Baldwin-Whitehall SD

District Level Plan

07/01/2019 - 06/30/2022

District Profile

Demographics

4900 Curry Rd
Pittsburgh, PA 15236
(412)885-7808
Superintendent: Randal Lutz
Director of Special Education: Marissa Gallagher

Planning Process

The Baldwin-Whitehall School District believes in a stakeholder-driven, comprehensive planning process that is in alignment with policies for: parent, community, municipal government and other educational entity relationships and engagement. The purpose and value of comprehensive planning is to involve a school's community in a process leading to new understandings and insights about what a school district might confront in the future and how it should react to these possibilities. The make-up of the Comprehensive Planning Team (CPT) is comprised of students, teachers, parents, community and business members, a board member, and administrators, all of whom volunteered to serve on this committee. The Baldwin-Whitehall School District has remained relatively stable in regard to district leadership and adminsitrative teams with the exception of the Supervisor of Pupil Services who assumed their post in January of 2017, a new elementary principal in July, 2018 and three new elementary assistant principals who started in August, 2018

The process was led by a core team, under the direction of the Assistant Superintendent, and is comprised of four central office administrators who serve as the co-chairs for the entire planning process. The purpose of the CPT was to develop the plan, vet each component, and approve the final plan prior to submission to the Superintendent and Board of School Directors for approval.

The CPT team conducted an intensive analysis of academic achievement data, demographic data, and perception data of the previous three years. Between June 2017 and January 2018, the draft special education plan was created with opportunities for review and input from the CPT and the school community coming in January and February of 2018. The special education plan was revised and finalized in February 2018 and then submitted to the Baldwin-Whitehall Board of School Directors and to PDE in May 2018. The comprehensive plan continued to be developed by the team. The team looked at the goals from the 2015-2018 plan and made necessary revisions and updates, creating new goals and action plans where appropriate and continuing goals that had not yet been met. The draft plan was reviewed with the board of school directors in December 2018, the PTA/PTO leadership and the entire administrative team in January, 2019. The comprehensive plan public

review was extended until February 24th and will be presented to the board for adoption in March, 2019.

Mission Statement

The Baldwin-Whitehall School District is committed to the promotion of excellence through a system of traditional values, a quality educational program, and a world of opportunities.

Vision Statement

The Baldwin-Whitehall School District, in partnership with the parents and community, strives to provide all students with a rigorous, high-quality, standards based academic program aligned to the diverse needs of all learners delivered in a safe and caring environment. The stakeholders of the Baldwin-Whitehall educational community envision a school district in which:

- All students acquire skills to become lifelong learners in a diverse, ever-changing world

- Every child is viewed as our greatest resource and thus our most valuable investment

- All members of the educational community are dedicated to continuous improvement

- All members of the school community are technologically proficient

Shared Values

We believe

- that every student has a right to learn and experience appropriately challenging and relevant learning opportunities

- that school schedules are designed for students and to meet their educational and developmental needs

- that students and staff respect the dignity and self-worth of others

- that students must develop the skills necessary to function in a global society

- that high expectations be maintained in all areas of the school district and programs, including co-curricular and extra-curricular activities and programs

- that students be challenged to achieve to their potential

- that instruction should be designed to accommodate individual learning styles and diverse student needs

- that academic excellence should be promoted in all phases of the instructional program

- that students and staff must use and apply technology on a regular basis

- that education is the shared responsibility of the student, the staff, parents and the community

- that learning should occur in a caring, supportive, clean, and safe environment

- that the community should be an active participant in the education of students

- that the schools are a community resource

Educational Community

History of Baldwin-Whitehall

The history of Baldwin-Whitehall has been filled with diversity, hard-working citizens, and community pride for over 300 years. It began before the 18th century with the Lenape and Delaware Indians, who inhabited the Baldwin area until Scotch-Irish and German immigrants began to settle into the 19th century. They were attracted to the area's fruitful land grants, plentiful coal mines, and valuable farm land. They felt at home, as the Baldwin area's hills and forests resembled their countries back home.

In 1844, due to this flood of immigrants, Henry Baldwin, a Pittsburgh lawyer who served as an Associate Justice of the US Supreme Court, founded Baldwin Township to create a sense of community pride in their hard work and common aspirations. Fostering an educational system that reflected their goals became a necessity. As such, in the early 1900s, the township erected seven strategically placed schools. These structures had several rooms for grades one through six and could accommodate 100 children. Although the township lost much land and population over the next several decades, there remained a strong commitment to community and education of the children. Old, dilapidated buildings were replaced with modern elementary schools, reflecting the latest technology and educational theories of how children should be preparing for the future.

At this time, high school students were sent to neighboring high schools as "tuition students." In order to serve the increasing high school population, Baldwin Township decided that their own high school was becoming a necessity. They greatly valued education and wanted to create the best environment for their students in inventive, creative ways, including a simulated farm for agriculture class. Thus, Baldwin Township High School opened in the fall of 1939 with 655 students in ninth and tenth grade with the first class graduating in 1941. The Fighting Highlander, chosen to pay tribute to the Scottish settlers of the Baldwin area, became the mascot for activities and athletics as early as the 1940s and has continued to the present day.

When Whitehall Borough was created in 1947 and Baldwin Borough in 1951, the educational services to the community remained intact. In 1966, a decision was made to rename the district to the Baldwin-Whitehall School District. Academically, the goal of the Baldwin-Whitehall School District remains the same; however, the facilities themselves have evolved, reflecting the ever-present changes in our community and world. Throughout our history as a district, we have become well-known for our partnership with Special Olympics as we host the South Western Regional Summer Games. Today, there are three elementary schools, a middle school, and a high school fostering the educational ideals that were originally valued and espoused by our forefathers over 150 years ago: "Let us all, educators and parents, never lose sight of our goals: [the tenets of morality, culture, and citizenship]. Our future lies in the quality of education that we provide our children in the present."

Community Demographics

The three suburban communities of Baldwin Borough, Baldwin Township, and Whitehall Borough, located in the south hills of Pittsburgh, are approximately six miles from downtown Pittsburgh. The Baldwin-Whitehall community provides access to a regional market in excess of one million persons. The district is within minutes of world class cultural, educational, and recreational facilities. The city of Pittsburgh and southwestern PA is the site of more than 100 universities, hospitals, and corporate centers and one of the nation's leaders in research and development for software engineering, robotics, artificial intelligence, advanced materials, and biomedicine. In the District, collectively, the three community resources include volunteer fire departments, fully-staffed police departments for each local entity, and emergency medical rescue teams with ambulance services. Additionally, our communities boast two thriving local libraries that provide considerable access to a variety of both print and digital resources. Recreational opportunities abound within the Baldwin-Whitehall School District area as well. Residents and students alike can take advantage of local community swimming pools, tennis courts, ball fields, playgrounds, bike trails, recreational athletic leagues, and parks. South Hills Country Club adds to these amenities with their private golf course.

Caste Village, a large shopping center, including a small strip mall, outbuildings, and offices, is the hub of retail activity in this largely-residential community. Additional stand-alone storefronts line PA Route 51. Of these businesses along PA Route 51, 92% of them have five employees or fewer. Our local chamber of commerce members are in service based industries such as banks, real estate agencies, accounting, contractors, health care services, insurance agencies, and restaurants. The

closest business that we have to manufacturing would be Schneider's Dairy, a family-owned and operated dairy with headquarters and processing plant located in Whitehall. The largest employers within our region are Jefferson Hospital, Giant Eagle grocery store, Bombardier Transportation (rail division), Bettis Nuclear Plant, the County Airport, and the Bureau of Mines; however, none of these businesses reside within the confines of the district even though they are extremely proximal.

Student Demographics and Growth Projections

According to a demographic study completed by Stewman Demographics LLC in May 2018, the BWSD is expected to increase enrollment by 530 students in the next five years bringing our enrollment to 4930 students. These elementary children in our community have already been born and will be attending our elementary schools in the next five years. In addition, that number will increase by 540 students by 2028 bringing total enrollment of the district to 5500 students. With this influx of students, the districts resources are spread even thinner than before. In light of Act 1 guidelines the district cannot exceed the index (with exceptions) and therefore is unable to raise taxes to accommodate for this significant increase in population. BWSD ranks 6th in Allegheny County schools in enrollment, yet ranks 42 in per pupil expenditure. We are continually asked to do more with less. In addition to the increasing numbers of students, the district has experienced a shift in demographic data of our population. The demographic shifts that we are seeing involve ethnicity, economically disadvantaged, English Learners, and special education.   Ten years ago the district had less than 20% economically disadvantaged students, that number today hovers around 42% district wide with some of our schools in excess of 50%.   Our special education numbers continue to grow, currently we have 535 students identified as special education. BWSD boasts a diverse student body with a global representation of students whose origin of births come from over 53 countries world-wide. The district has 15% of our student's kindergarten through grade 12 coming to our community as refugees or immigrants. While that number is representative of our current K-12 population, the kindergarten through 3rd is made up of 24% Asian/refugee students. The district has 6-8% of our students receiving English Language Development services. While many of our students are learning and/or have a good grasp on the English language, many of their parents do not speak English. The district has extensive translator and interpretation services to ensure that all members of our community are able to be involved in their child's education.   The district also has extensive partnerships with the community libraries and outreach programs to help with hunger, poverty, safety, and making a better life in America for our refugee families.

The Schools

In the Baldwin-Whitehall School District, there are three elementary schools: McAnnulty Elementary School, a feeder school for Whitehall Elementary School, with an enrollment of 436 students in grades K-1. Whitehall Elementary School, with an enrollment of 740 students in grades 2 - 5 and Paynter Elementary School, with an enrollment of 800 students in grades K-5. Harrison Middle school serves 937 students in grades 6 -8 and Baldwin High School has an enrollment of 1459

students in grades 9 - 12.   The total enrollment in the district is 4,416 students for the 2018-2019 school year.

The delivery of the educational program is organized around the traditional grade-level structure. The district boasts an exceptional fine arts program in all of its schools. There are 17 Advanced Placement and 10 College in the High School courses offered at Baldwin High School. Baldwin-Whitehall School District offers over 38 different athletic teams and 37 clubs and extracurricular activities for our student body in middle and high school, in addition to a robust intramural program.   The Baldwin-Whitehall School District was recognized as a Digital Promise League of Innovative Schools, a Google Reference District and a Common Sense Media School District during the 2017-2018 school year. The District's work on personalizing the learning for all students has been recognized regionally and nationally. The district has established rigorous graduation requirements offering 17 Advanced Placement and 10 College in the High School courses offered at Baldwin High School. One of the highlights for the district and community is the Senior Exit Interview process held in May each year during which seniors present their product to teachers and community members. Baldwin-Whitehall School District offers over 38 different athletic teams and 37 clubs and extracurricular activities for our student body in middle and high school, in addition to a robust intramural program. Many of the extracurricular programs, both the arts and athletics receive state and national recognition each year.

There are 547 employees in the Baldwin-Whitehall School District.   The district is proud to maintain its own transportation fleet, food service program and facilities departments 200 classified employees. The professional staff is made up of over 260 teachers and 38 administrators.

Planning Committee

Name	Role
Marissa Gallagher	Administrator : Professional Education Special Education
Andrea Huffman	Administrator : Professional Education
Randal Lutz	Administrator : Professional Education Special Education
Jennifer Marsteller	Administrator : Professional Education

Denise L. Sedlacek	Administrator : Professional Education Special Education
Dr. Anthony DiCesaro	Business Representative : Professional Education
Greg Zeman	Business Representative : Professional Education
Karen Brown	Community Representative : Professional Education
Jen Fox	Community Representative : Professional Education
Joyce Weber	Ed Specialist - Nutrition Service Specialist
Judith Leadbitter	Ed Specialist - School Counselor : Professional Education
Matthew Popowicz	Ed Specialist - School Psychologist : Special Education
Melissa Ferguson	Elementary School Teacher - Regular Education : Special Education
Melissa Walsh	Elementary School Teacher - Regular Education : Professional Education
Karen Feitl	Elementary School Teacher - Special Education : Professional Education
Kristen Homer	Elementary School Teacher - Special Education : Professional Education
Brigetta Del Re	High School Teacher - Regular Education : Professional Education Schoolwide Plan
Adam Foote	High School Teacher - Regular Education : Professional Education
Eric Jankoski	High School Teacher - Special Education : Professional Education Special Education
Janeen Peretin	Instructional Technology Director/Specialist : Professional Education
Kim Koch	Middle School Teacher - Regular Education : Professional Education
Debbie Reynolds	Middle School Teacher - Regular Education : Professional Education
Margaret Bartolomucci	Middle School Teacher - Special Education : Professional Education
Amy Barnhart	Parent : Professional Education
Kelly Bischoff	Parent : Professional Education
Lora Bobuk	Parent : Professional Education
Stephanie Esek	Parent : Professional Education
Melissa Langer	Parent : Special Education

Amy Murray	Parent : Professional Education
Carolyn Page	Parent : Professional Education
Allison Pascarella	Parent : Professional Education
Fred Vella	Parent : Professional Education

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Developing	Developing
Civics and Government	Developing	Developing
PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Accomplished	Accomplished
Environment and Ecology	Accomplished	Accomplished
Family and Consumer Sciences	Developing	Developing
Geography	Developing	Developing
Health, Safety and Physical Education	Developing	Developing
History	Developing	Developing
Science and Technology and Engineering Education	Accomplished	Accomplished
Alternate Academic Content Standards for Math	Accomplished	Developing
Alternate Academic Content Standards for Reading	Accomplished	Developing
American School Counselor Association for Students	Developing	Developing
Early Childhood Education: Infant-Toddler→Second Grade	Developing	Developing
English Language Proficiency	Developing	Developing
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

This narrative is empty.

Elementary Education-Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Developing	Developing
Civics and Government	Developing	Developing
PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies,	Accomplished	Accomplished

Science and Technical Subjects		
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Developing	Developing
Environment and Ecology	Accomplished	Accomplished
Family and Consumer Sciences	Accomplished	Accomplished
Geography	Developing	Developing
Health, Safety and Physical Education	Accomplished	Accomplished
History	Developing	Developing
Science and Technology and Engineering Education	Accomplished	Accomplished
Alternate Academic Content Standards for Math	Accomplished	Accomplished
Alternate Academic Content Standards for Reading	Accomplished	Accomplished
American School Counselor Association for Students	Developing	Developing
English Language Proficiency	Accomplished	Accomplished
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

This narrative is empty.

Middle Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Developing	Developing
Civics and Government	Accomplished	Accomplished
PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Accomplished	Accomplished
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Developing	Developing
Environment and Ecology	Accomplished	Accomplished
Family and Consumer Sciences	Accomplished	Accomplished
Geography	Developing	Developing
Health, Safety and Physical Education	Accomplished	Accomplished
History	Developing	Developing
Science and Technology and Engineering Education	Accomplished	Accomplished
Alternate Academic Content Standards for Math	Accomplished	Accomplished
Alternate Academic Content Standards for Reading	Accomplished	Accomplished
American School Counselor Association for Students	Developing	Developing
English Language Proficiency	Developing	Developing
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing
World Language	Accomplished	Accomplished

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

This narrative is empty.

High School Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Developing	Developing
Civics and Government	Developing	Developing
PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Accomplished	Accomplished
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Developing	Developing
Environment and Ecology	Accomplished	Accomplished
Family and Consumer Sciences	Accomplished	Accomplished
Geography	Developing	Developing
Health, Safety and Physical Education	Accomplished	Accomplished
History	Developing	Accomplished
Science and Technology and Engineering Education	Accomplished	Developing
Alternate Academic Content Standards for Math	Accomplished	Developing
Alternate Academic Content Standards for Reading	Accomplished	Developing
American School Counselor Association for Students	Developing	Developing
English Language Proficiency	Accomplished	Developing
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing
World Language	Accomplished	Accomplished

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

This narrative is empty.

Adaptations

Elementary Education-Primary Level

Checked answers

- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics
- Science and Technology and Engineering Education

Unchecked answers

    None.

Elementary Education-Intermediate Level

Checked answers

- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics
- Science and Technology and Engineering Education

Unchecked answers

> *None.*

Middle Level

Checked answers

- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics
- Science and Technology and Engineering Education

Unchecked answers

> *None.*

High School Level

Checked answers

- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics
- Science and Technology and Engineering Education

Unchecked answers

> *None.*

Explanation for any standards checked:

The Baldwin-Whitehall School District implements PA Core Standards for English Language Arts, Mathematics and Science in all grade levels. The Baldwin Whitehall School District is dedicated to increasing the rigor of our curriculum ensuring that it addresses all of the Big Ideas and Eligible Content. The assessments are another focal area, whether it is enhancing end of unit common assessments, developing standards aligned summative and formative assessments, or creating Student Learning Objectives (SLOs) aligned to the standards. The district has utilized the SAS web site to support the development of curriculum and assessments that align with the PA Core Standards.

Curriculum

Planned Instruction

Elementary Education-Primary Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

The Baldwin-Whitehall School District is committed to providing the curriculum, resources, and professional development necessary for the delivery of a high quality educational program that meets the needs of all students. Curriculum planning is viewed as a continuous process of readiness, planning, implementation, monitoring, revising, and evaluating. Currently, the district uses a six-year curriculum cycle to ensure that all content areas are addressed in a timely manner.   Understanding by Design is the framework used for Baldwin-Whitehall School District curriculum, as articulated by Wiggins and McTighe. The district uses an electronic curriculum management system, EdInsight, from OnHand Schools. This management system provides a comprehensive, easy-to-use online tool for creating and revising the curriculum design and delivery through all stages of our six year curriculum lifecycle. The SAS web site has proven to be invaluable with the PA Core Curriculum Framework, Crosswalks, Training Modules, Assessment Anchors and Eligible Content, Emphasis Guides, and other resources to support the district's curriculum work. Professional staff follow a rigorous process, and all curriculum work is authorized by the Board of School Directors. The review cycle is an intensive analysis of research, curriculum development aligned with the Pennsylvania Academic Standards, PA Core Standards, procurement of resources, and deliberate professional development for all curricular areas. The vision of the curriculum review process is to develop and continuously improve a consistent, equitable, and quality program that maximizes achievement for all students. The stages of this process include: (1) Readiness and Preparation – a review of PA Core Standards, Keystone End-of-Course Exams, Program Evaluation, Curriculum Writing (Budget), Best Practices Research, Material Investigation and Selection, Implementation Timeline, and Integration of Technology (2) Implementation – Material and resource procurement, Curriculum Mapping and Revisions (Horizontal & Vertical), Instructional Strategies, Common Assessments & SLOs - Integration of Technology, (3) Monitoring 1 - Mid-Point Curriculum Review, Instructional Strategies, Develop Additional Common Assessments & SLOs, Data and System Analysis, Integration of Technology (4) Monitoring 2 - Data and System Analysis, Evaluate and Refine Common Assessments & SLOs, Develop Additional Resources, Integration of Technology , (5) Monitoring 3 - Evaluate Common Assessments & SLOs, Develop Additional Resources, Integration of Technology, and (6) Comprehensive Analysis & Preparation - Realign with Current National and State Practices/Initiatives, Integration of Technology, Needs Assessment. The Standards Aligned System is also reviewed as a component of this process. This process cycle provides central office administrators, building principals, department chairs/team leaders, and K-12 teachers with a structure and process to review and develop curriculum. This comprehensive and systematic approach provides for a collaborative approach across buildings and grade levels to ensure that all students receive the same education in all

content areas.   In addition to the curriculum cycle, in 2017, the district instituted an annual curriculum revision process so that the curriculum can be revised and updated with new research, new resources, modern curriculum and instructional designs are made available. The curriculum review process provides opportunities for curriculum teams to conduct research, engage in improvement efforts, participate in professional development activities, and implement phases of the curriculum in the most effective manner.

