KEYSTONE OAKS SCHOOL DISTRICT
1000 KELTON AVENUE
PITTSBURGH, PA 15216

BOARD OF SCHOOL DIRECTORS

WORK SESSION
TUESDAY, MARCH 9, 2021
7:00 PM

BUSINESS/LEGISLATIVE SESSION
TUESDAY, MARCH 16, 2021
7:00 PM
KEYSTONE OAKS SCHOOL DISTRICT
SCHOOL DIRECTORS’ CALENDAR OF COMING EVENTS

March 9, 2021 – Work Session

7:00 PM  Meeting

• Call to Order – President
• Pledge of Allegiance
• Presentation by Myers, Patsy & Associates
• Public Comment
• Review of Reports
• Public Comment
• Adjournment

March 16, 2021 – Business/Legislative

7:00 PM  Meeting

• Call to Order – President
• Pledge of Allegiance
• Public Comment
• Approval of Reports
• Public Comment
• Adjournment
BOARD PRESIDENT’S REPORT
March 16, 2021
Mrs. Theresa Lydon

BOARD ACTION REQUESTED

I. BOARD MINUTES

It is recommended that the Board approve the Work Session Minutes of February 9, 2021 and the Business/Legislative Minutes of February 16, 2021.

FOR INFORMATION ONLY

- Parkway West Career and Technology Center Report  
  Mrs. Annie Shaw
- SHASDA Report  
  Mr. Santo Raso
- PSBA/Legislative Report  
  Mrs. Theresa Lydon
- News from the Boroughs

V. EXECUTIVE SESSION
BOARD ACTION REQUESTED


It is recommended that following Instructional Plan beginning March 8, 2021 through June 15, 2021:

Plan for Instruction: March 8, 2021 through June 15, 2021

• Week of March 8, 2021 through March 12, 2021
  o Elementary
    ▪ Students (A-L): Face-to-Face instruction Monday and Tuesday
      Online instruction: Wednesday, Thursday and Friday
    ▪ Students (M-Z): Face-to Face instruction Thursday and Friday
      Online instruction: Monday, Tuesday and Wednesday
  o Secondary (Middle School and High School)
    ▪ All Option 1 (Hybrid) Students:
      Face-to-Face instruction Monday, Tuesday, Thursday and Friday
      Online instruction: Wednesday

• Week of March 15, 2021 through March 19, 2021
  o Elementary
    ▪ Students (A-L): Face-to-Face instruction Monday and Tuesday
      Online instruction: Wednesday, Thursday and Friday
    ▪ Students (M-Z): Face-to Face instruction Thursday and Friday
      Online instruction: Monday, Tuesday and Wednesday
  o Secondary (Middle School and High School)
    ▪ All Option 1 (Hybrid) Students:
      Face-to-Face instruction Monday, Tuesday, Thursday and Friday
      Online instruction: Wednesday

• Week of March 22, 2021 through May 28, 2021
  o All Option 1 (Hybrid Students) K - 12
    Face-to-Face instruction Monday, Tuesday, Thursday and Friday
    Online instruction: Wednesday

• Week of May 31, 2021 through June 4, 2021
  o All Option 1 (Hybrid Students) K - 12
    Face-to-Face instruction Tuesday, Wednesday, Thursday and Friday
No School on Monday, May 31, 2021 – Memorial Day

- Week of June 7, 2021 through June 15, 2021
  - All Option 1 (Hybrid Students) K - 12
    - Face-to-Face instruction Monday, Tuesday, Thursday and Friday
    - Online instruction: Wednesday
  - Exceptions/Notes:
    - Early Dismissal on Friday, April 2, 2021
    - Early Dismissal on Friday, May 28, 2021
    - Early Dismissal on Tuesday, June 15, 2021

II. FIRST READING POLICY 113.1: POSITIVE BEHAVIOR SUPPORT

It is recommended that the Board approve the FIRST READING of Policy 113.1: Positive Behavior Support.

III. FIRST READING POLICY 113.2: DISCIPLINE OF STUDENTS WITH DISABILITIES

It is recommended that the Board approve the FIRST READING of Policy 113.2: Discipline of Students with Disabilities

IV. FIRST READING POLICY 113.4: CONFIDENTIALITY OF SPECIAL EDUCATION STUDENT INFORMATION

It is recommended that the Board approve the FIRST READING of Policy 113.4: Confidentiality of Special Education Student Information.

V. FIRST READING POLICY 859: JOB RELATED EXPENSES

It is recommended that the Board approve the FIRST READING of Policy 859: Job Related Expenses.

VI. FIRST READING POLICY 860: WORKING PERIODS

It is recommended that the Board approve the FIRST READING of Policy 860: Working Periods.

VII. FIRST READING POLICY 861: RESPONSIBILITY FOR STUDENT WELFARE

It is recommended that the Board approve the FIRST READING of Policy 861: Responsibility for Student Welfare.

VIII. REMOVAL OF POLICIES

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

Policy 439: Release Time
Policy 442: Jury Duty
Policy 528: Wage and Salary Determination
IX. PROFESSIONAL DEVELOPMENT

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

Kevin Gallagher
(Computer Science Principles)
(Advanced Placement Virtual Institute $2,600.00 (total)
Allegheny Intermediate Unit
Shane Hallam
(Psychology)
June 28 through July 2
Virtual

For Information Only

The above Professional Development will be paid through Title IV Funds.
Mrs. Theresa Lydon, Chairperson

I. CHANGE IN GRADUATION REQUIREMENTS – COMMUNITY SERVICE

It is recommended that the Board approve the following adjustments to Community Service requirements as follows:

- The Freshman Class of 2024 has to complete 45 hours total
- The Sophomore Class of 2023, Junior Class of 2022 and Senior Class of 2021 has to complete 37.5 hours total
I. RETIREMENT

The Administration recommends that the Board accept the following retirement:

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Years of Service</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maria Petrakis</td>
<td>Paraprofessional</td>
<td>15</td>
<td>June 18, 2021</td>
</tr>
</tbody>
</table>

II. APPOINTMENTS

1. **Long Term Substitute**

In compliance with the *Keystone Oaks Education Association Collective Bargaining Agreement 2017-2020*, it is recommended that the Board approve the employment of the following individual:

**Stacy Killian**
Special Education – High School
Effective – March 1, 2021 – June 21, 2021
Salary - $45,500.00 (M+24, Step 1) (pro-rated)

2. **Club Sponsor and Stipend – 2020/2021 School Year**

In compliance with the *Keystone Oaks Education Association Collective Bargaining Agreement 2017-2020*, it is recommended that the Board approve the following individual for the 2020/2021 school year.

<table>
<thead>
<tr>
<th>Club</th>
<th>Name</th>
<th>Stipend</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage Crew</td>
<td>William Eibeck</td>
<td>$1,200.00 (pro-rated)</td>
</tr>
</tbody>
</table>

3. **Approval of Athletic Positions and Stipends**

In compliance with the *Keystone Oaks Education Association Collective Bargaining Agreement 2017-2020*, it is recommended that the Board approve the following individuals for the 2020/2021 school year.

