



# Shaler Area School District

## 2017-18 School Calendar DRAFT

August 2017						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

September 2017						
S	M	T	W	T	F	S
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10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

October 2017						
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22	23	24	25	26	27	28
29	30	31				

November 2017						
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26	27	28	29	30		

December 2017						
S	M	T	W	T	F	S
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17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

January 2018						
S	M	T	W	T	F	S
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7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

February 2018						
S	M	T	W	T	F	S
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4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

### August

16, 17 – New Teacher In-Service  
 18, 21, 22, 23 – K-12 Teacher In-Service  
 23 – Orientation for K, 4, 7, & 9  
**24 – First Day for Students**  
 30 – Rogers Curriculum Night  
 31 – BUR/JEF/MAR/RES Curriculum Night

### September

4 – Labor Day – School Closed  
 7 – SAMS Curriculum Night  
 12 – Grade 4 Curriculum Night  
 14 – Grades 5 & 6 Curriculum Night  
 22 – Early Dismissal K-12  
 23 – Homecoming  
 26 – SAHS Curriculum Night

### October

9 – Teacher In-Service No School  
 27 – End of 1<sup>st</sup> 9 weeks

### November

7 – Election Day (Act 80) Parent Conferences K-8  
 In-Service Teachers 9-12  
 23-27 – Thanksgiving Break – School Closed

### December

22 – Early Dismissal K-12  
 25-29 – Holiday Break – School Closed

### January

1, 2 – Holiday Break – School Closed  
 12 – End of 1<sup>st</sup> Semester  
 15, 16 – Teacher In-Service – No School  
 17 – Beginning of 2<sup>nd</sup> Semester  
 25 – K-3 Parent Conferences

### February

19 – Teacher In-Service – No School  
 22 – SAHS Curriculum Night

### March

2 – Teacher In-Service – No School  
 8 – SAMS Open House  
 22 – End of 3<sup>rd</sup> 9 weeks  
 28-30 – Spring Break

### April

2-3 – Spring Break

### May

5 – Kennywood School Picnic  
 15 – Primary Elections (Act 80)  
 25 – Prom (Early Dismissal – High School Only)  
 28 – Memorial Day – School Closed  
 30, 31 – Early Dismissal K-12

### June

1 – Early Dismissal K-12  
 1 – Last Day for Students  
**1 – Graduation**  
 4 – Teacher Clerical Day

March 2018						
S	M	T	W	T	F	S
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April 2018						
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29	30					

May 2018						
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20	21	22	23	24	25	26
27	28	29	30	31		

June 2018						
S	M	T	W	T	F	S
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17	18	19	20	21	22	23
24	25	26	27	28	29	30

<b>KEY</b>	
No School – Teachers & Students	
Teachers' In-Service – No School for Students	
Early Dismissal	

School Cancellations – Make-up days will be used in the following order:	
#1 – 3/28/17	#3 – 3/29/17
#2 – 4/3/17	#4 – 4/2/17

<b>TESTING</b>
<b>PSSA:</b> Grades 3-8: April 9-27 Make-Up: April 30-May 4
<b>Keystone Exams:</b> Winter 2017 – December 4-15, 2017 Spring 2018 – May 14-25, 2018

## MEMORANDUM OF UNDERSTANDING

Between

Shaler Area School District

and

### **Allegheny County Department of Human Services, Office of Children, Youth and Families (CYF)** **Agreement**

*To ensure the educational success and school stability of students in foster care:*  
Every Student Succeeds Act (ESSA) requirements

*This Memorandum of Understanding (MOU) addresses identified points of contact, data sharing, best interest school placement determination, transportation, school enrollment and dispute resolution related provisions. Additional policies may be added to address the unique needs of each collaboration between the Local Education Agency (LEA) and the Allegheny County Department of Human Services, Office of Children, Youth and Families (CYF) in order to ensure the educational success of students in foster care. Note: this MOU is not a local transportation plan. It is an agreement between the LEA and CYF to work together for the best interest of students in foster care.*

#### **Purpose:**

The purpose of this agreement is to establish procedures and agreed upon processes between Shaler Area School District (LEA) and CYF to ensure the provision of services to optimize academic success for children and youth in foster care who are enrolled in the LEA.

“Consistent with the Fostering Connections Act, “foster care” means 24-hour substitute care for children placed away from their parents or guardians and for whom the child welfare agency has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, child care institutions, and pre adoptive homes.” (U.S. Department of Education and U.S. Department of Health and Human Services, 2016, p. 6).

