

Personnel Committee Meeting

Tuesday, October 20, 2026 3:00 PM

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

1. Meeting Opening	Speaker (s) : Chair, Mr. Christopher Scaff
1.A. Call to Order	Speaker (s) : Chair, Mr. Christopher Scaff
2. Discussion	
2.A. Job Descriptions	Speaker (s) : Justin Evey, Director of Human Resources
2.A.1. Job Descriptions Spreadsheet	Speaker (s) : Justin Evey, Director of Human Resources
2.A.2. CTC School Counselor Position	Speaker (s) : Justin Evey, Director of Human Resources
2.A.3. School Counselor Job Description	Speaker (s) : Justin Evey, HR Director
2.A.4. Memorandum of Understanding - Association of Clinton County Educators	Speaker (s) : Justin Evey, Director of Human Resources
2.B. Staff update	
3. Future Discussions	Speaker (s) : Chair, Mr. Christopher Scaff
4. Adjournment	Speaker (s) : Chair, Mr. Christopher Scaff

Position	Board Approved	Reviewed Date	Notes/Comments
Network Systems Administrator	1/16/2020	8/12/2026	
Curriculum Director	1/16/2020		Hold for new Superintendent
Food and Nutrition Services Supervisor	3/11/2021	8/12/2026	
Cafeteria Managers	2/12/2026	4/21/2026	

Position	Board Approved	Reviewed Date	Notes/Comments
Educational Sign Language Interpreter	8/13/2026	8/12/2026	
Emotional Support Teacher	8/13/2026	8/12/2026	
Deaf and Hard of Hearing Teacher	8/13/2026	8/12/2026	
Autistic Support Teacher	8/13/2026	8/12/2026	
Life Skills Support Teacher	8/13/2026	8/12/2026	
Learning Support Teacher	8/13/2026	8/12/2026	
Multi-Disability Support Teacher	8/13/2026	8/12/2026	
Teacher	8/13/2026	8/12/2026	

Position	Board Approved	Reviewed Date	Notes/Comments
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Position	Board Approved	Reviewed Date	Notes/Comments
Lead Mechanical Maintenance	5/14/2026	4/21/2026	This position previously was in Act 93
General Cafeteria Worker	2/12/2026	1/27/2026	

Position	Board Approved	Reviewed Date	Notes/Comments
Safety and Security Coordinator	10/12/2026		

**KEYSTONE CENTRAL SCHOOL DISTRICT
POSITION DESCRIPTION**

TITLE:	Career and Technical Education Counselor
QUALIFICATIONS:	Minimum master's degree and appropriate Pennsylvania certification for Elementary/Secondary School Counseling required; background in working with both elementary and secondary children; experience as a classroom teacher preferred; must possess a thorough and current knowledge of curriculum and effective teaching practices, and be an effective communicator with strong organizational and leadership skills.
REPORTS TO:	Director of CTC (Career and Technical Education Center)
JOB GOAL:	To provide comprehensive academic, career, and personal counseling services that support students in achieving success in their Career and Technical Education programs and preparing for postsecondary education, career, and workforce opportunities. The counselor will assist students in understanding their interests, abilities, strengths, and career goals; facilitate informed academic and career planning; connect students with appropriate educational and work-based learning opportunities; and collaborate with students, families, school personnel, postsecondary institutions, employers, and community agencies to promote student success and successful transition beyond high school.

PERFORMANCE RESPONSIBILITIES:

1. Assist students through crisis interventions and develop programs for students at risk.
2. Conduct academic counseling with students who appear not to be working up to their academic potential as well as attendance counseling for students with truancy issues.
3. Conduct conflict resolution counseling with students.
4. Serve as a liaison between parents, teachers, administration, and non-school agencies.
5. Provide feedback and advice to instructional and administrative staff relative to student needs, performance, or interpersonal conflicts.
6. Refer students with needs that are outside the scope of school resources to appropriate non-school agencies.