<table>
<thead>
<tr>
<th>Sport</th>
<th>Position</th>
<th>Coach</th>
<th>Stipend</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseball</td>
<td>Head Coach</td>
<td>Nick Kamberis</td>
<td>$4,750.00</td>
</tr>
<tr>
<td></td>
<td>Assistant</td>
<td>Ken Hustava</td>
<td>$3,500.00</td>
</tr>
<tr>
<td></td>
<td>JV</td>
<td>John McCarthy</td>
<td>$2,650.00</td>
</tr>
</tbody>
</table>
The Middle School Swimming season was moved to the Spring of 2021 due to COVID-19.

The hiring of Kristin Kaminski and Mark Kaminski requires the waiver of Board Policy No. 803: Nepotism by six (6) disinterested Board Members considering the staffing need of the position. The minutes of this meeting will reflect that this is a vote to override the Nepotism Policy, and also that there were no other qualified/experienced candidates for the position in question.

4. **Approval of Activities – Sponsors and Stipends**

In compliance with the Keystone Oaks Education Association Collective Bargaining Agreement 2017-2020, it is recommended that the following individuals be approved as sponsors for the 2020/2021 school year:

<table>
<thead>
<tr>
<th>Sport</th>
<th>Position</th>
<th>Name</th>
<th>Stipend</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Softball</strong></td>
<td>Head Coach</td>
<td>Mark Kaminski</td>
<td>$4,750.00</td>
</tr>
<tr>
<td></td>
<td>Assistant</td>
<td>Brianna Fischer</td>
<td>$3,500.00</td>
</tr>
<tr>
<td></td>
<td>Assistant</td>
<td>Melissa Benincasa</td>
<td>$3,200.00</td>
</tr>
<tr>
<td></td>
<td>Middle School</td>
<td>Keith Buckley</td>
<td>$3,200.00</td>
</tr>
<tr>
<td></td>
<td>Assistant</td>
<td>Taylor Brownlee</td>
<td>$2,700.00</td>
</tr>
<tr>
<td></td>
<td>Volunteer</td>
<td>Jenna Ross</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Volunteer</td>
<td>Kristin Kaminski</td>
<td></td>
</tr>
<tr>
<td><strong>Tennis (Boys)</strong></td>
<td>Head Coach</td>
<td>Leslie Leopold</td>
<td>$4,200.00</td>
</tr>
<tr>
<td></td>
<td>Assistant</td>
<td>James Svidron</td>
<td>$2,800.00</td>
</tr>
<tr>
<td><strong>Track</strong></td>
<td>Head Coach</td>
<td>Felix Yerace</td>
<td>$6,300.00</td>
</tr>
<tr>
<td></td>
<td>Assistant</td>
<td>Adam Mitchell</td>
<td>$4,080.00</td>
</tr>
<tr>
<td></td>
<td>Assistant</td>
<td>Erica Ragan</td>
<td>$4,080.00</td>
</tr>
<tr>
<td></td>
<td>Assistant</td>
<td>Christian Friday</td>
<td>$4,080.00</td>
</tr>
<tr>
<td></td>
<td>Assistant</td>
<td>Jeff Sieg</td>
<td>$4,080.00</td>
</tr>
<tr>
<td></td>
<td>Middle School</td>
<td>James Feeney</td>
<td>$3,380.00</td>
</tr>
<tr>
<td></td>
<td>Assistant</td>
<td>Judi Fritz</td>
<td>$2,700.00</td>
</tr>
<tr>
<td></td>
<td>Assistant</td>
<td>Kobe Phillippi</td>
<td>$2,700.00</td>
</tr>
<tr>
<td></td>
<td>Assistant</td>
<td>Mike Orosz</td>
<td>$2,700.00</td>
</tr>
<tr>
<td></td>
<td>Volunteer</td>
<td>Marco Canello</td>
<td></td>
</tr>
<tr>
<td><strong>Volleyball (Boys)</strong></td>
<td>Head Coach</td>
<td>Mike Mull</td>
<td>$4,250.00</td>
</tr>
<tr>
<td></td>
<td>Assistant</td>
<td>Jordan Zange</td>
<td>$2,800.00</td>
</tr>
<tr>
<td></td>
<td>Volunteer</td>
<td>Pat Morrow</td>
<td></td>
</tr>
<tr>
<td><strong>Swimming (MS)</strong></td>
<td>Head Coach</td>
<td>Jeff DiGiacomo</td>
<td>$3,400.00</td>
</tr>
<tr>
<td></td>
<td>Assistant</td>
<td>Madeline Morris</td>
<td>$1,000.00</td>
</tr>
</tbody>
</table>

For Information Only
<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Stipend</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shane P. Hallam</td>
<td>Musical Director (HS)</td>
<td>$3,000.00</td>
</tr>
<tr>
<td>William Eibeck</td>
<td>Musical Assistant (HS)</td>
<td>$5,200.00</td>
</tr>
<tr>
<td>Chelsea Frederickson</td>
<td>Musical Assistant (HS)</td>
<td>$3,600.00</td>
</tr>
<tr>
<td>Aubrey Garvin</td>
<td>Musical Assistant (HS)</td>
<td>$3,600.00</td>
</tr>
<tr>
<td>Craig Wetzel</td>
<td>Musical Assistant (HS)</td>
<td>$3,100.00</td>
</tr>
<tr>
<td>Amanda Hallam</td>
<td>Musical Assistant (HS)</td>
<td>$3,100.00</td>
</tr>
<tr>
<td>Jay Weaver</td>
<td>Musical Assistant (HS)</td>
<td>$2,000.00</td>
</tr>
<tr>
<td>Shane P. Hallam</td>
<td>Musical Assistant (HS)</td>
<td>$1,820.00</td>
</tr>
</tbody>
</table>
BOARD ACTION REQUESTED

I. AUDITED FINANCIAL STATEMENTS

The Administration recommends that the Board accept the Audited Financial Statements as of June 30, 2020 as presented.

II. ACCOUNTS PAYABLE APPROVAL LISTS THROUGH FEBRUARY 28, 2021

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

A. General Fund as of February 28, 2021 (Check No. 63833-63970) $923,885.86
B. Food Service Fund as of February 28, 2021 (Check No. 9538-9546) $13,521.92
C. Athletics as of February 28, 2021 (Check No. 3248) $570.00
D. Capital Reserve as of February 28, 2021 (None) $0.00