#### **Identified Points of Contact**

LEA responsibilities:

The LEA agrees to appoint a Foster Care Point of Contact (POC). The name and contact information for this person will be updated regularly through the Pennsylvania Department of Education’s (PDE) established state process. If there is a change in the appointment of the Foster Care POC the LEA will update the change in the state directory and will inform the CYF Education Point of Contact and the PDE Regional Coordinator within 10 business days.

Duties of the LEA Foster Care POC can include but are not limited to the following:

- Facilitating dialog within the school system with all relevant parties who have first-hand knowledge of the child’s academics, special education needs and social/emotional strengths and concerns in order to inform the Best Interest School Placement Determination (BID) with CYF.
- Ensuring that all data sharing agreements have been met and school documents have been shared with appropriate parties as allowable by FERPA.
- Documenting transportation plans for students in foster care and mediating between the school

transportation system and CYF as to the best and most economical mode of transportation available to meet the students' needs.

- When appropriate, facilitating the school enrollment process that will ensure that the child in foster care is immediately enrolled in the new school, attending at the appropriate grade level and receiving the supports necessary to be successful.
- Leading the agreed upon dispute resolution process with the LEA, State Education Agency (SEA) and CYF, as needed
- Training LEA staff on the urgent educational needs of young people in foster care and advising and trouble-shooting on a case-by-case basis, as needed.

CYF responsibilities:

The assigned caseworker's duties include, but are not limited to:

- Gathering relevant information regarding BID from all child welfare stakeholders including the parent, parent's attorney, child's attorney, placement provider, education decision maker, the child (when deemed appropriate), CYF and other relevant parties who have first-hand knowledge of the child's needs outside of the academic setting.
- Facilitating discussion around cost-effective school transportation plans.
- Initiating the agreed upon dispute resolution process when BID or additional costs cannot be agreed upon.

CYF agrees to appoint an Education Point of Contact. The name and contact information for this person will be made available to all LEAs. The duties of the CYF Education Point of Contact can include but are not limited to the following:

- Supporting the assigned caseworker by connecting the LEA with the assigned CYF caseworker, supervisor, child's attorney, placement provider, education decision maker and other relevant parties who have first-hand knowledge of the child's needs outside of the academic setting in order to best inform the BID.
- Supporting CYF around the discussion about best interest school placement decisions and school transportation plans for students in foster care and mediating between the LEA and parties in the child welfare system as to the best and most economical mode of transportation available to meet the student's needs.
- Supporting the decision making around permission for CYF to cover additional costs associated with special transportation arrangements for students in foster care placements if determined that CYF will contribute to costs.
- Training child welfare staff, placement provider staff and legal parties on urgent educational needs of young people in foster care and advising and trouble-shooting on a case by case basis when necessary.
- Ensuring that all data sharing agreements have been met and school documents have been shared with appropriate parties as allowable by FERPA.
- Leading the agreed upon dispute resolution process with the LEAs and CYF.

### **Data Sharing**

The LEA and CYF will facilitate data sharing between both systems on behalf of children in foster care that is consistent with the Family Education Rights and Privacy Act (FERPA), IDEA and other privacy protocols. Both parties agree to maintain confidentiality of information regarding children and families being served, in accordance with FERPA, and all other State and Federal laws and regulations regarding confidentiality.

The LEA will share the following with CYF:

- Directory level data on all students in the school district
- Analysis on graduation rates for students in foster care

- Name of technology vendor and name/contact information for the technology lead in the district
- Student level educational information including transcripts, academic records, credits accrued, schedule, special education assessments and plan, 504 plan provisions, discipline records and attendance records.

CYF will share the following with the LEA:

Upon receipt of FERPA allowable directory level data, CYF will share the names of all students in foster care that are enrolled in the district.

Within three business days of entrance into the foster care system and with every change of residence while in foster care, CYF will share the following student level information on a case by case basis:

- Name of child in foster care, date of birth
- CYF caseworker's name and contact information and CYF supervisor's name and contact information
- Parent's home address and home school district
- Verification if foster parent receives subsidy for the child (yes or no)
- Placement provider's name and contact information
- Name and contact information of child's caretaker (night time residence) including foster parent if applicable
- Name and contact information of Educational Decision Maker which may continue to be biological parent or may be another party appointed by the courts
- Any relevant safety concerns including the possibility of parents visiting the school or attempting contact with the child during school hours
- Any pertinent information about meeting the child's needs during this time of transition and heightened stress

### **Best Interest School Placement Determination**

"The school of origin is the school in which a child is enrolled at the time of placement in foster care. An SEA and its **LEAs must ensure that a child in foster care enrolls or remains in his or her school of origin unless a determination is made that it is not in the child's best interest.** (ESEA section 1111(g)(1)(E)(i)). If a child's foster care placement changes, the school of origin would then be considered the school in which the child is enrolled at the time of the placement change." (U.S. Department of Education and U.S. Department of Health and Human Services, 2016, p. 11).

