

# Shaler Area School District

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## CHAPTER 339 K-12 COMPREHENSIVE SCHOOL COUNSELING PROGRAM

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## 1- School Counseling Department and Assignments:

### School Counselors: 2016-17 school year

K-3:	<b>Marzolf Primary School Counselor</b>	
	Heather Kimmel	Student Ratio 1:374
	<b>Burchfield &amp; Rogers Primary School Counselor</b>	
	Lezlie DelVecchio-Marks	Student Ratio: 1:588
	<b>Reserve &amp; Jeffery Primary School Counselor</b>	
	Maryann Swartz	Student Ratio: 1:354
4-6:	<b>Elementary School Counselors</b>	
	Beth Zelinko - 4 <sup>th</sup> grade	Student Ratio: 1:313
	Andy Sieber - 5 <sup>th</sup> grade	Student Ratio: 1:314
	Jim Jowers - 6 <sup>th</sup> grade	Student Ratio: 1:342
7-8:	<b>Middle School Counselors</b>	
	Kristi Coleman- 7 <sup>th</sup> grade	Student Ratio: 1:372
	Elizabeth Wolff- 8 <sup>th</sup> grade	Student Ratio: 1:290
9-12:	<b>High School Counselors</b>	
	Mary Beth Miller (A-E)	Student Ratio: 1:355
	Danielle Grimaldo (F-K)	Student Ratio: 1:355
	Shauna Hunt (L-Q)	Student Ratio: 1:355
	Mat Anselmino (R-Z)	Student Ratio: 1:355

### Structure of Counseling Staff:

The school counseling program in the Shaler Area School District currently consists of four counselors at the high school level, two at the middle school level, three at the elementary school level and three counselors to service five primary buildings. All staff is certified by the Pennsylvania Department of Education in their respective positions and has completed a minimum of a master's' degree level program at an accredited institution for Counselor Education.

In order for school counselors to work with students to promote school success and career development, it is often necessary for them to address a wide range of personal/ social/ emotional needs through prevention and intervention activities. School counselors possess both the professional training and certification that qualifies them to deliver all these services to students in a school setting. It is, therefore, both appropriate and necessary for them to have primary responsibility for developing and implementing plans of service for all their assigned students.

## 2- Mission:

### **Shaler Area School District Mission**

Shaler Area School District will change the culture of learning by committing to high expectations for learning, engaging in rigorous instructional practice, and implementing an aligned and relevant curriculum.

### **School Counseling Mission**

The Shaler Area School District School Counselors will provide a comprehensive K-12 developmental school counseling program reflective of the American School Counselor Association National Standards and model. SASD School Counselors are professional student advocates who, in partnership with parents, staff, local businesses, and post secondary institutions, will assist all students to have equitable access to acquire academic, personal/social and career skills needed to become effective students, responsible citizens and life-long learners.

## 3- Program Goals:

- **Academic Counseling Goal:**

Elementary K-6 Counselors will instruct students in the Shaler Area School District throughout the school year on organizational skills in order to improve academic performance.

Secondary 7-12 Counselors will conduct lessons on study skills to promote academic success throughout the school year.

- **Career Development Counseling Goal:**

Elementary K-6 Counselors will teach career lessons focusing on awareness of career clusters. Identification and documentation of student “spark” cluster will be featured. Fifth grade will participate in a day long Beattie Technical School presentation.

Secondary 7-12 Counselors will utilize the Titan Guide as a post secondary resource tool to provide information on career paths, timelines, career schools and colleges.

- **Personal/Social Counseling Goal:**

Elementary K-6 Counselors will conduct classroom lessons and groups focusing on problem solving, emotion management, and peer relationships.

Secondary 7-12 Counselors will conduct coping skills groups with a focus on stress management.

#### 4- Stakeholders:

- **Students:**

Students will help to deliver the school counseling program by incorporating goal-setting skills, problem-solving skills, career development skills, interpersonal skills and post high school goals. Students will focus attention on student achievement and seek resources in the areas of academic, career and personal/social development. Students will avail themselves of the variety of resources provided through the school counseling program.

The benefit to students will be enhanced knowledge, acquisition of skills and life application to be a contributing member of society. Students will serve on the advisory council.

- **Parents:**

Parents will teach their children to set meaningful goals, make sound decisions, and behave appropriately and responsibly. The school counseling program provides information to parents to assist children in planning for the future in the areas of college, careers and other post high school opportunities.

Parents benefit from consultative services from counselors who provide effective communication regarding student progress, and address a variety of issues related to school counseling services. They will also serve on the advisory council.

“Big Idea”	Program Goals	CEW Standards	Grade Level	Activities/Event	Data to Measure Impact	Timeline
Educate Parents about Ch. 339 plan and K-12 Program	Career	13.1	K-12	Show movie- “New Economy”	Process	Sept.-May
	Personal/Social	13.1		Coffee Talk	Perception	Sept. - May
	Academic/ Career/Per. Soc.	13.1		Counseling Website	Process	Ongoing
Educate parents about A.W. Beattie and post secondary options	Career	13.1	10-12	FAFSA Information night	Process	September
	Career	13.1	10-12	Financial Aid Jump Start Night	Process	May
	Career/ Academic	13.1	8-9	8 <sup>th</sup> Grade to 9 <sup>th</sup> Grade scheduling night Website	Perception	March
Connect with Parents about careers	Career/ Academic/ Personal Social	13.3	K-12	Attend PTO Meetings	Process	Ongoing
		13.3	5	Beattie Day	Process/ Perception	February
		13.3	7-11	FAFSA Night	Process	May

- **Educators:**

Educators will assist in providing equity and access to all, work together with counselors to address and enhance student achievement and present a positive learning climate. The staff members work cooperatively, communicate effectively and have an understanding of each other’s programs.

Educators will benefit from collaboration with school counselors. Teachers and administrators will be familiar with school counseling resources and provide support in implementation of the school counseling program. Educators will serve on the advisory council.

“Big Idea”	Program Goals	CEW Standards	Grade Level	Activities/Event	Data to Measure Impact	Timeline
Connect an outside resource to staff, either a group or staff member, to build career development intervention	Introduce staff to programs available at Beattie Tech.	13.1.5	4-6	Beattie Tech. Day	Process	January
Connect your staff to local career/ technical center	Introduce staff to programs at Beattie Tech.	13.1	K-12	Staff Meetings	Process	Sept.-May
Determine how you will meet as a counseling team and how you will address Ch. 339	Meet to plan activities for career development	13.1,2,3	K-12	Department Meetings	Process	Monthly throughout the school year

- **Business/Community:**

Selected community members will serve on an advisory board where they will contribute ideas, resources and opportunities to enhance school counseling delivery services. Establishing harmonious relationships, informing the community about the school counseling program, communicating effectively and maintaining positive relationships with stakeholders are key to program development.

The Business and Community stakeholders will benefit from the school counseling program through collaboration and sharing of resources. Students prepared with knowledge and skills to be productive citizens will benefit the community. Business leaders will serve on the advisory council.

“Big Idea”	Program Goals	CEW Standards	Grade Level	Activities/Event	Data to Measure Impact	Timeline
Connect with post secondary panel members to build program	Inform business members about our programs and needs	13.1	K-12	Invite post secondary members to the advisory council	Process	October and March
Develop Career Development activity outside the building	Explore the options at Beattie	13.1	K-10	Attend open house at Beattie	Process	Spring and Fall
Choose panelist and meet with them and build a data base	Develop relationships with business members in the community	13.1	K-12	Attend Rotary club Meetings	Process	Ongoing

- **Post-Secondary:**

Post-Secondary members will serve on an advisory board where they will contribute ideas, resources and opportunities to enhance school counseling delivery services. Establishing connections with interested students, parents, and staff and providing stakeholders with information about available opportunities and programs.

Post-Secondary Institutions stakeholders will benefit from the school counseling program through collaboration and sharing of resources. Students prepared with knowledge and skills will produce lifelong learners. Post secondary institutions will serve on the advisory council.

“Big Idea”	Program Goals	CEW Standards	Grade Level	Activities/Event	Data to Measure Impact	Timeline
Increase parent and staff awareness of post secondary options	Provide opportunities for parents to explore options	13.3	9-12	College Planning Night, Financial Jump Start, FAFSA Evening, National College Fair, Scheduling Night	Process	Ongoing
Create student awareness of unfamiliar post secondary resources	Provide students with many options	13.1,2,3	7-12	1:1 conferencing,	Performance	Ongoing
		13.4	10	Beattie Fieldtrip	Process	Winter
		13.4	9-12	STEAM Night	Process	Spring
		13.3	9	Freshman Forum	Performance	Sept.-May



## **5- Role of the School Counselor:**

- A. As a Leader, School Counselors effectively and efficiently create, implement, and manage a comprehensive and developmental counseling program. High school counselors participate in monthly instructional leadership team meetings with building administration. Middle counselors attend and participate in weekly team meetings. Primary school counselors facilitate and participate in student focused meetings that include parents, administration and teachers.
- B. As an Advocate, School Counselors advocate for students, for the counseling profession and for systemic change. School Counselors' advocacy can have a lasting impact on attitudes, policies, and practices, which will ultimately help reduce or eliminate any potential barriers to student learning, so maximum potential may be achieved.
- C. As a Collaborator, School Counselors collaborate with all stakeholders including students, parents, educators/administrators, business/community partners, and post-secondary programs. Optimal learning may be achieved for all students academically, personally, and socially through collaboration and a positive learning environment. Counselors will collaborate with business leaders by attending Rotary Club Meetings. We will collaborate with parents by attending PTO Meetings and DPC Meetings.
- D. As an Agent of Systemic Change, School Counselors work strategically to facilitate positive change and meet the needs of students by removing institutional barriers and creating equitable access to instruction.

## **6- Advisory Council:**

Sabrina Ricceli, Parent  
Bella and Sofia Ricceli, Student  
Jenn Kissell, Parent/ North Hills Community Outreach  
Eliza Kissel, Student  
Dirk Lesnett, Parent/ Pastor at Elfinwild Presbyterian  
Peter and Virginia Lesnett, Students  
Eileen Phillips, School Board Member/Parent  
Ingrid Kalchthaler, Shaler North Hills Library  
Eric Heasley, A.W. Beattie Career Center, Executive Director  
Kim Zylinski, A.W. Beattie Career Center, School Counselor  
Jim Bender, CCAC  
Kim McCurdy, PHEAA  
Barry Duerr, University of Pittsburgh  
Joe Guiffre, Duquesne University  
Greg Ceravolo, LaRoche College  
Geoffrey P. Moshier, SSgt, USAF

Lori Cable, Business Member  
 Nora Peace, Business Member  
 Beth Hastings, Rotary Club Member  
 Sean Aiken, Superintendent  
 Bryan O’Black, Assistant Superintendent  
 Kathleen Graczyk, Director of Student Services  
 Kristi Coleman, 7-12 School Counseling Department Chair  
 Maryann Swartz, K-6 School Counseling Department Chair  
 Mary Beth Miller, High School Counselor  
 James Jowers, Elementary Counselor  
 Beth Zelinko, Elementary Counselor  
 Lezlie DelVecchio-Marks, Primary Counselor  
 Heather Kimmel, Primary Counselor  
 Andy Sieber, Elementary Counselor  
 Liz Wolff, Middle School Counselor  
 Danielle Grimaldo, High School Counselor  
 Shauna Hunt, High School Counselor  
 Mat Anselmino, High School Counselor  
 Cynthia Foht, Primary School Principal  
 Lisa Klugh, Teacher  
 Merrit McDaniel, Teacher  
 Frank Spiker, School Resource Officer

**7-Program Calendar:**

**Shaler Area Primary School Counselor Monthly Responsibility**

July	August	September
<b><u>Academic:</u></b>	<b><u>Academic:</u></b> <ul style="list-style-type: none"> <li>• Kindergarten Orientation</li> <li>• New Student Orientation</li> <li>• Staff Collaboration/Team Meetings</li> </ul>	<b><u>Academic:</u></b> <ul style="list-style-type: none"> <li>• Curriculum Nights</li> <li>• Building Level Data Meetings</li> </ul>
<b><u>Career:</u></b> N/A	<b><u>Career:</u></b>	<b><u>Career:</u></b>
<b><u>Personal/Social:</u></b> N/A	<b><u>Personal/Social:</u></b> <ul style="list-style-type: none"> <li>• Classroom Lessons: School Counselor Toolbox</li> </ul>	<b><u>Personal/Social:</u></b> <ul style="list-style-type: none"> <li>• Classroom Lessons: School Counselor Toolbox</li> </ul>

	<ul style="list-style-type: none"> <li>Schedule Counseling Program Components</li> <li>Preparation for SWPBIS</li> </ul>	<ul style="list-style-type: none"> <li>Group Counseling: Super Skills (emotional regulation)</li> </ul>
<b>October</b>	<b>November</b>	<b>December</b>
<b><u>Academic:</u></b>	<b><u>Academic:</u></b> <ul style="list-style-type: none"> <li>Parent Teacher Conferences</li> </ul>	<b><u>Academic:</u></b>
<b><u>Career:</u></b>	<b><u>Career:</u></b>	<b><u>Career:</u></b>
<b><u>Personal/Social:</u></b> <ul style="list-style-type: none"> <li>Group Counseling: Super Skills (emotional regulation)</li> <li>Classroom Lessons: Bullying/Red Ribbon Week</li> </ul>	<b><u>Personal/Social:</u></b> <ul style="list-style-type: none"> <li>Group Counseling: Friendship Group</li> <li>Classroom Lessons: Bullying</li> <li>Children's Grief Awareness Day</li> </ul>	<b><u>Personal/Social:</u></b> <ul style="list-style-type: none"> <li>Group Counseling: Grief and Loss Group</li> <li>Classroom Lessons: Character Education</li> </ul>
<b>January</b>	<b>February</b>	<b>March</b>
<b><u>Academic:</u></b> <ul style="list-style-type: none"> <li>Building Level Data Meetings</li> <li>Preparation for Standardized Testing</li> </ul>	<b><u>Academic:</u></b> <ul style="list-style-type: none"> <li>Preparation for Standardized Testing</li> <li>Parent Teacher Conferences</li> </ul>	<b><u>Academic:</u></b> <ul style="list-style-type: none"> <li>3<sup>rd</sup>/4<sup>th</sup> Grade Transition Meetings</li> </ul>
<b><u>Career:</u></b>	<b><u>Career:</u></b> <ul style="list-style-type: none"> <li>Classroom Lessons</li> </ul>	<b><u>Career:</u></b> <ul style="list-style-type: none"> <li>Classroom Lessons</li> </ul>
<b><u>Personal/Social:</u></b> <ul style="list-style-type: none"> <li>Group Counseling: Anxiety/Worry</li> <li>Classroom Lessons: No Name Calling Week</li> </ul>	<b><u>Personal/Social:</u></b> <ul style="list-style-type: none"> <li>Group Counseling: Families in Transition</li> <li>Classroom Lessons: PSSA Pump Up; Emotional Regulation</li> </ul>	<b><u>Personal/Social:</u></b> <ul style="list-style-type: none"> <li>Classroom Lessons: PSSA Pump Up; Friendship</li> </ul>
<b>April</b>	<b>May</b>	<b>June</b>
<b><u>Academic:</u></b>	<b><u>Academic:</u></b>	<b><u>Academic:</u></b>

		<ul style="list-style-type: none"> <li>• Planning for upcoming school year</li> </ul>
<b><u>Career:</u></b> <ul style="list-style-type: none"> <li>• Classroom Lessons</li> <li>• Career week</li> </ul>	<b><u>Career:</u></b> <ul style="list-style-type: none"> <li>• Classroom Lessons</li> <li>• Junior Achievement Day</li> </ul>	<b><u>Career:</u></b> <ul style="list-style-type: none"> <li>• Classroom Lessons</li> </ul>
<b><u>Personal/Social:</u></b> <ul style="list-style-type: none"> <li>• Group Counseling: Girl Power and Mega Men</li> <li>• Classroom Lessons</li> <li>• Girl Power/Mega Men Night</li> </ul>	<b><u>Personal/Social:</u></b> <ul style="list-style-type: none"> <li>• Group Counseling</li> <li>• Classroom Lessons</li> </ul>	<b><u>Personal/Social:</u></b> <ul style="list-style-type: none"> <li>• Group Counseling</li> </ul>

**ON Going Monthly Primary Counselor Activities**

<b><u>Counselor Related</u></b>	<b><u>Domain (A/C/S)</u></b>	<b><u>Non Counselor Related</u></b>
SAP Meetings	A/S	Clerical record keeping/summaries
IEP meetings	A/C/S	Performing disciplinary actions
Individual counseling	A/C/S	Schedule Meetings
Student Focused Meetings	A/C/S	
Crisis Counseling	S	
Informal Observations	A/C/S	
Parent Communication	A/C/S	
Implementation of SWPBIS	A/S	

## Shaler Area Elementary School Counselor Monthly Responsibility

July	August	September
<p><b><u>Academic:</u></b></p> <ul style="list-style-type: none"> <li>· Finalizing student schedules</li> <li>· Finalizing classroom rosters</li> <li>· Organizing student concern sheets for teacher readiness                             <ul style="list-style-type: none"> <li>• Scheduling</li> <li>• Determine Math groupings</li> <li>• Administer Math assessments</li> <li>• Tours</li> </ul> </li> </ul>	<p><b><u>Academic:</u></b></p> <ul style="list-style-type: none"> <li>• Student Orientation</li> <li>• New Student Orientation</li> <li>• Transition Meetings</li> <li>• Staff Collaboration/Team Meetings</li> <li>• Planning for Curriculum Night</li> <li>• Update Student Data (i.e., Gifted, MDE)</li> </ul>	<p><b><u>Academic:</u></b></p> <ul style="list-style-type: none"> <li>• Curriculum Nights</li> <li>• Attend Grade Level Meetings</li> </ul>
<p><b><u>Career:</u></b></p>	<p><b><u>Career:</u></b></p>	<p><b><u>Career:</u></b></p>
<p><b><u>Personal/Social:</u></b></p> <ul style="list-style-type: none"> <li>· Parent Phone Calls</li> <li>· Parent Conferences</li> </ul>	<p><b><u>Personal/Social:</u></b></p> <ul style="list-style-type: none"> <li>• New Student Lunch Groups</li> <li>• Classroom Lessons</li> <li>• Schedule Counseling Program Components</li> </ul>	<p><b><u>Personal/Social:</u></b></p> <ul style="list-style-type: none"> <li>• Classroom Lessons</li> <li>• Orientation Nights</li> <li>• Group Counseling (New student)</li> <li>• Preparation for Red Ribbon Week Activities</li> <li>• TITAN Talks</li> </ul>
October	November	December
<p><b><u>Academic:</u></b></p> <ul style="list-style-type: none"> <li>• Attendance Meetings</li> </ul>	<p><b><u>Academic:</u></b></p> <ul style="list-style-type: none"> <li>• Attendance Meetings</li> <li>• Parent Teacher Conferences</li> </ul>	<p><b><u>Academic:</u></b></p> <ul style="list-style-type: none"> <li>• Attendance Meetings</li> </ul>
<p><b><u>Career:</u></b></p>	<p><b><u>Career:</u></b></p>	<p><b><u>Career:</u></b></p>
<p><b><u>Personal/Social:</u></b></p> <ul style="list-style-type: none"> <li>• Group Counseling</li> <li>• Classroom Lessons: Bullying(i.e., Red</li> </ul>	<p><b><u>Personal/Social:</u></b></p> <ul style="list-style-type: none"> <li>• Group Counseling (Grief &amp; Loss)</li> <li>• Classroom Lessons</li> </ul>	<p><b><u>Personal/Social:</u></b></p> <ul style="list-style-type: none"> <li>• Group Counseling (Families in Transition)</li> </ul>

<ul style="list-style-type: none"> <li>Ribbon Week)</li> <li>Preparation for Red Ribbon Week Activities</li> <li>New Student Lunch Groups</li> <li>Student Support Groups</li> </ul>		<ul style="list-style-type: none"> <li>Classroom Lessons</li> </ul>
<b>January</b>	<b>February</b>	<b>March</b>
<p><b><u>Academic:</u></b></p> <ul style="list-style-type: none"> <li>Review of Standardized Testing Data</li> <li>Preparation for PSSA administration</li> <li>Attendance Meetings</li> </ul>	<p><b><u>Academic:</u></b></p> <ul style="list-style-type: none"> <li>Preparation for PSSA Administration</li> <li>Attendance Meetings</li> </ul>	<p><b><u>Academic:</u></b></p> <ul style="list-style-type: none"> <li>Preparation and Administration of PSSAs</li> <li>Attendance Meetings</li> </ul>
<p><b><u>Career:</u></b></p> <ul style="list-style-type: none"> <li>Interest Survey &amp; Career discussion</li> </ul>	<p><b><u>Career:</u></b></p> <ul style="list-style-type: none"> <li>Interest Survey &amp; Career discussion</li> <li>Beattie Tech Career Day</li> </ul>	<p><b><u>Career:</u></b></p>
<p><b><u>Personal/Social:</u></b></p> <ul style="list-style-type: none"> <li>Group Counseling (Friendship/Social Skills)</li> <li>Classroom Lessons: No Name Calling Week</li> <li>Shining Stars</li> </ul>	<p><b><u>Personal/Social:</u></b></p> <ul style="list-style-type: none"> <li>Group Counseling (Anger Management)</li> <li>Classroom Lessons</li> <li>Anger Management group</li> </ul>	<p><b><u>Personal/Social:</u></b></p> <ul style="list-style-type: none"> <li>Group Counseling</li> <li>Classroom Lessons</li> </ul>
<b>April</b>	<b>May</b>	<b>June</b>
<p><b><u>Academic:</u></b></p> <ul style="list-style-type: none"> <li>Preparation and Administration of PSSAs</li> <li>Review of Standardized Achievement/Ability Data (Grades 2-5)</li> </ul>	<p><b><u>Academic:</u></b></p> <ul style="list-style-type: none"> <li>6<sup>th</sup> gr. Transition Meeting</li> <li>Review of Standardized Achievement/Ability Data</li> <li>6th grade to 7th grade Step Up</li> <li>4th Grade Transition meetings</li> <li>3rd ---&gt; 4th grade Principal/Counselor Meet n' Greet with students</li> </ul>	<p><b><u>Academic:</u></b></p> <ul style="list-style-type: none"> <li>Planning for upcoming school year</li> </ul>

<b><u>Career:</u></b>	<b><u>Career:</u></b> <ul style="list-style-type: none"> <li>• Interest Survey &amp; Career discussion</li> </ul>	<b><u>Career:</u></b>
<b><u>Personal/Social:</u></b> <ul style="list-style-type: none"> <li>• Group Counseling</li> <li>• Classroom Lessons</li> </ul>	<b><u>Personal/Social:</u></b> <ul style="list-style-type: none"> <li>• Group Counseling</li> <li>• Classroom Lessons</li> <li>• Attend Student Activities</li> </ul>	<b><u>Personal/Social:</u></b> <ul style="list-style-type: none"> <li>• Attend Student Activities</li> </ul>

**ON Going Monthly Elementary Counselor Activities**

<b><u>Counselor Related</u></b>	<b><u>Domain (A/C/S)</u></b>	<b><u>Non Counselor Related</u></b>
SAP Meetings	A/S	Scheduling new students
IEP meetings	A/C/S	In-School Suspensions
Student observations	A/S	
Parent Communication	A/C/S	
Crisis Counseling	S	
Attend Grade Level Meetings	A/C/S	
Principal/Counselor meetings	A/C/S	
Preparation and Implementation of SWPBIS (Titan Pride)	A/S	

## Shaler Area Middle School Counselor Monthly Responsibilities

July	August	September
<p><b><u>Academic:</u></b></p> <ul style="list-style-type: none"> <li>· Assist w/ Master Schedule</li> <li>· Review Flag Sheets</li> <li>· Transition Meetings</li> <li>· Review PSSA scores and RTII placements</li> <li>· Review PSSA scores to determine reading placements</li> <li>· Facilitate math placement tests</li> </ul>	<p><b><u>Academic:</u></b></p> <ul style="list-style-type: none"> <li>· <b>New Student Orientation</b></li> <li>· Meet with special education teachers about student schedules and aides</li> <li>· Prepare for SE/ 504 SA sharing</li> <li>· Review Flag Sheets</li> <li>· Transition Meetings</li> <li>· 504 SA Planning</li> <li>· <b>Scheduling new students</b></li> <li>· <b>Building Tours for new students</b></li> </ul>	<p><b><u>Academic:</u></b></p> <ul style="list-style-type: none"> <li>· <b>Curriculum Night</b></li> <li>· Attend Team Meetings</li> <li>· Update Middle School Tutor List</li> <li>· Update Counselor Referral List</li> <li>· Construct 7<sup>th</sup> grade student folders to aid with organization</li> <li>· Review Flag Sheets with Teams</li> <li>· <b>Individual student planning &amp; schedule changes</b></li> </ul>
<p><b><u>Career:</u></b></p> <ul style="list-style-type: none"> <li>· Review PSSA scores and RTII placements</li> </ul>	<p><b><u>Career:</u></b></p> <ul style="list-style-type: none"> <li>· <b>Individual student planning</b></li> <li>· Finalize student schedules and team placement</li> </ul>	<p><b><u>Career:</u></b></p> <ul style="list-style-type: none"> <li>· <b>Individual student planning &amp; schedule changes</b></li> </ul>
<p><b><u>Personal/Social:</u></b></p>	<p><b><u>Personal/Social:</u></b></p> <ul style="list-style-type: none"> <li>· New student breakfast</li> <li>· Parent Communications</li> <li>· Meet new 7<sup>th</sup> graders</li> <li>· Schedule Counseling · Program Components</li> <li>· Tours for students</li> </ul>	<p><b><u>Personal/Social:</u></b></p> <ul style="list-style-type: none"> <li>· <b>Classroom Presentations on Counseling services</b></li> <li>· New Student Activity Assembly</li> <li>· Preparation for Red Ribbon Week</li> <li>· <b>Tours for new student</b></li> <li>· <b>Group Counseling</b></li> </ul>
October	November	December
<p><b><u>Academic:</u></b></p> <ul style="list-style-type: none"> <li>· Attend Team Meetings</li> <li>· <b>Drug use awareness Week of activities</b></li> <li>· <b>Social Skills Groups</b></li> </ul>	<p><b><u>Academic:</u></b></p> <ul style="list-style-type: none"> <li>· Attend Team Meetings</li> <li>· Failure review &amp; letters</li> </ul>	<p><b><u>Academic:</u></b></p> <ul style="list-style-type: none"> <li>· <b>Individual conference for failing students</b></li> </ul>
<p><b><u>Career:</u></b></p> <ul style="list-style-type: none"> <li>· <b>Drug use awareness</b></li> </ul>	<p><b><u>Career:</u></b></p> <ul style="list-style-type: none"> <li>· <b>IEP Meetings</b></li> </ul>	<p><b><u>Career:</u></b></p>