TOTAL $937,977.78
## I. EXPENDITURE/REVENUE 2020 – 2021 BUDGET to ACTUAL / PROJECTION

<table>
<thead>
<tr>
<th>ACCT</th>
<th>DESCRIPTION</th>
<th>2020-2021 BUDGET TOTAL</th>
<th>2020-2021 8 MONTH FEBRUARY/ACTUAL</th>
<th>OVER/UNDER BUDGET</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>2020-2021</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6000</td>
<td>Local Revenue Sources</td>
<td>$ 29,055,241</td>
<td>$ 28,682,563</td>
<td>$ (372,678)</td>
</tr>
<tr>
<td>7000</td>
<td>State Revenue Sources</td>
<td>$ 12,349,006</td>
<td>$ 4,901,266</td>
<td>$ (7,447,740)</td>
</tr>
<tr>
<td>8000</td>
<td>Federal Revenue Sources</td>
<td>$ 946,330</td>
<td>$ 494,629</td>
<td>$ (451,701)</td>
</tr>
<tr>
<td></td>
<td>Total Revenue</td>
<td>$ 42,350,577</td>
<td>$ 34,078,458</td>
<td>$ (8,272,119)</td>
</tr>
<tr>
<td>100</td>
<td>Salaries</td>
<td>$ 17,502,435</td>
<td>$ 8,923,089</td>
<td>$ 8,579,346</td>
</tr>
<tr>
<td>200</td>
<td>Benefits</td>
<td>$ 10,794,110</td>
<td>$ 5,858,320</td>
<td>$ 4,935,790</td>
</tr>
<tr>
<td>300</td>
<td>Professional/Technical Services</td>
<td>$ 1,863,096</td>
<td>$ 911,750</td>
<td>$ 951,346</td>
</tr>
<tr>
<td>400</td>
<td>Property Services</td>
<td>$ 1,124,200</td>
<td>$ 641,812</td>
<td>$ 482,388</td>
</tr>
<tr>
<td>500</td>
<td>Other Services</td>
<td>$ 5,242,271</td>
<td>$ 2,741,703</td>
<td>$ 2,500,568</td>
</tr>
<tr>
<td>600</td>
<td>Supplies/Books</td>
<td>$ 1,334,927</td>
<td>$ 1,027,465</td>
<td>$ 307,462</td>
</tr>
<tr>
<td>700</td>
<td>Equipment/Property</td>
<td>$ 328,850</td>
<td>$ 914,161</td>
<td>$ (585,311)</td>
</tr>
<tr>
<td>800</td>
<td>Other Objects</td>
<td>$ 490,420</td>
<td>$ 345,319</td>
<td>$ 145,101</td>
</tr>
<tr>
<td>900</td>
<td>Other Financial Uses</td>
<td>$ 4,500,000</td>
<td>$ 3,736,885</td>
<td>$ 763,115</td>
</tr>
<tr>
<td></td>
<td>Total Expenditures</td>
<td>$ 43,180,309</td>
<td>$ 25,100,504</td>
<td>$ 18,079,805</td>
</tr>
<tr>
<td></td>
<td>Revenues exceeding Expenditures</td>
<td>$ (829,732)</td>
<td>$ 8,977,954</td>
<td>$ 9,807,686</td>
</tr>
<tr>
<td></td>
<td>Other Financing Sources/(Uses)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Interfund Transfers In (Out)

<table>
<thead>
<tr>
<th></th>
<th>2020-2021</th>
<th>2020-2021</th>
<th>OVER/UNDER</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>8 MONTH</td>
<td>FEBRUARY/ACTUAL</td>
<td>BUDGET</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(829,732)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>$ 9,807,686</td>
</tr>
</tbody>
</table>

### Interfund Transfers Out (In)

<table>
<thead>
<tr>
<th></th>
<th>2020-2021</th>
<th>2020-2021</th>
<th>OVER/UNDER</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>8 MONTH</td>
<td>FEBRUARY/ACTUAL</td>
<td>BUDGET</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interfund Transfers In (Out)</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
</tr>
</tbody>
</table>
II. SUMMARY OF STUDENT ACTIVITIES ACCOUNTS AS OF FEBRUARY 28, 2021

<table>
<thead>
<tr>
<th>Bank Account - Status</th>
<th>Middle / High School</th>
<th>Athletics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash Balance - 2/1/2021</td>
<td>$ 70,574.55</td>
<td>$ 17,767.14</td>
</tr>
<tr>
<td>Deposits</td>
<td>$ 1,216.36</td>
<td>$ 1.26</td>
</tr>
<tr>
<td>Subtotal</td>
<td>$ 71,790.91</td>
<td>$ 17,768.40</td>
</tr>
<tr>
<td>Expenditures</td>
<td>$ 1,062.19</td>
<td>$ 9,249.75</td>
</tr>
<tr>
<td>Cash Balance - 2/28/2021</td>
<td>$ 70,728.72</td>
<td>$ 8,518.65</td>
</tr>
</tbody>
</table>

III. BANK BALANCES

BANK BALANCES PER STATEMENT AS OF FEBRUARY 28, 2021

<table>
<thead>
<tr>
<th>Fund</th>
<th>FNB Bank</th>
<th>PLGIT</th>
<th>General Fund Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>FNB SWEEP ACCOUNT</td>
<td>$ 8,519</td>
<td></td>
<td>$ 17,504,558</td>
</tr>
<tr>
<td>ATHLETIC ACCOUNT</td>
<td>$ 8,519</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PLGIT</td>
<td>$ 10,883,156</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FNB MONEY MARKET</td>
<td>$ 2,588,632</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSDLAF</td>
<td>$ 162,293</td>
<td></td>
<td></td>
</tr>
<tr>
<td>INVEST PROGRAM</td>
<td>$ 181,709</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OTHER POST-EMPLOYMENT BENEFITS</td>
<td>$ 1,985,801</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COMPENSATED ABSENCES</td>
<td>$ 430,384</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fund</th>
<th>FNB Bank</th>
<th>PLGIT</th>
<th>Cafeteria Fund Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>FNB BANK</td>
<td>$ 170,474</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PLGIT</td>
<td>$ 528,510</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fund</th>
<th>FNB Bank</th>
<th>PLGIT</th>
<th>Construction Fund / Cap Reserve</th>
</tr>
</thead>
<tbody>
<tr>
<td>FNB BANK</td>
<td>$ 111,606</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PLGIT - G.O. BOND SERIES C OF 2014/ 12-19</td>
<td>$ 801</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fund</th>
<th>FNB Bank</th>
<th>PLGIT</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>FNB BANK</td>
<td>$ 18,315,949</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Mr. Thomas LaPorte, Chairperson

BOARD ACTION REQUESTED

1. ADVERTISE FOR ATHLETIC BIDS

It is recommended that the Board approve the advertisement of athletic bids for the Winter and Spring of the 2021/2022 school year.
Policy No. 113.1

KEYSTONE OAKS SCHOOL DISTRICT

Policy Guide

Title POSITIVE BEHAVIOR SUPPORT

Adopted NOVEMBER 16, 1998

Last Revised DECEMBER 13, 2016; FEBRUARY 17, 2011

SECTION 1: Purpose

Students with disabilities shall be educated in the least restrictive environment (LRE) in accordance with their Individualized Education Program (IEP), and shall only be placed in settings other than the regular education class when the nature or severity of the student’s disability is such that education in the regular education class with the use of appropriate supplementary aids and services cannot be achieved satisfactorily and cannot meet the needs of the student. The IEP team for a student with a disability shall develop a Positive Behavior Support Plan or shall include behavioral goals, interventions, and strategies in the IEP for each if the student requires specific intervention to address whose behavior that interferes with his/her learning or the learning of others. The identification, evaluation, and plan or program shall be conducted and implemented in accordance with state and federal laws and regulations.

