA 15216; and

WHEREAS, the Food Service staff consists of cafeteria workers, cafeteria managers, and head chef employees at Keystone Oaks School District.

NOW THEREFORE, be it resolved by the Board of School Directors of the Keystone Oaks School District that the Board hereby grants Cafeteria Workers two (2) hours of paid holiday pay for the district paid holidays as set forth below. Cafeteria Managers and Head Chefs will be

granted paid holidays for the district holidays set forth below. All district paid holidays will be in accordance with the School District's approved calendar.

District Paid Holidays

Labor Day, Thanksgiving Day and the following Friday, December 24th, Christmas Day, New Year's Day, President's Day, Good Friday, and Memorial Day.

ADOPTED this 22nd day of June 2021.

ATTEST:

Keystone Oaks School District

BY: _____
Joseph A. Kubiak, Director of Finance &
Human Resources

BY: _____
Theresa Lydon, President,
Board of School Directors

FINANCE REPORT

June 22, 2021

Ms. Raeann Lindsey, Chairperson

BOARD ACTION REQUESTED

I. APPROVAL OF THE 2021/2022 FINAL BUDGET

The Administration recommends the adoption of the 2021/2022 Final Budget in accordance with Section 68 of the School Code of Pennsylvania.

For Information Only

The 2021/2022 Final Budget is estimated at Expenditures of \$44,097,671. The expected Revenues will be \$43,686,319 with the levying of 20.084 mills. This reflects a 3 % increase from the 2020/2021 school year.

II. PENNSYLVANIA SCHOOL BOARDS ASSOCIATION

It is recommended that the Board approve the annual membership in the Pennsylvania School Boards Association for the 2021/2022 school year in the amount of \$14,729.83.

For Information Only

While PSBA froze their membership dues for the second year in a row, the cost for the 2021/2022 school year represents increase of \$764.15 due to the addition of additional services offered by PSBA.

III. ACCOUNTS PAYABLE APPROVAL LISTS THROUGH MAY 31, 2021

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

A. General Fund as of May 31, 2021 (Check No. 64357-64527)	\$671,122.03
B. Food Service Fund as of May 31, 2021 (Check No. 9558-9564)	\$21,365.51
C. Athletics as of May 31, 2021 (Check No. 3261-3270)	\$5,926.87
D. Capital Reserve as of May 31, 2021 (None)	\$0.00
TOTAL	\$698,414.41

IV. INVESTMENTS

It is recommended that in accordance with **Board Policy 005 - Organization**, the Board approve the following as authorized depositories for the purpose of investing School District funds:

- First National Bank
- Bank of New York – Mellon
- Pennsylvania Local Government Investment Trust (PLGIT)
- Pennsylvania School District Liquid Asset Fund (PSDLAF)
- INVEST (Treasurer’s Department)

V. BANKING

It is recommended that in accordance with **Board Policy No. 005 – Organization**, the Board approve the following as designation depositories:

First National Bank Activities and Athletic Funds
 Capital Expenditure Fund
 Compensated Absences Fund
 Food Service General Fund
 OPEB Fund
 Payroll
 Others as approved by the School Board.

VI. DISTRICT INSURANCE POLICIES 2021/2022

It is recommended that the Board approve the District’s insurance policies as listed:

- | | |
|--|-------------|
| • CM Regent (Commercial Property) | \$85,022.00 |
| • CM Regent (Commercial General Liability) | \$21,089.00 |
| • CM Regent (Commercial Crime) | \$831.00 |
| • CM Regent (Commercial Automobile) | \$4,746.00 |
| • CM Regent (Educators Legal Liability) | \$13,313.00 |
| • CM Regent (Educators Excess Liability) | \$9,912.00 |
| • CM Regent (Equipment) | \$7,625.00 |
| • BCS (Cyber) | \$11,856.00 |

• UPMC (Workers' Compensation)	\$107,552.00
TOTAL	\$261,946.00

For Information Only

This cost represents a decrease of \$2,004.00 or 0.8% from the 2020/2021 insurance costs.

VII. CURRENT 511 TAXES

It is recommended that the Board approve the Current Act 511 Taxes including local service tax (\$5.00/per working individual); earned income tax (0.5%); and real estate transfer tax (0.5%) for the 2021/2022 school year.

FOR INFORMATION ONLY

I. EXPENDITURE/REVENUE 2020 – 2021 BUDGET to ACTUAL / PROJECTION

ACCT	DESCRIPTION	2020-2021 BUDGET TOTAL	2020-2021 11 MONTH MAY/ACTUAL	OVER (UNDER) BUDGET
Revenue				
6000	Local Revenue Sources	\$ 29,055,241	\$ 30,105,611	\$ 1,050,370
7000	State Revenue Sources	\$ 12,349,006	\$ 10,064,099	\$ (2,284,907)
8000	Federal Revenue Sources	\$ 946,330	\$ 1,102,561	\$ 156,231
Total Revenue		\$ 42,350,577	\$ 41,272,271	\$ (1,078,306)
Expenditures				
100	Salaries	\$ 17,502,435	\$ 13,168,134	\$ 4,334,301
200	Benefits	\$ 10,794,110	\$ 8,359,928	\$ 2,434,182
300	Professional/Technical Services	\$ 1,863,096	\$ 1,335,689	\$ 527,407
400	Property Services	\$ 1,124,200	\$ 909,051	\$ 215,149
500	Other Services	\$ 5,242,271	\$ 4,099,968	\$ 1,142,303
600	Supplies/Books	\$ 1,334,927	\$ 1,333,532	\$ 1,395
700	Equipment/Property	\$ 328,850	\$ 993,679	\$ (664,829)
800	Other Objects	\$ 490,420	\$ 464,129	\$ 26,291
900	Other Financial Uses	\$ 4,500,000	\$ 4,500,000	\$ -
Total Expenditures		\$ 43,180,309	\$ 35,164,110	\$ 8,016,199
Revenues exceeding Expenditures		\$ (829,732)	\$ 6,108,161	\$ 6,937,893
Other Financing Sources/(Uses)				
	Interfund Transfers In (Out)	\$ -	\$ -	\$ -

