

Personnel Committee Meeting

Wednesday, August 12, 2026 11:30 AM

KCSD Administration Board Room, 86 Administration Drive, Mill Hall, PA 17751

1. Meeting Opening

1.A. Call to Order

2. Discussion

2.A. Job Descriptions

2.A.1. Network Administrator

2.A.2. Special Ed Teachers

- Sign Language Interpreter
- Emotional Support Teacher
- Deaf and Hard of Hearing Teacher
- Autistic Support Teacher
- Life Skills Support Teacher
- Multi-Disciplinary Support Teacher
- Learning Support Teacher

2.A.3. Teacher job Description

2.A.4. Curriculum Director

2.A.5. Department Program Leaders

2.A.6. Food and Nutrition Services Supervisor

2.A.7. Cafeteria Managers

2.B. Open Positions as of 8/11/2026

3. Future Discussions

**KEYSTONE CENTRAL SCHOOL DISTRICT
POSITION DESCRIPTION**

TITLE:	Network System Administrator
QUALIFICATIONS:	Bachelor's Degree in a related field required. Excellent communication, problem-solving, and organizational skills. Ability to use technology to work effectively. Original certificates of clearance from the State Police, Child Abuse Registry, and PDE FBI.
REPORTS TO:	Supervisor of Technology
SUPERVISES:	N/A
JOB GOAL:	Provide district staff with current future information regarding network capabilities and computer systems. Maintain knowledge of state-of-the art developments in the fields of voice/data/video.

PERFORMANCE RESPONSIBILITIES:

1. Understand, apply and utilize industry-standard best practices with respect to securing networks, applications, systems, and resources (hacker tools, Pen Testing, forensics).
2. Lead cybersecurity initiatives for the District and support incident responses.
3. Manage daily activities to keep initiatives on track, on time, and on budget.
4. Collaborate on the budget for network and infrastructure services.
5. Responsible for day-to-day maintenance and emergency resolution of all network and infrastructure-related equipment, servers, and systems.
6. Responsible for admin-level access to secure systems and servers.
7. Design, install, configure, document, maintain, support, and troubleshoot infrastructure and server technology including but not limited to:
 - a. Networking equipment (Routers, Switches, Firewalls, Wireless Access Points, and any other specialty network devices).
 - b. Present and future server operating systems. i.e. Mac, Windows, Open Source.
 - c. Directory Services, Lightweight Directory Access Protocol (LDAP), and Active Directory.
 - d. Backup and disaster recovery.
 - e. Monitoring and troubleshooting tools, antivirus remediation, security best practices.
 - f. Network printers and copiers.
 - g. Telephone systems
8. Perform and/or oversee server operating system and software application installation and upgrades.

9. Make recommendations to support present needs and future network initiatives for the organization and stakeholders.
10. Provide immediate communications and support of all issues involving security breaches or breakdowns.
11. Maintain current systems, applications, security, and network /server configurations and documentation.
12. Provide system management and support to maintain high availability and fault tolerance of all networks, applications, systems, and resources.
13. Establish and maintain backup and restoration procedures on respective systems and infrastructure.
14. Provide professional and effective technical support and guidance, and collaborate with Districts employees, vendors, and other partners.
15. Maintain up-to-date knowledge and understanding of industry technology. Continuously expand upon the current skill set by attending required training sessions.
16. Provide training or knowledge sharing as required to ensure system function redundancy exists.
17. Maintain parts inventory and other records related to equipment servicing.
18. Responsible for after-hours onsite and remote access support of mission-critical systems.
19. Work with other educational entities and vendor representatives as appropriate.
20. Perform other job-related duties as assigned.

The position specifications described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions of the job. The information contained in this job description is for compliance with the Americans with Disabilities Act (ADA) and is not an exhaustive list of the duties performed for this position.

TERMS OF EMPLOYMENT:

In accordance with the non-instructional administrator compensation plan.

Adopted by the Board of Directors on January 16, 2020.

Keystone Central School District is an Equal Opportunity Employer

KEYSTONE CENTRAL SCHOOL DISTRICT
POSITION DESCRIPTION

TITLE:	Educational Interpreter
QUALIFICATIONS:	• Degree in sign language interpreting or related field (Deaf Ed., Linguistics) preferred • Minimum of 3.5 on the Educational Interpreter Performance Assessment (EIPA) - or willingness to obtain • Ability to draw from a broad spectrum of knowledge in general studies (humanities, sciences and the arts) the interpreting (theory, psycholinguistics and ethical behavior specific to the educational setting) in order to interpret K-12 coursework • Ability to effectively interpret/transliterate in a variety of modes (American Sign Language, (ASL), Pidgin Signed English (PSE), Manually Coded English (MCE) • Meets all mandates that the state of PA requires of Educational Interpreters
REPORTS TO:	Director of Special Education, Building Principal
JOB GOAL:	To provide sign language interpretation and/or transliteration in the educational environment To provide opportunities for deaf hard of hearing students to increase their independence and sophistication as consumers of sign language

RESPONSIBILITIES:

1. Provides interpreting/transliterating in all situations according to the specifications of the student's IEP
2. Provides interpreting/transliterating for school sponsored activities for staff and/or adults who are Deaf Hard of Hearing (DHOH)
3. Demonstrates professionalism in all ethical areas, especially in applying the Registry of Interpreters for Deaf (RID) Code of Professional Conduct to the educational setting when providing interpretation/transliteration
4. Participates in the development and presentation of orientations for general education staff and students regarding hearing loss and the role and use of an educational interpreter
5. Prepares for the interpreting/transliterating situation by seeking necessary information from the speaker (teacher, related service provider, etc.) and by discussing with the speaker and the DHOH individual appropriate access to physical environments (seating, lighting, acoustics)

