

**EAST ALLEGHENY SCHOOL DISTRICT
MINUTES FOR THE REGULAR SCHOOL BOARD MEETING
SEPTEMBER 11, 2017**

Committee Meeting 6:00 p.m. – Public Session 7:00 p.m.

EXECUTIVE SESSION

The Board went into Executive Session from 6:28 to 7:05 p.m. for Personnel and Legal Matters.

CALL TO ORDER

The regular meeting of the School Board of the East Allegheny School District is called to order by Mrs. McCullough, the president, at 7:05 p.m.

Pledge of Allegiance

ROLL CALL

Mr. Eichler, Mrs. Gates, Ms. Green, Mrs. McCullough,
Mr. Paradine, Mr. Savinda, Mr. Volpe.
ABSENT: Mr. Pearsol (Ill), Ms. Rosenbayger.

ALSO PRESENT:

Mr. Mac Fann, Ms. Valicenti.
Solicitor: Mr. Beisler.

**STUDENT
REPRESENTATIVES**

No representatives at this time.

**MINUTES OF THE
REGULAR MEETING
OF AUGUST 14, 2017**

Mrs. Gates moved and Mr. Volpe seconded the motion approving the minutes of the regular school board meeting of August 14, 2017.

The motion was passed, no dissenting votes.

**SUPERINTENDENT'S
REPORT**

Mr. MacFann mentioned the spaghetti dinner in October, which is a fundraiser for a fallen officer; Ms. Rosenbayger is requesting to use the Logan Elementary cafeteria and kitchen to prepare the food for the dinner. The Board was in agreement.

**STUDENT
REPRESENTATIVE**

No report.

**HEAR FROM
THE CITIZENS**

Mr. Volpe moved and Ms. Green seconded the motion to dispense with the regular order of business to hear from the citizens.

The motion was passed, no dissenting votes.

**RESUME THE
REGULAR ORDER
OF BUSINESS**

Ms. Green moved and Mr. Volpe seconded the motion to resume the regular order of business.

The motion was passed, no dissenting votes.

COMMUNICATIONS:

None.

**APPROVE AGENDA
IN TOTO**

Ms. Green moved and Mr. Volpe seconded the motion to approve the agenda as a whole, with exceptions as noted.

Eichler	<u>None.</u>
Gates	<u>None.</u>
Green	<u>None.</u>
McCullough	<u>None.</u>
Paradine	<u>None.</u>
Pearsol	<u>Absent.</u>
Rosenbayger	<u>Absent.</u>
Savinda	<u>None.</u>
Volpe	<u>None.</u>

The motion was passed, no dissenting votes.

BUDGET & FINANCE

**TREASURER'S MONTHLY
FINANCIAL STATEMENT
FOR APPROVAL (A)**

Ms. Green moved and Mr. Volpe seconded the motion to approve the Treasurer's monthly statement.

The motion was passed, no dissenting votes.

**SECRETARY'S REPORT
FOR APPROVAL (B)**

Ms. Green moved and Mr. Volpe seconded the motion to approve the Secretary's Report.

The motion was passed, no dissenting votes.

COMMITTEE REPORTS:

BUDGET & FINANCE

**BILLS FOR PAYMENT
APPROVAL AND
RATIFICATION (C)**

Ms. Green moved and Mr. Volpe seconded the motion as recommended by the Administration the Board approve and ratify the payment of bills as follows:

General Fund	-----	\$1,666,008.21
GF Batch 3	-----	\$ 189,169.68
GF Batch 98*	-----	\$ 729,407.45

* Batch 98 – Charter Schools

The motion was passed, no dissenting votes.

**PURCHASE ORDERS
APPROVAL (D)**

Ms. Green moved and Mr. Volpe seconded the motion as recommended by the Administration the Board approve purchase orders as follows:

General Fund	-----	\$ 69,808.67
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The motion was passed, no dissenting votes.

BUDGET & FINANCE

**CAFETERIA BILLS
FOR PAYMENT (E)**

Ms. Green moved and Mr. Volpe seconded the motion as recommended by the Administration the Board approve and ratify Cafeteria bills for payment in the amount of \$265.47.

The motion was passed, no dissenting votes.

**FEDERAL PROGRAM
BILLS FOR
PAYMENT (F)**

Ms. Green moved and Mr. Volpe seconded the motion as recommended by the Administration the Board approve and ratify the Federal Program bills as follows:

Title I 16-17	-----	\$940.05
Title I 17-18	-----	\$53,485.11
Title II Part A 17-18	-----	\$0.00

The motion was passed, no dissenting votes.

**ELECTION OF
PSBA OFFICERS
EAST ALLEGHENY (G)**

Ms. Green moved and Mr. Volpe seconded the motion as recommended by the Administration the Board elect the following individuals as officers for PSBA:

- President-elect: David Hutchinson
- Vice President: Eric Wolfgang
- Treasurer: Mike Gossert
- Western At Large (Three Year Term): Daniel O'Keefe
- PSBA Insurance Trust Trustee (Term ends 12/31/2020): Marianne L. Neel

The PSBA voting process is as follows: The Board gets one vote for the officers and the results of the East Allegheny School Board's collective vote will be submitted electronically by the Board Secretary.

The motion was passed, no dissenting votes.

**FOSTER CARE
TRANSPORTATION PLAN (H)**

Ms. Green moved and Mr. Volpe seconded the motion as recommended by the Administration the Board approve the Foster Care Transportation Plan between the Allegheny County Department of Human Services, Office of Children, Youth and Families (CYF) and the East Allegheny School District. All Allegheny County Schools must sign off on this agreement in order to pass along excess transportation costs to foster care agencies. This is the first year that we will be allowed to pass along these additional costs.

The motion was passed, no dissenting votes.

BUILDING & GROUNDS

**USE OF PROPERTY
 REQUEST**

Ms. Green moved and Mr. Volpe seconded the motion as recommended by the Administration the Board approve and ratify the following requests for the use of the district facilities **at a cost to the organization according to board policy:**

<u>Group</u>	<u>Building/Grounds</u>	<u>Date Requested</u>	<u>Time</u>	<u>Activity</u>	<u>Cost</u>
<u>EAAA Competition Cheer (A)</u>	JSHS Café, Indoor Crt, Hallway, Main Gym, Little Gym	Sa, Su – 10/7-8/2017 and 10/21-22/2017	Sa -5:00 -9:p.m. Su – 7:30 a.m. – 6:00 p.m.	Competition	\$0
<u>Logan PTO (B)</u>	LES Conference Rm. Library	2 nd Sunday/Month 2 nd Tuesday/Month (Begins Su, 9/10/17 & T, 9/12/17)	6:00 – 8:30 p.m.	Monthly Board & General Meetings	\$0
<u>EA Jr/Sr Soccer Boosters (C)</u>	LES Library	3 rd Thursday/Month	6:00 – 8:00 p.m.	Meetings	\$0

The motion was passed, no dissenting votes.

CURRICULUM

**APPROVAL OF
 2017-2018 DISTRICT
 GUIDANCE PLAN (A)**

Ms. Green moved and Mr. Volpe seconded the motion as recommended by the Administration the Board approve the 2017-2018 District Guidance Plan, as per attached. We are required to develop this plan as outlined by PA Chapter 339 and have it Board approved annually.

The motion was passed, no dissenting votes.

**FIELD TRIP REQUEST
 WEST MIFFLIN, PA (B)**

Ms. Green moved and Mr. Volpe seconded the motion as recommended by the Administration the Board approve the request from Emilia Peiffer, High School Guidance Counselor, and 30-40 senior students to attend the Mon Valley Diversity College Fair, at CCAC South, West Mifflin, PA on Tuesday, October 10, 2017 from 9:00 to 12:00 p.m.

COST TO THE DISTRICT: None, transportation will be paid by CCAC.

The motion was passed, no dissenting votes.

