



Kiski Area School District

Educator Induction Plan Guidelines

Kiski Area School District
Teacher Induction Plan

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Rationale

Educator quality is the largest single factor influencing student learning. Therefore, a high quality educator induction program is an essential first step to facilitate entry into the education profession and the teaching of Pennsylvania's high academic standards. Support for new teachers increases retention rates and those who participate in intensive induction programs are more likely to:

- Use instructional practices that improve student achievement
- Assign challenging work to diverse student populations
- Use standards-based curriculum frameworks
- Accomplish the goals of the curriculum

Without support of a standards-based system, even the most talented educators are at risk of leaving the profession. High-quality induction programs can help to prevent new teachers from leaving the teaching profession. School districts, intermediate units, charter schools, and area vocational-technical schools in Pennsylvania have been required by the Pennsylvania Code (22 Pa. Code §49.16 and §49.83) to have a state-approved teacher induction plan for first-year teachers since 1987. Each school entity shall submit to the Pennsylvania Department of Education (PDE) for approval of a plan for the induction experience for first-year teachers (including teachers in pre-kindergarten programs when offered), long-term substitutes who are hired for a position for 45 days or more, and for educational specialists.

All school districts, intermediate units, charter schools, cyber schools, independent schools, and area vocational-technical schools must have a Pennsylvania state-approved induction plan.

Reference may be made to: 22 PA. Code §§49.16, 49.83 (1), 49.143 (4), 49.103 (1)

The Kiski Area School District Induction Plan is designed to support new professional staff through active engagement in shared leadership, responsibility, and decision making in its commitment to student learning.

Goal of the Induction Program

The overarching goal of the educator induction program is to provide support for new educators to ensure an orderly and successful experience during the first year of employment.

In addition, the goal of the Kiski Area Induction Plan is to help new professional staff understand and fulfill their role in accomplishing the mission and core values of the district.

Objectives

To provide teachers with a working knowledge of district curriculum and resources.

To provide educators with an overview of professional practice within the context of the Danielson Framework for Teaching

To provide new educators with information and knowledge about the schools, school district, and resident students in order to increase their effectiveness in fulfilling their duties.

To provide specific training in the Standards Aligned System, Professional Learning Communities at Work, data informed decision making, curriculum, lesson planning, teaching strategies, classroom management, resiliency, and effective interaction with students.

To provide new educators with staff development experiences to achieve a successful transition into the district's educational program.

To enhance instructional delivery skills through opportunities in areas such as: motivating students, monitoring student progress, using active teaching and direct instructional models, adjusting to different teaching and learning styles, recognizing and providing for individual differences, setting instructional objectives and high expectations, and monitoring and assessing student progress.

To provide assistance in classroom management and organization.

To provide a system of support.

To identify needs of the new teacher and develop plans for experiences to help him/her grow in the profession.

To assist new teachers in developing relationships with children, families, colleagues, and the community.

KASD Mission, Vision, and Values

Vision: Kiski Area School District will be a premier school district that inspires students to perform at their highest level.

Mission: Kiski Area School District empowers all students to be productive citizens by providing meaningful educational experiences.

Values:

In the Kiski Area School District we believe that...

- Students:
 - All students will be resilient, lifelong learners who pursue their passions in all opportunities.
 - All students become productive citizens and reach their full potential.
 - All students deserve a quality public education that develops lifelong learners and supports social and emotional well-being.
- Staff
 - Positive and authentic relationships with students, colleagues, and the community are a priority.
 - A seamless vertical and horizontal curriculum that provides endurance, leverage, and readiness for the next level will be provided by all staff members.
 - Staff will create positive and authentic relationships by respectfully setting high expectations that promote student growth.
- Administration
 - The administration will be lead learners for all stakeholders.
 - Administrators build leadership capacity by communicating our vision in positive school culture.
 - The administration will be visible leaders that build positive relationships through communication and collaboration.
- Community and Parents
 - The District becomes stronger when it creates opportunities for the community to take an active and supportive role in the district.
 - Open communication and collaboration is the key to a successful partnership between parents and the District.
 - Parents will be engaged and proud partners in their child's education and the District culture.