6. Promotes direct communication between the general education teacher and the DHOH individual without breaching confidentiality
7. Maintains a document/folder with necessary information/materials to assist a substitute educational interpreter manage his/her assignment when the interpreter is absent
8. Acts as an integral part of the IEP team by working with all staff involved in educating the student including acting as a liaison between the general education teacher and the teacher of the DHOH
9. Participates in educational team meetings, IEP team meetings, etc., to provide information related to the student's ability to communicate, communication skills and communication needs
10. Provides physical assistance to the student as needed
11. Under the monitoring of the DHOH teacher, is responsible for providing signs/sign concepts in a sign journal that goes back and forth to the student's home for parents/guardians and the student to learn and practice
12. Demonstrates the ability to express the requirements of the educational program to the student and the needs of the student to the teacher
13. Demonstrates knowledge of and operates classroom equipment and augmented technology and equipment
14. When not interpreting or preparing for an interpreting assignment, performs tasks that support students, their education program and the overall operation of the classroom environment
15. Provides interpreting/transliterating for both DHOH students and their parents/guardians (as appropriate) at meetings and special events
16. Requires the completion of 20 hours of professional development and interpreter workshop certificates
17. Serves as resource to the educational team by providing information about research-based theory and practices that apply to the field of interpreting
18. Assumes any other duty as assigned by the Director of Special Education and/or Building Principal

KEYSTONE CENTRAL SCHOOL DISTRICT
POSITION DESCRIPTION

TITLE:	Special Education/Emotional Support Teacher
QUALIFICATIONS:	Bachelor's Degree in Special Education PA Teaching Certification in Special Education
REPORTS TO:	Director of Special Education, Supervisor of Special Education, Building Principal
JOB GOAL:	To provide a structured, supportive and therapeutic educational environment in which students with emotional and behavioral needs receive specially designed instruction, positive behavioral supports and social-emotional skill development necessary to make progress toward their IEP goals and successfully participate in school and community settings.

RESPONSIBILITIES:

- Provide specially designed instruction aligned with each student's Individualized Education Program (IEP).
- Develop, implement, monitor and revise IEPs in compliance with IDEA, Pennsylvania Chapter 14 and district procedures.
- Establish and maintain a structured, predictable and supportive classroom environment.
- Teach academic, behavioral, social-emotional and functional skills based on individual student needs.
- Implement positive behavioral interventions and supports, behavior plans and crisis-prevention strategies.
- Collect and analyze data related to IEP goals, academic achievement, behavior, attendance and student progress.
- Conduct or assist with functional behavioral assessments and develop Positive Behavior Support Plans when appropriate.
- Use de-escalation strategies and follow district-approved crisis and safety procedures.
- Differentiate instruction and provide appropriate accommodations, modifications and assistive supports.
- Collaborate and co-plan with general education teachers to adapt lessons, materials, assignments and assessments.
- Coordinate services with school psychologists, counselors, behavior specialists, related-service providers, administrators and outside agencies.
- Communicate regularly and professionally with parents and guardians regarding student progress, concerns and support.
- Participate in IEP meetings, multidisciplinary evaluation meetings, manifestation determinations and other student-support meetings.

- Maintain accurate and confidential special education records, progress reports, behavioral documentation and required compliance paperwork.
- Support students' transition between classrooms, programs, grade levels and postsecondary environments.
- Provide direction and support to paraprofessionals assigned to the classroom or individual students.
- Promote student independence, self-regulation, self-advocacy and responsible decision-making.
- Participate in professional development related to special education, behavior management, trauma-informed practices and student safety.
- Follow all district policies and applicable federal and Pennsylvania special education requirements.
- Perform other duties related to the position as assigned by the building principal or Director of Special Education.

8/2026

KEYSTONE CENTRAL SCHOOL DISTRICT
POSITION DESCRIPTION

TITLE:	Special Education/Deaf Hard of Hearing Support Teacher
QUALIFICATIONS:	Bachelor's Degree in Special Education PA Teaching Certification in Hearing Impaired PreK-12 Fluent sign language skills preferred
REPORTS TO:	Director of Special Education, Supervisor of Special Education, Building Principal
JOB GOAL:	To provide individualized, specially designed instruction and consultative support addressing the academic, communication, language, auditory, social-emotional and functional needs of students who are deaf or hard of hearing, enabling them to access the educational environment, make meaningful progress toward their IEP goals and develop independence and self-advocacy skills.

RESPONSIBILITIES:

- Provide specially designed instruction and consultative services based on each student's Individualized Education Program (IEP).
- Develop, implement, monitor and revise IEPs in accordance with IDEA, Pennsylvania Chapter 14 and district procedures.
- Assess students' academic, language, communication, auditory, social-emotional and functional needs.
- Interpret educationally relevant audiological information and explain its implications to families and school staff.
- Deliver individualized and small-group instruction using each student's identified communication mode.
- Support the development of receptive and expressive language, literacy, auditory skills, communication and self-advocacy.
- Adapt curriculum, instructional materials, classroom environments and assessments to ensure meaningful access.
- Recommend and implement appropriate accommodations, modifications, visual supports and assistive technology.
- Support the effective use of hearing aids, cochlear implants, remote microphone systems and other hearing-assistance technology within the educational environment.
- Monitor equipment function and coordinate troubleshooting with audiologists, families and appropriate personnel.
- Teach students to understand their hearing loss, manage equipment and advocate for their communication and accessibility needs.

- Collaborate and co-plan with general education and special education teachers to ensure access to instruction and school activities.
- Coordinate services with educational interpreters, audiologists, speech-language pathologists, related-service providers and outside agencies.
- Provide training and consultation to staff regarding hearing loss, communication access, classroom acoustics, equipment use and instructional strategies.
- Observe students in educational settings and recommend changes to seating, lighting, acoustics, communication practices and environmental supports.
- Collect and analyze data related to IEP goals, academic progress, language, communication, auditory access and functional performance.
- Use progress-monitoring data to adjust instruction, services, accommodations and supports.
- Prepare progress reports and maintain accurate and confidential special education records.
- Participate in IEP meetings, multidisciplinary evaluations, reevaluations, transition meetings and other student-support meetings.
- Communicate regularly and professionally with parents and guardians regarding student progress, needs, equipment and programming.
- Support students' participation with nondisabled peers in academic, extracurricular and school activities to the maximum extent appropriate.
- Plan and provide transition instruction related to postsecondary education, employment, independent living and disability-related self-advocacy.
- Promote students' social-emotional development, cultural identity, independence and connection with peers and community resources.
- Travel between district buildings or educational locations when providing itinerant services.
- Maintain professional knowledge of instructional practices, communication approaches, hearing technology and legal requirements affecting students who are deaf or hard of hearing.
- Follow all district policies and applicable federal and Pennsylvania special education requirements.
- Perform other related duties as assigned by the building principal or Director of Special Education.