SECTION 2: Authority

The Board directs that the District’s behavior support programs shall be based on positive rather than negative behavior techniques to ensure that students shall be free from demeaning treatment and unreasonable use of restraints or other aversive techniques. The use of restraints shall be considered a measure of last resort and shall only be used after other less restrictive measures, including de-escalation techniques. Behavior support

22 PA Code Sec.
14.133, 14.145
20 U.S.C. 1414
34 CFR 300.114, 300.324

22 PA Code Sec.
14.133
20 U.S.C. 1414, 1415
34 CFR 300.324, 300.34, 300.530
### POLICY NO. 113.1
### POSITIVE BEHAVIOR SUPPORT

 Programs and plans shall be based on a functional behavioral assessment and shall include a variety of research-based techniques to develop and maintain skills that will enhance students’ opportunity for learning and self-fulfillment.

The following principles shall govern the use of behavior supports and interventions for students with disabilities:

1. Positive, rather than negative, measures must form the basis of behavior support programs to ensure that all students shall be free from demeaning treatment, the use of adverse techniques, punitive “time out” and the unreasonable use of restraints.

2. Behavior support programs and plans must be based on a functional assessment of behavior and use positive behavior techniques.

3. Behavior support programs must include research-based practices and techniques to develop and maintain skills that will enhance an individual student’s opportunity for learning and self-fulfillment.

4. When an intervention is needed to address problem behavior, the types of intervention chosen for a particular student shall be the least intrusive necessary.

5. The use of restraints is considered a measure of last resort, only to be used after other less restrictive measures, including de-escalation techniques.

6. Nothing in this policy shall be construed to require the development of a separate behavior support or intervention plan when appropriate positive behavioral interventions, strategies, and supports, consistent with the requirements of this policy, can be incorporated into body of the IEP.

### Section 3
#### Definitions

As used in this policy, the following words and terms shall have these meanings, unless the context clearly indicates otherwise:

Pol. 113, 113.2, 113.3

22 PA Code Sec. 14.133
POLICY NO. 113.1
POSITIVE BEHAVIOR SUPPORT

Aversive Techniques – Deliberate activities designed to establish a negative association with a specific behavior.

Behavior Support – The development, change and maintenance of selected behaviors through the systematic application of behavior change techniques.

Functional Behavior Assessment (FBA) – A student-centered team process used in instances when behavior negatively impacts a student’s learning or that of the student’s peers. FBA is an evidence-based process for gathering information to understand the function (purpose) of behavior in order to write an effective positive behavior support plan.

A FBA must be conducted and behavioral interventions implemented when: The IEP team (1) determines that a student’s behavior is interfering with the student’s learning or the learning of others, and (2) requires additional information to provide appropriate educational programming.

Positive Behavior Support Plans or Behavior Intervention Plan – A plan for students with disabilities who require specific intervention to address behavior that interferes with learning. A positive Behavior Support Plan shall be developed by the IEP team, be based on a functional behavior assessment, and become part of the individual student’s IEP. These plans must include methods that use positive reinforcements, other positive techniques to shape a student’s behavior, and related services required to assist a student with a disability to benefit from special education.

Positive techniques – Methods that utilize positive reinforcement to shape a student’s behavior, ranging from the use of positive verbal statements as a reward for good behaviors to specific tangible rewards.

Restraints – Application of physical force, with or without the use of any device, designed for the purpose of restraining the free movement of a student’s body, excluding the following:
POLICY NO. 113.1
POSITIVE BEHAVIOR SUPPORT

1. Briefly holding a student, without force, to calm or comfort the student him/her.

2. Guiding a student to an appropriate activity.

3. Holding a student’s hand to escort the student him/her safely from one area to another.

4. Hand-over-hand assistance with feeding or task completion.

5. Techniques prescribed by a qualified medical professional for reasons of safety or for therapeutic or medical treatment, as agreed to by the student’s person(s) in parental relation and specified in the IEP.

6. Mechanical restraints, governed by this policy, such as devices used for physical or occupational therapy, seatbelts in wheelchairs or on toilets used for balance and safety, safety harnesses in buses, and functional positioning devices.

Seclusion – Confinement of a student in a room, with or without staff supervision in the same room at all times, in order to provide a safe environment to allow the student to regain self-control.

Students with disabilities – School-aged children within the jurisdiction of the District who have been evaluated and found to have one or more disabilities as defined by law, and who require, because of such disabilities, special education and related services.

Section 4 Delegation of Responsibility

The Superintendent or designee shall ensure that this Board policy is implemented in accordance with federal and state laws and regulations.

The Superintendent or designee shall develop administrative guidelines or procedures as needed to implement this policy.
## POLICY NO. 113.1
### POSITIVE BEHAVIOR SUPPORT

The Superintendent or designee shall provide regular training and retraining of staff in the use of specific procedures, methods and techniques, including de-escalation techniques, emergency responses, restraints and seclusions, that will be used to implement positive behavior supports or interventions in accordance with students’ IEPs, Positive Behavior Support Plans and Board policy.

The Superintendent or designee shall maintain and report data on the use of restraints, as required. Such report shall be readily available for review during the state’s cyclical compliance monitoring. Procedures shall be established requiring reports to be made to the District by entities educating students with disabilities who attend programs or classes outside the District, including private schools, agencies, intermediate units and career and technical schools.

### Guidelines

Development of a separate Positive Behavior Support Plan is not required when appropriate positive behavioral interventions, strategies and supports can be incorporated into a student’s IEP.

When an intervention is necessary to address problem behavior, the positive techniques and types of intervention chosen for a student shall be the least intrusive necessary.

### Physical Restraints

Restraints to control acute or episodic aggressive or self-injurious behavior may be used only when the student is acting in a manner that presents as to be a clear and present danger to the student, him/herself, other students or to employees, and only when less restrictive measures and techniques have proven to be or are less effective.

The Superintendent or designee shall notify the person in parental relationship as soon as practicable of the use of restraints to control the aggressive behavior of the student and shall convene a meeting of the IEP team within ten (10) school days of the inappropriate behavior causing the use of restraints, unless the person in parental relationship agrees in writing to waive the meeting. At this meeting,...

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22 PA Code 14.133
34 CFR 300.324
POLICY NO. 113.1
POSITIVE BEHAVIOR SUPPORT

the IEP team shall consider whether the student needs a functional behavioral assessment, re-evaluation, a new or revised Positive Behavior Support Plan, or a change of placement to address the inappropriate behavior.

The use of restraints shall not may only be included in a student’s IEP for the convenience of staff, as a substitute for an educational program, or to be employed as punishment. Restraints may be included in an IEP with person in parental relation consent-only if under the following conditions:

1. The restraint is used on conjunction with specific components elements of a Positive Behavior Support Plan.

2. The restraint is used in conjunction with the teaching of socially appropriate acceptable alternative skills to replace problem or behaviors.

3. Staff are authorized to use the restraint, and have received appropriate training required, to use the specific procedure.

4. The Positive Behavior Support Plan of the student includes efforts to a plan for eliminating the use of restraints through the application of positive behavior support.

The use of restraints is not included in the IEP for the convenience of staff, as a substitute for an educational program, or to be employed as punishment.

Mechanical Restraints

Mechanical restraints, which are used to control involuntary movement or lack of muscular control of a student when due to organic causes or conditions, may be employed only when specified by an IEP and as determined by a medical professional qualified to make the determination, and as agreed to by the student’s parents/guardians.