II. SUMMARY OF STUDENT ACTIVITIES ACCOUNTS AS OF MAY 31, 2021

Bank Account - Status	Middle / High School	Athletics
Cash Balance - 5/1/2021	\$ 73,309.44	\$ 8,668.74
Deposits	\$ 6,997.11	\$ 0.78
Subtotal	\$ 80,306.55	\$ 8,669.52
Expenditures	\$ 1,615.29	\$ 5,281.10
Cash Balance - 5/31/2021	\$ 78,691.26	\$ 3,388.42

III. BANK BALANCES

BANK BALANCES PER STATEMENT AS OF MAY 31, 2021

	BALANCE
GENERAL FUND	
FNB BANK	\$ 1,651,080
PAYROLL (pass-thru account)	\$ 19,164
FNB SWEEP ACCOUNT	\$ -
ATHLETIC ACCOUNT	\$ 3,388
PLGIT	\$ 5,371,895
FNB MONEY MARKET	\$ 2,151,449
PSDLAF	\$ 162,296
INVEST PROGRAM	\$ 181,720
OTHER POST-EMPLOYMENT BENEFITS	\$ 1,986,858
COMPENSATED ABSENCES	\$ 430,608
	<u><u>\$ 11,958,458</u></u>
 CAFETERIA FUND	
FNB BANK	\$ 122,027
PLGIT	\$ 73,550
	<u><u>\$ 195,577</u></u>
 CONSTRUCTION FUND / CAP RESERVE	
FNB BANK	\$ 44,659
PLGIT - G.O. BOND SERIES C OF 2014/ 12-19	\$ 801
	<u><u>\$ 45,460</u></u>
 GRAND TOTAL	 34 <u><u>\$ 12,199,495</u></u>

BUILDINGS & GROUNDS REPORT

June 22, 2021

Mr. Santo Raso, Chairperson

BOARD ACTION REQUESTED

I. AGREEMENT BETWEEN THE AMERICAN NATIONAL RED CROSS – SOUTHWESTERN PA CHAPTER AND KEYSTONE OAKS SCHOOL DISTRICT

It is recommended that the Board approve the Facility Use Agreement between the American National Red Cross – Southwestern PA Chapter and the Keystone Oaks School District.

For Information Only

This agreement allows The American National Red Cross to have Keystone Oaks Middle and High School as their emergency shelter should a National Disaster occur.

II. SELLING OF DUMP TRUCK

It is recommended that the Board approve the selling of the 2007 Ford F450 Dump Truck.

III. MYRTLE ELEVATOR CYLINDERS

It is recommended that the Board approve the replacement of the Myrtle elevator cylinders by TK Elevator at a cost not to exceed \$31,300.00.

IV. HIGH SCHOOL AND MIDDLE SCHOOL SIGNAGE

It is recommended that the Board approve the replacement of the High School and Middle School signage by Allegra at a cost not to exceed \$26,000.00.

V. SERVER ROOM – HIGH SCHOOL

It is recommended that the Board approve the replacement of the High School Server Room Split System by Mars Mechanical at a cost not to exceed \$6,500.00.



ARP ESSER Health and Safety Plan Guidance & Template

Section 2001(i)(1) of the American Rescue Plan (ARP) Act requires each local education agency (LEA) that receives funding under the ARP Elementary and Secondary School Emergency Relief (ESSER) Fund to develop and make publicly available on the LEA's website a *Safe Return to In-Person Instruction and Continuity of Services Plan*, hereinafter referred to as a *Health and Safety Plan*.

Based on ARP requirements, 90 percent of ARP ESSER funds will be distributed to school districts and charter schools based on their relative share of Title I-A funding in FY 2020-2021. **Given Federally required timelines, LEAs eligible to apply for and receive this portion of the ARP ESSER funding must submit a Health and Safety Plan that meets ARP Act requirements to the Pennsylvania Department of Education (PDE) by Friday, July 30, 2021, regardless of when the LEA submits its ARP ESSER application.**

Each LEA must create a Health and Safety Plan that addresses how it will maintain the health and safety of students, educators, and other staff, and which will serve as local guidelines for all instructional and non-instructional school activities during the period of the LEA's ARP ESSER grant. The Health and Safety Plan should be tailored to the unique needs of each LEA and its schools and must take into account public comment related to the development of, and subsequent revisions to, the Health and Safety Plan.