KEYSTONE CENTRAL SCHOOL DISTRICT
POSITION DESCRIPTION

TITLE:	Special Education/Autistic Support Teacher
QUALIFICATIONS:	Bachelor's Degree in Special Education PA Teaching Certification in Special Education
REPORTS TO:	Director of Special Education, Supervisor of Special Education, Building Principal
JOB GOAL:	To provide a structured, supportive and individualized educational program that addresses the academic, communication, behavioral, social-emotional and functional needs of students with autism through specially designed instruction, evidence-based practices and positive behavioral supports, enabling each student to make progress toward IEP goals and achieve greater independence across school, home and community settings.

RESPONSIBILITIES:

- Provide specially designed instruction based on each student's Individualized Education Program (IEP).
- Develop, implement, monitor and revise IEPs in accordance with IDEA, Pennsylvania Chapter 14 and district procedures.
- Provide individualized and small-group instruction addressing academic, communication, behavioral, social-emotional, sensory and functional needs.
- Establish a structured, predictable and supportive learning environment using visual schedules, routines and environmental supports.
- Use evidence-based instructional practices appropriate for students with autism.
- Teach communication, social interaction, self-regulation, daily living, vocational and independence skills.
- Implement augmentative and alternative communication systems, assistive technology and visual supports when identified in the student's IEP.
- Collect and analyze data on IEP goals, academic performance, communication, behavior and functional skills.
- Use student data to adjust instruction, interventions and classroom supports.
- Conduct or assist with Functional Behavioral Assessments and develop and implement Positive Behavior Support Plans.
- Use positive behavioral interventions, reinforcement systems, de-escalation techniques and district-approved crisis procedures.
- Identify and support students' sensory and environmental needs in collaboration with occupational therapists and other specialists.
- Plan for the generalization of skills across people, activities and educational settings.

- Provide opportunities for students to participate in general education and school activities to the maximum extent appropriate.
- Collaborate with general education teachers, related-service providers, behavior specialists, school psychologists, administrators and outside agencies.
- Collaborate and co-plan with general education teachers in order to modify and/or adapt assignments and activities
- Communicate regularly and professionally with parents and guardians regarding student progress, needs and programming.
- Participate in IEP meetings, multidisciplinary evaluation meetings, manifestation determinations and other student-support meetings.
- Maintain accurate and confidential special education records, progress-monitoring data, behavioral documentation and compliance paperwork.
- Direct, train and support paraprofessionals assigned to the classroom or individual students.
- Ensure that staff consistently implement instructional programs, communication systems, behavior plans and safety procedures.
- Support students during transitions between activities, classrooms, programs, grade levels and postsecondary environments.
- Develop and implement transition activities that promote independence in school, community, vocational and daily-living settings.
- Participate in professional development related to autism, communication, behavior, assistive technology and student safety.
- Follow all district policies and applicable federal and Pennsylvania special education requirements.
- Perform other duties related to the position as assigned by the building principal or Director of Special Education.

KEYSTONE CENTRAL SCHOOL DISTRICT
POSITION DESCRIPTION

TITLE:	Special Education/Life Skills Support Teacher
QUALIFICATIONS:	Bachelor's Degree in Special Education PA Teaching Certification in Special Education
REPORTS TO:	Director of Special Education, Supervisor of Special Education, Building Principal
JOB GOAL:	To provide individualized, specially designed instruction addressing students' academic, communication, social, behavioral, daily living and vocational needs, enabling them to make meaningful progress toward their IEP goals and develop the independence necessary to participate successfully in school, home, community and postsecondary settings.

RESPONSIBILITIES:

- Develop, implement, monitor and revise each student's Individualized Education Program (IEP) in accordance with IDEA, Pennsylvania Chapter 14 and district procedures.
- Provide specially designed instruction based on each student's academic, communication, social, behavioral, functional and vocational needs.
- Deliver individualized, small-group and whole-group instruction using evidence-based practices and age-appropriate materials.
- Teach functional academics, including practical reading, writing, mathematics, time, money and community-use skills.
- Teach daily-living skills such as personal care, hygiene, meal preparation, organization, household tasks and personal safety.
- Provide instruction in communication, social interaction, self-regulation, self-advocacy and responsible decision-making.
- Develop and implement transition activities addressing postsecondary education or training, employment and independent living.
- Provide community-based instruction and vocational experiences when required by students' IEPs.
- Promote student independence and reduce adult assistance as students develop necessary skills.
- Implement augmentative and alternative communication systems, assistive technology, visual supports and adaptive equipment.

- Collect and analyze data related to IEP goals, academic achievement, behavior, communication and functional performance.
- Conduct regular progress monitoring and use the results to adjust instruction, interventions and supports.
- Administer appropriate formal and informal assessments, including alternate-assessment preparation when applicable.
- Implement positive behavioral interventions, reinforcement systems and individual Positive Behavior Support Plans.
- Assist with Functional Behavioral Assessments and use district-approved de-escalation and crisis procedures.
- Provide opportunities for students to participate with nondisabled peers in academic, extracurricular and school activities to the maximum extent appropriate.
- Collaborate with general education teachers, related-service providers, behavior specialists, job coaches, administrators and outside agencies.
- Collaborate and co-plan with general education teachers in order to modify and/or adapt assignments and activities
- Communicate regularly with parents and guardians regarding student progress, needs and programming.
- Participate in IEP meetings, multidisciplinary evaluation meetings, manifestation determinations, transition meetings and other student-support meetings.
- Maintain accurate and confidential special education records, progress reports, data and compliance documentation.
- Direct, train and support paraprofessionals assigned to the classroom or individual students.
- Ensure that classroom staff consistently implement IEPs, instructional programs, communication systems, behavior plans, personal-care procedures and safety protocols.
- Coordinate student health, mobility, feeding, toileting and personal-care supports with nurses and related-service providers, as required.
- Maintain a safe, structured, respectful and age-appropriate classroom environment.
- Participate in professional development related to life-skills instruction, transition, behavior, communication, assistive technology and student safety.
- Follow all district policies and applicable federal and Pennsylvania special education requirements.
- Perform other duties related to the position as assigned by the building principal or Director of Special Education.