**CONFERENCE REQUEST
 STATE COLLEGE, PA (C)**

Ms. Green moved and Mr. Volpe seconded the motion as recommended by the Administration the Board approve the request from Emilia Peiffer, High School Guidance Counselor, to attend the PA School Counselors Association (PSCA) Annual Conference at the Hershey Conference Center, Hershey, PA on Thursday, and Friday, November 30-December 1, 2017. The purpose is for Mrs. Peiffer to learn about preventative programs and interventions to help them improve academically.

COST TO THE DISTRICT: None.

The motion was passed, no dissenting votes.

CURRICULUM

**CONFERENCE REQUEST
HOMESTEAD, PA (D)**

Ms. Green moved and Mr. Volpe seconded the motion as recommended by the Administration the Board approve the request from Marcie Sippey, Math Teacher, to attend the Transform Ed Workshop at the Allegheny Intermediate Unit, Homestead, PA on Monday, October 2, 2017 from 8:30 a.m. to 3:30 p.m. Attendance provides training for teachers to become borrowers of the STEAM Lending Library and permits teachers to borrow from the resources at no cost.
COST TO THE DISTRICT: One (1) substitute for one (1) day. Costs are budgeted.

The motion was passed, no dissenting votes.

**FIELD TRIP REQUEST
PITTSBURGH, PA (E)**

Ms. Green moved and Mr. Volpe seconded the motion as recommended by the Administration the Board approve the request from Marcie Sippey, Math Teacher, 1 additional teacher, and 50 students (those interested in pursuing a career in science/technology), to attend the Remake Learning Days (Education Friday) at the Children's Museum of Pittsburgh and Buhl Community Park, Pittsburgh, PA on Friday, October 13, 2017 from 10:00 a.m. to 1:00 p.m. This event features innovation and experimentation across the spectrum of science, engineering, art, performance and craft.
COST TO THE DISTRICT: Transportation and two (2) substitutes for one (1) day. Other costs covered by a Maker Faire Pittsburgh Scholarship. Costs are budgeted.

The motion was passed, no dissenting votes.

**CONFERENCE REQUEST
HOMESTEAD, PA (F)**

Ms. Green moved and Mr. Volpe seconded the motion as recommended by the Administration the Board approve the request from Marcie Sippey, Math Teacher, and Eileen Joll, Science Teacher, to attend the Arconic Foundation STEM Workshop at the Allegheny Intermediate Unit, Homestead, PA on Wednesday, October 25, 2017 from 8:00 to 11:30 a.m. Attendees will receive \$250 worth of classroom materials and the opportunity to request more free materials as needed.
COST TO THE DISTRICT: Two (2) substitutes for one-half (1/2) day. Costs are budgeted.

The motion was passed, no dissenting votes.

**MEETING REQUEST
HOMESTEAD, PA (G)**

Ms. Green moved and Mr. Volpe seconded the motion as recommended by the Administration the Board approve the request from Deborah Bacco-Wicker, Gifted Teacher, to attend the gifted program meeting at the Allegheny Intermediate Unit, Homestead, PA on Monday, October 2, 2017 from 8:30 a.m. to 3:30 p.m.
COST TO THE DISTRICT: None.

The motion was passed, no dissenting votes.

POLICY

FIRST READING OF REVISIONS TO POLICIES

Ms. Green moved and Mr. Volpe seconded the motion as recommended by the Administration the Board approve the first reading of the revisions to the following policies:

- Policy #221, Dress and Grooming (Students)
- Policy #425, Dress and Grooming (Professionals)

The motion was passed, no dissenting votes.

STUDENT LIFE

VOLUNTEERS FOR APPROVAL (A)

Ms. Green moved and Mr. Volpe seconded the motion as recommended by the Administration the Board approve the following individuals as volunteers for the respective programs:

- | | | |
|----------------|------------|--------------------------|
| Edward Tissue | Pittsburgh | Varsity Football Program |
| Cortney Verner | Wilmerding | Logan PTO |

The motion was passed, no dissenting votes.

HOSTING OF PMEA DISTRICT CHOIR (B)

Ms. Green moved and Mr. Volpe seconded the motion as recommended by the Administration the Board approve the request from Amanda Rosco, Choir Director, for East Allegheny School District to host the PMEA District Choir Festival in conjunction with the Elizabeth Forward School District scheduled for January 24-26, 2018. East Allegheny would serve as the site host for the festival, with Elizabeth Forward's choral director handling the paperwork aspect. Approximately 200 students and 50 directors would attend the festival. While PMEA fees cover the entire cost of the festival, our cafeteria would need to provide food service, with PMEA paying the bill. East Allegheny would be responsible for providing the use of the library, and classrooms for auditions, the use of auditorium, music area, bathrooms and cafeteria for the festival. Because we are hosting, East Allegheny will be given a certain percentage of the choir in representation, enabling more of our students to participate.

The motion was passed, no dissenting votes.

LIFE SKILLS TRAINING AEDY STUDENTS (C)

Ms. Green moved and Mr. Volpe seconded the motion as recommended by the Administration the Board approve the participation of the East Allegheny School District in the National Health Promotions Associates program which is an intervention program for the secondary students enrolled in AEDY programs. This is an evidence-based program that has been found to effectively prevent youth substance use, aggression and other problem behaviors. The program builds personal self-management skills, social skills and other life skills needed to assist the students. The secondary school counselors would facilitate the groups.

The motion was passed, no dissenting votes.

PERSONNEL

**RETIREMENT OF
GROUP I
CUSTODIAN (A)**

Ms. Green moved and Mr. Volpe seconded the motion as recommended by the Administration the Board approve the retirement of Thomas Rossey, Group I Custodian, effective with his last day of October 6, 2017, and in accordance with the agreement between the East Allegheny Board of School Directors and the East Allegheny Educational Support Professionals.

The Administration further requests the Board adopt the following resolution:

The Board of School Directors for the East Allegheny School District hereby acknowledges the sincere and dedicated service that Thomas Rossey, Group I Custodian, gave to the school district and that such recognition and appreciation on behalf of the Board be made known to Mr. Rossey and filed as a matter of public record.

Further authorize the posting of this position.

The motion was passed, no dissenting votes.

**RETIREMENT OF
SUPERINTENDENT'S
SECRETARY (B)**

Ms. Green moved and Mr. Volpe seconded the motion as recommended by the Administration the Board approve the retirement of Lila Sedlak, Confidential Secretary to the Superintendent, effective no later than June 30, 2018 and in accordance with the agreement between the East Allegheny Board of School Directors and Mrs. Sedlak.

The Administration further requests the Board adopt the following resolution:

The Board of School Directors for the East Allegheny School District hereby acknowledges the sincere and dedicated service that Lila Sedlak, Confidential Secretary to the Superintendent, gave to the school district and that such recognition and appreciation on behalf of the Board be made known to Mrs. Sedlak and filed as a matter of public record.

Further authorize the posting and advertising of this position.

The motion was passed, no dissenting votes.

**HIRING OF
SUPPORT
STAFF (C)**

Ms. Green moved and Mr. Volpe seconded the motion as recommended by the Administration the Board hire the following individuals in the respective positions, and in accordance with the agreement between the East Allegheny School District and the East Allegheny Educational Support Professionals:

Tracy Badar	North Versailles	3-Hour Cafeteria Worker
Deborah Brown	North Versailles	3-Hour Cafeteria Worker
Nancy Fazio	Pittsburgh	3-Hour Cafeteria Worker
Lindsey Perri	White Oak	3-Hour Cafeteria Worker

The motion was passed, no dissenting votes.

PERSONNEL

**REASSIGNMENT OF
MAINTENANCE
WORKER (D)**

Ms. Green moved and Mr. Volpe seconded the motion as recommended by the Administration the Board reassign Richard Tucker from the dissolved position of Maintenance/Mechanic Worker to the position of District Maintenance/Grounds/Custodial Utility Worker, effective Tuesday, September 12, 2017 and in accordance with the agreement between the East Allegheny Board of School Directors and the East Allegheny Educational Support Professionals.

The motion was passed, no dissenting votes.

**LEAVE REQUEST
CAFETERIA
MANAGER (E)**

Ms. Green moved and Mr. Volpe seconded the motion as recommended by the Administration the Board approve and ratify the request from Linda Hallick, JSHS Cafeteria Manager, to use her allotted sick days to recover from surgery, commencing Wednesday, August 23, 2017. At this time, Mrs. Hallick does not have a return date.