<b>Week of activities</b>	<b>Participation</b>	
<b><u>Personal/Social:</u></b> <ul style="list-style-type: none"> <li>· Social Skills Groups</li> <li>· Red Ribbon Week Activities</li> </ul>	<b><u>Personal/Social:</u></b> <ul style="list-style-type: none"> <li>· Parent Communication</li> <li>· Social Skills Groups</li> <li>· Holiday Help</li> </ul>	<b><u>Personal/Social:</u></b> <ul style="list-style-type: none"> <li>· Grief Group</li> <li>· Holiday Help</li> </ul>
<b>January</b>	<b>February</b>	<b>March</b>
<b><u>Academic:</u></b>	<b><u>Academic:</u></b> <ul style="list-style-type: none"> <li>· Failure review and letter mailing</li> <li>· PSSA Preparations</li> </ul>	<b><u>Academic:</u></b> <ul style="list-style-type: none"> <li>· Prepare for HS counselors' visit to 8<sup>th</sup></li> <li>· Prepare PSSA rosters for April testing</li> <li>· Group Counseling</li> <li>· Parent Scheduling Meeting</li> </ul>
<b><u>Career:</u></b> <ul style="list-style-type: none"> <li>· Organize HS Counselor Visits</li> </ul>	<b><u>Career:</u></b>	<b><u>Career:</u></b> <ul style="list-style-type: none"> <li>· "Plan Ahead Sheets" with 8<sup>th</sup> Grade</li> <li>· Open House Career Table</li> <li>· Prepare for HS counselors' visit to 8<sup>th</sup></li> </ul>
<b><u>Personal/Social:</u></b> <ul style="list-style-type: none"> <li>· Grief Group</li> </ul>	<b><u>Personal/Social:</u></b> <ul style="list-style-type: none"> <li>· Coping Skills Group</li> </ul>	<b><u>Personal/Social:</u></b> <ul style="list-style-type: none"> <li>· Coping Skills Group</li> </ul>
<b>April</b>	<b>May</b>	<b>June</b>
<b><u>Academic:</u></b> <ul style="list-style-type: none"> <li>· Attend Team Meetings</li> <li>· PPSA/Keystone assistance</li> <li>· Failure review and summer school information sent</li> <li>· Coping Skills Group</li> </ul>	<b><u>Academic:</u></b> <ul style="list-style-type: none"> <li>· Attend Team Meetings</li> <li>· Course selection for incoming students</li> <li>· Coping Skills Group</li> <li>· Individual conference for failing students</li> </ul>	<b><u>Academic:</u></b> <ul style="list-style-type: none"> <li>· Scheduling Meetings</li> <li>· 504 Transition Meetings</li> <li>· Planning for Upcoming School Year</li> <li>· Scheduling/Teaming placement for Upcoming School Year</li> <li>· Assist with Master Schedule</li> <li>· Failure review and summer school notifications</li> </ul>

<b><u>Career:</u></b>	<b><u>Career:</u></b> <ul style="list-style-type: none"> <li>· Course Selection</li> <li>· Classroom Presentations Grade 6 &amp; 7</li> <li>· Individual student planning</li> </ul>	<b><u>Career:</u></b> <ul style="list-style-type: none"> <li>· Review PSSA scores and RTII placements</li> </ul>
<b><u>Personal/Social:</u></b>	<b><u>Personal/Social:</u></b>	<b><u>Personal/Social:</u></b>

**ON Going Monthly Middle School Counselor Responsibility**

<b><u>Counselor Related</u></b>	<b><u>Domain (A/C/S)</u></b>	<b><u>Non Counselor Related</u></b>
SAP Meeting	A/S	Master scheduling responsibility design
IEP meetings	A/C/S	Assign Teacher Roster for Testing
Individual Counseling	A/C/S	Inventory and organize testing materials for teacher distribution
SAP Interviews	A/C/S	Missing grade reports review
Parent Communication	A/C/S	Schedule Students
Individual student planning	A/C/S	Schedule New Students
Crisis Counseling	A/C/S	
New Student orientation	A/C/S	

## Shaler Area High School Monthly

July	August	September
<p><b><u>Academic:</u></b></p> <ul style="list-style-type: none"> <li>• Math placement exams</li> <li>• Schedule changes</li> <li>• Scheduling conflict resolution</li> <li>• Parent meetings about student academic concerns</li> </ul>	<p><b><u>Academic:</u></b></p> <ul style="list-style-type: none"> <li>• Scheduling conflicts</li> <li>• Schedule changes</li> <li>• New student orientation</li> <li>• New student meetings</li> <li>• 504 plan mtgs.</li> <li>• Review of Keystone test results</li> <li>• Summer School review</li> </ul>	<p><b><u>Academic:</u></b></p> <ul style="list-style-type: none"> <li>• Scheduling conflicts</li> <li>• Schedule changes</li> <li>• Classroom visits 12<sup>th</sup> grade</li> <li>• HS Open House</li> </ul>
<p><b><u>Career:</u></b></p> <ul style="list-style-type: none"> <li>• Write letters of recommendation</li> </ul>	<p><b><u>Career:</u></b></p> <ul style="list-style-type: none"> <li>• Freshman Forum Course</li> <li>• Career exploration</li> </ul>	<p><b><u>Career:</u></b></p> <ul style="list-style-type: none"> <li>• Freshman Forum Course</li> <li>• Career exploration</li> <li>• Post-secondary Visits to HS</li> <li>• Post-secondary/ College applications</li> <li>• Write letters of recommendation</li> </ul>
<p><b><u>Personal/Social:</u></b></p> <ul style="list-style-type: none"> <li>• Parent meetings about student personal concerns</li> </ul>	<p><b><u>Personal/Social:</u></b></p>	<p><b><u>Personal/Social:</u></b></p>

October	November	December
<p><b><u>Academic:</u></b></p> <ul style="list-style-type: none"> <li>• PSAT test</li> <li>• College Information Night</li> <li>• Curriculum Night</li> <li>• Scholarships</li> </ul>	<p><b><u>Academic:</u></b></p> <ul style="list-style-type: none"> <li>• Scholarships</li> <li>• Bridge review</li> <li>• Individual failure meetings</li> </ul>	<p><b><u>Academic:</u></b></p> <ul style="list-style-type: none"> <li>• Scholarships</li> <li>• Review course description book</li> <li>• Keystone exams</li> </ul>

<p><b><u>Career:</u></b></p> <ul style="list-style-type: none"> <li>• Career exploration</li> <li>• Freshman Forum Course</li> <li>• Post-secondary Visits to HS</li> <li>• North Pittsburgh college Fair</li> <li>• Post-secondary/ College applications</li> <li>• Write letters of recommendation</li> </ul>	<p><b><u>Career:</u></b></p> <ul style="list-style-type: none"> <li>• Career exploration</li> <li>• Freshman Forum Course</li> <li>• Post-secondary Visits to HS</li> <li>• Post-secondary/ College applications</li> <li>• Write letters of recommendation</li> </ul>	<p><b><u>Career:</u></b></p> <ul style="list-style-type: none"> <li>• Career exploration</li> <li>• Freshman Forum Course</li> <li>• Post-secondary Visits to HS</li> <li>• Financial Aid Planning Night</li> <li>• Post-secondary/ College applications</li> <li>• Write letters of recommendation</li> </ul>
<p><b><u>Personal/Social:</u></b></p>	<p><b><u>Personal/Social:</u></b></p> <ul style="list-style-type: none"> <li>• Holiday Help</li> </ul>	<p><b><u>Personal/Social:</u></b></p> <ul style="list-style-type: none"> <li>• Holiday Help</li> </ul>

January	February	March
<p><b><u>Academic:</u></b></p> <ul style="list-style-type: none"> <li>• Schedule changes (2<sup>nd</sup> semester)</li> <li>• New student meetings</li> <li>• 504 plan management/meetings</li> <li>• Bridge Review</li> <li>• Scholarships</li> <li>• Individual failure meetings</li> </ul>	<p><b><u>Academic:</u></b></p> <ul style="list-style-type: none"> <li>• Schedule changes (2<sup>nd</sup> semester)</li> <li>• Parent evening scheduling presentation</li> <li>• Scholarships</li> </ul>	<p><b><u>Academic:</u></b></p> <ul style="list-style-type: none"> <li>• Classroom 11<sup>th</sup> grade scheduling presentations</li> <li>• Scheduling: grades 8-11</li> <li>• Scholarships</li> <li>• Individual failure meetings</li> </ul>
<p><b><u>Career:</u></b></p> <ul style="list-style-type: none"> <li>• Career exploration</li> <li>• Interest inventories</li> <li>• Freshman Forum Course</li> <li>• Assist students with financial aid</li> <li>• Post-secondary/ College applications</li> <li>• Write letters of recommendation</li> </ul>	<p><b><u>Career:</u></b></p> <ul style="list-style-type: none"> <li>• Career exploration</li> <li>• Interest inventories</li> <li>• Assist students with financial aid</li> <li>• FAFSA Night</li> <li>• NACAC college Fair</li> <li>• Post-secondary/ College applications</li> <li>• Write letters of recommendation</li> </ul>	<p><b><u>Career:</u></b></p> <ul style="list-style-type: none"> <li>• Career exploration</li> <li>• Interest inventories</li> <li>• Assist students with financial aid</li> <li>• Post-secondary/ College applications</li> <li>• Write letters of recommendation</li> </ul>

<u>Personal/Social</u>	<u>Personal/Social:</u>	<u>Personal/Social:</u>
<b>April</b>	<b>May</b>	<b>June</b>
<u>Academic:</u> <ul style="list-style-type: none"> <li>Scholarships</li> <li>Bridge Review</li> </ul>	<u>Academic:</u> <ul style="list-style-type: none"> <li>Scholarships</li> <li>Proctor AP Exams</li> <li>Keystone exams</li> <li>Graduation Confirmation</li> <li>Bridge transition review</li> </ul>	<u>Academic:</u> <ul style="list-style-type: none"> <li>Academic counseling with 11<sup>th</sup></li> <li>Review 12<sup>th</sup> grade timeline with 11<sup>th</sup> graders</li> <li>Scholarships</li> <li>Summer School enrollment</li> <li>Failure review</li> <li>Math Placement Exam</li> </ul>
<u>Career:</u> <ul style="list-style-type: none"> <li>Career exploration</li> <li>Interest inventories</li> </ul>	<u>Career:</u> <ul style="list-style-type: none"> <li>Career exploration</li> <li>Interest inventories</li> </ul>	<u>Career:</u>
<u>Personal/Social:</u>	<u>Personal/Social:</u>	<u>Personal/Social:</u>

**ON Going Monthly High School Counselor Activities**

<u>Counselor Related</u>	<u>Domain (A/C/S)</u>	<u>Non Counselor Related</u>
SAP Meeting	A/S	
IEP meetings/504/team meetings	A/C/S	
Individual Counseling	A/C/S	
Crisis Counseling	S	
Academic Counseling	A/C	
Submission of SSD papers	A/C	

Distribution of testing fee waivers	A/C	
Parent communication	A/C/S	
ILT meeting	A/S	
Cyber school progress monitoring	A/C	
Interpretation of standardized tests	A/C	
Department meetings	A/C	
Teacher collaboration	A/C/S	

## 8- Program Delivery

### Primary School, Grades K-3

Key: Green = Guidance Curriculum; Blue = Prevention, Intervention & Responsive Services;

Red = Individual Student Planning; Purple= System Support

Guidance Curriculum	Prevention, Intervention and Responsive Services	Individual Student Planning	System Support
Provides developmental, comprehensive guidance program content in a systematic way to all students preK-12.	Addresses school and student needs.	Assists students and parents in development of academic and career plans.	Includes program, staff and school support activities and services.
<b>Purpose</b> Student awareness, skill development and application of skills needed to achieve academically and be career and college ready by graduation.	<b>Purpose</b> Prevention, Intervention and Responsive services to groups and/or individuals.	<b>Purpose</b> Individual student academic and occupational planning, decision making, goal setting and preparing for academic transitions.	<b>Purpose</b> Program delivery and support.
Academic •Kindergarten	Academic •Individual	Academic •Informal	Academic •Staff

<p>Orientation</p> <ul style="list-style-type: none"> <li>•New Student Orientation</li> </ul>	<p>Counseling</p>	<p>Observations</p> <ul style="list-style-type: none"> <li>•SAP Meetings</li> <li>•Student Focused Meetings</li> <li>•IEP Meetings</li> <li>•Transition Meetings</li> <li>•Parent/Teacher Conferences</li> </ul>	<p>Collaboration/Team Meetings</p> <ul style="list-style-type: none"> <li>• Curriculum Night</li> <li>•Update Student Data</li> <li>•Observations</li> <li>•Parent Communication</li> <li>•Schedule Counseling Program Components</li> <li>•Preparation and Administration of PSSA's</li> <li>•Review of Standardized Achievement/Ability Data</li> </ul>
<p>Career</p> <ul style="list-style-type: none"> <li>•Classroom Lessons</li> <li>• Career Week</li> </ul>	<p>Career</p>	<p>Career</p>	<p>Career</p> <ul style="list-style-type: none"> <li>•Schedule Counseling Program Components</li> </ul>
<p>Personal/Social</p> <ul style="list-style-type: none"> <li>•Classroom Presentations</li> <li>•Kindergarten Orientation</li> <li>•New Student Orientation</li> </ul>	<p>Personal/Social</p> <ul style="list-style-type: none"> <li>•Individual Counseling</li> <li>•Crisis Counseling</li> <li>•Group Counseling</li> <li>•Attend student activities</li> </ul>	<p>Personal/Social</p> <ul style="list-style-type: none"> <li>•New Student Orientation</li> </ul>	<p>Personal/Social</p> <ul style="list-style-type: none"> <li>•Staff Collaboration/Team Meetings</li> <li>•Positive School Wide Support Team planning</li> <li>•Observations</li> <li>•Parent Communication</li> <li>•Schedule Counseling Program Components</li> </ul>
<p>Counselor Role</p> <ul style="list-style-type: none"> <li>•School Counselor</li> <li>•Advocator</li> <li>•Classroom teacher</li> <li>•Consultant</li> </ul>	<p>Counselor Role</p> <ul style="list-style-type: none"> <li>•Individual Counselor</li> <li>•Group Counselor</li> <li>•Crisis Counselor</li> <li>•Consultant</li> <li>•Liaison</li> </ul>	<p>Counselor Role</p> <ul style="list-style-type: none"> <li>•Assessor</li> <li>•Planner</li> <li>•Placement Coordinator</li> <li>•Consultant</li> </ul>	<p>Counselor Role</p> <ul style="list-style-type: none"> <li>•Program Manager</li> <li>•Coordinator</li> <li>•Relationship Builder</li> <li>•Consultant</li> </ul>
<p>Percentage of Time</p> <p>40%</p>	<p>Percentage of Time</p> <p>30%</p>	<p>Percentage of Time</p> <p>15%</p>	<p>Percentage of Time</p> <p>15%</p>

## Elementary School, Grades 4-6

Key: Green = Guidance Curriculum; Blue = Prevention, Intervention & Responsive Services;

Red = Individual Student Planning; Purple= System Support

<p style="text-align: center;"><b>Guidance Curriculum</b></p> <p style="text-align: center;">Provides developmental, comprehensive guidance program content in a systematic way to all students preK-12.</p>	<p style="text-align: center;"><b>Prevention, Intervention and Responsive Services</b></p> <p style="text-align: center;">Addresses school and student needs.</p>	<p style="text-align: center;"><b>Individual Student Planning</b></p> <p style="text-align: center;">Assists students and parents in development of academic and career plans.</p>	<p style="text-align: center;"><b>System Support</b></p> <p style="text-align: center;">Includes program, staff and school support activities and services.</p>
<p style="text-align: center;"><b>Purpose</b></p> <p style="text-align: center;">Student awareness, skill development and application of skills needed to achieve academically and be career and college ready by graduation.</p>	<p style="text-align: center;"><b>Purpose</b></p> <p style="text-align: center;">Prevention, Intervention and Responsive services to groups and/or individuals.</p>	<p style="text-align: center;"><b>Purpose</b></p> <p style="text-align: center;">Individual student academic and occupational planning, decision making, goal setting and preparing for academic transitions.</p>	<p style="text-align: center;"><b>Purpose</b></p> <p style="text-align: center;">Program delivery and support.</p>
<p style="text-align: center;">Academic</p> <ul style="list-style-type: none"> <li>•Classroom Presentations</li> <li>•Student Orientation</li> <li>•New Student Orientation</li> <li>•Curriculum Night</li> </ul>	<p style="text-align: center;">Academic</p> <ul style="list-style-type: none"> <li>•Group Counseling</li> <li>•Individual Counseling</li> </ul>	<p style="text-align: center;">Academic</p> <ul style="list-style-type: none"> <li>•Informal Observations</li> <li>•SAP Meetings</li> <li>•504 Plan Meetings</li> <li>•IEP Meetings</li> <li>•Transition Meetings</li> <li>•Parent/Teacher Conferences</li> </ul>	<p style="text-align: center;">Academic</p> <ul style="list-style-type: none"> <li>•Staff Collaboration/Team Meetings</li> <li>•504 Plan Management</li> <li>•Update Student Data</li> <li>•Gifted Referrals</li> <li>•Observations</li> <li>•Parent Communication</li> <li>•Schedule Counseling Program Components</li> <li>•Curriculum Nights</li> <li>•Preparation for PSSA Testing</li> <li>•Attend District Committee Meetings</li> <li>•Attend Grade Level Meetings</li> <li>•Participation in SAP</li> </ul>



			meetings •Coordination SAP meetings •Principal/Counselor Meeting • Attendance Meetings •504 Plan Transition Meetings •Input SAP Data Entry on PA State Website
Career •Classroom Presentations •Interest Survey	Career	Career	Career • Classroom Lessons •Robotics Course •Junior Achievement •Schedule Counseling Program Components
Personal/Social •Classroom Presentations • Orientations	Personal/Social •Crisis Counseling •Group Counseling •Individual Counseling •Attend student activities	Personal/Social •New Student Orientation •Transition Meetings	Personal/Social •Staff Collaboration/Team Meetings •Observations •Parent Communication •Schedule Counseling Program Components •Positive School Wide Support Team planning •Titan Talks •Holiday Help
Counselor Role •School Counselor •Advocator •Classroom teacher •Consultant	Counselor Role •Individual Counselor •Group Counselor •Crisis Counselor •Consultant •Liaison	Counselor Role •Assessor •Planner •Placement Coordinator •Consultant	Counselor Role •Program Manager •Coordinator •Relationship Builder •Consultant
Percentage of Time 40%	Percentage of Time 30%	Percentage of Time 15%	Percentage of Time 15%

## Middle School, Grades 7-8

Key: Green = Guidance Curriculum; Blue = Prevention, Intervention & Responsive Services; Red = Individual Student Planning; Purple= System Support

<p style="text-align: center;"><b>Guidance Curriculum</b></p> <p style="text-align: center;">Provides developmental, comprehensive guidance program content in a systematic way to all students preK-12.</p>	<p style="text-align: center;"><b>Prevention, Intervention and Responsive Services</b></p> <p style="text-align: center;">Addresses school and student needs.</p>	<p style="text-align: center;"><b>Individual Student Planning</b></p> <p style="text-align: center;">Assists students and parents in development of academic and career plans.</p>	<p style="text-align: center;"><b>System Support</b></p> <p style="text-align: center;">Includes program, staff and school support activities and services.</p>
<p style="text-align: center;"><b>Purpose</b></p> <p style="text-align: center;">Student awareness, skill development and application of skills needed to achieve academically and be career and college ready by graduation.</p>	<p style="text-align: center;"><b>Purpose</b></p> <p style="text-align: center;">Prevention, Intervention and Responsive services to groups and/or individuals.</p>	<p style="text-align: center;"><b>Purpose</b></p> <p style="text-align: center;">Individual student academic and occupational planning, decision making, goal setting and preparing for academic transitions.</p>	<p style="text-align: center;"><b>Purpose</b></p> <p style="text-align: center;">Program delivery and support.</p>
<p style="text-align: center;">Academic</p> <ul style="list-style-type: none"> <li>•Classroom Presentations</li> <li>•Orientation Day</li> <li>•Curriculum Night</li> <li>•Red Ribbon week activities</li> <li>•6 to 7 Move Up Day</li> <li>•New Student orientation</li> </ul>	<p style="text-align: center;">Academic</p> <ul style="list-style-type: none"> <li>•Group Counseling</li> <li>•Individual Counseling</li> </ul>	<p style="text-align: center;">Academic</p> <ul style="list-style-type: none"> <li>•Individual Counseling</li> <li>•Scheduling Meetings</li> <li>•Course selections review</li> <li>•Study Skills assistance</li> <li>•Review academic progress</li> <li>•Construct homework folders to aid with organization</li> <li>•Design Organization Rubric with Students</li> <li>•504 management</li> </ul>	<p style="text-align: center;">Academic</p> <ul style="list-style-type: none"> <li>•Review math placements</li> <li>•Review summer PSSA scores</li> <li>•Assist in concussion accommodations</li> <li>•Assist administration with testing coordinator for ELA, PSSA</li> <li>•Curriculum Night</li> <li>•Parent Communication</li> <li>•Attend district committee meetings</li> <li>•Create LP binders</li> </ul>

		<ul style="list-style-type: none"> <li>•Adjust schedules due to Summer school completion</li> <li>•Design student schedules and team placement</li> <li>•Classroom observations</li> <li>•Special Education Meetings</li> <li>•Parent/ Teacher Conferences</li> <li>•6 to 7 Transition Meetings</li> <li>•8 to 9 Transition Meetings</li> </ul>	<ul style="list-style-type: none"> <li>of 6<sup>th</sup> for 7<sup>th</sup> grade teams and individual teachers</li> <li>•Assist with master schedule &amp; schedule students</li> <li>•Review Report cards every nine weeks</li> <li>•Monitor AIU Cyber School</li> </ul>
<p>Career</p> <ul style="list-style-type: none"> <li>•"Plan ahead sheet" with 8<sup>th</sup> grade</li> </ul>	<p>Career</p> <ul style="list-style-type: none"> <li>•Review for academic &amp; career preparedness</li> </ul>	<p>Career</p> <ul style="list-style-type: none"> <li>•Review "Plan ahead sheets" w/ 8<sup>th</sup> grade student</li> <li>•Review Course Selection Sheets w/ 7<sup>th</sup> grade student</li> </ul>	<p>Career</p> <ul style="list-style-type: none"> <li>•STEAM course (7th Grade)</li> <li>•Biz Kids course (8th grade)</li> <li>•Prepare for HS counselor visits</li> </ul>
<p>Personal/Social</p> <ul style="list-style-type: none"> <li>•Schedule counseling program</li> <li>•Classroom Presentations</li> <li>•New Student groups</li> <li>•Red Ribbon Week Activities</li> </ul>	<p>Personal/Social</p> <ul style="list-style-type: none"> <li>•Parent Communication</li> <li>•Group Counseling</li> <li>•Individual Counseling</li> <li>•Crisis Counseling</li> <li>•Student Assistance Meetings</li> <li>•Tours for new students</li> <li>•New Student Groups</li> </ul>	<p>Personal/Social</p> <ul style="list-style-type: none"> <li>•Meet new students</li> <li>•Individual Counseling</li> <li>•SAP Team meetings</li> </ul>	<p>Personal/Social</p> <ul style="list-style-type: none"> <li>• Red Ribbon Week</li> <li>•Update counselor referral &amp; tutor lists</li> <li>•Input SAP data entry on PA state website</li> </ul>
<p>Counselor Role</p> <ul style="list-style-type: none"> <li>•School Counselor</li> <li>•Advocator</li> <li>•Classroom teacher</li> <li>•Consultant</li> </ul>	<p>Counselor Role</p> <ul style="list-style-type: none"> <li>•Individual Counselor</li> <li>•Group Counselor</li> <li>•Crisis Counselor</li> <li>•Consultant</li> <li>•Liaison</li> </ul>	<p>Counselor Role</p> <ul style="list-style-type: none"> <li>•Assessor</li> <li>•Planner</li> <li>•Placement Coordinator</li> <li>•Consultant</li> </ul>	<p>Counselor Role</p> <ul style="list-style-type: none"> <li>•Program Manager</li> <li>•Coordinator</li> <li>•Relationship Builder</li> <li>•Consultant</li> </ul>
<p>Percentage of Time</p> <p>15 %</p>	<p>Percentage of Time</p> <p>30 %</p>	<p>Percentage of Time</p> <p>40 %</p>	<p>Percentage of Time</p> <p>15%</p>

## High School, Grades 9-12

Key: Green = Guidance Curriculum; Blue = Prevention, Intervention & Responsive Services; Red = Individual Student Planning; Purple= System Support