KEYSTONE CENTRAL SCHOOL DISTRICT
POSITION DESCRIPTION

TITLE:	Special Education/Multi-Disciplinary Support Teacher
QUALIFICATIONS:	Bachelor's Degree in Special Education PA Teaching Certification in Special Education
REPORTS TO:	Director of Special Education, Supervisor of Special Education, Building Principal
JOB GOAL:	To provide individualized, specially designed instruction and comprehensive supports addressing students' academic, communication, physical, sensory, behavioral, social-emotional and functional needs, enabling them to make meaningful progress toward their IEP goals and achieve the highest possible level of independence and participation across school, home, community and postsecondary settings.

RESPONSIBILITIES:

- Develop, implement, monitor and revise each student's Individualized Education Program (IEP) in accordance with IDEA, Pennsylvania Chapter 14 and district procedures.
- Provide specially designed instruction addressing students' academic, communication, physical, sensory, behavioral, social-emotional, functional and vocational needs.
- Deliver individualized, small-group and whole-group instruction using evidence-based practices and age-appropriate materials.
- Adapt curriculum, instructional activities, classroom environments and assessments to provide meaningful access and participation.
- Teach functional academics, communication, social interaction, self-regulation, daily-living, personal-safety and vocational skills.
- Develop and implement transition programming related to postsecondary education or training, employment and independent living.
- Implement augmentative and alternative communication systems, visual supports, assistive technology and adaptive equipment.
- Collaborate with speech-language pathologists, occupational and physical therapists, nurses and other specialists to integrate related-service recommendations into daily instruction.
- Implement positioning, mobility, transfer, feeding, toileting, personal-care and medical-support procedures as trained and identified in student plans.
- Follow all health, safety, emergency and specialized-care protocols.

- Collect and analyze data related to IEP goals, communication, academic skills, behavior, mobility, self-care and functional performance.
- Conduct regular progress monitoring and use student data to modify instruction, interventions and supports.
- Administer appropriate formal and informal assessments, including alternate assessments when applicable.
- Prepare progress reports and maintain accurate and confidential special education records and compliance documentation.
- Implement positive behavioral interventions, reinforcement systems and individual Positive Behavior Support Plans.
- Assist with Functional Behavioral Assessments and follow district-approved de-escalation and crisis procedures.
- Provide opportunities for students to participate with nondisabled peers in academic, extracurricular and school activities to the maximum extent appropriate.
- Plan for students to generalize skills across people, activities and educational or community settings.
- Promote student choice, self-determination, independence and dignity while gradually reducing unnecessary adult assistance.
- Communicate regularly and professionally with parents and guardians regarding student progress, needs and programming.
- Participate in IEP meetings, multidisciplinary evaluation meetings, transition meetings, manifestation determinations and other student-support meetings.
- Collaborate with general education teachers, related-service providers, behavior specialists, job coaches, administrators and outside agencies.
- Collaborate and co-plan with general education teachers in order to modify and/or adapt assignments and activities
- Direct, train and support paraprofessionals assigned to the classroom or individual students.
- Ensure that classroom staff consistently implement IEPs, communication systems, behavior plans, personal-care procedures and safety protocols.
- Establish and maintain a safe, structured, respectful, accessible and age-appropriate learning environment.
- Participate in professional development related to multiple disabilities, communication, assistive technology, behavior, personal care, transition and student safety.
- Follow all district policies and applicable federal and Pennsylvania special education requirements.
- Perform other duties related to the position as assigned by the building principal or Director of Special Education.

8/2026

KEYSTONE CENTRAL SCHOOL DISTRICT
POSITION DESCRIPTION

TITLE:	Special Education/Learning Support Teacher
QUALIFICATIONS:	Bachelor's Degree in Special Education PA Teaching Certification in Special Education
REPORTS TO:	Director of Special Education, Supervisor of Special Education, Building Principal
JOB GOAL:	To provide specially designed, individualized instruction and academic and/or behavioral interventions that address the unique learning needs of students with disabilities, enabling them to make meaningful progress toward their IEP goals, access the general education curriculum and develop the skills and independence necessary for success in school and postsecondary settings.

RESPONSIBILITIES:

- Provide specially designed instruction aligned with each student's Individualized Education Program (IEP).
- Develop, implement, monitor and revise IEPs in accordance with IDEA, Pennsylvania Chapter 14 and district procedures.
- Deliver individualized, small-group and co-taught instruction in reading, writing, mathematics and other identified academic areas.
- Use evidence-based interventions and instructional practices appropriate to each student's needs.
- Differentiate instruction and provide required accommodations, modifications and assistive technology.
- Support students' access to and progress in the general education curriculum.
- Collaborate and co-plan with general education teachers to adapt lessons, materials, assignments and assessments.
- Collect, analyze and maintain data related to IEP goals, academic achievement, behavior and intervention outcomes.
- Conduct regular progress monitoring and use the results to adjust instruction and interventions.
- Administer formal and informal assessments to identify students' strengths, needs and present levels of performance.
- Prepare progress reports and communicate student progress to parents and guardians at required intervals.