The motion was passed, no dissenting votes.

**SUBSTITUTES FOR
APPROVAL (F)**

Ms. Green moved and Mr. Volpe seconded the motion as recommended by the Administration the Board approve the following substitutes in the respective areas:

Gloria Cole	Elizabeth	Cafeteria
Marie Labriola	North Versailles	Cafeteria

The motion was passed, no dissenting votes.

**SUBSTITUTE FOR
APPROVAL (G)**

Ms. Green moved and Mr. Volpe seconded the motion as recommended by the Administration the Board approve Reuel Rayman, North Versailles, as a substitute custodian.

The motion was passed, no dissenting votes.

**FEDERAL PROGRAMS
REPORT:**

Federal Programs Report
For August 2017
Submitted by
Betsy D'Emidio

Reports and data received from the non-public schools and the court systems were reviewed and discussed with Mrs. McCoy to see the strength and weaknesses of the students in the non-public schools and the court systems. Baseline data provided by these institutions were compared to the data at mid-year and year-end.

Mrs. McCoy walked me through the process of the new regulations and directions for completing the 2017 – 2018 Consolidated Application for Federal Programs as the process has changed drastically and a large majority ran into glitches in completing the application. We also worked on the 16 – 17 Quarterly reports for Federal Programs and completed the Final Report for the 16 – 17 Ready to Learn Grant.

Title I forms and letters such as the Homeless letter and the Attestation letter was reviewed to send to the building principals. The Parent's Right to Know letters and also the Highly Qualified Teacher/Paraprofessional letter were completed and will be ready to be distributed to parents/guardians and also ready to be posted on the Federal Programs website. An email was sent to the Title I staff when the Title I lab schedules are due to Ms. D'Emidio which is Friday, September 15, 2017 for the schedules, when the Title I labs will start which will be on Monday, September 18th, 2017 and when the first Title I staff meeting will be held, which is Monday, September 25th at 1:00 p.m. in the conference room at Logan.

MINUTES FOR THE REGULAR SCHOOL BOARD MEETING
SEPTEMBER 11, 2017

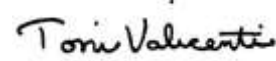
We discussed what items would be discussed at the Title I meeting on Monday, September 18th; such as what goals do we have for the program for the 17 – 18 school year, what were the strengths and weaknesses of the 16 – 17 Title I program, what we can do to address more students struggling either by doing push-in or pull out programs and what opening activity we can hold for the parent/students. At the meeting we want to discuss if we would like to have a Title I table at Open House to meet and greet our Title I parents.

OLD BUSINESS: None.

NEW BUSINESS: None.

ADJOURNMENT Mrs. Gates moved and Mr. Volpe seconded the motion to adjourn at 7:26 p.m.

Toni Valicenti



Board Secretary

HEAR FROM THE CITIZENS

- George Bucar, North Versailles – Cheer/Football
- Christina Wheeler, North Versailles – 7th/8th Grade Football Program
- Nicole Fulmore, North Versailles – 7th/8th Grade Cheer
- Cortney Verner, Wilmerding – Curriculum, Clearances
- Jennifer Hanko, North Versailles – 7th/8th Middle School Cheer/Football

East Allegheny School District
Treasurer's Monthly Financial Statement

8/28/2017

Bank Balance			\$479,045.08
Outstanding Checks			(\$1,216,003.09)
Book Balance - June 2017			(\$736,958.01)
June 2017			
Current Real Estate Taxes		\$1,682,846.81	
Public Utility Tax		\$0.00	
Payments in Lieu of Current		\$0.00	
Local Tax		\$71.38	
Earned Income Tax		\$58,320.00	
Deed Transfer Tax		\$4,785.13	
Business Privilege		\$2,175.25	
Amusement		\$289.07	
Mercantile Tax		\$5,164.49	
Delinquent Real Estate Tax		\$71,934.42	
Delinquent Business Privilege		\$1,703.02	
Delinquent Mercantile Tax		(\$36.44)	
Interest, Temporary Investments		\$9,875.34	
Bookstore Sales		\$0.00	
State Revenue Received		\$0.00	
Rentals		\$1,570.00	
Contrib & Donations from Prvt.		\$0.00	
Gains/Losses on Sale of Fixed		\$0.00	
Tuition From Patrons		\$0.00	
Miscellaneous Revenue		\$654.84	
Tuition for Court Place & Inst		\$0.00	
Energy Efficient Rebates		\$948.34	
Refunds		\$0.00	
Basic Instructional Subsidy		\$0.00	
Vocational Education-capital		\$0.00	
Tuition for Court Place & Inst		\$0.00	
Special Education Funding		\$191,011.00	
Other Program Subsidies		\$0.00	
Transportation		\$0.00	
Transportation - Duquesne		\$0.00	
Rentals and Sinking Fund		\$14,289.84	
Medical and Dental Services		\$0.00	
Nurse Services		\$0.00	
Safe Schools		\$0.00	
Extra Grants		\$0.00	
Accountability		\$0.00	
State Share of Social Security		\$0.00	
Retirement payments		\$0.00	
E-Rate Payment		\$819.97	
Medical Assistance Reimb		\$0.00	
Ed of Disadvan		\$47,792.54	
Ed of Hand. Child. - Preschl		\$0.00	
Medical Assistance Reimb		\$0.00	
ARRA - Education Jobs Fund		\$0.00	
Refunds of Prior Years		\$91.44	
Total Budgetary Revenues		\$2,094,306.44	

East Allegheny School District
Treasurer's Monthly Financial Statement

8/28/2017

Disbursements for June 2017			
1100 Regular Programs	\$53,123.12		
1200 Special Programs	\$0.00		
1300 Vocational Education	\$0.00		
1400 Other Instructional Programs	\$0.00		
1500 Non-Public School Programs	\$0.00		
1600 Adult Education	\$0.00		
1800 Other Purchased Services	\$0.00		
2100 Pupil Personnel	\$30,927.77		
2200 Instructional Staff	\$9,557.12		
2300 Administration	\$67,499.73		
2400 Pupil Health	\$0.00		
2500 Fiscal Services	\$18,304.30		
2600 Operations & Maintenance of Plant	\$58,863.84		
2700 Student Transportation	\$0.00		
2800 Central Support Services	\$0.00		
2900 Other Support Services	\$0.00		
3200 Student Activities	\$9,259.78		
3300 Community Services	\$0.00		
4000 Facil Acq Const & Improv	\$0.00		
5000 Other Financing Uses	\$0.00		
5100 Debt Service	\$125,181.16		
5200 Fund Transfer: Cafeteria	\$1,192.42		
5800 Transmittal Accounts	\$0.00		
Total Budgetary Expenditures	\$373,909.24		
Athletic Account			
Fund 11			
Bank Balance - June 2017			\$12,362.13
Outstanding Checks			\$0.00
Balance as of 6/30/17			\$12,362.13
Swap Interest			
Bank Balance - June 2017			\$109,161.37

East Allegheny School District
Secretary's Report

8/28/2017

Summary Statement of 2016-2017 General Fund Operations as of June 2017		
Cash Balance - June 2017		
Huntington Bank	\$	(736,958.01)
PSDLAF		\$434,149.13
PLGIT		\$1,774.52
Energy Sinking Fund		\$206,200.62
Capital Improvement		\$95,224.31
Swap		\$109,161.37
TOTAL		\$109,551.94
Receipts: June 2017		
6000 Local Sources	\$	1,840,301.65
7000 State Sources		\$206,120.81
8000 Federal Sources		\$47,792.54
9500 Refunds-Prior Year		\$91.44
Total		\$2,094,306.44
Tax Anticipation Loan		\$12,991.26
Disbursements: June 2017		
1100 Regular Programs	\$	53,123.12
1200 Special Programs		\$0.00
1300 Vocational Education		\$0.00
1400 Other Instructional Programs		\$0.00
1500 Non-Public School Programs		\$0.00
2100 Pupil Personnel	\$	30,927.77
2200 Instructional Staff		\$9,557.12
2300 Administration		\$67,499.73
2400 Pupil Health		\$0.00
2500 Fiscal Services	\$	18,304.30
2600 Operations & Maintenance of Plant		\$58,863.84
2700 Student Transportation		\$0.00
2800 Central Support Services		\$0.00
2900 Other Support Svcs		\$0.00
3200 Student Activities	\$	9,259.78
3300 Community Services		\$0.00
4000 Facil Acq Const & Improv		\$0.00
5000 Other Financing Uses		\$0.00
5100 Debt Service	\$	125,181.16
5200 Fund Transfer: Cafeteria		\$1,192.42
Total Disbursements: June 2017		\$373,909.24
Athletic Account		
Balance	\$	12,362.13
Outstanding Checks		\$0.00
Balance as of 6/30/17		\$12,362.13

