

Pennsylvania Human Relations Commission Conciliation Agreement and Excellence For All

Exhibit A

Exh A	94 Conciliation Agreement Points	Action Steps underway in District that address this point	Where this Action Step Falls in Excellence For All and its Supporting PPS Empowerment Plan
Administrative Support			
1	The Respondent shall identify by position or title a specific full-time administrator whose duties shall include coordinating all of the District’s educational equity initiatives. <i>Major Conciliation Categories: Administrative Support</i>	Hire a Program Coordinator whose duties shall include coordinating all of the Board of Education’s educational equity initiatives in order to provide an equal educational opportunity	Empowerment Plan: Quality Teaching Goal Area I. Strategy 4: Improve Academic Outcomes for African American Students Appendix: A pg. 15-22
2	The Coordinator will report directly to the Superintendent and have access to the records of all District offices. <i>Major Conciliation Categories: Administrative Support</i>	Coordinator will report directly to the Superintendent's office and have full access to the records of all District offices. Reporting relationship defined on organizational chart.	Empowerment Plan: Quality Teaching Goal Area I. Strategy 4: Improve Academic Outcomes for African American Students Appendix: A pg. 15-22
3	The Coordinator and each department head’s job description will include specific equity functions and performance reviews will include specific equity evaluations and recommendations. <i>Major Conciliation Categories: Administrative Support</i>	Chief of Human Resources has already begun the work of modifying the department head's job descriptions to include specific equity functions and performance reviews.	Empowerment Plan: Quality Teaching Goal Area I. Strategy 4: Improve Academic Outcomes for African American Students Appendix: A pg. 15-22
4	The Coordinator will review and analyze district disaggregated student data on standardized test scores and other educational resources. <i>Major Conciliation Categories: Administrative Support; Monitoring</i>	Coordinator will review and analyze district’s disaggregated student data on standardized test scores and other educational resources and develop recommendations to ensure equity in these areas as required by the agreement.	Empowerment Plan: Quality Teaching Goal Area I. Strategy 4: Improve Academic Outcomes for African American Students Appendix: A pg. 15-22
5	Additional staff will be identified to support the Coordinator in the capacity of a Program Specialist and a Data Evaluator. <i>Major Conciliation Categories: Administrative Support</i>	Data Evaluator identified. Coordinator shall also serve as the Program Specialist, but will have additional support from a Project Assistant	Empowerment Plan: Quality Teaching Goal Area I. Strategy 4: Improve Academic Outcomes for African American Students Appendix: A pg. 15-22
6	The Board of Education will provide all other Administrative Support Data and actions as stipulated by the Agreement. <i>Major Conciliation Categories: Administrative Support, Monitoring</i>	PPS will provide all other Administrative Support (via the Deputy Superintendent and Chief of Research, Assessment and Accountability) for data and actions as stipulated by the Conciliation Agreement	Empowerment Plan: Quality Teaching Goal Area I. Strategy 4: Improve Academic Outcomes for African American Students Appendix: A pg. 15-22

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7	The Coordinator position is maintained throughout the term of the Agreement. <i>Major Conciliation Categories: Administrative Support</i>	Coordinator has been identified and his salary is part of the district's general budget.	Empowerment Plan: Quality Teaching Goal Area I. Strategy 4: Improve Academic Outcomes for African American Students Appendix: A pg. 15-22

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Instructional Support			
8	The emulation of appropriate instructional programs and techniques used at schools that have outperformed other schools in successfully decreasing the African American achievement gap. <i>Major Conciliation Categories: Instructional Support, Reducing the Achievement Gap, Monitoring</i>	Emulate appropriate instructional programs and techniques used at schools at all operational levels, which according to district documents and PA School Assessment and Value Added Assessment information have outperformed other schools in successfully decreasing the African American achievement gap.	Empowerment Plan: Quality Teaching Goal Area I. Strategy 4: Improve Academic Outcomes for African American Students Appendix: A pg. 15-22
9	Respondent shall continue to evaluate and, based upon its evaluation, appropriately continue, modify or discontinue its efforts to encourage teachers to earn national certification through the National Board for Professional Teaching Standards. <i>Major Conciliation Categories: Instructional Support, Monitoring</i>	Evaluate, and based on its evaluation, appropriately continue, discontinue, or modify its efforts to encourage teachers to pursue National Board of Professional Teaching Standards certification.	Empowerment Plan: Quality Teaching Goal Area I. Strategy 4: Improve Academic Outcomes for African American Students Appendix: A pg. 15-22
10	Respondent shall continue to evaluate and, based upon its evaluation, appropriately continue to modify its efforts to assure that the lowest-paid, least experienced teachers are not concentrated in schools with the highest proportion of African American children. <i>Major Conciliation Categories: Instructional Support</i>	Evaluate, and based on its evaluation, appropriately continue, discontinue or modify its efforts to assure that the lowest-paid, least experienced teachers are not concentrated in schools with the highest proportion of African American children.	Empowerment Plan: Quality Teaching Goal Area I. Strategy 4: Improve Academic Outcomes for African American Students Appendix: A pg. 15-22
11	Respondent shall evaluate and, based upon its evaluation, maintain or reallocate resource levels to assure an equitable needs-based allocation of resources. <i>Major Conciliation Categories: Instructional Support, Monitoring</i>	Equitably allocate supplemental resource funds to schools.	Empowerment Plan: Quality Teaching Goal Area I. Strategy 4: Improve Academic Outcomes for African American Students. Artful Use of Infrastructure Appendix: A pg. 15-22; Goal Area 3: Efficient and equitable distribution of resources to address the needs of all students, to the maximum extent feasible. Appendix: A pg. 42-45