The ARP Act and U.S. Department of Education rules require Health and Safety plans include the following components:

1. How the LEA will, to the greatest extent practicable, implement prevention and mitigation policies in line with the most up-to-date guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities in order to continuously and safely open and operate schools for in-person learning;
2. How the LEA will ensure continuity of services, including but not limited to services to address the students' academic needs, and students' and staff members' social, emotional, mental health, and other needs, which may include student health and food services;
3. How the LEA will maintain the health and safety of students, educators, and other staff and the extent to which it has adopted policies, and a description of any such policy on each of the following safety recommendations established by the CDC:

- a. Universal and correct wearing of [masks](#);
- b. Modifying facilities to allow for [physical distancing](#) (e.g., use of cohorts/podding);
- c. [Handwashing and respiratory etiquette](#);
- d. [Cleaning](#) and maintaining healthy facilities, including improving [ventilation](#);
- e. [Contact tracing](#) in combination with [isolation](#) and [quarantine](#), in collaboration with State and local health departments;
- f. [Diagnostic](#) and screening testing;
- g. Efforts to provide COVID-19 [vaccinations to school communities](#);
- h. Appropriate accommodations for children with disabilities with respect to health and safety policies; and
- i. Coordination with state and local health officials.

The LEA's Health and Safety Plan must be approved by its governing body and posted on the LEA's publicly available website by July 30, 2021.* The ARP Act requires LEAs to post their Health and Safety Plans online in a language that parents/caregivers can understand, or, if it is not practicable to provide written translations to an individual with limited English proficiency, be orally translated. The plan also must be provided in an alternative format accessible, upon request, by a parent who is an individual with a disability as defined by the Americans with Disabilities Act.

Each LEA will upload in the eGrants system its updated Health and Safety Plan and webpage URL where the plan is located on the LEA's publicly available website.

The ARP Act requires LEAs to review their Health and Safety Plans at least every six months during the period of the LEA's ARP ESSER grant. LEAs also must review and update their plans whenever there are significant changes to the CDC recommendations for K-12 schools. Like the development of the plan, all revisions must be informed by community input and reviewed and approved by the governing body prior to posting on the LEA's publicly available website.

LEAs may use the template to revise their current Health and Safety Plans to meet ARP requirements and ensure all stakeholders are fully informed of the LEA's plan to safely resume instructional and non-instructional school activities, including in-person learning, for the current school year. An LEA may use a different plan template or format provided it includes all the elements required by the ARP Act, as listed above.

* The July 30 deadline applies only to school districts and charter schools that received federal Title I-A funds in FY 2020-2021 and intend to apply for and receive ARP ESSER funding.

Additional Resources

LEAs are advised to review the following resources when developing their Health and Safety Plans:

- [CDC K-12 School Operational Strategy](#)
- [PDE Resources for School Communities During COVID-19](#)
- [PDE Roadmap for Education Leaders](#)
- [PDE Accelerated Learning Through an Integrated System of Support](#)
- [PA Department of Health - COVID-19 in Pennsylvania](#)

Health and Safety Plan Summary: **Keystone Oaks School District**

Initial Effective Date: **June 23, 2021**

Date of Last Review:

Date of Last Revision:

1. How will the LEA, to the greatest extent practicable, support prevention and mitigation policies in line with the most up-to-date guidance from the CDC for the reopening and operation of school facilities in order to continuously and safely open and operate schools for in-person learning?
 - Buildings & Grounds Staff will utilize CDC guidelines to clean, sanitize, disinfect, and ventilate learning spaces, surfaces, and other areas.
 - All products used meet OSHA & CDC requirements.
 - Cleaning supplies will be provided for teachers to regularly clean desks throughout the day as needed.
 - Commonly touched surfaces will be cleaned throughout the school day.
 - Restrooms will be cleaned throughout the day, with restrooms closed on a rotating basis, where feasible.
 - All facilities which include but are not limited to classrooms, rooms, band rooms, training rooms, weight rooms, gyms, auditoriums, etc., must be disinfected/cleaned as per CDC and/or state health guidelines.
 - All high touch surfaces will be disinfected regularly.
 - Close water fountains to students and staff except for water bottle filling stations, and encourage the use of individual water bottles from home or disposable plastic bottles.
 - Follow CDC guidelines for cleaning, disinfecting and responding if/when there is a COVID-19 infection.
 - Ensure custodians are trained in appropriate cleaning techniques.
 - Assess and document whether appropriate techniques are being followed.
 - All filters in mechanical systems will be changed before the start of the school year. Filters will be replaced as needed.
 - Increase circulation of outdoor air as much as possible when doing so does not pose a health and safety risk.
 - Installation of touchless faucets and flushers.

2. How will the LEA ensure continuity of services, including but not limited to services to address the students' academic needs, and students' and staff members' social, emotional, mental health, and other needs, which may include student health and food services?

All District students, K-12, will have access to a one-to-one device, Chromebook/laptop/iPad, supplied by the District or a device of their own. Students will utilize the devices to access Google Classroom and Google Meet to receive instruction through their personal devices.

Students will be assigned work during remote learning, found in Google Classroom, to be completed using an electronic device while also receiving instruction through both synchronous (Google Meet) and asynchronous means. Students who need supports such as special education and English as a Second Language will meet with their teachers and paraprofessionals, using the personal devices. Information regarding free Internet service will also be provided to those families who lack funds. In addition, if a student does not have access to the Internet, paper copies will be provided for all assignments.

Weekly Sample Schedules

Scenario #1: Traditional Schooling – Instruction will be delivered in-person Monday through Friday following the daily schedules for each school building and District School Calendar.

Scenario #2: Remote Learning – Instruction will be delivered through synchronous and/or asynchronous means when students must quarantine due to exposure or testing positive for COVID-19. This may take place for a single student, small groups of students, or an entire school building. If families request periods of remote instruction for their children as a result of the pandemic, this method of learning will also be used. In addition, this method of learning may be used on an as needed basis in collaboration with the student, the student's parents/guardians, building principal, other school personnel, and Central Administration.