Date: 08/31/17

Time: 14:48:38

Release Dates 01/09/12 - 12/20/17

East Allegheny School District

Invoices Payables 2017-2018

Vendor # 000005 - WARDSC

Page: 1

BAR046a

Invoice # 00054631 - BY-WAGTAX-20170825Q

Vendor#	Vendor Name And Address	Year	Account Number	P.O.#	Combined?	Invoice #	Inv Date	1099 Released
						Bat	Check Number	Check Date
002053	ACADEMY CHARTER SCHOOL	900	AGNEW RD. PITTSBURGH PA 15227-					
	CHARTER SCHOOL TUITION TRANSFER	\$2,671.94	17-18 10-1110-562-000-00-00-30/5208			8/25/2017	08/25/17	No 09/11/17
					Yes	98		
000544	AGORA CYBER CHARTER SCHOOL	222	N. KESWICK AVENUE GLENSIDE PA 19038-					
	CHARTER SCHOOL TUITION	\$29,393.94	16-17 10-1110-562-000-00-00-30/5208			08/02/2017	06/30/17	No 09/11/17
	TRANSFER-reconciliation 16-17				Yes	98		
	CHARTER SCHOOL TUITION TRANSFER	\$61,527.91	17-18 10-1110-562-000-00-00-30/5208			391118	08/07/17	No 09/11/17
					Yes	98		
000544	Vendor Total	\$90,921.85						
01091	CITY CHARTER HIGH SCHOOL	201	STANWIX STREET SUITE 100 PITTSBURGH PA 15222					
	CHARTER SCHOOL TUITION	\$827.16	16-17 10-1110-562-000-00-00-30/5208			AUGUST 8, 2017	06/30/17	No 09/11/17
	TRANSFER-reconciliation 16-17				Yes	98		
001304	COMMONWEALTH CHARTER ACADEMY	ATTN: BUSINESS OFFICE	ONE INNOVATION WAY HARRISBURG PA 17110-					
	CHARTER SCHOOL TUITION	\$40,348.31	16-17 10-1110-562-000-00-00-30/5208			08/14/2017	06/30/17	No 09/11/17
	TRANSFER-reconciliation 16-17				Yes	98		
002263	PENN HILLS CHARTER SCHOOL	OF ENTREPRENEURSHIP	C/O CHARTER CHOICES 222 KESWICK AVE GLENSIDE PA 19038-					
	CHARTER SCHOOL TUITION TRANSFER	\$30,186.16	17-18 10-1110-562-000-00-00-30/5208			394733	08/10/17	No 09/11/17
					Yes	98		
8186	PA LEADERSHIP CHARTER SCHOOL	1332	ENTERPRISE DR. WEST CHESTER PA 19380-					
	CHARTER SCHOOL TUITION TRANSFER	\$17,187.23	17-18 10-1110-562-000-00-00-30/5208			394409	08/10/17	No 09/11/17
					Yes	98		
000951	PDLCS	ATTN: ACCOUNTS RECEIVABLE	222 N. KESWICK AVENUE GLENSIDE PA 19038-					
	CHARTER SCHOOL TUITION TRANSFER	\$2,671.94	17-18 10-1110-562-000-00-00-30/5208			385379	08/04/17	No 09/11/17
					Yes	98		
0919	PENNSYLVANIA CYBER CHARTER SCHOOL	ATTN: SCOTT NEWTZ	652 MIDLAND AVENUE, SUITE A130 MIDLAND PA 15059-					
	CHARTER SCHOOL TUITION	\$21,956.88	16-17 10-1110-562-000-00-00-30/5208			08/15/2017	06/30/17	No 09/11/17
	TRANSFER-reconciliation 16-17				Yes	98		
	CHARTER SCHOOL TUITION TRANSFER	\$76,764.73	17-18 10-1110-562-000-00-00-30/5208			393954	08/09/17	No 09/11/17
					Yes	98		
0919	Vendor Total	\$98,721.61						

Date: 08/31/17

Time: 14:48:38

Release Dates 01/09/12 - 12/20/17

East Allegheny School District

Invoices Payables 2017-2018

Vendor # 000005 - WARDSC

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BAR046a

Invoice # 00054631 - PY-WAGTAX-20170825Q

Vendor#	Vendor Name And Address	Year	Account Number	P.O.#	Combined?	Invoice #	Inv Date	1099 Released
						Bat	Check Number	Check Date
3526	PENNSYLVANIA VIRTUAL CHARTER SCHOOL	P.O. BOX 41406	PHILADELPHIA PA 19101-					
	CHARTER SCHOOL TUITION TRANSFER	\$7,125.17	17-18 10-1110-562-000-00-00-30/5208			8/24/2017	08/24/17	No 09/11/17
					Yes	98		
001316	PROPEL SCHOOLS ANDREWS STREET HS	3447 EAST CARSON STREET	PITTSBURGH PA 15203-					
	CHARTER SCHOOL TUITION TRANSFER	\$8,015.82	17-18 10-1110-562-000-00-00-30/5208			8/7/2017	08/07/17	No 09/11/17
					Yes	98		
001920	PROPEL BRADDOCK HILLS ELEM	3447 EAST CARSON STREET	PITTSBURGH PA 15203-					
	CHARTER SCHOOL TUITION TRANSFER	\$61,093.86	17-18 10-1110-562-000-00-00-30/5208			8/7/2017	08/07/17	No 09/11/17
					Yes	98		
001921	PROPEL BRADDOCK HILLS HIGH SCHOOL	3447 EAST CARSON STREET	PITTSBURGH PA 15203-					
	CHARTER SCHOOL TUITION TRANSFER	\$63,765.80	17-18 10-1110-562-000-00-00-30/5208			8/7/2017	08/07/17	No 09/11/17
					Yes	98		
002457	PROPEL PITCAIRN CHARTER SCHOOL	PROPEL SCHOOLS 3447 EAST CARSON STREET	PITTSBURGH PA 15203-					
	CHARTER SCHOOL TUITION TRANSFER	\$140,891.29	17-18 10-1110-562-000-00-00-30/5208			8/7/2017	08/07/17	No 09/11/17
					Yes	98		
003454	PROPEL BRADDOCK HILLS MIDDLE SCHOOL	3447 EAST CARSON STREET	PITTSBURGH PA 15203-					
	CHARTER SCHOOL TUITION TRANSFER	\$33,218.87	17-18 10-1110-562-000-00-00-30/5208			8/7/2017	08/07/17	No 09/11/17
					Yes	98		
000176	PROPEL EAST CHARTER SCHOOL	PROPEL EAST 3447 EAST CARSON STREET	PITTSBURGH PA 15203-					
	CHARTER SCHOOL TUITION TRANSFER	\$21,375.52	17-18 10-1110-562-000-00-00-30/5208			8/7/2017	08/07/17	No 09/11/17
					Yes	98		
000177	PROPEL SCHOOLS MCKEESPORT	PROPEL MCKEESPORT 3447 EAST CARSON STREET	PITTSBURGH PA 15203-					
	CHARTER SCHOOL TUITION TRANSFER	\$51,922.45	17-18 10-1110-562-000-00-00-30/5208			8/7/2017	08/07/17	No 09/11/17
					Yes	98		
000178	PROPEL SCHOOLS HOMESTEAD	PROPEL HOMESTEAD CHARTER SCHOOL 3447 EAST CARSON STREET	PITTSBURGH PA 15203-					
	CHARTER SCHOOL TUITION TRANSFER	\$26,719.40	17-18 10-1110-562-000-00-00-30/5208			8/7/2017	08/07/17	No 09/11/17
					Yes	98		