New for the 2018-2019 school year is the district's three year commitment with Modern Teacher, moving the district forward with our "Digital Convergence." "The Digital Convergence" is the fundamental change needed in the K-12 school system, both at the national and school district levels. At the national level, Digital Convergence is the intersection of people and ideas as they seek a unified approach to integrate technology into classrooms and use it to transform the student learning experience. At the school district level, Digital Convergence is the successful intersection of five major categories of work through which Digital Convergence can successfully occur—Leadership, Instructional Models, Modern Curriculum, Digital Ecosystem, and Professional Learning—to redesign existing infrastructure and resources to support modern learning.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

Elementary Education-Intermediate Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

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Content, Emphasis Guides, and other resources to support the district's curriculum work. Professional staff follow a rigorous process, and all curriculum work is authorized by the Board of School Directors. The review cycle is an intensive analysis of research, curriculum development aligned with the Pennsylvania Academic Standards, PA Core Standards, procurement of resources, and deliberate professional development for all curricular areas. The vision of the curriculum review process is to develop and continuously improve a consistent, equitable, and quality program that maximizes achievement for all students. The stages of this process include: (1) Readiness and Preparation – a review of PA Core Standards, Keystone End-of-Course Exams, Program Evaluation, Curriculum Writing (Budget), Best Practices Research, Material Investigation and Selection, Implementation Timeline, and Integration of Technology (2) Implementation – Material and resource procurement, Curriculum Mapping and Revisions (Horizontal & Vertical), Instructional Strategies, Common Assessments & SLOs - Integration of Technology, (3) Monitoring 1 - Mid-Point Curriculum Review, Instructional Strategies, Develop Additional Common Assessments & SLOs, Data and System Analysis, Integration of Technology (4) Monitoring 2 - Data and System Analysis, Evaluate and Refine Common Assessments & SLOs, Develop Additional Resources, Integration of Technology , (5) Monitoring 3 - Evaluate Common Assessments & SLOs, Develop Additional Resources, Integration of Technology, and (6) Comprehensive Analysis & Preparation - Realign with Current National and State Practices/Initiatives, Integration of Technology, Needs Assessment. The Standards Aligned System is also reviewed as a component of this process. This process cycle provides central office administrators, building principals, department chairs/team leaders, and K-12 teachers with a structure and process to review and develop curriculum. This comprehensive and systematic approach provides for a collaborative approach across buildings and grade levels to ensure that all students receive the same education in all content areas. In addition to the curriculum cycle, in 2017, the district instituted an annual curriculum revision process so that the curriculum can be revised and updated with new research, new resources, modern curriculum and instructional designs are made available. The curriculum review process provides opportunities for curriculum teams to conduct research, engage in improvement efforts, participate in professional development activities, and implement phases of the curriculum in the most effective manner.

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Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

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Middle Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

The Baldwin-Whitehall School District is committed to providing the curriculum, resources, and professional development necessary for the delivery of a high quality educational program that meets the needs of all students. Curriculum planning is viewed as a continuous process of readiness, planning, implementation, monitoring, revising, and evaluating. Currently, the district uses a six-year curriculum cycle to ensure that all content areas are addressed in a timely manner. Understanding by Design is the framework used for Baldwin-Whitehall School District curriculum, as articulated by Wiggins and McTighe. The district uses an electronic curriculum management system, EdInsight, from OnHand Schools. This management system provides a comprehensive, easy-to-use online tool for creating and revising the curriculum design and delivery through all stages of our six year curriculum lifecycle. The SAS web site has proven to be invaluable with the PA Core Curriculum Framework, Crosswalks, Training Modules, Assessment Anchors and Eligible Content, Emphasis Guides, and other resources to support the district's curriculum work. Professional staff follow a rigorous process, and all curriculum work is authorized by the Board of School Directors. The review cycle is an intensive analysis of research, curriculum development aligned with the Pennsylvania Academic Standards, PA Core Standards, procurement of resources, and deliberate professional development for all curricular areas. The vision of the curriculum review process is to develop and continuously improve a consistent, equitable, and quality program that maximizes achievement for all students. The stages of this process include: (1) Readiness and Preparation – a review of PA Core Standards, Keystone End-of-Course Exams, Program Evaluation, Curriculum Writing (Budget), Best Practices Research, Material Investigation and Selection, Implementation Timeline, and Integration of Technology (2) Implementation – Material and resource procurement, Curriculum Mapping and Revisions (Horizontal & Vertical), Instructional Strategies, Common Assessments & SLOs - Integration of Technology, (3) Monitoring 1 - Mid-Point Curriculum Review, Instructional Strategies, Develop Additional Common Assessments & SLOs, Data and System Analysis, Integration of Technology (4) Monitoring 2 - Data and System Analysis, Evaluate and Refine Common Assessments & SLOs, Develop Additional Resources, Integration of Technology , (5) Monitoring 3 - Evaluate Common Assessments & SLOs, Develop Additional Resources, Integration of Technology, and (6) Comprehensive Analysis & Preparation - Realign with Current National and State Practices/Initiatives, Integration of Technology, Needs Assessment. The Standards Aligned System is also reviewed as a component of this process. This process cycle provides central office administrators, building principals, department chairs/team leaders, and K-12 teachers with a structure and process to review and develop curriculum. This

comprehensive and systematic approach provides for a collaborative approach across buildings and grade levels to ensure that all students receive the same education in all content areas.   In addition to the curriculum cycle, in 2017, the district instituted an annual curriculum revision process so that the curriculum can be revised and updated with new research, new resources, modern curriculum and instructional designs are made available. The curriculum review process provides opportunities for curriculum teams to conduct research, engage in improvement efforts, participate in professional development activities, and implement phases of the curriculum in the most effective manner.

New for the 2018-2019 school year is the district's three year commitment with Modern Teacher, moving the district forward with our "Digital Convergence." "The Digital Convergence" is the fundamental change needed in the K-12 school system, both at the national and school district levels. At the national level, Digital Convergence is the intersection of people and ideas as they seek a unified approach to integrate technology into classrooms and use it to transform the student learning experience. At the school district level, Digital Convergence is the successful intersection of five major categories of work through which Digital Convergence can successfully occur—Leadership, Instructional Models, Modern Curriculum, Digital Ecosystem, and Professional Learning—to redesign existing infrastructure and resources to support modern learning.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

High School Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

The Baldwin-Whitehall School District is committed to providing the curriculum, resources, and professional development necessary for the delivery of a high quality educational program that meets the needs of all students. Curriculum planning is viewed as a continuous process of readiness, planning, implementation, monitoring, revising, and evaluating. Currently, the district uses a six-year curriculum cycle to ensure that all content areas are addressed in a timely manner.   Understanding by Design is the framework used for Baldwin-Whitehall School District curriculum, as articulated by Wiggins and McTighe. The district uses an electronic curriculum management system, EdInsight, from OnHand Schools. This management system provides a comprehensive, easy-to-use online tool for creating and revising the curriculum design and delivery through all stages of our six year

curriculum lifecycle. The SAS web site has proven to be invaluable with the PA Core Curriculum Framework, Crosswalks, Training Modules, Assessment Anchors and Eligible Content, Emphasis Guides, and other resources to support the district's curriculum work. Professional staff follow a rigorous process, and all curriculum work is authorized by the Board of School Directors. The review cycle is an intensive analysis of research, curriculum development aligned with the Pennsylvania Academic Standards, PA Core Standards, procurement of resources, and deliberate professional development for all curricular areas. The vision of the curriculum review process is to develop and continuously improve a consistent, equitable, and quality program that maximizes achievement for all students. The stages of this process include: (1) Readiness and Preparation – a review of PA Core Standards, Keystone End-of-Course Exams, Program Evaluation, Curriculum Writing (Budget), Best Practices Research, Material Investigation and Selection, Implementation Timeline, and Integration of Technology (2) Implementation – Material and resource procurement, Curriculum Mapping and Revisions (Horizontal & Vertical), Instructional Strategies, Common Assessments & SLOs - Integration of Technology, (3) Monitoring 1 - Mid-Point Curriculum Review, Instructional Strategies, Develop Additional Common Assessments & SLOs, Data and System Analysis, Integration of Technology (4) Monitoring 2 - Data and System Analysis, Evaluate and Refine Common Assessments & SLOs, Develop Additional Resources, Integration of Technology , (5) Monitoring 3 - Evaluate Common Assessments & SLOs, Develop Additional Resources, Integration of Technology, and (6) Comprehensive Analysis & Preparation - Realign with Current National and State Practices/Initiatives, Integration of Technology, Needs Assessment. The Standards Aligned System is also reviewed as a component of this process. This process cycle provides central office administrators, building principals, department chairs/team leaders, and K-12 teachers with a structure and process to review and develop curriculum. This comprehensive and systematic approach provides for a collaborative approach across buildings and grade levels to ensure that all students receive the same education in all content areas.   In addition to the curriculum cycle, in 2017, the district instituted an annual curriculum revision process so that the curriculum can be revised and updated with new research, new resources, modern curriculum and instructional designs are made available. The curriculum review process provides opportunities for curriculum teams to conduct research, engage in improvement efforts, participate in professional development activities, and implement phases of the curriculum in the most effective manner.

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Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

Modification and Accommodations

Explain how planned instruction contains modifications and accommodations that allow all students at all mental and physical ability levels to access and master a rigorous standards aligned curriculum.

The Baldwin-Whitehall School District believes that all students can and will learn. We believe in equal access to grade level standards based curriculum, with high expectations for ALL students. At the elementary level, the district employs a multi tiered systems of support model, where teams meet at predetermined intervals, throughout the year, to review student progress and recommend interventions to support struggling learners. This initiative ensures early identification, intervention, and progress monitoring of students who are struggling. Subsequently, we design our curriculum to allow for modifications and accommodations so that students with varying mental and physical ability levels have access to and can master a rigorous curriculum aligned to the standards. Teachers ensure that students work toward grade-level content standards by using a range of instructional strategies based on the varied strengths and needs of students. K-12 staff differentiate curriculum and design and provide opportunities for students to be exposed to regular assessment of progress. For students with disabilities, accommodations are provided during instruction and assessments in order to help promote equal access to grade-level content. To accomplish this goal of equal access, every Individualized Education Program (IEP), 504 Plan, or ESL program team member must be familiar with content standards and accountability systems; every IEP, 504, or ESL class team member must know where to locate standards and updates; and collaboration between general and special educators must occur for successful student access. To ensure that all students with disabilities can work toward grade-level academic content standards, we adhere to the following conditions: 1. Instruction is provided by teachers who are highly qualified to teach in the content areas and who know how to differentiate instruction for diverse learners. 2. IEPs, 504s and ESL classes for students with disabilities/needs are developed to ensure the provision of specialized instruction. 3. Appropriate accommodations, as outlined in the *Accommodations Guidelines* and *Accommodation Guidelines for ESL,* are provided to help students access grade-level content.   At the secondary level, the district utilizes the Student Assistance Program (SAP) to monitor, identify, and support students who are experiencing behavioral and/or academic difficulties that can interfere with their learning and success in school. The teams review formal and informal data provided by teachers. Through scheduled meetings, the team identifies at-risk students and develops interventions to meet their needs. Students who are experiencing academic difficulties may receive additional supports through structured tutoring by content area teachers or peers. In addition course selection may be different based on a student's ability; for example, some students may be able to take Algebra I during one school year, while others may need to take Algebra I over the course of two years in order to master the standards. Additionally, some students benefit from being in co-taught classrooms with both a regular education and special education teacher providing the instruction.

Instruction

Instructional Strategies

Checked Answers
- Formal classroom observations focused on instruction
- Walkthroughs targeted on instruction
- Annual Instructional evaluations
- Peer evaluation/coaching

Unchecked Answers
- Instructional Coaching

Regular Lesson Plan Review

    Checked Answers
- Administrators
- Building Supervisors

    Unchecked Answers
- Department Supervisors
- Instructional Coaches
- Not Reviewed

Provide brief explanation of LEA's process for incorporating selected strategies.

The Baldwin Whitehall School District utilizes the Act 82 format through PA ETEP in order to ensure Educator Effectiveness. In addition, the district currently utilizes a differenitated supervision model. Through the use of these models, the Baldwin-Whitehall School District has tranformed the way in which school professionals are evaluated as well as how professional growth and traning opportunnites are offered to staff based upon identified critical evaluative components.

Provide brief explanation for strategies not selected and how the LEA plans to address their incorporation.

The district continues to utilize K-12 PA Core and Legacy Standards in English/Language Arts, math, science, social studies, world languages, health and physical education, business, communications and information technology, family and consumer science and fine and practical arts.

- Design and implement SLOs, using existing assessments aligned to the PA Core Standards; in each grade level in the ELA, math, science, social studies and elective content areas

- Design SLOs, using district identified common assessments aligned to the PA Core Standards

- Continue to ensure the vertical and horizontal alignment of the ELA, math, and science curriculum work

To accomplish these goals, the following expectations must be met:

- Complete and discuss the analysis of PVAAS data for your respective buildings, looking for strengths and weaknesses, gaps and overlaps in the curriculum, as based on eligible content, and overall student performance and achievement by: grade level, cohort, three-year analysis, standards and eligible content.

- Complete and discuss the analysis of PSSA/Keystones for your respective buildings, looking for strengths and weaknesses, gaps and overlaps in the curriculum, as based on eligible content, and overall performance and achievement by: grade level, cohort, three-year analysis, standards and eligible content.

- Know, understand, and be able to use and direct the use of the following PDE SAS resources: Materials and Resources, Voluntary Model Curriculum, and Learning Progressions.

- Complete an analysis of Baldwin-Whitehall School District curriculum, providing guidance and support for each administrator as they work with their building teams

Responsiveness to Student Needs

Elementary Education-Primary Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Full Implementation
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation

If necessary, provide further explanation. (Required explanation if column selected was

At the primary level, the district utilizes the MTSS model, where teams meet at predetermined intervals throughout the year to review student progress, using formal/informal assessment data and to recommend interventions to support struggling students. This initiative ensures early identification, intervention, and progress-monitoring of students. Academic, behavioral and social/emotional data is used to develop interventions to support struggling students. These interventions are provided in the regular education setting in the form of Title 1 services, academic math and reading

supports, behavioral and social/emotional interventions, classroom-based interventions, and other research-based support services. The district currently embraces the collaborative teaching model in all areas of reading and mathematics. Guidance and social work services along with outside agencies supports may also be used to provide supports to the students and families.

Elementary Education-Intermediate Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Full Implementation
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation

If necessary, provide further explanation. (Required explanation if column selected was

At the intermediate level, the district utilizes the MTSS model, where teams meet at predetermined intervals throughout the year to review student progress, using formal/informal assessment data and to recommend interventions to support struggling students. This initiative ensures early identification, intervention, and progress-monitoring of students. Academic, behavioral and social/emotional data is used to develop interventions to support struggling students. These interventions are provided in the regular education setting in the form of Title 1 services, academic math and reading supports, behavioral and social/emotional interventions, classroom-based interventions, and other research-based support services. The district currently embraces the collaborative teaching model in all areas of reading and mathematics. Guidance and social work services along with outside agencies supports may also be used to provide supports to the students and families.

Middle Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Differentiated instruction is used to meet student needs.	Full Implementation
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation

If necessary, provide further explanation. (Required explanation if column selected was

At the middle level, the district utilizes the MTSS and SAP models as well as individual student data review. Teams meet at predetermined and individually scheduled intervals throughout the year to review student progress. Academic, attendance, behavioral, and social/emotional data is used to develop interventions to support struggling students.These interventions are provided in the regular education setting in the form of academic math and reading support, behavioral and social/emotional interventions, classroom-based interventions, truancy elimintaion plans, and other research-based support services. These interventions are provided in the regular education setting in the form of academic math and reading support, behavioral and social/emotional interventions, classroom-based interventions, and other research-based support services. The district currently embraces the collaborative teaching model in all areas of reading and mathematics. Guidance and social work services along with outside agencies supports may also be used to provide supports to the students and families.

High School Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Differentiated instruction is used to meet student needs.	Full Implementation
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation

If necessary, provide further explanation. (Required explanation if column selected was

At the high school level, the district utilizes the SAP model as well as individual student data review and staffing, where teams meet at predetermined and individually scheduled intervals throughout the year to review student progress, using formal/informal assessment data and to recommend interventions to support struggling students. This initiative ensures that students receive required interventions and supports. Academic, attendance, behavioral, and social/emotional data is used to develop interventions to support struggling students.These interventions are provided in the regular education setting in the form of academic math and reading support, behavioral and social/emotional interventions, classroom-based interventions, truancy elimintaion plans, and other research-based support services. The district currently embrases the collaborative teaching model in all areas of reading and mathematics. The district currently embrases the collaborative teaching model in all areas of reading and mathematics. Guidance and social work services along with outside agencies supports may also be used to provide supports to the students and families.

Recruitment

Describe the process you implement to recruit and assign the most effective and highly qualified teachers in order to meet the learning needs of students who are below proficiency or are at risk of not graduating.

The Baldwin-Whitehall School District employs a comprehensive screening and hiring process to recruit the most effective and highly qualified teachers to meet the needs of our students. The District process is an adapted version of The American Institute of Research's Quality School Leadership Identification process that was designed for PDE. PDE and the American Institutes for Research have developed a process for school districts seeking a competency-based approach to hiring principals in turnaround and non-turnaround school contexts. While QSLID was originally designed for the hiring of principals, a parallel process has been designed for the hiring of teachers. One hundred percent of the professional staff are highly qualified.

Baldwin –Whitehall School District Hiring Procedures

Step 1
     When a professional vacancy exists, the Superintendent notifies the Human Resources Department to request the position be posted.

Step 2
     The Human Resources Department posts the position(s) to the following venues:

- via email to all buildings and Association Representatives

- District website under the employment tab

- PSBA (Pennsylvania School Board Association) Career Gateway

- Penn Link (email to all schools in Pennsylvania)

- PA Educator (through the AIU)

     If the position is an administrative position, or a difficult position to fill, in addition to the places listed above, the Human Resources Department may post the position in additional venues which may include:

- Local Newspapers

- Colleges/Universities – Attention Career Services Office

Step 3
     When applicants are directed to utilize PA Educator in the application process, applications are reviewed on line by the Human Resources Department, Building Administrators and others deemed appropriate to the process.

Step 3a
     When applicants are not directed to utilize PA Educator in the application process, applications are received in the Human Resources Department. The application packets are opened and date stamped.

All application packets are reviewed by Human Resources prior to the interview process to ensure the packet is complete using the "Application Screening Checklist" form.

Step 4

    When the deadline for the posting has been reached, all complete application packets are sent to the appropriate Building Administrator(s).

Step 5

    The Building Administrator or their Administrative designee reviews the application packets and completes the application scoring rubric sheet. The initial scoring rubric is only used to establish a manageable group of   candidates to be interviewed in the first round, <u>minimally</u> 25 candidates for an administrative opening and 35-40 candidates for each open teaching position. Due to the numerous applications received, a spreadsheet is created to manage the process.

Step 6

    Based on the total points on the application scoring rubric, candidates are selected and contacted to schedule a first-round interview. In addition, candidates who meet the requirements and who are graduates, residents of the   District, veterans, long term and permanent substitutes and applicants who are special requests to interview are granted a first-round interview. Beyond the first round, the interview team uses a set of criteria to determine who   advances to second and subsequent rounds. No requests may be made beyond a first round interview.

The interview team may consist of, but is not limited to, Building Administrator(s) and a team of teachers, typically not larger than 6 persons in total (other staff members, parents and students may participate at the request of the Building Administrator).

The number of interviews scheduled is determined by the number of qualified applications received. A data assessment analysis is used during the first round interview to determine problem solving skills, writing abilities and technology skills. A scoring rubric is used to evaluate first-round interview candidates.

Unsuccessful candidates from the first round of interviewing are informed in writing by the Human Resources that they were not selected for advancement in the interview process.

Step 7

    Successful candidates are contacted to schedule a second-round interview. The second round interview consists of teaching a lesson (teacher candidates) or conducting a professional development session for faculty (principal/central office candidates).

The Administrator chooses a topic for the lesson/professional development, and all candidates are given the same information. The candidate is asked to prepare their lesson or professional development session and bring all supplementary materials. The use of technology is made available to all candidates.

This audience may consists of, but is not limited to, the Assistant Superintendent, Building Administrator(s), and a team of teachers. Please note, if school is in session or students can be garnered, a classroom of students may be utilized for teacher interviews, with the above individuals evaluating the presentation. A scoring rubric is used to evaluate second-round interview candidates.

Unsuccessful candidates from the second round of interviews are informed in writing by the Human Resources that they were not selected for advancement in the interview process.
 Step 8
       The top successful candidate(s) from Round 2 are called to schedule a third-round interview with the Superintendent, Assistant Superintendent, and the Building Administrator(s).

A candidate's complete packet should be forwarded to the Superintendent and the Assistant Superintendent one day prior to the interviews.