Scenario #3: Remote Learning Due to Large Cases – In the event of large cases of COVID-19 throughout the community/state whereby an order from the State or County indicates to limit capacity in school buildings, students will alternate days of in-person instruction and synchronous instruction. Students will be assigned a group as per their last name and will attend school on the alternate days as the example describes below; when synchronous, students will use their devices to attend classes remotely. There will be equity in that the number of days that the A-L group is in-person will be the same number of days that the M-Z group is in person. As an example, if this scenario must be followed for 10 days, then A-L will have 5 days in-person and M-Z will have 5 days in-person. District Administration will always have both groups be in-person an equally number of days.

Last Name	Monday	Tuesday	Wednesday	Thursday	Friday
A – L	Face to Face	Synchronous	Face to Face	Synchronous	Face to Face
M-Z	Synchronous	Face to Face	Synchronous	Face to Face	Synchronous

3. Use the table below to explain how the LEA will maintain the health and safety of students, educators, and other staff and the extent to which it has adopted policies, and a description of any such policy on each of the following safety recommendations established by the CDC.

ARP ESSER Requirement	Strategies, Policies, and Procedures
a. Universal and correct wearing of masks ;	<p>The District will follow guidelines, orders, etc. from the CDC, Pennsylvania Governor’s Office, Pennsylvania Department of Health, Pennsylvania Department of Education, and the Allegheny County Health Department regarding the use of face coverings for students, staff, and visitors.</p> <p>The school nurses will provide videos on the universal and correct wearing of face coverings.</p> <p>In the event face coverings are not required as per the agencies listed above, students are permitted to wear a face covering if they wish.</p>
b. Modifying facilities to allow for physical distancing (e.g., use of cohorts/podding);	<p>The District will follow CDC, Pennsylvania Department of Health, Pennsylvania Department of Education, and Allegheny County Health Department guidelines regarding student movement throughout the buildings.</p> <p>Survey families to determine what mode of instruction students would participate in (face-to face, KO Cyber Academy), which may reduce in-person class size.</p> <p>Follow recommendations from the CDC, the PA Department of Health, and the PA</p>

ARP ESSER Requirement	Strategies, Policies, and Procedures
	<p>Department of Education regarding physical distancing. When feasible, assign an alternate space to larger classrooms.</p> <p>Class sizes will be balanced to the maximum extent possible to.</p> <p>Cafeteria - Implement standard operating procedures while taking preventative measures such as:</p> <ul style="list-style-type: none"> • Provide hand sanitizer for students and staff • Require handwashing for elementary students before and after meal service • Encourage handwashing for secondary students before and after meal service • Install plexiglass dividers between the register and in serving lines • Explore options for touchless student pin entry • Serve grab-and-go meals where feasible and in multiple locations • Mark spaced lines to enter the cafeteria and serving lines; designate entrances and exits; • Purchase and use single-serve condiments • Use of outdoors when feasible • Meals will be served following the guidelines of the CDC, USDA, PA Department of Health, PA Department of Education, and the Allegheny County Health Department. <p>Visitors will not be permitted to enter the building without a previously scheduled appointment.</p> <p>The District may continue to hold meetings virtually or via phone to the</p>

ARP ESSER Requirement	Strategies, Policies, and Procedures
	<p>maximum extent possible when cases of COVID-19 have been identified in the school buildings.</p> <p>All group activities will be planned in accordance with CDC, Pennsylvania Department of Health, Pennsylvania Department of Education, and Allegheny County Health Department guidelines. This includes activities during the school day, in the evening, and all athletic events.</p> <p>District will follow CDC, Pennsylvania Department of Health, Pennsylvania Department of Education, and Allegheny County Health Department guidelines regarding student movement throughout the buildings.</p> <p>District will follow CDC, Pennsylvania Department of Health, Pennsylvania Department of Education, and Allegheny County Health Department guidelines regarding transportation of students.</p>
<p>c. Handwashing and respiratory etiquette;</p>	<p>Teach and reinforce good hygiene measures, such as handwashing, coverings, coughs, and face coverings. This will also be reinforced through the videos created by the school nurses.</p> <p>Hand sanitizing stations will be installed throughout the buildings.</p> <p>Provide hand soap and hand sanitizer with at least 60% alcohol, paper towels, and no touch trash can in all bathrooms, classrooms, and frequently trafficked areas.</p>
<p>d. Cleaning and maintaining healthy</p>	<p>A cleaning and/or quarantining procedure will be put into place for any shared items,</p>

ARP ESSER Requirement	Strategies, Policies, and Procedures
<p>facilities, including improving ventilation;</p>	<p>including toys, scissors, materials, manipulatives, books, computers, etc.</p> <p>Close water fountains to students and staff except for water bottle filling stations, and encourage the use of individual water bottles from home or disposable plastic bottles. Students are encouraged not to share containers.</p> <p>The District will supply water to student athletes during sporting events, practices, etc. Student-athletes are encouraged to bring their own water and are not to share containers.</p>
<p>e. Contact tracing in combination with isolation and quarantine, in collaboration with the State and local health departments;</p>	<p>Close off areas used by a sick person and wait 24 hours before cleaning and disinfection. The 24-hour period is calculated from the last time a sick person was present in the area.</p> <p>The District will work with the county and state health departments to determine when students, staff, or visitors should isolate or quarantine at home.</p> <p>The District will work with the county and state health departments to determine when to notify staff and families of a possible case, while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws.</p> <p>The District will work with the county and state health departments to determine when isolated or quarantined individuals should return to school/work.</p>
<p>f. Diagnostic and screening testing;</p>	<p>Encourage students/families and staff members to conduct a daily self-check at home for symptoms of COVID-19, in</p>