School/District Information

(Data as of March 2022)

Kiski Area School District
200 Poplar Street
Vandergrift, PA 15690

The Kiski Area School District is a suburban/rural public school located in Westmoreland County. The district encompasses approximately 102 square miles and consists of nine municipalities. There are currently 3,509 students enrolled across 3 Primary Buildings, 1 Upper Elementary School, 1 Intermediate School, and 1 High School. 1,916 students are identified as economically disadvantaged which accounts for 55% of the overall population. 619 students receive special education services and account for 17.6% of the total population. 8 students are identified as English Language Learners (ELL) across the district. The race code distribution for the district is as follows:

Description	Male	Female	Total
American Indian or Alaskan Native	3	2	5
Asian	3	6	9
Black or African American	118	103	221
White	1660	1509	3169
Hispanic/Latino	25	30	55
Multi-Racial	22	19	41

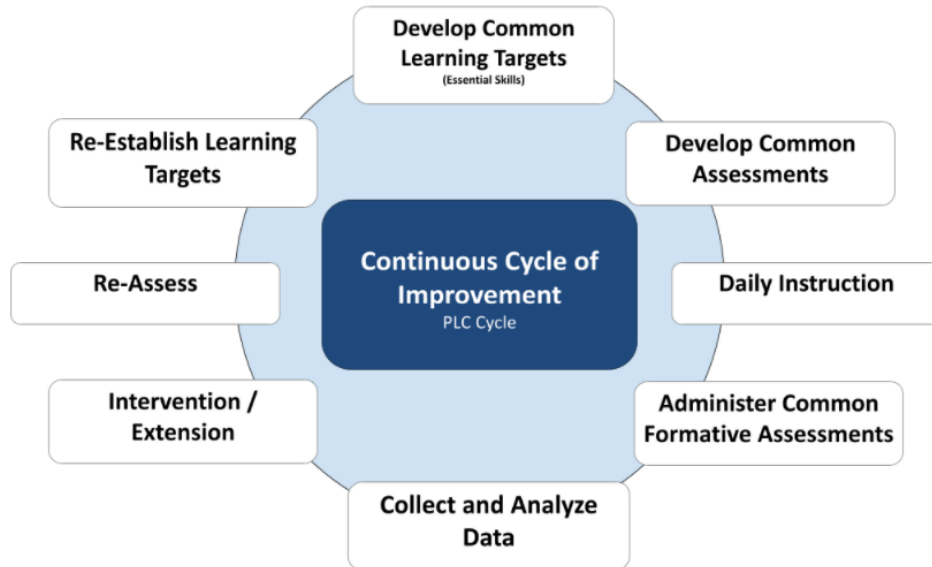
Identification of student growth data:

KASD PVAAS Data 3-year average (2017-2019)		
Grade	Tested Subject	Growth Indicator
4 th	ELA	Well Above (2.4)
	Math	Meets (-0.58)
5 th	ELA	Well Below (-4.57)
	Math	Well Below (-10.44)
6 th	ELA	Well Above (3.29)
	Math	Above (1.12)
7 th	ELA	Well Above (2.31)
	Math	Well Above (2.71)
8 th	ELA	Below (-1.47)
	Math	Meets (0.42)
Secondary	Alg I (Keystone)	Well Below (-6.92)
	Literature (Keystone)	Well Below (-7.98)

Professional Learning Communities

In 2015, the Kiski Area School District made the commitment to the professional learning community process in grades K-12. The objective was to provide guaranteed time throughout each school day for professional collaboration related to curriculum, instruction, assessment, and data review. The result was a focus on the continuous cycle of improvement, and providing a guaranteed and viable curriculum to all students across the district.

Each entity within the Kiski Area School District has dedicated time for grade-level and/or content specific professional learning community meetings daily. Data obtained from formative assessments, summative assessments, benchmark assessments, and diagnostic assessments are utilized to determine the degree to which students master curriculum, and the necessary next steps to ensure learning growth. Time is also dedicated each day for extension and/or intervention in student learning based on determined levels of proficiency.



Four Critical Questions of a PLC (DuFour):

1. What do we want all students to know and be able to do?
2. How will we know if they learn it?
3. How will we respond when some students do not learn?
4. How will we extend the learning for students who are already proficient?

Professional Learning Communities are not what we do, but who we are.

Teacher Resources

Pennsylvania Department of Education Standards Aligned System (pdesas.org)

The Standards Aligned System (SAS), developed by the Pennsylvania Department of Education, is a comprehensive, researched-based resource to improve student achievement. SAS identifies six elements that impact student achievement: Standards, Assessments, Curriculum Framework, Instruction, Materials & Resources, and Safe and Supportive Schools. The PDE SAS portal contains valuable resources that support professional learning communities in creating a guaranteed and viable curriculum that is aligned to state learning standards, providing rigorous and meaningful instruction, and assessing student learning with accuracy and precision.