- Participate in IEP meetings, multidisciplinary evaluation meetings, manifestation determinations and other student-support meetings.
- Assist with reevaluations and provide relevant academic, behavioral and functional information.
- Provide case-management services and ensure that IEP timelines, services and documentation requirements are met.
- Communicate IEP accommodations, modifications and responsibilities to staff members who work with assigned students.
- Promote student independence, organization, study skills, self-advocacy and responsible decision-making.
- Establish and maintain a structured, inclusive and supportive learning environment.
- Implement positive behavioral supports and individual behavior plans as required.
- Support students during transitions between classrooms, programs, grade levels and postsecondary settings.
- Collaborate with parents, administrators, school psychologists, counselors, related-service providers and outside agencies.
- Direct and support paraprofessionals assigned to the classroom or individual students.
- Maintain accurate, current and confidential special education records.
- Participate in professional development related to special education, academic interventions, assessment and inclusive practices.
- Follow district policies and all applicable federal and Pennsylvania special education requirements.
- Perform other related duties as assigned by the building principal or Director of Special Education.

KEYSTONE CENTRAL SCHOOL DISTRICT POSITION DESCRIPTION

TITLE:	Teacher
QUALIFICATIONS:	As established by state certifications laws and regulations
REPORTS TO:	Principal
SUPERVISES:	Not applicable
JOB GOAL:	To facilitate student intellectual, social, emotional, and physical growth and to enable each student to contribute to the fulfillment of their potential as an able and responsible citizen. that will allow students to develop into life-long learners who are adaptable, resilient, productive, and of high moral character

Position Summary

The Classroom Teacher is responsible for designing and delivering high-quality, standards-aligned instruction that promotes the academic, social, emotional, and personal development of all students. The teacher creates an inclusive, respectful, and engaging learning environment; uses assessment and student data to inform instruction; communicates effectively with students, families, and colleagues; and demonstrates ongoing professional growth and ethical responsibility.

The Classroom Teacher is expected to fulfill the responsibilities outlined within the four domains of professional practice identified in the Pennsylvania Educator Effectiveness Observation & Practice Framework for Evaluation: Classroom Teacher. These domains are **Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities.**

PERFORMANCE RESPONSIBILITIES:

1. Plans and prepares instruction based on strong content knowledge in the area of assignment, knowledge of students, academic standards, established district curriculum, available resources, and assessment information.
2. Participates in curriculum review and redesign (Instructional Design Cycle) as required by department, subject area, or grade level.
3. Integrates Chapter 4 Regulations and the Keystone Central School District Strategic Plan into the instructional program.
4. Uses instructional design as the basic structural framework for the development of instructional programs and lessons to work toward the achievement of the established standards.
5. Establishes and maintains a safe, respectful, inclusive, and academically rigorous learning environment in which all students are supported and encouraged to succeed.

6. Abides by the Pennsylvania school laws and regulations, federal and state laws and regulations governing educational and civil rights of students and others, Child Protective Services Act, and the terms of the collective bargaining agreement.
7. Upholds and enforces school rules, administrative regulations, board policies and maintains confidentiality.
8. Demonstrates understanding and concern for each student in meeting his or her educational needs, including the recommendation for the evaluation of students thought to be exceptional or in need of special education, gifted education or accommodations.
9. Establishes an educational environment to emphasize a multi-cultural understanding within the classroom.
10. Promotes and utilizes a proactive, positive, and constructive approach in dealing with conflict.
11. Is familiar with and complies with all students' IEPs, service plans, action plans, or other administratively-approved adaptations, and appropriately accommodates disabilities in accordance with applicable laws and regulations.
12. Delivers engaging, rigorous, differentiated, and responsive instruction that promotes meaningful student learning and uses ongoing assessment to monitor and improve student achievement.
13. Creates and utilizes a variety of instructional strategies that are aligned to attain lesson objectives and to provide students with opportunities which extend beyond the classroom.
14. Diagnoses and evaluates student abilities and progress to develop effective instructional strategies to help students meet instructional objectives and provides timely feedback to students concerning their progress.
15. Recognizes and uses appropriate technology relevant to the curriculum taught.
16. Demonstrates professionalism, ethical conduct, collaboration, effective communication, continuous reflection, and a commitment to improving professional practice and student outcomes.
17. Positively collaborates with other staff members in the educational process and assists with the smooth operation of the building.
18. Displays an interest in and participates in the total school program.
19. Exhibits enthusiasm, dependability, punctuality, consistent and regular attendance, and active participation in assigned teaching, instructional and non-instructional duties, attendance at meetings, and in the use and care of equipment and facilities.
20. Displays positive personal traits, such as neatness, professional dress, integrity, character, good citizenship, respect for others, honesty, and responsibility and acts as an appropriate role model for students.
21. ~~Dresses in a professional manner appropriate for the position so as to serve as a role model for the students.~~

22. Works cooperatively with and maintains open lines of communication with administrators, parents, students, staff members, and the general public.
23. Participates in an ongoing staff development program to enhance professional competence, and abides by state law and regulations regarding continuing education.
24. ~~Incorporates the philosophy, objectives and expectations of the teacher performance appraisal plan in the attainment of professional goals.~~
25. Promptly develops, maintains and accurately completes all required written records and reports within established time lines.
26. Must exercise confidentiality at all times.
27. Performs other job-duties as may be assigned.

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TERMS OF EMPLOYMENT:

In accordance with the professional employees' compensation plan.

Adopted by the Board of Directors on _____.

Keystone Central School District is an Equal Opportunity Employer

KEYSTONE CENTRAL SCHOOL DISTRICT POSITION DESCRIPTION

TITLE:	Director of Curricular Innovation
QUALIFICATIONS:	The successful candidate will hold a master's degree in curriculum and instruction, educational leadership or related field. A K-12 administrative certificate is required.
REPORTS TO:	Superintendent
SUPERVISES:	Supervisor of Technology Network Systems Administrator District Program Leaders Federal Programs Curriculum Secretary
JOB GOAL:	To lead the district curriculum development process, K-12 instructional programs, K-12 professional learning, instructional technology, and federal programs for continuous improvement of student growth and achievement.