1. When a student is placed in foster care or changes residences while in foster care, the assigned CYF caseworker will notify the School of Origin (SOO) Foster Care POC within 72 hours of placement. If the new residence is not within the school district boundaries, the Foster Care POC will coordinate and arrange, with the assistance of the CYF caseworker, a BID meeting within 7 school days of the child's change in residence. This meeting can occur in person, by phone or by e-mail communication. Until the BID discussion has happened and a decision is made, the child will remain enrolled in the school district of origin. If transportation challenges incur initially, the child will not be marked with unexcused absences. All efforts will be made by both CYF and the SOO to ensure that the child attends school during this timeframe.

Though the specific factors may vary depending on context, in order to make a holistic and well-informed BID, a variety of student-centered factors should be considered. These factors may include:

- Preferences of the child;

- Preferences of the child's parent(s), child's attorney, child's placement provider, child's foster parent or education decision maker(s);
- The child's attachment to the school, including meaningful relationships with staff and peers;
- Placement of the child's sibling(s);
- Influence of the school climate on the child, including safety and well-being;
- The availability and quality of the services in the school to meet the child's educational and socioemotional needs;
- History of school transfers and how they have impacted the child;
- How the length of the commute would impact the child, based on the child's developmental stage;
- Whether the child is a student with a disability under the IDEA who is receiving special education and related services/aids or a student with a disability under Section 504 who is receiving special education or related services/aids and, if so, the availability of those required services in a school other than the school of origin; and
- Whether the child is an English Language Learner and is receiving language services, and, if so, the availability of those required services in a school other than the school of origin consistent with Title VI and the EEOA.

Transportation costs should not be considered when determining a child's best interest in school placement, which is consistent with the program instruction released by the U.S. Department of Health & Human Services subsequent to the passage of the Fostering Connections Act." (U.S. Department of Education and U.S. Department of Health and Human Services, 2016, p. 11-12). Efforts by all parties should be made to transport the child to the school district of origin while the BID is being made.

2. Prior to the BID meeting, the LEA Foster Care POC in the SOO will contact relevant school personnel to obtain information regarding the child's academics, special education needs, social/emotional strengths and/or concerns, extracurricular involvement, attendance, and any other information that can help to facilitate the best interest conversation.
3. Prior to the best interest determination meeting, the CYF caseworker will gather relevant information regarding best interest determination from the parent, parent's attorney, child's attorney, placement provider, education decision maker, the child (when deemed appropriate), CYF and other relevant parties who have first-hand knowledge of the child's needs outside of the academic setting.
4. Scheduled or arranged by the CYF caseworker and the LEA Foster Care POC, all parties will meet within 7 days of the child's change of residence to talk through the gathered information and will come to a joint decision as to best interest school placement for the child in care.
5. During any child welfare placement or change of placement, the presumption is that the child should remain in the SOO, and continue in this district until a determination has been made that it is no longer in the child's best interest.
6. If the LEA's Foster Care POC (with support from all identified school personnel) and the CYF caseworker (with support from all child welfare stakeholders) cannot come to a joint decision, they will jointly contact the CYF Education Point of Contact and the PDE Regional Coordinator for consultation.
7. The CYF Education Point of Contact and the PDE Regional Coordinator will gather pertinent information with regards to the student in question and will issue a joint decision.
8. In the case of a dispute, the LEA and CYF will reference the uniform statewide Inter-Agency Transportation Dispute Resolution Process and the statewide Dispute Resolution Process for school selection and enrollment.

LEA responsibilities:

The LEA Foster Care POC will lead the BID process with all relevant parties within the school system and will

document the BID.

CYF responsibilities:

Responsibility for the BID ultimately lies with the assigned CYF Caseworker along with input from all child welfare stakeholders. The CYF Education Point of Contact can be consulted if necessary.

## **Transportation**

“Some children in foster care will need transportation to remain in their school of origin when it is in their best interest. To facilitate transportation for these children, an LEA receiving Title I funds must collaborate with the State or local child welfare agency or agencies to ensure that transportation for children in foster care is provided, arranged, and funded. (ESEA section 1112(c)(5)(B)). SEAs and State or tribal child welfare agencies also play a key role in ensuring the adequate provision of transportation for children in foster care, as part of their overall responsibilities under Title I and the Fostering Connections Act to provide educational stability for these children.”(U.S. Department of Education and U.S. Department of Health and Human Services, 2016, p. 15).