Solution Tree (solutiontree.org)

All schools in the Kiski Area School District are recognized as Model PLC Schools by demonstrating effective practice and results through the professional learning community model. A detailed description of each building's journey, specific practices, achievement data, and resources are outlined at allthingsplc.info.

Solution Tree provides various resources to assist schools and professional learning teams that ultimately builds a collaborative culture that is committed to learning for all. Books, articles, videos, virtual webinars, reproducibles, and professional development options are available through this site. These resources have been utilized in the development and success of the PLC process in the Kiski Area School District.

KASD Specific Resources

A detailed list of Kiski Area Teacher Resources can be found on the district website (www.kiskiarea.com) under the "Resources" tab. Each grade level and content area utilizes resources that best supplement their existing curriculum that is aligned to PA State Standards and Eligible Content. Resources are reviewed and addressed yearly in professional learning communities to ensure effectiveness.

Below are the most commonly used resources by all teachers and professionals throughout the district. These resources can also be accessed through the Kiski Area website [Teacher Resources](#) link.

[Skyward](#)

[Google Apps for Educators](#) - This managed site keeps staff members up to date on changes within Google Workspace which impact teaching/learning.

[KASD Professional Learning Website](#)

[KASD Professional Learning Google Classroom](#)

[KASD Professional Learning Taskforce](#)

[Distance Learning for Teachers](#) (KA DLD)

CSIU (<https://fis2.csiu-technology.org/KISK/Account/LogOn>)

[Frontline](#)

[Clever](#)

Educator Effectiveness

[Act 13 of 2020](#), signed into law by Gov. Tom Wolf on March 27, 2020, revises the Act 82 Educator Effectiveness (EE) process used to evaluate professional employees and temporary professional employees in PK-12 education across the commonwealth. Effective the 2021-2022 school year, the revised rating system applies to classroom teachers, non teaching professionals, and principals as defined in Act 82 and Act 13:

- Classroom teachers, defined as professional employees or temporary professional employees who provide direct instruction to students related to a specific subject or grade level.
- Non Teaching professionals, defined as professional employees or temporary professional employees who are education specialists or provide services and who are not classroom teachers.
- Principals, defined as principals, assistant or vice principals, and directors of career & technical education. NOTE: Supervisors of special education (non-teaching professionals under Act 82) are considered principals for the purposes of Act 13.

The Kiski Area School District utilizes the Pennsylvania Electronic Teacher Evaluation Portal (PA-ETEP) for all teachers, non-teaching professionals, and administrators. This online software incorporates both formal observation and differentiated supervision components, student learning objectives, student performance measures, and IEP goals progress, as well as walkthrough data that formulate a teacher's overall performance as reported to the state through the 13-1 yearly evaluation form.

In the State of Pennsylvania there are five areas in which an employee may be evaluated:

- Observation and Practice
- Building Level Data: Assessment, Growth, Attendance, Graduation Rate
- Teacher-Specific Data: Assessment, Growth, IEP Goals Progress
- LEA Selected Measures
- Performance Goals

Observation and Practice are evaluated using The Danielson Framework for Teaching. The Framework for Teaching is a common language for instructional practice that is grounded in a philosophical approach to and understanding of great teaching and the nature of learning. It is a vision of excellence as well as a set of discrete practices. The Framework was developed not only to define great teaching and elevate the profession, but also to outline a comprehensive approach to teacher professional learning across the career continuum – from pre-service teacher preparation through teacher leadership. This comprehensive approach was built around a specific conceptualization of the nature of the profession, its complexity, and the pursuit of great teaching and a stronger profession.

The [Danielson Framework](#) includes four overarching domains:

- Planning and Preparation
- Classroom Environment
- Instruction

- Professional Responsibilities

Each domain is broken down into multiple components for a comprehensive evaluation of best teaching practice. The figure below outlines these components.



Continued Professional Development (Act 48)

At Kiski Area, we provide all employees with a variety of professional development opportunities and recognize the importance of continued learning. The professional development plan is created on a yearly basis for the teachers and administrators, and the district provides various opportunities for ongoing growth, development, and improvement. Kiski Area School District encourages teachers to continually develop their craft and become life-long learners.

In keeping with best practice, the largest portion of professional development for our faculty is embedded within the school day during professional learning community meetings. All teachers are provided professional learning that is led by their colleagues or building principal each cycle of team meetings. We believe that our faculty learns best when learning is connected to the work of increased student achievement and growth.