<p style="text-align: center;"><b>Guidance Curriculum</b></p> <p style="text-align: center;">Provides developmental, comprehensive guidance program content in a systematic way to all students preK-12.</p>	<p style="text-align: center;"><b>Prevention, Intervention and Responsive Services</b></p> <p style="text-align: center;">Addresses school and student needs.</p>	<p style="text-align: center;"><b>Individual Student Planning</b></p> <p style="text-align: center;">Assists students and parents in development of academic and career plans.</p>	<p style="text-align: center;"><b>System Support</b></p> <p style="text-align: center;">Includes program, staff and school support activities and services.</p>
<p style="text-align: center;"><b>Purpose</b></p> <p>Student awareness, skill development and application of skills needed to achieve academically and be career and college ready by graduation.</p>	<p style="text-align: center;"><b>Purpose</b></p> <p>Prevention, Intervention and Responsive services to groups and/or individuals.</p>	<p style="text-align: center;"><b>Purpose</b></p> <p>Individual student academic and occupational planning, decision making, goal setting and preparing for academic transitions.</p>	<p style="text-align: center;"><b>Purpose</b></p> <p>Program delivery and support.</p>
<p style="text-align: center;">Academic</p> <ul style="list-style-type: none"> <li>•New Student Orientation</li> <li>•Curriculum Night</li> <li>•Review progress of student’s transcript toward graduation requirements</li> <li>•Review Keystone Scores</li> <li>•Inform students of PSAT, SAT, ACT, Keystone and AP Exams</li> <li>•9th Grade Orientation</li> <li>•Scheduling Presentation</li> <li>•NCAA Approved Core Courses (addition/subtraction)</li> <li>•Classroom visits – 12<sup>th</sup></li> </ul>	<p style="text-align: center;">Academic</p> <ul style="list-style-type: none"> <li>•Academic counseling</li> <li>•Summer school Review</li> <li>•Meet with students with failing grades</li> <li>•Explore remediation options</li> <li>Parent meetings about student academic concerns</li> <li>Bridge review</li> <li>Bridge transition review</li> <li>Scheduling</li> </ul>	<p style="text-align: center;">Academic</p> <ul style="list-style-type: none"> <li>•Interpretation of standardized test scores (PSAT, SAT, ACT, Keystone)</li> <li>Math placement exam</li> <li>•Scheduling conflicts &amp; changes</li> <li>•New student meetings</li> <li>•504 Plan Management/meetings</li> <li>•Transition meetings                             <ul style="list-style-type: none"> <li>• IEP meetings</li> </ul> </li> <li>•SSD accommodations for SAT &amp; ACT</li> <li>•Individual student meetings regarding scheduling                             <ul style="list-style-type: none"> <li>•Review PSAT, PLAN, SAT, ACT</li> </ul> </li> <li>•Cyber review meetings</li> </ul>	<p style="text-align: center;">Academic</p> <ul style="list-style-type: none"> <li>•New student orientation</li> <li>•PSAT test administration</li> <li>•New student meetings</li> <li>•Liaison between parent and teacher</li> <li>•Proctor Keystone and AP Exams</li> <li>•ILT monthly meetings</li> <li>•Schedule changes</li> <li>•conflict resolution</li> <li>•Review of Keystone test</li> </ul>

grade •Bridge placement review		Individual failure meetings Failure review	results HS Open House Review CDB
Career  •Evening Parent Presentations •TITAN Guide •WEB Resources •Classroom Presentation on North Pittsburgh College Fair •Financial Aid Nights Freshman Forum Course Beattie presentations	Career  •Review for academic/career preparedness •Individual interest inventories	Career  •Career exploration with students •Evaluate college preparedness •Letters of recommendations •Post- secondary applications •Web and print resources •SSD accommodations for SAT and ACT •Individual meetings with students/parents •IEP meetings Interest inventories •Assist students with financial aid	Career  •New student meetings •Support teachers •NACAC College Fair •North Pittsburgh College Fair •Post-secondary visits to HS Scholarships
Personal/Social  •Presentation of school counseling opportunities •New Student Orientation •Individual student/parent meetings	Personal/Social  •Individual Counseling •Parent communication •Crisis counseling	Personal/Social  •Individual counseling •Communication with outside agencies, therapists, physicians	Personal/Social  •Student Assistance Team meetings •Beattie meetings Holiday help
Counselor Role  •School Counselor •Advocator •Classroom teacher •Consultant	Counselor Role  •Individual Counselor •Group Counselor •Crisis Counselor •Consultant •Liaison	Counselor Role  •Assessor •Planner •Placement Coordinator •Consultant	Counselor Role  •Program Manager •Coordinator •Relationship Builder •Consultant
Percentage of Time  10%	Percentage of Time  40%	Percentage of Time  30%	Percentage of Time  20%

## 9-Curriculum Action Plan

### Grade K Curriculum Action Plan

Lesson Content/Program Content	ASCA Domain and/or CEW Domain	Curriculum and Materials	Start and End Dates	Number of Students Affected	Location	Evaluation and Assessment	Stakeholders	Contact Person
Kindergarten Orientation	A:B1.4		August	301	Jeffery/Reserve/Rogers/ Burchfield/ Marzolf	Questions and Answers	Students	M. Swartz, L. Delvecchio-Marks, H. Kimmel
Getting to know the School Counselor	A:B1.4	Mrs. Joyce Gives the Best High Fives	August	301	Jeffery/Reserve/Rogers/ Burchfield/ Marzolf	Questions and Answers	Students	M. Swartz, L. Delvecchio-Marks, H. Kimmel
Whole Body Listening	PS:A 1.6	Whole Body Listening	August	301	Jeffery/Reserve/Rogers/ Burchfield/ Marzolf	Observation	Students and Teachers	M. Swartz, L. Delvecchio-Marks, H. Kimmel
Personal Space	PS:A 1.7	Personal Space Camp	September	301	Jeffery/Reserve/Rogers/ Burchfield/ Marzolf	Observation	Students and Teachers	M. Swartz, L. Delvecchio-Marks, H. Kimmel
Acquiring Skills for Improving Learning	PS:A 1.6	Second Step	September	301	Jeffery/Reserve/Rogers/ Burchfield/ Marzolf	Questions and Answers	Students	M. Swartz, L. Delvecchio-Marks, H. Kimmel
Introduction to bullying behaviors	PS:A 2.8	Billy the Bully	October	301	Jeffery/Reserve/Rogers/ Burchfield/ Marzolf	Questions and Answers	Students	M. Swartz, L. Delvecchio-Marks, H. Kimmel
Acquiring Skills for Improving Learning	A:A2.2 PS:A 2.6	Second Step	October	301	Jeffery/Reserve/Rogers/ Burchfield/ Marzolf	Questions and Answers	Students	M. Swartz, L. Delvecchio-Marks, H. Kimmel
Acquiring Skills for Improving Learning	A:A2.3 PS:A 2.6 PS:B 1.11	Second Step	November	301	Jeffery/Reserve/Rogers/ Burchfield/ Marzolf	Questions and Answers	Students	M. Swartz, L. Delvecchio-Marks, H. Kimmel
Acquiring Skills for Improving Learning	A:A2.3 PS:B 1.5 PS:C 1.6	Second Step	December	301	Jeffery/Reserve/Rogers/ Burchfield/ Marzolf	Questions and Answers	Students	M. Swartz, L. Delvecchio-Marks, H. Kimmel

Accepting differences, being a good friend	PS:A 2.4	Just a Little Different/ Stand Tall Molly Lou Melon/ Have You Filled Your Bucket Today?	January	301	Jeffery/Reserve/ Rogers/ Burchfield/ Marzolf	Questions and Answers	Students	M. Swartz, L. Delvecchio- Marks, H. Kimmel
Acquiring Self Knowledge	PS:A 1.5	Second Step	February	301	Jeffery/Reserve/ Rogers/ Burchfield/ Marzolf	Questions and Answers	Students	M. Swartz, L. Delvecchio- Marks, H. Kimmel
Acquire Personal Safety Skills	PS:C 1.7	Second Step	March	301	Jeffery/Reserve/ Rogers/ Burchfield/ Marzolf	Questions and Answers	Students	M. Swartz, L. Delvecchio- Marks, H. Kimmel
Self Knowledge Application	PS:B 1.1	Second Step	April	301	Jeffery/Reserve/ Rogers/ Burchfield/ Marzolf	Questions and Answers	Students	M. Swartz, L. Delvecchio- Marks, H. Kimmel
Career Awareness	C:13. 1.3	Careers Are Everywhere Workbook	May	301	Jeffery/Reserve/ Rogers/ Burchfield/ Marzolf	Questions and Answers	Students	M. Swartz, L. Delvecchio- Marks, H. Kimmel

### Grade 1 Curriculum Action Plan

Lesson Content/Program Content	ASCA Domain and/or CEW Domain	Curriculum and Materials	Start and End Dates	Number of Students Affected	Location	Evaluation and Assessment	Stakeholder	Contact Person
Getting to know the School Counselor	A:B1. 4	Mrs. Joyce Gives the Best High Fives	August	301	Jeffery/Reserve/ Rogers/ Burchfield/ Marzolf	Questions and Answers	Students	M. Swartz, L. Delvecchio- Marks, H. Kimmel
Whole Body Listening	PS:A 1.6	Whole Body Listening	September	301	Jeffery/Reserve/ Rogers/ Burchfield/ Marzolf	Observation	Students and Teachers	M. Swartz, L. Delvecchio- Marks, H. Kimmel
Personal Space	PS:A 1.7	Personal Space Camp	September	301	Jeffery/Reserve/ Rogers/ Burchfield/ Marzolf	Observation	Students and Teachers	M. Swartz, L. Delvecchio- Marks, H. Kimmel
Introduction to bullying behaviors	PS:A 2.8	Mean Jean the Recess Queen	October	301	Jeffery/Reserve/ Rogers/ Burchfield/ Marzolf	Questions and Answers	Students	M. Swartz, L. Delvecchio- Marks, H. Kimmel

Acquiring Skills for Improving Learning	A:A2.3 PS:A 2.6 PS:B 1.11	Second Step	November	301	Jeffery/Reserve/ Rogers/ Burchfield/ Marzolf	Questions and Answers	Students	M. Swartz, L. Delvecchio-Marks, H. Kimmel
Acquiring Skills for Improving Learning	A:A2.3 PS:B 1.5 PS:C 1.6	Second Step	December	301	Jeffery/Reserve/ Rogers/ Burchfield/ Marzolf	Questions and Answers	Students	M. Swartz, L. Delvecchio-Marks, H. Kimmel
Diversity Awareness	PS16.2.5.B	Hooway For Wodney Wat	January	301	Jeffery/Reserve/ Rogers/ Burchfield/ Marzolf	Questions and Answers	Students	M. Swartz, L. Delvecchio-Marks, H. Kimmel
Acquiring Self Knowledge	PS:A 1.5	Second Step	February	301	Jeffery/Reserve/ Rogers/ Burchfield/ Marzolf	Questions and Answers	Students	M. Swartz, L. Delvecchio-Marks, H. Kimmel
Acquire Personal Safety Skills	PS:C 1.7	Second Step	March	301	Jeffery/Reserve/ Rogers/ Burchfield/ Marzolf	Questions and Answers	Students	M. Swartz, L. Delvecchio-Marks, H. Kimmel
Self Knowledge Application	PS:B 1.1	Second Step	April	301	Jeffery/Reserve/ Rogers/ Burchfield/ Marzolf	Questions and Answers	Students	M. Swartz, L. Delvecchio-Marks, H. Kimmel
Career Awareness	C:13.1.3	Careers Are Everywhere Workbook	May	301	Jeffery/Reserve/ Rogers/ Burchfield/ Marzolf	Questions and Answers	Students	M. Swartz, L. Delvecchio-Marks, H. Kimmel

## Grade 2 Curriculum Action Plan

Lesson Content/Program Content	ASCA Domain and/or CEW Domain	Curriculum and Materials	Start and End Dates	Number of Students Affected	Location	Evaluation and Assessment	Stakeholder	Contact Person
Getting to know the School Counselor	A:B1.4	Mrs. Joyce Gives the Best High Fives	August	300	Jeffery/Reserve/ Rogers/ Burchfield	Questions and Answers	Students	M. Swartz, L. Delvecchio-Marks, H. Kimmel
Whole Body Listening	PS:A 1.6	Whole Body Listening	September	300	Jeffery/Reserve/ Rogers/ Burchfield/ Marzolf	Observation	Students and Teachers	M. Swartz, L. Delvecchio-Marks, H. Kimmel
Personal Space	PS:A 1.7	Personal Space Camp	September	300	Jeffery/Reserve/ Rogers/ Burchfield/ Marzolf	Observation	Students and Teachers	M. Swartz, L. Delvecchio-Marks, H. Kimmel



Introduction to bullying behaviors	PS:A 2.8	Sticks and Stones	October	300	Jeffery/Reserve/ Rogers/ Burchfield/ Marzolf	Questions and Answers	Students	M. Swartz, L. Delvecchio-Marks, H. Kimmel
Acquiring Skills for Improving Learning	A:A2. 3 PS:A 2.6 PS:B 1.11	Second Step	November	300	Jeffery/Reserve/ Rogers/ Burchfield/ Marzolf	Questions and Answers	Students	M. Swartz, L. Delvecchio-Marks, H. Kimmel
Acquiring Skills for Improving Learning	A:A2. 3 PS:B 1.5 PS:C 1.6	Second Step	December	300	Jeffery/Reserve/ Rogers/ Burchfield/ Marzolf	Questions and Answers	Students	M. Swartz, L. Delvecchio-Marks, H. Kimmel
Diversity Awareness	PS16. 2.5.B	Spaghetti in a Hot Dog Bun	January	300	Jeffery/Reserve/ Rogers/ Burchfield/ Marzolf	Questions and Answers	Students	M. Swartz, L. Delvecchio-Marks, H. Kimmel
Acquiring Self Knowledge	PS:A 1.5	Second Step	February	300	Jeffery/Reserve/ Rogers/ Burchfield/ Marzolf	Questions and Answers	Students	M. Swartz, L. Delvecchio-Marks, H. Kimmel
Acquire Personal Safety Skills	PS:C 1.7	Second Step	March	300	Jeffery/Reserve/ Rogers/ Burchfield/ Marzolf	Questions and Answers	Students	M. Swartz, L. Delvecchio-Marks, H. Kimmel
Self Knowledge Application	PS:B 1.1	Second Step	April	300	Jeffery/Reserve/ Rogers/ Burchfield/ Marzolf	Questions and Answers	Students	M. Swartz, L. Delvecchio-Marks, H. Kimmel
Career Awareness	C:13. 1.3	Careers Are Everywhere Workbook	May	300	Jeffery/Reserve/ Rogers/ Burchfield/ Marzolf	Questions and Answers	Students	M. Swartz, L. Delvecchio-Marks, H. Kimmel

### Grade 3 Curriculum Action Plan

Lesson Content/Program Content	ASCA Domain and/or CEW Domain	Curriculum and Materials	Start and End Dates	Number of Students Affected	Location	Evaluation and Assessment	Stakeholder	Contact Person
Getting to know the M. Swartz, L. Delvecchio-Marks, H. Kimmel	A:B1. 4	Mrs. Joyce Gives the Best High Fives	August	300	Jeffery/Reserve/ Rogers/ Burchfield, Marzolf	Questions and Answers	Students	M. Swartz, L. Delvecchio-Marks, H. Kimmel

Whole Body Listening	PS:A 1.6	Whole Body Listening	September	300	Jeffery/Reserve/ Rogers/ Burchfield/ Marzolf	Observation	Students and Teachers	M. Swartz, L. Delvecchio-Marks, H. Kimmel
Personal Space	PS:A 1.7	Personal Space Camp	September	300	Jeffery/Reserve/ Rogers/ Burchfield/ Marzolf	Observation	Students and Teachers	M. Swartz, L. Delvecchio-Marks, H. Kimmel
Introduction to bullying behaviors	PS:A 2.8	Trouble Talk	October	300	Jeffery/Reserve/ Rogers/ Burchfield/ Marzolf	Questions and Answers	Students	M. Swartz, L. Delvecchio-Marks, H. Kimmel
Acquiring Skills for Improving Learning	A:A2. 3 PS:A 2.6 PS:B 1.11	Second Step	November	300	Jeffery/Reserve/ Rogers/ Burchfield/ Marzolf	Questions and Answers	Students	M. Swartz, L. Delvecchio-Marks, H. Kimmel
Acquiring Skills for Improving Learning	A:A2. 3 PS:B 1.5 PS:C 1.6	Second Step	December	300	Jeffery/Reserve/ Rogers/ Burchfield/ Marzolf	Questions and Answers	Students	M. Swartz, L. Delvecchio-Marks, H. Kimmel
Diversity Awareness	PS16. 2.5.B	Just Kidding	January	300	Jeffery/Reserve/ Rogers/ Burchfield/ Marzolf	Questions and Answers	Students	M. Swartz, L. Delvecchio-Marks, H. Kimmel
Acquiring Self Knowledge	PS:A 1.5	Second Step	February	300	Jeffery/Reserve/ Rogers/ Burchfield/ Marzolf	Questions and Answers	Students	M. Swartz, L. Delvecchio-Marks, H. Kimmel
Acquire Personal Safety Skills	PS:C 1.7	Second Step	March	300	Jeffery/Reserve/ Rogers/ Burchfield/ Marzolf	Questions and Answers	Students	M. Swartz, L. Delvecchio-Marks, H. Kimmel
Self Knowledge Application	PS:B 1.1	Second Step	April	300	Jeffery/Reserve/ Rogers/ Burchfield/ Marzolf	Questions and Answers	Students	M. Swartz, L. Delvecchio-Marks, H. Kimmel
Self Knowledge Application	PS:B 1.1	Second Step	May	300	Jeffery/Reserve/ Rogers/ Burchfield/ Marzolf	Questions and Answers	Students	M. Swartz, L. Delvecchio-Marks, H. Kimmel
Introduction to bullying behaviors	PS:A 2.8	Mean Jean the Recess Queen	October	300	Jeffery/Reserve/ Rogers/ Burchfield/ Marzolf	Questions and Answers	Students	M. Swartz, L. Delvecchio-Marks, H. Kimmel
Acquiring Skills for Improving Learning	A:A2. 3 PS:A 2.6 PS:B 1.11	Second Step	November	300	Jeffery/Reserve/ Rogers/ Burchfield/ Marzolf	Questions and Answers	Students	M. Swartz, L. Delvecchio-Marks, H. Kimmel

Acquiring Skills for Improving Learning	A:A2.3 PS:B 1.5 PS:C 1.6	Second Step	December	300	Jeffery/Reserve/ Rogers/ Burchfield/ Marzolf	Questions and Answers	Students	M. Swartz, L. Delvecchio-Marks, H. Kimmel
Diversity Awareness	PS16.2.5.B	Just Kidding	January	300	Jeffery/Reserve/ Rogers/ Burchfield/ Marzolf	Questions and Answers	Students	M. Swartz, L. Delvecchio-Marks, H. Kimmel
Acquiring Self Knowledge	PS:A 1.5	Second Step	February	300	Jeffery/Reserve/ Rogers/ Burchfield/ Marzolf	Questions and Answers	Students	M. Swartz, L. Delvecchio-Marks, H. Kimmel
Acquire Personal Safety Skills	PS:C 1.7	Second Step	March	300	Jeffery/Reserve/ Rogers/ Burchfield/ Marzolf	Questions and Answers	Students	M. Swartz, L. Delvecchio-Marks, H. Kimmel
Test Taking Strategies	C:13.3.A	Anti Test Anxiety Society	April	300	Jeffery/Reserve/ Rogers/ Burchfield/ Marzolf	Questions and Answers	Students	M. Swartz, L. Delvecchio-Marks, H. Kimmel
Career Awareness	C:13.1.3	Color Quiz	May	300	Jeffery/Reserve/ Rogers/ Burchfield/ Marzolf	Questions and Answers	Students	M. Swartz, L. Delvecchio-Marks, H. Kimmel

## Grade 4 Curriculum Action Plan

Lesson Content/Program	ASCA Domain and/or CEW Domain	Curriculum and Materials	Start and End Dates	Number of Students Affected	Location	Evaluation and Assessment	Stakeholder	Contact Person
Academic Classroom Presentations	A:A1.1, 2, 3, 4, 5 A:A2.1, 2, 3	Red Ribbon Week campaign website Titan Pride presentation	August - February	313	SAES	Questions & Answers	Students	Beth Zelinko
Student Orientation	A.A1, 2,3,4	SAES presentation: Welcome	August September	313	SAES	Questions & Answers	Students	Beth Zelinko
New Student Orientation	A.A1.2,3, 5	SAES presentation: Welcome	August September May	313	SAES	Questions & Answers	Students	Beth Zelinko
Curriculum Night	A.A1.2, 3, 5	SAES presentation: Welcome	September	313	SAES	Questions & Answers	Students	Beth Zelinko

Personal/Social Classroom Presentations	PS:A 1.1-12 PS:A 2.1-8	"Have You Filled A Bucket?" "The Crayon Box that Talks"	August - February	313	SAES	Questions & Answers	Students	Beth Zelinko
Orientations	A.A1. 2, 3, 5	SAES presentation: Welcome	August September May	313	SAES	Questions & Answers	Students	Beth Zelinko
3 <sup>rd</sup> to 4 <sup>th</sup> Step Up Day	A.A1. 2, 3, 5	Student video Student schedule	May	313	SAES	Questions & Answers	Students	Beth Zelinko

## Grade 5 Curriculum Action Plan

Lesson Content/Program Content	ASCA Domain and/or CEW Domain	Curriculum and Materials	Start and End Dates	Number of Students Affected	Location	Evaluation and Assessment	Stakeholder	Contact Person
Academic Classroom Presentations	A:A1. 1, 2, 3, 4, 5 A:A2. 1, 2, 3	"Keys To Success;" School Wide Positive Behavior (Pride)	August - February		SAES	Questions & Answers	Students	Andy Sieber
Student Orientation	A.A1. 2 A:A1. 3 A:A1. 5	SAES Powerpoint; Pamphlets; Parent Handouts	August September	314	SAES	Questions & Answers	Students	Andy Sieber
New Student Orientation	A.A1. 2 A:A1. 3 A:A1. 5	SAES Powerpoint; Pamphlets; Parent Handouts	August September May	314	SAES	Questions & Answers	Students	Andy Sieber
Curriculum Night	A.A1. 2 A:A1. 3 A:A1. 5	SAES Powerpoint; Pamphlets; Parent Handouts	September	314	SAES	Questions & Answers	Students	Andy Sieber
Career Classroom Presentations	B.13. 2.5	PA Career Zone; pacareertech.org	January	314	SAES	Questions & Answers	Students	Andy Sieber
Beattie Tech Career Day	D.13. 1.5	Beattie Staff	February	314	SAES	Questions & Answers	Students	Andy Sieber
Interest Survey	B.13. 1.5 H.13. 1.5	Career Clusters Interest Survey	January	314	SAES	Questions & Answers	Students	Andy Sieber

Personal/Social Classroom Presentations	PS:A 1.1-12 PS:A 2.1-8	Second Step; Zones of Regulation; School Wide Positive Behavior (Pride)	August - February	314	SAES	Questions & Answers	Students	Andy Sieber
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## Grade 6 Curriculum Action Plan

Lesson Content/Program Content	ASCA Domain and/or CEW Domain	Curriculum and Materials	Start and End Dates	Number of Students Affected	Location	Evaluation and Assessment	Stakeholder	Contact person
Academic Classroom Presentations	A.1.2, 3, 5	School Wide Positive Behavior (Pride)	August - February	342	SAES	Questions & Answers	Student	James Jowers
Student Orientation	A.A1. 2, 3, 5	SAES Powerpoint; Pamphlets; Parent Handouts	August September	342	SAES	Questions & Answers	Student	James Jowers
New Student Orientation	A.A1. 2, 3, 5	SAES Powerpoint; Pamphlets; Parent Handouts	August September May	342	SAES	Questions & Answers	Student	James Jowers
Curriculum Night	A.A1. 2, 3, 5	SAES Powerpoint; Pamphlets; Parent Handouts	September	342	SAES	Questions & Answers	Student	James Jowers
Career Classroom Presentations	B.13. 2.5	PA Career Zone; pacareertech.org	January February	342	SAES	Questions & Answers	Student	James Jowers
Interest Survey	B.13. 1.5 H.13. 1.5	PA Career Zone; Career Clusters Interest Survey	January February	342	SAES	Questions & Answers	Student	James Jowers
Personal/Social Classroom Presentations	PS:A 1.1-12 PS:B 1.1-4 PS:C 1.5-10	Second Step; Zones of Regulation; School Wide Positive Behavior (Pride)	August - February	342	SAES	Questions & Answers	Student	James Jowers
6 <sup>th</sup> to 7 <sup>th</sup> Transition	16.1.8 .C 16.1.8 .A	Pamphlets; Student videos/ Powerpoint; Flag Sheets; Math Placement Exams	April-May	342	SAES/SA MS	Questions & Answers	Principal, students	James Jowers

## Grade 7 Curriculum Action Plan

Lesson Content/ Program	ASCA Domain and/or CEW Domain	Curriculum and Materials	Start and End Dates	Number of Students Affected	Location	Evaluation and Assessment	Stakeholder	Contact Person
Scheduling Classroom Presentations	13.1.8 13.3.8	Course Description Book/Course Selection Sheet/White Board	May	372	Classroom	Q & A	Students	Kristi Coleman
Personal/ Social Classroom Groups	13.2.8 13.3.8	Varies	On-Going	45	Classroom	Q & A	Students	Kristi Coleman
Math/Science Criteria Presentation	13.1.8 13.3.8	Technology, hard copy visual	January	150	Adv/Alg I Math Classes	Survey	Students	Kristi Coleman
Orientation Day for transition grades	13.1.8 13.3.8	Video Intro of Guidance	August	372	Middle School	Staff Review	Students	Kristi Coleman
Curriculum Night	13.1.8 13.3.8	Table Display of Guidance Resource Materials	September	372	Guidance Office	Staff Review	Students	Kristi Coleman
Red Ribbon week activities	13.1.8	Spirit Campaign to highlight the week including dress up days, student-led presentations, door decoration contests, prize raffles, specialty lunch treats, and spirit decorations	October	372	School- wide	Feedback	Students	Kristi Coleman
6 to 7 Step Up Day	13.1.8 13.3.8	Buses, student tour guides	May	372	School- wide	Staff Review	Students	Kristi Coleman

## Grade 8 Curriculum Action Plan

Lesson Content/Program	ASCA Domain and/or CEW Domain	Curriculum and Materials	Start and End Dates	Number of Students Affected	Location	Evaluation and Assessment	Stakeholder	Contact Person
Plan ahead sheets	13.1.8 13.3.8	Course Description Book/Course Selection Sheet/White Board	March	290	Science classroom	Q & A	Students	HS Counselors
Red Ribbon week activities	13.1.8	Spirit Campaign to highlight the week including dress up days, student-led presentations, door decoration contests, prize raffles, specialty lunch treats, and spirit decorations	October	290	School-wide	Stakeholder Feedback	Students	Elizabeth Wolff
Scheduling Classroom Presentations	13.1.8 13.3.8	Course Description Book/Course Selection Sheet/White Board	May	290	Classroom	Q & A	Students	Elizabeth Wolff
Personal/ Social Classroom Groups	13.2.8 13.3.8	Varies	On-Going	45	Classroom	Q & A	Students	Elizabeth Wolff
Career Classroom Presentations	13.1.8	I-pad - Pacareerzone.org	February	290	Classroom	Interest Profiler on Pa Career Zone	Students	Elizabeth Wolff
Curriculum Night	13.1.8 13.3.8	Table Display of Guidance Resource Materials	September	290	Guidance Office	Staff Review	Students	Elizabeth Wolff