<table>
<thead>
<tr>
<th>22 PA Code 14.133</th>
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**POLICY NO. 113.1**  
**POSITIVE BEHAVIOR SUPPORT**

Mechanical restraints shall prevent a student from injuring the student him/herself or others, or promote normative body positioning and physical functioning.

**Seclusion**

The District permits involuntary seclusion of a student for a limited period of time in accordance with the student’s IEP or in an emergency to prevent immediate or imminent injury to the student or others, but the seclusion must be the least restrictive alternative. District staff shall provide continuous supervision of students in seclusion, which need not always involve presence of staff within the same room.

The District prohibits the seclusion of students in locked rooms, locked boxes and other structures or spaces from which the student cannot readily exit.

**Aversive Techniques**

The following aversive techniques for addressing behavior are considered inappropriate and shall not be used in educational programs:

1. Corporal punishment.

2. Punishment for behaviors caused by or directly and substantially related to a manifestation of a student’s disability.

3. Locked rooms, locked boxes, other locked structures or spaces from which the student cannot readily exit.


5. Deprivation of basic human rights, such as withholding meals, water or fresh air.

6. Suspensions constituting a pattern as defined in state regulations.

7. Treatment of a demeaning nature.

22 PA Code 14.133
POLICY NO. 113.1  
POSITIVE BEHAVIOR SUPPORT

8. Electric shock.
9. Methods implemented by untrained personnel.
10. Prone restraints, which are restraints by which a student is held face down on the floor.

Reporting and Monitoring

The Superintendent or designee shall maintain and report data on the use of restraints in a manner prescribed by the Secretary of Education of the Commonwealth of Pennsylvania. Such report shall be readily available for review during cyclical compliance monitoring conducted by the Pennsylvania Department of Education. Procedures shall be established requiring reports be made to the District by entities educating students with disabilities who attend programs or classes outside the district, including private schools, agencies, intermediate units and vocational schools.

Referral to Law Enforcement

The Superintendent or designee shall immediately report required incidents and may report discretionary incidents committed on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity by a student with a disability, including a student for whom an evaluation is pending, to the local police department that has jurisdiction over the school’s property, in accordance with state and federal laws and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies. The Superintendent or designee shall respond to such incidents in accordance with the District’s Special Education Plan and, if applicable, the procedures, methods and techniques defined in the student’s Behavior Support Plan.

For a student with a disability who has a Positive Behavior Support Plan at the time of referral, subsequent to notification to law enforcement, the District shall convene the student’s IEP team and an updated functional behavior assessment and Positive Behavior Support Plan shall be required for students.
POLICY NO. 113.1
POSITIVE BEHAVIOR SUPPORT

with disabilities who have Behavior Support Plan of such referral.

If, as a result of such referral, the student is detained or otherwise placed in a residential setting located outside the District, the Superintendent or designee shall ensure that the school district or intermediate unit is notified of the need to update the student’s functional behavioral assessment and Positive Behavior Support Plan.

For a student with a disability who does not have a Positive Behavior Support Plan, subsequent to notification to law enforcement, the District shall convene the student’s IEP team to consider whether a Positive Behavior Support Plan should be developed to address the student’s behavior, in accordance with law, regulations and Board policy.

Relations With Law Enforcement

The District shall provide a copy of its administrative regulations and procedures for behavior support, developed in accordance with the Special Education Plan, to each local police department that has jurisdiction over school property. Updated copies shall be provided each time the administrative regulations and procedures for behavior support are revised by the District.

The District shall invite representatives of each local police department that has jurisdiction over school property to participate in district training on the use of positive behavior supports, de-escalation techniques and appropriate responses to student behavior that may require intervention, as included in the District’s Special Education Plan and positive behavior support program.

Regular Program of Training

The Superintendent or designee shall provide for the regular training and re-training, as needed, of personnel in the use of specific procedures, methods, and techniques, including restraints and seclusions, that those personnel will be expected to employ in the implementation of positive behavior supports or

22 PA Code 10.23, 14.104, 14.133
Pol. 113, 805.1

22 PA Code 14.133
POLICY NO. 113.1
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interventions in accordance with the IEP of the child and this policy.

Previously Revised: December 13, 2016; February 17, 2011

References:

School Code – 24 P.S. Sec. 1302.1-A

State Board of Education Regulations – 22 PA Code Sec. 10.2, 10.21, 10.22, 10.23, 10.25, 14.104, 14.133, 14.143, 14.145

Individuals With Disabilities Education Act – 20 U.S.C. Sec. 1414, 1415

Individuals With Disabilities Education Act, Title 34, Code of Federal Regulations – 34 CFR Part 300.114, 300.324, 300.34, 300.530, 300.535

Board Policy – 103.1, 113, 113.2, 113.3, 218, 227, 250, 251, 805.125, 823
**Policy**

**Title** DISCIPLINE OF STUDENTS WITH DISABILITIES

**Adopted** DECEMBER 13, 2016

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<table>
<thead>
<tr>
<th>Section 1</th>
<th><strong>Purpose</strong></th>
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<td>The District shall develop and implement Positive Behavior Support Plans and programs for students with disabilities who require specific interventions to address behaviors that interfere with learning.</td>
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Students with disabilities who violate the Code of Student Conduct, or engage in inappropriate behavior, disruptive or prohibited activities and/or actions injurious to themselves or others, which would typically result in corrective action or discipline of students without disabilities, shall be disciplined in accordance with state and federal laws and regulations and Board policy and, if applicable, their Individualized Education Program (IEP) and Positive Behavior Support Plan.

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<tr>
<th>Section 2</th>
<th><strong>Definitions</strong></th>
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<tr>
<td><strong>Students with disabilities</strong> – school-aged children within the jurisdiction of the District who have been evaluated and found to have one or more disabilities as defined by law, and who require, because of such disabilities, special education and related services.</td>
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**Suspensions from school** – disciplinary exclusions from school for a period of one (1) to ten (10) consecutive school days.
POLICY NO. 113.2
DISCIPLINE OF STUDENTS WITH DISABILITIES

**Expulsions from school** – disciplinary exclusions from school by the Board for a period exceeding ten (10) consecutive school days and may include permanent exclusion from school.

**Interim alternative educational settings** – removal of a student with a disability from the student’s current placement. Interim alternative educational settings may be used by school personnel for up to forty-five (45) school days for certain infractions committed by students with disabilities. The IEP team shall determine the interim alternative educational setting; however, this does not constitute a change in placement for a student with a disability.

**Manifestation of Disability** – the behavior is caused by, or directly and substantially related to, the student’s disability.

**Authority**

The Board directs that the District shall comply with provisions and procedural safeguards of the Individuals With Disabilities Education Act (IDEA), and federal and state regulations when disciplining students with disabilities for violations of Board policy or district rules or regulations. No student with a disability shall be subjected to a disciplinary change in placement if the student’s particular misconduct is a manifestation of the student’s disability. However, under certain circumstances a student with a disability may be placed in an interim alternative educational setting by school personnel or the IEP team could, if appropriate, change the student’s educational placement to one which is more restrictive than the placement where the misconduct occurred.