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12	The Board of Education shall evaluate, and based upon this evaluation, continue, discontinue, or modify its efforts to involve parents through the use of parent engagement programs (School Plan for Excellence, Parent School Community Councils, Head Start Council, Dashboard and School Volunteers Program). <i>Major Conciliation Categories: Instructional Support, Monitoring</i>	The district has benchmarked national research on parent engagement, looking at models such as those used by Joyce Epstein, Anne Henderson, Jeff Howard, Heather Weiss, and James Comer in order to identify research proven best practices on which to base a new family/community engagement model that will include not only traditional involvement activities, but also community-wide will building and leadership development to create a commonality around the district's belief system that all children can learn.	Artful use of Infrastructure: Goal Area 4: Efficient and Equitable distribution of resources to address the needs of all students, to the maximum extent feasible. Strategy 2: Improve accountability and assessment within the school district. Appendix: A pg. 46-50
13	Respondent shall continue to evaluate instructional materials that will provide comprehensive holistic instruction in African American history and culture. <i>Major Conciliation Categories: Instructional Support, Monitoring</i>	Continue to offer African American history and culture courses.	Empowerment Plan: Quality Teaching Goal Area I. Strategy 4: Improve Academic Outcomes for African American Students Appendix: A pg. 15-22
14	Respondent shall continue to evaluate and, based upon its evaluation, continue or modify its efforts to promote the development of positive cultural values which support educational achievement <i>Major Conciliation Categories: Instructional Support, Monitoring</i>		Empowerment Plan: Quality Teaching Goal Area I. Strategy 4: Improve Academic Outcomes for African American Students Appendix: A pg. 15-22
15	Respondent shall provide in-classroom supports, including but not limited to additional teachers, paraprofessionals and highly qualified tutors in schools which have underperformed their Pennsylvania peers within and outside the District for at least two consecutive school years. <i>Major Conciliation Categories: Instructional Support, Monitoring</i>	Continue to provide highly qualified tutors to work with teachers who have high expectations	Empowerment Plan: Quality Teaching Goal Area I. Strategy 4: Improve Academic Outcomes for African American Students Appendix: A pg. 15-22

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16	Respondent shall provide instructional support for schools identified as underperforming their peers and have an African American student enrollment of 75% or greater, and have students that have scored at least 15 percentage points lower than state averages on reaching proficient or above in mathematics and reading. <i>Major Conciliation Categories: Instructional Support, Monitoring</i>		Empowerment Plan: Quality Teaching Goal Area I. Strategy 4: Improve Academic Outcomes for African American Students Appendix: A pg. 15-22
17	Respondent shall continue to provide targeted professional development opportunities based on needs assessments of instructional, administrative and support staff. <i>Major Conciliation Categories: Instructional Support, Monitoring</i>	Peer professional development to share ideas on how to target deficient skills in the core areas. The principal will also conduct styles of teaching sessions based on research and those techniques best used with low achieving students. Also provide time for outside support staff to conduct similar workshops.	Empowerment Plan: Goal Area I. Strategy 3: Frequently Monitor and Adjust Instruction for All Student Appendix: A pg. 11-14 Quality Teaching Goal Area I. Strategy 4: Improve Academic Outcomes for African American Students Appendix: A pg. 15-22
18	Respondent shall continue to offer professional development in differentiated instruction to accommodate students' diverse learning styles, cultural backgrounds and other significant learning differences. <i>Major Conciliation Categories: Instructional Support</i>	Peer professional development to share ideas on how to target deficient skills in the core areas. The principal will also conduct styles of teaching sessions based on research and those techniques best used with low achieving students. Also provide time for outside support staff to conduct similar workshops.	Empowerment Plan under Quality Teaching Goal Area I. Strategy 4: Improve Academic Outcomes for African American Students Appendix: A pg. 15-22 Continuous Learning Ethic: Building Staff Capacity to Implement Reform Agenda pg. 55-58
19	Respondent shall continue to evaluate and, based upon its evaluation, appropriately continue, modify or discontinue its existing professional development programs which were created to achieve equal educational opportunity and educational equity. <i>Major Conciliation Categories: Instructional Support, Monitoring</i>	PPS are looking at the lack of growth across time within the African American student population, within grades and across grades and are developing targeted strategies to close what are currently deficient and unacceptable achievement gaps for these students.	Empowerment Plan: Quality Teaching Goal Area I. Strategy 4: Improve Academic Outcomes for African American Students Appendix: A pg. 15-22; Artful Use of Infrastructure Accountability and Assessment/RAND SPI pg. 46-50

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20	Respondent shall continue to use research-based teaching practices and quarterly benchmark assessments to determine the needs and measure the progress of students. <i>Major Conciliation Categories: Instructional Support, Monitoring</i>	A) Implement Kaplan 6-12 and then Pre-K-5 B) Adopt Writing Across the Curriculum Program C) Implement school-based coaching D) Align student benchmark assessments E) Adopt new elementary reading program	Empowerment Plan under Quality Teaching Goal Area I. Strategy 2: Adopt a Program of Managed Instruction and Strategy 4: Improve Academic Outcomes for African American Students; Artful Use of Infrastructure Accountability and Assessment/RAND SPI pg. 46-50
21	Respondent shall implement flexible groups to address the various educational needs of students and to eliminate permanent “tracking” of students. <i>Major Conciliation Categories: Instructional Support</i>	The Academic Cabinet is monitoring the progress of the schools on a regular basis with the principals. Formative assessments are given to students. These are reviewed and monitored so that instruction can be adjusted to meet the needs of students who are falling behind.	Empowerment Plan: Quality Teaching Goal Area I. Strategy 3: Frequently Monitor and Adjust instruction for All Students pg. 11-14
22	Respondent shall explore a peer tutoring/mentoring program that will not impede the learning of the tutors or other students. <i>Major Conciliation Category: Instructional Support</i>	This action is occurring throughout the district in small pockets; however, there has not been a systemic approach to this area.	Empowerment Plan: Quality Teaching Goal Area I. Strategy 4: Improve Academic Outcomes for African American Students Appendix: A pg. 15-22: Artful Use of Infrastructure - Goal Area 5 Improved Public Confidence In Strong Parent Community Engagement pg. 51- 58
23	Respondent shall continue to base program decisions on data. <i>Major Conciliation Categories: Instructional Support, Monitoring</i>	Continue to base program decisions and evaluation on data.	Empowerment Plan: Quality Teaching Goal Area I. Strategy 4: Improve Academic Outcomes for African American Students Appendix: A pg. 15-22 Artful Use of Infrastructure, Accountability and Assessment/RAND SPI pg. 46-50

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24	Respondent shall continue to provide for and expand opportunities such as the Superintendent’s Student Advisory Council to elicit active and authentic student input. <i>Major Conciliation Category: Instructional Support</i>	Create a student leadership team that meets and advises the Superintendent around district reform initiatives	Empowerment Plan: Quality Leadership Goal Area 3: Efficient and Effective Support Operations for all Students and Employees. Strategy 1: Redesign the organizational structure, operating processes, and internal financial reporting procedures: Create a student leadership team that meets and advises the Superintendent around district reform initiatives: Appendix A pg. 40
25	Involve parents through the use of parent engagement programs (School Plan for Excellence, Parent School Community Councils, Head Start Council, Dashboard and School Volunteers Program). <i>Major Conciliation Categories: Instructional Support</i>	Evaluate and based on its evaluate, appropriately continue or modify its efforts to involve parents through the use of parent engagement programs with support for parents in academic matters and technology areas	Empowerment Plan: Quality Teaching Goal Area I. Strategy 4: Improve Academic Outcomes for African American Students Appendix: A pg. 15-22; Goal Area 5 Improved Public Confidence In Strong Parent Community Engagement pg. 51- 58