Date: 08/31/17

Time: 14:48:38

East Allegheny School District

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BAR046a

Release Dates 01/09/12 - 12/20/17

Vendor # 000005 - WARDSC

Invoice # 00054631 - PY-WAGTAK-20170825Q

Vendor#	Vendor Name And Address	Year	Account Number	P.O.#	Combined?	Invoice #	Inv Date	1099 Released
						Bat	Check Number	Check Date
003488	REACH CYBER CHARTER SCHOOL CHARTER SCHOOL TUITION TRANSFER	222 N. KESWICK AVENUE	GLENSIDE PA 19038-			391576	08/08/17	No 09/11/17
		\$5,343.88	17-18 10-1110-562-000-00-00-30/5208		Yes	98		
002164	URBAN ACADEMY OF GREATER PITTSBURGH CHARTER SCHOOL TUITION TRANSFER	ATTENTION: JANEYA HINSEL	CHARTER CHOICES GLENSIDE PA 19038-			394744	08/10/17	No 09/11/17
		\$2,671.94	17-18 10-1110-562-000-00-00-30/5208		Yes	98		
003364	URBAN PATHWAYS K-5 COLLEGE CHARTER SCHOOL TUITION TRANSFER 16-17 reconciliation	CHARTER SCHOOL 914 PENN AVE., FL 3	PITTSBURGH PA 15222-			7/17/2017	06/30/17	No 09/11/17
		\$10,367.55	16-17 10-1110-562-000-00-00-30/5208		Yes	98		
003257	YOUNG SCHOLARS OF MCKEESPORT CS CHARTER SCHOOL TUITION TRANSFER	413 SHAW AVENUE	MCKEESPORT PA 15132-			397396	08/23/17	No 09/11/17
		\$13,359.70	17-18 10-1110-562-000-00-00-30/5208		Yes	98		
	Report Total	\$729,407.45		16-17	\$102,893.84		17-18	\$626,513.61

Date: 08/31/17
Time: 14:48:51

East Allegheny School District
Invoices Payables 2017-2018

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BAR078

Release Dates 01/09/12 - 12/20/17

Vendor # 000005 - WARDSC
BATCH TOTALS

Invoice # 00054631 -
FY-WAGTAX-20170825Q

Batch #	Amount
98	\$ 729,407.45
Total of Batches:	\$ 729,407.45

Bills for Approval and Ratification September 2017

Vendor	Description	Code
Fund 10	Ratification	
Washington National	Employee Decuction	0462-004-000-00
ACSHIC	Healthcare for July 2017	0421-000-000-00
AT&T	Business Services	2620-530-000-00
AT&T Mobility	Cell Phones	2620-530-000-00
Byron Best Consulting	Consulting Services	2270-580-000-00
Comcast	District Run Charter School	1110-390-000-00
Duquesne Light Co.	Electric/HS	2620-622-000-30
N.V.T.S.A.	Sewage/GV, Logan, HS	2620-424-000-00
Peoples	Gas/Stadium, GV	2620-621-000-00
University of Pittsburgh	Education Workshop/S. Gildea	2380-580-010-22
UPMC Health Benefits	Worker's Comp	1110-260-000-00
Verizon	Phones	2620-530-000-00
Verizon Wireless	Cell Phones	2620-530-000-00
UGI Energy Services	Gas/Logan, HS	2620-621-000-30
East Allegheny Education	Union Dues	0462-009-000-00
East Allegheny Personnel	Union Dues	0462-010-000-00
Pennsylvania SCDU	Child Support	0462-014-000-00
ACSHIC	Healthcare for August 2017	0421-000-000-00
Duquesne Light Co.	Electric/HS, Logan, GV	2620-622-000-00
Peoples	Gas/HS, Logan	2620-621-000-30
South Central Area	Building Fee/M. Pastor	1290-568-270-00
U.S. Postal Service	Postage	2540-530-000-00
Verizon Wireless	Cell Phones	2620-530-000-00
William Viola	Reimburse/Medicare	1110-211-000-30
Wex Bank	Gas for District Vehicles	2650-620-000-00
ACSHIC	Healthcare for September 2017	0421-000-000-00
George Hickler	Official/Football	3250-490-000-00
PA Leadership	Charter School Tuition	1110-562-000-00
Propel Braddock Hills	Charter School Tuition	1110-562-000-00
David Barry	Official/Football	3250-490-000-30
Ricco Davis	Official/Volleyball	3250-490-000-30
Michael Estermyer	Official/Football	3250-490-000-30
Paul Jerin	Official/Soccer	3250-490-000-30
Paul Kovell	Official/Football	3250-490-000-30
Dan Lapcevic	Official/Soccer	3250-490-000-30
Dan Lapcevic	Official/Soccer	3250-490-000-30
Ray Milliren/Clock	Official/Football	3250-490-000-30
Kevin Rombach	Official/Football	3250-490-000-30
Bill Schottenheimer	Official/Football	3250-490-000-30
Dave Truffa	Official/Football	3250-490-000-30
Tim Ungvarsky	Official/Soccer	3250-490-000-30
Pete Vitti	Official/Volleyball	3250-490-000-30
Capital One	Loan Payment	5100-832-000-00
AT&T	Phones	2620-530-000-00
Academy Charter	Charter School Tuition	1110-562-000-00
Duquesne Light Co.	Electric/Unmetered	2620-622-000-00
First National Bank	Supplies	2240-610-010-00
Verizon	Phones	2620-530-000-00

Bills for Approval and Ratification September 2017

AIU	Special Ed/4th billing for 16-17	1241-322-270-00
Pennsylvania SCDU	Child Support	0462-014-000-00
Aflac	Employee Decuction	0462-006-000-00
Alcose Credit Union	Employee Decuction	0462-008-000-00
Cal-Ed Credit Union	Employee Decuction	0462-016-000-00
Consortium for Public Ed	Employee Decuction	0462-019-000-00
PHEAA	Wage Attachment	0462-015-000-00
TSA Consulting	Employee Decuction	0462-003-000-00
Washington National	Employee Decuction	0462-004-000-00
Dex Media	Advertising Services	2620-530-000-00
William Fries	Reimburse/Cell Phone	2620-530-000-00
Pitney Bowes	Postage	2540-431-000-00
U.S. Postal Service	Postage	2540-530-000-00
Verizon	Phones	2620-530-000-00
Verizon	Long Distance	2620-530-000-00
Propel Braddock Hills	Charter School Tuition	1110-562-000-00
American United Life	Income Insurance	1110-214-000-00
Madison National Life	Income Insurance	2380-214-000-00
School Claims	Life Insurance for Sept 2017	0421-100-000-00
PSERS	Employee Share of Retirement/Aug	0462-230-000-00
PSERS	Buyback/Aug	0462-011-000-00
AIU	Fifth Billing for Spec Ed	1241-322-270-00
AIU	Reconciliation for Spec Ed	1221-322-270-00
Paul Caracciolo	Official/Soccer	3250-490-000-30
Don Caterino	Official/Soccer	3250-490-000-30
Tom Catterall	Official/Soccer	3250-490-000-30
Charles Gorss	Official/Football	3250-490-000-30
Chris Hoke	Official/Soccer	3250-490-000-30
David Kraft	Official/Football	3250-490-000-30
Rich Longo	Official/Football	3250-490-000-30
Ted Tragard	Official/Football	3250-490-000-30
Agile Sports Technologies	Hudl Play Tools	3250-750-000-30