PERFORMANCE RESPONSIBILITIES:

1. Coordinate and provide leadership for the curriculum development cycle, new course adoption, the selection of curricular resources and instructional technology.
2. Coordinate professional learning for all professional staff in conjunction with members of the administrative team.
3. Supervise district program leaders (DPL's) in the curriculum development process and professional learning. Prepare monthly meeting agendas and include updates on current educational issues and trends.
4. Responsible for oversight of federal programs and services, the preparation of applications, completion of statistical, financial and assessment information.
5. Oversees the creation of the secondary course catalogue and online learning program offerings in collaboration with the online learning principal.
6. Lead the district induction program for new teachers.
7. Create a district framework for innovation and education using technology to transform learning.

8. Support district administrators in creating, monitoring, and evaluating professional improvement plans.
9. To collaborate with district administrators for successful operation of network systems.
10. Other duties as assigned by the superintendent.

The position specifications described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions of the job. The information contained in this job description is for compliance with the Americans with Disabilities Act (ADA) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individual currently holding this position and additional duties may be assigned.

TERMS OF EMPLOYMENT:

In accordance with the instructional administrators' compensation plan.

Adopted by the Board of Directors on January 9, 2020.



District Program Leader

Description and Structure

Position Summary:

The District Program Leader (DPL) is a critical instructional leader within the Keystone Central School District, serving as a key member of the building and district instructional leadership team. The DPL will collaborate with instructional coaches, building principals, the Director of Curriculum and Innovation, the Director of Special Education, the Director of Pupil Services, the Assistant Superintendent, and the Superintendent to drive instructional improvement, facilitate professional learning, manage program implementation, and lead curriculum development initiatives. This role requires a dynamic educator with a proven track record of instructional excellence, strong leadership skills, and a commitment to fostering a culture of continuous improvement.

Essential Duties and Responsibilities:

1. Instructional Leadership:

- **Model Effective Instruction:** Demonstrate exemplary teaching practices and serve as a model for colleagues, incorporating research-based strategies and best practices.
- **Provide Peer Learning Opportunities:** Offer individualized and group instructional support to staff, focusing on identified priorities
- **Conduct Classroom Visits:** Conduct regular classroom visits, providing feedback and support to teachers to enhance instructional effectiveness.
- **Data Analysis and Action Planning:** Analyze student achievement data to identify trends, inform instructional decisions, and develop targeted intervention strategies.
- **Promote Collaborative Learning:** Facilitate professional learning communities (PLCs) and collaborative planning sessions to foster shared learning and improve instructional practices.
- **Support Implementation of District Initiatives:** Assist in the implementation of district-wide instructional initiatives and ensure alignment with building goals.

- **Implement and demonstrate:** Integrate Universal Design for Learning (UDL) practices in daily lesson planning and provide support for instructional staff to do the same

2. Professional Learning:

- **Design and Deliver Professional Learning:** Plan and deliver high-quality professional learning workshops, trainings, and presentations based on identified needs and district priorities.
- **Facilitate Ongoing Learning:** Organize and facilitate ongoing professional learning opportunities, including book studies, peer observations, and collaborative inquiry projects.
- **Support New Teachers:** Provide support to new teachers, guiding them through district policies, instructional expectations, and best practices.
- **Stay Current with Educational Trends:** Research and stay informed about current educational trends, research, and best practices, and share relevant information with colleagues.
- **Evaluate Professional Learning Effectiveness:** Collect and analyze data to evaluate the effectiveness of professional learning activities and make adjustments as needed.
- **Attend conferences and training:** Engage in professional learning through attendance at conferences determined to be relevant and necessary in collaboration with the Central Office and Building Leadership Team.

3. Managerial Tasks:

- **Program Implementation and Coordination:** Manage the implementation and coordination of specific instructional programs and initiatives within the building.
- **Resource Management:** Manage and allocate instructional resources effectively, ensuring equitable access for all students and teachers.
- **Communication and Collaboration:** Maintain clear and consistent communication with building administrators, teachers, parents, and district personnel.
- **Meeting Facilitation:** Facilitate meetings and work sessions, ensuring productive discussions and achieving desired outcomes.
- **Documentation and Reporting:** Maintain accurate records and prepare reports related to program implementation, student achievement, and professional learning activities.
- **Schedule and Organization:** Maintain and create schedules for professional development, meetings, and observations.

4. Curriculum Leadership:

- **Curriculum Implementation and Alignment:** Support the implementation of district-adopted curricula and ensure alignment with state standards and district goals.
- **Curriculum Development and Review:** Participate in curriculum development and review processes, providing input and feedback to ensure curriculum relevance and effectiveness.
- **Assessment Development and Analysis:** Collaborate with teachers to develop and analyze assessments, using data to inform instructional decisions and curriculum revisions.
- **Instructional Material Selection:** Assist in the selection and evaluation of instructional materials, ensuring alignment with curriculum goals and student needs.
- **Vertical and Horizontal Alignment:** Ensure vertical and horizontal alignment of curriculum across grade levels and content areas.
- **Integration of Technology:** Promote the effective integration of technology into curriculum and instruction.



District Program Leader

Description and Structure

Position Summary:

The District Program Leader (DPL) is a critical instructional leader within the Keystone Central School District, serving as a key member of the building and district instructional leadership team. The DPL will collaborate with instructional coaches, building principals, the Director of Curriculum and Innovation, the Director of Special Education, the Director of Pupil Services, the Assistant Superintendent, and the Superintendent to drive instructional improvement, facilitate professional learning, manage program implementation, and lead curriculum development initiatives. This role requires a dynamic educator with a proven track record of instructional excellence, strong leadership skills, and a commitment to fostering a culture of continuous improvement.