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Equity in Discipline			
26	Annual research-based training and professional development be delivered to teachers, administrators, and school board members concerning: <i>Major Conciliation Categories: Instructional Support, Monitoring</i>	Continue to provide annual research-based training and professional development resources for teachers, administrators, and school board members concerning the impact of differing cultural norms, values, and beliefs.	Empowerment Plan: Quality Teaching Goal Area I. Strategy 4: Improve Academic Outcomes for African American Students: Appendix: A pg. 15-22; Continuous Learning Ethic Goal 4: Efficient and Effective Support Operations for All Students and Employees Strategy I: Building staff capacity to implement the reform agenda.
27	The impact of differing cultural norms, values, and belief systems on interpretations of student behavior. <i>Major Conciliation Categories: Instructional Support</i>		Empowerment Plan: Quality Teaching Goal Area I. Strategy 4: Improve Academic Outcomes for African American Students: Appendix: A pg. 15-22; Continuous Learning Ethic Goal 4: Efficient and Effective Support Operations for All Students and Employees Strategy I: Building staff capacity to implement the reform agenda. pg. 55-58
28	Choices of strategies for influencing student behavior. <i>Major Conciliation Categories: Instructional Support</i>		Empowerment Plan: Quality Teaching Goal Area I. Strategy 4: Improve Academic Outcomes for African American Students: Appendix: A pg. 15-22; Continuous Learning Ethic Goal 4: Efficient and Effective Support Operations for All Students and Employees Strategy pg. 55-58

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29	Application of formal discipline policies and procedures. <i>Major Conciliation Categories: Administrative Support, Instructional Support, Equity in Discipline</i>		Empowerment Plan: Quality Teaching Goal Area I. Strategy 4: Improve Academic Outcomes for African American Students: Appendix: A pg. 15-22: Continuous Learning Ethic Goal 4: Efficient and Effective Support Operations for All Students and Employees Strategy pg. 55-58
30	Students' reactions to the discipline-related actions of teachers and/or administrators. <i>Major Conciliation Categories: Instructional Support, Equity in Discipline</i>		Quality Leadership: Goal Area 2 Safe and Orderly Environment for all Students and Employees: Strategy 2: Strengthen disciplinary process, revise Code of Student Conduct, and train for consistent implementation pg. 34-37
31	Training will include enhancement of the knowledge, awareness and skills necessary to reduce any incident of bias or disparate impact with regard to discipline. <i>Major Conciliation Categories: Instructional Support</i>	Continue to set annual goals for reducing the statistically significant racial disparity and achievement in order to reduce the racial achievement gap.	Empowerment Plan: Quality Teaching Goal Area I. Strategy 4: Improve Academic Outcomes for African American Students: Appendix A pg. 15-22
32	Respondent shall provide a challenging research-based curriculum for all students and academic support to low performing ones until they can function at grade level to reduce students' frustration-based misbehavior. <i>Major Conciliation Categories: Instructional Support, Equity in Discipline</i>	Strategy 2: Adopt a program of Managed Instruction a) Implement Kaplan 6-12 and then Pre-K-5 b) Adopt Writing Across the Curriculum Program c) Implement school-based coaching d) Align student benchmark assessments e) Adopt new elementary reading program	Empowerment Plan: Quality Teaching Goal Area I. Strategy 4: Improve Academic Outcomes for African American Students. Goal Area 2: A Safe and Orderly environment for all students and employees. Strategy 2: Strengthen disciplinary process, revise Code of Student Conduct, and train for consistent implementation. pg. 34-37

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33	Respondent shall explore and establish as appropriate and/or effective a mediation program to resolve minor behavior infractions. <i>Major Conciliation Categories: Instructional Support, Equity in Discipline</i>	Design and implement a mediation program. In addition, the District will design training session around form of helping students reach a peaceful consensus on their differences.	Empowerment Plan: Quality Teaching Goal Area I. Strategy 4: Improve Academic Outcomes for African American Students. Continuous Learning Ethic Goal 4: Efficient and Effective Support Operations for All Students and Employees Strategy pg. 55-58
34	Respondent shall develop guidelines for examining patterns of disparate discipline. <i>Major Conciliation Categories: Instructional Support, Equity in Discipline, Monitoring</i>		Empowerment Plan: Quality Teaching Goal Area I. Strategy 4: Improve Academic Outcomes for African American Students. Continuous Learning Ethic Goal 4: Efficient and Effective Support Operations for All Students and Employees Strategy pg. 55-58
35	Collecting and analyzing data on referrals for discipline and disciplinary actions by race, ethnicity, and type of offense <i>Major Conciliation Categories: Instructional Support, Equity in Discipline</i>	Continue to improve the disciplinary climate through use of data on referrals and types of offence	Empowerment Plan: Quality Teaching Goal Area I. Strategy 4: Improve Academic Outcomes for African American Students. Continuous Learning Ethic Goal 4: Efficient and Effective Support Operations for All Students and Employees Strategy pg. 55-58
36	Provide specialized training for those teachers who fail and/or refer African American students for discipline at rates that are statistically disproportionate to their class enrollment. <i>Major Conciliation Categories: Instructional Support, Monitoring</i>	Providing specialized training for those teachers who fail and/or refer African American students for incessant discipline problems.	Empowerment Plan: Quality Teaching Goal Area I. Strategy 4: Improve Academic Outcomes for African American Students; Appendix A pg. 15-22 Continuous Learning Ethic Goal 4: Efficient and Effective Support Operations for All Students and Employees Strategy pg. 55-58

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37	Provide positive discipline <i>Major Conciliation Categories: Instructional Support, Equity in Discipline</i>	The District will conduct workshops for parents on discipline procedures.	Goal Area 2: A Safe and Orderly environment for all students and employees. Strategy 2: Strengthen disciplinary process, revise Code of Student Conduct, and train for consistent implementation. Pg. 34-37
38	Behavior management and conflict resolution training for new teachers and those expressing an interest. <i>Major Conciliation Categories: Administrative Support, Instructional Support</i>	The District will design training session around form of helping students reach a peaceful consensus on their differences.	Goal Area 2: A Safe and Orderly environment for all students and employees. Strategy 2: Strengthen disciplinary process, revise Code of Student Conduct, and train for consistent implementation. Pg. 34-37