Following the third round of interviews, unsuccessful candidates are informed in writing by the Human Resources that they were not selected as the final candidate.

The Building Administrator will call references of the finalist candidate(s) using the Telephone Interview Checklist sheet. The results of the reference check will be discussed by the Building Administrator and the Superintendent.
 Step 9
       After the reference check is completed, a finalist candidate will be offered the position and, if accepted, the candidates name and offer will be added to the Board agenda.

Once the candidate receives Board approval, the candidate is officially notified by letter from the Superintendent's Administrative Assistant.
 Step 10
     A Human Resources Department Representative meets with new hires to complete hiring paperwork, acquire contract signatures and take picture for ID badge.

 NOTE
:   Complete packets for all candidates who were not interviewed are kept until the end of the calendar year. At that time, all packets are destroyed.

Assessments

Local Graduation Requirements

Course Completion	SY 19/20	SY 20/21	SY 21/22
Total Courses	23.00	23.00	23.00
English	4.00	4.00	4.00
Mathematics	3.00	3.00	3.00

Social Studies	4.00	4.00	4.00
Science	3.00	3.00	3.00
Physical Education	2.00	2.00	4.00
Health	1.00	1.00	1.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	1.00	1.00	1.00
Electives	5.00	5.00	5.00
Minimum % Grade Required for Credit (Numerical Answer)	60.00	60.00	60.00

Graduation Requirement Specifics

We affirm that our entity requires demonstration of proficiency or above in each of the following State academic standards: English Language Arts and Mathematics, Science and Technology and Environment and Ecology, as determined through any one or a combination of the following:*Checked answers*

- Completion of secondary level coursework in English Language Arts (Literature), Algebra I and Biology in which a student demonstrates proficiency on the associated Keystone Exam or related project-based assessment if § 4.4(d)(4) (relating to general policies) applies.

- Locally approved and administered assessments, which shall be independently and objectively validated once every 6 years. Local assessments may be designed to include a variety of assessment strategies listed in ? 4.52(c) and may include the use of one or more Keystone Exams. Except for replacement of individual test items that have a similar level of difficulty, a new validation is required for any material changes to the assessment. Validated local assessments must meet the following standards:

    I. Alignment with the following State academic standards: English Language Arts (Literature and Composition); Mathematics (Algebra I) and Environment and Ecology (Biology).

    II. Performance level expectations and descriptors that describe the level of performance required to achieve proficiency comparable to that used for the Keystone Exams.

    III. Administration of the local assessment to all students, as a requirement for graduation, except for those exempted by their individualized education program under subsection (g), regarding special education students, or gifted individualized education plan as provided in ? 16.32 (relating to GIEP).

IV. Subject to appropriations provided by law, the cost to validate local assessments shall be evenly divided between the school district, AVTS or charter school, including a cyber-charter school, and the Department. If the Department does not provide sufficient funding to meet its share, local assessments submitted for validation shall be deemed valid until a new validation is due to the Department.

V. The Department will establish a list of entities approved to perform independent validations of local assessments in consultation with the Local Assessment Validation Advisory Committee as provided in ? 4.52(f).

VI. School boards shall only approve assessments that have been determined to meet the requirements of this subsection by an approved entity performing the independent validation. If a school district, AVTS or charter school, including a cyber-charter school, uses a local assessment that has not been independently validated, the Secretary will direct the school entity to discontinue its use until the local assessment is approved through independent validation by an approved entity.

Unchecked answers

- Completion of an Advanced Placement exam or International Baccalaureate exam that includes academic content comparable to the appropriate Keystone Exam at a score established by the Secretary to be comparable to the proficient level on the appropriate Keystone Exam.
- Not Applicable. Our LEA does not offer High School courses.

Local Assessments

Standards	WA	TD	NAT	DA	PSW	Other
Arts and Humanities	X	X			X	X
Career Education and Work		X			X	
Civics and Government		X			X	X
PA Core Standards: English Language Arts		X			X	
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects		X			X	
PA Core Standards: Mathematics		X			X	X
Economics		X			X	
Environment and Ecology		X			X	
Family and Consumer Sciences		X			X	
Geography		X			X	
Health, Safety and Physical Education		X			X	
History		X			X	

Science and Technology and Engineering Education		X			X	X
World Language		X			X	

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
PSSA		X	X	
Keystones			X	X
Advanced Placement Exams				X
ACT/SAT				X
Teacher developed common assessments, textbook assessments and performance assessments	X	X	X	X
Student Learning Objectives	X	X	X	X
Midterm and Final Exams			X	X
Scientific Experiments	X	X	X	X
Career Cruising Assessments	X	X	X	X
WIDA ACCESS 2.0	X	X	X	X

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
STAR Early Literacy, Reading and Mathematics	X	X		
Aleks and Achieve 3000, Reading and Mathematics	X	X	X	X
Kandoolu		X	X	X
MathFacts	X	X		
Smarty Ants	X	X		

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Classroom Based Assessments	X	X	X	X
Observation of Student Performance	X	X	X	X
Journaling or Written Work	X	X	X	X
Scientific Experiments	X	X	X	X
Pre and Post Tests	X	X	X	X
Student Made Products and Performances (Print, 3D, Digital)	X	X	X	X
Fitness Assessments		X	X	X

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
EdInsight	X	X	X	X
MTSS Interventions	X	X	X	X

Validation of Implemented Assessments

Validation Methods	EEP	EEI	ML	HS
External Review				
Intermediate Unit Review				
LEA Administration Review	X	X	X	X
Building Supervisor Review	X	X	X	X
Department Supervisor Review	X	X	X	X
Professional Learning Community Review	X	X	X	X
Instructional Coach Review				
Teacher Peer Review	X	X	X	X

Provide brief explanation of your process for reviewing assessments.

Baldwin-Whitehall School District has regularly-scheduled, content/departmental meetings to review, discuss and revise assessments. Distirct professional development days continue to focus on the creation of common standards-aligned, rigorous (Webb's Depth of Knowledge) assessments. Not only is professional development performed on in-service days, the information is archived on a variety of district sponsored web sites in order for teachers to have access 24/7 to the materials and resources used for PD.

Development and Validation of Local Assessments

If applicable, explain your procedures for developing locally administered assessments and how they are independently and objectively validated every six years.

Teachers at all levels develop common assessments that align to our curriculum. Teachers create the common assessments as part of the curriculum writing process. They then meet throughout the year at various times such as in-service time and during departmental/grade level meetings to review the results and complete an item analysis. The development of common assessments is the final stage of the curriculum review implementation and are often revised each year. These curriculum-based assessments can be accessed by all teachers through EdInsight which an electronic system that houses all of the district curriclum.

Collection and Dissemination

Describe your system to collect, analyze and disseminate assessment data efficiently and effectively for use by LEA leaders and instructional teams.

Baldwin-Whitehall School District uses a variety of systems to collect data, analyze and disseminate assessent data. The district uses an online data management system, (EdInsight - OnHand Schools). Student assessments, grades, discipline, attendance, intervention notes as well as curriculum, assessments and lesson plans are all housed in this management system. Access for teachers and administrators is available 24/7 as it is a web-based solution. In addition, PSSA/Keystone, PVAAS, Future Ready PA, and other data sources are used by the administrative team. The process begins each summer with the PSSA/Keystone raw data files provided by PDE. Building administrators use this data as well as the data in Emetrics, PVAAS and EdInsight to create their annual presentations to share with their staff each August and throughout the fall as new data is released from PDE. At the high school, Advanced Placement, SAT and ACT data is also analyzed and shared with the board, parents/community members and staff. The administration and staff use the data to develop school, departmental/content and grade level improvement plans in each school building. The data is also analyzed to review the curriculum process to determine if revisions or modifications need to be made for the upcoming school year.
Central office administrators use the data to help determine professional development needs or if system modifications may be necessary.
The district Academic Report is presented annually to the Board, community, and staff as well as posted to the district website. Finally the district and building level data that is produced by PDE in the Future Ready PA Index and PVVAS is also shared with the board, community, staff and public as well as linked through the district web-site.

Data Informed Instruction

Describe how information from the assessments is used to assist students who have not demonstrated achievement of the academic standards at a proficient level or higher.

With the changing demographics of the district, the administration has taken an in-depth look at the systems that were in place. The data analysis guided the decision to move from a targeted to a school-wide Title I program. With all of these changes both in demographics, achievement and growth the need was far greater than a targeted intervention program could provide. In addition, our focus on much of the data analysis has turned from achievement to growth. The Future Ready PA Index will compliment this approach by providing guidance with both growth and achievement for the various ethnicities and special populations such as English Learners, Economically Disadvantaged and Special Education. The district has also revamped the MTSS process to focus on all aspects of school readiness and success. Principals complete extensive data analysis of student achievement data from summative, formative, diagnostic, benchmark and curriculum based assessments to identify students who are not achieving proficiency and may need academic interventions. Master schedules are developed with student needs in mind. One of the major initiatives for the future is to enhance the current Tier I supports in all buildings with

all teachers being included and trained in the processes for such interventions and improved instructional models. The assumption of the MTSS model is that all students can learn, and will learn, given the right opportunities.   In addition to these strategies, at the secondary Baldwin High School and Harrison Middle School have identified SAP teams, which meet on a regular basis to review student academic and behavioral progress. As part of the program, the team regularly communicates with the parents of each student so they are aware of the steps the school is taking to support their child. The team uses a problem solving model to develop research based supplemental supports and services to help remove barriers so all students can learn. The teams review formal and informal data provided by teachers, and school staff members as well as informal, formal and standardized assessments. Through the regularly scheduled meetings, the team identifies at-risk students, develops interventions and reviews the effectiveness of the interventions previously developed. Students who are experiencing academic difficulties may receive additional supports through structured tutoring by content areas teachers, inclusion in subject specific enrichment programs, movement between leveled classes, or other research based interventions.   The district recommitted to the RENEW program to help students struggling with academics as another support and safety net to ensure high school graduation.

Assessment Data Uses

Assessment Data Uses	EEP	EEI	ML	HS
Assessment results are reported out by PA assessment anchor or standards-aligned learning objective.	X	X	X	X
Instructional practices are identified that are linked to student success in mastering specific PA assessment anchors, eligible content or standards-aligned learning objectives.	X	X	X	X
Specific PA assessment anchors, eligible content or standards-aligned learning objectives are identified for those students who did not demonstrate sufficient mastery so that teachers can collaboratively create and/or identify instructional strategies likely to increase mastery.	X	X	X	X
Instructional practices modified or adapted to increase student mastery.	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

This narrative is empty.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

This narrative is empty.

Distribution of Summative Assessment Results

Distribution Methods	EEP	EEI	ML	HS
Course Planning Guides				
Directing Public to the PDE & other Test-related Websites	X	X	X	X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and School Board	X	X	X	X
Mass Phone Calls/Emails/Letters				
Newsletters	X	X	X	X
Press Releases	X	X	X	X
School Calendar				
Student Handbook				
Annual Report	X	X		X

Provide brief explanation of the process for incorporating selected strategies.

The district routinely distributes summative data reports to the public. Annually the Academic Report is presented to the board, parents, staff and community, during a board meeting that is live-streamed and archived for a month, but can also be found on the web-site. Each August building principals present their building level data presentations to their staff and PTA/PTO/PTSA groups.   Information that is shared through outside media, Pittsburgh Business Times, NerdWallet, etc. is also shared with the board, parents, staff and community. PDE's Future Ready PA Index and PVAAS information will also be shared with the board, parents, staff and community and linked through the district web-site.

Provide brief explanation for strategies not selected and how the LEA plans to address their incorporation.

The school calendar and school handbooks are internal documents and only reach the families of students enrolled in the district. The other methods of communication reach the broader public in our community.

Safe and Supportive Schools

Assisting Struggling Schools

Describe your entity's process for assisting schools that either do not meet the annual student achievement targets or experience other challenges, which deter student attainment of academic standards at a proficient level or higher.

If your entity has no struggling schools, explain how you will demonstrate continued growth in student achievement.

The principal and staff of each school in the district are expected to analyze the building achievement and growth data and develop building level action plans to address; systems, curriculum, instruction, student engagement etc. It is expected that appropriate master schedules, class schedules, interventions and supports are utilized to address the achievement and growth of all students. Those students that have not met the targets are reviewed more in-depth by teams that may include the student, parents, principal, guidance counselor/social worker, interventions specialists, and teachers. Plans are created and monitored through MTSS, SAP, the counseling department and other programs.

Programs, Strategies and Actions

Programs, Strategies and Actions	EEP	EEI	ML	HS
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement	X	X	X	X
School-wide Positive Behavioral Programs	X	X		
Conflict Resolution or Dispute Management	X	X	X	X
Peer Helper Programs				
Safety and Violence Prevention Curricula	X	X	X	X
Student Codes of Conduct	X	X	X	X
Comprehensive School Safety and Violence Prevention Plans	X	X	X	X
Purchase of Security-related Technology	X	X	X	X
Student, Staff and Visitor Identification Systems	X	X	X	X
Placement of School Resource Officers	X	X	X	X
Student Assistance Program Teams and Training			X	X
Counseling Services Available for all Students	X	X	X	X
Internet Web-based System for the Management of Student Discipline	X	X	X	X

Explanation of strategies not selected and how the LEA plans to address their incorporation:

The district's number one priority is the safety of students and staff. In addition to the school resource officer, the district hired a Director of School Safety and Security to coninually assess and remediate any issues that the district may face with safety and security. The director's will also collaborate with local first responders, creating table top exercises and live drills to continue to prepare students and staff for various crisis situations in all buildings. The secondary schools are restructuring their SAP programs to provide greater support to students experiencing crisis or who are in need of academic,

emotional, behavioral or mental health support. In addition at the secondary schools, PBIS and MTSS is being rolled out over the next two years so that the district will have a comprehensive MTSS/PBIS program K-12. Rachel's Challenge was adopted for the 2018-2019 school year as an effort to address bullying and swith the focus to acts of kindness, respect and acceptance - leading to a safer school climate and environment for all students and staff. While we do not have formal peer helper programs, they exist in each of our schools. Peer helper programs will be formalized during this plan cycle.

Screening, Evaluating and Programming for Gifted Students

Describe your entity's awareness activities conducted annually to inform the public of the gifted education services and programs offered (newspaper, student handbooks, school website, etc.)

The Baldwin-Whitehall School District is committed to the promotion of excellence through a system of traditional values, a quality education program, and a world of opportunities. The district's responsibility is to promote the importance of learning and seek the support of the entire community in the education and training of young people. It is our intent to provide all students in the Baldwin-Whitehall School District the opportunity to participate in various programs and enrichment experiences that meet their individual needs and/or abilities both inside and outside of the school day.

Currently, district programming is transitioning from a model which intertwined the need for enrichment and gifted services to utilizing a universal screening process in order to accurately assess the level of support that each individual student requires. A review of past identification measures indicated the use of consistent universal screeners; however, through these measures, recommendations were made encompassing a combination of both enrichment and gifted services. Enrichment opportunities for students are those provided through general education resources and supports whereas gifted education services are those that are provided through Chapter 16, special education for gifted students. With this in mind, the Pupil Services Department revised the universal screening process through the development of enrichment portfolio matrices spanning from grades 1-11.

Describe your entity's process for locating students who are thought to be gifted and may be in need of specially designed instruction (screening).

1.

Students referred by district staff to enrichment or gifted programs are recommended through a portfolio review outlined in the grade level matrices. The portfolio review team, including but not limited to, building administration and teachers (reading, math, and science) will examine the completed matrix. If the student is formally recommended for enrichment, the portfolio review team maintains responsibility for the coordination of services. If the student is formally recommended for gifted testing through the submission of the matrix to the Pupil Services Department, a school psychologist will conduct assessments to determine placement using a number of identified criteria. This assessment process will follow federal and state guidelines which are required to maintain compliance. Students referred by parent(s)/guardian(s) to enrichment or gifted programs through a written request will follow a similar process; however; the portfolio review team will

complete and review the corresponding enrichment portfolio matrix and provide a formal written response within 10 calendar days upon receipt of request. The formal response will vary depending on the nature of the request, either for enrichment or gifted services. If enrichment, building administration is directly responsible for providing the written correspondence. If gifted, the Pupil Services Department directly issues a response in the form of a Permission to Evaluate to proceed with formal gifted testing or a NORA denying the request.

2.

Students who are identified as gifted receive support based upon the following grade level outlines:

Elementary: Students receive pull out instruction during the designated intervention period to meet in small ability or grade level groups at a minimum of once per week provided by a gifted education teacher. In addition, the gifted education teacher coordinates with the general education teachers to provide enrichment opportunities embedded into the regular education classroom provided by the regular education teacher for the students assigned to their caseload.

Middle School: Students are pulled out of class at a minimum of once per week to meet in grade-level, interest level, and/or ability-level groups provided by a gifted education teacher. In addition, the gifted education teacher coordinates with the general education teachers to provide enrichment opportunities embedded into the regular education classroom provided by the regular education teacher for the students assigned to their caseload.

High School: Through the gifted education teacher, students are presented with opportunities, including competitions, to which they will self-select their own participation. Students meet with the gifted education teacher to participate in these opportunities and competitions as they fit into schedules (before, during, and after school). Students have the opportunity to self-select education course selections which include but are not limited to AP and honors courses.

3.

Students who participate in the enrichment programming receive enrichment opportunities embedded into the regular education classroom provided by the regular education teacher.

4.

All students, not just specific to those identified as gifted, have access to opportunities to participate in academic competitions in and outside of the district.

Describe your entity's procedures for determining eligibility (through multiple criteria) and need (based on academic strength) for potentially mentally gifted students (evaluation).

The district utilizes identied grade level matrices to review a variety of criteria in addition to intelligence testing to determine elibility for gifted education support.

Describe the gifted programs* being offered that provide opportunities for acceleration, enrichment or both. *The word "programs" refers to the continuum of services, not one particular option.

Students who are identified as gifted receive support based upon the following grade level outlines:

Elementary: Students receive pull out instruction during the designated intervention period to meet in small ability or grade level groups at a minimum of once per week provided by a gifted education teacher. In addition, the gifted education teacher coordinates with the general education teachers to provide enrichment opportunities embedded into the regular

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Students who participate in the enrichment programming receive enrichment opportunities embedded into the regular education classroom provided by the regular education teacher. All students, not just specific to those identified as gifted, have access to opportunities to participate in academic competitions in and outside of the district.

Student pathways to learning include multiple instructional approaches through a Levels-of-Service Model. We provide flexible programming which includes a combination of acceleration and enrichment options to provide for the needs of all students. Instructional approaches and/or accommodations include:

Level 1-Services for ALL students

- Enrichment in content area

- Enrichment-field trips, lunch-n-learn, class speakers, in-house competitions

- Cluster grouping, based on instructional level

Level 2-Services for MANY students

- Innovative opportunities such as apprenticeships, service learning, job shadows, e-mentoring, and internships designed to meet students' performance level and career interests.

