



KEYSTONE OAKS SCHOOL DISTRICT
1000 Kelton Avenue
Pittsburgh, PA 15216

BOARD OF SCHOOL DIRECTORS

WORK SESSION

TUESDAY, November 10, 2015
7:00 PM

BUSINESS/LEGISLATIVE MEETING

TUESDAY, November 17, 2015
7:00 PM

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

November 10, 2015 – Work Session

7:00 PM Meeting

- Call to Order – President
- Pledge of Allegiance
- **History Bowl Competition Winners – Ms. Nancy Scureman**
- **Update on Curriculum, Instruction, & Assessment
Dr. Shannon Varley**
- Public Comment
- Review of Reports
- Public Comment
- Adjournment

November 17, 2015 – Business/Legislative Meeting

7:00 PM Meeting

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

BOARD PRESIDENT'S REPORT

November 17, 2015

Ms. Patricia Ann Shaw

BOARD ACTION REQUESTED

I. BOARD MINUTES

It is recommended that the Board approve the Work Session Minutes of October 13, 2015, and the Business/Legislative Minutes of October 20, 2015.

FOR INFORMATION ONLY

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

VIII. EXECUTIVE SESSION

SUPERINTENDENT'S REPORT

November 17, 2015

Dr. William P. Stropkaj

BOARD ACTION REQUESTED

I. ACT 93 ADMINISTRATIVE EMPLOYEE COMPENSATION 2015/2016

In compliance with the *Act 93 Administrative Employee Compensation July 1, 2014 – June 30, 2016*, it is recommended that the Board approve the Administrators' salaries, retroactive to July 1, 2015, (as listed below) for the 2015/2016 school year:

Joseph Arcuri	<i>To Be Provided</i>	Principal, Myrtle Avenue Elementary School
Mark Iampietro	<i>To Be Provided</i>	Principal, Aiken Elementary School
Jeffrey Kattan	<i>To Be Provided</i>	Principal, Keystone Oaks Middle School
Brian Werner	<i>To Be Provided</i>	Principal, Dormont Elementary School
*Scott Hagy	<i>To Be Provided</i>	Principal, Keystone Oaks High School

* Mr. Hagy's salary is prorated for the period of July 1, 2015 through his retirement date of September 20, 2015.

II. SECOND READING OF POLICY NO. 809: SUICIDE AWARENESS

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

III. SECOND READING OF POLICY NO. 809 – ATTACHMENT: SUICIDE PREVENTION RESOURCES

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

IV. SECOND READING OF POLICY NO. 919: TITLE I PARENTAL INVOLVEMENT

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

V. SECOND READING OF POLICY NO. 919.1: TITLE I DORMONT PARENTAL INVOLVEMENT

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

VI. SECOND READING OF POLICY NO. 919.2: TITLE I MYRTLE PARENTAL INVOLVEMENT

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

VII. FIRST READING OF POLICY NO. 105.1: REVIEW OF INSTRUCTIONAL MATERIALS BY PARENTS/GUARDIANS, STUDENTS

It is recommended that the Board approve the FIRST READING of Policy No. 105.1: *Review of Instructional Materials by Parents/Guardians, Students*.

VIII. FIRST READING OF POLICY NO. 256: ANTI-BULLYING

It is recommended that the Board approve the FIRST READING of Policy No. 256: *Anti-Bullying*.

IX. FIRST READING OF POLICY NO. 256: ANTI-BULLYING – ATTACHMENT AR-1 FORM A – INCIDENT REPORT

It is recommended that the Board approve the FIRST READING of Policy No. 256: *Anti-Bullying Attachment AR-1 Form A – Incident Report*.

X. FIRST READING OF POLICY NO. 256: ANTI-BULLYING – ATTACHMENT AR-2 FORM B – FACT-FINDING

It is recommended that the Board approve the FIRST READING of Policy No. 256: *Anti-Bullying Attachment AR-2 Form B- Fact-Finding*.

EDUCATION REPORT

November 17, 2015

Ms. Raeann Lindsey, Chairperson

BOARD ACTION REQUESTED

I. PENNSYLVANIA DEPARTMENT OF EDUCATION – COMPREHENSIVE PLAN

The Administration recommends that the Board approve submission of the Keystone Oaks School District Comprehensive Plan to the Pennsylvania Department of Education at the conclusion of the public display period (November 22, 2015).

II. 2015/2016 LAST DAY FOR KINDERGARTEN STUDENTS

The Administration recommends that the Board change the last day of kindergarten for the 2015/2016 school year to June 3, 2016 and to use June 6, 7, 8 and 9, 2016 to screen incoming kindergarten students and create rosters for the 2016/2017 school year.