Joint responsibilities:

- The LEA and CYF agree to collaborate to jointly design a comprehensive transportation plan to ensure that transportation for children in foster care is provided, arranged, and funded.
- Both parties agree that under no circumstances should a transportation dispute between parties delay or interrupt the provision of transportation for a child to the SOO.
- Both parties agree to communicate regularly and share leadership responsibilities at the local level to ensure that available resources for transportation are utilized in the most effective manner, without duplication.
- Both parties agree that transportation must be provided in a “cost effective” manner so low-cost/no-cost options should be explored. (e.g. pre-existing bus stops or public transportation, foster parents provide transportation, transportation by other programs if child is eligible).
- Both parties understand that all federal, state and local funding sources should be maximized to ensure transportations costs are not unduly burdensome on one agency.

LEA responsibilities:

“An LEA must ensure that a child in foster care needing transportation to the school of origin receives such transportation for the duration of the time the child is in foster care. (ESEA section 1112(c)(5)(B)).” (U.S. Department of Education and U.S. Department of Health and Human Services, 2016, p. 17).

- Ensures that transportation is provided to children in foster care, adhering to the collaboratively designed transportation plan, even if the LEA does not transport other students.
- Acknowledges that Title I is an allowable funding source for additional transportation costs, although funds reserved for comparable services for homeless children and youth may not be used for transportation.
- Informs the CYF whether Title I funds are available to support additional transportation costs for children in foster care in order to maintain enrollment in their school of origin.
- Agrees, if applicable, to support additional transportation costs for eligible foster care youth utilizing funds made available within Title I.

“If there are additional costs incurred in providing transportation to the school of origin, the LEA will provide such transportation if (1) the local child welfare agency agrees to reimburse the LEA for the cost of such transportation; (2) the LEA agrees to pay for the cost; or (3) the LEA and local child welfare agency agree to share the cost. (ESEA 1112(c)(5)(B)).” (U.S. Department of Education and U.S. Department of Health and Human Services, 2016, p. 16).

- Agrees that a child must remain in his or her school of origin while any disputes are being resolved.
- In the case of a dispute, agrees to provide or arrange for adequate and appropriate

transportation and to work with CYF if this results in additional costs.

#### CYF responsibilities:

- Supports transportation costs for eligible youth in foster care utilizing funds made available within the county's child welfare budget including under Section 475(4)(A) of Title IV-E of the Social Security Act.
- Informs the LEA/SOO whether Title IV-E funds are available to support additional transportation costs for children in foster care in order to maintain enrollment in their school of origin.
- Agrees to assist the LEA/SOO in exploring the full range of options for providing transportation and/or funding transportation to maintain a child in his or her school of origin, consistent with the child's educational stability plan.
- Agrees that a child must remain in his or her school of origin while any disputes are being resolved.
- Agrees to work with the LEA to address additional costs for any transportation arranged by the LEA during the dispute process
- Agrees to identify alternate transportation options when school district transportation is not immediately available to ensure that children in foster care placement are not sitting out of school while the LEA works to arrange appropriate transportation.

#### **School Enrollment**

The LEA and CYF acknowledge that there will be times when children must change educational placements as a result of a child welfare placement. This decision should be made jointly with the LEA who has been educating the child, the assigned caseworker from CYF, the parent, parent's attorney, child's attorney, placement provider, education decision maker, the child (when deemed appropriate), CYF and other relevant parties.

#### LEA responsibilities:

- Agrees to immediately enroll children in foster care placements within their district. Enrollment will not be delayed due to lack of documentation including previous school records, proof of residency, proof of birth and immunization records.

"When a determination is made that remaining in the school of origin is not in a child's best interest, SEAs and LEAs must ensure that a child in foster care is immediately enrolled in his or her new school even if the student does not have the required documentation. The enrolling school must then contact the student's prior school for relevant records. (ESEA section 1111(g)(1)(E)(ii)-(iii))." (U.S. Department of Education and U.S. Department of Health and Human Services, 2016, p. 20).

- The enrolling LEA agrees to communicate with the SOO within 3 business days to obtain information in order to appropriately place the student in classes, pending receipt of records.
- Agrees that upon receipt of the child's records from their SOO, the Foster Care POC will work with CYF to assist in obtaining any missing documentation.

#### CYF responsibilities:

- CYF will work with the enrolling LEA to supplement the exchange of educational records if there are any relevant files in the child welfare record. Child welfare will also produce a copy of immunization records and/or birth certificates (they may not be the original copies) if they are in the record.