- Out of school competitions

- AP, Honors, and CHS Classes

- Summer Academies

- Boot Camps

Level 3-Services for SOME students

- AP, Honors, and CHS Classes with earlier-than-normal access

- Learning contracts/Creative scheduling

- Guided study (personal projects or classes)

- Independent Study-designed to meet a gifted student's long-term interests and expertise in a given area

Level 4-Services for a FEW students

- Online courses

- Curriculum compacting

- Level, subject and grade acceleration

- Grade or subject "skipping"

- Demonstration of proficiency (testing out)

Activities for Gifted or Interested Students at Baldwin-Whitehall's Elementary Schools

- 4th-5th grade History, Science and America Bowls

- Math Calcu-Solve

- Literature Festival and Children's Choice Book Festival

- Grade Invention Convention

- Grade STEM K'nex Challenge

Activities for Gifted or Interested Students at Harrison Middle School

- Calcu-Solve Bowl, John Heinz History Center History Bowl, Carnegie Science Center Science Bowl, Department of Energy National Science Bowl, and America Bowl

- Battle of the Books

- Phipps Conservatory Fairchild Challenges 1-6

- STEM (K'Nex) Challenge

- PJAS Science Fair

- IndEEE 500 cm Robot Car Race (Carnegie Science Center)

Activities for High School Gifted or Interested Students

- Academic Decathlon, Academic Games, Academic World Quest, AMC- American Math Competition, America Bowl, BOTSIQ- Robotics Competition, Calcu-Solve

- Apprenticeships through the AIU, Accounting Day at Duquesne, ACE Mentoring Program, Business Career Day at RMU, Entertainment and Technology Center (ETC) Trip, CMU Entertainment & Technology Center, Pitt Law Day, Audience of the Future

- Business, Government and Law Career Symposium, Ethics Symposium-PGH Rotary, Faraday Lecture, National Security Briefing Seminar for Students with US ARMY War College, Sam Rhine Genetics Conference, Society of Women Engineers Career Day, UPMC Health Care Career Fair, Westinghouse Science Honors Institute

- Duquesne University Academic Challenge, Eco Challenge, Euro Challenge, English Festival, Engineering Day, Fairchild Environmental Challenge, JA Titan Business Challenge, National Financial Challenge, Pennsylvania Junior Academy of Science

- Holocaust Arts and Writing Competition, i5 Digital Video Competition, KDKA Hometown Hi-Q, Kennywood Math and Physics Day, Math Madness Competition, Mock Trial, Model Africa, Model EU, North American Computation Linguistics Olympiad, World Affairs Council of Pittsburgh Events-Video Conferences

- Pittsburgh Regional Science and Engineering Fair, Chain Reaction Contraption Contest, Poetry Out Loud Competition, SciTech Days @ Carnegie Science Center, Shakespearean Monologue Competition, TEAMS (Tests of Engineering Aptitude, Mathematics and Science)

Developmental Services

Developmental Services	EEP	EEI	ML	HS
Academic Counseling	X	X	X	X
Attendance Monitoring	X	X	X	X
Behavior Management Programs	X	X	X	X
Bullying Prevention	X	X	X	X
Career Awareness	X	X	X	X
Career Development/Planning		X	X	X
Coaching/Mentoring				
Compliance with Health Requirements –i.e., Immunization	X	X	X	X
Emergency and Disaster Preparedness	X	X	X	X
Guidance Curriculum	X	X	X	X
Health and Wellness Curriculum	X	X	X	X
Health Screenings	X	X	X	X
Individual Student Planning	X	X	X	X
Nutrition	X	X	X	X
Orientation/Transition	X	X	X	X
RTII/MTSS	X	X		
Wellness/Health Appraisal	X	X	X	X
Renew Dropout Prevention Program				X

Explanation of developmental services:

Building principals have been tasked by the superintendent to create a mentoring/advisory program in each building for the 2019-2020 school year.
Career planning has become a part of the elementary program for the 2018-2019 school year with the hiring of an elementary guidance counselor to support students in grades 2 - 5. In addition the district purchased Career Cruising for all elementary students to begin to track their career exploration through games and activities starting in first grade.

Diagnostic, Intervention and Referral Services

Diagnostic, Intervention and Referral Services	EEP	EEI	ML	HS
Accommodations and Modifications	X	X	X	X
Administration of Medication	X	X	X	X
Assessment of Academic Skills/Aptitude for Learning	X	X	X	X
Assessment/Progress Monitoring	X	X	X	X
Casework	X	X	X	X
Crisis Response/Management/Intervention	X	X	X	X
Individual Counseling	X	X	X	X
Intervention for Actual or Potential Health Problems	X	X	X	X
Placement into Appropriate Programs	X	X	X	X
Small Group Counseling-Coping with life situations	X	X	X	X
Small Group Counseling-Educational planning	X	X	X	X
Small Group Counseling-Personal and Social Development	X	X	X	X
Special Education Evaluation	X	X	X	X
Student Assistance Program			X	X

Explanation of diagnostic, intervention and referral services:

The District offers multiple programs as listed above to support students with positive, proactive measures related to acheivement, physical ,emotional and behavioral health and wellness, as well as crisis that may occur during their K-12 experience. Transition between buildings and to post secondary programs is also an instrumental part of services that we as well as outside agencies provide for the education and well-being of the whole child.

Consultation and Coordination Services

Consultation and Coordination Services	EEP	EEI	ML	HS
Alternative Education			X	X
Case and Care Management	X	X	X	X
Community Liaison				
Community Services Coordination (Internal or External)	X	X	X	X
Coordinate Plans	X	X	X	X
Coordination with Families (Learning or Behavioral)	X	X	X	X
Home/Family Communication	X	X	X	X

Managing Chronic Health Problems	X	X	X	X
Managing IEP and 504 Plans	X	X	X	X
Referral to Community Agencies	X	X	X	X
Staff Development	X	X	X	X
Strengthening Relationships Between School Personnel, Parents and Communities	X	X	X	X
System Support			X	X
Truancy Coordination	X	X	X	X
See community partners for coordination of services as outlined below	X	X	X	X
Parent Organizations - see description below	X	X	X	X

Explanation of consultation and coordination services:

Referrals to community resources include
: Mercy Behavioral Health, Western Psychiatric Institute and Clinic; Holy Family Institute (SHORES Program); Children, Youth, and Families; referral to TPP - truancy prevention; and Allegheny County Department of Human Services (Mobile Crisis Services – Resolve/Cactis).
Parent Organizations

The goal of parent organizations is to promote the welfare of children within a school and to provide a closer relationship between school and home. The purpose of the organizations is to promote educational awareness in the home and to support adequate laws for the care and protection of all students. Our district partners with parent organizations in each of the five buildings. All of the district's parent organizations help with the costs of field trips, playground equipment, family fun nights, etc. Additionally, the parent organizations provide our teachers with opportunities to be awarded classroom grants, which help to enrich the learning of our students.

Communication of Educational Opportunities

Communication of Educational Opportunities	EEP	EEI	ML	HS
Course Planning Guides			X	X
Directing Public to the PDE & Test-related Websites	X	X	X	X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and Board of Directors	X	X	X	X
Mass Phone Calls/Emails/Letters	X	X	X	X
Newsletters	X	X	X	X
Press Releases	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Communication of Student Health Needs

Communication of Student Health Needs	EEP	EEI	ML	HS
Individual Meetings	X	X	X	X
Individual Screening Results	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and Board of Directors	X	X	X	X
Newsletters	X	X	X	X
School Calendar				
Student Handbook	X	X	X	X

Frequency of Communication

Elementary Education - Primary Level

- More than once a month

Elementary Education - Intermediate Level

- More than once a month

Middle Level

- More than once a month

High School Level

- More than once a month

Collaboration for Interventions

Describe the collaboration between classroom teachers and individuals providing interventions regarding differing student needs and academic progress.

The Pupil Services Department is a coordinated group of professionals providing psychological, school counseling, health, social work, and student assistance services to all students in the school system. Each month the Assistant Superintendent and Supervisor of Pupil Services meets with the psychologists, social workers and nurses to communicate various activities and initiatives District-wide and within each Department. The Pupil Services Department coordinates and implements preventative and intervention programs and services for students experiencing education or behavioral difficulties. Specifically, the Pupil Services Department is responsible for the following:

- Consulting with school personnel in planning, implementing, and evaluating school programs to meet educational, behavioral, or emotional needs of students

- Analyzing, integrating, and reporting psychological and educational information regarding student performance

- Counseling students and parents regarding educational, health, social, and psychological needs

- Ensuring the appropriate application of laws, regulations, and local policies related to students

- Fostering awareness, understanding, and cooperation among individuals in the home, school, and community to meet the educational needs of all students

- Conducting placement/assessment activities

- Establishing and supporting violence prevention programs

- Ensuring Due Process for students who are in conflict with the social environment

- Assisting with Manifestation Determination Hearings for students with IEPs or 504Agreements

- Identifying, evaluating, and reevaluating students with special programming needs to meet the requirements for IDEIA and Section 504 of the Rehabilitation Act

- Establishing child abuse and neglect reporting procedures

- Developing and maintaining child abuse prevention programs

- Providing child abuse training for school system personnel

- Providing non-violent crisis intervention training

- Providing instruction for homeless children

- Overseeing 504 Agreements

- Operating and monitoring the Extended School Year Program

- Overseeing and facilitating the transition of early intervention students with IEPs to school age programs

- Providing pre-referral interventions

- Acting as a Liaison with community and State agencies to provide a wider range of services

- Engaging in grant proposal writing to expand the support systems for students.

- Managing student records

Community Coordination

Describe how you accomplish coordination with community operated infant and toddler centers, as well as preschool early intervention programs. In addition, describe the community coordination with the following before or after school programs and services for all grade levels, including pre-kindergarten, if offered, through grade 12.

1. Child care
2. After school programs
3. Youth workforce development programs
4. Tutoring

Child Care

The district provides transportation from and to day care centers within the district boundaries and rents space to before and after school child care programs at Paynter and Whitehall Elementary Schools. The district also provides space in our buildings for the AIU DART programs and other early intervention programsThe district contracts for extended school day care on-site. At Baldwin High School, the Early Education course operates a pre-school program on-site. The Supervisor of Pupil Services and principals at the elementary schools closely with pre-schools and day care centers in our areas to transition students from early intervention or child care programs to Kindergarten. Our district has a well-defined plan for transitioning pre-schoolers to kindergarten. SHIM is a human services organization dedicated to providing resources for struggling families. Since 2007, SHIM has been the Lead Agency of the Prospect Park Family Center by Allegheny County Department of Human Services. Many of our district's pre-school families use the Family Center. Family Development Specialists work with the families by offering activities and information that promote child development. The Baldwin-Whitehall School District works closely with SHIM's Early Childhood Program to ensure that the pre-school children and families (predominately refugees) transition to kindergarten with supports and services that makes them school-ready.

After School Programs

Baldwin-Whitehall School District and South Hills Interfaith Ministry (SHIM) work collaboratively to offer a K-5 after-school tutoring program for ESL children off-site. Many Baldwin-Whitehall attend the after-school South Hills Ministry Melting Pot to aide students with their math and reading homework and skill development. Jewish Family and Children Services offers an afterschool Career and College planning class to high school English Learners interested in attending college. SHIM actively runs a Teen Mentoring Program at the Prospect Park location. This program is designed to foster the academic and emotional development of middle and high school refugee students, empowering them to graduate from high school and achieve post-secondary success in college or the workplace. Kaleidoscope Klub is an after-school program for elementary students and Kamp Kaleidoscope is a six-week summer day camp in Prospect Park.

Youth Work Force Development

At Baldwin High School, a workforce development program is offered through Career Cruising and the social studies department. The guidance department interacts reguallary with the local workforce development program Partners4Work. The district has implemented a Vocational Intern Program which partners with the Office of Vocational Rehabilitation to offer paid work experiences within the district for students with special needs. The newest work force development program is the Baldwin Bean, Baldwin High School's new student-run café, which opened for business November 2nd. The café functions as a real-world learning environment for students in a variety of disciplines. This is an expansion of the already-successful Partners model that has already been implemented in Physical Education and Music classes. Baldwin Bean provides the chance for dozens of students with complex learning needs to participate in various opportunities centered on job development.

Preschool Agency Coordination

Explain how the LEA coordinates with agencies that serve preschool age children with disabilities.

1. Address coordination activities designed to identify and serve children with disabilities and the supports and accommodations available to ensure both physical and programmatic access.
2. Address pre-kindergarten programs operated directly by the LEA and those operated by community agencies under contract from the LEA.
3. Describe how the LEA provides for a smooth transition from the home setting and any early childhood care or educational setting the students attend, to the school setting.

The district follows a specific and detailed transition process which begins in February of each school year. The Supervisor of Pupil Services and special education staff attend early intervention program meetings to ensure a smooth transition between programs. In February, for those students with special needs, permissions to evaluate are signed so the comprehensive evaluation process can be completed in a timely manner. The goal is to have all services in place before the start of the school year. The district holds kindergarten registration in March and April with an orientation later in the spring. At the orientation staff highlight the various aspects of the kindergarten program, assess each child's kindergarten readiness skills, and answer questions parents may have regarding the program.   Parents meet with building secretaries, the school nurse, and building administrators. Students participate in a kindergarten screening, conducted by the kindergarten staff. Busing and interpreters are provided for ESL families. Other support staff, PTA/PTO, local public libraries, and vision screening are available to families. Prior to the start of the school year a Kindergarten Curriculum Night is held for both students and parents. Parents and students meet their teacher and classmates. Parent learn what to expect during their child's kindergarten year and students tour their school, play games, take a ride on the school bus to learn bus safety and get to have a snack. During the first

three days of school, kindergarten is operated on a staggered start to allow the teacher to welcome and transition students to kindergarten in small groups of 7-8 as well as do some additional skill and knowledge assessments. On the fourth day of school all kindergarteners are together in their classrooms.

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Developing

Provide explanation for processes used to ensure Accomplishment.

The District has established a curriculum review cycle, which is a clearly defined process that is in place to identify high-quality instructional resources that are aligned to the PA Core Academic and Legacy Standards. After the curriculum is written, the Curriculum Director leads staff through a process and use of a textbook/resource evaluation instrument to evaluate classroom materials. Technology is integrated into the curriculum writing process to ensure a blended approach to developing a modern curriculum to incorporate digital content within the instructional framework. Staff in working with the Curriculum and Information and Instructional Technology Directors and Library/Media Specialists help to select appropriate digital content that fits the chosen instructional model, shared vision, and Digital Convergence plan. In some cases the curricular resources that the district already owns are sufficient and money can be spent in acquiring more digital resources for a specific content. There is a line item for curriculum materials in the budget each year to purchase the necessary classroom resources. After the board approves the purchase of curriculum resources, professional development activities are planned to support the implementation of the resources and materials. There are times that a course may need to be rewritten when that content is off cycle due. When this occurs additional materials and resources are also budgeted for and approved through the same process.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

Elementary Education-Intermediate Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Developing

Provide explanation for processes used to ensure Accomplishment.

The District has established a curriculum review cycle, which is a clearly defined process that is in place to identify high-quality instructional resources that are aligned to the PA Core Academic and Legacy Standards. After the curriculum is written, the Curriculum Director leads staff through a process and use of a textbook/resource evaluation instrument to evaluate classroom materials. Technology is integrated into the curriculum writing process to ensure a blended approach to developing a modern curriculum to incorporate digital content within the instructional framework. Staff in working with the Curriculum and Information and Instructional Technology Directors and Library/Media Specialists help to select appropriate digital content that fits the chosen instructional model, shared vision, and Digital Convergence plan. In some cases the curricular resources that the district already owns are sufficient and money can be spent in acquiring more digital resources for a specific content. There is a line item for curriculum materials in the budget each year to purchase the necessary classroom resources. After the board approves the purchase of curriculum resources, professional development activities are planned to support the implementation of the resources and materials. There are times that a course may need to be rewritten when that content is off cycle due. When this occurs additional materials and resources are also budgeted for and approved through the same process.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

Middle Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Developing

Provide explanation for processes used to ensure Accomplishment.

The District has established a curriculum review cycle, which is a clearly defined process that is in place to identify high-quality instructional resources that are aligned to the PA Core Academic and Legacy Standards. After the curriculum is written, the Curriculum Director leads staff through a process and use of a textbook/resource evaluation instrument to evaluate classroom materials. Technology is integrated into the curriculum writing process to ensure a blended approach to developing a modern curriculum to incorporate digital content within the instructional framework. Staff in working with the Curriculum and Information and Instructional Technology Directors and Library/Media Specialists help to select appropriate digital content that fits the chosen instructional model, shared vision, and Digital Convergence plan. In some cases the curricular resources that the district already owns are sufficient and money can be spent in acquiring more digital resources for a specific content. There is a line item for curriculum materials in the budget each year to purchase the necessary classroom resources. After the board approves the purchase of curriculum resources, professional development activities are planned to support the implementation of the resources and materials.   There are times that a course may need to be rewritten when that content is off cycle due. When this occurs additional materials and resources are also budgeted for and approved through the same process.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

High School Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Developing

Provide explanation for processes used to ensure Accomplishment.

The District has established a curriculum review cycle, which is a clearly defined process that is in place to identify high-quality instructional resources that are aligned to the PA Core Academic and Legacy Standards. After the curriculum is written, the Curriculum Director leads staff through a process and use of a textbook/resource evaluation instrument to evaluate classroom materials. Technology is integrated into the curriculum writing process to ensure a blended approach to developing a modern curriculum to incorporate digital content within the instructional framework. Staff in working with the Curriculum and Information and Instructional Technology Directors and Library/Media Specialists help to select appropriate digital content that fits the chosen instructional model, shared vision, and Digital Convergence plan. In some cases the curricular resources that the district

already owns are sufficient and money can be spent in acquiring more digital resources for a specific content. There is a line item for curriculum materials in the budget each year to purchase the necessary classroom resources. After the board approves the purchase of curriculum resources, professional development activities are planned to support the implementation of the resources and materials.   There are times that a course may need to be rewritten when that content is off cycle due. When this occurs additional materials and resources are also budgeted for and approved through the same process.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

SAS Incorporation

Elementary Education-Primary Level

Standards	Status
Arts and Humanities	Full Implementation
Career Education and Work	Implemented in less than 50% of district classrooms
Civics and Government	Implemented in less than 50% of district classrooms
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Full Implementation
Economics	Implemented in less than 50% of district classrooms
Environment and Ecology	Implemented in less than 50% of district classrooms
Family and Consumer Sciences	Not Applicable
Geography	Implemented in 50% or more of district

	classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in less than 50% of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Not Applicable
Early Childhood Education: Infant-Toddler→Second Grade	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in less than 50% of district classrooms
School Climate	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

Information about the SAS website and the Materials and Resources have been shared as part of the curriculum writing process. This information is linked directly from the Staff Resources page of the District's website and teachers are encouraged to use thiese resources.   Teachers are continually encouraged to refer to this website in their curriculum development, lesson planning and instruction. The District does not offer a Family and Consumer Science program at the elementary schools.   Career Cruising was purchased for the elmentary schools for the 2018-2019 school year in order to provide for greater exposure to career education and work standards. The District purchased CASEL's (Collaborative for Academic, Social and Emotional Learning) curriculum for the elementary classrooms for the 2018-2019 school year.

Elementary Education-Intermediate Level

Standards	Status
Arts and Humanities	Full Implementation
Career Education and Work	Implemented in less than 50% of district classrooms
Civics and Government	Implemented in less than 50% of district classrooms
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Full Implementation
Economics	Not Applicable
Environment and Ecology	Full Implementation
Family and Consumer Sciences	Implemented in less than 50% of district classrooms
Geography	Implemented in less than 50% of district classrooms
Health, Safety and Physical Education	Full Implementation
History	Implemented in less than 50% of district classrooms
Science and Technology and Engineering Education	Full Implementation
Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Level of Implementation

	is Unknown
English Language Proficiency	Full Implementation
Interpersonal Skills	Full Implementation
School Climate	Full Implementation

Further explanation for columns selected "

Information about the SAS website and the Materials and Resources have been shared as part of the curriculum writing process. This information is linked directly from the Staff Resources page of the District's website and teachers are encouraged to use thiese resources. Teachers are continually encouraged to refer to this website in their curriculum development, lesson planning and instruction. The District does not offer a Family and Consumer Science program at the elementary schools.   Career Cruising was purchased for the elmentary schools for the 2018-2019 school year in order to provide for greater exposure to career education and work standards. The District purchased CASEL's (Collaborative for Academic, Social and Emotional Learning) curriculum for the elementary classrooms for the 2018-2019 school year. The District hired a guidance counselor to work with students in grades 2 - 5 on career and workforce developent as well as ASCA counseling model.

Middle Level

Standards	Status
Arts and Humanities	Full Implementation
Career Education and Work	Full Implementation
Civics and Government	Full Implementation
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Full Implementation
Economics	Not answered
Environment and Ecology	Full Implementation
Family and Consumer Sciences	Implemented in less than 50% of district classrooms
Geography	Implemented in 50% or more of district

	classrooms
Health, Safety and Physical Education	Full Implementation
History	Full Implementation
Science and Technology and Engineering Education	Full Implementation
Alternate Academic Content Standards for Math	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Reading	Implemented in less than 50% of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in less than 50% of district classrooms
School Climate	Implemented in less than 50% of district classrooms
World Language	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

The District's Chapter 339 plan was recognized as an outstanding plan and used as a model. It has been fully implemented and is undergoing its first revisiion.
Information about the SAS website and the Materials and Resources have been shared as part of the curriculum writing process. This information is linked directly from the Staff Resources page of the District's website and teachers are encouraged to use thiese resources. The District has integrated the family and consumer science standards into the science and social studies content areas and will be revisiting these standards in the future. Teachers are continually encouraged to refer to this website in their curriculum development, lesson planning and instruction.
The District conducted a safety and climate survey with the secondary students: Highlights from the survery were: 80% of the students feel safe at school, 86% feel they are treated fairly by adults, 83% feel that there is at least one adult that they can go to in the school. Areas that staff need to work on with students (at least 25% of the students ranked these

areas low): the school needs to help students understand what they might need to change in themselves to be more successful, help student recognize their positive attributes, making sure each child is known by his/her teachers, and teach students how to overcome their problems when they are having trouble learning.