ARP ESSER Requirement	Strategies, Policies, and Procedures
	<p>accordance with the PA Department of Health Symptom Monitoring Tool.</p> <p>Use email communication and social media to regularly remind students/families staff of the symptoms of COVID-19 and to encourage them to monitor their symptoms and remain home if they are experiencing any symptoms or are feeling ill.</p> <p>Individuals who are symptomatic in a school building will receive a health check, which includes a check for history of exposure. Anyone who is exhibiting symptoms must wear a mask in the building until they can return safely home.</p> <p>Address privacy concerns of monitoring practices and the potential stigma associated with monitoring and confirmed exposure or cases.</p> <p>Staff and students must stay home if they are sick.</p> <p>Identify a space in each school to separate anyone who exhibits COVID-19 symptoms.</p> <p>School nurses and other healthcare providers will use Standard and Transmission-Based Precautions when caring for sick people.</p> <p>Arrange for the transport of anyone who is sick to go home or to a healthcare facility.</p> <p>The District will collaborate with the school doctor.</p>
<p>g. Efforts to provide vaccinations to school communities;</p>	<p>Vaccine clinics have been held and will continue to be held in collaboration with local health providers. These clinics will be open to the students, staff,</p>

ARP ESSER Requirement	Strategies, Policies, and Procedures
	<p>parents/guardians, and the community at large.</p> <p>While vaccination clinics we be held, vaccinations will not be required to attend school unless the District is required to make such a mandate per the orders from the PA Governor’s Office, PA Department of Health, PA Department of Education, and/or Allegheny County Health Department.</p>
<p>h. Appropriate accommodations for students with disabilities with respect to health and safety policies; and</p>	<p>PPE will be provided to vulnerable students as appropriate.</p> <p>The teachers will collaborate with families of students with disabilities and will make appropriate accommodations on an as needed basis.</p>
<p>i. Coordination with state and local health officials.</p>	<p>The District will follow the guidelines of the CDC, Pennsylvania Department of Health, Pennsylvania Department of Education, and the Allegheny County Health Department.</p>

Health and Safety Plan Governing Body Affirmation Statement

The Board of Directors/Trustees for **Keystone Oaks School District** reviewed and approved the Health and Safety Plan on **Tuesday, June 22, 2021**.

The plan was approved by a vote of:

_____ **Yes**

_____ **No**

Affirmed on: **June 22, 2021**

By:

(Signature of Board President)*

(Print Name of Board President)

*Electronic signatures on this document are acceptable using one of the two methods detailed below.

Option A: The use of actual signatures is encouraged whenever possible. This method requires that the document be printed, signed, scanned, and then submitted.

Option B: If printing and scanning are not possible, add an electronic signature using the resident Microsoft Office product signature option, which is free to everyone, no installation or purchase needed.



Emergency Instructional Time Template

Section 520.1 - 2021-22 School Year

As communicated to chief school administrators on July 6, 2020, Section 520.1 of the School Code provides flexibility to meet minimum instructional time requirements in the event of an emergency that prevents a school entity from providing for the attendance of all pupils or usual hours of classes at the school entity. As occurred for the 2020-21 school year, the Pennsylvania Department of Education (PDE) considers the World Health Organization-declared Coronavirus disease (COVID-19) a global pandemic and an emergency as contemplated by Section 520.1 for the 2021-22 school year. Nothing in Section 520.1 of the School Code should be construed to extend beyond the 2021-22 school year.

A local education agency (LEA) that elects to implement temporary provisions in response to the COVID-19 global pandemic may meet the minimum 180 days of instruction and 900 hours of instruction at the elementary level and 990 hours of instruction at the secondary level through a combination of face-to-face and remote instruction, consistent with the requirements outlined in PDE's July 6, 2020, guidance. Such LEAs must provide PDE with the following information specific to the 2021-22 school year:

1. LEA's Proposed Calendar and Schedule(s) for SY 2021-22

a. School Year Calendar

School Year Start Date	School Year End Date	Total Number of Instructional Days Must meet minimum 180 days

- b. Should a school need to use remote learning at either the student or school level, LEAs should submit a sample weekly schedule reflecting remote learning as approved by the LEA's governing body. (Recognizing the need for flexibility and that circumstances may change as the LEA responds to the COVID-19 pandemic, an LEA may provide more than one proposed weekly schedule.)

2. When using remote learning (i.e., learning outside of the school building), describe how the LEA will ensure access for all students.

3. The Chief School Administrator and Board President affirm the following:

The proposed school calendar and academic schedule(s) will provide all students the planned instruction needed to attain the relevant academic standards set forth in Chapter 4.

The proposed school calendar and academic schedule(s) allow sufficient instructional time necessary for content mastery and provide instructional blocks for each grade level and content area.

The proposed school calendar and academic schedule(s) provide at least 900 hours (elementary) and 990 hours (secondary) of in-person instruction and/or remote learning for all students. (Such time may include synchronous and/or asynchronous instruction.)

The proposed school calendar and academic schedule(s) define instructional time for students as time in the school day devoted to instruction and instructional activities under the direction of certified school employees. (Such time may include synchronous and/or asynchronous instructional activities.)

Clearly defined systems for tracking attendance and instructional time will be implemented to ensure student engagement in remote instruction.

The LEA acknowledges that it must provide Free and Appropriate Public Education (FAPE) during this pandemic-related emergency.

The proposed school calendar and academic schedule(s) ensures ESL services for English Learners.