Bills for Ratification

Batch 3

Batch 98 Charter Schools

Total Bills for Approval & Ratification

Bills for Approval and Ratification September 2017

Amount

\$ 37.61
\$ 257,987.98
\$ 4,894.66
\$ 51.73
\$ 1,500.00
\$ 142.72
\$ 71.24
\$ 797.75
\$ 111.80
\$ 155.00
\$ 5,896.00
\$ 376.37
\$ 1,186.38
\$ 201.78
\$ 8,261.97
\$ 819.70
\$ 471.78
\$ 264,749.48
\$ 23,604.74
\$ 3,198.00
\$ 3,000.00
\$ 1,500.00
\$ 74.22
\$ 440.70
\$ 407.93
\$ 261,425.68
\$ 225.00
\$ 12,479.24
\$ 6,226.51
\$ 75.00
\$ 75.00
\$ 75.00
\$ 65.00
\$ 75.00
\$ 50.00
\$ 65.00
\$ 75.00
\$ 75.00
\$ 75.00
\$ 75.00
\$ 75.00
\$ 50.00
\$ 75.00
\$ 19,643.69
\$ 212.84
\$ 967.76
\$ 298.42
\$ 4,678.01
\$ 43.98

Bills for Approval and Ratification September 2017

\$ 413,119.00
\$ 471.78
\$ 908.60
\$ 11,099.32
\$ 190.00
\$ 59.00
\$ 226.46
\$ 8,155.00
\$ 2,052.41
\$ 525.30
\$ 100.00
\$ 800.22
\$ 2,000.00
\$ 833.39
\$ 55.72
\$ 549.17
\$ 242.76
\$ 1,378.92
\$ 2,518.67
\$ 60,351.62
\$ 25.24
\$ 268,393.98
\$ 2,876.98
\$ 65.00
\$ 50.00
\$ 50.00
\$ 50.00
\$ 65.00
\$ 50.00
\$ 50.00
\$ 50.00
\$ 1,599.00

\$ 1,666,008.21

\$ 189,169.68

\$ 729,407.45

\$ 2,584,585.34

FEDERAL PROGRAMS BILL LIST FOR SEPTEMBER 2017

Title I		Title I	
<u>Purchase Order</u>	<u>Company</u>	<u>Description</u>	
TI 17-78	W.B. MASON	RDG. RESOURCE BOOKS K - 3; MATH RESOURCE BOOKS K - 6; COMPUTER AIR DUSTER; INCENTIVE STICKERS; INCENTIVE PENCILS; HIGH YIELD BLACK TONER TN460	515.05
TI 17-79	REIMB. T. ZVIRMAN	DECORATIONS AND INCENTIVES FOR T1 END OF THE YEAR PARENT/STUDENT ACTIVITY	250.00
TI 17-80	REIMB. E.A.S.D. CAFÉ	REFRESHMENTS; PAPER PRODS; UTENSILS - TITLE I END OF THE YEAR PARENT/STUDENT ACTIVITY	175.00
TOTAL TITLE I PROJECT YR. 16 - 17			\$ 940.05

Title I		Title I	
<u>Purchase Order</u>	<u>Company</u>	<u>Description</u>	
TI 18-01	REIMB. E.A.S.D.	PAYROLL FOR 8/25	18,508.80
		SS FOR 8/25	1,138.33
		MC FOR 8/25	266.23
		RET FOR 8/25	5,558.20
TI 18-02	REIMB. E.A.S.D.	HOSP FOR SEPT	4,900.89
		DENTAL FOR SEPT	330.21
		VISION FOR SEPT	47.96
		LIFE FOR SEPT	140.00
TI 18-03	REIMB. E.A.S.D.	PAYROLL FOR 9/8	16,113.60
		SS FOR 9/8	999.04
		MC FOR 9/8	233.65
		RET FOR 9/8	5,248.20
TOTAL TITLE I PROJECT YR. 17 - 18			\$ 53,485.11

Title II Pt. A		Title II Pt. A	
<u>Purchase Order</u>	<u>Company</u>	<u>Description</u>	
TOTAL TITLE II PT. A 17 - 18			\$ -

Transportation Plan
Between
East Allegheny School District

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

Local Education Agency Representative(s)	Title
1) Mark Draskovich	<i>Director of Pupil Services/ Jr High Principal</i>
2) Dr. Joseph Howell	<i>Director of Special Education/Psychologist</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.

No-Cost or Low-Cost Options	LEA	CCYA
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

_____ (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

Secretary

By: _____

Board President

Approved as to Form Only:

Date of Board Approval: _____

By: _____

Solicitor

MEMORANDUM OF UNDERSTANDING

Between

East Allegheny 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 East Allegheny 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

EAST ALLEGHENY SCHOOL DISTRICT

SCHOOL COUNSELING PLAN

September 2017

This district-wide school counseling plan has been written and submitted for administrative approval for the 2017-2018 school year. This plan is submitted in accordance with the PA Chapter 339.31 and shall incorporate the American School Counselors Association national model development guideline and the Career Education and Work Standards of Education.

I. SCHOOL COUNSELING STAFF AND ASSIGNMENTS

- Lesley Hawkins, Elementary/Middle School Counselor (K-4)
- Cheryl Ihnat, Middle/Junior High School Counselor (5-8)
- Emilia Peiffer, High School Counselor (9-12)

II. SCHOOL COUNSELING DEPARTMENT CORE BELIEFS

To implement the comprehensive K-12 Developmental Guidance Program, the school counselors are committed to upholding the East Allegheny School District Mission Statement and Belief Statements.

Belief statements held by the school counselors will influence how they:

- work with students;
- develop, implement and manage the school counseling program;
- collaborate with teachers, parents, administration, and any other stakeholders;
- act as an agent of systemic change; and
- establish the school counseling philosophy.

The school counselors at East Allegheny School District believe:

- all students should have equal access to a rigorous curriculum to prepare them for life outside of the classroom;
- data should be used to drive developmental programs and activities;
- all students deserve a counselor who will advocate, support and protect our students' best interests against any interference with their educational program;
- students' potential should be maximized by addressing their academic, career, and personal/social needs.

III. PHILOSOPHY OF THE SCHOOL COUNSELING DEPARTMENT

The East Allegheny School District Counseling Program accepts and respects the diversity of all students and when fully implemented will provide:

- an opportunity for all students to participate in the school counseling program;
- a data driven developmental K-12 program with structured activities;
- access to rigorous educational opportunities by being advocates for students;
- a career education founded on the PA Academic Standards for Career Education and Work.

IV. SCHOOL COUNSELING DEPARTMENT MISSION STATEMENT

Our mission as school counselors is to provide a comprehensive K-12 Developmental Guidance Program that will assist all students in acquiring the skills, knowledge and attitudes needed to become effective students, responsible citizens, productive workers and lifelong learners. Our comprehensive program is an integral part of the district's overall educational process. The program addresses the academic, career, and personal/social development of all students.

EAST ALLEGHENY SCHOOL COUNSELING PROGRAM MISSION STATEMENT:

East Allegheny School Counselors help ALL students achieve and succeed.

V. ROLE OF THE SCHOOL PERSONNEL AND COMMUNITY IN THE SCHOOL COUNSELING PROGRAM

- School Board – The East Allegheny School Board provides full support of the counseling program.
- District Administration – District administration communicates effectively with school counselors and provides support of all counseling programs and initiatives.
- Principals – Building principals collaborate with school counselors regarding student issues, academic programs, and student support services.
- Faculty – Faculty and counselors work together to promote academic and behavioral success.

- Students – Students understand that the role of the counselor is an advocate for them, and the counseling program will help each student progress throughout the school year socially, emotionally, and academically.
- Parents – Parents are informed about the East Allegheny School Counseling program. The program is designed to work with families cooperatively to promote student growth and success.
- Business/Community Representatives – The East Allegheny School Counseling program partners with numerous local businesses, colleges, and non-profit organizations in order to enhance program delivery.
- Post-Secondary Partners – The East Allegheny School Counseling program also partners with a number of local universities, colleges, and military to provide post-secondary options to current students as well as career opportunities.