High School Level

Standards	Status
Arts and Humanities	Full Implementation
Career Education and Work	Full Implementation
Civics and Government	Full Implementation
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Full Implementation
Economics	Full Implementation
Environment and Ecology	Full Implementation
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
Geography	Full Implementation
Health, Safety and Physical Education	Full Implementation
History	Full Implementation
Science and Technology and Engineering Education	Full Implementation
Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms

English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in less than 50% of district classrooms
School Climate	Implemented in less than 50% of district classrooms
World Language	Full Implementation

Further explanation for columns selected "

The District's Chapter 339 plan was recognized as an outstanding plan and used as a model. It has been fully implemented and is undergoing its first revisiion.
Information about the SAS website and the Materials and Resources have been shared as part of the curriculum writing process. This information is linked directly from the Staff Resources page of the District's website and teachers are encouraged to use thiese resources. Teachers are continually encouraged to refer to this website in their curriculum development, lesson planning and instruction.
The District conducted a safety and climate survey with the secondary students: Highlights from the survery were: 80% of the students feel safe at school, 86% feel they are treated fairly by adults, 83% feel that there is at least one adult that they can go to in the school. Areas that staff need to work on with students (at least 25% of the students ranked these areas low): the school needs to help students understand what they might need to change in themselves to be more successful, help student recognize their positive attributes, making sure each child is known by his/her teachers, and teach students how to overcome their problems when they are having trouble learning.

Early Warning System

The free PA Educator Dashboard Early Warning System and Intervention Catalog (PA EWS/IC) utilizes the metrics of Attendance, Behavior and Course grades to identify students who may be on a path to dropping out of school. Please indicate your selection of the following options.

Yes, we are interested in the PA EWS/IC for our district, and would like more information regarding the process.

Professional Education

Characteristics

District's Professional Education Characteristics	EEP	EEI	ML	HS
Enhances the educator's content knowledge in the area of the educator's certification or assignment.	X	X	X	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for struggling students.	X	X	X	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for gifted students.	X	X	X	X
Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision making.	X	X	X	X
Empowers educators to work effectively with parents and community partners.	X	X	X	X

District's Professional Education Characteristics	EEP	EEI	ML	HS
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other, as well as to Pennsylvania's academic standards.	X	X	X	X
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for gifted students are aligned to each other, as well as to Pennsylvania's academic standards.	X	X	X	X
Provides leaders with the ability to access and use appropriate data to inform decision making.	X	X	X	X
Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.	X	X	X	X
Instructs the leader in managing resources for effective results.	X	X	X	X

Provide brief explanation of your process for ensuring these selected characteristics.

The District's Professional Education Plans are established based on data from the Title II Professional Learning and Bright Bytes Surveys that are administered each spring, are aligned to the District's Strategic Pillars and District Initiatives.
BALDWIN-WHITEHALL
SCHOOL DISTRICT
DIFFERENTIATED SUPERVISION MODEL 2.0

PROFESSIONAL PERSONNEL
2018-2021

Professional learning leads to effective teaching practices, supportive leadership, and improved student results. We want professional learning to:

-       Increase effectiveness and results for all students by working in learning communities that are committed to continuous improvement, collective responsibility, and goal alignment.

-       Increase effectiveness and results for all students through prioritizing, monitoring, and coordinating resources for learning.

-       Increase effectiveness and results for all students by using a variety of resources and system data to plan, assess, and evaluate learning.

-       Increase effectiveness and results for all students by integrating theories, research, and models of human learning to achieve outcomes in the classroom.

-       Increase effectiveness and results for all students, by applying research on change, in order to sustain support for implementation of learning for long-term change.

-       Increase effectiveness and results for all students that align to the PA Core curriculum standards.

DSAPS 2.0 CAN BE COMPLETED USING ONE OF THE FOLLOWING MODELS:

-       **Independent, Individual or Team Projects –**

A professional employee or dyad or triad working independently to explore in-depth new ideas and/or interests to transform teaching and learning.

-       **Guided DSAPs**

A small group of professional employees choose or are assigned a topic to investigate. The facilitator and/or group will work to define their professional needs and develop plans to assist them in the successful completion of the identified tasks. The group then implements their findings in the classroom in order to transform teaching and learning.

-       **Certified Training offered by an outside agency -**

Professional employees select summer or fall term course, class or trainings offered by an outside agency. Individuals are responsible for all costs associated with the training. Tuition reimbursement courses are not permitted for the DSAPs.

-       **Self-Directed Model/Action Research Model**

Professional employees will develop a structured, ongoing reflection of a practice-related

issue (Danielson Framework for Teaching). Professionals may work individually or in small groups, dyads or triads, to complete the action research project.

- **Create Programs or Courses**

Teams will develop programs that help to build and create a culture and environment built on trust and relationships that demand a concerted focus on the children to ensure that they realize their full potential.

"Professional Learning brings the shared vision for the modern learning environment to fruition at scale as teachers become proficient in the new Instructional Model."

- Modern Teacher

DIFFERENTIATED SUPERVISION ACTION PLANS 2.0

All DSAPs must be linked to the 2018-2021 district initiatives.   A brochure of DSAP offerings will be made available to staff in May each year.

- Instructional Models and Digital Ecosystems - The Instructional Model unifies design principles of instruction that you would like to see reflected in every classroom across Baldwin-Whitehall School District. Digital Ecosystem connects content, tools, systems, and users to form a robust yet dynamic system across the district that supports the Instructional Model.

- Modern Curriculum - The Modern Curriculum provides a pathway for Baldwin-Whitehall School District to evaluate and redesign the way they build and share curriculum and resources aligned to the new Instructional Model.

- Social and Emotional Learning - Social and emotional learning (SEL) is the process which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions.

DIFFERENTIATED SUPERVISION ACTION PLANS 2.0

Documentation: Each individual is responsible for his/her own documentation in PA-ETEP. The DSAP Action Plans must include detailed and thorough explanations of the each of the following sections.
Project Goal
: Describe the goal of your Differentiated Supervision Action Plan.
Purpose/Rationale

: Describe the rationale for selecting and implementing your Differentiated Supervision Action Plan.

Steps and/or Activities to Achieve Goal

: Describe the various steps and/or activities that will be involved in completing your Differentiated Supervision Action Plan.

Implementation Timeline

: Describe how you will implement your Differentiated Supervision Action Plan over the course of the school year.

Indicators of Effectiveness/Measures of Student Success

: Describe what you will use to measure student success and/or the effectiveness of your Differentiated Supervision Action Plan.

Mid-Year Progress Update

: Provide an update on your progress toward meeting the goal of your action plan. A minimum of three (3) artifacts must be uploaded as attachments through the "Attachment Management System. The artifacts can be elements from your DSAP or from your teaching that reflect your DSAP implementation.

Year-End Progress Update

: Describe the final results of your action plan and how successful you were in meeting your goal and impacting student achievement. A minimum of three (3) additional artifacts, for a total of six (6) artifacts for the year, must be uploaded as attachments through the "Attachment Management System. The artifacts can be elements from your DSAP or from your teaching that reflect your DSAP implementation or to support components in which you are rating yourself distinguished on the Danielson Rubric.

Recommendations

: Describe the recommendations you have for moving forward and how you might share what you learned with others.

Danielson Rubric:

You must complete the entire Danielson Rubric self-rating (ALL Domain Components). You must provide comments in any component in which you rate yourself distinguished AND at least three (3) components in each Domain I - Planning and Preparation, Domain II - Classroom Environment, Domain III- Instruction and Domain IV - Professional Responsibilities.

Why are all three of these items number 1?

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

This narrative is empty.

Educator Discipline Act 126, 71

Provides educators with mandated reporter training, totaling 3 hours, every 5 years as outlined in Act 126.

Questions
The LEA has conducted the required training on:
1/20/2014 Staff were provided one month to complete the on-line training and turn in their certificates of Completion
1/19/2015 Staff were provided one month to complete the on-line training and turn in their certificates of Completion
1/25/2016 Staff were provided one month to complete the on-line training and turn in their certificates of Completion
The LEA plans to conduct the required training on approximately:
1/21/2019 All staff certified between 2014-2016 will recertify on this PD day.
8/27/2019 Part of New Teacher Induction to be conducted during their 2nd day of orientation.
8/25/2020 Part of New Teacher Induction to be conducted during their 2nd day of orientation.

Provides educators with four (4) hours of professional development in youth suicide awareness and prevention every five (5) years for professional educators in grades six through twelve as outlined in Act 71.

Questions
The LEA has conducted the training on:
10/3/2016 This was an on-line (Eduplanet) training. K-12 staff had until 12/2/16 to complete the training and turn in their certificate of completion
11/1/2017 This was an on-line (Eduplanet) training. K-12 staff had until 12/2/16 to complete the training and turn in their certificate of completion
The LEA plans to conduct the training on approximately:
2/12/2019 Part of New Teacher Induction Program using "More Than Sad" from American Foundation for Suicide Prevention
2/11/2020 Part of New Teacher Induction Program using "More Than Sad" from American Foundation for Suicide Prevention
2/9/2021 Part of New Teacher Induction Program using "More Than Sad" from American Foundation for Suicide Prevention

Provides educators with four (4) hours of professional development every five (5) years for professional educators that are teaching the curriculum in which the Child Exploitation Awareness Education program is incorporated as outlined in Act 71.

Questions
The LEA has conducted the training on:
1/21/2019 This will be provided
The LEA plans to conduct the training on approximately:
1/21/2019 This will be provided during the January PD
3/17/2020 Part of New Teacher Induction Program.

Strategies Ensuring Fidelity

Checked answers

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.
- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.
- Administrators participate fully in all professional development sessions targeted for their faculties.
- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).
- Professional Education is evaluated to show its impact on teaching practices and student learning.

Unchecked answers

> None.

Provide brief explanation of your process for ensuring these selected characteristics.

Across the United States, the K-12 school system is undergoing fundamental change in the shift toward the modern learning environment. School leaders are now collaborating with entrepreneurs and researchers to redesign existing school structures. Meanwhile, teachers are connecting locally and nationally with other educators to share resources, strategies, and advice on how to use technology effectively in the classroom. Students are collaborating with classmates and other learners to create knowledge in ways never before possible. Using technology, these stakeholders are removing traditional boundaries in time and space, allowing learners greater control over when, where, and how they learn. ("The NMC Horizon Report: 2015 K-12 Edition." *The New Media Consortium.* (2015). http://cdn.nmc.org/media/2015-nmc-horizon-report-k12-EN.pdf)
Digital Convergence is the fundamental change needed in the K-12 school system—both at the national and school district levels. At the school district level, Digital Convergence is the successful intersection of five major categories of work through which Digital Convergence can successfully occur—Leadership, Instructional Models, Modern Curriculum, Digital Ecosystem, and Professional Learning—to redesign existing infrastructure and resources to support modern learning. The District has signed on with Modern Teacher

https://www.modernteacher.com to undertake Digital Convergence in the Baldwin-Whitehall School District. Administrators, teachers, and students are using technology to share information and knowledge at an unprecedented level and scale. Teachers are using social media, blogging, and other technology to build personal learning networks that allow them to collaborate and seek help with lesson planning, curriculum development, and more. Students are using programs such as Google Classroom and other apps to interact in and out of the classroom with classmates and teachers. Students are even assuming the role of teacher, as demonstrated by the range of students who are now creating and posting instructional videos to educate other learners. The District's involvement with Digital Promise's League of Innovative Schools allows the superintendent and other administrators to join with colleagues around the country to join "education innovation clusters" to collaborate with innovators, researchers, and entrepreneurs who are knowledgeable in technology integration. Across the country, K-12 stakeholders, including the Baldwin-Whitehall School District are working together to rethink the entire school system.
Each summer, the district leadership team determines topics for professional development based on assessment data, PDE initiatives, and staff surveys. District priorities are established by the district leadership team and are revisited and revised throughout the school year based on data as it becomes available. Using assessment data to determine building or district trends has served as the driving force behind many of the curricular revisions that have occurred district-wide. Building and district administrators and teacher leaders are active participants in all professional development days, oftentimes acting as facilitators or topic specific experts. This allows for the establishment of common goals and expectations for all members of the educational community. The district also utilizes experts from the local intermediate unit to use as resources. Administrators use informal walkthroughs and formal observations as tools to monitor the degree to which the professional development expectations are being carried out with fidelity.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

This narrative is empty.

Induction Program

Checked answers

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.

- Inductees will assign challenging work to diverse student populations.

- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.

- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.

- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.

- Inductees will effectively navigate the Standards Aligned System website.

- Inductees will know and apply LEA endorsed classroom management strategies.

- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.

- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.

- Inductees will enhance communication and interpersonal interactions with administrators, colleagues, parents and students.

Unchecked answers

   None.

Provide brief explanation of your process for ensuring these selected characteristics.

The focus of the induction plan is on professional growth of our beginning teachers, the district's planned instruction, the district's goals and objectives, and honoring of the Chapter 4 expectations. The Baldwin-Whitehall School District is committed to assuring the employment of qualified and dedicated staff and to creating the structures and environments that will empower them to use their talents and abilities in creative and more productive ways. Quality staff must be effectively employed to achieve the mission of the district in times of challenge and change. More than any other single factor, the ability of the nation to meet the educational demands of the next century may well be determined by the quality of the people who work with youth and provide the educational leadership for their success. The primary goal of the Baldwin-Whitehall School District Teacher Induction Plan is to provide a support system for all first-year teachers as well as for those who may require support during the first three years of their careers in the Baldwin-Whitehall Schools.
As a result of the objectives, the competencies of the teacher induction program are as follows: recognize and practice the behaviors as outlined in the Code of Professional Practice and Conduct for Educators; identify and develop effective instructional teaching skills and strategies; identify individual student strengths and needs to plan and implement appropriate instructional strategies; develop and strengthen classroom management skills; identify and use the special services offered by the school district; and identify the demographics of the community to respond to the diverse student needs.
All new staff members of the Baldwin-Whitehall School District are required to complete our formal induction program. The topics mentioned above are discussed and investigated among the inductee, his/her mentor, his/her building-level supervisor, and central office staff members. Every new teacher is assigned to a mentor; these two individuals meet on a regular basis to ensure that individual needs are being met and addressed. Upon completion of the school year, both the inductee and mentor are required to turn in a completed assessment of the program.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

With the state's transition to the PA Core Standards, it is imperative that our new teachers have a working knowledge of how to effectively access resources ranging from curriculum frameworks to eligible content and assessment anchors. It is our goal, through the induction program, to provide professional development on how to utilize the Standards Aligned Systems (SAS) web site. SAS will be introduced, along with hands-on training, during the beginning-of-year professional development days, designed exclusively for new teachers.

Needs of Inductees

Checked answers

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.

- Frequent observations of inductee instructional practice by supervisor to identify needs.

- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.

- Student PSSA data.

- Standardized student assessment data other than the PSSA.

- Classroom assessment data (Formative & Summative).

- Inductee survey (local, intermediate units and national level).

- Review of inductee lesson plans.

- Review of written reports summarizing instructional activity.

- Submission of inductee portfolio.

- Knowledge of successful research-based instructional models.

- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

- Inductees are required to submit monthly reports through their Teacher Induction Google Classroom.

Unchecked answers

   None.

Provide brief explanation of your process for ensuring these selected characteristics.

The goals of the Baldwin-Whitehall School District Teacher Induction Program are to provide each inductee with a general orientation to the Baldwin-Whitehall School District and to increase his/her knowledge, improve his/her teaching skills, and to assist in making them an integral part of our school community.

The objectives of the program are to:

a. Provide opportunities and experiences to learn and assimilate the culture of the district, especially as it relates to understanding the mission, vision, and beliefs of the District.

b. Familiarize the inductee with school district policies, practices, and expectations aligned to their role in the district.

c. Provide an opportunity for the inductee to analyze and reflect on their teaching with coaching from veteran teachers.

d. Support the development of the inductee's professional knowledge and skills.

e. Provide continued assistance to face the challenges of the new teacher.

f. Cultivate a professional attitude toward teaching and learning and working with others such as students, parents and colleagues.

The general topics to be covered in our Induction Program can be classified into two categories:

a. Those designed as orientation activities to familiarize the inductee with the Baldwin-Whitehall School District.

b. Those activities designed to develop and define the professional knowledge and skills of the inductee.

An orientation program will be presented by district staff prior to the beginning of each school year in August. The program will continue with all newly-hired inductees throughout the school year to ensure the continuity of the program.

General activities designed to develop and refine the professional knowledge and skills of the inductees are presented by District staff at the orientation session in August and throughout the year. The orientation session will include presentations on student exceptionalities, observation and evaluation of professional personnel, technology, and current issues in education. Ongoing activities throughout the year will focus on any other activities deemed appropriate to familiarize the inductees with the Baldwin-Whitehall School District. In addition to the activities designed specifically for the inductees, each inductee will participate in the district's professional development plan.

The Baldwin-Whitehall School District will provide the following opportunities to inductees as part of the Induction Program:

1. Release time for a minimum of one full-day/equivalent to one full-day peer observation opportunity in the district with the approval of the building administrator and to be completed by the end of January .

2. Seventeen hours of Differentiated Supervision Action Plan (DSAP) activities.

3. Fulfillment of the PDE required Induction Program.

Requirements of Induction Program

All Induction documents must be completed and uploaded to the Induction Group in Google Classroom.

Weekly meetings of Inductee/Mentor (September through January).

Attend District-level Induction meetings (August through May).

Bi-weekly meetings (every other week) of Inductee/Mentor (February through May).

One peer classroom observation, in the District (by February 1, 2019).

Completion of Needs Assessment for Teacher Inductees (Addendum #1).

Completion of Checklist of Induction Discussions (Addendum #2) (by May 31, 2019).

Completion of Monthly Teacher Induction Reports (Addendum #3).

Completion of Induction Completion Document (Addendum #4) (by May 31, 2019).
Completion of the Evaluation of Induction Program Document (Addendum #5) (by May 31, 2019).
End-of-Year Review with Building Principal (Addendum #6) (by May 31, 2019).
*To verify participation in the Induction Program, a copy of the Induction Completion Document will be placed in each inductee's permanent file in the Superintendent's office. A Certificate of Completion will be given to each inductee for their records.

Provide a brief explanation for strategies not selected and your plan to address their incorporation.

This narrative is empty.

Mentor Characteristics

Checked answers

- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors have similar certifications and assignments.
- Potential mentors must model continuous learning and reflection.
- Potential mentors must have knowledge of LEA policies, procedures and resources.
- Potential mentors must have demonstrated ability to work effectively with students and other adults.
- Potential mentors must be willing to accept additional responsibility.
- Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching and conferencing skills, problem-solving skills and knowledge of adult learning and development).
- Mentors and inductees must have compatible schedules so that they can meet regularly.

Unchecked answers

   None.

Provide brief explanation of your process for ensuring these selected characteristics.

Guidelines for Mentors
The mentor-inductee relationship is essential to the success of a new teacher as he or she enters the education profession in the Baldwin-Whitehall School District. The formal and informal activities associated with a successful induction program are based upon the positive relationship built between experienced and novice teachers.
The following guidelines are established to assist the mentor in addressing the needs and concerns of the inductee:
1) Participate in assigned activities during the BWSD Teacher Induction Program.
2) Meet at least once a week during the months of September through January.
3) Meet at least once every two weeks from February through May.
4) Provide guidance and assistance at all transition points throughout the year (i.e., beginning of school year; end of marking periods/semesters; before and after breaks).
5) Ensure that all aspects and documentation of the induction process have been completed

and submitted to the Assistant Superintendent's Office, electronically, by established deadlines.