Essential Duties and Responsibilities:

1. Instructional Leadership:

- **Model Effective Instruction:** Demonstrate exemplary **counseling** practices and serve as a model for colleagues, incorporating research-based strategies and best practices.
- **Provide Peer Learning Opportunities:** Offer individualized and group instructional support to staff, focusing on identified priorities
- **Conduct Consultations:** Conduct regular **consultations with counselors**, providing feedback and support to **counselors** to enhance instructional effectiveness.
- **Data Analysis and Action Planning:** Analyze student achievement **and SEL** data to identify trends, inform instructional decisions, and develop targeted intervention strategies.
- **Promote Collaborative Learning:** Facilitate professional learning communities (PLCs) and collaborative planning sessions to foster shared learning and improve instructional practices.
- **Support Implementation of District Initiatives:** Assist in the implementation of district-wide instructional **and SEL** initiatives and ensure alignment with building goals.

- **Implement and demonstrate:** Integrate Universal Design for Learning (UDL) practices in program delivery planning and provide support for counselors to do the same.

2. Professional Learning:

- **Design and Deliver Professional Learning:** Plan and deliver high-quality professional learning workshops, trainings, and presentations based on identified needs and district priorities.
- **Facilitate Ongoing Learning:** Organize and facilitate ongoing professional learning opportunities, including book studies, peer observations, and collaborative inquiry projects.
- **Support New Counselors:** Provide support to new **counselors**, guiding them through district policies, instructional **and counseling** expectations, and best practices.
- **Stay Current with Educational Trends:** Research and stay informed about current educational trends, research, and best practices, and share relevant information with colleagues.
- **Evaluate Professional Learning Effectiveness:** Collect and analyze data to evaluate the effectiveness of professional learning activities and make adjustments as needed.
- **Attend conferences and training:** Engage in professional learning through attendance at conferences determined to be relevant and necessary in collaboration with the Central Office and Building Leadership Team.

3. Managerial Tasks:

- **Program Implementation and Coordination:** Manage the implementation and coordination of specific instructional, **counseling, and SEL** programs and initiatives.
- **Resource Management:** Manage and allocate instructional resources effectively, ensuring equitable access for all students and teachers.
- **Communication and Collaboration:** Maintain clear and consistent communication with building administrators, teachers, parents, and district personnel.
- **Meeting Facilitation:** Facilitate meetings and work sessions, ensuring productive discussions and achieving desired outcomes.
- **Documentation and Reporting:** Maintain accurate records and prepare reports related to program implementation, student achievement, and professional learning activities.

- **Schedule and Organization:** Maintain and create schedules for professional development, meetings, and observations.

4. Curriculum Leadership:

- **Curriculum Implementation and Alignment:** Support the implementation of district-adopted curricula and ensure alignment with state standards and district goals.
- **Curriculum Development and Review:** Participate in curriculum development and review processes, providing input and feedback to ensure curriculum relevance and effectiveness.
- **Assessment Development and Analysis:** Collaborate with teachers to develop and analyze assessments, using data to inform instructional decisions and curriculum revisions.
- **Instructional Material Selection:** Assist in the selection and evaluation of instructional materials, ensuring alignment with curriculum goals and student needs.
- **Vertical and Horizontal Alignment:** Ensure vertical and horizontal alignment of curriculum across grade levels and content areas.
- **Integration of Technology:** Promote the effective integration of technology into curriculum and instruction.

2025/2026 DPL Assignments

K-4:

In addition to your building-level leadership, you'll take on the following "departments" for K-4 only:

- Robb- Heather Fye- ELA/SS
- Mill Hall- Tara Gonzales- Math/Science
- Woodward- Terry Markle- Intervention/ lead librarian and assistants
- Liberty Curtin- Amber Brugard- Fine Arts, Health/PE. STEM

Central Mountain MS:

In addition to your building-level leadership, you'll take on the following departments for CMMS only:

- Tori Welch- Math
- Elise Gordner- ELA/SS (inclusive of CMMS reading interventionists)
- Angelo Picerno- Science
- Luke Herron- all specials/itinerants

Central Mountain HS:

In addition to your building-level leadership, you'll take on the following departments for CMHS:

- Jim Rogers- Science/ ELA
- Taylor White- Math/ SS
- Daci Killingeri- CTE and all specials/itinerants

Bucktail MS/HS:

In addition to the building-level leadership, Eryn Bartlett will assist Jim, Taylor and Daci as needed to support the consistency between BT and CMHS.

K-12: Counseling: Karen Bossert

K-12: Special Education: Jaime Gentzyl

**KEYSTONE CENTRAL SCHOOL DISTRICT
POSITION DESCRIPTION**

TITLE:	Food and Nutrition Service Supervisor
QUALIFICATIONS:	Bachelor’s degree in food service management or nutrition and dietetics. Masters degree and/or Registered Dietitian preferred. Serv Safe Certification required.
REPORTS TO:	Business Manager
SUPERVISES:	Cafeteria Managers, General Cafeteria Workers, Food Service Secretary
JOB GOAL:	Provide nutritious meals for all students following state and federal guidelines, as well as operating a financially-sound program

PERFORMANCE RESPONSIBILITIES:

- 1 Plan, create, and recommend goals, policies, and programs for the food and nutrition service department and administer all district food service programs in accordance with district policies.
- 2 Develop and administer department budget with the assistance of supervisor. Balance food and nutrition service fund monthly.
- 3 Help ensure food and nutrition service department operates on a sound financial basis.
- 4 Develop and operate special government food subsidy programs and prepare necessary reports.
- 5 Supervise the preparation of management and statistical information, perform analysis, and prepare necessary reports and recommendations.
- 6 Develop clear functional specifications and detailed bid system for food, supplies, and equipment utilized by the food and nutrition service program.
- 7 Determine maintenance needs of all food service areas and arrange for maintenance services.
- 8 Supervise and plan banquets or meals for special school events.
- 9 Develop and create school breakfast, lunch, snack, and ala carte menus for all schools, supervise each cafeteria manager’s adherence to the menu plan.
- 10 Plan and supervise preparation and serving of meals at all schools.
- 11 Integrate and utilize USDA commodities into food and nutrition service program.
- 12 Establish and monitor standards for efficient, sanitary and safe practices with food preparation.
- 13 Interview and hire candidates for department positions. Recommend appointments, transfers, promotions, and disciplinary action to business manager.
- 14 Direct, supervise, and evaluate performance and operation of all cafeteria managers. Include building

administrator input for cafeteria manager evaluations.