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Reducing the Achievement Gap			
39	Respondent shall implement research-based initiatives that have proven to be effective in reducing the racial academic achievement gap. <i>Major Conciliation Categories: Reducing the Achievement Gap, Monitoring</i>	Certain grades reached academic targets. Based on that data, we are looking at those schools that did not reach AYP and using the strategies in this document to plan accordingly. Most specifically, we are looking at the lack of growth across time within the African American student population, within grades and across grades and are developing targeted strategies to close what are currently deficient and unacceptable achievement gaps for these students.	Quality Leadership Goal Area 3: Efficient and Effective Support Operations for all Students and Employees. Strategy 1: Redesign the organizational structure, operating processes, and internal financial reporting procedures pg. 38-41. Empowerment Plan: Quality Teaching Goal Area I. Strategy 4: Improve Academic Outcomes for African American Students; Appendix A pg. 15-22 Artful Use of Infrastructure - Goal Area 5 Improved Public Confidence In Strong Parent Community Engagement pg. 51- 58
40	Respondent shall continue to implement the TESA (Teacher Expectations and Student Achievement) program to assure cultural congruence in instruction. <i>Major Conciliation Categories: Reducing the Achievement Gap</i>		Empowerment Plan: Quality Teaching Goal Area I. Strategy 4: Improve Academic Outcomes for African American Students; Appendix A pg. 15-22 Continuous Learning Ethic Goal 4: Efficient and Effective Support Operations for All Students and Employees Strategy pg.55-58
41	Respondent shall recruit highly qualified certified teachers and provide them with appropriate training and professional development to meet the needs of the diverse student population. <i>Major Conciliation Categories: Reducing the Achievement Gap</i>		Empowerment Plan: Quality Teaching Goal Area I. Strategy 4: Improve Academic Outcomes for African American Students; Appendix A pg. 15-22 Continuous Learning Ethic Goal 4: Efficient and Effective Support Operations for All Students and Employees Strategy pg.55-58

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42	Respondent shall continue to set annual numeric goals for reducing the statistically significant racial disparities in achievement with the goal of eliminating the gap by the end of the Agreement. <i>Major Conciliation Categories: Reducing the Achievement Gap, Monitoring</i>		Empowerment Plan: Quality Teaching Goal Area I. Strategy 4: Improve Academic Outcomes for African American Students; Appendix A pg. 15-22. Artful Use of Infrastructure, Accountability and Assessment/RAND SPI pg. 46-50

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Equity in Special Education Placements			
43	Respondent shall continue to document the measures taken to decrease statistically significant minority over-identification and levels of restrictiveness. <i>Major Conciliation Categories: Equity in Special Education Placement, Monitoring</i>	Continue to document the measures taken to decrease significantly minority over-identification in special ed programs	Empowerment Plan: Quality Teaching Goal Area I. Strategy 4: Improve Academic Outcomes for African American Students pg. 15-22. This item is also found in Goal Area I. Strategy 5: Provide Efficient and Effective Management of District Special Education Programs to Meet the Needs of Each Child in the Most Economical Setting pg. 23-29
44	Expand the number of Advanced Placement (AP) courses <i>Major Conciliation Categories: Reducing the Achievement Gap, Equity in Special Education</i>	Continue to expand the number of Advanced Placement courses in each high school to encourage all students to register for more rigorous coursework.	Empowerment Plan: Quality Teaching Goal Area I. Strategy 4: Improve Academic Outcomes for African American Students pg. 15-22. This item is also found in Goal Area I. Strategy 5: Provide Efficient and Effective Management of District Special Education Programs to Meet the Needs of Each Child in the Most Economical Setting pg. 23-29
45	Encourage all students to register for AP course <i>Major Conciliation Categories: Reducing the Achievement Gap, Equity in Special Education Placement</i>	The Gifted Task Force will be making recommendations in this area to: 1). Increase AP offerings and 2). To increase registering for the AP tests.	Empowerment Plan: Quality Teaching Goal Area I. Strategy 4: Improve Academic Outcomes for African American Students pg. 15-22. This item is also found in Goal Area I. Strategy 5: Provide Efficient and Effective Management of District Special Education Programs to Meet the Needs of Each Child in the Most Economical Setting pg. 23-29

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46	Design ways to inform all ethnic populations of gifted education services and programs. <i>Major Conciliation Categories: Equity in Special Education Placement</i>	All parents and families receive annual information regarding procedures on how to access gifted education services and programs, including procedures on how to request a formal gifted evaluation. This process is on-going with information being disseminated by PSE and the districts off of Marketing and Communication.	Empowerment Plan: Quality Teaching Goal Area I. Strategy 4: Improve Academic Outcomes for African American Students pg. 15-22. This item is also found in Goal Area I. Strategy 5: Provide Efficient and Effective Management of District Special Education Programs to Meet the Needs of Each Child in the Most Economical Setting pg. 23-29
47	Respondent shall continue to identify statistically significant disparities by race, ethnicity and disability category, in both identification and restrictiveness of placement. <i>Major Conciliation Categories: Equity in Special Education Placement, Monitoring</i>	Continue efforts to address racial disparities in special education.	Empowerment Plan: Quality Teaching Goal Area I. Strategy 4: Improve Academic Outcomes for African American Students pg. 15-22. This item is also found in Goal Area I. Strategy 5: Provide Efficient and Effective Management of District Special Education Programs to Meet the Needs of Each Child in the Most Economical Setting pg. 23-29
48	Respondent shall continue to provide teachers adequate support, training and time to collaborate on addressing the needs of children with learning problems <i>Major Conciliation Categories: Equity in Special Education Placement</i>	Continue to provide teachers with support and training on the needs of children with learning problems and on enhancing instructional strategies to meet the needs of those students with problems.	Empowerment Plan: Quality Teaching Goal Area I. Strategy 4: Improve Academic Outcomes for African American Students pg. 15-22. This item is also found in Goal Area I. Strategy 5: Provide Efficient and Effective Management of District Special Education Programs to Meet the Needs of Each Child in the Most Economical Setting pg. 23-29