6) Ensure that the final Induction Completion Document and the inductee's Evidence of Professional Growth Documentation is completed no later than May 31, 2019.

a) Evidence of Professional Growth Documentation Includes:

i) All Addendums

ii) Monthly Reports

iii) Peer Observation Reflection

Qualities of a Successful Mentor:

1) Sensitive to the needs of the beginning teacher

2) Knowledgeable of District Policies, PA Core Standards, and the Employee Handbook

3) Active Listener

4) Maintains professional confidentiality

5) Non-judgmental

6) Provides support and guidance

7) Assists with problem-solving

8) Collaborative and reflective

9) Proven record of applying instructional best practices

Provide brief explanation for characteristics not selected and how you plan to address their incorporation.

This narrative is empty.

Induction Program Timeline

Topics	Aug-Sep	Oct-Nov	Dec-Jan	Feb-Mar	Apr-May	Jun-Jul
Code of Professional Practice and Conduct for Educators	X					
Assessments		X			X	
Best Instructional Practices	X	X	X	X	X	X
Safe and Supportive Schools	X			X		
Standards	X	X	X	X	X	X
Curriculum	X	X	X	X	X	X
Instruction	X	X	X	X	X	X
Accommodations and Adaptations for diverse learners	X					
Data informed decision making		X			X	
Materials and Resources for Instruction	X	X	X	X	X	X

If necessary, provide further explanation.

This narrative is empty.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

Evaluation items were developed by the Induction Committee to measure the effectiveness of the Induction Program. The evaluation items include three separate forms: one for the mentor teacher, the principal, and the inductee. At the end of each year, the evaluation forms are distributed to the appropriate personnel for completion. The forms are analyzed and an evaluation is completed based upon the results. Changes in the induction program can then be made as a result of the analysis of the evaluations of the program by the principals, mentor teachers, and inductees. These changes in the program will be communicated to the principals during summer professional development days. This information is then relayed to the teachers upon their return to work in August. All changes and/or additions will be made to the forms, as needed, and these revised forms will be made available to the principals, mentor teachers, and inductees. Additional feedback will occur during the regularly scheduled meetings between the inductee and the mentor teacher.

Recording Process

Identify the recording process for inductee participation and program completion. (Check all that apply)*Checked answers*

- Mentor documents his/her inductee's involvement in the program.

- A designated administrator receives, evaluates and archives all mentor records.

- School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.

- LEA administrator receives, tallies, and archives all LEA mentor records.

- Completion is verified by the LEA Chief Executive Officer on the Application for Level 2 Certification.

Unchecked answers
None.

Special Education

Special Education Students
Total students identified: **497**

Identification Method

Identify the District's method for identifying students with specific learning disabilities.

The district has embraced the multi-tiered systems of support (MTSS) model for grades K-5 and the Student Assistance Program (SAP) team model at the secondary level as a means of supporting struggling learners, but not as a means of identifying the presence of a Specific Learning Disability.   A variety of data including formal, informal, and standardized assessments are utilized to guide the implementation of interventions and specific levels of instructional support prior to making a referral for a Multidisciplinary Evaluation. To be identified as a student with a Specific Learning Disability, a student must demonstrate a severe discrepancy between demonstrated cognitive ability and performance on a norm-referenced assessment of academic achievement as well as a need for specially designed instruction to make meaningful academic progress. To determine if a severe discrepancy exists, the district compares standard scores derived from individually administered standardized assessments of cognitive abilities and academic skills using the Severe Disparity table which has been provided by the Allegheny Intermediate Unit (AIU 3) and reproduced below. Once it has been determined that the student's performance on these assessments does show a severe disparity, the District reviews the student's need for Specially Designed Instruction outside of what is offered through the general education curriculum. Based on these two prongs, an eligibility determination is made through the Multidisciplinary Evaluation Process.

Obtained IQ	Severe Disparity	Obtained IQ	Severe Disparity	Obtained IQ	Severe Disparity	Obtained IQ	Severe Disparity
130	94	117	86	104	78	92	71
129	93	116	86	103	78	91	71
128	93	115	85	102	77	90	70
127	92	114	84	101	77	89	69
126	92	113	84	100	76	88	69
125	21	112	83	99	75	87	68
124	20	111	83	98	75	86	68
123	20	110	82	97	74	85	67
122	89	109	81	96	74	84	66
121	89	108	81	94	72	83	66
120	88	107	80	95	73	82	65
119	87	106	80	94	72	81	65
118	87	105	79	93	72	80	64

Enrollment

Review the Enrollment Difference Status. If necessary, describe how your district plans to address any significant disproportionalities.

The data is publicly available via the PennData website. You can view your most recent report. The link is:
https://penndata.hbg.psu.edu/PublicReporting/DataataGlance/tabid/2523/Default.aspx

Outlined below are the areas that the district is above the state average, explanations as to why the district feels it is above the average, and, when applicable, procedures the district has and will implement to address and correct these issues.

Data

Autism: Data from the December 1, 2016 Child Count submission indicates 13.0% of identified students in the district are identified as having Autism. The state average in the same data collection identifies 10.7% of identified students in the commonwealth are identified as having Autism.

Hearing Impairment Including Deafness: Data from the December 1, 2016 Child Count submission indicates 2.6% of identified students in the district are identified as having a Hearing Impairment. The state average in the same data collection identifies 1.0% of identified students in the commonwealth are identified as having a Hearing Impairment.

Intellectual Disability: Data from the December 1, 2016 Child Count submission indicates 7.9% of identified students in the district are identified as having an Intellectual Disability. The state average in the same data collection identifies 6.5% of identified students in the commonwealth are identified as having an Intellectual Disability.

Speech or Language Impairment: Data from the December 1, 2016 Child Count submission indicates 22.5% of identified students in the district are identified as having a Speech or Language Impairment. The state average in the same data collection identifies 14.7% of identified students in the commonwealth are identified as having a Speech or Language Impairment.

Rational/Plan

The district has experienced an increase in the total number of students who require Special Education Services due to high numbers of enrollment. Even with the increase in enrollment, the impact has not been uniform across all categories. Reductions have been seen in the number of students who have been identified as having a Specific Learning Disability, which the district has significantly less than the state average. As a result of this reduction in one area, the percentage of students who are identified as having disabilities in the areas of Autism, Intellectual Disabilities, and Speech and Language Impairments have increased without a significant change in the number of students who are actually identified as meeting the criteria for these disabilities. In recent years, the Baldwin-Whitehall School district has made considerable progress with supporting struggling students in the regular education program. District procedures are reviewed on an ongoing basis to ensure compliance with all special education regulations and to ensure FAPE (free and appropriate public education) is provided to students with disabilities who require special education and related services. For each of the disability categories listed above the district will continue to review pre-referral, evaluation and instructional practices. The district will continue to provide professional development in the MTSS (multi tiered systems of

support) model which will in turn provide a foundation for supports and increasingly intensive instructional interventions taking into account least restrictive environment.

Students who receive Special Education Services through Speech and Language Support either as a primary disability or a related service fall into the largest area of disproportionalities. Review of the service delivery model revealed inconsistent practices including what students meet edibility criteria and exit criteria which resulted in over identification or services being provided longer than the student demonstrates a need. The district has developed a consistent process and criteria for eligibility and exit as well as preventative measures such as establishing fluency builder groups. In addition, the district will continue to provide professional development in regard to review of progress data and exit criteria as it relates to goal mastery.

Due to the substantial continual increase student enrollment across the district, students identified as having an intellectual disability and/or a hearing impairment including deafness have been among this increase. The district continues to support these students in addition to all students in the least restrictive environment. The district continues to evolve; therefore, special education programming across all areas continues to follow suite. In regard to identification of students identified as having an intellectual disability, the pupil services department will continue to focus on the identification of adaptive behavior needs and determination of how these needs adversely impact educational performance.

Non-Resident Students Oversight

1. How does the District meet its obligation under Section 1306 of the Public School Code as the host District at each location?
2. How does the District ensure that students are receiving a free appropriate public education (FAPE) in the least restrictive environment (LRE)?
3. What problems or barriers exist which limit the District's ability to meet its obligations under Section 1306 of the Public School Code?

Although Baldwin-Whitehall School District does not have any locations under the jurisdiction of Section 1306 of the Public School Code in our catchment area, in the instance in which that may occur, Baldwin-Whitehall School District will ensure educational services as required are delivered to identified students in the least restrictive environment. If BWSD were a host district, any concerns surrounding FAPE and LRE would be discussed by the IEP team as they considered strengths and needs in designing a program to help students make meaningful gains. BWSD would ensure collaboration with resident districts by communicating with the facility, the school district, and the parents to ensure that non-resident students receive FAPE in the district. Baldwin-Whitehall school district would assume the responsibility for providing the student with an appropriate program of special education and training consistent with Chapters 14 and 342 of the Pennsylvania regulations and standards.

When BWSD is notified that a resident student is being educated by another school district under Section 1306, a form is signed verifying parent residency to claim the student and provide appropriate of funds to support that student's education in the host district. When BWSD

receives timely communication from teh educating district or entity, the Supervisor of Pupil Services attends the ER/RR and/or IEP meetings, providing input into the education plan in order to ensure that the student receives FAPE. To date, BWSD has not experienced any barriers which limit the ability to meet the obligations under Section 1306. Timely communication is needed between the home district and host district to faciliate FAPE in the least restrictive environment.

Incarcerated Students Oversight

Describe the system of oversight the District would implement to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated and when deemed eligible, are offered a free appropriate public education (FAPE).

District social workers are notified when a student receiving special education services is placed or incarcerated by the court system. The social worker will notify building administration and the Pupil Services Department immediately upon receipt of the information. The Supervisor of Pupil Services will work as a direct liaison between the district and the facility; including participation in IEP team meetings. An IEP team meeting will be requested by the district to occur within the first 30 days of placement to discuss potential needs in relation continued provisions of FAPE. The district ensures that for eligible students the provision of FAPE is provided in the setting where the student would be located.

Presently, the Baldwin-Whitehall School District is not a host district of a facility for incarcerated students; however, if the district became the host school district, then all obligations under 24 P.S. Section 13-1306 would be met. The district would assume responsibility for child find and providing appropriate educational programs, as well as transportation and any support services necessary to ensure the provision of a free, appropriate public education. The district would review the Individualized Education Program, conduct an evaluation or reevaluation, review all existing data, and/or use existing placement options within the district, Allegheny Internediate Unit - AIU3, or approved private schools. A careful review of placement options would be undertaken to ensure that the student receives a free appropriate public education within his/her least restrictive environment. The district would also invite the resident district to participate and provide feedback throughout the process as the student's program is developed and implemented. Additionally, the district would bill the resident district for the cost of the student's education program. The district does not foresee any barriers that would limit its ability to meet its required obligations if such a need arose in the future.

Least Restrictive Environment

1. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities, including those in private institutions, are educated with non-disabled children, and that removal from the regular education

environment only occurs when education in that setting with supplementary aids and services, cannot be achieved satisfactorily.
2. Describe how the District is replicating successful programs, evidence-based models, and other PDE sponsored initiatives to enhance or expand the continuum of supports/services and education placement options available within the District to support students with disabilities access the general education curriculum in the least restrictive environment (LRE). (Provide information describing the manner in which the District utilizes site-based training, consultation and technical assistance opportunities available through PDE/PaTTAN, or other public or private agencies.)
3. Refer to and discuss the SPP targets and the district's percentages in the Indicator 5 section - Educational Environments. Also discuss the number of students placed out of the district and how those placements were determined to assure that LRE requirements are met.

In accordance with the Individuals with Disabilities Education Act and Pennsylvania Chapter 14, Special Education Programs and Services, the Baldwin -Whitehall School District utilizes a full continuum of placement options to meet the needs of our students. Emphasis is on the regular classroom as the default placement with supplementary aids and services provided. Students with disabilities are only removed from the regular education environment when the IEP team determines that their education cannot be achieved satisfactorily with all required supplementary aids and services. All students with special needs including those who require the most restrictive placements, are provided with a variety of opportunities to participate with students who are not disabled. Some of the opportunities offered for students in more restrictive placements include participating in regular education vocational programs, attending specific classes at their home school for partial day schedules, and participating in after school activities and sports.

Students with disabilities are encouraged to participate in extracurricular and non-academic programs and activities to assist in developing these talents and to build social skills. All necessary supports and services are provided to ensure that students with disabilities are educated with non-disabled students. Baldwin-Whitehall School District supports the development and expansion of programs, strategies and methods to effectively educate students with disabilities in the least restrictive environment, including those with severe disabilities. The district supports including students with disabilities in meaningful participation in regular education classrooms in their neighborhood schools. Special Education teachers, Paraprofessionals, Regular Education Teachers, Administrators, and other staff members from each school in the district receive professional development based upon current relevant needs. These staff members serve as a resource in their buildings to effectively assist their colleagues in providing for students with more severe disabilities. The training focuses on research based best practices that support students with disabilities to gain function, develop skills, and then generalize these learned skills to other environments in the building. Staff is also trained to identify emerging student skills with the highest probability of success for participation in the mainstream in order to facilitate inclusion for students with more severe disabilities. Baldwin Whitehall also receives support and training from Allegheny Intermediate Unit and PaTTAN to

enhance placement options in the regular education setting.

The administrators in the Pupil Services Department facilitate annual staff development training regarding Special Education rules, regulations, and related district processes to maintain compliance. Topics regularly discussed include, but are not limited to types of supplementary aides and services, Least Restrictive Environment (LRE), Free and Appropriate Public Education (FAPE), Health Information Protection Act (HIPA), and other regulatory information essential in the compliance with state and federal regulations. In addition, the district Pupil Service Department provides 20 or more hours of professional development for the Paraprofessional Staff annually. This professional development, along with documentation of every paraprofessional meeting the 10 identified standards, ensure all paraprofessional staff employed by the district meet the Credential of Competency for Special Education Paraeducators. Supplementary Aides and Services (SaS) are evaluated and implemented in accordance with the four step process outlined in the SaS Consideration Toolkit including review of student profile, identify potential barriers to learning and curriculum access, identification of strategies to eliminate barriers, and discuss and identify appropriate SaS alternatives for implementation. Supplementary Aides and Services are provided to modify staffing, classroom structure, instructional presentation, assistive technology, and curriculum. The district currently utilizes supports such as student and classroom based paraprofessionals, iPads, individualized computer based reading interventions, curriculum based structured interventions, co-taught classes, small group instruction, leveled reading materials, sound amplification devices, visual magnifiers, and sound dampening devices as recommended by IEP Teams.

At the elementary level, the district employs a Multi Tiered Systems of Support model where teams meet at predetermined intervals throughout the year to review student progress and recommend interventions to support struggling learners. This initiative ensures early identification, intervention, and progress monitoring of students who are struggling. These interventions are provided in the regular education setting in the form of Title I services, academic support, enrichment, behavioral and social/emotional interventions, classroom based interventions, and other research based support services focused on remediation of skills. The goal of the process is accelerating learning for all. The assumption of the MTSS model is that all students can learn, and will learn, given the right opportunities. All students in the district are exposed to standards based instructional design where there is a focus on differentiated instruction and opportunities for students to be exposed to regular assessments of progress. As part of the intervention program, the team regularly communicates with the parents of each student so they are aware of the steps the school is taking to support their child. Each of the three tiers represents a grouping of students whose needs are met with more intensive instructional approaches. Movement between the tiers is fluid and determined by the MTTS team. The team reviews the data from regularly administered, formal, informal, and standardized research based assessments and universal screeners. This allows all students to have their needs met in the least restrictive environment possible. Students who show limited progress with the current level of interventions are moved to higher tiers so they can receive additional support. Tier 1 represents approximately 80-90% of students who can be served with differentiated instruction provided by the classroom teacher. Tier 2 represents roughly 10% of students who

demonstrate a need for additional support or interventions to achieve success. In addition to the differentiated instruction provided by the classroom teacher, these students can also participate in a 30-minute intervention program focused on their specific needs as it relates to reading and/or math. Tier 3 offers the most support provided in the regular education setting, and is the last level prior to the district initiating a multidisciplinary evaluation.   Students who have not demonstrated meaningful progress in Tiers 1 and 2 are placed in Tier 3 where they will receive more assistance and intensive interventions. In the event the MTSS team determines that all supports and services which can be provided as part of the regular education program have been exhausted, then the team will then make a referral for a Multidisciplinary Evaluation.

At the secondary level, the district utilizes the Student Assistance Program (SAP) to monitor, identify, and support students who are struggling. SAP is a program used to identify students who are experiencing behavioral and or academic difficulties which interfere with that are posing a barrier in their learning and success in school. Baldwin High School and Harrison Middle School have identified SAP teams which meet on a regular basis to review student academic and behavioral progress. As part of the program, the team regularly communicates with the parents of each student so they are aware of the steps the school is taking to support their child.

The team uses a problem solving model to develop research based supplemental supports and services to help remove barriers so all students can learn. The teams review formal and informal data provided by teachers, and school staff members as well as informal, formal and standardized assessments. Through the regularly scheduled meetings the team identifies at-risk students, develops interventions and reviews the effectiveness of the interventions previously developed. The SAP model uses district and community based supports to address all struggling students in the least restrictive setting possible. Students who are experiencing academic difficulties may receive additional supports through structured tutoring by content areas teachers, inclusion in subject specific enrichment programs, movement between leveled classes, or other research based interventions. Students who demonstrate behavioral or social difficulties are supported through school and community support such as school based social work services, community based drug and alcohol and/or counseling programs, and possibly referrals to other, more restrictive programming which are only provided outside of the school setting. All supports and services provided through the SAP program are regular education initiatives and support all students. In the event the SAP team determines all supports and services which can be provided as part of the regular education program have been exhausted, the team will then make a referral for a Multidisciplinary Evaluation.

The district continues to focus efforts in regard to implementing Multi Tiered Systems of support for all students and will begin to implement MTSS at the 6-8 level moving into the 2018-2019 school year.

Parents also have the right at any time to request a Multidisciplinary Evaluation for their child. When a parent makes a written or verbal request for a Multidisciplinary Evaluation, the building administrator schedules a meeting. The Parent Evaluation Request Meeting will be scheduled in a reasonable amount of time and will include the building administrator, pupil services administrator, relevant teachers, guidance counselors, instructional support staff and the parents of the students. The purpose of the meeting is to review the parental request and make

appropriate recommendations to support the student. Similar to MTSS and SAP, the team will review the data provided by informal, formal, and standardized assessments and universal screeners as well as parent and teacher information including, but not limited to, date from current interventions. If the student is currently in Tier 2 or 3 at the elementary level or active with the SAP team at the secondary level, all information which has been reviewed by those teams will be discussed with parents and during this meeting. At the conclusion of the meeting the team will make recommendations for support which may include a Multidisciplinary Evaluation, referral to the MTSS or SAP team, or increase supports in the regular education program. If the team determines to increase support without completing an evaluation for eligibility for Special Education Services, a Notice of Recommended Educational Placement will be issued outlining the decision.

When students have exhausted all supports and services available in the regular education program through the MTSS and SAP teams, a referral is made to the Pupil Services Department to complete a Multidisciplinary Evaluation (MDE) Report. The district employs two full time Certified School Psychologists and a full time clerical staff member who facilitate and oversee this process which begins when the referral is received from the appropriate building level team (MTSS, SAP, or Parent Evaluation Request Meeting). Within 10 days of receiving the referral, the Pupil Services Department staff develop and issue the Permission to Evaluate - Consent Form and Procedural Safeguards to the parent. Upon receipt of the signed Permission to Evaluate - Consent Form, the Certified School Psychologist and required members of the MDE Team collect identified data to evaluate the strengths and needs of the individual student so that the MDE can be developed for the purpose of identifying eligibility for special education services and recommending appropriate supports and services needed for the student to make meaningful progress in the Least Restrictive Environment. If a student is eligible for and in need of Special Education Services, an Individualized Education Plan (IEP) team meeting is held within in 30 days of the report. The purpose of this meeting is to review the MDE and develop the IEP. At the conclusion of the IEP team meeting the Notice of Recommended Educational Placement (NOREP) is issued which outlines the recommended educational placement. The IEP is then implemented within 10 days of the IEP team meeting. If the student is not eligible for and in need of Special Education Services, a meeting is held to review the results of the report and a NOREP is ultimately issued which outlines the recommended educational placement.

Progress monitoring occurs on all goals outlined in the IEP. The purpose of this is to ensure regular data collection throughout the school year which will guide the effectiveness and appropriateness of identified interventions. This information is reported to parents four or more times per year as determined by the IEP team and outlined in the IEP goals section.