7. Coordinate school awards and student recognition events.
8. Maintain student records to include academics, attendance, and behavior. Ensure proper distribution of student records.
9. Assist with maintaining artifacts and records for federal Perkins audit.
10. Deliver course selection presentations.
11. Coordinate the 8th grade CTC tour prior to course selection each year.
12. Create NOCTI (National Occupational Competency Testing Institute) testing rosters and testing schedule for CTC students required to participate in testing.
13. Download individual student and group NOCTI reports by instructor for each CIP code (Classification of Instructional Programs code) to assist with tracking test performance, professional development needs, and Perkins funding.
14. Prepare and maintain articulation agreements with postsecondary institutions for advanced credits.
15. Work with the Cooperative Education Coordinator to assist students with work experience placement opportunities through the Diversified Occupations Program.
16. Verify student career objective forms for PDE (Pennsylvania Department of Education) compliance and reimbursement.
17. Enter the required course information into CATS (Career and Technical Education Information System) as required by PDE.
18. Roster verification for PIMS (Pennsylvania Information Management System)
19. Assist CTC Secretary with tracking student attendance and hours specific to CTC course enrollment.
20. Prepare documents for post-secondary institutions for CTE students who are enrolled in courses that can earn advanced credit through articulated agreements.
21. Consistent attendance is a requirement of the job.
22. Perform related duties as assigned related to this position.

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 Association of Clinton County Educators' compensation plan.

Adopted by the Board of Directors on _____

KEYSTONE CENTRAL SCHOOL DISTRICT

POSITION DESCRIPTION

TITLE:	School Counselor (District-Wide; Pre-K–12 as assigned)
QUALIFICATIONS:	Valid Pennsylvania Educational Specialist School Counselor certification appropriate to assignment Minimum Qualifications • Master’s degree in school counseling or a closely related field and valid Pennsylvania school counselor certification appropriate to the assignment. • Knowledge of child and adolescent development, school counseling practices, educational systems, confidentiality, mandated reporting, and student safety procedures. • Ability to communicate effectively; collaborate with students, families, staff, and agencies; use student data responsibly; and maintain accurate, secure records. • Commitment to culturally responsive, inclusive, ethical practices and ongoing professional learning.
REPORTS TO:	Building Principal or designee
JOB GOAL:	The School Counselor develops, implements, and evaluates a comprehensive, developmentally appropriate school counseling program serving students at the assigned school level. Through direct student services, consultation, collaboration, and systems-level support, the counselor promotes academic success, career readiness, social-emotional development, student well-being, belonging, and equitable access to learning. Services are responsive to student needs and aligned with district priorities, applicable Pennsylvania requirements, and professional school counseling standards.

PERFORMANCE RESPONSIBILITIES:

1. Design, deliver, and evaluate a comprehensive school counseling program that includes classroom or group instruction, individual student planning, responsive services, and indirect student supports.
2. Provide developmentally appropriate instruction and activities in academic habits, self-management, relationships, conflict resolution, help-seeking, safety, career exploration, and postsecondary planning as applicable.
3. Use schoolwide and disaggregated student data, needs assessments, and stakeholder input to identify service gaps, establish measurable program goals, and assess effectiveness.
4. Provide brief, goal-focused individual and small-group school counseling for academic, attendance, behavioral, social, emotional, adjustment, grief, and peer concerns within the scope of school counseling practice.
5. Conduct student check-ins, solution-focused interventions, problem-solving and restorative conversations; monitor progress and connect students to additional support when indicated.