## Grade 9 Curriculum Action Plan

Lesson Content/Program	ASCA Domain and/or CEW Domain	Curriculum and Materials	Start and End Dates	Number of Students Affected	Location	Evaluation and Assessment	Stakeholder	Contact Person
New student orientation	13.1.11	Schedule Agenda Ipad calendar	August through May	50	HS Counseling Office	Q&A	Students	Miller, Anselmino, Hunt, Grimaldo
Curriculum night	13.1.11	Scheduling sheets Computer	September January	355	Shaler Area HS	Q&A Parent feedback	Students	Administration
Testing instruction and review	13.1.11	Test books Internet Score reports	August through May	355	HS Counseling Office	Score reports Test registrations	Students	Miller, Anselmino, Hunt, Grimaldo
9th grade orientation	13.1.11 13.3.11	Schedules Graduation grids	August	355	Shaler Area HS	Q&A	Students	Administration
Scheduling presentation	13.1.11	Scheduling PowerPoint Course selection sheets	March	355	Shaler Area HS Shaler Area MS	Q&A Student feedback Completed course selection sheets	Students	Miller, Anselmino, Hunt, Grimaldo
STEAM classroom visit	13.1.11	Scheduling worksheets Freshman planning tool	January	60	Shaler Area HS STEAM classroom	Completed Freshman Planning tool	Students	Miller, Anselmino, Hunt, Grimaldo



Bridge placement review	13.2.11 13.3.11	Report cards/Edline Bridge progress monitoring sheet	December October March June	90	Shaler Area HS Counseling Office	Student progress	Students	Miller, Anselmino, Hunt, Grimaldo, Guido, Bridge Teacher
Freshman Forum presentations	13.1.11 13.2.11	Graduation grids Course Description Book	September	355	Shaler Area HS Freshman Forum classrooms	Exit slip	Students	Miller, Anselmino, Hunt, Grimaldo
Presentation of Counseling resources	13.3.11	AV equipment	August	355	Shaler Area HS Library	Q&A	Students	Miller, Anselmino, Hunt, Grimaldo, Guido, Bridge Teacher
Parent scheduling meeting	13.1.11	PowerPoint presentation Projector Course Selection Worksheets	March	100	Shaler Area Auditorium & Room 214	Q&A	Parents	Miller, Anselmino, Hunt, Grimaldo
North Pittsburgh/NAC AC College fair	13.1.11 13.2.11	Internet Attendance verifications	October & February	600	LaRoche College Convention Center	Completed attendance verifications	Students	Miller, Anselmino, Hunt, Grimaldo

## Grade 10 Curriculum Action Plan

Lesson Content/Program	ASCA Domain and/or CEW Domain	Curriculum and Materials	Start and End Dates	Number of Students Affected	Location	Evaluation and Assessment	Stakeholder	Contact Person
New student orientation	13.1.11	Schedule Agenda ipad calendar	August through May	50	HS Counseling Office	Q&A	Students	Miller, Anselmino, Hunt, Grimaldo
Curriculum night	13.1.11	Scheduling sheets Computer	September January	355	Shaler Area HS	Q&A Parent feedback	Students	Administration
Transcript review	13.1.11	Transcripts	August through June	355	Shaler Area HS	Q&A Student and parent feedback Student scheduled in correct courses	Students	Miller, Anselmino, Hunt, Grimaldo
Testing instruction and review	13.1.11	Test results Testing information from testing agency	September through June	355	Shaler Area HS	Students are registered and take the appropriate exams	Students	Miller, Anselmino, Hunt, Grimaldo
Scheduling presentation	13.1.11	Scheduling PowerPoint Course selection sheets	March	355	Shaler Area HS Shaler Area MS	Q&A Student feedback Completed course selection sheets	Students	Miller, Anselmino, Hunt, Grimaldo
Bridge placement review	13.2.11 13.3.11	Report cards/Edline Bridge progress monitoring sheet	December October March June	90	Shaler Area HS Counseling Office	Student progress	Students	Miller, Anselmino, Hunt, Grimaldo, Guido Bridge Teacher

Titan Guide development	13.2.11	Prior year Titan Guide Online career and Post secondary resources	March - May	355	Shaler Area HS	Student and parent feedback Q&A	Students	Miller, Anselmino, Hunt, Grimaldo
Beattie presentations	13.1.11	Beattie course descriptions PowerPoint Projector Rm. 214	January	355	Rm 214 SAHS	Students register for Beattie	Students	Miller, Anselmino, Hunt, Grimaldo
Beattie field trip	13.1.11	permission papers bus	February	50	Beattie CTC	Students return permission forms, attend the field trip, and sign up for Beattie	Students	Miller, Anselmino, Hunt, Grimaldo
Parent scheduling meeting	13.1.11	PowerPoint presentation Projector Course Selection Worksheets	March	100	Shaler Area Auditorium & Room 214	Q&A	Students	Miller, Anselmino, Hunt, Grimaldo
North Pittsburgh/NAC AC College fair	13.1.11 13.2.11	Internet Attendance verifications	October & February	355	LaRoche College Convention Center	Completed attendance verification	Students	Miller, Anselmino, Hunt, Grimaldo

## Grade 11 Curriculum Action Plan

Lesson Content/Program Content	ASCA Domain and/or CEW Domain	Curriculum and Materials	Start and End Dates	Number of Students Affected	Location	Evaluation and Assessment	Stakeholders	Contact Person
New student orientation	13.1.11	Schedule Agenda ipad calendar	August through May	50	HS Counseling Office	Q&A	Students	Miller, Anselmino, Hunt, Grimaldo
Curriculum night	13.1.11	Scheduling sheets Computer	September January	355	Shaler Area HS	Q&A Parent feedback	Students	Administration
Transcript review	13.1.11	Transcripts	August through June	355	Shaler Area HS	Q&A Student and parent feedback Student scheduled in correct courses	Students	Miller, Anselmino, Hunt, Grimaldo
Testing instruction and review	13.1.11	Test results Testing information from testing agency	September through June	355	Shaler Area HS	Students are registered and take the appropriate exams	Students	Miller, Anselmino, Hunt, Grimaldo
Scheduling presentation	13.1.11	Scheduling PowerPoint Course selection sheets	March	355	Shaler Area HS Shaler Area MS	Q&A Student feedback Completed course selection sheets	Students	Miller, Anselmino, Hunt, Grimaldo
Post secondary parent evening presentation	13.1.11	Testing ppt College Board website - web access NCAA information	September	100	SAHS Auditorium, Rm 214, and Library	Parent feedback Q&A	Students	Miller, Anselmino, Hunt, Grimaldo

Bridge placement review	13.3.11	Report cards/Edline Bridge progress monitoring sheet	December October March June	90	Shaler Area HS Counseling Office	Student progress	Students	Miller, Anselmino, Hunt, Grimaldo, Guido, Bridge Teacher
Parent scheduling meeting	13.1.11	PowerPoint presentation Projector Course Selection Worksheets	March	100	Shaler Area Auditorium & Room 214	Q&A	Students	Miller, Anselmino, Hunt, Grimaldo
North Pittsburgh/NAC AC College fair	13.1.11 13.2.11	Internet Attendance verifications	October & February	355	LaRoche College Convention Center	Completed attendance verification	Students	Miller, Anselmino, Hunt, Grimaldo

## Grade 12 Curriculum Action Plan

Lesson Content/Program Content	ASCA Domain and/or CEW Domain	Curriculum and Materials	Start and End Dates	Number of Students Affected	Location	Evaluation and Assessment	Stakeholders	Contact Person
New student orientation	13.1.11	Schedule Agenda ipad calendar	August through May	50	HS Counseling Office	Q&A	Students	Miller, Anselmino, Hunt, Grimaldo
Curriculum night	13.1.11	Scheduling sheets Computer	September January	355	Shaler Area HS	Q&A Parent feedback	Students	Administration
Transcript review	13.1.11	Transcripts	August through June	355	Shaler Area HS	Q&A Student and parent feedback Student scheduled in correct courses	Students	Miller, Anselmino, Hunt, Grimaldo

Testing instruction and review	13.1.11	Test results Testing information from testing agency	September through June	355	Shaler Area HS	Students are registered and take the appropriate exams	Students	Miller, Anselmino, Hunt, Grimaldo
Financial aid parent presentation	13.3.11 13.1.11	Financial Aid information from PHEAA PowerPoint projector	December	50	Shaler Area HS Auditorium	Q&A Parent feedback	Students	Miller, Anselmino, Hunt, Grimaldo
Fafsa evening presentation	13.3.11	Financial Aid information from PHEAA PowerPoint projector	February	50	Shaler Area HS Auditorium	Q&A Parent feedback Student completes the FAFSA	Students	Miller, Anselmino, Hunt, Grimaldo
Bridge placement review	13.1.11	Report cards/Edline Bridge progress monitoring sheet	December October March June	90	Shaler Area HS Counseling Office	Student progress	Students	Miller, Anselmino, Hunt, Grimaldo, Guido Bridge Teacher
North Pittsburgh/NAC AC College fair	13.1.11 13.2.11	Internet Attendance verifications	October & February	355	LaRoche College Convention Center	Completed attendance verification	Students	Miller, Anselmino, Hunt, Grimaldo

## 10 Organizing Career/ Post Secondary Resources

Intermediary Organizations	Connecting, Collaborating, Convening Organizations Ex: Cable Orthodontics, Peace Dental,
Umbrella Organizations	Organizations that represent a large group of business organizations with a common mission. Ex: District Parent Council, Rotary Club, Chamber of Commerce, Builders Association, Junior Achievement
Community State Organizations	Agencies representing community and state initiatives, service to communities. Ex: Career Link, Youth Council, United Way
Individual Contacts	Contacts acquired through networking and interaction Ex: Business Partnership, Community College Reps,
Community/Business Meetings	Meetings, which bring cross/community members together to promote growth to further a cause. Ex: Chamber of Commerce, Technology Council
Community Events	Conferences, Workshops, Grand Openings Ex: Coffee Talks
Internet Based Links	Websites educating others and promoting career development and related topics. Ex: <a href="http://www.pacareerstandards.com">www.pacareerstandards.com</a> , <a href="http://www.onetcenter.org">www.onetcenter.org</a> , <a href="http://www.careerczone.com">www.careerczone.com</a> , <a href="http://www.educationplanner.org">www.educationplanner.org</a> , <a href="http://www.onetonline.org">www.onetonline.org</a> , <a href="http://www.careercoach.org">www.careercoach.org</a> , <a href="http://www.mynextmove.org">www.mynextmove.org</a> , <a href="http://www.myfuture.com">www.myfuture.com</a> , <a href="http://www.careertech.org">www.careertech.org</a> , <a href="http://www.roadtripnation.org">www.roadtripnation.org</a> , <a href="http://www.asyab.com">www.asyab.com</a>
Media/Advertising	Marketing Various Methods that provide contacts, career awareness, ideas and workforce information Ex: District Web Page, Global Connect messages, Community Program Booklets- INShaler
Publication/Documents	Hard Copy Materials that offer contacts and career/workforce information Ex: Pa. Career Guide, Community Program Booklets

**11- Individualized Academic/Career Plan** – High School Counselors visit 8<sup>th</sup> grade students. The counselors explain the credits and course requirements for graduation. Students complete this form yearly with the support of the school counselor.

**GRADUATION REQUIREMENTS**

Student Name \_\_\_\_\_ Class of \_\_\_\_\_

	Credits for graduation	9 <sup>th</sup> grade	10 <sup>th</sup> grade	11 <sup>th</sup> grade	12 <sup>th</sup> grade
<b>Year</b>					
<b>English Language Arts</b>	<b>4.0</b>				
<b>Social Studies</b>	<b>4.0</b>				
<b>Math</b>	<b>3.0 (minimum)</b>				
<b>Science</b>	<b>3.0 (minimum)</b>				
<b>Physical Education</b>	<b>2.0 (4 units)</b>				
<b>Health</b>	<b>1.0 (2 units)</b>				
<b>Electives (8.0 Total Credits)</b>	<b>Freshman Forum 0.5</b>				
	<b>Arts &amp; Humanities 2.0 (minimum)</b>				
	<b>Misc. Courses 2.0 (minimum)</b>				
<b>Credits earned current year</b>					
<b>**TOTAL CREDITS (Minimum)</b>	<b>25.0</b>				
<b>Minimum credits to be promoted to the next grade level:</b>		<b>6</b>	<b>12</b>	<b>18</b>	<b>25</b>

NOTES:



<b>Post-Secondary Planning Goals:</b>	<b>9<sup>th</sup></b>	<b>10<sup>th</sup></b>	<b>11<sup>th</sup></b>	<b>12<sup>th</sup></b>
Talk to your parents and counselor about your interests, post-secondary possibilities, and career information.				
Research career possibilities and required schooling; take an interest inventory or other career assessment such as <a href="https://www.mynextmove.org/explore/ip">https://www.mynextmove.org/explore/ip</a>				
Make a four-year schedule of classes that increases your eligibility to achieve the career or attend the college of your choice.				
Start developing a high school resume by keeping a scrapbook of your accomplishments.				
Check out NCAA requirements if pursuing athletics in college.				
Re-evaluate your high school course selection to make sure it meets career training or college requirements.				
Try to complete most academic requirements by your junior year.				
Find out about summer jobs and how to gain the skills necessary to obtain one.				
Research majors that might be a good match with your interests and goals. Consider what fits well with your results from the career search at <a href="https://studentaid.ed.gov/sa/prepare-for-college">https://studentaid.ed.gov/sa/prepare-for-college</a> or <a href="http://www.careersearch.com/">http://www.careersearch.com/</a>				
Look into volunteer opportunities that will expand your experience and skills.				
Take the PSAT in October if you are planning to go to college.				
Attend college and trade fairs.				
Develop a list of possible post-secondary schools.				
In the spring, consider taking the SAT/ACT for the first time if you may go to college.				
Narrow your options and schedule campus visits.				
Start fine tuning resumes and developing portfolios, audition tapes, writing samples, or other evidence of talents.				
Contact college coaches at your target schools if you plan to play sports in college. Register with the NCAA Initial-Eligibility Clearinghouse.				
Explore careers and their earning potential with the Occupational Outlook Handbook search tool at <a href="http://www.bls.gov/oco">www.bls.gov/oco</a>				
Investigate Job Shadowing				
Identify two people to write solid recommendation letters for you, and ask them to write a letter.				
Make the final preparation of your resume, portfolios, audition tapes, writing samples, or other evidence of talent.				
Make sure you continue to meet high school graduation and college admission requirements.				
Meet with military personnel and/or visiting admissions representatives from the schools that interest you.				
Take or retake the ACT or SAT in the fall.				
Submit your college admissions applications.				
Contact the coaches from the schools you are considering.				
Submit your Free Application for Federal Student Aid (FAFSA); <a href="https://fafsa.ed.gov/">https://fafsa.ed.gov/</a> opens 10/1				
Request that your high school send a copy of your transcript to the schools where you have applied.				

## **12- Career and Technical Center Strategy**

Annually in January, all 10<sup>th</sup> grade students at Shaler Area High School attend a presentation by an AW Beattie Career School representative introducing the Beattie Program and various program options. Students are then given the choice to further explore this option through a Shaler Area sponsored field trip during February. Students participate in the site visitation, experience and tour three career areas and determine with parental and counselor support whether or not they will go to the next step in the process, the completion of an AW Beattie application. Counselors and teachers see individual 10<sup>th</sup> grade students who may benefit from the Beattie experience. Parents are also contacted to introduce the option for those that did not express earlier interest. Eleventh and twelfth grade students who had not previously expressed interest in attending Beattie Career Center are considered on a case by case basis and is dependent on program availability.

Through the Shaler Area School District's website, parents are made aware of the initial Beattie presentation, the subsequent field trip and all Beattie Open Houses. Special education students considering Beattie may attend individualized tours of Beattie. In these cases, a meeting with Beattie staff, parents and Shaler Area staff is scheduled to review IEP accommodations. All students considering Beattie submit applications before the scheduling process at Shaler Area is finalized.

In the 2015-16 school year, 132 students attended the AW Beattie Career Center. Our most recent graduation rate for the class of 2016 is 95.63%.

## **13- Job Description**

### **School Counseling Department Chair**

*Function of Position:* The primary function of the School counseling Department Chair position, which may be shared by co-chairs representing each building level, is to provide leadership and promote communication with all members of the department. The School counseling Department Chair also works cooperatively with all other department chairs to develop the best possible program for school and community. All of this will be accomplished with respect to administrative policies and procedures and the best practices of school counseling.

*Reporting Relationships:* The School Counseling Department Chair reports directly to his/her respective building principal and the assistant superintendent. The Department Chair will also maintain close communication with the Director of Pupil Personnel Services who has supervisory responsibilities for the school counseling department.

Duties and Responsibilities:

1. Attend meetings of the department chairs held at the building or central office level.
2. Take a leadership role within the department in all curriculum and in-service topics relevant to school counseling responsibilities.
3. Act as a liaison between the school counseling staff, principals and district administration.

4. Prepare and submit department objectives for the purpose of curriculum and program involvement; will submit a final report.
5. May assist in the administration of the interviewing and selection process for counselors.
6. Works with the building and central office staff to encourage department members to keep abreast of developments in the counseling field.
7. Schedules and develops the agenda for all department meetings (monthly).
8. Works with staff to prepare department budgets at the building level.
9. Responsible for all reports concerning the department.
10. Promotes the department within the district and community.
11. Represents the school counseling department on the District Testing Committee.
12. Promotes and encourages the school counselors' participation in professional development and experiences.

Education, Experience, Special Skills, or Training: Master's degree in Counselor Education from an accredited institution of higher education.

Pennsylvania Certification in School Counseling at the elementary or secondary level.

Supervisory Certification in the field of School Counseling preferred.

A minimum of three years experience in the field.

### **High School Counselor**

Function of Position: Provides the necessary school counseling at the high school level in the areas of individual and group counseling; staff and student orientation; test preparation, administration and interpretation; information maintenance and dissemination; and cooperation with staff, administration and the community.

Reporting Relationships: Reports to the Building Principal and the Director of Pupil Services. Provide communication as required concerning the achievement of objectives, summary of activities, and other matters relating to the function of the school counselor.

Duties and Responsibilities:

1. Counsel individually and/or with selected groups of students.
2. Consult with staff and parents on issues concerning individual student needs.
3. Refer to outside agencies when appropriate.
4. Provide orientation activities for students and parents throughout the high school program.
5. Administer and interpret standardized achievement instruments.
6. Counsel students to prepare and maintain a plan to reach their post-secondary goals.

7. Maintain, secure and disseminate pupil records in accordance with district, state and federal policy and regulation.
8. Provide students and their families with information relevant to post-secondary experiences.
9. Facilitate career exploration and decision making through a variety of methods.
10. Utilize a variety of media sources to maintain communication with the school and community.
11. Serve as a member of the Student Assistance Team.
12. Assist the administration in resolving conflicts in the Master Schedule as they relate to individual student schedules.
13. Participate in crisis intervention.
14. Pursue opportunities for professional development and enhance counseling skills.
15. Initiate referral processes for students with exceptional needs.
16. Assist students in developing an awareness of self and acceptance of others.

Education, Experience, Special Skills, or Training: Master's degree in Counselor Education from an accredited institution of higher education.

Pennsylvania certification in school counseling at the secondary level.

Three years of teaching experience preferred.

### **Middle School Counselor**

Function of the Position: Provides the necessary school counseling at the middle school level in the areas of individual and group counseling, staff and student orientation, test administration and interpretation, information maintenance and dissemination, and cooperation with staff, administration and the community.

Reporting Relationships: Reports to the Building Principal, Assistant Principal and the Director of Pupil Services. Provide communication as required concerning the achievement of objectives, summary of activities, and other matters relating to the school counseling function.

Duties and Responsibilities:

1. Counsel individually or in groups with selected populations of students.

2. Consult with administration, staff, parents and community on issues concerning student needs.
3. Play a significant role in orientation activities for students and parents at entry and transition points.
4. Facilitate the administration and interpretation of standardized assessment instruments.
5. Assist in the process of career awareness, planning and decision making.
6. Assist the administration in the construction of and adjustments to the master schedule.
7. Maintain, secure and disseminate pupil records in accordance with district, state and federal policy and regulation.
8. Coordinate placement activities for students as they move from grade to grade or are identified for specialized programs.
9. Intervene in crisis situations and refer to appropriate support services.
10. Serve as a broker of resources for the school community.
11. Participate on teams such as student assistance, academic teams, and multidisciplinary conferences.
12. Provide systematic communication with administration, staff and parents
13. Promote a positive climate within the school and community.
14. Play an active role on district planning and development committees such as curriculum development or program evaluation.

Education, Experience, Special Skills or Training: Master's degree in Counselor Education from an accredited institution of higher education.

Pennsylvania Certification in School Counseling at the secondary level.

Three years of teaching experience preferred.

### **Elementary School Counselor**

Function of Position: Provides the necessary school counseling at the elementary school level in areas such as individual, small and large group counseling; staff and student orientation; test preparation, administration and interpretation; information maintenance and dissemination; and cooperation with staff, administration and the community.

Reporting Relationships: Reports to the Building Principal, Assistant Principal and the Director of Pupil Services. Provide communication as required concerning the achievement of objectives, summary of activities, and other matters relating to the school counseling function.

Duties and Responsibilities:

1. Counsel individually or in groups with selected populations of students.
2. Consult with staff, parents and the community on issues concerning student needs and appropriate student placement.
3. Provide orientation activities for students and parents at entry and transition points.
4. Facilitate the administration of standardized assessment instruments and interpret assessment results.
5. Assist in the process of career awareness, goal setting, planning and decision making.
6. Assist in the development of student communication skills and resolution of conflict, including mediation.
7. Maintain, secure and disseminate pupil records in accordance with district, state and federal policy and regulation.
8. Intervene on behalf of students when the need arises for student assistance and outside resources.
9. Participate in in-service activities where the counselor's expertise is needed.
10. Collect and use data for the purpose of improving programs and services to students.
11. Facilitate team meetings.
12. Act as a liaison between parents, students and faculty.

Education, Experience, Special Skills, or Training: Master's degree in Counselor Education from an accredited institution of higher education.

Pennsylvania Certification in School Counseling at either the elementary or secondary level.

Three years of teaching experience preferred.

## **Primary School Counselor**

Function of the Position: Provides the necessary school counseling at the primary school level in areas such as individual, small and large group counseling; staff and student orientation; test preparation, administration and interpretation; information maintenance and dissemination; and cooperation with staff, administration and the community.

Reporting Relationships: Reports to the Building Principal and the Director of Pupil Services. Provide communication as required concerning the achievement of objectives, summary of activities, and other matters relating to the school counseling function.

Duties and Responsibilities:

1. Counsel individually or in groups with selected populations of students.
2. Consult with staff, parents and community on issues concerning student needs.
3. Coordinate, administer and facilitate the Instructional Support process.
4. Administer and interpret standardized assessment instruments.
5. Provide orientation activities for students and parents new to the building.
6. Maintain, secure and disseminate pupil records in accordance with district, state and federal policy and regulation.
7. Participate in the crisis intervention process.
8. Promote positive school climate through programs and activities.
9. Provide parent workshops related to various school counseling topics.
10. Provide in-service on various school counseling topics.
11. Pursue opportunities for professional development to enhance school counseling skills.
12. Conduct on-going communication with students, staff and parents to disseminate information and maintain relationships.
13. Intervene on behalf of students when the need arises for outside resources.

Education, Experience, Special Skills or Training: Master's degree in Counselor Education from an accredited institution of higher education.

Pennsylvania Certification in School Counseling at either the elementary or secondary level.

Three years of teaching experience preferred.

### **Student Assistance Coordinator**

*Function of Position:* Direct the SAP process by accepting student referrals, overseeing SAP meeting times, leading the development of action plans, organizing performance reporting and program development.

*Reporting Relationships:* Reports directly to the Director of Pupil Personnel. Ongoing communication and collaboration of efforts with building principals regarding summary of activities and other matters relating to the SAP Team and Processes.

*Duties and Responsibilities:*

1. Oversee the referral, team planning, intervention/recommendations, support and follow-up of identified students.
2. Assist teachers in supporting students with specific needs.
3. Support parents in accessing appropriate school and community resources.
4. Develop and maintain professional relationships with community agency personnel.
5. Communicate with and direct the support services of the mental health and/or drug and alcohol liaisons.
6. Complete student tracking data and maintain, secure, and disseminate student records in accordance with district, state and federal regulations.
7. Assist in annual grant application for SAP funding and related activities.
8. Monitor the SAP Program to meet Pennsylvania State Guidelines.
9. Provide annual SAP training for new Team members, along with annual refresher training.
10. Disseminate pertinent SAP procedures and information to school personnel annually.
11. Participate in school and community efforts regarding programs offered for students and families.
12. At the Secondary Level, serve as the liaison to the Academic Program at Beattie.

Education, Experience, Special Skills, Training: Master Degree from an accredited institution of higher education.

Pennsylvania Certificate in Guidance or Home and School Visitor.

Experience working with special need students, Mental Health services and/or ATOD programming.

### **Social Worker**

*Function of Position:* The Social Worker is responsible for the delivery of services to students and their families. Services may include functioning as a member of the IEP team, advocating for students, acting as a liaison between school, home and community,



providing individual and group supports, and representing the district in meetings concerning the educational interests of students.

*Reporting Relationships:* Reports to the Director of Pupil Services. Ongoing communication and collaboration of efforts with building principals regarding summary of activities, and other matters relating to social work function.

*Duties and Responsibilities:*

1. Consult with special education teachers regarding the development and implementation of individual education plans and behavior intervention plans.
2. Act as a liaison between parents, students, faculty, and outside agencies.
3. Facilitate development of Chapter 15 (504) service agreements for students with disabilities.
4. Function as a member of the pupil personnel team including in-service activities and assisting school psychologist in multidisciplinary process.
5. Intervene on behalf of students and families when the need arises for assistance and/or referral to outside resources.
6. Provide individual or group support with selected populations of students in area's including, but not limited to, behavior modification, communication, and social skills.
7. Consult with staff, parents, and community on issues concerning student needs and appropriate student placement within and outside of the district.
8. Represents the district in outside agency meetings concerning the educational interests of students.
9. Facilitates and coordinates placement of students into alternative educational placements and re-entry back to district.
10. Collaborate and maintain regular contact with police, children, youth and families, MH/MR centers, hospital facilities, and other community agencies as an effort towards helping students and families.
11. Responsible for crisis intervention services both individually and in groups.
12. Maintain, secure and disseminate pupil records in accordance with district, state and federal policy and regulation.

Education, Experience, Special Skills, or Training: Masters Degree in social work from an accredited institution of higher education.

Pennsylvania Certification as Home and School Visitor.

### **School Counselor Intern**

Function of the Position- Provides a set of sequential, hierarchal experiences in a closely supervised setting which:

- Builds on previous learning and experiences.
- Closely approximates the work setting and job description for which the intern is being trained.
- Progressively leads toward more independent functioning as a professional.

Reporting Relationships: The School counseling Intern is jointly responsible to both the program and field site supervisors; this dual responsibility requires that the intern adhere to all policies and procedures of both the University and School District.