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49	Respondent shall continue enhancing instructional strategies to meet the needs of those students experiencing instructional or behavioral problems. <i>Major Conciliation Categories: Instructional Support, Equity in Discipline, Equity in Special Education Placement</i>	Utilize Instructional Support Teams and Core teams to provide support to students and teachers in use of the curriculum and providing intensive support and interventions to support student learning. Response to Intervention will work through the Instructional Support Team and will collaborate closely to develop a shared process—not separate processes. The District will use the Wilson Reading approach to support specialized literacy instruction.	Empowerment Plan: Quality Teaching Goal Area I. Strategy 4: Improve Academic Outcomes for African American Students pg. 15-22. This item is also found in Goal Area I. Strategy 5: Provide Efficient and Effective Management of District Special Education Programs to Meet the Needs of Each Child in the Most Economical Setting pg. 23-29
50	Respondent shall continue to monitor, develop and revise as necessary the array of strategies and interventions available through its Instructional Support Team (IST) Program <i>Major Conciliation Categories: Equity in Special Education Placement, Monitoring</i>	Combine the use of rigorous academic curricula and interventions and Instructional Support Teams (IST) with the work and training on Response to Intervention (RTI) teams.	Empowerment Plan: Quality Teaching Goal Area I. Strategy 4: Improve Academic Outcomes for African American Students pg. 15-22. This item is also found in Goal Area I. Strategy 5: Provide Efficient and Effective Management of District Special Education Programs to Meet the Needs of Each Child in the Most Economical Setting pg. 23-29
51	Increase the frequency and quality of strategies and interventions for those students experiencing learning difficulties. <i>Major Conciliation Categories: Instructional Support, Equity in Special Education Placement, Curriculum</i>	The support team structure (IST, core teams) will support tiers of intervention, and intense interventions to students who need them. The Response to Intervention and Instructional Support Teams shall have a shared purpose—to support student success in regular education.	Empowerment Plan: Quality Teaching Goal Area I. Strategy 4: Improve Academic Outcomes for African American Students pg. 15-22. This item is also found in Goal Area I. Strategy 5: Provide Efficient and Effective Management of District Special Education Programs to Meet the Needs of Each Child in the Most Economical Setting pg. 23-29

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52	Provide for collaborative problem solving among teachers, related service personnel, family members and administrators. <i>Major Conciliation Categories: Instructional Support, Equity in Special Education Placement</i>	Regular education and special education staff will work together to monitor student progress. This will be facilitated through the Real Time Information (RTI) data environment that exists within the District.	Empowerment Plan: Quality Teaching Goal Area I. Strategy 4: Improve Academic Outcomes for African American Students pg. 15-22. This item is also found in Goal Area I. Strategy 5: Provide Efficient and Effective Management of District Special Education Programs to Meet the Needs of Each Child in the Most Economical Setting pg. 23-29; Artful Use of Infrastructure: Strategy I: Accountability and Assessment/RAND and SPI, pages 46-50
53	Establish the goal of improving attitudes and supplementing skills of school-based staff to address students' academic and behavioral needs. <i>Major Conciliation Categories: Equity in Discipline, Equity in Special Education Placement, Monitoring</i>	The IST and Response to Intervention Team shall participate in regular, ongoing training offered by PaTTAN and the Bureau of Special Education	Empowerment Plan: Quality Teaching Goal Area I. Strategy 4: Improve Academic Outcomes for African American Students pg. 15-22. This item is also found in Goal Area I. Strategy 5: Provide Efficient and Effective Management of District Special Education Programs to Meet the Needs of Each Child in the Most Economical Setting pg. 23-29; Continuous Learning Ethic: Building Staff Capacity to Implement Reform Agenda, pages 55-58

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54	Determine whether curriculum instructional materials, instructional practices, teacher perceptions, or other factors impact the student’s difficulties. <i>Major Conciliation Categories: Instructional Support, Equity in Special Education Placement, Monitoring</i>	Combine the use of rigorous academic curricula and interventions and Instructional Support Teams (IST) with the work and training on Response to Intervention (RTI) teams. Teachers will receive training and professional development on how to fully implement the Wilson Reading Program. Training will be cyclical across a three-year period and will be designed to not only familiarize teachers with the model, but also to continuously enhance teaching skill with the model specifically in order to improve student results.	Empowerment Plan: Quality Teaching Goal Area I. Strategy 4: Improve Academic Outcomes for African American Students pg. 15-22. This item is also found in Goal Area I. Strategy 5: Provide Efficient and Effective Management of District Special Education Programs to Meet the Needs of Each Child in the Most Economical Setting pg. 23-29; Artful Use of Infrastructure: Strategy I: Accountability and Assessment/RAND and SPI, pages 46-50
55	The Instructional Support Team shall document difficulties students experience and determine possible reasons for the problems Major Conciliation Categories: Administrative Support, Instructional Support, Equity in Special Education Placement, Monitoring	Utilize Instructional Support Teams and Core teams to provide support to students and teachers in use of the curriculum and providing intensive support and interventions to support student learning. Response to Intervention will work through the Instructional Support Team and will collaborate closely to develop a shared process—not separate processes	Empowerment Plan: Quality Teaching Goal Area I. Strategy 4: Improve Academic Outcomes for African American Students pg. 15-22. This item is also found in Goal Area I. Strategy 5: Provide Efficient and Effective Management of District Special Education Programs to Meet the Needs of Each Child in the Most Economical Setting pg. 23-29; Artful Use of Infrastructure: Strategy I: Accountability and Assessment/RAND and SPI, pages 46-50

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56	Provide and document classroom interventions to ensure that they are appropriate and successful <i>Major Conciliation Categories: Instructional Support, Equity in Special Education Placement, Monitoring</i>	Regular education and special education staff will work together to monitor student progress. This will be facilitated through the Real Time Information (RTI) data environment that exists within the District.	Empowerment Plan: Quality Teaching Goal Area I. Strategy 4: Improve Academic Outcomes for African American Students pg. 15-22. This item is also found in Goal Area I. Strategy 5: Provide Efficient and Effective Management of District Special Education Programs to Meet the Needs of Each Child in the Most Economical Setting pg. 23-29; Artful Use of Infrastructure: Strategy I: Accountability and Assessment/RAND and SPI, pages 46-50
57	Monitor student's progress for a significant period of time <i>Major Conciliation Categories: Equity in Special Education Placement, Monitoring</i>	Regular education and special education staff will work together to monitor student progress. This will be facilitated through the Real Time Information (RTI) data environment that exists within the District.	Goal Area I. Strategy 5: Provide Efficient and Effective Management of District Special Education Programs to Meet the Needs of Each Child in the Most Economical Setting
58	Identify students for whom the learning and/or behavior difficulty persists despite suggested interventions. <i>Major Conciliation Categories: Equity in Discipline, Equity in Special Education Placement, Monitoring</i>	The Response to Intervention process as outlined above will ensure that prior to referral to special education a rigorous academic program has been provided, along with intense interventions.	Empowerment Plan: Quality Teaching Goal Area I. Strategy 4: Improve Academic Outcomes for African American Students pg. 15-22. This item is also found in Goal Area I. Strategy 5: Provide Efficient and Effective Management of District Special Education Programs to Meet the Needs of Each Child in the Most Economical Setting pg. 23-29; Artful Use of Infrastructure: Strategy I: Accountability and Assessment/RAND and SPI, pages 46-50