**Provision Of Education During Disciplinary Exclusions**

During any period of expulsion, or suspension from school for more than ten (10) consecutive days in a year, or placement in an interim alternative educational setting for disciplinary reasons, a student with a disability shall continue to receive a free and public appropriate education (FAPE), in accordance with law.
### POLICY NO. 113.2

**DISCIPLINE OF STUDENTS WITH DISABILITIES**

#### Section 4

**Guidelines**

**Suspension From School**

A student with a disability may be suspended for ten (10) consecutive and fifteen (15) cumulative days of school per school year, for the same reasons and duration as a student without a disability. Such suspension shall not constitute a change in the student’s educational placement.

**Changes In Educational Placement/Manifestation Determinations**

For disciplinary exclusions which constitute a change in educational placement, the District shall first determine whether the student’s behavior is a manifestation of the student’s disability. Expulsion, or exclusion from school for more than fifteen (15) cumulative days in a year, or patterns of suspensions for substantially identical behaviors constitute changes in educational placements requiring a manifestation determination. For students with intellectual disability, any disciplinary suspension or expulsion is a change in educational placement.

A student with a disability whose behavior is not a manifestation of the student’s disability may be disciplined in accordance with Board policy, district rules and regulations in the same manner and to the same extent as students without disabilities.

**Parent/Guardian Appeals From Disciplinary Actions/Request For Hearing By District For Students Who Are A Danger To Themselves Or Others**

A due process hearing may be requested by a person in parental relation of a student with a disability who disagrees with a disciplinary placement or manifestation determination, or by the District if the District believes that the current placement is substantially likely to result in injury to the student or others. On appeal, or when the District requests a due process hearing, the hearing officer may return the student to the placement from which the student was removed or order the student’s removal to an appropriate interim alternative educational setting

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<th>Title 22 PA Code</th>
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<tr>
<td>Sec. 12.6, 14.143, 14.15</td>
<td>34 CFR Sec. 300.530</td>
<td>20 U.S.C. Sec. 1415(k)</td>
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<td>20 U.S.C. Sec. 1415(k)</td>
<td>34 CFR Sec. 300.536</td>
<td>Pol. 218, 233</td>
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POLICY NO. 113.2  
DISCIPLINE OF STUDENTS WITH DISABILITIES

for up to forty-five (45) school days if the hearing officer determines that maintaining the student’s current placement is substantially likely to result in an injury to the student or others.

Placement during appeals of disciplinary actions shall be in the interim alternative educational setting pending the decision of the hearing officer or expiration of the time period set for the disciplinary exclusion from the student’s regular placement unless the District and the person in parental relation agree otherwise.

Students Not Identified As Disabled/Pending Evaluation

Students who have not been identified as disabled may be subject to the same disciplinary measures applied to students without disabilities if the District did not have knowledge of the disability. If a request for evaluation is made during the period the student is subject to disciplinary measures, the evaluation shall be expedited.

Administrative Removal To Interim Alternative Educational Setting For Certain Infractions

School personnel may remove a student with a disability, including intellectual disability, to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student’s disability if the student:

1. Carries a weapon to or possesses a weapon at school, on school property, or at school functions under the jurisdiction of the District. For purposes of this provision, weapon is defined as a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than two and one-half (2½) inches in length.
POLICY NO. 113.2  
DISCIPLINE OF STUDENTS WITH DISABILITIES

2. Knowingly possesses or uses illegal drugs, as defined by law, or sells or solicits the sale of a controlled substance, as defined by law, while at school, on school property, or at school functions under the jurisdiction of the District. 

3. Has inflicted serious bodily injury upon another person while at school, on school property, or at school functions under the jurisdiction of the District. For purposes of this provision, serious bodily injury means bodily injury which involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement, or protracted loss or impairment of the function of a bodily member, organ or mental faculty.

Referral To Law Enforcement and Reporting Requirements

For reporting purposes, the term incident shall mean an instance involving an act of violence; the possession of a weapon; the possession, use, or sale of a controlled substance or drug paraphernalia as defined in the Pennsylvania Controlled Substance, Drug, Device and Cosmetic Act; the possession, use, or sale of alcohol or tobacco; or conduct that constitutes an offense listed under the Safe Schools Act.

The Superintendent or designee shall immediately report required incidents and may report discretionary incidents committed on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity by a student with a disability, including a student for whom an evaluation is pending, to the local police department that has jurisdiction over the school’s property, in accordance with state and federal laws and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies. The Superintendent or designee shall respond to such incidents in accordance with the district’s Special Education Plan and, if applicable, the procedures, methods and techniques defined in the student’s Positive Behavior Support Plan.
POLICY NO. 113.2  
DISCIPLINE OF STUDENTS WITH DISABILITIES

For a student with a disability who does not have a Positive Behavior Support Plan, subsequent to notification to law enforcement, the District shall convene the student’s IEP team to consider whether a Positive Behavior Support Plan should be developed to address the student’s behavior, in accordance with law, regulations and Board policies.

When reporting an incident committed by a student with a disability to the appropriate authorities, the District shall provide the information required by state and federal laws and regulations and shall ensure that copies of the special education and disciplinary records of the student are transmitted for consideration by these authorities. The District shall ensure compliance with the Family Educational Rights and Privacy Act when transmitting copies of the student’s special education and disciplinary records only to the extent that the transmission is permitted by the Family Educational Rights and Privacy Act.

In accordance with state law, the Superintendent shall annually, by July 31, report to the Office for Safe Schools on the required form all new incidents committed by students with disabilities, including students for whom an evaluation is pending, which occurred on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity.

References:

School Code – 24 P.S. Sec. 510, 1302.1-A, 1303-A
PA Controlled Substance, Drug, Device and Cosmetic Act – 35 P.S. Sec. 780-102
State Board of Education Regulations – 22 PA Code Sec. 10.2, 10.21, 10.22, 10.23, 10.25, 12.6, 14.104, 14.133, 14.143
Crimes Code, Possession of Firearms and Dangerous Weapons – 18 U.S.C. Sec. 930
Crimes Code, Definition, Serious Bodily Injury – 18 U.S.C. Sec. 1365(b)(3)
POLICY NO. 113.2
DISCIPLINE OF STUDENTS WITH DISABILITIES

Individually With Disabilities Education Act – 20 U.S.C. Sec. 1412, 1415 et seq.,

Controlled Substances Act – 21 U.S.C. Sec. 812

Individually With Disabilities Education Act, Title 34, Code of Federal Regulations – 34 CFR Part 300.530, 300.532, 300.533, 300.534, 300.535, 300.536


### POLICY NO. 113.4
**CONFIDENTIALITY OF SPECIAL EDUCATION STUDENT INFORMATION**

#### Section 1  Authority

The Board recognizes the need to protect the confidentiality of personally identifiable information in the education records of students with disabilities.

The District shall maintain a system of safeguards to protect the confidentiality of students’ educational records and personally identifiable information when collecting, retaining, disclosing and destroying student special education records, in accordance with Board policy, state requirements, and federal and state law and regulations.

The rights provided by this policy apply to persons in parental relation of students who receive special education program and services from the District or an outside program provided through the District.