III. 2016/2017 FIRST DAY FOR KINDERGARTEN STUDENTS

The Administration recommends that the Board begin kindergarten for the 2016/2017 school year with a transition week with orientation on the first day of school, three early dismissal days, and a full day on the fifth day of the first week.

PERSONNEL REPORT

November 17, 2015

Mr. David Hommrich, Chairperson

BOARD ACTION REQUESTED

I. APPOINTMENTS

1. Paraprofessional-Dormont

In compliance with *Board Policy No. 504 – Employment of Classified Employees*, it is recommended that the Board approve **Raechel Baricevic** as a paraprofessional, Dormont Elementary School, effective November 23, 2015. Salary is in compliance with the Keystone Oaks Educational Support Personnel Association/PSEA/NEA Agreement 2009-2014.

2. Food Service Personnel

In compliance with *Board Policy No. 504 – Employment of Classified Employees*, it is recommended that the Board approve the following individual as a Food Service employee pending receipt of all legal documents and clearances, for the 2015/2016 school year:

<u>Name</u>	<u>School</u>	<u>Hourly Wage</u>
Christi Anderson	Dormont	\$ 9.00

3. After-School Tutoring Program

It is recommended that the Board approve **Jamie Barbin**, Dormont Elementary School, to participate in the After-School Tutoring Program. The range of pay for the individual teacher is between \$27.83 and \$44.12 per period based on the years of service to the District.

4. Keystone Oaks Recreational Swim Program - Lifeguard

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

FINANCE REPORT

November 17, 2015

Mr. Daniel Domalik, Chairperson

BOARD ACTION REQUESTED

I. ACCOUNTS PAYABLE APPROVAL LISTS

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

- | | |
|----------------------|-----------------------|
| A. General Fund | <i>To Be Provided</i> |
| B. Risk Management | <i>To Be Provided</i> |
| C. Food Service Fund | <i>To Be Provided</i> |
| D. Athletics | <i>To Be Provided</i> |
| E. Renovations | <i>To Be Provided</i> |

II. APPOINTMENT OF DEPUTY TAX COLLECTOR

In compliance with the Department of Community and Economic Development, the Administration recommends that the Board approve **Loretta J. Miller** as the Deputy Tax Collector for Castle Shannon Borough in the event of **Ms. Shirley S. Torris'** (current Tax Collector) incapacitation as the Borough Tax Collector.

FOR INFORMATION ONLY

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

ACCT	DESCRIPTION	2015-2016 BUDGET TOTAL	2015-2016 4 MONTH OCTOBER/ACTUAL	MONTH END + ESTIMATED PROJECTION	OVER (UNDER) BUDGET
Revenue					
6000	Local Revenue Sources				
7000	State Revenue Sources				
8000	Federal Revenue Sources				
Total Revenue					
					(OVER) UNDER BUDGET
Expenditures					
100	Salaries				
200	Benefits				
	Professional/Technical				
300	Services				
400	Property Services				
500	Other Services				
600	Supplies/Books				
700	Equipment/Property				
800	Other Objects				
900	Other Financial Uses				
Total Expenditures					
Revenues exceeding Expenditures					

II. SUMMARY OF STUDENT ACTIVITIES ACCOUNTS AS OF OCTOBER 2015
To Be Provided

Cash Balance		
Deposits (General Fund transfer)		
Subtotal		
Expenditures		
Cash Balance		

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

ACCT	DESCRIPTION	2015-2016 BUDGET TOTAL	2015-2016 OCTOBER ACTUAL	MONTH END + ESTIMATED PROJECTION	OVER (UNDER) BUDGET
Revenue					
6000	Local Revenue Sources/Sales				
7000	State Revenue Subsidy				
8000	Federal Revenue Subsidy				
Total Revenue					
					(OVER)
					UNDER
					BUDGET
Expenditures					
100	Salaries				
200	Benefits				
	Professional/Technical				
300	Services				
400	Property Services				
500	Other Services				
600	Supplies/Food				
700	Equipment/Property				
800	Other Objects				
900	Other Financial Uses				
Total Expenditures					
INCOME / (LOSS)					

FACILITIES REPORT

November 17, 2015

Mr. Matthew Cesario, Chairperson

BOARD ACTION REQUESTED

I. REPAIR OF STORM DRAIN PIPE – KEYSTONE OAKS HIGH SCHOOL TRACK

The Administration recommends that the Board authorize the repair of the 30 feet of storm drain pipe at the sink hole (high school track), at a cost of \$29,400.00. The Keystone Oaks Grounds Crew will repair all of the surface damage.

II. FINAL SET OF CHANGE ORDERS – PARKING LOT PROJECT

The Administration recommends that the Board approve the final set of engineering change orders with respect to the parking lot project at a cost not to exceed \$10,457.00.