Duties and Responsibilities:

1. Interview and obtain tentative approval from prospective field site supervisor for specific type and length of Practicum and Internship experience desired.
2. Assure that formal requests for Field Placement are submitted by both the Faculty Supervisor and prospective Intern to Building Level and Central Office Administrators directed to receive them.
3. Follow all policies and standards which govern the professional activities at the field site.
4. Accept full-time supervision by the site supervisor or other designated professional counselors within the school setting for all work with students, individually or within groups.
5. Perform the full range of duties which need to be conducted within the supervised school setting in the order and time determined appropriate.
6. Meet with supervising counselor on a weekly basis to evaluate progress toward goals and review or revise objectives of the field experience.
7. Effect communication between the site supervisor and faculty supervisor as to the progress of the Internship experience.
8. Complete all paperwork by the deadlines prescribed.
9. Request all evaluations sufficiently in advance of deadlines and provide all input required for their completion.

Education, Experience, Special Skills or Training: Meets all requirements of the University program for assignment to an internship experience.

**AGREEMENT BETWEEN  
SHALER AREA SCHOOL DISTRICT  
AND  
WESLEY SPECTRUM**

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**THIS AGREEMENT** is entered into this the 1st day of July, 2017 between Shaler Area School District (hereinafter "District") office at 381 Wible Run Road, Pittsburgh, PA 15209, Phone # 412-492-1200, and Wesley Spectrum (hereinafter "WS") at 221 Penn Avenue, Wilksburg, PA 15221.

**RECITALS**

**WHEREAS**, District has the authority, according to the By Laws approved by the Board of Trustees, to enter into agreements for the purpose of purchasing professional services;

OR

**WHEREAS**, District is a sole proprietor or partnership and has the authority to enter into agreements for the purpose of purchasing professional services; and

**WHEREAS**, WS has the authority, according to the By Laws approved by the Board of **Trustees**, to enter into agreements for the purpose of providing professional services consistent with the Mission of Family Services of Western Pa.; and

**WHEREAS**, WS has extensive experience and expertise in providing this professional service, and is in the business of providing such professional services, and is willing to provide the services selected in the Scope of Services, Article I. services to District; and

**NOW THEREFORE**, the parties intending to be legally bound do hereby mutually covenant, promise and agree as follows:

**ARTICLE I. SCOPE OF SERVICES**

1.1 Services Provided. WS provides a wide variety of services to school districts. A listing of services appears below. Only those services which are checked will be provided to the district. Personnel and location are listed in **Appendix B**.

**Student Assistance Program (SAP)** – WS agrees to provide the following services as an ad hoc member of the District's Student Assistance Program:

- a. Consultation and education of all core teams as the Behavioral Health Liaison. The Provider will attend regularly scheduled meetings for the purpose of referrals, case management, and follow-up services.
- b. Initial screening of identified students referred through the core team. Initial screenings may be provided for both mental health and substance abuse issues. This service will be provided only with **parental permission** in accordance with District and Provider policies.
- c. Referral services for identified students. Referral services include identification of agencies and/or resources that could serve the needs of identified students and their families. The Provider may assist the identified student and/or family in linking up with the appropriate resources. The Provider may act as the liaison between the identified District/service and the District to ensure effective communication.
- d. Individual case monitoring with parental permission for those identified students referred through the core team.

- e. Postvention services to school personnel and students after a disaster or tragic loss. See attachment, Postvention Protocols for more information.
- f. Aftercare services with **parental permission** for those identified students who have returned to school following participation in an alcohol and other drug rehabilitation program or following participation in an inpatient psychiatric program. These services may include individual and group services.
- g. The liaison will attend a minimum of two (2) SAP core team meetings per month, per school.

**Outpatient Drug & Alcohol Services (D&A)** – WS shall provide:

- a. Consultation regarding students that could potentially benefit from outpatient drug and alcohol services.
- b. Coordination of care for students coming out of inpatient drug and alcohol treatment and reentering the school system.
- c. Outpatient and drug and alcohol level of care assessments and outpatient drug and alcohol counseling to include individual and/or group therapy on school premises to identified students and bill such services to a third party (the student's insurance).

**Outpatient Mental Health Services (MH)**

- a. Consultation regarding students that could potentially benefit from outpatient mental health services.
- b. Coordination of care for students coming out of inpatient mental health treatment and reentering the school system.
- c. Outpatient mental health assessments for students that wish to begin outpatient mental health treatment. Outpatient mental health counseling including individual therapy, family therapy and/or group therapy on school premises to identified students and bill such services to a third party (the student's insurance).

**Child/Adolescent Partial Hospital Program (PHP)** – (applicable only if referral is made to this program for school year)

- a. Services will include Group Therapy, Individual Therapy, Family Therapy, Milieu Therapy, and Classroom Behavioral Interventions.

1.2 Population Served. Population served is dependent on the program(s) selected below:

**Student Assistance Program (SAP)** – Services are to be provided to: students, parents/guardians, faculty and community of School District.

**Outpatient Drug & Alcohol Services (D&A)** -- Services are to be provided to: students, parents/guardians, faculty and community of School District.

**Outpatient Mental Health Services (MH)** -- Services are to be provided to: students, parents/guardians, faculty and community of School District.

**Child/Adolescent Partial Hospital Program (PHP)** – Students from District and other school districts contracted with Shaler Area School District referred for treatment to WS Child/Adolescent Partial Hospital Program and students and their parents in family therapy to be at the family's home or in the school.

## **ARTICLE II. PROBLEM RESOLUTION**

A "problem" under Article II is hereby defined as any issue that arises relating to the quality of level of service provided hereunder, including but not limited to response time, but which falls short of constituting a material breach of the Agreement. WS and District agree to engage in problem resolution activities that will minimize interference with service delivery. Problem resolution will occur at the earliest opportunity and at the most appropriate administrative level. If problems are not resolved informally, these activities will include, but are not limited to the following:

- 2.1 The parties to this Agreement will have equal responsibility for the identification and resolution of problems which may arise in its implementation.
- 2.2 Each party will notify the other party in writing and personally when a problem exists, and a meeting to discuss and resolve the problem will occur within five (5) working days. Each party shall have a supervisory staff or upper level management present for such meeting.
- 2.3 Any controversy, claim or dispute between the parties concerning this Agreement or the breach thereof shall be finally settled by arbitration in Pittsburgh, Pennsylvania pursuant to the rules of the American Arbitration Association. In such instances, it is agreed that the dispute shall be submitted to final and binding arbitration by one arbitrator, provided, however that either party may request that there be three arbitrators, in which case each party shall select one arbitrator, and the two arbitrators so selected shall select a third. All costs of arbitration (other than the costs of a party's own witnesses and professional advisors) shall be paid by the non-prevailing party.
- 2.4 If resolution of a problem continues to be unresolved, the problem will be submitted to arbitration under the auspices of the American Arbitration Association. Judgment upon the award rendered by the Arbitrator may be entered in any court having jurisdiction thereof.

## **ARTICLE III. SERVICE AGREEMENT REVIEW**

District and WS agree to meet with appropriate personnel and review the terms of this agreement, at least semi-annually, to ensure that such terms are being met, recipients are being appropriately identified and planned for in a timely manner, and that problem resolution is occurring as needed.

## **ARTICLE IV. COLLABORATIVE RESPONSIBILITIES**

### **4.1 The District agrees to and shall provide the following:**

- a. Appropriate space in the school where services can be provided with safety and privacy to protect student confidentiality.
- b. Internet access either via network jack connection or wireless connection and access to a network printer. WS will provide its own laptop computer.
- c. Copies of the District's school calendar and special activities, as well as policies, which may affect WS Student Program Services. These include, but are not limited to, suicide, alcohol, tobacco and other drugs, weapons, harassment, and discipline problems.
- d. Parent and/or community notification of the WS Student Programs and the services to be provided in the schools.
- e. Faculty, pupil personnel, and pupil orientation to the WS Student Programs, staff services, and referral procedures.

- f. Scheduling assistance in setting appointments between student and the WS School Based Therapy Services contact person.
- g. Release time as established by the provider for those referred students. Time of sessions will be designed so that the loss of instructional time is minimized. Release time shall coincide with the normal school day.
- h. Identification and referral of students in need of services by the WS Student Programs.
- i. Meet with all students referred for screenings and/or assessments in order to explain the referral and obtain their permission, and
- j. Contact parent or guardian of identified students in order to explain referral, gather information, and obtain permission to involve the students in services.

**4.2 Goals or objectives of collaboration:** Provide WS Student Programs orientation to school staff; provide prevention education to underage students to assist them on the use of alcohol, tobacco, and other drugs; screen identified students for barriers to their school progress; provide referrals to parents identifying community supports.

**4.3 Coordination and/or case management of the services for consumers served under this contract will be provided by:** The WS Student Program Liaison will provide the linkage between the student family and mental health, drug and alcohol, support groups, and other community-based services.

**4.4 Other duties:** Duties for specific services are specified in the Scope of Services (Article 1. Section 1.1)

**4.5 Service Authorization**  
Procedures for how referrals are authorized including acceptance/rejection:

**4.6 Procedures for sharing information:** WS agrees to and shall submit data regarding the WS Student Services as requested to the Department of Health, Education, and Public Welfare.

**4.7 Confidentiality**  
Confidentiality and privacy laws and regulations will be followed with no disclosure of consumer information without appropriate consent for services and authorization to release information signed by the consumer and/or authorized party. See Article 6.8 and Business Associate Amendment in Appendix A.

**ARTICLE V. REMUNERATION**

5.1 District shall pay WS according to the agreed upon services checked below:

<p><input checked="" type="checkbox"/> <b>Student Assistance Program (SAP)</b></p> <p>a. County Funded</p> <p>b. District shall pay WS \$_____ per _____ for the following agreed upon services: _____</p> <p><input type="checkbox"/> <b>Outpatient Drug &amp; Alcohol Services (D&amp;A)</b></p> <p>a. Fee for Service billed to third party insurance carrier</p> <p>b. District shall pay WS \$_____ per _____ for the following agreed upon services: _____</p> <p><input type="checkbox"/> <b>Outpatient Mental Health Services (MH)</b> -- No fee to the district; will be billed to student's insurance carrier.</p> <p><input type="checkbox"/> <b>Child/Adolescent Partial Hospital Program (PHP) – (applicable only if referral is made to this program for school year)</b></p> <p>District shall pay WS \$_____ per hour for _____ hours per day for provision of services specified in Article I, Scope of Services <b>for students without Medical Assistance</b>. While provision is made for monthly invoicing and reimbursement based on hours of service rendered, WS will not be reimbursed for any amount greater than \$_____ per day/per student in a twelve (12) month period from the start of the Agreement, absent prior written authorization by the Chief Executive Officer of WS.</p>
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- 5.2 To the extent that WS's expenses and costs in performing services under this agreement exceed the amount of fees WS has received from District pursuant to this Agreement, such expenses and costs shall be borne by WS.
- 5.3 WS will submit a statement of the services provided, monthly and within thirty (30) days of the last service in that calendar month. WS will list the dates services were provided, Service Dates, on the Statement along with the number of hours services were provided.
- 5.4 Payments will be made monthly unless otherwise arranged, added in writing as an amendment to the contract and agreed by both organizations.
- 5.5 Until the expiration of four years after the furnishing of services pursuant to this Agreement, WS shall make available, upon the written request of the Secretary of the United States Department of Health and Human Services or the Comptroller General or any of their duly authorized representatives, this Agreement and such books, documents and records of WS that are necessary to certify the nature and costs of the services rendered under this Agreement. And, WS further agrees that this same provision shall be incorporated into all contracts which WS has or may have with a sub District who may carry out any of the duties assumed hereunder by WS through a subcontract which has a value or cost of \$10,000 or more over a 12 month period. It is understood that this clause is required by Section 952 of P.L. 96499, 42 U.S.C.A. § 1395.

**ARTICLE VI. TERM AND TERMINATION**

6.1 Term. The term of this Agreement shall commence on 7/1/2017 and expire on 6/30/2018.

- 6.2 Termination. Either party may terminate this Agreement without cause by giving the other party at least thirty (30) days advance written notice. In addition, either party may terminate this Agreement upon breach by the other party of any material provision of this Agreement, provided such breach continues for 15 days after receipt by the breaching party of written notice of such breach from the non-breaching party.
- 6.3 Effect of Termination. In the event of termination, upon the effective date of termination for this Agreement, neither party shall have any further rights or obligations hereunder except for those rights and obligations that survive termination of this agreement, or arise as a result of any breach of this Agreement or related to indemnification.

**ARTICLE VII. GENERAL PROVISIONS**

- 7.1 Independent District Status. It is acknowledged and agreed that the relationship created by this agreement is one of Independent contractor and not an employment relationship. WS is responsible for the payment of all applicable expenses and taxes, including, but not limited to federal and state income taxes, FICA, FUTA, state unemployment compensation taxes and fees for workers' compensation coverage. Because WS is not a full-time or part-time employee of District, WS acknowledges that WS is not entitled to any benefits paid by District to its employees, including but not limited to, vacation pay, holiday pay, health insurance, unemployment compensation insurance and workers' compensation insurance.
  - a. WS shall have exclusive control over the details, manner and method by which it completes its duties under this Agreement.
  - b. As an independent contractor, WS may with the approval of the District, retain subcontractors to assist it in completing the services required of WS pursuant to this Agreement. District is interested only in the result to be accomplished by WS and shall have no right to control the manner or determine the method by which such services are provided.
  - c. Because WS makes the consulting services available to the general public, WS is permitted to provide services to any number of other facilities or businesses unrelated to District.
  - d. WS shall not have any authority to act on or on behalf of, or to bind District in any manner except as expressly authorized in writing in advance by District.
  - e. District will, in accordance with applicable sections of the Internal Revenue Code and Treasury Regulations, issue an IRS Form 1099 for use by WS in reporting income.
- 7.2 WS Representations. WS warrants and represents now and throughout the life of this Agreement that:

- Student Assistance Program (SAP)**
  - a. **Licensure:** WS is duly authorized and licensed as a Mental Health and Drug and Alcohol facility by the Commonwealth of Pennsylvania. A copy of the license is to be included with the signed contract and submitted upon re-licensure biannually (if applicable).
  - b. **Special Training:** WS maintains that specialized training in SAP Service Delivery, prevention services, and District specified training has been obtained and documentation of this is attached to the signed contract (if applicable). Include copies of undergraduate and graduate degree diplomas and post graduate training certificates.



**Outpatient Drug & Alcohol Services (D&A)**

- a. **Licensure:** WS is duly authorized and licensed as a Provider of Outpatient Drug and Alcohol Services, as licensed by the Department of Health, Division of Drug and Alcohol Program Licensure (DDAP). A copy of the license is to be included with the signed contract.
- b. **Special Training:** WS maintains that staff furnished to meet the obligations of this contract comply with the staffing qualifications and training requirements for an outpatient drug and alcohol treatment project licensed by DDAPL. A copy of staff qualifications and training is available upon request.

**Outpatient Mental Health Services (MH)**

- a. **Licensure:** WS is duly authorized and licensed as a Provider of Outpatient Mental Health Services, as licensed by the Office of Mental Health and Substance Abuse (OMHSAS). WS will license each school where mental health services are to be provided as satellites to the main site in New Kensington, PA.
- b. **Special Training:** WS maintains that staff furnished to meet the obligations of this contract comply with the staffing qualifications and training requirements for an outpatient mental health provider licensed by OMHSAS. A copy of staff qualifications and training is available upon request.

**Child/Adolescent Partial Hospital Program (PHP)**

- a. **Licensure:** WS is duly authorized and licensed as a Provider of Mental Health Treatment by the Commonwealth of Pennsylvania. A copy of the license is to be included with the signed contract and submitted upon re-licensure biannual (if applicable).
- b. **Special Training:** WS maintains that specialized training in Child/Adolescent Therapy has been obtained and documentation of this is attached to the signed contract (if applicable). Include copies of undergraduate and graduate degree diplomas and post graduate training certificates.
- c. **Child Abuse/Criminal Background Checks:** WS maintains that there have been no child abuse or child neglect charges made against any of the WS staff and copies of child abuse and criminal background checks are on file in our Human Resources Department.
- d. **Disbarment/Sanctions:** WS maintains that WS has not been disbarred in the Commonwealth of Pennsylvania or any other state. WS maintains that the WS does not have any professional sanctions imposed upon them in the Commonwealth of Pennsylvania or any other state.
- e.. **Liability and Risk Management.** WS warrants and represents now and throughout the term of that the services to be provided will be performed entirely at WS's own risk:
  - 1) **Insurance Coverage:** WS will carry Professional Liability Insurance for the duration of this Agreement with not less than one million dollars (\$1,000,000) per occurrence and three million dollars (\$3,000,000) in aggregate annually.
  - 2) **Insurance Rating:** The above-specified insurance shall be obtained from companies that have at least an "A" rating in Best's Guide or the equivalent.
  - 3) **WS Indemnification:** WS shall indemnify and hold harmless District against any claims, liabilities, damages, and expenses, incurred by WS in defending or compromising actions brought against the District arising out of or related to the acts or omissions of WS or its employees in connection with the operation of WS.

- 4) **Survival of Indemnification:** The indemnification described above shall not be limited by reason of the enumeration of any insurance coverage herein provided, and it shall survive the termination of this Agreement.
- 5) **Notice of Lawsuit:** Within sixty (60) days of service of process, the District shall notify WS of any lawsuit or claim involving the indemnification provided for above. Failure to provide such notice shall not relieve WS of its obligation to provide indemnification. However, the District's sole responsibility shall be for any additional costs of defense incurred due to its failure to provide such notice within sixty (60) days.
- 6) **Choice of Legal Counsel:** WS retains the right to choose legal counsel in all matters for which WS is providing indemnification.
- 7) **Accreditation:** WS is accredited by the Council on Accreditation.

7.3 Exclusion Lists. WS conducts a monthly review each month to confirm that neither individual, organization, nor any employees paid with the above funds (whether directly or indirectly) are not excluded from participation in federal programs. The following websites are to be reviewed:

- 1) The Pennsylvania Medichex list maintained by the PA Department of Public Welfare. <http://www.dpw.state.pa.us/publications/medichexsearch/index.htm>
- 2) List of Excluded Individuals/Entities (LEIE): database maintained by HHSOIG that identifies individuals or entities that have been excluded nationwide from participation in any federal health care program. <http://oig.hhs.gov/fraud/exclusions.asp>.
- 3) System for Award Management (SAM) : database maintained by the Federal government that provides information about parties that are excluded from receiving Federal contracts, certain subcontracts, and certain Federal financial and nonfinancial assistance and benefits: <https://www.sam.gov/>.

In the event that any individual, organization or employees are found to be on any of the lists, WS will notify District within 48 hours. The District reserves the right to terminate this agreement, without notice, upon any violation of the above requirements in Sections a, b, and c. The District has a duty to report all notification to the Pa Dept. of Public Welfare, Bureau of Program Integrity for any person/entity for employment or contracting excluded from federal health care programs or the Pennsylvania Medical Assistance Program.

7.4 Agreements with Employees. Provider shall obtain and maintain written agreements with each of its employees who participate in any of Provider's work hereunder. Such agreements shall contain terms sufficient for the Provider to comply with all provisions of the Agreement and to support all grants and assignments of rights and ownership hereunder. Such agreements also shall impose an obligation of confidence on such employees with respect to WS's confidential information.

7.5 Discrimination. WS shall comply with all applicable rules and regulations with respect to prohibition against discrimination because of sex, handicap or disability, color, race, age, national origin and religious creed, as prohibited more specifically by inter alia Pennsylvania Human Relations Act, Title VI and VII of Civil rights Act of 1964, title IX of the Education Amendments of 1972, Americans with Disabilities Act (ADA) P.L. 101-336, Age Discrimination in Employment Act and Section 504 of the Rehabilitation Act of 1973. The Payor will also assure that they comply with the American's with Disabilities Act (ADA) P.L. 101-336 (if applicable), having removed barriers to access or made appropriate accommodations for consumers and staff as necessary.

7.6 Compliance with Law. Each party agrees to comply with all applicable state and federal laws. Additionally, Provider will comply with WS's compliance program with respect to coding, billing and marketing.

7.7 Confidentiality

**a. Consumers**

Provider shall require agents, servants and employees to ensure that persons counseled, treated, rehabilitated or otherwise served are secure in the confidentiality of their records, names and identities except as law requires disclosure. Provider will follow all State and Federal law and regulations in regard to confidentiality including but not limited to:

MH Treatment records	50 P.S. § 7111
Mental Health Manual	55 Pa. Code § 5100.31-39,
Licensed Psychologist	42 PA.C.S.A. § 5944
Mental Retardation Manual	55 Pa. Code § 6400.211-218,
State Drug Abuse and Alcohol	71 P.S § 1690.104, 1690.108 (c)1690.112
Federal Drug Abuse	42 CFR Part 2, §2.22-13, 2.31-5, 2.51-3
Child Abuse Reports	11 P.S. §2215
Adoption	11 P.S. §2505, 23 Pa. C.S.A. §2905
HIV-Related Information	35 P.S. §7601
Older Adult Protective Services	35 P.S. §10225.101
Health Insurance Portability and Accountability (HIPAA)	42 C.F.R., Parts 160 and 164
HiTech Act of 2009	

as the same may be amended from time to time.

**b. Other Payor Confidential/Technical Information**

From time to time Payor may provide its own confidential business and technical information to WS in connection with the work to be performed by the WS hereunder. In addition, the preparation and specifications of the work product shall in all instances be treated as confidential and proprietary, unless and until disclosed publicly by Payor. WS is prohibited from making any use or disclosure of Payer's confidential information except as necessary to perform work hereunder.

7.8 Decrease In Funding. This agreement may be terminated with sixty (60) days written notice of termination if funds available to WS's programs are reduced to an amount that is equal to or less than sixty (60%) per cent of such funds as were granted to WS during its preceding fiscal year.

7.9 Entire Agreement: Modification. This Agreement supersedes any and all other agreements, either oral or in writing, between the parties to this Agreement with respect to the subject matter hereof, and no other agreement, statement or promise relating to the subject matter of this Agreement that is not contained herein shall be valid or binding.

7.10 Governing Law. This Agreement shall be governed by, construed and enforced in accordance with applicable laws of the Commonwealth of Pennsylvania *without regard to* the principles or provisions of conflicts of laws. Any action brought under this Agreement shall be brought in Pittsburgh, Pennsylvania.

7.11 Counterparts. This Agreement may be executed in one or more counterparts, all of which together shall constitute only one Agreement.

7.12 Partial Invalidity. Should any provision of this Agreement be declared illegal or unenforceable by any court of competent jurisdiction and cannot be modified to be enforceable, such provision shall immediately become null and void, leaving the remainder of this agreement in full force and effect.

7.13 Notices. All notices hereunder by either party to the other shall be in writing, delivered personally, by certified or registered mail, return receipt requested, or by Federal Express or Express Mail, and shall be deemed to have been duly given when delivered personally as follows:

If to Provider: Shaler Area School District  
381 Wible Run Road  
Pittsburgh, PA 15209

Attention: Superintendent

If to WS: Wesley Spectrum  
221 Penn Avenue  
Wilkinsburg, PA 15221

Attention: Jo Anne Gubash

or to such other persons or places as either party may from time to time designate by written notice to the other.

7.14 Waiver. A waiver by either party of a breach or failure to perform hereunder shall not constitute a waiver of any subsequent breach or failure.

7.15 Captions. The captions contained herein are used solely for convenience and shall not be deemed to define or limit the provisions of this Agreement.

7.16 Assignment; Binding Effect. WS shall not assign or transfer, in whole or-in part, this Agreement or any of WS's rights, duties or obligations under this Agreement without the prior written consent of Payor and any assignment or transfer by WS without such consent shall be null and void. This Agreement shall inure to the benefit of and be binding upon WS hereto and their respective heirs, representatives, successors and permitted assigns.

7.17 Agreements with Employees. WS shall obtain and maintain written agreements with each of its employees who participate in any of WS's work hereunder. Such agreements shall contain terms sufficient for WS to comply with all provisions of the Agreement and to support all grants and assignments of rights and ownership hereunder. Such agreements also shall impose an obligation of confidence on such employees with respect to District's confidential information.

**IN WITNESS WHEREOF**, the parties hereto have executed this Agreement as of the day and year first written above.

Signatories:

For:  
Wesley Spectrum



\_\_\_\_\_  
Signature

Name Pam Weaver  
Title Chief Program Officer

6/8/2017  
Date

For:  
Shaler Area School District

\_\_\_\_\_  
Signature

Name \_\_\_\_\_  
Title \_\_\_\_\_

\_\_\_\_\_  
Date

# SHALER AREA SCHOOL DISTRICT

No: 213

## SECTION: PUPILS

### TITLE: ASSESSMENT OF STUDENT PROGRESS

ADOPTED: MAY 20, 1998

REVISED: SEPTEMBER 15, 1999; OCTOBER 18, 2000; OCTOBER 20, 2004; MAY 21, 2008;  
APRIL 15, 2009; JUNE 16, 2010; JULY 10, 2013; JUNE 18, 2014

#### 213 - ASSESSMENT OF STUDENT PROGRESS

1. Purpose

The Board recognizes that a system of assessing student achievement can help the students, teachers, and parents to better assess the student's progress toward personal education goals.

2. Definition

Assessment shall be that system of measuring and recording student progress and achievement which enables the student, parents, and teachers to:

1. Learn the student's strengths and weaknesses;
2. Plan an educational and vocational future for the student in the areas of the greatest potential for success; and
3. Know where remedial work is required.

Such grades shall measure the student's progress against both his/her own potential for achievement and the achievements of others in the class, as appropriate to the grade level and subject matter.

The following grades shall be consistently used in grades 3-12:

**Recommended Grading Scale and Weighting**  
**(Commencing with the 2017-2018 school year)**

	<b>Letter Grade</b>	<b>AP/CHS</b>	<b>Honors</b>	<b>Standard</b>
<b>100 - 97.50</b>	<b>A+</b>	<b>5.7375</b>	<b>4.9725</b>	<b>4.25</b>
<b>97.49 - 91.50</b>	<b>A</b>	<b>5.4</b>	<b>4.68</b>	<b>4</b>
<b>91.49 - 89.50</b>	<b>A-</b>	<b>5.0625</b>	<b>4.3875</b>	<b>3.75</b>
<b>89.49 - 87.50</b>	<b>B+</b>	<b>4.3875</b>	<b>3.8025</b>	<b>3.25</b>
<b>87.49 - 81.50</b>	<b>B</b>	<b>4.05</b>	<b>3.51</b>	<b>3</b>
<b>81.49 - 79.50</b>	<b>B-</b>	<b>3.7125</b>	<b>3.2175</b>	<b>2.75</b>
<b>79.49 - 77.50</b>	<b>C+</b>	<b>3.0375</b>	<b>2.6325</b>	<b>2.25</b>
<b>77.49 - 71.50</b>	<b>C</b>	<b>2.7</b>	<b>2.34</b>	<b>2</b>
<b>71.49 - 69.50</b>	<b>C-</b>	<b>2.3625</b>	<b>2.0475</b>	<b>1.75</b>
<b>69.49 - 59.50</b>	<b>D</b>	<b>1.35</b>	<b>1.17</b>	<b>1</b>
<b>59.49 - 0</b>	<b>F</b>	<b>0</b>	<b>0</b>	<b>0</b>

(Reflects weights of 1.17 for Honors and 1.35 for AP/CHS)

In addition to grades being recorded on report cards the actual earned percentage grade will also be recorded. The percentages recorded will range between an absolute low of 0 and an absolute high of 100. Students who experience academic failure due to unforeseen circumstances during a 9-week grading period may request an academic review with the

building principal. Such requests must be made within 5 school days following the date that grades are made public.