VI. ROLE OF THE SCHOOL COUNSELOR

The school counselors are certified professionals whose education provides them with the unique qualifications to address the academic, career and personal/social development needs of students. As a professional, Pennsylvania counselors must abide by the Ethical Standards for School Counselors as advocated by the American School Counselors Association and the Pennsylvania School Counselors Association.

The role of the counselor in the East Allegheny School District is integral to the educational program and seeks to ensure a positive and fulfilling experience for all students in the following ways:

- As a Leader - Our counselors develop methods of delivery, lead in organized implementation, and assess data in order to maintain an effective school counseling program while keeping the best interest of students in mind.
- As an Advocate - Our counselors identify and diminish barriers that impede academic success, and provide support and direction to those who are underrepresented in a safe and conducive environment.
- As a Collaborator - Our counselors work as team members as well as liaisons between teacher, parent, and community to discuss and develop the best educational and career plan for each student.
- As an Agent of Systemic Change - Our counselors work with open minds to initiate, develop, and implement alternative systems to lead each student to success.

VII . PROGRAM DELIVERY

□ Elementary Level

<p><u>School Counseling Curriculum</u> Provides developmental, comprehensive guidance program content in a systematic way to all students K-12.</p>	<p><u>Prevention, Intervention and Responsive Services</u> Addresses students' immediate concerns</p>	<p><u>Individual Student Planning</u> Assists students in development of academic and career plans</p>	<p><u>System Support</u> Includes program, staff and school support activities and services</p>
<p><i>Purpose</i></p> <ul style="list-style-type: none"> ○ Student awareness, skill development and application of skills needed in everyday life. 	<p><i>Purpose</i></p> <ul style="list-style-type: none"> ○ Prevention and intervention 	<p><i>Purpose</i></p> <ul style="list-style-type: none"> ○ Individual student academic and career planning, decision making, goal setting and preparing for academic transitions. 	<p><i>Purpose</i></p> <ul style="list-style-type: none"> ○ Program delivery and support
<p>Academic</p> <ul style="list-style-type: none"> ○ Effective learning in school and across the life span ○ Academic preparation for post-secondary options ○ Relationship of academics, work, family and community 	<p>Academic</p> <ul style="list-style-type: none"> ○ Address immediate academic concerns ○ Address school-related concerns including attendance and discipline ○ Implement student support services ○ Application of academics to real-world situations 	<p>Academic</p> <ul style="list-style-type: none"> ○ Facilitation and/or interpretation of assessment data ○ Understanding academic strengths related to careers ○ Development of an educational plan 	<p>Total Program</p> <ul style="list-style-type: none"> ○ School counselor professional development ○ Advocacy and public relations for comprehensive school counseling programs ○ Develop character education plan and scope for all students ○ Program planning and development ○ Suicide prevention awareness ○ Implement bullying prevention programs and strategies ○ Maintenance of school counseling calendar of events and department website ○ Evaluation and assessment of comprehensive school counseling program and student results ○ Participation in district strategic planning
<p>Career</p> <ul style="list-style-type: none"> ○ Investigate the world of work through career explorations, including program offerings at our local CTC (Forbes Road CTC) ○ Identify interests, strengths, likes/dislikes ○ Identify different types of post-secondary options 	<p>Career</p> <ul style="list-style-type: none"> ○ Implement career awareness 	<p>Career</p> <ul style="list-style-type: none"> ○ Utilize career information resources in school and community ○ Explore career clusters ○ Complete interest and skill inventories ○ Complete career searches ○ Explore self-knowledge related to career choices 	

<p>Personal/Social</p> <ul style="list-style-type: none"> ○ Interpersonal skills to respect self and others ○ Develop appropriate communication skills ○ Decision making, setting goals and taking action to achieve goals ○ Understanding everyday coping skills 	<p>Personal/Social</p> <ul style="list-style-type: none"> ○ Relationship concerns ○ Crisis response ○ Bullying prevention ○ Grief, loss and death ○ School refusal/avoidance ○ Substance abuse ○ Family issues ○ Coping with stress/anxiety ○ Divorce and family changes ○ Social development ○ Child abuse and related issues ○ Referral plan ○ Contact and develop relationships with community resources 	<p>Personal/Social</p> <ul style="list-style-type: none"> ○ Skills and competencies related to student success for the world of work 	<ul style="list-style-type: none"> ○ Integration of ASCA and CEW standards across curriculum ○ Encourage and develop increased parent involvement in education ○ Collaboration and instructing on age-appropriate issues with administration, staff and community agencies ○ Practices based on research ○ Community outreach and involvement ○ Data analysis and related action plans
<p>Counselor Role</p> <ul style="list-style-type: none"> ○ School counseling curriculum implementation ○ Classroom or structured groups ○ Consultation and collaboration 	<p>Counselor Role</p> <ul style="list-style-type: none"> ○ Individual counseling ○ Group counseling ○ Class meetings ○ Referral ○ Consultation/Collaboration ○ Student Support Services 	<p>Counselor Role</p> <ul style="list-style-type: none"> ○ Assessment ○ Planning ○ Consultation/Collaboration 	<p>Counselor Role</p> <ul style="list-style-type: none"> ○ Develop and manage program ○ Coordination ○ Develop relationships and partnerships ○ Consultation/Collaboration
<p>Recommended Time 35%-45%</p>	<p>Recommended Time 30%-40%</p>	<p>Recommended Time 5%-10%</p>	<p>Recommended Time 10%-15%</p>

□ Middle School Level

<p><u>School Counseling Curriculum</u> Provides developmental, comprehensive guidance program content in a systematic way to all students K-12.</p>	<p><u>Responsive Services</u> Addresses students' immediate concerns</p>	<p><u>Individual Student Planning</u> Assists students in development of academic and career plans</p>	<p><u>System Support</u> Includes program, staff and school support activities and services</p>
<p><u>Purpose</u> ○ Student awareness, skill development and application of skills needed in everyday life.</p>	<p><u>Purpose</u> ○ Prevention and intervention</p>	<p><u>Purpose</u> ○ Individual student academic and career planning, decision making, goal setting and preparing for academic transitions.</p>	<p><u>Purpose</u> ○ Program delivery and support</p>
<p>Academic ○ Effective learning in school and across the life span ○ Academic preparation for post-secondary options ○ Relationship of academics, work, family and community</p>	<p>Academic ○ Address immediate academic concerns ○ Address school-related concerns including attendance, discipline, drop-out prevention, etc. ○ Application of academics to real-world situations</p>	<p>Academic ○ Facilitation and/or interpretation of assessment data ○ Academic preparation essential for post-secondary options ○ Understanding academic strengths related to careers ○ Appropriate course selection ○ Development of an educational plan</p>	<p>Total Program ○ School counselor professional development ○ Advocacy and public relations for comprehensive school counseling programs ○ Program planning and development ○ Evaluation and assessment of comprehensive school counseling program and student results ○ Participation in district strategic planning</p>
<p>Career ○ Investigate the world of work to make informed decisions and to achieve future goals ○ Identify relationship between personal qualities, education, training and work ○ Investigate the world of work through career explorations, including program offerings at our local CTC (Forbes Road CTC)</p>	<p>Career ○ Meet interests for career exploration through career speakers, etc.</p>	<p>Career ○ Utilize career information resources in school and community ○ Explore career clusters ○ Complete interest and skill inventories ○ Complete career searches ○ Explore self-knowledge related to career choices ○ Select appropriate courses and programs of study, which may include attending the CTC (Forbes Road CTC) ○ Development of a career portfolio, including exposure to post-secondary opportunities</p>	<p>○ Integration of ASCA and CEW standards across curriculum ○ Encourage and develop increased parent involvement in education ○ Collaboration and instructing on age-appropriate issues with administration, staff and community agencies ○ Practices based on research ○ Community outreach and involvement ○ Partner with local CTC (Forbes Road CTC) to provide career awareness and education ○ Maintenance of school counseling calendar of events and department website ○ Data analysis and related action plans</p>