## **Dispute Resolution Process**

“To the extent feasible and appropriate, an LEA must ensure that a child remains in his or her school of origin while the disputes are being resolved to minimize disruptions and reduce the number of moves between schools. (See ESEA section 1111(g)(1)(E)(i)).” (U.S. Department of Education and U.S. Department of Health and Human Services, 2016, p. 15).

Should there be a dispute in the BID or Transportation Planning, the LEA will consult the PDE Regional Coordinator and CYF will consult the CYF Education Point of Contact. The PDE Regional Coordinator and the CYF Education Point of Contact will discuss all relevant information and a joint decision will be issued.

In the case of a dispute, the LEA and CYF will reference the uniform statewide Inter-Agency Transportation Dispute Resolution Process and the statewide Dispute Resolution Process for school selection and enrollment.

U.S. Department of Education and U.S. Department of Health and Human Services (2016). *Guidance on the Foster Care Provisions in Title I, Part A of the Elementary and Secondary Education Act of 1965, as Amended by the Every Student Succeeds Act of 2015.*

<https://www2.ed.gov/policy/elsec/leg/essa/edhhsfostercarenonregulatorguide.pdf>



**Updates and Revisions:**

Updates and revisions to this MOU should be made as needed. Any updates or revisions to the MOU must be submitted to the Pennsylvania Department of Education.

\_\_\_\_\_ (**LEA**) and Allegheny County Department of Human Services, Office of Children, Youth and Families agree to update or revise this Memorandum of Understanding (MOU) as needed or every three years to coincide with the contractual timelines.

ATTEST:

**ALLEGHENY COUNTY  
DEPARTMENT OF HUMAN SERVICES**

\_\_\_\_\_  
Witness

By: \_\_\_\_\_  
Marc Cherna, Director of the Department of  
Human Services

\_\_\_\_\_  
William McKain, County Manager

Approved as to Form Only:

By: \_\_\_\_\_

ATTEST:

**SCHOOL DISTRICT**

\_\_\_\_\_  
Secretary

By: \_\_\_\_\_  
Board President

Approved as to Form Only:

Date of Board Approval: \_\_\_\_\_

By: \_\_\_\_\_  
Solicitor

## Transportation Plan

Between  
Shaler Area School District (LEA)

And

Allegheny County Department of Human Services, Office of Children, Youth and Families  
(CYF)

### Transportation Procedures

To ensure the educational stability of Foster Care Youth:  
Every Student Succeeds Act (ESSA) requirements

These procedures are established to comply with the Every Student Succeeds Act (ESSA) foster care provision requirements to ensure educational stability for children in foster care.

A collaborative partnership between the Local Educational Agency (LEA) and the Allegheny County Department of Human Services, Office of Children, Youth and Families (CYF) has been established to ensure all factors are considered in the Best Interest School Placement Determination (BID) for students in foster care. During any child welfare placement or change of placement, the presumption is that the child should remain in the school of origin, and continue in this district until a determination has been made that it is no longer in the child's best interest. Best interest will be determined using child-centered factors, such as the age/grade of the child, length of the commute and its effect on the child's education, connections in the school, etc. Although it is the goal to come to a joint decision with regards to BID, there may be times that this is not possible. If a joint decision cannot be reached, the final decision with regards to school placement is left to CYF.

Based on this school placement decision, the LEA will work collaboratively with CYF and placement agencies to identify and establish the most cost-effective method of transport, using the framework below.

#### Part 1. LEA and CYF Representative(s) Included in Designing the Local Transportation Plan

*Please include the name and title of each LEA and CYF representative(s) included in designing the joint plan.*

Local Education Agency Representative(s)	Title
1) Kathleen Graczyk	<i>Director of Student Services</i>
2) Lisa Tagmyer	<i>Homeless/Foster Care Liaison</i>
3) Dr. Bryan O'Black	<i>Assistant Superintendent</i>
4) Sherri Ludwig	<i>Director of Business Affairs</i>

County Children and Youth Agency and partners(s)	Title
1) Laura Whiteman	<i>Assistant County Solicitor</i>
2) Alexis Samulski	<i>Assistant County Solicitor</i>
3) Pat Valentine	<i>Executive Deputy Director of Integrated Program Services</i>
4) Jacki Hoover	<i>Assistant Deputy Director, CYF</i>
5) Peter Sloan	<i>Analyst from Data, Analysis, Research and Evaluation office, DHS</i>
6) Kathy McCauley	<i>Analyst from Data, Analysis, Research and Evaluation office, DHS</i>
7) Samantha Murphy	<i>Resource Services Manager</i>
8) Jaclyn Snyder	<i>Education Records Consultant, AIU</i>

## **Part 2. Addressing Transportation Assurances to Ensure Educational Stability**

### **Transportation Options:**

Multiple factors will be considered and addressed in the BID meeting when determining transportation options for students in foster care, including: safety of the student and other students being transported; student's age; distance and length of time of the commute; and an existing Individualized Education Plan (IEP) with specialized transportation. Information from the School of Origin (SOO) transportation designee about these factors will be provided so that the BID meeting will be comprehensive and include consideration of cost-effective measures.