The district calendar allows for mandatory professional development days and two hour delay schedules throughout the school year. During these set professional days, professional development is provided in specific concentrated areas that are directly aligned with the educational goals and vision of the district.

The following resources can and should be utilized to maintain compliance with the Pennsylvania Department of Education's continuing professional development requirements:

TIMS - Teacher Information Management System (<http://www.teachercertification.pa.gov/>)

- Educator Complete Profile
- Professional Personnel ID (PPID)
- PA Certification(s)
- Standard Credentials
 - Issue Date
 - Expiration Date
 - Continuing Education Status
 - Credential Status
- Emergency Permits
- Application Information

PERMS - Professional Education Records Management System

(<https://www.perms.pa.gov/>)

- Continuing Education Information
- Continuing Education Period (5 years) - The period begins as of the effective date upon issuance of the educator's initial Instructional certificate and is renewed after the end date if all requirements are met. If an educator's initial certificate was issued prior to the enactment of Act 48, the certificate's first Act 48 period began on July 1, 2000. Act 48 beginning and end dates can change depending on whether an extension was granted, if a five-year period was completed after the deadline, or if other factors apply. In this

case, a new five-year period is assigned beginning the day after the previous five-year period was completed.

- Requirement Type (Act 48) - Act 48 of 1999 requires all Pennsylvania educators holding Pennsylvania public school certification (including Instructional I and II, Educational Specialist I and II, Administrative, Supervisory, Letters of Eligibility, and all vocational certificates) to participate in ongoing professional education.
- Required Hours (180 per continuing education period)

School Safety

Safe Schools

The Pennsylvania Department of Education's Office for Safe Schools coordinates school safety and security programs, collects the annual school violence statistics, coordinates anti violence efforts, and develops policies and strategies to combat school violence.

The office supports and provides technical assistance, professional development programs, and security-related activities to support school safety in the following areas: crisis intervention, school police training, violence prevention, social/emotional wellness, and safety. The office provides these services to all local school entities.

Director of School Safety and Security

Dr. Chad Roland is the Director of School Safety and Security in the Kiski Area School District. He works diligently with all principals to ensure that each building is equipped with a school safety plan that is updated yearly and easily accessible to all staff members. Safety plans include fire drill/evacuation routes for all classrooms within the building, emergency weather procedures, off-site evacuation protocols, building lockdown procedures, emergency communication plans, and emergency contact information. Safety committees exist in all district entities and meet throughout the year to evaluate plan effectiveness. District safety meetings are held monthly which include all building principals, school resource officers, and local law enforcement.

School Resource Officers

The district currently employs three full-time school resource officers. Officer Richard Pechin services Kiski Area High School and Kiski Area North Primary School. Officer Ken Hollis services Kiski Area Upper Elementary School, Kiski Area East Primary School, and Kiski Area South Primary School. Officer Richard Stephens services the Kiski Area Intermediate School.

Privacy and Security of Individuals

FERPA - Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
 - School officials with legitimate educational interest;
 - Other schools to which a student is transferring;
 - Specified officials for audit or evaluation purposes;
 - Appropriate parties in connection with financial aid to a student;
 - Organizations conducting certain studies for or on behalf of the school;
 - Accrediting organizations;
 - To comply with a judicial order or lawfully issued subpoena;
 - Appropriate officials in cases of health and safety emergencies; and
 - State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

Special Education

Director of Student Support Services

Mr. Darren Kennedy

darren.kennedy@kiskiarea.com

Psychologist

Dr. Scot Harvey

scot.harvey@kiskiarea.com

IDEA - Individuals with Disabilities Education Act

The Individuals with Disabilities Education Act (IDEA) is a law that makes available a free appropriate public education to eligible children with disabilities throughout the nation and ensures special education and related services to those children.

The IDEA governs how states and public agencies provide early intervention, special education, and related services to more than 7.5 million (as of school year 2018-19) eligible infants, toddlers, children, and youth with disabilities.

Infants and toddlers, birth through age 2, with disabilities and their families receive early intervention services under IDEA Part C. Children and youth ages 3 through 21 receive special education and related services under IDEA Part B.

Congress reauthorized the IDEA in 2004 and most recently amended the IDEA through Public Law 114-95, the Every Student Succeeds Act, in December 2015.

In the law, Congress states:

Disability is a natural part of the human experience and in no way diminishes the right of individuals to participate in or contribute to society. Improving educational results for children with disabilities is an essential element of our national policy of ensuring equality of opportunity, full participation, independent living, and economic self-sufficiency for individuals with disabilities.