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Exh A	94 Conciliation Agreement Points	Action Steps underway in District that address this point	Where this Action Step Falls in Excellence For All and its Supporting PPS Empowerment Plan
59	<p>Respondent shall continue to assure that all special education instructional and support services staff have sufficient resources, skills, and professional development to understand and respond to the needs of all students.</p> <p><i>Major Conciliation Categories: Instructional Support, Equity in Special Education Placement, Monitoring</i></p>	<p>The IST and Response to Intervention Team shall participate in regular, ongoing training offered by PaTTAN and the Bureau of Special Education</p>	<p>Empowerment Plan: Quality Teaching Goal Area I. Strategy 4: Improve Academic Outcomes for African American Students pg. 15-22. This item is also found in Goal Area I. Strategy 5: Provide Efficient and Effective Management of District Special Education Programs to Meet the Needs of Each Child in the Most Economical Setting pg. 23-29; Continuous Learning Ethic: Strategy 1: Building Staff Capacity to Implement Reform Agenda, pages 55-58</p>
60	<p>Respondent shall continue to provide a sufficiently rigorous curriculum accessible to all to encourage potential student candidates to improve their academic skills and prepare for advanced coursework.</p> <p><i>Major Conciliation Categories: Instructional Support, Equity in Special Education Placement, Monitoring</i></p>	<p>Teachers will receive training and professional development on how to fully implement the Wilson Reading Program. Training will be cyclical across a three-year period and will be designed to not only familiarize teachers with the model, but also to continuously enhance teaching skill with the model specifically in order to improve student results. Training will be done in conjunction with the Reading and Writing curriculum specialists in the district. A scope and sequence for this training will be housed within the District's three-year professional development calendar.</p>	<p>Empowerment Plan: Quality Teaching Goal Area I. Strategy 2: Managed Instruction, pages 7-10, Strategy 3: Frequently Monitor and Adjust Instruction, pages 11-14; Strategy 4: Improve Academic Outcomes for African American Students pg. 15-22. This item is also found in Goal Area I. Strategy 5: Provide Efficient and Effective Management of District Special Education Programs to Meet the Needs of Each Child in the Most Economical Setting pg. 23-29; Strategy 6: Improve Gifted Education, pages 30-33.</p>

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61	The Respondent shall continue to expand the number of Advanced Placement courses each high school is offering and encourage all students to register for more rigorous courses. <i>Major Conciliation Category: Equity in Special Education Placement</i>	To increase the number and type of Advanced Placement courses in all of our high schools, as well as expanding the District's IB program already in place at one of our district's secondary and one of our middle schools.	Empowerment Plan: Quality Teaching Goal Area I. Strategy 2: Managed Instruction, pages 7-10, Strategy 3: Frequently Monitor and Adjust Instruction, pages 11-14; Strategy 4: Improve Academic Outcomes for African American Students pg. 15-22. This item is also found in Goal Area I. Strategy 5: Provide Efficient and Effective Management of District Special Education Programs to Meet the Needs of Each Child in the Most Economical Setting pg. 23-29; Strategy 6: Improve Gifted Education, pages 30-33.
62	The Respondent shall plan an alternative, non-traditional criteria model for determining "giftedness" in students who are on the free or reduced lunch schedule. <i>Major Conciliation Categories: Instructional Support, Equity in Special Education Placement</i>	As part of the Gifted Task Force recommendations to be delivered to the Superintendent March, 2007 a new model of screening and identification is currently under construction.	Empowerment Plan: Strategy 4: Improve Academic Outcomes for African American Students pg. 15-22. This item is also found in Goal Area I. Strategy 6: Improve Gifted Education, pages 30-33.
63	The Respondent shall seek and obtain the approval of Pennsylvania's Secretary of Education to operate and provide an experimental gifted program or report to the Commission its reasons for not providing such a program. <i>Major Conciliation Categories: Instructional Support, Equity in Special Education Placement</i>	The Gifted Task Force will be submitting to Pennsylvania Secretary of Education and the Bureau of Special Education for review and for compliance with Chapter 16 of the PA Regulations.	Empowerment Plan: Strategy 4: Improve Academic Outcomes for African American Students pg. 15-22. This item is also found in Goal Area I. Strategy 6: Improve Gifted Education, pages 30-33.
64	The Respondent shall adopt and use a system to locate and identify all students within the District who are thought to be gifted and in need of specially designed instruction <i>Major Conciliation Category: Equity in Special Education Placement</i>	As part of the Gifted Task Force recommendations, the District will review and revise its current screening and identification procedures to include students who are thought to be gifted and in need of specially designed instruction.	Empowerment Plan: Strategy 4: Improve Academic Outcomes for African American Students pg. 15-22. This item is also found in Goal Area I. Strategy 6: Improve Gifted Education, pages 30-33.

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Exh A	94 Conciliation Agreement Points	Action Steps underway in District that address this point	Where this Action Step Falls in Excellence For All and its Supporting PPS Empowerment Plan
65	Inform the public of gifted education services and programs and the manner by which to request these service and programs <i>Major Conciliation Category: Equity in Special Education Placement</i>	All parents and families receive annual information regarding procedures on how to access gifted education services and programs, including procedures on how to request a formal gifted evaluation. This process is on-going with information being disseminated by PSE and the districts off of Marketing and Communication.	Empowerment Plan: Strategy 4: Improve Academic Outcomes for African American Students pg. 15-22. This item is also found in Goal Area I. Strategy 6: Improve Gifted Education, pages 30-33.
66	After discussion with teachers and administrators and following appropriate staff training, use multiple criteria to place students in the gifted program <i>Major Conciliation Categories: Instructional Support, Equity in Special Education Placement, Monitoring</i>	As part of the gifted task force recommendations the district will employ professional development strategies for parents, teachers and staff to discuss the districts use of multiple criteria in the evaluation of students for the gifted program.	Empowerment Plan: Strategy 4: Improve Academic Outcomes for African American Students pg. 15-22. This item is also found in Goal Area I. Strategy 6: Improve Gifted Education, pages 30-33.
67	Respondent shall develop and monitor strategies for reducing the racial and ethnic disparities in gifted program placements with the goal of significantly reducing the gap by the end of the Agreement. <i>Major Conciliation Categories: Reducing the Achievement Gap, Equity in Special Education Placement, Monitoring</i>	As part of the gifted task force recommendations of March, 2007 the District will recommend specific strategies for the reduction of racial and ethnic disparities in the gifted program. This will include but not be limited to: Identification of a talent development pool of students in each school.	Empowerment Plan: Strategy 4: Improve Academic Outcomes for African American Students pg. 15-22. This item is also found in Goal Area I. Strategy 6: Improve Gifted Education, pages 30-33.