6. Support transitions, orientation, course and program planning, graduation pathways, career development, and postsecondary readiness as developmentally and assignment appropriate.
7. Recognize the limits of school-based counseling; refer students and families to appropriate school or community providers for diagnosis, long-term therapy, or specialized treatment.
8. Participate in district crisis response, threat-assessment and suicide-risk procedures as trained and designated; promptly follow reporting, supervision, notification, referral, and reentry protocols.
9. Identify and respond to suspected abuse or neglect in accordance with mandated-reporting requirements and district procedures.
10. Collaborate with school teams and families to address chronic absenteeism, school avoidance, barriers to attendance, and student reengagement.
11. Participate in MTSS/IMTSS, Student Assistance Program (SAP), PBIS, and other multidisciplinary teams to identify needs, plan interventions, review data, and coordinate appropriate supports.
12. Consult and collaborate with teachers, administrators, school psychologists, nurses, social workers, special educators, families, and community agencies to support student success.
13. Contribute relevant observations and counseling expertise to student evaluation, IEP, Section 504, and transition planning processes as appropriate to the counselor's role; implement assigned supports consistent with plans and qualifications.
14. Advocate for equitable access to instruction, programs, services, and opportunities, including for students facing disability-related, economic, housing, language, or other barriers.
15. Communicate with families about student needs, resources, transitions, and school supports while honoring confidentiality and consent requirements.
16. Facilitate referrals and coordinate with community mental health, human services, and other partners; participate in student-centered meetings as appropriate.
17. Provide consultation and professional learning to staff and families on developmentally appropriate student support topics.
18. Maintain timely, factual, secure counseling documentation and safeguard student information in accordance with applicable law, district policy, and professional ethical standards.
19. Explain the purpose and limits of confidentiality to students in age-appropriate ways; share information only as authorized or required for safety and legitimate educational purposes.
20. Use professional judgment, maintain appropriate boundaries, participate in supervision and professional development, and follow district procedures.
21. Coordinate and organize standardized testing activities as assigned, including assessment schedules, staff communication, testing logistics, accommodations coordination with appropriate personnel, make-up testing, test security procedures, and interpretation or communication of results as appropriate.
22. Assist with student schedules and schedule changes throughout the school year, including course requests, appropriate placement, student transitions, and adjustments based on academic needs, graduation requirements, and student circumstances, in collaboration with administrators and scheduling personnel.
23. Perform other related duties consistent with the essential functions, professional scope, and needs of the district as assigned.
24. Demonstrates sound judgment, empathy, discretion, professional integrity, crisis-response readiness, organization, effective communication, collaborative problem-solving, and reliable attendance. Performs duties across school settings and uses district technology and student information systems appropriately.
25. Performs other duties assigned by the supervisor.

- 26. Works cooperatively with other workers.
- 27. Consistent attendance is a requirement of the job.

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TERMS OF EMPLOYMENT:

In accordance with the Association of Clinton County Educators compensation plan.

Adopted by the Board of Directors on _____.

DRAFT

**KEYSTONE CENTRAL SCHOOL DISTRICT
POSITION DESCRIPTION**

TITLE:	Guidance Counselor - OLD
QUALIFICATIONS:	Minimum master's degree and appropriate Pennsylvania certification for Elementary/Secondary Guidance Counseling required; background in working with both elementary and secondary children; experience as classroom teacher preferred; must possess a thorough and current knowledge of curriculum and effective teaching practices, be an effective communicator with strong organizational and leadership skills.
REPORTS TO:	Building Principal
JOB GOAL:	To help students understand themselves, recognize their intrinsic worth as individuals, and their relationship to their environment; to help students understand and accept their aptitudes, interests, attitudes, values, abilities, strengths, and weaknesses; aid students in self-evaluation, self-understanding, and self-direction enabling each to make decisions consistent with short and long range goals; help students to acquire a better understanding of the world of work through the acquisition of skills and attitudes and/or participation in work.

PERFORMANCE RESPONSIBILITIES:

1. Assist students through crisis interventions and develop programs for students at risk.
2. Conduct academic counseling for students who may not be working up to their academic potential as well as attendance counseling for students with truancy issues. Conduct placement counseling for individual students as well as group counseling for students with similar concerns (e.g. life skills, study skills, building self-esteem, stress management, coping strategies, conflict resolution, communication skills). Conduct personal counseling for students who may appear to be having social, emotional, or personal problems through family changes such as death, divorce, or separation.
3. Conduct conflict resolution counseling for students.
4. Serve as a liaison between parents, teachers, administration, and non-school agencies.
5. Provide feedback and advice to instructional staff relative to student needs, performance, or interpersonal conflicts. Serve as a consultant to administrators concerning student needs and academic considerations. Work with academically at-risk students and make recommendations for course of action. Serve as a member of the Student Assistance Team.
6. Deliver course selection presentations.