The following options will be considered to provide SOO transportation:

1. An existing bus route can be used, including non-public, charter school and Career Technical Center buses.
2. An existing bus route can be modified to accommodate a new address.
3. Specialized transportation offered to other students can be accessed, such as:
  - a. Special Education
  - b. Alternative Education
  - c. McKinney Vento Education
4. Existing specialized transportation can be modified slightly to accommodate the new address.
5. The SOO may identify alternatives not provided directly by the school district that the SOO would be willing to assist CYF in accessing (this could include facilitating the arrangement or providing the transportation and being reimbursed). Examples include:
  - a. Cabs or other contracted transport; or
  - b. Public transportation, such as city buses
6. CYF will also explore options outside of those provided by the SOO including the following options:
  - o a combination of the school and CYF supports if agreement can be reached
  - o natural support (foster parent, parent, aunt, uncle, neighbor, etc)

- child uses a bus pass if appropriate
- placement provider on an ongoing basis
- CYF case aid

### **Funding:**

1. If the student has an IEP that includes provisions for specialized transportation, transportation must be provided by the school district responsible for the student's Free Appropriate Public Education (FAPE).
2. If the SOO can offer an existing means of transportation at no additional cost, the district will provide transportation and CYF will not be charged.
3. If the SOO can provide transportation but will need to modify a route or create a new route, the SOO transportation designee will calculate the cost, if any, that will be charged to CYF. **Any charges to CYF should be approved prior to incurring costs.**
4. CYF will explore whether the student is eligible for Title IV-E funds to be used to cover the cost.
5. The SOO may use Title 1, Part A funds to assist with additional transportation costs if funds exist after covering mandated responsibilities (such as transportation for students experiencing homelessness).

### **Part 3: Addressing Additional Costs**

The SOO will work with the district of residency and surrounding districts to identify potential existing routes that would allow for transportation at no additional cost if the SOO does not have an existing route. However, in some instances a route may not exist. In this case the SOO transportation designee will identify the most cost-effective route. **If there are additional costs** incurred in providing transportation to the school of origin, the LEA will provide such transportation if:

1. **CYF agrees to reimburse the LEA for the cost of such transportation. This may be possible for children who qualify for Title IV-E funds. Additional costs must be discussed and approved prior to incurring costs by the Allegheny County, Office of Children, Youth and Families with the assistance of the appointed CYF Educational Point of Contact.**
2. The SOO will review situations where there is an additional cost to transport on a case-by-case basis, taking into consideration age/grade of student, special needs, and whether or not there is funding available to pay for additional costs. If funding is available then the SOO can agree to either assume the additional cost or split that cost with the CYF.
3. If after a good faith effort, and exhaustion of the dispute resolution procedures described herein, the LEA and CYF are unable to reach an agreement regarding responsibility for additional costs incurred in providing transportation, CYF is responsible for the additional costs.

The LEA and CYF understand that all federal, state and local funding sources should be maximized to ensure transportations costs are not unduly burdensome on one agency.

#### Part 4. Considering Low-Cost or No-Cost Transportation Options for Foster Care Youth

*On a case-by-case student basis, additional low-cost or no-cost options for transportation of students in foster care should be explored. Please carefully review the following no-cost or low-cost options for transportation and indicate with a check mark if the LEA and CYF agree to explore these transportation funding options on a case-by-case basis.*

<b>No-Cost or Low-Cost Options</b>	<b>LEA</b>	<b>CCYA</b>
The child may be dropped off at a school bus stop near the existing transportation system for the school of origin. Communication between the current and new school districts is critical.	X	X
Public transportation options exist, if the child is of an appropriate age and has, or is able to acquire, the skills to utilize such options.	X	X
The foster parents, family member(s) or placement providers are willing and able to transport the child to school.	X	X
The child is already eligible for transportation covered by other programs. For example, Individuals with Disabilities in Education Act (IDEA) funds may be used to pay for transportation services if the child's IEP Team determines transportation is a related service that is required for a child with disabilities in foster care to receive FAPE.	X	X
There are pre-existing bus routes or stops close to the new foster care placement that cross district boundaries, such as bus routes for magnet schools, charter schools and transportation for homeless students as required by the McKinney-Vento Act.	X	X
The school district of residence, school district of origin, and CYF are willing to share transportation costs.	X	X

#### Part 5. Describing a local transportation dispute resolution process between the LEA and CYF

If a mutual decision cannot be reached between the Foster Care POC and CYF with regards to responsibility for additional costs of transportation, the following dispute resolution process will be initiated. During a dispute, CYF will arrange transportation for the children in question. If there are already existing transportation options that do not increase costs that the school has within their system, these options will be offered during a dispute.