Students who receive Special Education Services have their strengths and needs assessed through a Reevaluation (RR) at least every three years (every 2 years for students identified as having an Intellectual Disability or for students who attend an Approve Private School (APS). The IEP team makes the determination regarding the need for additional data 60 days prior to the three or two-year RR due date. If the team determines the need for additional data, a Permission to Reevaluate - Consent Form is issued to the parents for their approval and the process, similar to the MDE process outlined above is followed. If the team completes their review and determines

there is not a need for additional data, the RR is completed and issued to the parent which initiates a new IEP to be developed as indicated in the MDE process above. Although the district does have the option to recommend the RR be waived, this practice is not currently endorsed unless 1) the student is in their last year of high school, 2) a post-high school transition plan has been determined and 3) that plan can be implemented and successful without the collection of additional data.

For students who are placed outside of the school district, an administrator from the Pupil Services Department acts as the LEA at all IEP meetings in order to monitor progress and assess the level of need as the facilitator of the IEP Meeting. At the IEP team meeting, the LEA reviews the appropriateness of the identified placement and assists the IEP team in making the determination regarding the ability of the school district to implement the IEP in a district based program with supports and services. This review occurs at every IEP meeting, but no less than one time per year. In addition to the regularly held IEP Meeting, the Pupil Services staff review all progress monitoring and attendance reports provided by all non-district-based programs. This ongoing review provides regularly monitoring of student progress to ensure that all students are being served in the LRE.

The district employs four licensed social workers who provide mental health support services including home visits, individual and group counseling services, and coordination between community based organizations and school staff. In addition, the social workers are provided deescalation and restraint training through the University of Pittsburgh's Comprehensive Crisis Model. Two trained district staff, provide training to district core teams through a train the trainer model. All school buildings have an identified trained core team. These core teams are a group of CCM certified staff who are utilized for intervention with students who are experiencing a crisis situation where the CCM verbal techniques utilized by the classroom teacher have not deescalated the student. The core team members respond and intervene to maintain the safety of all students and staff in the building. The CCM core teams receive re-certification annually.

The district utilized a wide variety of Assistive Technologies to support students in the LRE. Through consultation and evaluation provided by the Allegheny Intermediate Unit and PaTTAN, teams review and address specific student needs through the use of various specific technologies. When a specific device, program, or technology is recommended, the district, through the AIU and PaTTAN uses a Short Term Loan of the recommended equipment to determine the effectiveness of the device for that student. Through data collection during the trial period, the team determines if the recommended device allows the student to access the curriculum appropriately. Once a device is determined to be appropriate, the district purchases the device and outlines the use of the device in the IEP and provides it as a support for the student.

The co-teaching model of instruction is implemented for core subjects at the middle and high school levels. As this plan is implemented, the intention is to expand the co-teaching model in the K-5 programs as well.

The December 1, 2016 Special Education Data Report indicates the district shows 52.0% of special education students receiving instruction in the regular education setting with

supplementary aides and services provided throughout their IEP. Data reported by the Pennsylvania Department of Education (PDE) Bureau of Special Education (BSE) indicates 62.4% of students who receive special education services across the state are in this category. The district recognizes the need to increase the number of students in this group, and has continued efforts in establishing collaborative teaching classrooms throughout the district. As this initiative grows, the number of students in this category will grow as well. Also notable is the 5.9% of students in the district who spend less than 40% of their school day inside the regular education classroom. This percentage is less than the state average of 9.0% reported by the PDE BSE. The final data point to consider is the 6.8% of the total district population who receive special education services outside of the public school. The state average for the same group of students is 4.9%. Again, the district acknowledges the need to review this group closely and develop programs which support many of these students without placing them outside the public school setting.

Moving forward, the Pupil Services administrators in conjunction with other district administrators continue to review the district provided programs and assess the need for additional services. Over the life of this plan the district intends to develop and implement Special Education supports in the public school building which 1) increase the number of students who could receive their supports and services provided through the IEP in the regular education setting for more than 80% of their day and decrease the number of students who, based on their identified needs, cannot be served in the public school programs. Review of data which was initially gathered during the 2016-2017 school year and will continue to be collected indicates an immediate need for a regional Autistic Support classroom in the primary school grades. Based on the current population, the primary grade AS program would include an autistic support teacher who provides and oversees the services and supports for up to 9 students in a single school. In addition, the district continues to support and value the collaborative teaching initiative to address two areas of concern. Within this SPP Target area is the continued efforts to implement a more comprehensive co-teaching model of instruction for students who demonstrate a need for services. As stated above, the program is currently implemented at the high and middle school levels only. Through proper staff development and gradual implementation, the district feels this program will be successful in all buildings. In addition, the district continues to focus efforts in regard to implementing multi-tiered systems of support for all students and will begin to implement MTSS at the 6-8 level moving into the 2018-2019 school year. Through the implementation of these initiatives, the district feels these SPP Target areas will more closely resemble the state average in the near future.

Behavior Support Services

1. *Provide a summary of the District policy on behavioral support services including, but not limited to, the school wide positive behavior supports (PBS).*
2. Describe training provided to staff in the use of positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention.

3. If the district also has School-Based Behavioral Health Services, please discuss it.

The Baldwin-Whitehall School District policy for behavioral support (School Board Policy 113.2-Behavior Support Adopted February 8, 2006, Revised December 2017) establishes, "Students with disabilities shall be educated in the least restrictive environment and shall only be placed in settings other than the regular education class when the nature or severity of the student's disability is such that education in the regular education class with the use of appropriate supplementary aids and services cannot be achieved satisfactorily." In accordance with this the policy outlines that all students who demonstrate a need for specific behavioral intervention to address behaviors which interfere with learning should have a Positive Behavioral Support Plan (PBSP) integrated into their Individualized Education Plan (IEP). PBSP should be based on the results of a Functional Behavioral Assessment (FBA) conducted as part of a Multidisciplinary Evaluation (MDE) or Reevaluation Report (RR) initiated by the IEP team. Interventions outlined in a student's PBSP include a variety of research-based techniques to develop and maintain skills that will enhance students' opportunity for learning and self-fulfillment.

In accordance with School Board Policy 113.2 - Behavior Support, the district provides regular training to staff in the area of verbal and physical intervention techniques to manage student behavior based on the strategies and philosophy of the University of Pittsburgh's Comprehensive Crisis Model. The district employs two trainers who have been certified by CCM to provide ongoing instruction, certification, and recertification to district staff. Currently, over 30 staff members have been trained and certified to use the CCM techniques to intervene with students who are disruptive to the learning environment. In accordance to this policy and CCM principles, the use of physical interventions including physical restraints is a last resort when students are a danger to self, others, and a disruption to the learning environment. Each school building has an identified Core Crisis Team who is trained and certified in both verbal and physical interventions based on the principles of CCM. In addition, each building has a number of teachers and staff who have participated in regular training for verbal de-escalation techniques based on the principals of the CCM program. The Core Crisis Team in each building participates in an annual recertification program while the building staff are recertified in the verbal intervention and de-escalation techniques every other year.

In addition to the provisions outlined in School Board Policy 113.2 - Behavior Support, the district employs four licensed Social Workers and two School Psychologists who provide School-Based Behavioral Health Services. This level of support staff in the district ensures all buildings in the district have behavioral health support services available to the student each day. In addition to district provided support services, the district works with Mercy Behavioral Health to provide the opportunity for School Based Mental Health Counseling Services during the school day. This service is offered to all students who demonstrate a need. Based on the area of concern, staff from Mercy complete an intake evaluation which is reviewed by their treatment team who makes recommendations for services. In the event a student is recommended by Mercy for School Based Mental Health Counseling, the district provides the opportunity for the student and counselor to meet during the school day. This is a significant support for students and families who, for many reasons, may not be able to access counseling services in the community outside

of the school day. Funding for this program is provided through the student's medical insurance provider, not the school district.

The district has developed and implemented the, "Let's Get Real...About Bullying" Program in all buildings. This program supports all students, staff, and families with resources regarding bullying and how it impacts student learning and wellbeing. As part of the program, district social workers are presenting to students, staff, and families ways to identify and decrease instances of bullying including how to identify victims and perpetrators and how to safely report incidents. This is a proactive approach to reduce and hopefully eliminate these behaviors in our school setting. This program is a research based system of interventions and trainings designed and implemented by district staff.

Elementary and Middle School buildings specifically implement school wide positive behavior programming and have begun to utilize a universal screening process through multi-tiered systems of support and SAP. The district continues to focus efforts in regard to implementing multi-tiered systems of support for all students and will begin to implement MTSS at the 6-8 level moving into the 2018-2019 school year in addition to the programming at the K-5 levels. The district has committed to providing training to district administrators surrounding restorative and mindfulness practices. Specifically at the high school, identified staff will begin to provide supports to students through the RENEW (Rehabilitation, Empowerment, Natural Supports, and Work) Program in an effort to increase graduation rates and promote positive behavior.

Intensive Interagency/Ensuring FAPE/Hard to Place Students

1. If the LEA is having difficulty ensuring FAPE for an individual student or a particular disability category, describe the procedures and analysis methods used to determine gaps in the continuum of special education supports, services and education placement options available for students with disabilities.
2. Include information detailing successful programs, services, education placements as well as identified gaps in current programs, services, and education placements not available within the LEA. Include an overview of services provided through interagency collaboration within the LEA.
3. Discuss any expansion of the continuum of services planned during the life of this plan.

Baldwin Whitehall School District notifies the appropriate local and state agencies when it is having difficulty ensuring FAPE for a student with a disability. Support is requested for students that cannot currently be served in a regular educational setting, who have waited more than 30 days for the provision of an appropriate educational placement, are at substantial risk of waiting more than 30 days for a placement, and/or students whose special education placement is Instruction in the Home. In addition, the school district notifies the Intermediate Unit and the Department of Human Services to ensure that the students receive Intensive Interagency coordination. The student's case is referred to a Regional Interagency Coordinator (RIC). For students that requires intensive interagency coordination to access an appropriate educational placement, the RIC assesses the situation and determines any barriers that might be preventing the student from receiving the

appropriate educational placement. The RIC promptly schedules a meeting of the local interagency team. This team includes the family of the student, the district LEA, the Intermediate Unit (IU), and other relevant child serving agencies. Other relevant child serving agencies might include the county offices of Intellectual Disability and Mental Health & Substance Abuse Services, Children/Youth and Family Services, Children/Youth and Family Services, and the regional Office of Vocational Rehabilitation. The intensive interagency meeting is conducted and recommendations are developed. The intensive interagency meeting is conducted and recommendations are developed. The intensive interagency team identifies the responsible agencies best able to meet the needs of the student in the Least Restrictive Environment.

It is challenging to provide FAPE to students diagnosed with an intellectual disability/cognitive deficits and severe mental health issues, and students whose parents request Instruction in the Home as the only appropriate educational placement. It is also challenging to provide FAPE to students who have been non-responsive to the continuum of special education supports, services, and educational placement options such as: Part-time emotional support services within the public school setting, full-time emotional support services in Approved Private Schools and other Private School Settings, and have a history of aggressive and risk taking behaviors.

Instruction in the Home has been a successful temporary placement to meet the needs of these students. Consistent efforts, identification of supplementary aides and services, and parental support are provided to gradually include these students in the regular school and/or private/approved private school settings. The ultimate goal remains, to serve the student in the regular school setting with appropriate supports and services to ensure success in the least restrictive environment.

Assurances

Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

- Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students. (in compliance with § 12.41(a))

- Free Education and Attendance (in compliance with § 12.1)

- School Rules (in compliance with § 12.3)

- Collection, maintenance and dissemination of student records (in compliance § 12.31(a) and § 12.32)

- Discrimination (in compliance with § 12.4)

- Corporal Punishment (in compliance with § 12.5)

- Exclusion from School, Classes, Hearings (in compliance with § 12.6, § 12.7, § 12.8)

- Freedom of Expression (in compliance with § 12.9)

- Flag Salute and Pledge of Allegiance (in compliance with § 12.10)

- Hair and Dress (in compliance with § 12.11)

- Confidential Communications (in compliance with § 12.12)

- Searches (in compliance with § 12.14)

- Emergency Care and Administration of Medication and Treatment (in compliance with 35 P.S. § 780-101—780-144)

- Parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (consistent with § 445 of the General Education Provisions Act (20 U.S.C.A. § 1232h) and in compliance with § 12.41(d))

- Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with § 12.41(e))

- Development and Implementation of Local Wellness Program (in compliance with Public Law 108-265, Section 204)

- Early Intervention Services System Act (if applicable) (11 P.S. § 875-101—875-503)

- Establishment and Implementation of Student Assistance Programs at all of levels of the school system (in compliance with 24 PS § 15-1547)

- Acceptable Use Policy for Technology Resources

- Providing career information and assessments so that students and parents or guardians might become aware of the world of work and career options available.

Special Education Assurances

The Local Education Agency (District) has verified the following Assurances:

- Implementation of a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.

- Implementation of a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the school district's jurisdiction. Child find data is collected, maintained and used in decision-making. Child find process and procedures are evaluated for its effectiveness. The District implements mechanisms to disseminate child find information to the public, organizations, agencies and individuals on at least an annual basis.

- Assurances of students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.

- Compliance with the PA Department of Education, Bureau of Special Education's report revision notice process.

- Following the state and federal guidelines for participation of students with disabilities in state and district-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.

- Assurance of funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

24 P.S. §1306 and §1306.2 Facilities

There are no facilities.

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Pressley Ridge Day School For Autism	Special Education Centers	Autistic Support	2
Pathfinder School - AIU	Special Education Centers	Autistic Support	1
Mon Valley School - AIU	Special Education Centers	Life Skills Support, Emotional Support, Autistic Support	7
Western Pennsylvania School for the Blind	Approved Private Schools	Blind/Visual Impaired Support	1
Western Pennsylvania School for the Deaf	Approved Private Schools	Deaf/Hard of Hearing Support	2
Pioneer Education Center	Special Education Centers	Multiple Disabilities Support	4
Wesley High School	Approved Private Schools	Emotional Support	4
The Education Center at the Watson Institute	Approved Private Schools	Life Skills	4
The Children's Institute	Approved Private Schools	Multiple Disabilities Support, Autistic Support	3
PACE	Approved Private Schools	Emotional Support, Autistic Support	3
ACLD Tillotson School	Approved Private Schools	Learning Support, Autistic Support	1
Harborcreek Youth Services	Approved Private Schools	Emotional Support	1
Taylor Diversion Program	Approved Private Schools	Emotional Support	1
ARC Secure Intensive Treatment	Approved Private Schools	Emotional Support	1

Special Education Program Profile

Program Position #1 - Proposed Program

> *Operator:* School District
>> **PROPOSED PROGRAM INFORMATION**
>> *Type:* Class

Implementation Date: August 28, 2017

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 19	23	0.9
Locations:				
Baldwin	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 19	1	0.1
Locations:				
Baldwin	A Senior High School Building	A building in which General Education programs are operated		

Program Position #2 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 29, 2017

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	13	0.7
Locations:				
Harrison	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 15	4	0.2
Locations:				
Harrison	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	14 to 14	1	0.1
Locations:				
Harrison	A Middle School	A building in which General		

	Building	Education programs are operated		

Program Position #3 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: April 10, 2018

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	20 to 20	1	0.1
Locations:				
Baldwin	A Senior High School Building	A building in which General Education programs are operated		

Program Position #4 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: October 2, 2017

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	6	0.3
Locations:				
Baldwin	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 19	9	0.4
Locations:				
Baldwin	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Learning Support	17 to 17	1	0.1
Locations:				
Baldwin	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE

Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	17 to 21	2	0.2
Locations:				
Baldwin	A Senior High School Building	A building in which General Education programs are operated		

Program Position #5
    Operator: School District
    PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	7	0.4
Locations:				
Baldwin 05	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 19	15	0.6
Locations:				
Baldwin 05	A Senior High School Building	A building in which General Education programs are operated		

Program Position #6 - Proposed Program
    Operator: School District
    PROPOSED PROGRAM INFORMATION
        Type: Class
        Implementation Date: August 29, 2017
        Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.
    PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	15 to 19	9	0.5
Locations:				
Baldwin 06	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	15 to 19	5	0.2
Locations:				
Baldwin 06	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 15	1	0.1
Locations:				

Baldwin	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	15 to 19	5	0.2
Locations:				
Baldwin	A Senior High School Building	A building in which General Education programs are operated		

Program Position #7 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 29, 2017

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	15 to 21	13	0.7
Justification: This program serves students from 9th grade through the age of 21. Although the program does exceed the four year maximum age span, all of the student in the program demonstrate functioning levels within the same range the IEP Team has determined they are appropriately served in this grouping.				
Locations:				
Baldwin	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	3	0.2
Locations:				
Baldwin	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	1	0.1
Locations:				
Baldwin	A Senior High School Building	A building in which General Education programs are operated		

Program Position #9 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 29, 2017

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	12 to 15	29	0.6
Locations:				
Harrison	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 7	21	0.4
Locations:				
McAnnulty	An Elementary School Building	A building in which General Education programs are operated		

Program Position #10

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 15	13	0.8
Locations:				
Harrison 10	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	5	0.2
Locations:				
Harrison 10	A Middle School Building	A building in which General Education programs are operated		

Program Position #11 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 29, 2017

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	12 to 15	5	0.3

Locations:				
Harrison 11	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	12 to 15	5	0.3
Locations:				
Harrison 11	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 15	3	0.1
Locations:				
Harrison 11	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	6	0.3
Locations:				
Harrison	A Middle School Building	A building in which General Education programs are operated		

Program Position #12 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 29, 2017

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 15	4	0.2
Locations:				
Harrison 12	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	13	0.8
Locations:				
Harrison 12	A Middle School Building	A building in which General Education programs are operated		

Program Position #13 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 29, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 15	3	0.3
Locations:				
Harrison 13	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	15	0.7
Locations:				
Harrison 13	A Middle School Building	A building in which General Education programs are operated		

Program Position #15 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 29, 2017

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 8	3	0.4
Locations:				
McAnnulty 15	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	3	0.4
Locations:				
McAnnulty 15	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 5	1	0.1
Locations:				
McAnnulty 15	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	5 to 8	2	0.1
Locations:				
McAnnulty	An Elementary School Building	A building in which General Education programs are operated		

Program Position #16 - Proposed Program

       Operator: School District

       PROPOSED PROGRAM INFORMATION

          Type: Class

          Implementation Date: August 29, 2017

          Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

       PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	7 to 10	58	1
Locations:				
Whitehall	An Elementary School Building	A building in which General Education programs are operated		

Program Position #17 - Proposed Program

       Operator: School District

       PROPOSED PROGRAM INFORMATION

          Type: Class

          Implementation Date: August 29, 2017

       PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 12	5	0.3
Justification: This program serves students in Kindergarten through Fifth Grade. Student's are scheduled in a way so the age range in the classroom at any time does not exceed the three year maximum as determined appropriate by the IEP Team.				
Locations:				
Paynter 16	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 12	10	0.7
Justification: This program serves students in Kindergarten through Fifth Grade. Student's are scheduled in a way so the age range in the classroom at any time not exceed the three year maximum as determined appropriate by the IEP Team.				
Locations:				
Paynter 16	An Elementary School Building	A building in which General Education programs are operated		

Program Position #18 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 29, 2017

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 12	15	0.4
Locations:				
Paynter 17	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	13	0.4
Locations:				
Paynter 17	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	10 to 10	1	0.1
Locations:				
Paynter	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	10 to 10	1	0.1
Locations:				
Paynter	An Elementary School Building	A building in which General Education programs are operated		

Program Position #19

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	61	1
Justification: This program serves students in Kindergarten through Fifth Grade. Student's are scheduled in a way so the age range in the classroom at any time does not exceed the three year maximum as determined appropriate by the IEP Team.				
Locations:				
Paynter 23	An Elementary School Building	A building in which General Education programs are operated		

Program Position #20 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 29, 2017

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	8 to 12	5	0.3
Justification: This program serves students in Second through Fifth Grade. Student's are scheduled in a way so the age range in the classroom at any time does not exceed the three year maximum as determined appropriate by the IEP Team.				
Locations:				
Whitehall 19	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	8 to 12	5	0.3
Justification: This program serves students in Second through Fifth Grade. Student's are scheduled in a way so the age range in the classroom at any time does not exceed the three year maximum as determined appropriate by the IEP Team.				
Locations:				
Whitehall 19	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	5	0.3
Locations:				
Whitehall	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	9 to 9	1	0.1
Locations:				
Whitehall	An Elementary School Building	A building in which General Education programs are operated		