ACTIVITIES & ATHLETICS REPORT

November 17, 2015

Mr. Robert Brownlee, Chairperson

BOARD ACTION REQUESTED

I. AGREEMENT BETWEEN POINT PARK UNIVERSITY AND KEYSTONE OAKS SCHOOL DISTRICT – UTILIZATION OF RUNNING TRACK

It is recommended that the Board approve the *Agreement between Point Park University and the Keystone Oaks School District* to provide the Point Park University Track Team access to the District's running track, retroactive to November 1, 2015 through July 31, 2017.

For Information Only

The District will charge and the University will pay as rent the amount of four-thousand dollars (\$4,000.00) for a fifteen (15) week period during the 2015/2016 and 2016/2017 school years, for a total of \$8,000.00.

KEYSTONE OAKS SCHOOL DISTRICT

Policy Guide



Policy No. 809

Section OPERATIONS

Title SUICIDE AWARENESS
PREVENTION AND RESPONSE

Adopted _____

Revised _____

POLICY NO. 809 SUICIDE AWARENESS, PREVENTION AND RESPONSE		
Section 1	<p><u>Purpose</u></p> <p>The Board is committed to maintaining a safe school environment; to protect the health, safety and welfare of its students; to promote healthy development; and to safeguard against the threat or attempt of suicide among school-aged youth. This policy supports federal, state and local efforts to provide education on youth suicide awareness and prevention; establish methods of prevention, intervention and response to suicide or suicide attempt; and promote access to suicide awareness and prevention resources. The impact of students' mental health on their academic performance and the effect of mental health issues and suicide on students and the entire school community are significant.</p> <p>Therefore, in order to ensure the safety and welfare of students, the District will work to educate school personnel and students on the actions and resources necessary to prevent suicide and promote mental well-being.</p>	<p>SC 1526 Pol. 103.1, 248, 256, 806</p>
Section 2	<p><u>Authority</u></p> <p>In compliance with state law and regulations and in support of the Keystone Oaks School District's suicide prevention measures, this policy shall apply in any situation where a student is expressing suicidal thoughts or intentions of self-harm on school property, at any school-sponsored activity, or on any public vehicle providing transportation to or from a school or school-sponsored activity. This policy shall also apply following a student's suicide threat or attempt that does not occur on school grounds or during a school-sponsored activity, but that is reported to any school personnel. Information received in confidence from a student may be revealed to the student's parents/guardians, the program supervisor, building principal or other appropriate authority when the health, welfare or safety of the student or any other person is deemed to be at risk.</p>	<p>Title 22 Sec. 12.12 Pol. 216</p>

POLICY NO. 809

SUICIDE AWARENESS, PREVENTION AND RESPONSE

Section 3

Definitions

At-Risk for Suicide shall mean any youth with risk factors or warning signs that increase the likelihood of suicidal behavior.

Crisis Response Team shall include, but may not be limited to, the administrators, guidance counselors, the school nurse, mental health therapists, and school resource officers, and/or other members of the Student Assistance Program (SAP), as designated, and may include other members as deemed appropriate by the Superintendent. Community mental agency resources may be called for assistance to be a part of the team.

Expressed Suicidal Thoughts or Intentions shall mean a verbal or nonverbal communication that an individual intends to harm him/herself with the intention to die, but has not acted on the behavior.

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

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

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

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

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

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

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

Section 45

Guidelines

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

	<p style="text-align: center;">POLICY NO. 809 SUICIDE AWARENESS, PREVENTION AND RESPONSE</p> <p>The District shall notify district employees, students and parents/guardians of this policy and shall post the policy on the district’s website.</p> <p style="text-align: center;">SUICIDE AWARENESS AND PREVENTION EDUCATION</p> <p><u>Protocols for Administration of Student Education</u></p> <p>Students shall receive age-appropriate lessons in their classrooms through health education or other appropriate curricula on the importance of safe and healthy choices, coping strategies, how to recognize risk factors and warning signs, as well as help-seeking strategies for self or others including how to engage school resources and refer peers for help. Lessons shall contain information on comprehensive health and wellness, including emotional, behavioral and social skills development. Students shall be taught not to make promises of confidentiality when they are concerned about a peer or significant other. These lessons may be taught by health and physical education teachers, community service providers, classroom teachers or student services staff. Students who are in need of intervention shall be referred in accordance with the District’s referral procedures for screening and recommendations.</p> <p>Student education may include but is not limited to the following:</p> <ol style="list-style-type: none"> 1. Information about suicide prevention. Resources are available on the Pennsylvania Department of Education’s (PDE’s) website– www.education.pa.gov 2. Help-seeking approaches amongst students, promoting a climate that encourages peer referral and emphasizes school connectedness. 3. Increasing students’ ability to recognize if they or their peers are at risk for suicide. 4. Addressing problems that can lead to suicide, such as depression and other mental health issues, anger, and drug use. <p><u>Protocols for Administration of Employee Education</u></p> <p>All District employees , including, but not limited to secretaries, coaches, custodians and cafeteria workers, shall receive information regarding risk factors, warning signs, response procedures, referrals, and resources regarding youth suicide prevention.</p> <p>As part of the District’s professional development plan, professional educators in school buildings serving students in grades six (6)</p>	<p>SC 1526</p> <p>SC 1526</p>
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POLICY NO. 809
SUICIDE AWARENESS, PREVENTION AND RESPONSE