High School transcripts shall include letter grades but not the percentage grade.

- Percent Equivalents - Calculations only read through hundredths. Thousandths and beyond are ignored.
- Grades once calculated for the nine weeks stand as the evaluation for that period. No use of cumulative points carrying from nine weeks to nine weeks is permitted nor is the averaging of each nine weeks percentage calculation the overall/final percentage and/or grade.
- Report cards shall be issued quarterly in grades 1-12 and at the end of each semester for kindergarten.

**Primary Performance Standards**

The following grading format will be used in grades (all subjects) K-2 as an alternative to the standard grading scale outlined on page one of this policy and issued in semester intervals.

**Kindergarten Performance Levels – Issued in semester intervals**

P	Proficient
D	Developing
B	Beginning
N	Not Yet Evident

**Grades 1-2 – Issued in semester intervals**

S	Satisfactory
W	Working towards Expectations
N	Needs Improvement
✓	Performing Successfully
X	Area of Concern

**\*\*S, W, N, ✓, X will be utilized for all Special Areas in Grades K-3.**

3. Authority

The Board directs that the instructional program of this district shall include a system of assessing for all pupils, which is consistent with the goals of the district and the regulations of the State Board.

The district shall provide for the development and continual analysis of student portfolios. Such portfolios may include:

1. Written work by students.
2. Scientific experiments conducted by students.
3. Works of art or musical, theatrical or dance performances by students.
4. Other demonstrations or performances by students related to specific academic standards.
5. Examinations developed by teachers to assess specific student learning outcomes.
6. Diagnostic assessments.
7. Other measures, as appropriate, which may include standardized tests.
8. Written testimony from authorities and summary indicators, including

<p>4. Delegation of Responsibility</p> <p>School Code 1531,1532,1531-2</p>	<p>transcripts, tests results or a personal resume.</p> <p>The Superintendent shall develop assessment procedures which include the following:</p> <ol style="list-style-type: none"><li>1. Each student should know what end result and achievements are expected at the outset of any course of study.</li><li>2. Each student should be kept informed of his/her personal progress during the course of a unit of study.</li><li>3. Methods of assessing shall be appropriate to the course of study and the maturity of students.</li><li>4. Assessment should objectively evaluate and reward students for their efforts.</li><li>5. Students should be encouraged to assess their own achievements.</li><li>6. All assessment systems are subject to continual review and revision.</li><li>7. Adaption techniques shall be used where appropriate and/or mandated by a student’s I.E.P.</li></ol>
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# SHALER AREA SCHOOL DISTRICT

No: 214

SECTION: PUPILS

TITLE: CLASS RANK INDEX

ADOPTED: MAY 20, 1998

REVISED: OCTOBER 18, 2000; JUNE 16, 2010; JULY 10, 2013

	<p style="text-align: center;">214 - CLASS RANK INDEX (To Commence in 2010-11 beginning with the Class of 2014)</p> <p>1. Purpose The Board acknowledges the usefulness of a system of computing grade point averages and class ranking for secondary school graduates to inform students, parents, and others of their relative academic placement among their peers under relatively similar circumstances.</p> <p>2. Authority The Board authorizes a system of class ranking, by grade point average, for students in grades 9, 10, 11, and 12. All students shall be ranked together.</p> <p>The class rank index shall be computed by assigning the final grade in all subjects in accordance with the following formula:</p> <p>CRI = GPA x CDW CRI = Class Rank Index GPA = Grade Point Average CDW = Cumulative Difficulty Weight*</p> <p>*CDW is determined by the following formula: <math display="block">CDW = \frac{X(1.0) + Y(1.17) + Z(1.35)}{G}</math> X= Number of Regular Courses Y = Number of Honors Courses Z = Number of AP/<b>CHS</b> Courses G = Number of Credits to Graduate (Currently 25)</p> <p>Any two (2) or more students whose computed class rank indexes are identical shall be given the same rank. The rank of the student who immediately follows a tied position will be determined by the number of students preceding him/her and not by the rank of the person preceding him/her.</p> <p>Pol. 216 A student's overall grade point average and class rank index shall be entered on his/her record and shall be subject to the Board's policy on release of student records.</p> <p>3. Delegation of Responsibility The Superintendent shall develop procedures for the computation of grade point averages and the assignment of the class rank index to implement this policy which shall include a:</p>
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<p>Other Cite Pol. 216</p>	<ol style="list-style-type: none"><li>1. Determination of class rank according to the class rank index formula for students graduating before their class.</li><li>2. System for fairly averaging make-up courses.</li><li>3. Statement of the methods for such computation and assignment to be made available for those to whom a student's grade point average or rank in class is released.</li></ol>
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# SHALER AREA SCHOOL DISTRICT

No: 214.1

SECTION: PUPILS

TITLE: WEIGHTED COURSE CREDIT

ADOPTED: DEC. 9, 1998

REVISED: JAN. 20, 1999; DEC. 10, 2003; JUNE 16, 2010; JULY 10, 2013

214.1 – WEIGHTED COURSE CREDIT (To Commence in 2010-11 beginning with the Class of 2014)	
1. Purpose	The Board acknowledges that students are entitled to receive a greater amount of credit for satisfactory completion of Advanced Placement and/or Honors courses.
2. Definition	<p>An Advanced Placement (AP)/<b>CHS</b> course is defined as:</p> <ol style="list-style-type: none"><li>1. Any course offered through the College Board as an Advanced Placement course, and</li><li>2. A course where a teacher must satisfactorily complete initial training and attend subsequent conferences to teach Advanced Placement courses.</li></ol> <p>An Honors course is defined as a course so designated within Shaler Area, and which meets the stated objectives.</p>
3. Authority	The Board directs that the instructional program of this District shall include a system for awarding credit to pupils for satisfactory completion of Advanced Placement <b>CHS</b> , and Honors Weighted courses.
4. Delegation of Responsibility	<p>The Superintendent shall develop procedures for the awarding of weighted credits to pupils for satisfactory completion of Advanced Placement, <b>CHS</b> and Honors courses, which include the following:</p> <ol style="list-style-type: none"><li>1. Enrollment in AP Courses, <b>CHS</b> and some Honors Classes enables students to be able to participate in a national/standardized end-of-course exam scored by the agency creating the course. Students enrolled in such courses are strongly encouraged to take these national exams so they can experience the full effect of the college-level course they have just experienced. (For example, the AP exams are prepared and scored by the College Board. Several <i>College in the High School Courses</i> have a standardized exam prepared and administered by that organization).</li><li>2. The national/standardized exam will be administered according to the rules and regulations of the agency preparing and scoring the exam. Make-up tests will be permitted by the Shaler Area School District in accordance with the rules and regulations of the agency preparing and scoring the exam. Students are responsible for any fees related to these national exams.</li><li>3. Students shall receive a course multiplier worth a weighted credit of 1.35 for enrollment in AP, <b>CHS</b> and 1.17 for Honors courses as outlined in Shaler Area School District Course Description Book published each year.</li></ol>

# SHALER AREA SCHOOL DISTRICT

No: 801

SECTION: OPERATIONS

TITLE: PUBLIC RECORDS

ADOPTED: AUGUST 19, 1998

REVISED: FEBRUARY 19, 2003; JULY 16, 2008; JANUARY 20, 2010; MAY 12, 2010

801. PUBLIC RECORDS	
1. Purpose	<p>The Board recognizes the importance of public records as the record of the District's actions and the repository of information about this district. The public has the right under law to access and to procure copies of public records, with certain exceptions, subject to law, Board policy, and administrative regulations.</p>
2. Definition 65 P.S. Sec. 67.102	<p>Financial record – any account, voucher, or contract dealing with the receipt or disbursement of funds or acquisition, use or disposal of services, supplies, materials, equipment or property; or the salary or other payments or expenses paid to an officer or employee, including the individual's name and title; and a financial audit report, excluding the audit's underlying work papers.</p> <p>Public record – a record, including a financial record, that is not protected by a defined privilege or is not exempt from being disclosed under one of the exemptions in Pennsylvania's Right to Know Law or under other federal or state law or regulation, or judicial decree or order.</p> <p>Record – information, regardless of physical form or characteristics, that documents a district transaction or activity and is created, received, or retained pursuant to law or in connection with a District transaction, business, or activity, including: a document; paper; letter; map; book; tape; photograph; film or sound recording; information stored or maintained electronically; and a data-processed or image-processed document.</p> <p><b>Response</b> – the District's notice informing a requester of a granting of access to a record or the District's written notice to a requester granting, denying, or partially granting and partially denying access to a requested record.</p> <p><b>Requester</b> – a legal resident of the United States, or an agency, who requests access to a record.</p>
3. Authority 65 P.S. Sec. 67-302, 67.305, 67.504, 67.701	<p>The Board shall make the District's public records available for access and duplication to a requester, in accordance with law, Board policy, and administrative regulations.</p>

<p>4. Delegation of Responsibility 65 P.S. Sec. 67-502</p>	<p>The Board shall designate an Open Records Officer, who shall be responsible to:</p> <ol style="list-style-type: none"> <li>1. Receive written requests for access to records submitted to the District.</li> <li>2. Review and respond to written requests in accordance with law, Board policy, and administrative regulations.</li> <li>3. Direct request to other appropriate individuals in the District or in another agency.</li> <li>4. Track the District’s progress in responding to requests.</li> <li>5. Issue interim and final responses to submitted requests.</li> <li>6. Maintain a log of all record requests and their disposition.</li> <li>7. Ensure District staff is trained to perform assigned job functions relative to requests for access to records.</li> </ol>
<p>65 P.S. Sec. 67.502, 67.901, 67.1101</p>	<p>Upon receiving a request for access to a record, the Open Records Officer shall:</p> <ol style="list-style-type: none"> <li>1. Note the date of receipt on the written request.</li> <li>2. Compute and note on the written request the day on which the five-day period for response will expire.</li> <li>3. Maintain an electronic or paper copy of the written request, including all documents submitted with the request, until the request has been fulfilled.</li> <li>4. If the written request is denied, maintain the written request for thirty (30) days or, if an appeal is filed, until a final determination is issued or the appeal is deemed denied.</li> </ol>
<p>5. Guidelines 65 P.S. Sec. 67.701</p>	<p>Requesters may access and procure copies of the public records of the District during the regular business hours of the administration offices.</p>
<p>65 P.S. Sec. 67.302</p>	<p>A requester’s right of access does not include the right to remove a record from the control or supervision of the Open Records Officer.</p>
<p>65 P.S. Sec. 67.705</p>	<p>The District shall not limit the number of records requested.</p> <p>When responding to a request for access, the District is not required to create a record that does not exist nor to compile, maintain, format, or organize a record in a manner which the District does not currently use.</p>
<p>42 U.S.C. Sec. 12132 28 CFR Sec. 35.160, 35.164</p>	<p>Information shall be made available to individuals with disabilities in an appropriate format, upon request and with sufficient advance notice.</p>
<p>65 P.S. Sec. 67.504 67.505</p>	<p>The District shall post at the administration office and on the District’s web site, if the District maintains a web site, the following information:</p>

	<ol style="list-style-type: none"> <li>1. Contact information for the Open Records Officer.</li> <li>2. Contact information for the state’s Office of Open Records or other applicable appeals officer.</li> <li>3. The form to be used to file a request, with a notation that the state Office of Open Records form may also be used if the District decides to create its own form.</li> <li>4. Board policy, administrative regulations, and procedures governing request for access to the District’s public records.</li> </ol>
<p>65 P.S. Sec. 67.504 67.505, 67.703</p>	<p><u>Request for Access</u></p> <p>A written request for access to a public record shall be submitted on the required form(s) and addressed to the Open Records Officer.</p> <p>Written request may be submitted to the District in person, by mail, to a designated facsimile machine, and to a designated email address.</p> <p>Each request must include the following information:</p> <ol style="list-style-type: none"> <li>1. Identification or description of the requested record, in sufficient detail.</li> <li>2. Medium in which the record is requested.</li> <li>3. Name and address of the individual to receive the District’s response.</li> </ol>
<p>65 P.S. Sec. 67.701, 67.703</p>	<p>The District shall not require an explanation of the reason for the request or the intended use of the requested record, unless otherwise required by law. If the requester fails to comply with the procedures set forth in this policy the district shall so notify the requester so that the request can be modified to comply with this policy.</p>
<p>65 P.S. Sec. 67.1307</p>	<p><u>Fees</u></p> <p>The Board shall approve and the District shall keep current a list of reasonable fees relative to requests for public records.</p> <p>No fee may be imposed for review of a record to determine whether the record is subject to access under law.</p> <p>Prior to granting access, the District may require prepayment of estimated fees when the fees required to fulfill the request are expected to exceed \$100.</p> <p>The Superintendent may waive duplication fees when the requester duplicates the record or the Superintendent deems it is in the public interest to do so.</p>
<p>65 P.S. Sec. 67.502, 67.702</p>	<p><u>Response to Request</u></p> <p>District employees shall be directed to forward requests for access to public records to the Open Records Officer.</p>

65 P.S. Sec. 67.901	Upon request of a written request for access to a record, the Open Records officer shall determine if the requested record is a public record and if the District has possession, custody, or control of that record.
65 P.S. Sec. 67.901	The Open Records Officer shall respond as promptly as possible under the existing circumstances, and the initial response time shall not exceed five (5) business days from the date the written request is received by the Open Records Officer.
65 P.S. Sec. 67.901	The initial response shall grant access to the requested record, deny access to the requested record, partially grant and partially deny access to the requested record, or notify the requester of the need for an extension of time to fully respond.
65 P.S. Sec. 67.901	If the District fails to respond to a request within five (5) business days of receipt, the request for access shall be deemed denied.
65 P.S. Sec. 67.901, 67.902	<p><u>Extension of Time</u></p> <p>If the Open Records Officer determines that an extension of time is required to respond to a request, in accordance with the factors stated in law, written notice shall be sent within five (5) business days of receipt of request. The notice shall indicate that the request for access is being reviewed, the reason that the review requires an extension, a reasonable date when the response is expected, and an estimate of applicable fees owed when the record becomes available.</p> <p>Up to a thirty (30) day extension for one (1) of the listed reasons does not require the consent of the requester. If the response is not given by the specified date, it shall be deemed denied on the day following that date.</p> <p>A requester may consent in writing to an extension that exceeds thirty (30) days, in which case the request shall be deemed denied on the day following the date specified in the notice if the Open Records Officer has not provided a response by that date.</p>
65 P.S. Sec. 67.701	<p><u>Granting of Request</u></p> <p>If the Open Records Officer determines that the request will be granted, the response shall inform the requester that access is granted and either include information on the regular business hours of the administration office, provide electronic access, or state where the requester may go to inspect the records or information electronically at a publically accessible site. The response shall include a copy of the fee schedule in effect, a statement that prepayment of fees is required in a specified amount if access to the records will cost in excess of one hundred dollars (\$100.00), and the medium in which the records will be provided.</p> <p>A public record shall be provided to the requester in the medium requested if it exists in that form; otherwise, it shall be provided in its existing medium.</p>

<p>65 P.S. Sec. 67.701, 67.704</p>	<p>However, the District is not required to permit use of its computers.</p> <p>The Open Records Officer may respond to a records request by notifying the requester that the record is available through publically accessible electronic means or that the District shall provide access to inspect the record electronically. If the requester, within thirty (30) days following receipt of the District's notice, submits a written request to have the record converted to paper, the District shall provide access in printed form within five (5) days of receipt of the request for conversion to paper.</p>
<p>65 P.S. Sec. 67.506</p>	<p>A public record that the District does not possess but is possessed by a third party with whom the District has contracted to perform a governmental function and which directly relates to that governmental function shall be considered a public record of the District. When the district contracts with such a third party, the District shall require the contractor to agree in writing to comply with requests for such records and to provide the District with the requested record in a timely manner to allow the District to comply with law.</p>
<p>65 P.S. Sec. 67.706</p>	<p>If the Open Records Officer determines that a public record contains information both subject to and not subject to access, the Open Records Officer shall grant access to the information subject to access and deny access to the information not subject to access. The Open Records Officer shall redact from the record the information that is not subject to access. The Open Records Officer shall not deny access to a record if information is able to be redacted.</p>
<p>65 P.S. Sec. 67.905</p>	<p>If the Open Records Officer responds to a requester that a copy of the requested record is available for delivery at the administration office and the requester does not retrieve the record within sixty (60) days of the District's response, the District shall dispose of the copy and retain any fees paid to date.</p> <p><u>Notification to Third Parties</u></p>
<p>65 P.S. Sec. 67.707</p>	<p>When the District produces a record that is not a public record in response to a request, the Open Records Officer shall notify any third party that provided the record to the District, the person that is the subject of the record, and the requester.</p>
<p>65 P.S. Sec. 67.707</p>	<p>The Open Records Officer shall notify a third party of a record request if the requested record contains a trade secret or confidential proprietary information, in accordance with law and administrative regulations.</p>
<p>65 P.S. Sec. 67.901, 67.903</p>	<p><u>Denial of Request</u></p> <p>If the Open Records Officer denies a request for access to a record, whether in whole or in part, a written response shall be sent within five (5) business days of receipt of the request. The response denying the request shall include the following:</p>

<p>65 P.S. Sec. 67.506</p> <p>65 P.S. Sec. 67.506</p> <p>65 P.S. Sec. 67.901, 67.903</p>	<ol style="list-style-type: none"> <li>1. Description of the record requested.</li> <li>2. Specific reasons for denial, including a citation of supporting legal authority.</li> <li>3. Name, title, business address, business telephone number, and signature of the Open Records Officer on whose authority the denial is issued.</li> <li>4. Date of the response.</li> <li>5. Procedure for the requester to appeal a denial of access.</li> </ol> <p>The Open Records Officer may deny a request for access to a record if the requester has been repeated requests for that same record and the repeated requests have placed an unreasonable burden on the District.</p> <p>The Open Records Officer may deny a request for access to a record when timely access is not possible due to a disaster, or when access may cause physical damage or irreparable harm to the record. To the extent possible, a record’s contents shall be made accessible even when the record is physically unavailable.</p> <p>Information that is not subject to access and is redacted from a public record shall be deemed a denial.</p> <p>If a written request for access to a record is denied or deemed denied, the requester may file an appeal with the state’s Office of Open Records within fifteen (15) business days of the mailing date of the Open Records Officer’s response or deemed denial.</p> <p>References:</p> <p>School Code – 24 P.S. Sec. 408, 518              Right to Know Law – 65 P.S. Sec. 67.101 et seq.              Americans with Disabilities Act – 42 U.S.C. Sec. 12101 et seq.              Accessibility to Communications, Title 28, Code of Federal Regulations – 28 CFR Sec. 35.160, 35.164              Board Policy – 800</p>
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**SHALER AREA SCHOOL DISTRICT**

**1800 MOUNT ROYAL BOULEVARD**

**GLENSHAW PA 15116-2196**

**PHONE: (412) 492-1200**

**FAX: (412) 492-1236**



**POLICY 801 – PUBLIC RECORDS**  
**RIGHT TO KNOW FEES**

<u>RECORD TYPE REQUESTED</u>	<u>AMOUNT DUE</u>
Copies	<del>\$.15</del> <b>.25</b> per page
Certification of Record	\$5.00
Specialized Documents	Actual Cost of the Documents
Facsimile/Other Media	Actual Cost of the Facsimile/Media
Redaction	No Cost
Conversion to Paper	<del>\$.15</del> <b>.25</b> per page
Postage	Actual Cost of the Postage
<b>Other Media</b>	<b>Up to Actual Costs</b>
<b>Flash Drive</b>	<b>Up to Actual Costs</b>

SECTION: PUPILS  
TITLE: DIABETES MANAGEMENT  
ADOPTED:

209.3 DIABETES MANAGEMENT	
1. Purpose	<p>The Board recognizes that an effective program of diabetes management in school is crucial to:</p> <ol style="list-style-type: none"><li>1. The immediate safety of students with diabetes.</li><li>2. The long-term health of students with diabetes.</li><li>3. Ensure that students with diabetes are ready to learn and participate fully I school activities.</li><li>4. Minimize the possibility that diabetes-related emergencies will disrupt classroom activities.</li></ol>
2. Authority	<p>The Board adopts this policy in accordance with applicable state and federal laws and regulations, and Board policies and administrative regulations, regarding the provision of student health services.</p>
3. Definitions	<p><b>Diabetes Medical Management Plan (DMMP)</b> means a document describing the medical orders or diabetes regimen developed and signed by the student’s health care practitioner and parent/guardian.</p> <p><b>Individualized Education Program (IEP)</b> means the written educational statement for each student with a disability that is developed, reviewed and revised in accordance with federal and state laws and regulations. A student with a disability is a school-aged child within the jurisdiction of the district who has been evaluated and found to have one or more disabilities as defined by law, and who requires, because of such disabilities, special education and related services.</p> <p><b>Section 504 Service Agreement (Service Agreement)</b> means an individualized plan for a qualified student with a disability which sets forth the specific related aids, services, or accommodations needed by the student, which shall be implemented in school, in transit to and from school, and in al programs and procedures, so that the student has equal access to the benefits of the school’s educational programs, nonacademic services, and extracurricular activities. A qualified student with a disability means a student who has a physical or mental disability which substantially limits or prohibits participation in or access to an aspect of the district’s educational programs, nonacademic services or extracurricular activities.</p> <p><b>Trained Diabetes Personnel</b> means non-licensed school employees who have successfully completed the required training.</p>
4. Guidelines	<p>Before a student can receive diabetes-related care and treatment in a school setting, the student’s parent/guardian shall provide written authorization for such care and instructions from the student’s health care practitioner. The written authorization may be submitted as part of a student’s DMMP.</p>

Diabetes-related care shall be provided in a manner consistent with Board policy, district procedures and individualized student plans such as an IEP, Service Agreement or DMMP.

In order to maintain a student's health and safety, each student's individualized plan shall address what information will be provided to school staff and other adults who have responsibility for the student in the school setting.

Student health records shall be confidential and maintained in accordance with state and federal laws and regulations.

#### Trained Diabetes Personnel

The school nurse, in consultation with the Superintendent or designee, may identify at least one (1) school employee, who is not the school nurse and who does not need to be a licensed health care practitioner, in each school building attended by a student with diabetes to perform diabetes care and treatment for students. The identified school employee has the right to decline this role.

An identified school employee who has accepted this role shall complete the training developed by the state or training offered by a licensed health care practitioner with expertise in the care and treatment of diabetes, that includes at a minimum:

1. An overview of all types of diabetes.
2. Means of monitoring blood glucose.
3. The symptoms and treatment for blood glucose levels outside of target ranges, as well as symptoms and treatment for hypoglycemia, hyperglycemia and other potential emergencies.
4. Techniques on administering glucagon and insulin.

The identified school employee shall complete such training on an annual basis.

Upon successful completion of the required training, individual trained diabetes personnel may be designated in a student's Service Agreement or IEP to administer diabetes medications, use monitoring equipment and provide other diabetes care.

If the diabetes-related care provided to a particular student by trained diabetes personnel will include administration of diabetes medication via injection or infusion, the Board shall require the following:

1. The parent/guardian and the student's health care practitioner must provide written authorization for such administration; and
2. The trained diabetes personnel must receive annual training for such administration from a licensed health care practitioner with expertise in the care and treatment of diabetes.

Training of Other School Personnel

School employees, including classroom teachers, lunchroom staff, coaches and bus drivers, shall receive annual diabetes care training appropriate to their responsibilities for students with diabetes.

Student Possession and Use of Diabetes Medication and Monitoring Equipment

Prior to student possession or use of diabetes medication and monitoring equipment, the Board shall require the following:

1. A written request from the parent/guardian that the school complies with the instructions of the student's health care practitioner. The request from the parent/guardian shall include a statement relieving the district and its employees of responsibility for the prescribed medication or monitoring equipment and acknowledging that the school is not responsible for ensuring that the medication is taken or the monitoring equipment is used.
2. A written statement from the student's health care practitioner that provides:
  - a. Name of the drug.
  - b. Prescribed dosage.
  - c. Times when medication is to be taken.
  - d. Times when monitoring equipment is to be used.
  - e. Length of time medication and monitoring equipment is needed.
  - f. Diagnosis or reason medication and monitoring equipment is needed.
  - g. Potential serious reactions to medication that may occur.
  - h. Emergency response.
  - i. Whether the child is competent and able to self-administer the medication or monitoring equipment and to practice proper safety precautions.
3. A written acknowledgement from the school nurse that the student has demonstrated that s/he is capable of self-administration of the medication and use of the monitoring equipment.
4. A written acknowledgement from the student that s/he has received instruction from the student's health care practitioner on proper safety precautions for the handling and disposal of the medications and monitoring equipment, including acknowledgement that the student will not allow other students to have access to the medication and monitoring equipment and that s/he understands appropriate safeguards.

The written request for student possession and use of diabetes medication and monitoring equipment shall be reviewed annually, along with the required written statements from the parent/guardian and the student's health care practitioner. If there is a change in the student's prescribed care plan, level of self-management or school circumstances during the school year, the parent/guardian and the student's health care practitioner shall update the written statements.