<table>
<thead>
<tr>
<th>Authority</th>
<th>Pol. 113, 216</th>
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<tr>
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<td>Pol. 216 34 CFR 300.611-300.627</td>
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<td>34 CFR 300.520, 300.625</td>
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#### Section 2  Definitions

**Destruction** shall mean the physical destruction or removal of personal identifiers from information so that the information is no longer personally identifiable.

**Disclosure** shall mean to permit access to or the release, transfer, or other communication of personally identifiable information contained in education records by any means.

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<th>Definitions</th>
<th>34 CFR 300.611</th>
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<td>34 CFR 99.3</td>
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</table>
POLICY NO. 113.4
CONFIDENTIALITY OF SPECIAL EDUCATION
STUDENT INFORMATION

including oral, written, or electronic means, to any party except the party identified as the party that provided or created the record.

Education Records, for purposes of this policy, shall include the records and information covered under the definition of education records in the Family Educational Rights and Privacy Act (FERPA) and its implementing regulations.

Personally identifiable information includes, but is not limited to:

1. The name of a student, the student's parents/guardians or other family members.
2. The address of the student or student’s family.
3. A personal identifier, such as the student's social security number, student number, or biometric record.
4. Other indirect identifiers, such as the student’s date of birth, place of birth, and mother's maiden name.
5. Other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty.
6. Information requested by a person who the District reasonably believes knows the identity of the student to whom the education record relates.
POLICY NO. 113.4
CONFIDENTIALITY OF SPECIAL EDUCATION
STUDENT INFORMATION

Section 3

Guidelines

Parental Access Rights

The District shall permit persons in parental relation to inspect and review any education records relating to their child(ren) that are collected, retained, or used by the District in connection with providing special education services to the student.

The District shall comply with a person in parental relation’s request to inspect and review education records without unnecessary delay and before any meeting regarding an Individualized Education Program (IEP); any impartial due process hearing relating to the identification, evaluation, educational placement, or the provision of a free and appropriate public education (FAPE) to a student; a hearing related to the discipline of the student; and a resolution meeting.

The District shall presume a person in parental relation has authority to inspect and review records relating to their child unless it has been provided documentation that the requesting person in parental relation does not have this authority under applicable state law.

The District shall comply with a person in parental relation’s request for review within forty-five (45) days following receipt of the request.

A person in parental relation’s right to inspect and review education records includes the right to:

1. A response from the District to reasonable requests for explanations and interpretations of the records.

2. Request that the District provide copies of the records if failure to provide copies would effectively prevent the person in parental relation from exercising the right to inspect and review the records.

3. Have a representative inspect and review the records.
### POLICY NO. 113.4
CONFIDENTIALITY OF SPECIAL EDUCATION STUDENT INFORMATION

If an education record includes information on more than one (1) student, the persons in parental relation/parents/guardians shall have access only to the information relating to their child or shall be informed of the information in the record.

The District shall provide persons in parental relation/parents/guardians, upon request, a list of the types and locations of education records collected, maintained, or used by the District.

**Fees**

The District may charge a fee for copies of records that are made for persons in parental relation/parents/guardians so long as the fee does not effectively prevent persons in parental relation/parents/guardians from exercising their right to inspect and review those records.

The District shall not charge a fee to search for or to retrieve information in response to a person in parental relation’s request.

**Record Of Access**

The District shall keep a record of parties obtaining access to education records collected, maintained, or used in providing special education and related services to students with disabilities, except access by persons in parental relation/parents/guardians and authorized district employees.

The District’s record of access shall include the name of the party, the date access was given, and the purpose for which the party is authorized to use the records.

**Amendment Of Records Upon Parental Request**

If a person in parental relation/parent/guardian believes that information in the student’s education records is inaccurate, misleading or violates the privacy or other rights of the student, the person in parental relation/parent/guardian may request that the District amend the information.

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34 CFR 99.12, 300.615
34 CFR 300.616
34 CFR 99.11, 300.617
34 CFR 300.614
34 CFR 99.20, 300.618
POLICY NO. 113.4
CONFIDENTIALITY OF SPECIAL EDUCATION STUDENT INFORMATION

The District shall decide whether to amend the information within a reasonable period of time from receipt of the request.

If the District declines to amend the information in accordance with a parental request, the District shall inform the parent/guardian of the refusal and advise the person in parental relation of the right to a hearing.

Records Hearing

The District shall, on request, provide persons in parental relation with an opportunity for a hearing to challenge information in the student’s education records to ensure that the information is not inaccurate, misleading, or otherwise in violation of the student’s privacy or other rights. The District recognizes that persons in parental relation who believe that there is a due process violation relating to an alleged violation of confidentiality may also request a special education due process hearing.

Hearing Procedures

A hearing to challenge information in education records must meet the following requirements:

1. The District shall hold the hearing within a reasonable time after receiving the request for a hearing.

2. The District shall give the person in parental relation reasonable advanced written notice of the date, time, and place of the hearing.

3. The hearing may be conducted by any individual, including a district official, who does not have a direct interest in the outcome of the hearing.

4. The District shall give the person in parental relation a full and fair opportunity to present relevant evidence. The person in parental relation may, at their own expense, be assisted or represented by one (1) or more individuals.
**POLICY NO. 113.4**  
CONFIDENTIALITY OF SPECIAL EDUCATION STUDENT INFORMATION

of their choice, including an attorney.

5. The District shall inform persons in parental relation of its decision in writing within a reasonable period of time after the hearing.

6. The decision must be based solely on the evidence presented at the hearing, and must include a summary of the evidence and the reasons for the decision.

Result of Hearing

If, as a result of the hearing, the District decides that the information is inaccurate, misleading, or otherwise in violation of the student’s privacy or other rights, the District shall amend the information accordingly and inform the person in parental relation in writing.

If, as a result of the hearing, the District decides that the information is not inaccurate, misleading, or otherwise in violation of the student’s privacy or other rights, the District shall inform the person in parental relation of the person in parental relation’s right to place in the student’s records a statement commenting on the information and/or providing any reasons for disagreeing with the District’s decision.

Any explanation placed in the student’s records shall be:

1. Maintained by the District as part of the student’s records as long as the record or contested portion is maintained by the District; and

2. Included with the record or contested portion if the record or contested portion are disclosed to any party.

Storage, Retention And Destruction Of Information

The District shall store all education records and personally identifiable information of students receiving special education services in such a way as to protect the confidentiality and

| 34 CFR 99.21, 300.620 |
| 34 CFR 300.623 |
**POLICY NO. 113.4**  
**CONFIDENTIALITY OF SPECIAL EDUCATION STUDENT INFORMATION**

integrity of the records and information, prevent unauthorized access to and disclosure of records and information, and ensure compliance with other legal and regulatory requirements regarding records retention. Student records include any financial documents related to any services that a student receives.

The District shall maintain, for public inspection, a current listing of the names and positions of those district employees who have access to personally identifiable information.

In order to comply with state compliance monitoring requirements, the District shall maintain education records for students receiving special education services for at least six (6) years.

The District shall inform person in parental relationship when personally identifiable information collected, maintained, or used is no longer needed to provide educational services to the student. After notice, such information shall be destroyed upon the person in parental relationship’s request.