PA Code of Conduct for Educators

§ 235.1. Mission

The Professional Standards and Practices Commission (PSPC) is committed to providing leadership for improving the quality of education in this Commonwealth by establishing high standards for preparation, certification, practice and ethical conduct in the teaching profession.

§ 235.2. Introduction

1. Professional conduct defines interactions between the individual educator and students, the employing agencies and other professionals. Generally, the responsibility for professional conduct rests with the individual educator. However, in this Commonwealth, the Professional Standards and Practices Commission (PSPC) is charged with the duty to adopt and maintain a code for professional practice and conduct that shall be applicable to any educator. See section 5(a)(10) of the Educator Discipline Act (act) (24 P.S. § 2070.5(a)(10)).
2. In recognition of the magnitude of the responsibility inherent in the education process and by virtue of the desire to maintain the respect and confidence of their colleagues, students, parents and the community, educators shall be guided in their conduct by their commitment to their students, colleagues and profession.
3. Violations of any of the duties prescribed by this chapter may be used as supporting evidence in disciplinary proceedings conducted by or on behalf of the PSPC under the act. Violations of this chapter may also be an independent basis for a public or private reprimand. Discipline for conduct that constitutes both a basis for discipline under the act and an independent basis for discipline under this chapter shall not be limited to a public or private reprimand. Nothing in this chapter shall be construed to otherwise limit the Department of Education's authority to initiate an action under the act to suspend, revoke or otherwise discipline an educator's certificate or employment eligibility, or both.
4. Nothing in this chapter shall be construed or interpreted to require an educator to violate any of the doctrines, tenets, policies, or practices of any religious or religiously-affiliated school in which that educator is employed.

§ 235.3a. Definitions

The following words and terms, when used in this chapter, have the following meanings, unless the context clearly indicates otherwise:

- Act—The Educator Discipline Act (act) (24 P.S. §§ 2070.1a—2070.18c).
- Boundaries—The verbal, physical, emotional and social distances between an educator and a student.
- Educator—As defined in section 1.2 of the act (24 P.S. § 2070.1b).
- Electronic communication—A communication transmitted by means of an electronic device such as a telephone, cellular telephone, computer, computer network, personal data assistant or pager, including e-mails, text messages, instant messages and

communications made by means of an Internet web site, such as social media and social networking web sites, or mobile device applications.

- Harm—The impairment of learning or any physical, emotional, psychological, sexual or intellectual damage to a student or a member of the school community.
- School entity—As defined in section 1.2 of the act (24 P.S. § 2070.1b).
- Sexual misconduct—As defined in section 1.2 of the act (24 P.S. § 2070.1b).
- Unauthorized drugs—Any controlled substance or other drug possessed by a person not authorized by law to possess such controlled substance or other drug.

§ 235.5a. Commitment to students

1. The primary professional obligation of educators is to the students they serve.
2. In fulfillment of the commitment to students, educators:
 - Shall exercise their rights and powers in good faith and for the benefit of the student.
 - Shall maintain appropriate professional relationships and boundaries with all students at all times, both in and outside the classroom.
 - Shall not sexually harass students or engage in sexual misconduct.
 - Shall exert reasonable effort to protect students from harm.
 - Shall not intentionally expose a student to disparagement.
 - Shall exhibit consistent and equitable treatment and shall not unlawfully discriminate against students.
 - Shall not interfere with a student's exercise of political or civil rights and responsibilities.
 - Shall not knowingly or intentionally distort or misrepresent evaluations of students or facts regarding students.
 - Shall not knowingly or intentionally misrepresent subject matter or curriculum.
 - Shall respect a student's right to privacy and comply with all Federal and State laws and regulations, and local policies concerning student records and confidential communications of students.
 - Shall not be on school premises or at a school-related activity involving students, while under the influence of, possessing or consuming alcoholic beverages or illegal or unauthorized drugs.
 - Shall not furnish, provide, or encourage students or underage persons to use, possess or unlawfully distribute alcohol, tobacco, vaping products, illegal or unauthorized drugs or knowingly allow any student or underage person to consume alcohol, tobacco, vaping products, or illegal or unauthorized drugs in the presence of the educator.
 - Shall refrain from inappropriate communication with a student or minor, including inappropriate communication achieved by electronic communication.
Inappropriate communication includes communications that are sexually explicit, that include images, depictions, jokes, stories or other remarks of a sexualized nature, that can be reasonably interpreted as flirting or soliciting sexual contact or a romantic relationship, or that comment on the physical or sexual attractiveness or the romantic or sexual history, activities, preferences, desires or fantasies of

either the educator or the student. Factors that may be considered in assessing whether other communication is inappropriate include:

- the nature, purpose, timing and amount/extent of the communication;
- the subject matter of the communication; and
- whether the communication was made openly or the educator attempted to conceal the communication.