<p>Personal/Social</p> <ul style="list-style-type: none"> ○ Interpersonal skills to respect self and others ○ Decision making, setting goals and taking action to achieve goals ○ Understanding everyday coping skills 	<p>Personal/Social</p> <ul style="list-style-type: none"> ○ Relationship concerns ○ Crisis response ○ Bullying prevention and preventing/addressing unlawful harassment ○ Grief, loss and death ○ School refusal/avoidance ○ Substance abuse ○ Family issues ○ Coping with stress ○ Social development ○ Suicide awareness/prevention ○ Divorce and family issues ○ Legal issues (probation, arrest, incarceration) ○ Child abuse and related issues ○ Referral plan ○ Contact and develop relationships with community resources 	<p>Personal/Social</p> <ul style="list-style-type: none"> ○ Skills and competencies related to student success for the world of work ○ Development of post-secondary plan 	
<p>Counselor Role</p> <ul style="list-style-type: none"> ○ School counseling curriculum implementation ○ Classroom or structured groups ○ Consultation and collaboration 	<p>Counselor Role</p> <ul style="list-style-type: none"> ○ Individual counseling ○ Group counseling ○ Class meetings ○ Referral ○ Consultation/Collaboration ○ Student Support Services 	<p>Counselor Role</p> <ul style="list-style-type: none"> ○ Assessment ○ Planning ○ Consultation/Collaboration 	<p>Counselor Role</p> <ul style="list-style-type: none"> ○ Develop and manage program ○ Coordination ○ Develop relationships and partnerships ○ Consultation/Collaboration
<p>Recommended Time 25%-35%</p>	<p>Recommended Time 30%-40%</p>	<p>Recommended Time 15%-25%</p>	<p>Recommended Time 10%-15%</p>

□ High School Level

<p><u>School Counseling Curriculum</u> Provides developmental, comprehensive guidance program content in a systematic way to all students K-12.</p>	<p><u>Responsive Services</u> Addresses students' immediate concerns</p>	<p><u>Individual Student Planning</u> Assists students in development of academic and career plans</p>	<p><u>System Support</u> Includes program, staff and school support activities and services</p>
<p><i>Purpose</i></p> <ul style="list-style-type: none"> ○ Student awareness, skill development and application of skills needed in everyday life. 	<p><i>Purpose</i></p> <ul style="list-style-type: none"> ○ Prevention and intervention 	<p><i>Purpose</i></p> <ul style="list-style-type: none"> ○ Individual student academic and career planning, decision making, goal setting and preparing for academic transitions. 	<p><i>Purpose</i></p> <ul style="list-style-type: none"> ○ Program delivery and support
<p>Academic</p> <ul style="list-style-type: none"> ○ Effective learning in school and across the life span ○ Academic preparation for post-secondary options ○ Relationship of academics, work, family and community 	<p>Academic</p> <ul style="list-style-type: none"> ○ Address immediate academic concerns ○ Address school-related concerns including attendance, discipline, drop-out prevention, etc. ○ Application of academics to real-world situations 	<p>Academic</p> <ul style="list-style-type: none"> ○ Facilitation and/or interpretation of assessment data ○ Academic preparation essential for post-secondary options ○ Understanding academic strengths related to careers ○ Appropriate course selection, including program offerings at local CTC (Forbes Road CTC) ○ Development of an graduation plan ○ Development of a career portfolio ○ Development of a post-secondary plan 	<p>Total Program</p> <ul style="list-style-type: none"> ○ School counselor professional development ○ Advocacy and public relations for comprehensive school counseling programs ○ Advisory committee ○ Program planning and development ○ Evaluation and assessment of comprehensive school counseling program and student results ○ Participation in district strategic planning ○ Integration of ASCA and CEW standards across curriculum ○ Encourage and develop increased parent involvement in education ○ Collaboration and instructing on age-appropriate issues with administration, staff and community agencies
<p>Career</p> <ul style="list-style-type: none"> ○ Investigate the world of work to make informed decisions and to achieve future goals ○ Identify relationship between personal qualities, education, training and work ○ Investigate the world of work through career explorations, including program offerings at our local CTC (Forbes Road CTC) 	<p>Career</p> <ul style="list-style-type: none"> ○ Meet interests for career exploration through job shadowing, career speakers, post-secondary representatives, etc. 	<p>Career</p> <ul style="list-style-type: none"> ○ Utilize career information resources in school and community ○ Explore career clusters ○ Complete interest and skill inventories ○ Complete career searches ○ Explore self-knowledge related to career choices ○ Select appropriate courses and programs of study, which may include attending the CTC (Forbes Road CTC) ○ Explore careers through job shadowing and/or internships ○ Develop career portfolio 	<ul style="list-style-type: none"> ○ Practices based on research ○ Community outreach and involvement ○ Partner with local CTC (Forbes Road CTC) to provide career awareness and education ○ Implement bullying prevention program and strategies ○ Maintenance of school counseling calendar of events and department website ○ Data analysis and related action plans

<p>Personal/Social</p> <ul style="list-style-type: none"> ○ Interpersonal skills to respect self and others ○ Decision making, setting goals and taking action to achieve goals ○ Understanding everyday coping skills 	<p>Personal/Social</p> <ul style="list-style-type: none"> ○ Relationship concerns ○ Crisis response ○ Bullying prevention and preventing/addressing unlawful harassment ○ Grief, loss and death ○ Substance abuse ○ School refusal/avoidance ○ Family issues ○ Coping with stress ○ Suicide awareness/prevention ○ Divorce and family changes ○ Legal issues (probation, arrest, incarceration) ○ Child abuse and related issues ○ Referral plan ○ Contact and develop relationships with community resources 	<p>Personal/Social</p> <ul style="list-style-type: none"> ○ Skills and competencies related to student success 	
<p>Counselor Role</p> <ul style="list-style-type: none"> ○ School counseling curriculum implementation ○ Classroom or structured groups ○ Consultation and collaboration 	<p>Counselor Role</p> <ul style="list-style-type: none"> ○ Individual counseling ○ Group counseling ○ Class meetings ○ Referral ○ Consultation/Collaboration ○ SAP team 	<p>Counselor Role</p> <ul style="list-style-type: none"> ○ Assessment ○ Planning ○ Placement ○ Consultation/Collaboration 	<p>Counselor Role</p> <ul style="list-style-type: none"> ○ Develop and manage program ○ Coordination ○ Develop relationships and partnerships ○ Consultation/Collaboration
<p>Recommended Time 15%-25%</p>	<p>Recommended Time 25%-35%</p>	<p>Recommended Time 25%-35%</p>	<p>Recommended Time 15%-20%</p>

VIII. JOB DESCRIPTIONS

➤ School Counselor Job Description

Qualifications: Valid Pennsylvania Teaching Certificate-Education Specialist, Elementary and Secondary School Counselor.
Knowledge and skills in communicating with and counseling students in academic, career, and personal/social matters.

Primary Functions/General Description:

Provide counseling services and developmental programs/instruction to students in three areas: academic, career, and personal/social, according to recognized standards for counseling programs.

Major Responsibilities and Duties:

1. Implement a kindergarten through twelfth grade elementary school counseling and guidance program curriculum.
2. Deliver counseling and instruction to students in an effective, efficient, and professional manner according to recognized national and state counseling standards.
3. Conducts counseling and guidance learning activities in the classroom.
4. Consults with and is a resource to teachers.
5. Implements an orientation program for incoming students and parents.
6. Conducts structured, goal-oriented counseling sessions to meet the identified needs of individual and groups of students.
7. Set and maintain high standards of achievement for students.
8. Make every appropriate and reasonable effort to initiate, maintain, and enhance communication with parents regarding their child's academic and personal/social development.
9. Participate in ongoing professional development programs to ensure that best practices are utilized.
10. Complete necessary forms and reports and perform necessary clerical tasks related to student progress and welfare.
11. Accurately and thoroughly maintain all records as required by school district policy and state law.
12. Serve on school, staff and community committees as requested.
13. Participates in and facilitates student support services (SAP, SST, and RtIIA).
14. Create master schedule for grades 4-12 and complete scheduling process for individual students.
15. Referral of students and/or families to appropriate community agencies and collaborate with the agencies to provide student support.
16. Perform other related duties as requested by administration.