<p>5. Delegation of Responsibility</p>	<p>Students shall be prohibited from sharing, giving, selling and using diabetes medication and monitoring equipment in any manner other than which it is prescribed during school hours, at any time while on school property, at any school-sponsored activity and during the time spent travelling to and from school and school-sponsored activities. Violations of this policy, provisions of a Service Agreement or IEP, or demonstration of unwillingness or inability to safeguard the medication and monitoring equipment, and may result in disciplinary action in accordance with Board policy and applicable procedural safeguards.</p> <p>If the district prohibits a student from possessing and self-administering diabetes medication and operating monitoring equipment, or if a student is not capable of self-administering diabetes medication or operating monitoring equipment, the district shall ensure that the diabetes medication and monitoring equipment is appropriately stored in a readily accessible location in the student's building. The school nurse and other designated school employees shall be informed where the medication and monitoring equipment is stored and the means to access them.</p> <p>The Superintendent or designee, in conjunction with the school nurse(s), shall develop administrative regulations for care and treatment of students with diabetes in the school setting.</p> <p>The Superintendent or designee shall coordinate training for school employees. Such training may be included in the district's Professional Education Plan.</p> <p>The Superintendent or designee shall annually distribute to all staff, students and parents/guardians this policy along with the Code of Student Conduct.</p>
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# SHALER AREA SCHOOL DISTRICT

No: 626.1

## SECTION: OPERATIONS

### TITLE: TRAVEL REIMBURSEMENT – FEDERAL PROGRAMS

#### ADOPTED:

626.1. TRAVEL REIMBURSEMENT – FEDERAL PROGRAMS	
1. Authority SC 516.1, 517 2 CFR Sec. 200.474	The Board shall reimburse administrative, professional and support employees, and school officials, for travel costs incurred in the course of performing services related to official business as a federal grant recipient.
2. Definition 2 CFR. Sec. 200.474	For purposes of this policy, travel costs shall mean the expenses for transportation, lodging, subsistence, and related items incurred by employees and school officials who are in travel status on official business as a federal grant recipient.
3. Delegation of Responsibility Pol. 004, 331	School officials and district employees shall comply with applicable Board policies and administrative regulations established for reimbursement of travel and other expenses.  The validity of payments for travel costs for all district employees and school officials shall be determined by the Director of Business Affairs.  Travel costs shall be reimbursed on a mileage basis for travel using an employee's personal vehicle and on an actual cost basis for meals, lodging and other allowable expenses, consistent with those normally allowed in like circumstances in the district's nonfederally funded activities, and in accordance with the district's travel reimbursement policies and administrative regulations.
4. Guidelines 2 CFR Sec. 200.474 Pol. 004, 331	Mileage reimbursements shall be at the rate approved by the Board for other district travel reimbursements. Actual costs for meals, lodging and other allowable expenses shall be reimbursed only to the extent they are reasonable and do not exceed the per diem limits established by the Board.
SC 516.1, 517	All travel costs must be presented with an itemized, verified statement prior to reimbursement.
2 CFR Sec. 200.474 Pol. 004, 331	In addition, if these costs are charged directly to the federal award, documentation must be maintained that justifies that: <ol style="list-style-type: none"><li>1. Participation of the individual is necessary to the federal award.</li><li>2. The costs are reasonable and consistent with the district's established policy.</li></ol>
	References:  School Code – 24 P.S. Sec. 516.1, 517 Uniform Administrative Requirements for Federal Awards, Title 2, Code of Federal Regulations – 2 CFR Sec. 200.474 Board Policy – 004, 331

# SHALER AREA SCHOOL DISTRICT

No: 246

SECTION: PUPILS

TITLE: ~~STUDENT~~ **SCHOOL WELLNESS**

ADOPTED: JULY 19, 2006

REVISED: MARCH 19, 2008; AUGUST 20, 2014

246. <del>STUDENT</del> <b>SCHOOL WELLNESS</b>	
1. Purpose	<p>Shaler Area School District recognizes that student wellness and proper nutrition are related to students' physical well-being, growth, development, and readiness to learn. The Board is committed to providing a school environment that promotes student wellness, proper nutrition, nutrition education <b>and promotion</b>, and regular physical activity as part of the total learning experience. In a healthy school environment, students will learn about and participate in positive dietary and lifestyle practices that can improve student achievement.</p>
2. Authority SC 1422.1 42 U.S.C. Sec. 1758b	<p>The Board adopts the Student Wellness Policy based on the recommendations of the appointed Wellness Committee and in accordance with federal and state laws <b>and regulations</b>.</p> <p>To ensure the health and well-being of all students, the Board establishes that the district shall provide to students:</p> <ol style="list-style-type: none"><li>1. A comprehensive nutrition program consistent with federal</li><li>2. Access at reasonable cost to foods and beverages that meet established nutritional guidelines.</li><li>3. Physical education courses and opportunities for developmentally appropriate physical activity during the school day.</li><li>4. Curriculum and programs for grades K-12 that are designed to educate students about proper nutrition and lifelong physical activity, in accordance with State Board of Education curriculum regulations and academic standards.</li></ol>
3. Delegation of Responsibility 42 U.S.C. Sec. 1758b	<p>The Superintendent or designee shall be responsible <del>to monitor each of the district's schools, programs and curriculum</del> <b>for the implementation and oversight of this policy to ensure each of the district's schools, programs and curriculum is compliant</b> <del>to ensure compliance</del> with this policy, related policies and established guidelines or administrative regulations.</p> <p>Each building principal or designee shall <b>annually</b> report to the Superintendent or designee regarding compliance in his/her school.</p> <p>Staff members responsible for programs related to student wellness shall report to the Superintendent or designee regarding the status of such programs.</p>

<p>42 U.S.C. Sec. 1758b</p> <p>4. Guidelines</p>	<p>The Superintendent or designee shall annually report to the Board on the district's compliance with law and policies related to <del>student</del> <b>school</b> wellness. The report may include:</p> <ol style="list-style-type: none"> <li>1. Assessment of school environment regarding <del>student</del> <b>school</b> wellness issues.</li> <li>2. Evaluation of food services program.</li> <li>3. Review of all foods and beverages sold in schools for compliance with established nutrition guidelines.</li> <li>4. Listing of activities and programs conducted to promote nutrition and physical activity.</li> <li>5. Recommendations for policy and/or program revisions.</li> <li>6. Feedback received from district staff, students, parents/guardians, community members and the Wellness Committee.</li> </ol> <p>The Superintendent or designee and the <del>appointed</del> <b>established</b> Wellness Committee shall <del>periodically</del> <b>at least once every three (3) years</b> conduct an assessment on the contents and implementation of this policy as part of a continuous improvement process to strengthen the policy and ensure implementation. <del>The assessment</del> <b>This triennial assessment shall be made available to the public in an accessible and easily understood manner and include:</b></p> <ol style="list-style-type: none"> <li><b>1. The extent to which each district school is in compliance with law and policies related to school wellness.</b></li> <li><b>2. The extent to which this policy compares to model wellness policies.</b></li> <li><b>3. A description of the progress made by the district in attaining the goals of this policy.</b></li> </ol> <p><b>At least once every three (3) years, the district shall update or modify this policy as needed, based on the results of the most recent triennial assessment and/or as district and community needs and priorities change; wellness goals are met; new health science, information and technologies emerge; and new federal or state guidance or standards are issued.</b></p> <p>The district shall <b>annually</b> inform and update the public, including parents/guardians, students, and others in the community, about the contents, <b>updates</b> and implementation of this policy <b>via the district website, student handbooks, newsletters, posted notices and/or other efficient communication methods. This annual notification shall include information on how to access the School Wellness policy; information about the most recent triennial assessment; information on how to participate in the development, implementation and periodic review and update of the School Wellness policy; and a means of contacting Wellness Committee leadership.</b></p> <p><b><u>Recordkeeping</u></b></p> <p><b>The district shall retain records documenting compliance with the requirements of the School Wellness policy, which shall include:</b></p>
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1. **The written School Wellness policy.**
2. **Documentation demonstrating that the district has informed the public, on an annual basis, about the contents of the School Wellness policy and any updates to the policy.**
3. **Documentation of efforts to review and update the School Wellness policy, including who is involved in the review and methods used by the district to inform the public of their ability to participate in the review.**
4. **Documentation demonstrating the most recent assessment on the implementation of the School Wellness policy and notification of the assessment results to the public.**

Wellness Committee

The ~~Board shall appoint a~~ **district shall establish a** Wellness Committee comprised of, **but not necessarily limited to,** at least one (1) of each of the following: **School Board member,** district administrator, district food service representative, student, parent/guardian, **school health professional, physical education teacher** and member of the public. ~~Other members of the Wellness Committee may include teacher, school nurse, school counselor, coach, support staff, food vendor.~~ **It shall be the goal that the committee membership will include representatives from each school building and reflect the diversity of the community.**

SC 1513  
Pol. 102, 105

The Wellness Committee shall serve as an advisory committee regarding student health issues and shall be responsible for developing, implementing and periodically reviewing and updating a ~~Student~~ School Wellness Policy that complies with law to recommend to the Board for adoption.

Nutrition Education

Nutrition education will be provided within the sequential, comprehensive health education program in accordance with curriculum regulations and the academic standards for Health, Safety and Physical Education, and Family and Consumer Sciences.

The goal of nutrition education is to teach, encourage and support healthy eating by students. Promoting student health and nutrition enhances readiness for learning and increases student achievement.

Nutrition education shall provide all students with the knowledge and skills needed to lead healthy lives.

Nutrition education lessons and activities shall be age-appropriate.

Nutrition curriculum shall ~~be behavior focused.~~ **shall teach behavior-focused skills, which may include menu planning, reading nutrition labels and media awareness.**

Lifelong lifestyle balance shall be reinforced by linking nutrition education and physical activity.

The staff responsible for providing nutrition education shall be properly trained and prepared and shall participate in appropriate professional development. ~~Criteria shall be developed to measure “properly” and “appropriate.”~~ **The district shall develop standards for such training and professional development.**

Nutrition education shall extend beyond the school environment by engaging and involving families and the community.

Nutrition Promotion

**Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs.**

District staff shall cooperate with agencies and community organizations to provide opportunities for appropriate student projects related to nutrition.

District schools shall **offer resources about health and nutrition to** encourage parents/guardians to provide healthy meals for their children.

Physical Activity

District schools shall strive to provide opportunities for developmentally appropriate physical activity during the school day for all students.

A physical and social environment that encourages safe and enjoyable activity for all students shall be maintained.

SC 1512.1  
Pol. 102, 105

Students and the community shall have access to physical activity facilities outside school hours **in accordance with established district rules.**

Physical Education

A sequential physical education program consistent with curriculum regulations and Health, Safety and Physical Education academic standards shall be developed and implemented. All district students must participate in physical education.

Quality physical education instruction that promotes lifelong physical activity and provides instruction in the skills and knowledge necessary for lifelong participation shall be provided.

Physical education classes shall be the means through which all students learn, practice and are assessed on developmentally appropriate skills and knowledge necessary for lifelong, health-enhancing physical activity.

Students shall be moderately to vigorously active as much time as possible during a physical education class. Documented medical conditions and disabilities shall be accommodated during class.

Physical education shall be taught by certified health and physical education teachers.

Other School Based Activities

Drinking water shall be available and accessible to students, without restriction and at no cost to the student, at all meal periods and throughout the school day.

**Nutrition professionals who meet hiring criteria established by the district and in compliance with federal regulations shall administer the school meals program.**

**Professional development and continuing education shall be provided for district nutrition staff, as required by federal regulations.**

District schools shall provide adequate space, as defined by the district, for eating and serving school meals.

Students shall be provided a clean and safe meal environment.

Students shall be provided adequate time to eat: ten (10) minutes sit down time for breakfast; twenty (20) minutes sit down time for lunch.

Meal periods shall be scheduled at appropriate hours, as defined by the district.

Students shall have access to hand washing or sanitizing before meals and snacks.

Nutrition professionals who meet criteria established by the district shall administer the school meals program.

The district shall provide appropriate training to all staff on the components of the Student Wellness Policy.

42 U.S.C.  
Sec. 1751 et seq.  
1773

Goals of the ~~Student~~ **School** Wellness Policy shall be considered in planning all school based activities

7 CFR  
Sec. 210, 11,  
220.12a

Nutrition Standards/Guidelines **for All Foods/Beverages at School**

All foods **and beverages** available in district schools during the school day shall be offered to students with consideration for promoting student health and reducing obesity.

Foods **and beverages** provided through the National School Lunch or School Breakfast Programs shall comply with established federal nutrition standards.

<p>7 CFR Sec. 210.11</p> <p>SC 504.1</p> <p>Pol. 209.1</p>	<p><b>Foods and beverages offered or sold at school-sponsored events outside the school day, such as athletic events and dances, shall offer healthy alternatives in addition to more traditional fare.</b></p> <p><b>Competitive Foods</b></p> <p>Competitive foods available <b>for sale shall meet or exceed the</b> established federal nutrition standards (<b>USDA Smart Snacks in School</b>). <b>These standards shall apply in all locations and through all services where foods and beverages are sold to students, which may include, but not limited to: a la carte options in cafeterias, vending machines, school stores, snack carts and fundraisers.</b></p> <p><b>Competitive foods are defined as foods and beverages offered or sold to students on school campus during the school day, which are not part of the reimbursable school breakfast or lunch.</b></p> <p><b>For purposes of this policy, school campus means any area of property under the jurisdiction of the school that students may access during the school day.</b></p> <p><b>For purposes of this policy, school day means the period from midnight before school begins until thirty (30) minutes after the end of the official school day.</b></p> <p><b>The Superintendent or designee may implement administrative policies concerning competitive foods and beverages, which may limit items sold and/or restrict times permitted for sales.</b></p> <p><b>Fundraiser Exemptions</b></p> <p><b>Fundraising activities held during the school day involving the sale of competitive foods shall be limited to foods that meet the Smart Snacks in School nutrition standards, unless an exemption is approved in accordance with applicable Board policy and administrative regulations.</b></p> <p><b>The district may allow a limited number of exempt fundraisers as permitted by the Pennsylvania Department of Education each school year: up to five (5) exempt fundraisers in elementary and middle school buildings, and up to ten (10) exempt fundraisers in high school buildings. Exempt fundraisers are fundraisers in which competitive foods are available for sale to students that do not meet the Smart Snacks in School nutrition standards.</b></p> <p><b>The district shall establish administrative regulations to implement fundraising activities in district schools, including procedures for requesting a fundraiser exemption. Exemptions may only be approved by the Superintendent or designee.</b></p> <p><b>Non-Sold Competitive Foods</b></p>
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**Non-sold competitive foods available to students, which may include but are not limited to foods and beverages offered as rewards and incentives, at classroom parties and celebrations, or as shared classroom snacks, shall meet or exceed the standards established by the district.**

**If the offered competitive foods do not meet or exceed the Smart Snacks in School nutrition standards, the following standards shall apply:**

**1. Rewards and incentives:**

- a. Foods and beverages shall not be used as a reward for classroom or school activities unless the reward is an activity that promotes a positive nutrition message (e.g., guest chef, field trip to a farm or farmers market, etc.).**

**2. Classroom Parties and Celebrations:**

- a. Parents/Guardians shall be informed through newsletters or other efficient communication methods that foods/beverages should only be brought in when requested for scheduled parties.**
- b. When possible, foods/beverages for parties and celebrations shall be provided by the food service department to help prevent food safety and allergy concerns.**
- c. Food celebrations shall not occur until thirty (30) minutes after the end of the last lunch period.**

**The district shall provide a list of suggested nonfood ideas and healthy food and beverage alternatives to parents/guardians and staff, which may be posted via the district website, student handbooks, newsletters, posted notices and/or other efficient communication methods.**

**Marketing/Contracting**

**Any foods and beverages marketed or promoted to students on the school campus during the school day shall meet or exceed the established federal nutrition standards (USDA Smart Snacks in School) and comply with established Board policy and administrative regulations.**

**Exclusive competitive food and/or beverage contracts shall be approved by the Board, in accordance with provisions of law. Existing contracts shall be reviewed and modified to the extent feasible to ensure compliance with established federal nutrition standards, including applicable marketing restrictions.**

**Management of Food Allergies in District Schools**

**The district shall establish Board policy and administrative regulations to address food allergy management in district schools in order to:**

- 1. Reduce and/or eliminate the likelihood of severe or potentially life threatening allergic reactions.**

2. Ensure a rapid and effective response in case of a severe or potentially life threatening allergic reaction.
3. Protect the rights of students by providing them, through necessary accommodations when required, the opportunity to participate fully in all school programs and activities.

Safe Routes to School

The district shall assess and, to the extent possible, implement improvements to make walking and biking to school safer and easier for students.

The district shall cooperate with local municipalities, public safety agency, police departments and community organizations to develop and maintain safe routes to school.

District administrators shall seek and utilize available federal and state funding for safe routes to school, when appropriate.

References:

School Code – 24 P.S. Sec. 504.1, 1337.1, 1422, 1422.1, 1422.3, 1512.1, 1513

National School Lunch Program – 42 U.S.C. Sec. 1751 et seq.

School Breakfast Program – 42 U.S.C. Sec. 1773

Healthy, Hunger-Free Kids Act of 2010 – P.L. 111-296

National Food Service Programs, Title 7, Code of Federal Regulations –  
7 CFR Part 210, Part 220

Board Policy – 000, 102, 103, 103.1, 105, 209.1, 808

# SHALER AREA SCHOOL DISTRICT

No: 609

SECTION: FINANCES

TITLE: INVESTMENT OF DISTRICT FUNDS

ADOPTED: JUNE 18, 1998

REVISED: REVISED JULY 19, 2006; DECEMBER 9, 2009; JUNE 16, 2010

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1. Purpose	<p>It shall be the policy of the Board to optimize its return on funds available for investment through investment of cash balances in such a way as to minimize non-invested balances and to maximize return on investments consistent with the following principles:</p> <p><b>Legality</b> - All investments shall be made in accordance with applicable laws of Pennsylvania.</p> <p><b>Safety</b> – Preservation of principal shall be of highest priority. Preservation of principal in the portfolio of investments shall be ensured by diversification and other means of minimizing credit risk, including avoidance of concentration of credit risk, market risk and interest rate risk, and by thoroughly investigating and reviewing the performance of all investment providers and professionals.</p> <p><b>Liquidity</b> - Investments shall remain sufficiently liquid to meet all operating requirements that are reasonably anticipated. A fiscal year operations anticipated cash flow shall be developed so that investments can be made as early as possible, with maturities consistent with anticipated cash demands.</p> <p><b>Yield</b> - Investments shall be made with the objective of attaining a market-average rate of return throughout the budgetary and economic cycles, taking into account investment risk constraints and liquidity needs.</p>
2. Authority SC 440.1, 621, 622, 623 53 P.S. Sec. 5406,5410.1	<p>The Investment Officer designated by the Board shall implement the school district's investment program in accordance with this policy, applicable laws and the annual investment plan approved by the Board.</p>
3. Definitions SC 440.1 53 P.S. Sec. 5406,5410.1	<p><b>Act 10 Permissible Investments – Any type of investment permitted under Act 10 of March 25, 2016, (53 P.S. Sec. 5406, 5410.1) that is not among the types of investments permitted under Section 440.1 of the Public School Code of 1949, Act of March 10, 1949, (P.L. 30, No. 14) as last amended by the Act of June 30, 1995, (P.L. 220, No. 26).</b></p>
<b>SC 440.1</b>	<p><b>School Code Permissible Investments – Any investment permitted under Section 440.1 of the Public School Code of 1949, Act of March 10, 1949, (P.L. 30, No. 14) as last amended by the Act of June 30, 1995, (P.L. 220, No. 26).</b></p>

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**Short-term** - Any period thirteen (13) months or less.

**Long-term** - Any period exceeding forty-eight (48) months' duration.

**Mid-range** - Any period between short-term and long-term.

**Bankers' acceptances** – Bankers' acceptances generally are created based on a letter of credit issued in a foreign trade transaction. Bankers' acceptances are short-term, non-interest-bearing notes sold at a discount and redeemed by the accepting banks at maturity for face value.

**Collateral** – Security pledged by a financial institution to a governmental entity for its deposit.

**Commercial paper** – An unsecured promissory note issued primarily by corporations for a specific amount and maturing on a specific day. The maximum maturity for commercial paper is 270 days, but most is sold with maturities of up to thirty (30) days. Almost all commercial paper is rated as to credit risk by rating services.

**Concentration of credit risk** – The risk of loss attributed to the magnitude of a government's investment in a single issuer, pool, institution, or instrument.

**Counterparty** – Another party to a transaction. In the case of deposits and investments made by governmental entities, a counterparty could be the issuer of a security, a financial institution holding a deposit, a broker-dealer selling securities, or a third party holding securities or collateral.

**Credit risk** – The risk that a counterparty to an investment transaction will not fulfill its obligations. Overall credit risk can be associated with the issuer of a security, with a financial institution holding deposits, or with a party holding securities or collateral. Credit risk exposure can be affected by a concentration of deposits or investments in any one (1) investment type or with any one (1) counterparty.

**Custodial credit risk** – The custodial credit risk for *deposits* is the risk that, in the event of the failure of a depository financial institution, a government will not be able to recover deposits or will not be able to recover collateral securities that are in the possession of an outside party. The custodial credit risk for *investments* is the risk that, in the event of the failure of the counterparty to a transaction, a government will not be able to recover the value of investment or collateral securities that are in the possession of an outside party.

**Foreign currency risk** – The risk that changes in exchange rates will adversely



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<p>SC 521 53 Pa. C.S.A. Sec. 2301 et seq</p>	<p><b>affect the fair value of an investment or a deposit. Investments depending on substantial overseas activities or markets may present related foreign currency risk.</b></p> <p><b>Interest rate risk - The risk that the market value of securities will fall due to changes in general interest rates.</b></p> <p><b>Issuer – The entity that has the authority to distribute a security or other investment. A bond issuer is the entity that is legally obligated to make principal and interest payments to bond holders. In the case of mutual funds, external investment pools, and other pooled investments, issuer refers to the entity invested in, not the investment company-manager or pool sponsor.</b></p> <p><b>Investment plan – The school district’s specifically enumerated investment strategy approved annually by the Board.</b></p> <p><b>Local Government Investment Pool (LGIP) – An investment trust or pool organized by groups of political subdivisions or municipal authorities pursuant to Section 521 of the Public School Code of 1949, or pursuant to the Intergovernmental Cooperation Law, 53 Pa. C.S.A. Sec. 2301 et seq., for the purpose of investing funds of such political subdivisions or municipal authorities for their exclusive benefit and in accordance with the laws governing their permissible investments. LGIPs include, but are not limited to, the Pennsylvania School District Liquid Asset Fund (PSDLAF), the Pennsylvania Local Government Investment Trust (PLGIT), and for purposes of this policy, the PA INVEST program operated by the Pennsylvania Treasury Department.</b></p> <p><b>Market risk – The risk that the market value of an investment, collateral protecting a deposit, or securities underlying a repurchase agreement will decline. Market risk is affected by the length to maturity of a security, the need to liquidate a security before maturity, the extent that collateral exceeds the amount invested, and the frequency at which the amount of collateral is adjusted for changing market values.</b></p> <p><b>Repurchase agreement –</b></p> <ul style="list-style-type: none"><li><b>a. An agreement in which a governmental entity (buyer-lender) transfers cash to a broker-dealer or financial institution (seller-borrower); the broker-dealer or financial institution transfers securities to the entity and promises to repay the cash plus interest in exchange for the same securities.</b></li><li><b>b. A generic term for an agreement in which a governmental entity (buyer-lender) transfers cash to a broker-dealer or financial institution (seller-borrower); the broker-dealer or financial institution transfers securities to</b></li></ul>
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<p>4. Delegation of Responsibility SC 440.1</p> <p>SC 511 Pol. 618</p>	<p><b>the entity and promises to repay the cash plus interest in exchange for the same securities (as in definition (a) above) or for different securities.</b></p> <p><b>Shares of an investment company – For purposes of School Code Permissible Investments, shares of an investment company registered under the Investment Company Act of 1940 (54 Stat. 789, 15 U.S.C. Sec. 80a-1 et seq.), and whose shares are registered under the Securities Act of 1933 (48 Stat. 74, 15 U.S.C. Sec. 77a et seq.) and which satisfies the further conditions set forth in Section 440.1 of the School Code, subsection (b), clause (v).</b></p> <p><b>Weighted average maturity – A weighted average maturity measure expresses investment time horizons—the time when investments become due and payable—in years or months, weighted to reflect the dollar size of individual investments within an investment type.</b></p> <p><b>The Board shall designate an Investment Officer, who will work in concert with the District’s investment advisors and banking institutions. The School District’s investment program will be implemented in accordance with this policy, related procedures, applicable laws and the annual investment plan approved by the board.</b></p> <p><b>The Investment Officer shall prepare, for approval of the Board, an annual investment plan for all general and segregated/designated funds of the district (i.e., general, capital reserve, bond, etc.), including bond proceeds, taking into account the anticipated liquidity needs of each fund.</b></p> <p><b>The plan may provide for moneys from more than one (1) fund under school district control for the purchase of any single investment, provided that each of the funds combined for the purpose shall be accounted for separately in all respects and that the earnings from the investment are separately and individually computed and recorded, and credited to the accounts from which the investment was purchased.</b></p> <p><b>The plan shall not encompass the investment of any student activity or class-related funds separately managed pursuant to School Code Section 511.</b></p> <p><b>The annual investment plan shall be submitted to the Board for review and approval no later than sixty (60) days after adoption of the annual budget.</b></p> <p><b>The Investment Officer shall report quarterly to the Board on the following:</b></p> <ol style="list-style-type: none"><li><b>1. Amount of funds invested.</b></li><li><b>2. Interest earned and received to date.</b></li><li><b>3. Types and amounts of each investment and the interest rate on each.</b></li><li><b>4. Names of the institutions where investments are placed.</b></li><li><b>5. The means by which any deposits exceeding insurance limits are</b></li></ol>
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<p><b>SC 624 Pol. 608</b></p>	<p><b>collateralized.</b></p> <p><b>This report may, but is not required to, include the information regarding depository balances, earnings and transactions required by the School Code to be reported to the Board monthly as set forth in Policy 608.</b></p> <p><b>The Board directs the Superintendent and Investment Officer to develop, for approval by the Board as an appendix to this policy, specific due diligence and risk mitigation measures for:</b></p> <ol style="list-style-type: none"><li><b>1. Evaluating and mitigating the risks associated with each investment;</b></li><li><b>2. Investigating, selecting and evaluating the performance of investment advisors and investment professionals;</b></li><li><b>3. Specifying standards for audits of investment transactions; and</b></li><li><b>4. Determining the qualifications, training, standards and disclosures required for district employees performing functions relating to the district's investment program.</b></li></ol>
<p>5. Guidelines SC 440.1</p>	<p>Investments permitted by this policy are those defined in law and enumerated in this policy that are appropriately collateralized in accordance with this policy and applicable laws.</p> <p><b><u>School Code Permissible Investments</u></b></p> <ol style="list-style-type: none"><li><b>1. United States Treasury bills.</b></li><li><b>2. Short-term obligations of the United States Government or its agencies or instrumentalities.</b></li><li><b>3. Deposits in savings accounts or time deposits or share accounts of institutions insured by the Federal Deposit Insurance Corporation (FDIC) or the Federal Savings and Loan Insurance Corporation (FSLIC) or the National Credit Union Share Insurance Fund (NCUSIF) to the extent that such accounts are so insured, and, for any amounts above the insured maximum, provided that approved collateral as provided by law therefore shall be pledged by the depository.</b></li><li><b>4. Obligations of the United States of America or any of its agencies or instrumentalities backed by the full faith and credit of the United States of America, the Commonwealth of Pennsylvania or any of its agencies or instrumentalities backed by the full faith and credit of the Commonwealth,</b></li></ol>

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or of any political subdivision of the Commonwealth of Pennsylvania or any of its agencies or instrumentalities backed by the full faith and credit of the political subdivision.