7. Plan and conduct specialized units of instruction (e.g. career, self-awareness).
8. Coordinate orientation and placement of new students. Assist in the development and coordination of parent orientation programs
9. Coordinate assignments for students who are to be placed on homebound instruction and monitor student progress.
10. Coordinate and manage all standardized testing programs.
11. Refer students with needs that are outside the scope of school resources to appropriate non-school agencies.
12. Coordinate school awards and special interest programs.
13. Maintain student records to include academics, attendance and behavior. Insure proper distribution of student records.
14. Develop budgets for guidance programs.
15. Maintain category "C" records on students seen by a counselor for any extended period of time.
16. Perform related duties as assigned.

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TERMS OF EMPLOYMENT:

In accordance with the Association of Clinton County Educators' compensation plan.

Adopted by the Board of Directors on _____.

Keystone Central School District is an Equal Opportunity Employer

Memorandum of Understanding
between the
Keystone Central School District
and the
Association of Clinton County Educators

This Memorandum of Understanding is entered into by the Keystone Central School District (District) and the Association of Clinton County Educators (Association). The parties have a Collective Bargaining Agreement (CBA) effective July 1, 2022, through June 30, 2027. This MOU supplements Article VI, Hours and Conditions, of the CBA for online courses assigned during the regular workday, as follows:

- 1. Scope and assignments.** This MOU applies only to teachers assigned to teach online courses for students in grades 7 through 12. The District shall not assign teachers to teach online courses for students in grades K through 6.
- 2. Scheduled instructional period.** For each online course assigned as part of a teacher's regular teaching assignment, the District shall schedule a regular class period during the student day for the teacher to provide instruction, manage the course, respond to students, and perform related teaching duties. An online class period shall count as a teaching period. The assignment shall not extend the teacher workday under Article 6.1 of the CBA or replace or reduce the teacher's daily preparation period under Article 6.6.
- 3. Class size.** Enrollment in an online course shall not exceed thirty-five (35) students for each teacher, for each scheduled class period provided for that course. The District shall not combine multiple online course sections into one scheduled class period in a manner that exceeds this limit.
- 4. Instruction and availability.** Online instruction under this MOU shall be asynchronous. Teachers shall not be required to provide live instruction, hold office hours, or otherwise be available for the online course outside the student day. A teacher may communicate with students during the scheduled student day using District-approved methods.
- 5. Cameras and recordings.** Teachers shall not be required to turn on a camera, appear on video, or record video lessons in connection with an online course under this MOU.
- 6. Course development.** When the District requires a teacher to create or substantially develop online course content beyond ordinary lesson preparation, the District shall provide the teacher the same approval process, allocated development time, and compensation that apply to curriculum development work in the District. Required development work outside the regular workday shall be arranged and compensated under that process.

7. **Formal observations.** During the first two school years in which a teacher is assigned to teach or implement an online course, an online class period shall not be used for a formal observation unless the teacher agrees. This does not prevent a formal observation of another class period taught by the teacher.
8. **Student conduct.** The District's expectations for student behavior in online courses shall be consistent with those for in-person classes. Teachers may refer disciplinary matters arising in an online course to administration, and the District shall address those matters through the same disciplinary procedures and administrative support used for in-person classes.
9. **Districtwide virtual days.** This MOU does not apply to districtwide virtual instruction days called because of inclement weather. The established practices governing those days shall continue to apply.
10. **CBA and duration.** Except as expressly provided in this MOU, the CBA remains in full force and effect. This MOU takes effect upon signature by both parties and remains in effect through June 30, 2027, unless the parties modify or extend it by mutual written agreement.

The parties have caused this Memorandum of Understanding to be signed by their authorized representatives.

For the Keystone Central School District

**For the Association of Clinton County
Educators**

Authorized Representative

Authorized Representative

Date: _____

Date: _____