shall be treated as real and dealt with immediately. No student should be left alone, nor confidentiality promised. In cases of life-threatening situations, a student's confidentiality will be waived. The school entity's crisis response procedures shall be implemented.

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

Early Identification Procedures

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

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

- Behavioral Health Issues/Disorders:
 - Depression
 - Substance abuse or dependence
 - Long term use of a medication that according to the FDA may lead to increased risk of suicide
 - Previous suicide attempts
 - Self-injury

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

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

- Family Characteristics:

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SUICIDE AWARENESS, PREVENTION AND RESPONSE

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

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

- Expressions such as hopelessness, rage, anger, seeking revenge, feeling trapped, anxiety, agitation, no reason to live or sense of purpose
- Recklessness or risky behavior
- Increase alcohol or drug use
- Withdrawal from friends, family or society
- Dramatic mood changes

Referral Procedures

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

Documentation

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

METHODS OF INTERVENTION

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

Procedures for Students at Risk

SC 1526

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

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

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

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

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

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

Students with Disabilities

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

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

Documentation

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

Pol. 806

Pol. 103.1, 113,
113.1, 114

Pol. 103.1, 113,
113.1, 114

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SUICIDE AWARENESS, PREVENTION AND RESPONSE**

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

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

- ~~1. Identifying and training the school crisis response/crisis intervention team.~~
- ~~2. Determining the roles and responsibilities of each crisis response team member.~~
- 3.1. Notifying students, employees and parent/guardians.
- 4.2. Working with families.
- 5.3. Responding appropriately to the media.
- 6.4. Collaborating with community providers.

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

Re-Entry Procedures

A student's excusal from school attendance after an ~~absence due to significant psychological and/or behavioral distress~~ ~~mental health crisis~~ and the student's return to school shall be consistent with state and federal laws and regulations.

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

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

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

SC 1526

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

Pol. 204

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

REPORT PROCEDURES

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

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

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

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

SUICIDE AWARENESS AND PREVENTION RESOURCES

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

References:

School Code – 24 P.S. Sec. 1526

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

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

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

SC 1526

SC 1526

Suicide Prevention Resources for Schools

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

General Information (many with webinar sessions)

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

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

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

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

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

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

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

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

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

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

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

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

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

The Trevor Project

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

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

National Alliance on Mental Illness (NAMI)

<https://www.nami.org/About-NAMI>

NAMI, the National Alliance on Mental Illness, is the nation's largest grassroots mental health organization dedicated to building better lives for the millions of Americans affected by mental illness.

Comprehensive School Guide

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

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

School Policy

Model School Policy on Suicide Prevention –

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

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

STAR Center Sample School Suicide Policy and Procedure -

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

Training for School Staff

Society for Prevention of Teen Suicide

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

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

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

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

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

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

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

Material for Students

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

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

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

Suicide Prevention Resource Center Best Practice Registry

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

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

Wisconsin Department of Public Instruction

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

http://sspw.dpi.wi.gov/sspw_suicideprev main page

Link to Student programs: http://sspw.dpi.wi.gov/sspw_spstudentprograms

Link to Curriculum: http://sspw.dpi.wi.gov/sspw_suicideprevcurriculum

Postvention Assistance

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

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

Suicide Prevention Resource Center Postvention Toolkit

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

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

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

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

POLICY NO. 919
TITLE I PARENTAL INVOLVEMENT

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

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

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

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

School-Parental Compact

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

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

Pol. 102

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

Section 4

Delegation of Responsibility

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

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

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

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

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

References:

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

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

Board Policy – 102, 140

KEYSTONE OAKS SCHOOL DISTRICT

Policy Guide



Policy No. 919.1

Section COMMUNITY

Title TITLE I DORMONT
ELEMENTARY SCHOOL
PARENTAL INVOLVEMENT

Adopted _____

Revised _____

	<p style="text-align: center;">POLICY NO. 919.1 TITLE I DORMONT ELEMENTARY SCHOOL PARENTAL INVOLVEMENT</p> <p>Section 1 <u>Purpose</u></p> <p>Dormont Elementary is committed to providing a quality education for every student in the school. When schools and parents/guardians form strong partnerships, all children’s potential for academic success improves significantly.</p> <p>Section 2 <u>Authority</u></p> <p>Each school receiving Title I funding shall jointly develop with, and distribute to, parents/guardians of participating children a written parental involvement policy, agreed on by such parents/guardians, that shall describe the means for carrying out the requirements established in the No Child Left Behind Act. Parents/Guardians shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents/guardians and the school.</p> <p>Section 3 <u>Guidelines</u></p> <p>Dormont Elementary will involve parents/guardians in the development of the school plan and in the process of school review and improvement in the following ways through participation on the Parent Advisory Council:</p> <ol style="list-style-type: none"> 1. Title I parents/guardians will participate in the development of the Title I Plan and will be part of the school review and school improvement (if applicable) procedures. 	<p>20 U.S.C. 6318 ESEA Sec. 1118</p>
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	<p style="text-align: center;">POLICY NO. 919.1 TITLE I DORMONT ELEMENTARY SCHOOL PARENTAL INVOLVEMENT</p> <ol style="list-style-type: none"> 2. Title I parents/guardians will serve on the planning committees for the Title I Plan and the school Improvement Plan (if applicable). 3. Title I parents/guardians will plan, review, and update the School's and District's Title I parental involvement policies. 4. Title I parents/guardians will jointly develop a school-parent/guardian compact that outlines how parents/guardians, the entire school staff, and students will share in the responsibility for improved student achievement. 5. A yearly meeting will be held to provide Title I parents/guardians the opportunity for input into the planning, implementation, and evaluation of the Title I program. <p>Dormont Elementary will hold an annual meeting with Title I parents/guardians in September to inform parents/guardians of the school's participation in the Title I program and to explain the requirements of the program and their right to be involved. The following items will be discussed: Title I budget, parental involvement policies, overview of Title I (expectations and requirements), standards-based instruction and assessment, overview of the school's curriculum, proficiency levels, multiple criteria for entrance into the program, monitoring student progress, how to work with teachers, parent/guardian resource center, school-home compact, and activities for home. Parents/Guardians will be invited by letter and, if new to the program, receive a phone call.</p> <p>Dormont Elementary will provide technical assistance and support to its Title I program in planning and implementing effective parental/guardian involvement activities. The school will:</p> <ol style="list-style-type: none"> 1. Assist the Title I program in identifying clear and measurable goals for parental/guardian involvement. 2. Actively support staff and promote efforts that increase the level of parental/guardian involvement. 3. Provide parents/guardians and staff information, materials, and training on required and effective parental/guardian involvement policies and practices. Provide to Title I program best practices, ideas, materials, new approaches, research, and other program information in order to improve their parental/guardian involvement programs. 4. Research and model effective parental/guardian involvement activities and practices. 	<p>ESEA Sec. 1118(d)</p> <p>ESEA Sec. 1118(c)(4)</p>
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**POLICY NO. 919.1
TITLE I DORMONT ELEMENTARY SCHOOL PARENTAL INVOLVEMENT**

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

ESEA Sec.
1118(e)(4)

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

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

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

POLICY NO. 919.1
TITLE I DORMONT ELEMENTARY SCHOOL PARENTAL INVOLVEMENT

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

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

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TITLE I DORMONT ELEMENTARY SCHOOL PARENTAL INVOLVEMENT

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

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

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

References:

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

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

Elementary and Secondary Education Act – ESEA Sec. 1118

Board Policy – 102

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

KEYSTONE OAKS SCHOOL DISTRICT

Policy Guide



Policy No. 919.2

Section COMMUNITY

Title TITLE I MYRTLE AVENUE
ELEMENTARY SCHOOL
PARENTAL INVOLVEMENT

Adopted _____

Revised _____

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

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

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

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

ESEA Sec. 1118(d)

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

ESEA Sec. 1118(c)(4)

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

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

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

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

ESEA Sec.
1118(e)(4)

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

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

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

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TITLE I MYRTLE AVENUE ELEMENTARY SCHOOL
PARENTAL INVOLVEMENT

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

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

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

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

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

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

References:

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

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

Elementary and Secondary Education Act – ESEA Sec. 1118

Board Policy – 102

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

KEYSTONE OAKS SCHOOL DISTRICT

Policy Guide



Policy No. 105.1

Section PROGRAMS

Title **REVIEW OF INSTRUCTIONAL MATERIALS BY PARENTS/GUARDIANS AND STUDENTS**

Adopted JANUARY 16, 1995

Revised FEBRUARY 16, 1998

POLICY NO. 105.1 CURRICULUM REVIEW OF INSTRUCTIONAL MATERIALS BY PARENTS/GUARDIANS AND STUDENTS		
Section 1	<p><u>Purpose</u></p> <p>This Board adopts this policy is to ensure comply with the requirements of the State Board of Education that school districts adopt policies to assure that parents/guardians and students have an opportunity to review instructional materials and have access to information about the curriculum, including academic standards to be achieved, instructional materials, and assessment techniques.</p>	Title 22 Sec. 4.4 20 U.S.C. Sec. 1232h
Section 2	<p><u>Authority/Definition</u></p> <p>Instructional material means instructional content that is provided to a student, regardless of its format, including printed or representational materials, and materials in electronic or digital formats (such as materials accessible through the Internet). Also included are assignment tasks and rubrics, course calendars, lesson plans, homework calendars, and course readings. For purposes of this policy, the term does not include academic tests or academic assessments.</p> <p>School districts shall adopt policies to assure that parents have access to information about the curriculum, including expected student learning outcomes, instructional materials, and assessment techniques.</p>	20 U.S.C. Sec. 1232h Title 22 Sec. 5.4 (d)(1)(2)
Section 3	<p><u>Guidelines</u></p> <p>Upon request by a qualifying parent/guardian or qualifying student under this policy, the school District will make available existing information about the curriculum, including academic standards to be achieved, expected student learning outcomes, instructional materials and assessment techniques.</p> <p>This information is included in course syllabi which will be made</p>	20 U.S.C. Sec. 1232h Pol. 102, 105, 127

POLICY NO. 105.1
CURRICULUM REVIEW OF INSTRUCTIONAL MATERIALS
BY PARENTS/GUARDIANS AND STUDENTS

available to parents/guardians and students at the beginning of each school year.

~~Requests for more detailed information should follow the procedure listed below.~~ The following conditions shall apply to any request:

1. To assist the ~~school-D~~istrict in providing the correct records to meet the needs of the requesting party, the request, ~~which may be verbal, electronic or written, must be in writing,~~ convey ~~setting forth~~ the type of question to be answered and the general ~~specific~~ material being sought for review. If applicable, the relevant time frame for materials sought should be provided.
2. The written request must be sent to the ~~Director of Curriculum, Instruction, Assessment, and Staff Development~~Assistant Superintendent.
3. The ~~D~~istrict will respond to the parent/guardian or student within ~~twoten~~ (24) school days by designating the time and location for the review.
4. The ~~D~~istrict may take ~~such action as is~~ necessary ~~action~~ to protect its materials from loss, damage or alteration and to ensure the integrity of the files, including the provision of a designated employee to ~~monitor~~watch over the review of the materials.
5. No parent/guardian or student shall be permitted to remove original or copy written materials provided for review. Photocopies of the material ~~of courses of study~~ can will be made available at the parents'/guardians' expense if material is not copy written. Taking of notes by parents/guardians and students is permitted.

Under federal law, the rights provided to parents/guardians to inspect any instructional materials used as part of the student's educational curriculum transfer to the student when the student turns eighteen (18) years old or is an emancipated minor. These rights do not transfer under state law; therefore, parents/guardians retain their rights to access information about the curriculum and to review instructional materials.

~~This policy shall become void and unenforceable if the regulation of the State Board of Education, upon which it is based, i.e., Title 22, Sec. 5.4(d)(1) and (2), is repealed, modified or declared invalid in whole or in part.~~

Title 22 Sec. 4.4
20 U.S.C. Sec. 1232h

Section 4

Delegation of Responsibility

POLICY NO. 105.1
CURRICULUM REVIEW OF INSTRUCTIONAL MATERIALS
BY PARENTS/GUARDIANS AND STUDENTS

The Superintendent or designee shall notify parents/guardians and students of this policy and its availability. This notification shall be given at least annually, at the beginning of each school year, and within a reasonable time after any substantive changes regarding the contents of this policy.

20 U.S.C. Sec. 1232h

References:

State Board of Education Regulations – 22 PA Code Sec. 4.4, 403.1

No Child Left Behind Act – 20 U.S.C. Sec. 1232h

Board Policy – 102, 105, 127, 235

Policy Guide



Policy No. 256
 Section PUPILS
 Title ANTI-BULLYING
 Adopted NOVEMBER 15, 2007
 Revised DECEMBER 6, 2012

POLICY NO. 256 ANTI-BULLYING	
Section 1	<p><u>Purpose</u></p> <p>The Keystone Oaks School District recognizes that a student's ability to learn, and the District's ability to safely educate its students, is adversely affected by bullying. The School District seeks to avoid these adverse effects, maintain the safety of the school environment and provide opportunities to rehabilitate a student who has engaged in bullying.</p>
Section 2	<p><u>Definition</u></p> <p>Bullying shall be defined as an intentional and unwelcome electronic (cyber), written, verbal, or physical act, or series of acts that has these characteristics:</p> <ol style="list-style-type: none"> 1. It is directed at another student or group of students. 2. It is severe, persistent or pervasive. 3. It has the effect of: <ol style="list-style-type: none"> a. Substantially interfering with a student's education. b. Substantially disrupting the orderly operation of the school. c. Creating a threatening environment. 4. Occurs in a "school setting:" "School setting" shall mean in the school, on school grounds, in school vehicles, on contracted school vehicles, at a designated bus stop, or during any activity sponsored, supervised, or sanctioned by the school and/or District.