§ 235.5b. Commitment to colleagues

In fulfillment of the commitment to colleagues, educators:

1. Shall not knowingly and intentionally deny or impede a colleague in the exercise or enjoyment of a professional right or privilege in being an educator.
2. Shall not knowingly and intentionally distort evaluations of colleagues.
3. Shall not sexually harass a colleague.
4. Shall not unlawfully discriminate against colleagues.
5. Shall not interfere with a colleague's exercise of political or civil rights and responsibilities.
6. Shall not use coercive means or promise special treatment to influence professional decisions of colleagues.
7. Shall not threaten, coerce or discriminate against a colleague who in good faith reports or discloses to a governing agency actual or suspected violations of law, agency regulations or standards.
8. Shall respect a colleague's right to privacy and comply with all Federal and State laws and regulations, and local policies concerning confidential health or personnel information.

§ 235.5c. Commitment to the profession

In fulfillment of the commitment to the profession, educators:

1. Shall comply with all Federal, State, and local laws and regulations and with written school entity policies.
2. Shall apply for, accept or assign a position or a responsibility on the basis of professional qualifications and abilities.
3. Shall not knowingly assist entry into or continuance in the education profession of an unqualified person or recommend for employment a person who is not certificated appropriately for the position.
4. Shall not intentionally or knowingly falsify a document or intentionally or knowingly make a misrepresentation on a matter related to education, criminal history, certification, employment, employment evaluation or professional duties.
5. Shall not falsify records or direct or coerce others to do so.
6. Shall accurately report all information required by the local school board or governing board, State education agency, Federal agency or State or Federal law.
7. Shall not knowingly or intentionally withhold evidence from the proper authorities and shall cooperate fully during official investigations and proceedings.
8. Shall comply with all local, State or Federal procedures related to the security of standardized tests, test supplies or resources. Educators shall not intentionally or

knowingly commit, and shall use reasonable efforts to prevent, any act that breaches test security or compromises the integrity of the assessment, including copying or teaching identified test items, publishing or distributing test items or answers, discussing test items, providing unauthorized assistance to students, unauthorized alteration of test responses, results or data, and violating local school board or State directions for the use of tests.

9. Shall not accept or offer gratuities, gifts or favors that impair or appear to influence professional judgment, decisions, or actions or to obtain special advantage. This section shall not restrict the acceptance of de minimis gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.
10. Shall not exploit professional relationships with students, parents or colleagues for personal gain or advantage.
11. Shall use school funds, property, facilities, and resources only in accordance with local policies and local, State and Federal laws.

KASD Board of Directors



2024 BOARD OF DIRECTORS

Region	Board Member	Term Expires
I	Melissa Kowalkowski	2027
I	Todd A. Sterlitz (President)	2025
I	Kathleen L. Snyder	2025
II	John Shaner	2027
II	Becky Culp	2025
II	Jenna Rowe (Vice President)	2027
III	Amy Halter	2027
III	Dawn Mellinger	2027
III	Nicole M. Kamer	2025
	Ron Repak (District Solicitor)	
	Richard Liberto (Business Manager/Secretary)	
	Jason K. Lohr (Superintendent)	

Voting Regions	
Region I	Allegheny Township and the North Washington voting district of Washington Township
Region II	The remainder of Washington Township, Oklahoma, Avonmore, and Bell Township
Region III	Vandergrift, East Vandergrift, Parks Township, and Hyde Park

KASD Board Policy

The Kiski Area School District uses Board Docs for School Board meetings. To access KA Board Docs, go to the district website (www.kiskiarea.com), select "School Board" from the bottom menu, and then click on the "[KA Board Docs](#)" link provided.

The policies and procedures adopted by the Board establish the general parameters within which the daily operations of the school district are to be governed. Administrative regulations for carrying out and implementing Board policies are developed and implemented by the administration, under the direction of the Superintendent. As applicable, all members of the school community are expected to comply with both Board policy and administrative regulations, subject to stated limitations and exceptions. However, failure of the Board or the administration to comply with policy or procedure shall not invalidate any lawful action taken.