Step 1: The Foster Care POC and CYF will put in writing the reason for the dispute.

Step 2: A problem solving meeting will be held between identified staff of the LEA and CYF

Step 3: The Region 4 Foster Care Coordinator located at the Allegheny Intermediate Unit, can be called to participate in the discussion to help facilitate an agreed upon solution.

If a dispute occurs, the LEA and CYF will reference the uniform statewide Inter-Agency Transportation Dispute Resolution Process and the statewide Dispute Resolution Process for school selection and enrollment.

If after a good faith effort, and exhaustion of the dispute resolution procedures described herein, the LEA and CYF are unable to reach an agreement regarding responsibility for additional costs incurred in providing transportation, CYF is responsible for the additional costs.

## **Part 6. Sample scenarios**

These are just some sample scenarios. Each case will be reviewed on a case-by-case basis to determine best interest and additional cost responsibility.

### **Scenario #1**

#### **Student is placed in a foster care placement within the School of Origin**

- Student remains a student of the school of origin
- Student is transported by the school of origin

### **Scenario #2**

**A student is placed in a foster care placement within an LEA from a different school of origin, and the Best Interest School Placement Determination is to attend new LEA.** ex. A student is placed in a foster care placement within the Woodland Hills SD from a different school of origin (McKeesport SD) and the Best Interest School Placement Determination is to attend Woodland Hills SD.

- The student will be **immediately** enrolled in Woodland Hills SD.
- The student will be provided transportation in accordance with the Woodland Hills SD's transportation policies.
- If special transportation is required through the IEP, Woodland Hills SD will provide the transportation to the neighborhood school or the designated school determined by the IEP.

### **Scenario #3**

**A Sto-Rox SD student is placed in a foster care placement in the Baldwin-Whitehall SD, and the Best Interest Determination is to attend the Baldwin-Whitehall SD.**

- The student will be **immediately** enrolled in the LEA of residency – Baldwin-Whitehall SD.
- The student will be provided transportation in accordance with Baldwin-Whitehall SD's transportation policies.
- If special transportation is required through the IEP, the district of residency (Baldwin Whitehall SD) will provide the transportation to the neighborhood school or the designated school determined by the IEP.

#### **Scenario #4**

**A Pittsburgh Public SD student is placed in a foster care placement in the Clairton SD, , and the Best Interest Determination is for the student to continue to attend the Pittsburgh Public SD.**

- The student will continue to attend the Pittsburgh Public SD
- Existing transportation routes will be identified, if possible by Pittsburgh Public.
- If there is not an existing route that will accommodate the student, then Pittsburgh Public SD will identify the most cost effective route.
- CYF with the support of the CYF Education Liaison and all internal county staff will identify potential cost-effective options.
- Cost effective transportation methods will be explored in each case and are not limited to new routes, route hand-offs, and district-to-district shared transportation, and foster parents/placement provider providing transportation.
- If there is any additional cost of transportation, the LEA Foster Care Point of Contact at Pittsburgh Public and CYF with the support of the CYF Education Liaison and all internal county staff will come to mutual decision as to how to cover these costs.
- During any disputes and pending arrangement of transportation by the school district, CYF will arrange transportation for the student back to the school of origin. However, if there are already existing transportation options that do not increase costs that the school has within their system, these options will be offered during a dispute.

#### **Part 7. Updates and Revisions**

Shaler Area School District (LEA) and \_\_\_\_\_(CCYA) agree to update or revise this local transportation plan as needed or every three years to coincide with the contractual timelines.