No education record shall be destroyed if there is an outstanding request to inspect or review the record or if a litigation hold exists.

The District may maintain a permanent record of the student’s name, address, phone number, grades, attendance record, classes attended, grade level completed, and year completed.

The District shall ensure the destruction of education records in a manner that protects the confidentiality and privacy rights of the student and the student’s family.

**Disclosure To Third Parties**

The District shall obtain person in parental relationship’s consent before disclosing personally identifiable information to parties other than school district officials with a legitimate educational interest or other educational institutions that provide special

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<th>34 CFR 300.623</th>
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<tr>
<td>Pol. 216</td>
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<td>34 CFR 300.624</td>
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<td>Pol. 113.1, 113.2,</td>
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### POLICY NO. 113.4
### CONFIDENTIALITY OF SPECIAL EDUCATION STUDENT INFORMATION

Education services to the student for the purposes of meeting a requirement of law or regulation unless the information is contained in education records and the disclosure is permitted without parental consent under law and regulations.

- **The person in parental relation’s consent must be obtained before personally identifiable information is released to officials of participating agencies providing or paying for transition services.**

- **If a student is enrolled, or is going to enroll in a private school that is not located in the District of the person in parental relation’s residence, person in parental relation’s consent must be obtained before any personally identifiable information about the student is released between officials in the District where the private school is located and officials in the District of the person in parental relation’s residence.**

#### Disclosure to Law Enforcement

When reporting an incident committed by a student with a disability to the appropriate authorities, in accordance with applicable law, regulations and Board policy, the District shall provide the information required by state and federal laws and regulations and shall ensure that copies of the special education and disciplinary records of the student are transmitted for consideration by these authorities. The District shall ensure compliance with the Family Educational Rights and Privacy Act when transmitting copies of the student’s special education and disciplinary records.

#### Section 4 Delegation of Responsibility

In order to maintain the confidentiality of the educational records and personally identifiable information of students with disabilities, the Board designates the Director of Special Education to coordinate the District’s efforts to comply with this policy and applicable laws and regulations.

All district employees collecting or using personally identifiable information shall receive training or instruction regarding Board

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<td>34 CFR 300.622</td>
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<td>20 U.S.C. 1232g, 1415</td>
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<td>22 PA Code 10.2, 10.21, 10.22, 10.23</td>
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POLICY NO. 113.4
CONFIDENTIALITY OF SPECIAL EDUCATION STUDENT INFORMATION

policy, administrative regulations, and state and federal law and regulations regarding confidentiality of education records and personally identifiable information.

References:

State Board of Education Regulations – 22 U.S.C. Sec. 10.2, 10.21, 10.22, 10.23


Family Educational Rights and Privacy Act – 20 U.S.C. Sec. 1232g

Board Policy – 113, 113.1, 113.2, 216, 805.1
### POLICY NO. 859
**JOB RELATED EXPENSES**

**THIS POLICY SHALL SUPERSEDE POLICIES 331, 431, AND 531.**

#### Section 1
**Authority**

The Board shall reimburse administrative, professional and support employees for the actual and necessary expenses, including travel expenses, they incur in the course of performing services for the District, in accordance with compensation plans, individual contracts, applicable collective bargaining agreements, and Board policy.

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#### Section 2
**Delegation of Responsibility**

The validity of payments for job related expenses for all district employees shall be determined by the Director of Finance and Human Resources in collaboration with the Superintendent.

The Superintendent or designee shall develop administrative regulations for approval and reimbursement of job related expenses, including travel expenses, which shall require employees to provide adequate documentation of expenses.

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#### Section 3
**Guidelines**

The use of a personal vehicle shall be considered a legitimate job expense if travel is among the employee's assigned schools, but not between home and school, and is authorized in advance by the Director of Finance and Human Resources in collaboration with the Superintendent.
POLICY NO. 859
JOB RELATED EXPENSES

Use of a personal vehicle for approved purposes is reimbursable at the rate per mile consistent with compensation plans, individual contracts, applicable collective bargaining agreements, and Board policy.

Actual and necessary expenses incurred when attending functions outside the District shall be reimbursed to an employee if approval has been obtained in advance from the Director of Finance and Human Resources.

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

References:

School Code – 24 P.S. Sec. 517
# POLICY NO. 860
## WORKING PERIODS

### Section 1
#### Authority
Work schedules required for administrative, professional and support employees shall be clearly specified to ensure regular attendance by employees and consistent operation of the District.

The Board has the authority and responsibility to determine the hours and days during which district programs and services shall be available to students and the community, consistent with compensation plans, individual contracts, applicable collective bargaining agreements, and Board resolutions.

The Board has the authority to make modifications to the school calendar and the school schedule as necessary to meet the instructional and health and safety needs of students and staff. Modifications to staff working periods shall be addressed in accordance with compensation plans, individual contracts, applicable collective bargaining agreements, Board resolutions and/or Board-approved health and safety or other emergency preparedness and response plans.

### Section 2
#### Delegation of Responsibility
The Superintendent or designee shall develop administrative regulations to ensure district employees are informed of and adhere to their assigned work schedules.

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SC 510, 1504
Pol. 804

SC 520.1
Pol. 804, 805
References:

School Code – 24 P.S. Sec. 510, 520.1, 1504

Board Policy – 804, 805
Policy No. 861

Section OPERATIONS

Title RESPONSIBILITY FOR STUDENT WELFARE

Adopted

Last Revised

POLICY NO. 861
RESPONSIBILITY FOR STUDENT WELFARE

THIS POLICY SHALL SUPERSEDE POLICY 440.

Section 1

Authority

The Board adopts this policy to ensure appropriate oversight of and responsibility for student welfare by administrative, professional and support employees.

District employees are responsible for the safety of students in their charge within school buildings and on district property.

Each employee is responsible for supervision, control and protection of students, commensurate with assigned duties and directives.

Each employee is responsible to ensure that students are supervised by a teacher or other staff member at all times while engaged in district activities.

Teachers and designated staff shall provide proper instruction in and enforcement of safety rules and procedures included in the Board-approved health and safety plan and assigned curriculum.

Each employee has the responsibility to report immediately to the building principal or designated staff an accident, safety hazard, unsafe or dangerous condition, or to immediately address observed violations of district safety rules.

Employees may not send students on any personal errands.

SC 510

Pol. 705, 805

Pol. 705
POLICY NO. 861
RESPONSIBILITY FOR STUDENT WELFARE

Employees may not transport students in a personal vehicle, except when specifically authorized by the building principal or designee.

Employees shall not require a student to perform tasks that may be detrimental to the student's health.

Section 2
Delegation of Responsibility

Building principals shall monitor employees’ adherence to this policy to ensure the maintenance of standards that protect student welfare.

Building principals shall annually develop and implement a plan of supervision for the following:

1. Student arrivals and departures, including buses.
2. Halls, restrooms and playgrounds.
3. Cafeteria.
4. Before and after school.
5. Curricular field trips.
6. Extracurricular activities and interscholastic athletics

References:

School Code – 24 P.S. Sec. 510
Board Policy – 705, 805