5. Shares of an investment company registered under the Investment Company Act of 1940 (54 Stat. 789, 15 U.S.C. Sec. 80a-1 et seq.), whose shares are registered under the Securities Act of 1933 (48 Stat. 74, 15 U.S.C. Sec. 77a et seq.). Provided, that the following are met:
  - a. The only investments of that company are in the authorized investments for school district funds listed in items 1 through 4 above and repurchase agreements fully collateralized by such investments.
  - b. The investment company is managed so as to maintain its shares at a constant net asset value in accordance with 17 CFR Sec. 270 2a-7 (relating to money market funds).
  - c. The investment company is rated in the highest category by a nationally recognized statistical rating organization.
6. Local Government Investment Pools (LGIPs) as defined in this policy.
7. Repurchase agreements with respect to U.S. Treasury bills or obligations, participations or other instruments of or guaranteed by the U.S. or any federal agency, instrumentality or U.S. government-sponsored.

**Act 10 Permissible Investments**

1. Obligations, participations or other instruments of any federal agency, instrumentality or U.S. government-sponsored enterprise if the debt obligations are rated at least "A" or its equivalent by at least two (2) nationally recognized statistical ratings organizations.
2. Commercial paper issued by corporations or other business entities organized in accordance with federal or state law, with a maturity not to exceed 270 days, if the issuing corporation or business entity is rated in the top short-term category by at least two (2) nationally recognized statistical ratings organizations.
3. Bills of exchange or time drafts drawn on and accepted by a commercial bank, otherwise known as bankers' acceptances, if the bankers' acceptances do not exceed 180 days maturity and the accepting bank is rated in the top short-term category by at least two (2) nationally recognized statistical ratings organizations.
4. Negotiable certificates of deposit or other evidences of deposit, with a

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<p>SC 440.1</p>	<p>remaining maturity of three (3) years or less, issued by a nationally or state-chartered bank, a federal or state savings and loan association or a state-licensed branch of a foreign bank.</p> <p>a. For obligations with a maturity of one (1) year or less, the debt obligations of the issuing institution or its parent must be rated in the top short-term rating category by at least two (2) nationally recognized statistical ratings organizations.</p> <p>b. For obligations with a maturity in excess of one (1) year, the senior debt obligations of the issuing institution or its parent must be rated at least “A” or its equivalent by at least two (2) nationally recognized statistical ratings organizations.</p> <p>5. Shares of an investment company registered under the Investment Company Act of 1940 (54 Stat. 789, 15 U.S.C. Sec. 80a-1et seq.) whose shares are registered under the Securities Act of 1933 (48 Stat. 74, 15 U.S.C. Sec. 77a et seq.), if all of the following conditions are met:</p> <p>a. The investments of the company are the authorized investments under 53 P.S. §5410.1, subsection (a) (Act 10, Section 1.1(a)).</p> <p>b. The investment company is managed in accordance with 17 CFR Sec. 270.2a-7 (relating to money market funds).</p> <p>c. The investment company is rated in the highest category by a nationally recognized rating agency.</p> <p><u>Management of Investments and Collateral</u></p> <p>All securities or other investments in which the school district invests or that collateralize school district investments shall be managed as provided in this policy and in the school district’s investment plan annually approved by the Board.</p> <p>The plan shall require that securities purchased as investments be purchased in the name of the school district and held in custody for the benefit of the school district as provided in the investment plan and authorized custodian agreements. The plan may make exceptions to such requirements for investments in LGIPs as defined in this policy, or for the purchase of shares of an investment company as defined in this policy.</p> <p>If, after purchase, the rating of any instrument is reduced and no longer in compliance with Board policy, the individual responsible for district investments shall advise the Board at the earliest opportunity of such action and make recommendations for altering the investments.</p>
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<p>53 Pa. C.S.A. Sec. 8001 et seq</p> <p>SC 440.1 72 P.S. Sec.3836-1 et seq</p> <p>72 P.S. Sec.3836-1 et seq</p>	<p><b>The foregoing rating change related requirement(s) do(es) not apply to investments in LGIPs as defined in this policy.</b> <b>For purposes of interest rate disclosure in the annual financial report, the method of determining interest rate risk shall be based on weighted average maturity.</b></p> <p><b><u>Foreign Currency and Related Risk</u></b></p> <p><b>District funds shall not be invested in foreign currency. To the extent other permissible investments are exposed to related foreign currency risk, they shall be disclosed as required by GASB Statement 40.</b></p> <p><b><u>Bond Proceeds</u></b></p> <p><b>Investment of bond proceeds shall be managed and reported to the Board in accordance with the Local Government Unit Debt Act, this policy, and applicable federal and state laws.</b></p> <p><b><u>Protection of Savings Accounts, Time Deposits, Share Accounts or Other Depository Balances in Excess of FDIC Insurance Limits</u></b></p> <p><b>When district cash is deposited in any savings account, time deposit, share account or other authorized depository account other than a Local Government Investment Pool (LGIP), if the cash balance exceeds FDIC insurance limits, district funds shall be collateralized in one or more of the following ways:</b></p> <ol style="list-style-type: none"><li><b>1. An Irrevocable Letter of Credit (LOC) issued by a Federal Home Loan Bank (FHLB).</b></li><li><b>2. Tri-Party Collateral in the name of the school district consisting of the following underlying securities only:</b><ol style="list-style-type: none"><li><b>a. U.S. Treasury Securities.</b></li><li><b>b. Obligations, participations or other instruments of any federal agency, instrumentality or U.S. government-sponsored enterprise if the debt obligations are rated at least “A” or its equivalent by at least two (2) nationally recognized statistical ratings organizations.</b></li></ol></li><li><b>3. Assets pledged as collateral in accordance with the act of August 6, 1971, (P.L. 281, No.72), 72 P.S. Sec. 3836-1 et seq. (relating to pledges of assets to secure deposits of public funds, whether or not pooled).</b></li></ol> <p><b>It shall be the responsibility of the Investment Officer to verify with the depository the value of the collateral instrument(s) based on the instrument</b></p>
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609. INVESTMENT OF DISTRICT FUNDS

being “marked to market.” This valuation shall occur at least annually.

Following a review of valuation, the Investment Officer may request an additional review by the district’s investment advisors or financial consultant, and shall require additional collateral if the existing collateral has declined in value and exposes the district to potential loss of principal. The status of the valuation review and any additional collateral shall be included in an annual report to the Board regarding the investment program.

**Reporting Requirement for Local Government Investment Pools (LGIPs)**

Local Government Investment Pools (LGIPs) pool the resources of participating government entities and invest in various securities as permitted under state law, so that participating governments can benefit from economies of scale, professional fund management and other advantages.

Recognizing that LGIPs invest directly in permissible securities on behalf of the participating government entities, which in turn have proportional ownership rights in those securities, district investments in a LGIP shall not be subject to the collateral requirements of this policy, provided that the LGIP:

1. Makes available to participants daily and monthly statements, and other information from which the status of the investments can be verified; and
2. Provides an audited annual financial report to each participating government entity.

**Further Risk Mitigation for Act 10 Permissible Investments**

Recognizing that Act 10 of 2016 expanded the range of permissible investments to include investments with the potential to expose the school district to elevated levels of credit risk and other investment risks, the Board directs that any investment plan or investment recommendations proposed by the Investment Officer take into account, implement and highlight the following factors and precautions with respect to Act 10 Permissible Investments:

1. It cannot be assumed that negotiable certificates of deposit are collateralized.
2. A significantly more thorough level of due diligence is required.
3. Any investment in the fourth category of Act 10 Permissible Investments listed above (negotiable certificates of deposit or other evidences of deposit) must have a maturity not exceeding one (1) year in duration.





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**All depository institutions, repurchase agreement providers, brokers, and investment advisors and managers shall disclose in writing to the district: (1) any fees or other compensation paid to or received from a third party with respect to any district investment; and (2) any ownership of or by a parent corporation which owns any other depository institution, broker, dealer, investment advisor, or other investment provider or professional which does business with the district.**

**All investment advisors shall verify in writing that they have received and reviewed a copy of this Board policy and agree to comply with this policy and all applicable laws related to school district investments.**

References:

School Code – 24 P.S. Sec. 218, 440.1, 511, 521, 621, 622, 623, 624

Intergovernmental Cooperation Law – 53 Pa. C.S.A. Sec. 2301 et seq

Local Government Unit Debt Act – 53 Pa. C.S.A. Sec. 8001 et seq

Public Officials and Employee Ethics Act – 65 Pa. C.S.A. Sec. 1101 et seq

Security of Public Deposits – 72 P.S. Sec. 3836-1 et seq (Act 72 of 1971)

Act 10 of 2016 – Investment of Public Corporation or Authority Funds –  
Act of Mar. 25, 2016, P.L. 72, No. 10, 53 P.S. Sec. 5406, 5410.1

Securities and Trust Indentures – 15 U.S.C. Sec. 77a et seq

Investment Companies – 15 U.S.C. Sec. 80a-1 et seq

Investment Companies, Title 17, Code of Federal Regulations – 17 CFR Part 270

Governmental Accounting Standards Board, Statement No. 3, as amended by  
Statement 40

Governmental Accounting Standards Board, Statement 40

Board Policy – 608, 618, 619

# SHALER AREA SCHOOL DISTRICT

No: 626

SECTION: FINANCES

TITLE: FEDERAL FISCAL COMPLIANCE

ADOPTED: MARCH 19, 2008

REVISED:

626. FEDERAL FISCAL COMPLIANCE	
1. Authority 2 CFR Part 200	<p>The Board shall ensure federal funds received by the district are administered in accordance with federal requirements, including but not limited to the federal Uniform Grant Guidance.</p> <p>The Board shall review and approve all applications for federal funds submitted by the district.</p>
2. Delegation of Responsibility  2 CFR Part 200	<p>The Board designates the Business Manager as the district contact for all federal programs and funding.</p> <p>The Superintendent or designee, in collaboration with the Federal Programs Coordinator and Business Manager, shall establish and maintain a sound financial management system to include internal controls and federal grant management standards covering the receipt of both direct and state-administered federal grants, and to track costs and expenditures of funds associated with grant awards.</p> <p>The Superintendent, to assist in the proper administration of federal funds and implementation of this policy, may approve additional procedures as attachments to this policy.</p>
3. Guidelines	<p>The district's financial management system shall be designed with strong internal controls, a high level of transparency and accountability, and documented procedures to ensure that all financial management system requirements are met.</p> <p>Financial management standards and procedures shall assure that the following responsibilities are fulfilled:</p> <ol style="list-style-type: none"><li>1. Identification – the district must identify, in its accounts, all federal awards received and expended, and the federal programs under which they were received.</li><li>2. Financial Reporting – Accurate, current, and complete disclosure of the financial results of each federal award or program must be made in accordance with the financial reporting requirements of the Education Department General Administrative Regulations (EDGAR).</li></ol>

	<ol style="list-style-type: none"> <li>3. Accounting Records – the district must maintain records which adequately identify the source and application of funds provided for federally-assisted activities.</li> <li>4. Internal Controls – Effective control and accountability must be maintained for all funds, real and personal property and other assets. The district must adequately safeguard all such property and must assure that it is used solely for authorized purposes.</li> <li>5. Budget Control – Actual expenditures or outlays must be compared with budgeted amounts for each federal award. Procedures shall be developed to establish determination for allowability of costs for federal funds.</li> <li>6. Cash Management – The district shall maintain written procedures to implement the cash management requirements found in EDGAR.</li> <li>7. Allowability of Costs – The district shall ensure that allowability of all costs charged to each federal award is accurately determined and documented.</li> </ol>
Pol. 827	<p><u>Standards of Conduct</u></p> <p>The district shall maintain standards of conduct covering conflicts of interest and the actions of employees and school officials engaged in the selection, award and administration of contracts.</p>
Pol. 317	<p>All employees shall be informed of conduct that is required for federal fiscal compliance and the disciplinary actions that may be applied for violation of Board policies, administrative regulations, rules and procedures.</p> <p><u>Employees - Time and Effort Reporting</u></p>
2 CFR Sec. 200.430	<p>All district employees paid with federal funds shall document the time they expend in work performed in support of each federal program, in accordance with law. Time and effort reporting requirements do not apply to contracted individuals.</p>
Pol. 626.1	<p>District employees shall be reimbursed for travel costs incurred in the course of performing services related to official business as a federal grant recipient.</p>
Pol. 304, 319, 336, 337 624, 813	<p>The district shall establish and maintain employee policies on hiring, benefits and leave and outside activities, as approved by the Board.</p> <p><u>Record Keeping</u></p>
2 CFR Sec. 200.333- 200.337 Pol. 800	<p>The district shall develop and maintain a Records Management Plan and related Board policy and administrative regulations for the retention, retrieval and disposition of manual and electronic records, including emails.</p>

<p>34 CFR Sec. 75.730- 75.732, 76.730- 76.731 Pol. 800</p>	<p>The district shall ensure the proper maintenance of federal fiscal records documenting:</p> <ol style="list-style-type: none"> <li>1. Amount of federal funds.</li> <li>2. How funds are used.</li> <li>3. Total cost of each project.</li> <li>4. Share of total cost of each project provided from other sources.</li> <li>5. Other records to facilitate an effective audit.</li> <li>6. Other records to show compliance with federal program requirements.</li> <li>7. Significant project experiences and results.</li> </ol>
<p>2 CFR Sec. 200.336</p>	<p>The district shall provide the federal awarding agency, Inspectors General, the Comptroller General of the United States, and the pass-through entity, or any of their authorized representatives, the right of access to any documents, papers, or other district records which are pertinent to the federal award. The district shall also permit timely and reasonable access to the district's personnel for the purpose of interview and discussion related to such documents.</p>
<p>2 CFR Sec. 200.333</p>	<p>Records shall be retained for a minimum of five (5) years from the date on which the final Financial Status Report is submitted, or as otherwise specified in the requirements of the federal award, unless a written extension is provided by the awarding agency, cognizant agency for audit, oversight agency for audit or cognizant agency for indirect costs.</p>
<p>2 CFR Sec. 200.333</p>	<p>If any litigation, claim or audit is started before the expiration of the standard record retention period, the records shall be retained until all litigation, claims or audits have been resolved and final action taken.</p>
<p>Pol. 800</p>	<p>As part of the Records Management Plan, the district shall develop and maintain a records retention schedule, which shall delineate the record retention format, retention period and method of disposal.</p>
<p>Pol. 800</p>	<p>The Records Management Plan shall include identification of staff authorized to access records, appropriate training, and preservation measures to protect the integrity of records and data.</p>
<p>Pol. 113.4, 216, 324</p>	<p>The district shall ensure that all personally identifiable data protected by law or regulations is handled in accordance with the requirements of applicable law,</p>

<p>2 CFR Sec. 200.330- 200.331</p> <p>Pol. 800</p> <p>2 CFR Sec. 200.338, 200.339</p>	<p>regulations, Board policy and administrative regulations.</p> <p><u>Subrecipient Monitoring</u></p> <p>In the event that the district awards subgrants, the district shall establish procedures to:</p> <ol style="list-style-type: none"> <li>1. Assess the risk of noncompliance.</li> <li>2. Monitor grant subrecipients to ensure compliance with federal, state, and local laws and Board policy and procedures.</li> <li>3. Ensure the district’s record retention schedule addresses document retention on assessment and monitoring.</li> </ol> <p><u>Compliance Violations</u></p> <p>Employees and contractors involved in federally funded programs and subrecipients shall be made aware that failure to comply with federal law, regulations or terms and conditions of a federal award may result in the federal awarding agency or pass-through entity imposing additional conditions or terminating the award in whole or in part.</p> <p>References:</p> <p>Uniform Administrative Requirements for Federal Awards, Title 2, Code of Federal Regulations – 2 CFR Part 200</p> <p>Department of Education Direct Grant and State-Administered Programs, Title 34, Code of Federal Regulations – 34 CFR Part 75, Part 76</p> <p>Board Policy – 113.4, 216, 304, 317, 319, 324, 336, 337, 331, 610, 611, 612, 613, 624, 625, 626.1, 800, 813, 827</p>
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# SHALER AREA SCHOOL DISTRICT

No: 808

SECTION: OPERATIONS

TITLE: FOOD SERVICES

ADOPTED: AUGUST 19, 1998

REVISED: APRIL 16, 2003; DECEMBER 10, 2008; MAY 12, 2010

808. FOOD SERVICES	
1. Purpose	The Board recognizes that students require adequate, nourishing food and beverages in order to grow, learn and maintain good health. The Board directs that students shall be provided with adequate space and time to eat meals during the school day.
2. Authority SC 504, <b>807.1</b> , 1335, 1337 42 U.S.C. Sec. 1751 et seq, 1773 <b>2 CFR Part 200</b> 7 CFR <b>Parts 210, 215,</b> <b>220</b>  <b>FNS Instruction</b> <b>113-1</b>	<p><b>The food service program shall be operated in compliance with all applicable state and federal laws and regulations, as well as federal guidelines established by the Child Nutrition Division of the United States Department of Agriculture (USDA).</b></p> <p><b>The district shall ensure that, in the operation of the food service program, no student, staff member, or other individual shall be discriminated against on the basis of race, color, national origin, age, sex, or disability.</b></p>
SC 504 42 U.S.C. Sec. 1760  <b>42 U.S.C.</b> <b>Sec. 1760</b>	<p>Food sold by the school may be purchased by students and district employees but only for consumption on school premises or at school-sponsored events. The price charged to students shall be established annually by the district in compliance with state and federal laws.</p> <p><b>Nonprogram food shall be priced to generate sufficient revenues to cover the cost of such items. A nonprogram food shall be defined as a food or beverage, other than a reimbursable meal or snack, that is sold at the school and is purchased using funds from the child nutrition account. Nonprogram foods include but are not limited to adult meals and a-la-carte items. All revenue from the sale of nonprogram food shall accrue to the child nutrition program account.</b></p>
3. Delegation of Responsibility  SC 504	<p>Operation and supervision of the food service program shall be the responsibility of the Director of Business Affairs.</p> <p><b>The individual, in conjunction with the food service provider responsible for the operation and supervision of the food service program, shall present to the Board each month for its approval a statement of receipts and expenditures for cafeteria funds.</b></p>

<p>SC 504, 1337</p> <p>SC 504, 1335, 1337 42 U.S.C. Sec. 1751 et seq, 1773 7 CFR <b>Parts 210, 215, 220</b></p>	<p>Cafeterias shall be operated on a nonprofit basis. A periodic review of the cafeteria accounts shall be made by the Director of Business Affairs.</p> <p><b>The contracted food service provider responsible for the operation and supervision of the food service program shall ensure that school meals meet the standards required by the School Breakfast Program, the National School Lunch Program and the Special Milk Program.</b></p>
<p>3 Pa. C.S.A. Sec. 5713 42 U.S.C. Sec. 1758(h) 7 CFR Sec. 210.13, <b>210.30</b></p>	<p>The Superintendent or designee shall comply with state and federal requirements for conducting cafeteria health and safety inspections and ensuring employee participation in appropriate inspection services and training programs.</p> <p><b>The Superintendent or designee shall develop and disseminate administrative regulations to implement this policy.</b></p>
<p><b>FNS Instruction 113-1</b></p>	<p><b>The Superintendent or designee shall post this policy on the District website for students, parents/guardians, and employees concerning the contents of this policy and applicable administrative regulations.</b></p>
<p>4. Guidelines Pol. 246</p>	<p>To reinforce the district's commitment to nutrition and student wellness, foods served in school cafeterias shall:</p> <ol style="list-style-type: none"> <li>1. Be carefully selected to contribute to students' nutritional well-being and health.</li> <li>2. Meet the nutrition standards specified in law and regulations and approved by the Board.</li> <li>3. Be prepared by methods that will retain nutritive quality, appeal to students, and foster lifelong healthy eating habits.</li> <li>4. Be served in age-appropriate quantities, at reasonable prices.</li> </ol>
<p><b>SC 504</b></p>	<p>All funds derived from the operation, maintenance or sponsorship of the food service program shall be deposited in the <b>separate</b> cafeteria fund, in the same manner as other district funds. Such funds shall be expended in the manner approved and directed by the Board. District advances to the food service program may be returned to the district's general fund from any surplus resulting from its operation.</p> <p><b><u>Procurement</u></b></p>
<p><b>Pol. 610, 626</b></p>	<p><b>Procurement of goods or services for the food service program shall meet the requirements of applicable law, regulations and Board policy and procedures.</b></p>

<p>42 U.S.C. Sec. 1758 7 CFR Part 245</p>	<p><u>Free/Reduced-Price Meals And Free Milk</u></p> <p>The district shall provide free and reduced-price meals and/or free milk to students in accordance with the terms and conditions of the National School Lunch Program, the School Breakfast Program, and the Special Milk Program.</p>
<p>7 CFR Sec. 15b.40 Pol. 103.1, 113, 209.1</p>	<p><u>Accommodating Students With Special Dietary Needs</u></p> <p>The district shall make appropriate food service and/or meal accommodations to students with special dietary needs in accordance with applicable law, regulations and Board policy.</p>
<p>42 U.S.C. Sec. 1758(h) 7 CFR Sec. 210.13, 220.7</p>	<p><u>School Food Safety Inspections</u></p> <p>The district shall obtain two (2) safety inspections per year in accordance with <b>local</b>, state, and federal laws and regulations.</p> <p>The district shall post the most recent inspection report and release a copy of the report to members of the public, upon request.</p>
<p>42 U.S.C. Sec. 1758(h) 7 CFR Part 210, Part 220</p>	<p><u>School Food Safety Program</u></p> <p>The district shall comply with federal requirements in developing a food safety program that enables district schools to take systematic action to prevent or minimize the risk of foodborne illness among students.</p>
<p>7 CFR Sec. 210.9, 210.13, 220.7</p>	<p>The district shall maintain proper sanitation and health standards in food storage, preparation and service, in accordance with <b>applicable</b> state and local laws and regulations and federal food safety requirements.</p>
<p><b>42 U.S.C. Sec. 1751 et seq, 1773 7 CFR Sec. 210.30</b></p>	<p><b><u>Professional Standards For Food Service Personnel</u></b></p> <p><b>The district shall comply with the professional standards for school food service personnel who manage and operate the National School Lunch and School Breakfast Programs. For purposes of this policy, professional standards include hiring standards for new food service program directors and annual continuing education/training for all individuals involved in the operation and administration of school meal programs. Such professional standards shall apply to both district-operated food service programs and contracted food service programs.</b></p>
	<p><u>School Meal <b>Charges and</b> Accounts</u></p> <p><b>To ensure the effective operation of the district’s food service program, the district establishes the following guidelines for payment of student school</b></p>



**meals:**

- 1. The district shall assign individual accounts to each student for the purchase of meals served in school cafeterias, which ensure that the identity of each student is protected.**
- 2. The district shall notify students and/or parents/guardians when the student's account reaches a low balance.**
- 3. The district shall notify students and/or parents/guardians when the student's account reaches a negative balance. The notice shall include a description of the consequences for failure to make payment.**
- 4. The district shall provide students and/or parents/guardians with information on payment options and free and reduced-price meals and/or free milk.**
- 5. The district may permit students to charge a meal, impose a limit on charged meals, and/or offer a reimbursable or alternate meal when the student forgets or loses his/her money or when his/her account has insufficient funds. Appropriate modifications to an alternate meal shall be made when required by the student's documented special dietary need.**

**This policy and any applicable procedures or administrative regulations regarding meal charges shall be communicated annually to school administrators, school food service personnel, other appropriate school staff, and contracted food service personnel.**

**The district shall provide parents/guardians with a written copy of this policy and any applicable procedures or administrative regulations at the start of each school year, when a student enrolls in school after the start of the school year, and when a parent/guardian is notified of a negative balance.**

**Collection of Unpaid Meal Charges**

**Reasonable efforts shall be made by the district to collect unpaid meal charges from parents/guardians. Efforts taken in the collection shall not have a negative impact on the student involved, but shall focus primarily on the parents/guardians responsible for providing funds for meal purchases.**

**References:**

School Code – 24 P.S. Sec. 504, **807.1**, 1335, 1337

Food Protection – 3 Pa. C.S.A. Sec. 5713

National School Lunch Program – 42 U.S.C. Sec. 1751 et seq.

School Breakfast Program – 42 U.S.C. Sec. 1773

Healthy, Hunger-Free Kids Act of 2010 – P.L. 111-296

**Uniform Administrative Requirements for Federal Awards, Title 2, Code of Federal Regulations – 2 CFR Part 200**

Nondiscrimination on the Basis of Handicap in Programs or Activities Receiving Federal Financial Assistance, Title 7, Code of Federal Regulations – 7 CFR Part 15

National Food Service Programs, Title 7, Code of Federal Regulations – 7 CFR Part 210, Part 215, Part 220, Part 245

**U.S. Department of Agriculture Food and Nutrition Service (FNS) Instruction 113-1**

Board Policy – 000, 103, 103.1, 113, 209.1, 246, **610, 626**

**OUT OF STATE / OVERNIGHT TRIPS**

**SHALER AREA HIGH SCHOOL**

Received  
Shaler Area School District  
JUN 02 2017  
Sean C. Aiken  
Superintendent

Group Dance Team Date Submitted 6/1/17  
Sponsor(s) Amanda Mihalyi / Janelle Cugliari Phone Ext. 6620  
Destination Slippery Rock  
Date(s) of Trip July 6-9, 2017  
Purpose of Trip: summer dance camp (UDA camp)

Costs: 6,300 (\$350 per member)

Method of Fundraising:

Chipotle  
car washes  
Bake Sale

Number of Teacher Substitutes Needed 0  
Number of Days for Each Substitute 0

APPROVAL

<u>YES</u>	<u>NO</u>		<u>Signature</u>	<u>Date</u>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Activities / Athletic Director	<u>Mindy D...</u>	<u>6/1/17</u>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Principal	<u>PK</u>	<u>6-1-17</u>
<input type="checkbox"/>	<input type="checkbox"/>	Superintendent	_____	_____