The Kiski Area School Board of Directors participates in regular policy review so that guidelines in place align with state mandates as well as the district's mission, vision, values, and goals. It is helpful to become familiar with board policy as it guides district personnel in all aspects of the educational process. There are ten main sections of the School Board Policy Manual that are inclusive of Programs, Pupils, Administrative Employees, Employees, Professional Employees, Classified Employees, Finances, Property, Operations, and Community. Each section contains subsections that outline in detail the systems and procedures that govern district operations.

Technology

Director of Information Technology - Mr. Eric Vaughan

Technology Services

- James Deluca - KASD Network Administrator
- Vince Smith - KASD Technician
- Alex Polka - KASD Technician
- [KASD Technology Support Form](#) - system for reporting a technology related issue

Student Tech Crew

Beginning with the 2022-2023 school year Kiski Area High School will operate a Dell Certified Student Tech Crew to assist with the management of and repair of district chromebooks.

KASD 1:1 Initiative

In conjunction with the Kiski Area School District 1:1 Initiative, all students will be assigned a chromebook for use both inside of the building and at home. All students are responsible for the device they have been issued from the district. In the event that a device becomes damaged or inoperable, students must report these issues immediately to the classroom teacher or to the KASD Technology Help Desk.

[KASD Chromebook Handbook \(2024-25\)](#)

[Acceptable Use Policy \(Section 800 - Code 815\)](#)

AKAE - Alle-Kiski Academy of Excellence (K-8)

- Brian Swartzlander - Co-Director
- Dan Smith - Co-Director
- Danielle Clark - Administrative Assistant

The Mentor Teacher

Purpose

A mentor teacher provides the following types of support:

Instructional support:

- Classroom management
- Standard-based instructional planning and implementation
- Standards-aligned reading strategies
- Differentiated instruction and supports for struggling students
- Peer coaching and conferencing with the beginning teacher
- Instruction for diverse learners in inclusive settings, including English Language Learners and students with Individualized Education Plans.
- Data-informed decision making
- Online, Hybrid, and In-Person Instruction

Professional support:

- Information about school policies and procedures
- Student formative and summative assessments and evaluation
- Educator Effectiveness in accordance with Act 13 of 2020
- Information about quality professional development opportunities

Personal support:

- Introductions to other faculty and administrators
- Personal encouragement within the context of a confidential relationship
- Liaison to referral to other key people and resources

Requirements for Serving as a Mentor Teacher

Chapter 49 requires a mentor relationship between the inductee and the educator induction team.

Recommended criteria are:

- Similar certification and assignment
- Outstanding work performance
- Model continuous learning and reflection
- Knowledge of district/school policies, procedures, and resources
- Ability to work with students and other adults
- Willingness to accept additional responsibility
- Compatible schedules so the mentor and inductee can meet regularly
- Training in use of application of the Standards Aligned System
- Understanding the Levels of Bloom's Taxonomy and Webb's Depth of Knowledge
- Understanding the concept of promoting further inquiry by asking open-ended questions and using open-ended tasks.

- Differentiated learning that supports higher order thinking skills and the development of metacognitive skills.
- Developing good assessments that are based on standards and eligible content
- Data analysis training (e.g., Pennsylvania Value Added Assessment System [PVAAS])

Mentors are those educators recognized for instructional leadership and their ability to work collaboratively on development of job-embedded knowledge and skills. Being a mentor is an honor and mentoring provides the opportunity for leadership. Mentors also gain from the experience that refines their skills and enhances professional growth.

Inductee

Responsibilities of the Inductee

Inductee responsibilities include attending all orientation activities, seeking help when needed, observing experienced teachers/specialists, meeting regularly with their mentors, meeting with other inductees to discuss experiences, and evaluating the program. Inductees are expected to:

- Actively participate in mentoring activities and relationships
- Seek out help from colleagues
- Accept and act upon constructive feedback through open communication with the mentor
- Schedule observation of experienced teachers at work
- Schedule classroom observation by the mentor
- Maintain and submit accurate records of induction activities (e.g., observations, training sessions, conferences) in order to be awarded an Induction Completion Certificate
- Maintain an confidential relationship with the assigned mentor

Completion of Induction Program - Documentation

At the completion of the induction program, which is demonstrated through the required participation and documentation, teachers are presented with a certificate that is placed in their personnel files.

Successful completion of the induction program is verified by the Kiski Area School District Induction Coordinator and the Principal of the assigned school entity for Level II certification. School entities must maintain accurate records of completion of the program and give a copy of the letter, form, or certificate of completion to the inductee.