**This agreement will be reviewed and approved by representatives of both agencies:**

ATTEST:

**ALLEGHENY COUNTY**

**DEPARTMENT OF HUMAN SERVICES**

\_\_\_\_\_

Witness

By: \_\_\_\_\_

Marc Cherna, Director of the Department of

Human Services

\_\_\_\_\_

William McKain, County Manager

Approved as to Form Only:

By: \_\_\_\_\_

ATTEST:

**SCHOOL DISTRICT – Shaler Area School District**

\_\_\_\_\_

Secretary

By: \_\_\_\_\_

Board President

Approved as to Form Only:

Date of Board Approval: \_\_\_\_\_

By: \_\_\_\_\_

Solicitor



# SHALER AREA SCHOOL DISTRICT

No: 701.1

## SECTION: PROPERTY

### TITLE: NAMING/RENAMING DISTRICT FACILITIES

ADOPTED: DECEMBER 9, 2009

701.1. NAMING/RENAMING DISTRICT FACILITIES	
1. Purpose	The Board recognizes that students, parents/guardians, graduates, employees, and/or community members may want to honor distinguished persons by naming and/or renaming school district facilities after them. This policy provides guidelines for the Board in naming and/or renaming school district facilities.
2. Definition	<p>For the purposes of this policy, facilities within the school district are considered to fall within one (1) of the following categories:</p> <ol style="list-style-type: none"><li>1. A school district building.</li><li>2. A portion of a school district building.</li><li>3. A school district athletic field/facility.</li><li>4. Other area(s) of school district premises.</li></ol>
3. Guidelines	<p>The guidelines which follow relate to the aforementioned categories and the naming or renaming of any facility, portion of a facility, or other area of school district premises that falls within those categories:</p> <ol style="list-style-type: none"><li>1. Requests to name or rename a school district facility, portion of a facility, or other area of school district premises shall be made in writing and submitted to the Superintendent who, after reviewing the request to ensure that it contains all necessary information and adequate detail, shall forward the request to the Board. All requests shall provide the name of the person to be considered for recognition as well as a detailed rationale for naming or renaming a facility, portion of a facility, or other area of school district premises, any of which shall be precisely identified, after said person.</li><li><del>2. A school district facility, portion of a facility, or other area of school premises shall only be named or renamed with the approval of at least six (6) of the nine (9) members of the Board.</del></li><li><b>2. A committee shall be created to review all requests. Said committee shall be comprised of at least one (1) of the following:</b><ol style="list-style-type: none"><li><b>a. A member of the community.</b></li><li><b>b. A member of administration.</b></li><li><b>c. A support staff member.</b></li><li><b>d. A professional staff member.</b></li></ol></li></ol>

701.1 NAMING/RENAMING DISTRICT FACILITIES

**The committee shall also be comprised of at least two (2) Board members. However, at no time shall there be a majority of Board members on the committee, nor shall there be more than four (4) Board members on the committee. In deciding upon whether or not to honor a properly submitted request, the character of the person being considered and his/her contributions to the school district, the community or the world at large shall be considered. The effects of the naming or renaming a facility, portion of a facility, or other areas of school premises upon the school and community shall also be considered.**

- 3. The Committee shall inform the Superintendent of this recommendation concerning the naming of a new or existing facility, or a portion thereof, together with a written explanation based upon the objectives and guidelines of this policy.**
- 4. A school district facility, portion of a facility, or other area of school premises shall only be named or renamed with the approval of at least six (6) of the nine (9) members of the Board.**
- 5. The Board shall have the sole authority and responsibility for naming the facility, or portion thereof, and the Board's decision shall be final.**
- 6. The Board reserves the right to revoke the naming of a facility in the event that the individual, for whom the facility is named, is determined to have committed any criminal act deemed to warrant such removal or has engaged in any act of moral turpitude, regardless of whether such act violates any criminal statute or results in a criminal indictment or charge.**
- 7. In the event of significant renovations to a previously named facility, or a portion thereof, the Board may, at its discretion, determine that a new naming opportunity to be considered for the renovated area.**

**OUT OF STATE / OVERNIGHT TRIPS**

Received  
Shaler Area School District  
JAN 23 2017  
Sean C. Aiken  
Superintendent

**SHALER AREA HIGH SCHOOL**

Group Shaler Area Boys Volleyball Date Submitted 1/19/17

Sponsor(s) Paul Stadelman Phone Ext. 1654

Destination State College PA

Date(s) of Trip 4/28 - 4/29

Purpose of Trip: Participate in the State College Boys Volleyball  
invitation

Costs: District cost: \$500 (money that would be used from budget  
for local tournament)

Booster cost: Approx. \$3000

Method of Fundraising: Booster Run Fundraisers: Car Wash, Hoagie Sales,  
concession stands, etc.

Number of Teacher Substitutes Needed 2

Number of Days for Each Substitute 1/2

**APPROVAL**

YES      NO

Activities / Athletic Director

Signature

Date

[Signature]  
[Signature]

1/18/17

Principal

1-20-17

Superintendent

X  
✓