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Exh A	94 Conciliation Agreement Points	Action Steps underway in District that address this point	Where this Action Step Falls in Excellence For All and its Supporting PPS Empowerment Plan
Monitoring			
68	The establishment of an independent Equity Advisory Panel which shall oversee and monitor the progress of the plan and the execution of the legal agreement. <i>Major Conciliation Categories: Administrative Support, Monitoring</i>	Establish an independent Equity Advisory Panel which shall oversee and monitor the progress of the Conciliation Agreement	Empowerment Plan: Strategy 4: Improve Academic Outcomes for African American Students pg. 15-22.
69	Academic achievement gap between African American students and white students <i>Major Conciliation Categories: Reducing the Achievement Gap, Monitoring</i>	In order to move skills towards and above proficiency a skills monitoring team should be established. This is necessary in order to ensure ongoing data analysis throughout the year feeds back into actual implementation actions that are targeted toward alerting what are currently the root causes of failure	Empowerment Plan: Quality Teaching Goal Area 1: Strategy 3: Frequently Monitor and Adjust Instruction for all Students; Strategy 4: Improve Academic Outcomes for African American Students pg. 15-22. Artful Use of Infrastructure, Strategy 1: Accountability and Assessment/RAND and SPI< pages 46-50.
70	Minority enrollment in the Gifted and Scholar programs <i>Major Conciliation Categories: Equity in Special Education Placement, Monitoring</i>	Report to the Human Relations Commission on District progress on implementing the Conciliation Agreement. Reports shall include: academic achievement gap, gifted and scholar programs, discipline problems, class grades.	Empowerment Plan: Quality Teaching Goal Area 1: Strategy 3: Frequently Monitor and Adjust Instruction for all Students; Strategy 4: Improve Academic Outcomes for African American Students pg. 15-22. Artful Use of Infrastructure, Strategy 1: Accountability and Assessment/RAND and SPI< pages 46-50.
71	Discipline rate of African American and White students <i>Major Conciliation Categories: Equity in Discipline, Monitoring</i>	Report to the Human Relations Commission on District progress on implementing the Conciliation Agreement. Reports shall include: academic achievement gap, gifted and scholar programs, discipline problems, class grades.	Empowerment Plan: Quality Teaching Goal Area 1: Strategy 3: Frequently Monitor and Adjust Instruction for all Students; Strategy 4: Improve Academic Outcomes for African American Students pg. 15-22. Artful Use of Infrastructure, Strategy 1: Accountability and Assessment/RAND and SPI pages 46-50.

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Exh A	94 Conciliation Agreement Points	Action Steps underway in District that address this point	Where this Action Step Falls in Excellence For All and its Supporting PPS Empowerment Plan
72	Distribution of class grades <i>Major Conciliation Categories: Instructional Support, Monitoring</i>	Report to the Human Relations Commission on District progress on implementing the Conciliation Agreement. Reports shall include: academic achievement gap, gifted and scholar programs, discipline problems, class grades.	Empowerment Plan: Quality Teaching Goal Area 1: Strategy 3: Frequently Monitor and Adjust Instruction for all Students; Strategy 4: Improve Academic Outcomes for African American Students pg. 15-22. Artful Use of Infrastructure, Strategy 1: Accountability and Assessment/RAND and SPI pages 46-50
73	Placements of African American students in special programs and projects <i>Major Conciliation Categories: Equity in Special Education Placement, Monitoring</i>	Close monitoring (bi-monthly) of data on number of students being identified for special education programs, student demographics, and specific special education services to which they are being referred and why. Reports to be monitored monthly by the Executive Director and his team alongside the Deputy Superintendent.	Empowerment Plan: Quality Teaching Goal Area 1: Strategy 3: Frequently Monitor and Adjust Instruction for all Students; Strategy 4: Improve Academic Outcomes for African American Students pg. 15-22; Strategy 5: Provide Efficient and Effective Management of District Special Education Programs to Meet the Needs of Each Child in the Most Economical Setting pg. 23-29. Artful Use of Infrastructure, Strategy 1: Accountability and Assessment/RAND and SPI pages 46-50
74	District strategic plans <i>Major Conciliation Categories: Administrative Support, Instructional Support, Equity in Discipline, Reducing the Achievement Gap, Equity in Special Education Placement, Monitoring</i>	The Conciliation Agreement is Embedded in the District's Empowerment Plan as a primary strategy for achieving equity. The Empowerment Plan serves as a basis for all other strategic planning--including school level plans--in the district. All plans are to reflect the goals and strategies in the Empowerment Plan.	Empowerment Plan: Across Goal Areas. Also specifically Defined in Quality Teaching Strategy 4: Improve Academic Outcomes for African American Students, pgs. 15-22
75	Equity in funding proposals <i>Major Conciliation Category: Monitoring</i>	All proposals are aligned to the priority needs as stated in Excellence for All and its Supporting Empowerment Plan. This includes the Conciliation Agreement.	Empowerment Plan: Across Goal Areas. Also specifically Defined in Quality Teaching Strategy 4: Improve Academic Outcomes for African American Students, pgs. 15-22