- 15 Coordinate personnel assignments and duties in all schools with cafeteria managers.
- 16 Maintains Pennsylvania Department of Education/Commission on Dietetic Registration required continuing education credits.
- 17 Supervise and assist cafeteria managers in providing food and nutrition service employees with in-service training on the use and care of equipment, inventory control of supplies, portion control, sanitation, and cash handling.
- 18 Interpret state and federal guidelines and regulations to district administration.
- 19 Attend meetings such as administrative team, school board, and professional organization meetings as needed.
- 20 Develop and direct an effective public relations program.
- 21 Chair Student Wellness Committee and complete triennial wellness policy assessment. Integrate student and public suggestions into food and nutrition service program as appropriate.
- 22 Review and approve monthly menu instruction sheets.
- 23 Responsible for all Pennsylvania Department of Education reports related to the school breakfast and lunch programs.
- 24 Work with district and state auditors in auditing the school meal program.
- 25 Manage and assist with food ordering for all schools.
- 26 Schedule personnel for concession stands at CMHS and CMMS for all home events.
- 27 Create and manage an inventory tracking system for concession stands at CMHS and CMMS.
- 28 Perform other duties as assigned.

The position specifications described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions of the job. The information contained in this job description is for compliance with the Americans with Disabilities Act (ADA) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individual currently holding this position and additional duties may be assigned.

TERMS OF EMPLOYMENT:

In accordance with the non-instructional administrator compensation plan. Adopted by the Board of Directors on March 11, 2021.

AN EQUAL OPPORTUNITY EMPLOYER TITLE IX 1972 EDUCATIONAL AMENDMENT

**KEYSTONE CENTRAL SCHOOL DISTRICT
POSITION DESCRIPTION**

TITLE:	Cafeteria Manager
QUALIFICATIONS:	High school diploma or GED, demonstrate aptitude or competency for assigned responsibilities, ability to work cooperatively with administration and staff, minimum 5 years experience in a commercial kitchen and/or school district food service department, obtain ServSafe certification within three months of hire.
REPORTS TO:	Food and Nutrition Service Supervisor
SUPERVISES:	Head Cooks, General Cafeteria Workers
JOB GOAL:	Provide students and guests attractive and nutritious meals within Pennsylvania Department of Education guidelines

PERFORMANCE RESPONSIBILITIES:

1. Supervise activities of all head cooks and general cafeteria workers.
2. Supervise quantity and quality of all foods prepared daily.
3. Supervise daily cleaning of all kitchen equipment.
4. Instruct and supervise cafeteria personnel with safe and proper use of kitchen equipment.
5. Maintain the highest standard of safety and sanitation.
6. Assist with verifying, receiving, checking, and signing school food order invoices.
7. Perform yearly evaluations for supervised staff.
8. Perform progressive discipline.
9. Ensure portion sizes meet requirements according to menu instruction manual. Understand and apply "offer vs. serve".
10. Oversee planned menu food preparation for daily meal service; ensure recipes are followed and determine adequate product quality and flavor prior to service.
11. Responsible for daily POS paperwork and inventory. Ensure menu instruction manual is followed and all food requisitions from storeroom are recorded.
12. Report any problems or accidents occurring in the kitchen or on district property.
13. Assist with processing daily deposits and cash reconciliation. Complete bank deposits.
14. Demonstrate knowledge and use of technology.
15. Demonstrate consistent attendance.
16. Use online ordering procedure and phone procedure to place food orders.
17. Ensure dish machine/freezer/cooler/storeroom temperatures are recorded.
18. Ensure daily production records are accurately completed.
19. Ensure adequate cafeteria scheduling and staffing. Approve timesheets and enter substitute time.
20. Able to work all cafeteria positions as needed.
21. Participate in employee interviews and the hiring process.

Keystone Central School District is an Equal Opportunity Employer

22. Follow-HACCP guidelines for receiving, storing, food preparation, and meal service.
23. Organize and participate in student tastings and data collection.
24. Perform inventory spot counting.
25. Ensure students with special nutritional needs receive prescribed food(s). Collaborate with nurses to update student allergy information.
26. Participate in working and assisting with football concession stand(s).
27. Assist with training new cafeteria employees as needed.
28. Maintain current ServSafe certification after obtaining certification within three months of hire.
29. Maintain annual Pennsylvania Department of Education continuing education requirements.
30. Must be able to lift 50 pounds.
31. Shall perform other duties as assigned.

The position specifications described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions of the job. The information contained in this job description is for compliance with the Americans with Disabilities Act (ADA) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individual currently holding this position and additional duties may be assigned.

TERMS OF EMPLOYMENT:

In accordance with the non-instructional administrators' compensation plan.

Adopted by the Board of Directors on February 12, 2026

Professional

Music Teacher - Reposted -completed interviews and selected candidate turned down job offer

Autistic Support - Renovo

Learning Support/Emotion Support - Bucktail - posted due to transfer of Eryn Rocky from BT to CMMS Facilitator

Family & Consumer Science - CMHS -Posted due to resignation of Bry Hilty

Learning Support - CMMS - Posted due to transfer of Mya Trauger to CMMS Reading Interventionist

Biology/Gen. Science - CMHS - Posted due to transfer of Ben Pavalko to CMMS 7th Grade ELA

Long Term Subs -

3rd Grade - Pending Interview completed - Jerrica McGiniss sabbatical

Bucktail DPL - posted due to transfer of Eryn Rocky from BT to CMMS Facilitator

Administration

Food Services Supervisor

Network Systems Administrator

Secretaries

Benefits Secretary - Completed Interviews - Pending reference checks and candidate acceptance

Support

Title I Building Assistant

Cafeteria Worker - CMHS

(2) Building Assistant - Robb Pending Interview

Building Assistant - WW Pending Interview

210 Custodian - CMHS

210 Custodian - MHE

210 Custodian - Floater

LPN Assistant - Itinerant

LPN Assistant - Itinerant

PCA - CMHS