Clearly defined and ongoing systems for evaluating the quality and outcomes of instructional delivery will be implemented, at least quarterly, and necessary adjustments will be made when data highlight concerns about quality, equity, and/or lack of progress in student learning.

Name of Local Education Agency:

Signature of Chief School Administrator

Date

Signature of Governing Body President

Date

Date Approved at Board Meeting:

Please scan and submit this entire signed document, the proposed weekly schedule, and a copy of the board meeting minutes at which such schedule was approved to to RA-EDContinuityofED@pa.gov.

Questions can also be submitted to this email address.

Weekly Sample Schedules

Scenario #1: Traditional Schooling – Instruction will be delivered in-person Monday through Friday following the daily schedules for each school building and District School Calendar.

Scenario #2: Remote Learning – Instruction will be delivered through synchronous and/or asynchronous means when students must quarantine due to exposure or testing positive for COVID-19. This may take place for a single student, small groups of students, or an entire school building. If families request periods of remote instruction for their children as a result of the pandemic, this method of learning will also be used. In addition, this method of learning may be used on an as needed basis in collaboration with the student, the student’s parents/guardians, building principal, other school personnel, and Central Administration.

Scenario #3: Remote Learning Due to Large Cases – In the event of large cases of COVID-19 throughout the community/state whereby an order from the State or County indicates to limit capacity in school buildings, students will alternate days of in-person instruction and synchronous instruction. Students will be assigned a group as per their last name and will attend school on the alternate days as the example describes below; when synchronous, students will use their devices to attend classes remotely. There will be equity in that the number of days that the A-L group is in-person will be the same number of days that the M-Z group is in person. As an example, if this scenario must be followed for 10 days, then A-L will have 5 days in-person and M-Z will have 5 days in-person. District Administration will always have both groups be in-person an equally number of days.

Last Name	Monday	Tuesday	Wednesday	Thursday	Friday
A – L	Face to Face	Synchronous	Face to Face	Synchronous	Face to Face
M-Z	Synchronous	Face to Face	Synchronous	Face to Face	Synchronous



KEYSTONE OAKS SCHOOL DISTRICT

Educational Equity Plan



*Excellence in engaging, empowering, and enriching today
for tomorrow's expectations*

Keystone Oaks School District Educational Equity Plan

Introduction

The Keystone Oaks School District began the development of an Educational Equity Plan in the Fall of 2020. This document outlines those steps that the District will take to achieve equity along with the metrics that will be used to measure the success of achieving equity. The ultimate goal is to address inequities in funding, programs, policies, initiatives, practices, and supports that target each student's academic, social, and emotional needs so as to assure that each student has access to a high-quality education that will prepare them with the necessary skills to be successful upon graduation.

This plan outlines manageable action steps to achieve tangible results in the short term so as to create meaningful, long-term practices for the future. All strategies will involve District personnel, students, parents/guardians, community organizations, and higher education institutions in a collaborative effort. While action steps, which fit into one of the seven goals identified as being key to promoting diversity, equity, and inclusion in practices, will be taken separately, each one, taken together, forms a comprehensive action to practice and should not be viewed as a linear, sequential plan. Rather, all action steps can be viewed concurrently, with different groups focusing their efforts on different parts of the plan at the same time.

Goals

Seven goals have been identified to assure that every student has access to a positive school environment, that every student has access to support systems that enable students to develop socially and emotionally, that every student is provided a high-quality education that will prepare them with the necessary skills to be successful upon graduation, that all students are engaged and inspired, and that the District spends funds to promote educational excellence in an equitable manner.

Goal 1: *Physical Integration*

Interactions between individuals and within the school environment are characterized by acceptance, valuing, respect, support safety, and security so as all students feel challenged to become invested in the pursuits of learning and excellence without fear of threat, humiliation, or discrimination.

Goal 2: *Social and Emotional Engagement*

The presence of every adult in the school environment matters and every adult has a position of influence on every child. The relationships that are built with students every day nourish the social and emotional engagement that is required for them to succeed in the school setting and also in

life beyond Keystone Oaks. Thus, the school intentionally creates a supportive system to help all stakeholders feel understood and valued.

Goal 3: *Opportunity to Learn*

The creation of learning opportunities so that every student, regardless of characteristics and identified needs, is presented with the challenge to reach high standards and are given the requisite pedagogical, social, emotional, and psychological supports to achieve the high standards of excellence that are established. There exists unobstructed entrance into, involvement of, and full participation of all students in programs and activities within our school.

Goal 4: *Instructional Excellence*

Agreement is reached regarding quality instruction through a collaborative model and the exploration of and decisions about pedagogy and best practices are part of a collaborative decision-making process and part of the professional development of all faculty, staff, and administration. All educational stakeholders accept responsibility and hold themselves and each other responsible for every student so that every student has access to a quality education, qualified teachers, a challenging curriculum, a personalized learning plan, and appropriate and efficient supports for learning in order to achieve excellence in academic and other outcomes.

Goal 5: *Engaged and Inspired Learners*

All students are capable and accomplished learners who are constantly building and reinforcing their identity. Students are empowered to use their education to pursue new interests, skills, and aspirations and the system provides support in the form of personalized learning plans.

Goal 6: *Comparably High Academic Achievement and Other Student Outcomes*

As data on academic achievement and other student outcomes is disaggregated and analyzed, the vision is for high performance for all identifiable groups of students. The achievement, attainment, and performance gaps will be virtually non-existent.