SC 1303.1

<p>Section 3</p>	<p style="text-align: center;">POLICY NO. 256 ANTI-BULLYING</p> <p>The District reserves the right to investigate acts of bullying that occur outside the school setting if those acts meet the requirements of 2.1, 2.2 and 2.3 number 3 (above).</p> <p>Cyber harassment of a child is a form of bullying. A person commits the crime of cyber harassment of a child if, with intent to harass, annoy or alarm, the person engages in a continuing course of conduct of making any of the following by electronic means directly to a child or by publication through an electronic social media service:</p> <ol style="list-style-type: none"> 1. Seriously disparaging statement or opinion about the child’s physical characteristics, sexuality, sexual activity or mental or physical health or condition. 2. Threat to inflict harm. <p>The law makes cyber harassment of a child a third-degree misdemeanor, punishable by a maximum of \$2,500 fine and/or one year in prison. For a juvenile charged with the crime, a diversionary program, which might include an educational program on cyber harassment, would be considered first. Successful completion could lead to the juvenile’s record being expunged.</p> <p>Course of Conduct – A pattern of action composed of more than one act over a period of time, however short evidencing a continuity of conduct. The term includes lewd, lascivious, threatening or obscene words, language, drawing, caricatures or actions, either in person or anonymously.</p> <p>Emotional distress – A temporary or permanent state of mental anguish.</p> <p>Seriously disparaging statement or opinion – A statement or opinion which is intended to and under the circumstances is reasonably likely to cause substantial emotional distress to a child of the victim’s age and which produces some physical manifestation of the distress.</p> <p><u>General Guidelines</u></p> <ol style="list-style-type: none"> 1. It shall be a violation of this District Policy for any student or adult to engage in, encourage and/or condone, or communicate, any form of bullying. It shall also be a violation of this Policy for any employee, approved volunteer or chaperone of the School District to encourage and/or condone, through action or lack of action, any form of bullying. This prohibition shall apply to all acts of bullying that occur on school district property, at school district functions (whether on school property or not), and/or on school district provided transportation. In addition, cyber harassment is a criminal 	<p>SC 1303.1</p> <p>Title 18 Sec. 2709</p> <p>Title 18 Sec. 2709</p> <p>Title 18 Sec. 2709</p> <p>Title 18 Sec. 2709</p> <p>Title 18 Sec. 2709</p> <p>Pol. 848</p>
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offense under PA Act 26 of 2015 and may be deemed to have been committed at the place where the child who is the subject of the communication resides.

2. School District employees are required to report alleged violations of this Policy to the Building Principal or the Superintendent in accordance with the procedures set forth herein.
3. The Administration is directed to evaluate the need, if any, for District-wide or building-level evidence-based bullying prevention programs, and to report its findings to the Board of School Directors with appropriate recommendations.
4. The Administration is directed to continue to assess, and to make recommendations to the Board of School Directors, for any appropriate changes to existing intervention programs and practices in place to address the needs of students who are bullied, and the issues relating to students who engage in bullying.

Section 4

Dissemination of Policy

This Anti-bullying Policy will be disseminated annually to all school staff, students, and parents. It will be distributed each year to all students with a copy of the Student Handbook, or will be incorporated into the Handbook. Building administrators will develop a procedure for discussing the Policy with students in individual buildings. The Policy will also be posted on the District web page and published at a minimum of once each year in a the District publication newsletter and be made available in every classroom. Copies of the Anti-bullying Policy shall be posted in all classrooms and information on the Anti-bullying Policy will also be incorporated in training programs for all new school employees, as well as being referenced in the staff handbooks.

In addition, the Administration will develop procedures for training all chaperones and sponsors on the Policy.

Section 5

General Procedures Relating to Complaint

Each student shall be advised that the fact that he/she alleges bullying by another student or who reports an incident of bullying will not reflect upon the student's status. Any retaliation based upon a student's good faith initiation of a complaint, participation in the

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investigation of a complaint, or provision of information relating to a bullying complaint is prohibited and will result in disciplinary action. If any student believes he or she is being retaliated against for filing a complaint under this policy, or the student's parent believes that his/her child is being retaliated against for filing a complaint under this policy, he or she shall report the retaliations in the same manner as indicated below.