Induction Related to Permanent Certification

All persons who receive their Instructional I or Vocational Instructional I Certificate on or after June 1, 1987 must present evidence of having successfully completed a PDE-approved induction program in order to qualify for an INstructional II or Vocational Instructional II Certificate. Individuals holding Educational Specialist I Certificates issued in accordance with September 1, 1999 regulations must also complete a PDE-approved Induction program.

Individualized Needs Assessment

At the end of year one of the induction program, all inductees will be required to complete an individualized needs assessment. Provided below are sample templates that can be utilized, or the candidate may choose to create his/her own assessment to determine strengths and challenges. Regardless of the method, the format should be approved by the mentor teacher prior to completing the assessment.

Needs Assessment Templates:

[NCIPP Needs Assessment](#)

[Just Ask Publications Needs Assessment](#)

Data obtained from the needs assessment will be reviewed by the inductee and the mentor teacher. Three challenges identified in the needs assessment should be addressed in year two of the induction program through action research, collaboration with colleagues and professionals, and guidance from the building principal and mentor teacher. Documentation and artifacts specific to the aforementioned process, along with all completed forms from year one of the induction program, should be organized in a portfolio that will be presented to the KASD Induction Team at the conclusion of the second year.

KASD Induction Portfolio

Portfolio Outline	
Sections	Requirements
Table of Contents	Outline of Portfolio Sections by Title and Page Number
Observations	Mentor and Inductee Observation Notes
Professional Learning Communities	Artifact and Reflection
PDE SAS	Artifact and Reflection
Professional Development	Documentation and Reflection
Special Education	Artifact/Documentation of Addressing Student Goals
Technology	Lesson Outline and Reflection
KASD Board Policy	Selected Policy and Reflection
Needs Assessment	Results and Reflection
Challenge Area 1	Artifacts, Documentation, and Reflection
Challenge Area 2	Artifacts, Documentation, and Reflection
Challenge Area 3	Artifacts, Documentation, and Reflection

Successful presentation of a comprehensive portfolio at the end of year two of the induction process will constitute completion of the KASD Induction Program.

Inductee Schedule Outline

Year 1				
Month	Date(s)	Location	Event	Facilitator(s)
August	TBD	Central Office Board Room	Welcome, Introductions, Review of Induction Program, Business Office, Code of Conduct	Dr. Brian Swartzlander/Dr. Chad Roland/Mr. Rick Liberto
September	TBD	Central Office Board Room	School Safety	Dr. Chad Roland
October	TBD	Central Office Board Room	Special Education/Related Services	Mr. Darren Kennedy/Dr. Scot Harvey
November	TBD	Central Office Board Room	Classroom Management	Dr. Brian Swartzlander
December	TBD	Central Office Board Room	Teacher Resources/Standards Aligned System	Mrs. Emily Mather
January	TBD	Central Office Board Room	Technology Integration	Mr. Dan Smith/Mr. John Cortazzo
February	TBD	Central Office Board Room	KASD Policy/FERPA	Dr. Jason K. Lohr
March	TBD	Central Office Board Room	Professional Learning Communities at Work	Mr. Matt Smith/Dr. Brian Kutchak
April	TBD	Central Office Board Room	Educator Effectiveness (Act 13)	Mrs. Emily Mather
May	TBD	Central Office Board Room	Needs Assessment	Dr. Brian Swartzlander

Year 2				
Month	Date(s)	Location	Event	Facilitator
August-April	Ongoing	TBD	Conference/Feedback/Collegial Conversation from/with 3rd Party Professional	Mentor Teacher/Inductee
August-April	Ongoing	TBD	Address a challenge through action research, collaboration with colleagues and professionals, and guidance from the building principal and mentor teacher	Mentor Teacher/Inductee

Documentation Templates

Kiski Area School District
Mentor Teacher Visit in Inductee Classroom

Conduct two visits per semester.

Mentor Name: _____

Inductee Name: _____

Date: _____

Visited In: _____

Grade/Subject: _____

Time of Visit: _____

Name three instructional strategies that were implemented and provide a brief description of the strategies:

Kiski Area School District
Inductee Classroom Visits

Conduct two visits per semester.

Inductee Name: _____

Classroom of: _____

Date: _____

Grade/Subject: _____

Time of Visit: _____

Name three instructional strategies that were implemented and provide a brief description of the strategies:

List one or two instructional strategies you might consider implementing in your classroom and why.

KASD Induction Program - Participant Survey

Please complete the following survey at the end of your experience in the KASD induction program. Your feedback will contribute to the ongoing development of the program so that the district can provide the necessary support and professional learning of our teachers. [Click here](#) to access the survey.