Goal 7: *Equitable Resources Funding*

Assigned qualified staff, appropriate facilities, other environmental learning spaces, instructional hardware and software, instructional materials and equipment, and all other instructional supports and programs are distributed in an equitable manner so that all students may achieve high academic standards and other outcomes.

District Mission Statement

Excellence in engaging, empowering, and enriching today for tomorrow's expectations

District Core Values

Communication: Expressing, receiving, and sharing information

Empathy: Acknowledging the perspective, emotions, and experiences of all stakeholders

Global Competence: Responding to and understanding diverse cultural practices and world viewpoints

Imagination: Envisioning creative and innovative ways to take risks and solve problems

Integrity: Making ethical choices and doing the right thing regardless of personal gain

Learning: Acquiring, processing, and retaining information for life-long use

Motivation: Achieving goals through personal drive

Ownership: Having pride and taking responsibility for one's actions and their outcomes

Passion: Sparking the emotional connection that ignites one's purpose

Work: Being accountable and persevering

District Beliefs and Guiding Principles

Students learn when their instructional, social, and emotional needs are addressed, as they

- Participate in relevant, rigorous, and authentic learning experiences.
- Respect themselves, adults, peers, and their school environment.
- Engage in future-focused and interdisciplinary learning.
- Exhibit curiosity and explore individual learning interests.
- Demonstrate growth and/or mastery while advancing their learning.
- Experience learning through diverse environments.
- Participate in challenging experiences.

Teachers are life-long learners who prepare through continuous, meaningful professional development, as they

- Enhance instruction using students' needs and interests.
- Encourage self-reflection and questioning.

- Maintain high expectations.
- Develop a positive rapport with all stakeholders.
- Embrace innovation, experimentation, and risk-taking.
- Support students' academic, social, and emotional well-being.
- Build knowledge, skills, community, and connections.

Learning Communities take risks and share successes, as they

- Invest in common goals.
- Align policies and practices.
- Provide real-world experiences.
- Encourage new and diverse ideas.
- Collaborate to support students' academic, social, and emotional well-being.
- Embrace innovation, experimentation, and growth.
- Demonstrate patience and understanding while implementing policies and practices.

Action Steps

Action #1: Awareness-Building and Examination of Attitudes, Values, and Beliefs

1. The District Diversity, Equity, and Inclusion Committee will meet at least each semester to review the progress in achieving the equity goals.
2. A Diversity, Equity, and Inclusion Committee will be established at each building to examine building practices and programs to ensure inclusiveness and to build awareness of the importance of diversity, equity, and inclusion brings to the students' learning.
3. Include the District's Educational Equity Plan as part of the District's Strategic Plan and ensure that they are aligned.
4. Incorporate the Pennsylvania School Boards Association Equity Lens Approach to recognize and mitigate inequalities within the District. **(See Appendix A)**
5. Academic Councils in each building will work with building administration and central office administration to provide support mechanisms for staff.
6. Analyze programs and practices in the District, as well as staff, student, and family behaviors, to identify factors that contribute to disproportionate rates of student success and participation, lack of diversity, and an unsafe environment.
7. Development of a list of organizations and resources for staff, students, and families to use when addressing diversity, equity, and inclusion.

Action #2: Teacher/Staff Preparation and Professional Development

1. Teachers, principals, and central office, academic administrators will become knowledgeable and skilled in many pedagogies and instructional practices that promote educational excellence.
2. Teachers, principals, and central office, academic administrators will be trained in effective use and application of student achievement data.
3. Teacher and staff professional development will address instructional strategies that provide equitable outcomes for all students.
4. Teacher professional development will provide training in personalized learning, competency-based learning, and project-based learning for building capacity to work with groups of students who are identified by the Federal government as "historically disadvantaged" (special education, ESL, economically disadvantaged).
5. Teachers, principals, and central office administrators' preparation will address how to create a culturally inclusive classroom and school environment.

6. The teacher induction program will integrate new staff into the ongoing diversity, equity, inclusion and anti-bias teaching practices.
7. Grade level teachers and/or departments will meet to facilitate development of curriculum and instruction that reflects diversity, equity, and inclusion.
8. The administrative team will work to develop leadership skills, understanding, and strategies in support of diversity, equity, and inclusion to promote a safe environment.
9. Administrators will provide a systematic program of professional development related to diversity, equity, and inclusion to create a school environment free of bias, prejudice, discrimination, and any form of intimidation or violence.

Action #3: Review bullying, harassment, and discrimination policies with a focus on results and consequences

1. Review and revise District policies, annually, relating to bullying, harassment, discrimination, and student expression.
2. Align student handbooks and Codes of Conduct, annually, with procedures and policies.
3. Train all staff in diversity, equity, and inclusion best practices, annually.
4. Review relevant literature on institutional racism and class bias in public schools.

Action #4: Diversity of Faculty, Staff, Parents, and Community Members

1. Review and revise the hiring policies and practices leading to a more diverse staff.
2. Actively seek out parent and community volunteers who represent the racial, ethnic, religious, and gender diversity in our communities.
3. Investigate partnerships with area colleges and universities to provide more diverse role models to our students.

Action #5: Innovative and Inclusive Practices in Teaching and Learning

1. As part of the Curriculum Review Process:
 - a. Ensure classroom content is fair, accurate, and inclusive.
 - b. Includes positive representation of diverse cultures.
 - c. Includes a variety of perspectives and multiple voices and allows for practice in these skills.
 - d. Discusses social contexts and social issues.
 - e. Includes activities that foster personalization, competency-based learning and project-based learning.