The Principal of the building to which the alleged victim is assigned will investigate all complaints, PROVIDED HOWEVER, that if the complaint alleges that the perpetrator of the bullying is an Administrator or Supervisor employed by the School District and it is alleged that the Administrator or Supervisor encouraged, condoned, or turned a blind eye to the bullying of the alleged student-victim, the Superintendent or his designee shall investigate the complaint.

Section 6

Investigation Procedure

1. Separate interviews of the Complainant and the alleged ~~bully~~ ~~willperpetrator will~~ be conducted and all information will be documented in written form on Form A. Each of the involved individuals will be asked to sign an Acknowledgment of the statements provided during the interview. At the time of the interview, a copy of this Policy will be provided to the individuals involved and the Policy and complaint procedure will be reviewed with each individual.
2. During the interviews each individual will be given the opportunity to state his/her side of the incident, to identify any witnesses to corroborate his/her statements, and to provide input as to the possible resolution of the situation. Each student may have his or her parent or guardian present during the interview and parental involvement in this process will be encouraged.

If the Building Principal/Superintendent determines that measures are required during the period of investigation to alleviate the potential bullying, such a separation of the alleged victim and the alleged ~~perpetratorbully~~ or close monitoring of the alleged ~~perpetratorbully~~, such measures shall be taken until the investigation is completed.

3. A fact-finding investigation will be conducted and a written record of the fact-finding investigation including witness interviews, findings of the investigation and recommended action shall be set forth on Form B.
4. The results of the fact-finding investigation, including any recommended action will be shared with the Complainant and with the ~~A~~accused ~~bully~~.

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5. If the Building Principal has conducted the investigation, he/she shall report his/her findings to the Superintendent. The Superintendent may consult with the Solicitor or special counsel as appropriate, in instances where disciplinary action is contemplated.
6. If the investigation results in a finding that a student has engaged in bullying in violation of this Policy, the Building Principal shall determine the appropriate discipline to be imposed, which may include, but not be limited to, suspension from school, or a recommendation to the Superintendent that the student be expelled from school following a hearing before the Board. In determining the level of discipline to be imposed, the Building Principal shall consider:
- a. ~~T~~he prior disciplinary record of the student-perpetrator~~;~~.
 - b. ~~T~~he relative ages and maturity levels of the students~~;~~.
 - c. ~~T~~he nature and frequency of the inappropriate conduct by the student-perpetrator toward the student-victim~~;~~.
 - d. ~~T~~he degree of harm experienced by the student-victim~~;~~.
 - e. ~~T~~he extent, if any, to which the student-perpetrator encouraged or involved other students ~~in of~~ the bullying of the student-victim~~;~~.
 - f. ~~A~~ny other circumstances or factors deemed relevant on this issue.

Pol. 218

References:

School Code – 24 P.S. Sec. 1301.1

Board Policy – 218, 848

Title 18 (Crimes and Offenses) – Sec. 2709

**INCIDENT REPORT
ANTI-BULLYING POLICY**

1. Name of Complainant _____
2. Date(s) Time(s) of Alleged Incident(s) _____
3. a. Notification of Complainant's Parent(s) / Guardian(s) _____
Date
- b. Notification of Accused's Parent(s) / Guardian(s) _____
Date
4. Location of Alleged Incident(s) _____
5. Accused Party _____
6. Witness(es) to the Alleged Incident _____

7. Description of Incident _____

8. Other pertinent history and / or information _____

Additional pages attached () Yes () No

9. Were the Civil Authorities notified? () Yes () No
10. Do you wish to have a conciliatory meeting? () Yes () No*
**If no, fact-finding will take place.*

Signature of Complainant

Date

****Attach incident report to fact-finding sheet when appropriate.***

**FACT-FINDING FORM
ANTI-BULLYING POLICY**

1. Accused party notified of the complaint _____ Date _____

2. Accused party provided an opportunity to respond () Yes () No **If no, why not?*

**Additional statement attached. () Yes () No*

3. Witness Interviewed _____ Date _____
Statement _____

**Additional statement attached. () Yes () No*

4. Witness Interviewed _____ Date _____
Statement _____

**Additional statement attached. () Yes () No*

5. Witness Interviewed _____ Date _____
Statement _____

**Additional statement attached. () Yes () No*

6. Summary of Findings _____

7. Recommended Action by Investigator _____

8. Fact-finding results and recommended action shared with:

a. Parent(s) / Guardian(s) of the Accused _____ Date _____

b. Complainant _____ Date _____

c. Complainant _____ Reviewed policy () Yes () No
Signature

d. Accused Party _____ Reviewed policy () Yes () No
Signature

**** Signature does not necessarily connote agreement with the results and/or recommendation, but only that the information (exclusive of disciplinary action taken toward the accused) was provided.***