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76	The Respondent shall make available to the Commission information submitted to the United States Department of Education and the Pennsylvania Department of Education during the term of the Agreement <i>Major Conciliation Category: Monitoring</i>	Provide to the Commission copies of all equity related funding proposals, strategic plans, applications, reports summaries, evaluations and other information submitted to the US Department of Education and the PA Department of Education.	Empowerment Plan: Goal Area 1 Quality Teaching Strategy 4: Improve Academic Outcomes for African American Students, pgs. 15-22; Goal Area 3: Artful Use of Infrastructure: Accountability and Assessment, pages 46-50
77	The Respondent shall submit the Enrollment statistics, Disciplinary statistics, Standardized test scores, Letter grades distribution, New and continuing special education and gifted program placements, and Resource allocation data to the Complainants and the Commission within 60 days following the end of each semester and following the end of summer session for the term of the Agreement. <i>Major Conciliation Categories: Instructional Support, Equity in Discipline, Equity in Special Education Placement, Monitoring</i>	The Chief of Research, Assessment, and Accountability has developed a recommended monitoring framework aligned with data sources.	Empowerment Plan: Goal Area 1 Quality Teaching Strategy 4: Improve Academic Outcomes for African American Students, pgs. 15-22; Goal Area 4: Artful Use of Infrastructure: Accountability and Assessment, pages 46-50. This item is also found in Goal Area 1. Strategy 5: Provide Efficient and Effective Management of District Special Education Programs to Meet the Needs of Each Child in the Most Economical Setting pg. 23-29 and Strategy 6: Improve Gifted Education, pages 30-33.
78	Enrollment statistics listing the number of African American, White, Other and Total of All students enrolled at each organizational level: Each grade level, Each school, and Each class/course offered in each school. <i>Major Conciliation Category: Monitoring</i>	The Chief of Research, Assessment, and Accountability has developed a recommended monitoring framework aligned with data sources.	Empowerment Plan: Goal Area 1 Quality Teaching Strategy 4: Improve Academic Outcomes for African American Students, pgs. 15-22; Goal Area 3: Artful Use of Infrastructure: Accountability and Assessment, pages 46-50

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Exh A	94 Conciliation Agreement Points	Action Steps underway in District that address this point	Where this Action Step Falls in Excellence For All and its Supporting PPS Empowerment Plan
79	Disciplinary statistics such as: Child's identifying number, Race (African American, White or Other), Sex, Grade, School, Basis for discipline and type of discipline imposed and their Assignment to alternative school or placement <i>Major Conciliation Categories: Equity in Discipline, Equity in Special Education Placement, Monitoring</i>	The Chief of Research, Assessment, and Accountability has developed a recommended monitoring framework aligned with data sources.	Empowerment Plan: Goal Area I Quality Teaching Strategy 4: Improve Academic Outcomes for African American Students, pgs. 15-22; Goal Area 3: Artful Use of Infrastructure: Accountability and Assessment, pages 46-50
80	The Respondent shall provide Standardized test scores, Disaggregated PSSA scores, If applicable, value-added assessment information, Scores for any other standardized tests given by the District broken out consistently by Mean scores, Actual numbers and percentages for African American, White, Other and Total of All Students at each organizational level: Entire district, Each grade level, Each school, and Each class/course offered in each school. <i>Major Conciliation Categories: Instructional Support, Reducing the Achievement Gap, Monitoring</i>	The Chief of Research, Assessment, and Accountability has developed a recommended monitoring framework aligned with data sources.	Empowerment Plan: Goal Area I Quality Teaching Strategy 4: Improve Academic Outcomes for African American Students, pgs. 15-22; Goal Area 3: Artful Use of Infrastructure: Accountability and Assessment, pages 46-50
81	Letter grades distributed to all students within the District broken out consistently as follows: Percentages for African American, White, Other and Total of All Students at each organizational level: Each grade level, each school and each class/course offered in each school. <i>Major Conciliation Category: Monitoring</i>	The Chief of Research, Assessment, and Accountability has developed a recommended monitoring framework aligned with data sources.	Empowerment Plan: Goal Area I Quality Teaching Strategy 4: Improve Academic Outcomes for African American Students, pgs. 15-22; Goal Area 3: Artful Use of Infrastructure: Accountability and Assessment, pages 46-50

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82	New and continuing special education and gifted program placements broken out consistently as follows: Percentages for African American, White, Other and Total of All Students at each organizational level: Each grade level, each school, and each class/course offered in each school. <i>Major Conciliation Categories: Equity in Special Education Placement, Monitoring</i>	The Chief of Research, Assessment, and Accountability has developed a recommended monitoring framework aligned with data sources.	Empowerment Plan: Goal Area 1 Quality Teaching Strategy 4: Improve Academic Outcomes for African American Students, pgs. 15-22; Goal Area 3: Artful Use of Infrastructure: Accountability and Assessment, pages 46-50
83	Resource allocation data that assists in identifying racially or ethnically identifiable resource allocation differentials and/or in identifying racial and ethnic needs-based resource allocation differentials. <i>Major Conciliation Category: Reducing the Achievement Gap, Monitoring</i>		Empowerment Plan: Goal Area 1 Quality Teaching Strategy 4: Improve Academic Outcomes for African American Students, pgs. 15-22; Goal Area 3: Artful Use of Infrastructure: Accountability and Assessment, pages 46-50
84	Respondent shall assemble a set of documents showing equity comparisons after determining in what form the data currently exist. <i>Major Conciliation Category: Monitoring</i>		Empowerment Plan: Goal Area 1 Quality Teaching Strategy 4: Improve Academic Outcomes for African American Students, pgs. 15-22; Goal Area 3: Artful Use of Infrastructure: Accountability and Assessment, pages 46-50
85	The Commission may reasonably request the Respondent to provide additional data, to the extent available and compiled, including, but not limited to, data disaggregated by race and/or school. <i>Major Conciliation Category: Monitoring</i>		Empowerment Plan: Goal Area 1 Quality Teaching Strategy 4: Improve Academic Outcomes for African American Students, pgs. 15-22; Goal Area 3: Artful Use of Infrastructure: Accountability and Assessment, pages 46-50

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86	Staff development documentation summarizing staff attendance and evaluation of training conducted in the following: Positive student discipline techniques, reducing the academic achievement gap, teaching in a diverse racial/ethnic environment, differentiated instruction and fostering parental participation. <i>Major Conciliation Categories: Instructional Support, Equity in Discipline, Reducing the Achievement Gap, Monitoring</i>		Empowerment Plan: Goal Area 1 Quality Teaching Strategy 4: Improve Academic Outcomes for African American Students, pgs. 15-22; Goal Area 3: Artful Use of Infrastructure: Accountability and Assessment, pages 46-50; Goal Area 4: Continuous Learning Ethic: Strategy 1 Building Staff Capacity to Implement Reform Agenda, pages 55-58.
87	Respondent shall submit information electronically whenever possible. <i>Major Conciliation Category: Monitoring</i>	The Chief of Research, Assessment, and Accountability has developed a recommended monitoring framework aligned with data sources.	Empowerment Plan: Goal Area 1 Quality Teaching Strategy 4: Improve Academic Outcomes for African American Students, pgs. 15-22; Goal Area 4: Artful Use of Infrastructure: Accountability and Assessment, pages 46-50