- f. Includes activities that foster critical thinking.
 - g. Includes activities that promote life-long learning, as described in the District's Strategic Plan.
 - h. Promotes sensitivity and respect for all societal differences.
2. Review current and incorporate new programs that directly impact students and aim to develop understanding and skills which will foster a more inclusive and supportive learning environment.
 - a. No Place for Hate
 - b. Positive Behavior Support
 - c. Mentoring
 - d. The Science Reading
3. Identify programs that other districts and organizations have used with success and that are supported by research.
4. Assure that every student has the specific support necessary to be successful in school; this may include a variety of academic intervention services and strategies such as literary or mathematical skills, tutoring, mentoring, homework club, and summer programs or broader skill sets necessary for success such as study skills, time management, computer skills, and social skills.
5. Assist nurses, psychologist, school counselors, and mental health therapists work with students and families to ensure social and emotional equilibrium in order for every student to be successful.

Action #6: Data Analysis

1. Examine data on students' academic performance, discipline, attendance, dropout rates, graduation rates, involvement in extracurricular activities, special education classifications, and access to other student services, annually.
2. Identify areas of inequity in student success and preparation, disaggregating data by race/ethnicity, socioeconomic status, gender, disability, and English language proficiency, annually.

Action #7: Review practices of assuring equitable resource funding across the District

1. Review the distributions of funds through the budget process to assure equity amongst all school buildings, annually.
2. Review that instructional supports and programs are distributed in an equitable manner across all five school buildings, annually.

APPENDIX A



Equity Lens Approach

Analyzing Opportunities, Practice and Policies with an Equity Lens

The equity lens approach addresses key questions districts and school boards should ask to better recognize and mitigate inequities within their policies and practices. Analyzing decisions (i.e., actions, practices, policies) with an equity lens is a cyclical process. School leaders are called upon to constantly re-evaluate decisions to make sure they are not creating or exacerbating barriers to opportunity for student





Equity Lens Approach

Analyzing Opportunities, Practices and Policies with an Equity Lens

Equity Lens: Equity lens is a decision-making tool to make sure school leaders are not creating or exacerbating barriers to opportunity and to help develop more equity-focused policies and programs.

How to use the equity lens approach: An assessment of the purpose (WHAT), the outcomes (DATA), the reasons for disparity gaps (WHY), the inclusion of stakeholders (WHO), and the solutions to eliminate disparities (HOW) are necessary steps to evaluate decisions with an equity lens, remove barriers and promote educational equity.

	MAIN QUESTION	QUESTIONS TO CONSIDER	EXAMPLE
WHAT	What is the decision (i.e., action, practice and/or policy) in question?	<ul style="list-style-type: none"> • Why is this decision important for the success of your students in your district? • Does the decision align with the law? 	<p>Student achievement scores have shown significant disparities in grade 4 math. Data from neighboring districts and best practices models suggest that adding additional instructional opportunities significantly increased math scores.</p> <p>The district decides to implement a targeted after-school math program two days a week (45 minutes per class) to improve the math scores of students who have demonstrated struggles in math. About 50 students sign up for the targeted after-school math program.</p>
DATA	What does the data show regarding the impact of the decision (i.e., action, practice and/or policy) on student achievement, opportunity and school climate?	<ul style="list-style-type: none"> • Which groups benefit from the decision? • Which groups are harmed or do not participate? • Does the policy or practice worsen existing disparities or develop unintended consequences? 	<p>(Note: For this example, we will only focus on attendance, measuring participation or access to the program. However, districts should also use the data to assess achievement and the experiences of students in the after-school math program.)</p> <p>Attendance: Out of the 50 students that signed up, 30 students consistently attended the program. These 30 students tended to be middle-class, white and female. Of the 20 students that did not show up, most were low-income, male and students of color. Racial, income and gender disparity gaps exist.</p>



	MAIN QUESTION	QUESTIONS TO CONSIDER	EXAMPLE
WHY	If there are disparity gaps between groups, why do these disparities exist?	<ul style="list-style-type: none"> What are the barriers (political, mandated, financial, programmatic, emotional, managerial, etc.) for groups negatively impacted by the decision? 	<p>(Note: In most scenarios a decision will elicit multiple barriers to opportunity. For this example, we will only address two potential barriers.)</p> <p>Barrier #1: Programmatic (schedule, method, program) & Financial</p> <ul style="list-style-type: none"> Transportation: After-school buses are not available in the elementary school. Most of the students who attended had a guardian to pick them up from school. Students without adequate transportation cannot stay after school. <p>Barrier #2: Emotional</p> <ul style="list-style-type: none"> Cultural Competency: Students have expressed that they don't like math, and a number of students of color indicated that they don't believe that the math teacher likes them.
WHO	Who (individuals, groups) is missing in the discussion to address disparities?	<ul style="list-style-type: none"> Have you listened to and involved stakeholders and students from the communities affected by this decision? 	Discussed the attendance data with the students who did not show up and their families to address the disparities and to determine better alternatives.
HOW	How will you mitigate the disparities?	<ul style="list-style-type: none"> What are best practices identified by research, the law, practice and community input to address the disparities caused by the decision? Are the practices economically viable for your district? Are the practices culturally competent? Do the practices address implicit bias? How will you measure success? 	<p>(Note: Each new decision will have to go through the equity lens approach)</p> <p>Transportation</p> <ul style="list-style-type: none"> Make after-school buses available for students attending the math program. <p>Cultural Competency</p> <ul style="list-style-type: none"> Actively recruit teacher candidates for the after-school program who have exhibited strong cultural competency skills.