Program Position #21

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 12	2	0.1

Justification: Although the caseload does exceed the three year maximum age range, students are grouped in a way which ensures a maximum age span of 3 years in the classroom during instruction as determined appropraite by the IEP Team.				
Locations:				
Whitehall 20	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 12	17	0.9
Justification: Although the caseload does exceed the three year maximum age range, students are grouped in a way which ensures a maximum age span of 3 years in the classroom during instruction as determined appropriate by the IEP Team.				
Locations:				
Whitehall 20	An Elementary School Building	A building in which General Education programs are operated		

Program Position #22
Operator: School District
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	5	0.3
Locations:				
Whitehall 21	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	16	0.7
Locations:				
Whitehall 21	An Elementary School Building	A building in which General Education programs are operated		

Program Position #23 - Proposed Program
Operator: School District
PROPOSED PROGRAM INFORMATION
Type: Class
Implementation Date: August 29, 2017
Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	7 to 10	8	0.2
Locations:				
Whitehall	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 8	9	0.2
Locations:				
Paynter	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	15 to 18	7	0.2
Locations:				
Baldwin	A Senior High School Building	A building in which General Education programs are operated		

Program Position #24

> *Operator:* Intermediate Unit
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	14 to 18	2	0.6
Locations:				
Baldwin AIU 1	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	15 to 15	1	0.4
Locations:				
Harrison AIU 1	A Middle School Building	A building in which General Education programs are operated		

Program Position #25 - Proposed Program

> *Operator:* Intermediate Unit
> **PROPOSED PROGRAM INFORMATION**
>> *Type:* ClassandPosition
>> *Implementation Date:* August 29, 2017
>> *Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.
>
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	8 to 10	2	1
Locations:				
Paynter	An Elementary School	A building in which General Education		

Building	programs are operated		

Program Position #27 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 29, 2017

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	14 to 18	2	0.2
Locations:				
Baldwin	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	12 to 15	3	0.2
Locations:				
Harrison	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	7 to 10	6	0.5
Locations:				
Whitehall	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	6 to 6	1	0.1
Locations:				
McAnnulty	An Elementary School Building	A building in which General Education programs are operated		

Program Position #28 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 29, 2017

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Multiple Disabilities Support	10 to 10	1	0.1
Justification: This program serves students in Kindergarten through Fifth Grade. Student's are scheduled in a way so the age range in the classroom at any time does not exceed the three year maximum as determined appropriate by the IEP Team.				
Locations:				
Paynter 30	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	8 to 10	2	0.2
Locations:				
Paynter	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 8	2	0.2
Locations:				
Paynter	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	6 to 6	1	0.1
Locations:				
Paynter	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	6 to 9	2	0.2
Locations:				
Paynter	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	8 to 10	2	0.2
Locations:				
Paynter	An Elementary School Building	A building in which General Education programs are operated		

Program Position #29 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

 Type: ClassandPosition

 Implementation Date: August 29, 2017

 Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 9	3	0.5
Justification: This program serves students from K through the age of 9. Although the program does exceed the four year maximum age span, all of the students in the program demonstrate functioning levels within the same range. The IEP Team has determined they are appropriately served in this grouping.				
Locations:				
Paynter	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	6 to 9	4	0.5
Locations:				
Paynter	An Elementary School Building	A building in which General Education programs are operated		

Program Position #30 - Proposed Program

 Operator: School District

PROPOSED PROGRAM INFORMATION

 Type: Class

 Implementation Date: August 29, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 12	9	0.5
Justification: This program serves students in Kindergarten through Fifth Grade. Students are scheduled in a way so the age range in the classroom at any time does not exceed the three year maximum as determined appropriate by the IEP Team.				
Locations:				
Paynter	An Elementary School Building	A special education Center in which no general education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 12	10	0.5
Justification: This program serves students in Kindergarten through Fifth Grade. Students are scheduled in a way so the age range in the classroom at any time does not exceed the three year maximum as determined appropriate by the IEP Team.				
Locations:				
Paynter Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #31 - Proposed Program
      Operator: Intermediate Unit
      PROPOSED PROGRAM INFORMATION
         Type: ClassandPosition
         Implementation Date: August 29, 2017
      PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Deaf and Hearing Impaired Support	18 to 18	1	1
Locations:				
Baldwin	A Senior High School Building	A building in which General Education programs are operated		

Program Position #32 - Proposed Program
      Operator: Intermediate Unit
      PROPOSED PROGRAM INFORMATION
         Type: ClassandPosition
         Implementation Date: August 29, 2017
      PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Deaf and Hearing Impaired Support	7 to 10	2	1
Locations:				
Paynter	An Elementary School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Assistant Superintendent	Central Administration Office	1
Supervisor of Pupil Services	Central Administration Office	1
School Psychologist	All Buildings	2
Social Worker/Home School Visitors	All Buildings	4
Paraprofessional	All Buildings	31.5
Transition Coordinator	Harrison Middle School/Baldwin High School	0.5
Pupil Services Clerical Staff	Central Administration Office	2
Intervener	All Buildings	0.5

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per

		Week
Crossroads - Occupational Therapy, Physical Therapy, Speech and Language Therapy	Outside Contractor	5 Days
Orientation and Mobility Support Services	Intermediate Unit	3 Hours
Audiological Services	Intermediate Unit	30 Minutes
Bayada Home Health Care	Outside Contractor	5 Days
Interim Health Care	Outside Contractor	5 Days

Needs Assessment

Record School Patterns

Question:
After reviewing school level accomplishments and systemic challenges, what patterns can you identify among your schools?

What other information do you still need to assess?

Answer:
The district does not have schools designated as priority or focus.

District Accomplishments

Accomplishment #1:
2019 Niche.com Ranking Best School Districts: Baldwin-Whitehall School District ranked 17th out of 77 districts in the Pittsburgh area. The 2019 Best School District rankings is based on rigorous analysis of key statistics and millions of reviews from students and parents using the data from teh U.S. Department of Education. Ranking factors include state test scores, college readiness, SAT/ACT scores, teacher quality, public school district rankings and more.

BWSD is also the 12th most diverse school districts of the 77 districts in the Pittsburgh Region.

Accomplishment #2:
Baldwin-Whitehall School District was accepted as a 2017 Digital Promise League of Innovative Schools joining the ranks of 102 (2018 data) districts from 33 states. The Digital Promise League of Innovative Schools is a national network of forward-thinking education leaders who are working together to:

- Improve outcomes for students and solving the challenges facing K-12 schools through powerful and smart use of learning technologies

- Use their collective voice to advance positive change in public education

- Partner with entrepreneurs, researchers, and leading education thinkers and serves as a test-bed for new approaches to teaching and learning

Accomplishment #3:

The Baldwin-Whitehall School District was selected as the 200th Google Reference District, worldwide, in 2017. Google for Education Reference Districts are districts that demonstrate excellence and thought leadership through the innovative use of technology, including G Suite for Education (formerly known as Google Apps for Education) and Chromebooks, to drive impact and positive learning outcomes. Recognized for doing exemplary things with Google for Education tools and Chromebooks, Baldwin-Whitehall was invited to this by invitation-only program, and it now joins a select group of innovative districts and independent schools from across the world in the Reference District Program. There are currently fewer than 200 districts, world-wide, that have received this recognition, and Baldwin-Whitehall is proud to be recognized as one of the "Googliest" districts in the world.

Accomplishment #4:

The District has completed a full Curriculum Cycle, aligning all courses to the Core and Academic Standards. During the past six years all content areas have revised and rewritten the district curriculum using the Understanding by Design process. In education, the end, the common goal and purpose of teaching and learning is to increase and improve student achievement. Consequently, beginning with this end in mind, has evolved into best practice and curriculum maps should be based on what students must know and be able to do so that they are college and career ready. Thus, 21st Century Learning Skills become an integral part of the process as does the alignment of curriculum to the PA Core and Academic Standards. Curriculum Mapping is a systematic process for collecting and maintaining a database of the operational curriculum in a school district. It is a way to ensure that there is congruence among the written, taught and tested subject matter, courses and content areas. Curriculum Mapping is a procedure for creating a culture of continuous learning and improvement of student achievement.

Accomplishment #5:

The District has made significant improvement with safety and security which are evidenced by:

1. Crisis Preparedness - all students and staff have been trained in ALICE, participate in lockdown and evacuation drills and have access to the Director of School Safety and Security and the School Resource Officer which are newer positions.

2. Increased Internet/Online Safety - all students are taught about internet, online and social media safety through Common Sense Media curriculum, the Chromebooks have GoGuardian installed so that student internet access can be tracked to alert staff of dangerous and/or inappropriate sites that students are accessing.

3. Student Support Programs - the district has launched PBIS, MTSS and Restorative Justice Programs to assist students who may be struggling with academic, emotional or behavioral issues.

Accomplishment #6:

The District has made great strides to enable 21st Century teaching and learning in every classroom. The district has rolled out 1-1 chromebooks in all secondary schools and put 5 iPads in each

elementary classroom along with mobile chromebook carts to create blended learning environments. In addition the District has made significant improvements to the infrastructure throughout the district.

Accomplishment #7:

The Baldwin-Whitehall School District became a Common Sense Media District in 2018, with all five schools earning the Common Sense Media School Badge. Earning recognition as a Common Sense District shows your community that your district is committed to providing safe and innovative spaces for students to thrive as they harness the full potential of technology for learning and life.

Accomplishment #8:

The Baldwin-Whitehall School District is a Carnegie Science Center STEM Excellence Pathway district. This allows for the district to adopt best practices in STEM education, the Pathway includes a process and tools for assessing current STEM programming and creating a practical plan for improvement through teacher professional development and district-to-district mentoring. The District's program was highlighted as an exemplary program in 2016-2017 and the K-8 STEAM night continues to be one of the model student/parent/community programs in the spring.

Accomplishment #9:

Paynter and Whitehall Elementary Schools were selected as 2018-2019 Title I Distinguished Schools for High Progress.

Accomplishment #10:

Baldwin High School's Musicals have been nominated and often awarded the prestigious Gene Kelly Awards during the past decade. The Gene Kelly Awards for Excellence in High School Musical Theater, named after the actor/director Gene Kelly, are given out yearly by the Pittsburgh Civic Light Opera and the University of Pittsburgh. The award was founded in 1991 and celebrates excellence in the musicals of the Pittsburgh area's high schools.

Accomplishment #11:

Baldwin High School's student newspaper, the Purbalite has earned American Scholastic Press Association First Place award for the eighth consecutive year for the 2017-2018 Purbalite editions.

District Concerns

Concern #1:

Budgetary impacts on our District continue to result in difficult decisions regarding programs and staffing. The District is doing everything possible to maximize efficiencies in all areas, seeks alternative sources of revenue and is minimizing operational costs so that the student programs remain viable and competitive in the Pittsburgh region.

Concern #2:

The District is expected to grow by 500 students in the next five years and over 1000 new students over the next decade primarily at the elementary level. The district does not currently have enough space in our schools to accomodate this unprecendented growth. Renovating and/or building new schools to accomodate the enrollment is an immediate concern.

Concern #3:

With the drastically changing demographics of the district, there is a need to improve the academic performance and growth of all students, including subgroups as indicated on the Future Ready PA Index.

Concern #4:

There is a need to provide professional development on selecting, designing, and implementing instructional models that leverage technology and best teaching practices effectively along with is redesigning existing curriculum to incorporate digital content within the instructional framework. Creating modern curriculum requires staff to select appropriate digital content that fits the chosen instructional model.

Prioritized Systemic Challenges

Systemic Challenge #1 *(Guiding Question #0)* Create a culture and environment of high expectations and high performance with the focus on multiple indicators of student growth and achievement, academically, socially and emotionally.

> **Aligned Concerns:**
>
>> Budgetary impacts on our District continue to result in difficult decisions regarding programs and staffing. The District is doing everything possible to maximize efficiencies in all areas, seeks alternative sources of revenue and is minimizing operational costs so that the student programs remain viable and competitive in the Pittsburgh region.
>
>> The District is expected to grow by 500 students in the next five years and over 1000 new students over the next decade primarily at the elementary level. The district does not currently have enough space in our schools to accomodate this unprecendented growth. Renovating and/or building new schools to accomodate the enrollment is an immediate concern.

There is a need to provide professional development on selecting, designing, and implementing instructional models that leverage technology and best teaching practices effectively along with is redesigning existing curriculum to incorporate digital content within the instructional framework. Creating modern curriculum requires staff to select appropriate digital content that fits the chosen instructional model.

Systemic Challenge #2 *(Guiding Question #0)* Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.

Aligned Concerns:

Budgetary impacts on our District continue to result in difficult decisions regarding programs and staffing. The District is doing everything possible to maximize efficiencies in all areas, seeks alternative sources of revenue and is minimizing operational costs so that the student programs remain viable and competitive in the Pittsburgh region.

The District is expected to grow by 500 students in the next five years and over 1000 new students over the next decade primarily at the elementary level. The district does not currently have enough space in our schools to accomodate this unprecendented growth. Renovating and/or building new schools to accomodate the enrollment is an immediate concern.

With the drastically changing demographics of the district, there is a need to improve the academic performance and growth of all students, including subgroups as indicated on the Future Ready PA Index.

There is a need to provide professional development on selecting, designing, and implementing instructional models that leverage technology and best teaching practices effectively along with is redesigning existing curriculum to incorporate digital content within the instructional framework. Creating modern curriculum requires staff to select appropriate digital content that fits the chosen instructional model.

Systemic Challenge #3 *(Guiding Question #0)* Ensure that the organizational structure, processes, materials, equipment, and human and fiscal resources within the school align with the school's goals for student growth and continuous school improvement.

Aligned Concerns:

Budgetary impacts on our District continue to result in difficult decisions regarding programs and staffing. The District is doing everything possible to maximize efficiencies in all areas, seeks alternative sources of revenue and is minimizing operational costs so that the student programs remain viable and competitive in the Pittsburgh region.

The District is expected to grow by 500 students in the next five years and over 1000 new students over the next decade primarily at the elementary level. The district does not currently have enough space in our schools to accomodate this unprecendented growth. Renovating and/or building new schools to accomodate the enrollment is an immediate concern.

With the drastically changing demographics of the district, there is a need to improve the academic performance and growth of all students, including subgroups as indicated on the Future Ready PA Index.

Systemic Challenge #4 *(Guiding Question #9)* Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

Aligned Concerns:

The District is expected to grow by 500 students in the next five years and over 1000 new students over the next decade primarily at the elementary level. The district does not currently have enough space in our schools to accomodate this unprecendented growth. Renovating and/or building new schools to accomodate the enrollment is an immediate concern.

Systemic Challenge #5 *(Guiding Question #0)* Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching.

Aligned Concerns:

With the drastically changing demographics of the district, there is a need to improve the academic performance and growth of all students, including subgroups as indicated on the Future Ready PA Index.

There is a need to provide professional development on selecting, designing, and implementing instructional models that leverage technology and best teaching practices effectively along with is redesigning existing curriculum to incorporate digital content within the instructional framework. Creating modern curriculum requires staff to select appropriate digital content that fits the chosen instructional model.

Systemic Challenge #6 *(Guiding Question #2)* Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

Aligned Concerns:

The District is expected to grow by 500 students in the next five years and over 1000 new students over the next decade primarily at the elementary level. The district does not currently have enough space in our schools to accomodate this unprecendented growth. Renovating and/or building new schools to accomodate the enrollment is an immediate concern.

There is a need to provide professional development on selecting, designing, and implementing instructional models that leverage technology and best teaching practices effectively along with is redesigning existing curriculum to incorporate digital content within the instructional framework. Creating modern curriculum requires staff to select appropriate digital content that fits the chosen instructional model.

Systemic Challenge #7 *(Guiding Question #3)* Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

Aligned Concerns:

The District is expected to grow by 500 students in the next five years and over 1000 new students over the next decade primarily at the elementary level. The district does not currently have enough space in our schools to accomodate this unprecendented growth. Renovating and/or building new schools to accomodate the enrollment is an immediate concern.

With the drastically changing demographics of the district, there is a need to improve the academic performance and growth of all students, including subgroups as indicated on the Future Ready PA Index.

Systemic Challenge #8 *(Guiding Question #0)* Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students.

> **Aligned Concerns:**
>
> > Budgetary impacts on our District continue to result in difficult decisions regarding programs and staffing. The District is doing everything possible to maximize efficiencies in all areas, seeks alternative sources of revenue and is minimizing operational costs so that the student programs remain viable and competitive in the Pittsburgh region.
>
> > With the drastically changing demographics of the district, there is a need to improve the academic performance and growth of all students, including subgroups as indicated on the Future Ready PA Index.

Systemic Challenge #9 *(Guiding Question #1)* Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

> **Aligned Concerns:**
>
> > With the drastically changing demographics of the district, there is a need to improve the academic performance and growth of all students, including subgroups as indicated on the Future Ready PA Index.

District Level Plan

Action Plans

Goal #1: Create a culture and environment of high expectations and high performance with the focus on multiple indicators of student growth and achievement, academically, socially and emotionally.

Related Challenges:

- Ensure that the organizational structure, processes, materials, equipment, and human and fiscal resources within the school align with the school's goals for student growth and continuous school improvement.
- Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.
- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.
- Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

Indicators of Effectiveness:

Type: Annual

Data Source: PSSA, Keystone, PVAAS, MTSS, SAP, Behavioral and Attendance Data

Specific Targets: Students in all subgroups will demonstrate a 2% increase in achievement and/or growth on their state assessment annually. Students in all subgroups will show a decrease in behavioral reports as indicated in Skyward. Attendance will remain consistent at the current level in all buildings.

Strategies:

Character and Social Skill Building Programs - Social Skills Training

Description:

Social skills training is not a specific curriculum, but rather a collection of practices that utilize a behavioral approach to teaching preschool children age-appropriate social skills and competencies, including communication, problem solving, decision making, self-management, and peer relations. Social skills training can occur in both regular and special education classrooms. (Sources: Social Skills Training)

SAS Alignment: Standards, Curriculum Framework, Instruction, Safe and Supportive Schools

Pennsylvania's Schoolwide Positive Behavior Support System

Description:

Schoolwide Positive Behavior Support (SWPBS) is a proactive approach to discipline that promotes appropriate student behavior and increased learning. Traditionally, models of school discipline tend to be reactive (i.e., student misbehavior results in punitive consequences). The word "approach" is key in that SWPBS provides direction, not a canned program, for developing a comprehensive system of behavior support tailored to individual school needs. (Sources: Positive Behavioral Interventions & Supports , Pennsylvania's Schoolwide Positive Behavior Interventions and Supports System: An Introduction , Pennsylvania's Schoolwide Positive Behavior Support System: An Introduction)

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Safe and Supportive Schools

Multi-Tiered Systems of Support (MTSS-RtII)

Description:

Pennsylvania's Multi-Tiered System of Supports (MTSS) is defined as a comprehensive system of supports that in the commonwealth includes standards-aligned, culturally responsive and high quality core instruction, universal screening, data-based decision-making, tiered services and supports, family engagement, central/building level leadership, RtII/SLD determination and professional learning. Simply put, PA-MTSS represents a broad set of evidence-based practices that may be implemented across a system to include Academics AND Behavior within a recursive and systematic problem-solving process. PA-MTSS is relatively synonymous with RtII and is intended to help ALL students meet with continuous academic and behavioral success. (Sources: Multi-Tiered Systems of Support (MTSS))

SAS Alignment: Instruction

Implementation Steps:

Character and Social Skill Building Programs - Social Skills Training

Description:

CASEL's Social and Emotional Learning Curriculum will be implemented in all elementary classrooms.

Start Date: 11/1/2018   **End Date:** 6/7/2019

Program Area(s): Professional Education, Special Education, Student Services

Supported Strategies:

- Character and Social Skill Building Programs - Social Skills Training

Pennsylvania's Schoolwide Positive Behavior Support System

Description:

The District has expanded the PBIS program to all schools for the 2018-2019 school year. PATTAN and the Allegheny Intermediate Unit is providing the training and consultation for the development of the PBIS program in each building.

Start Date: 6/1/2018   **End Date:** 6/4/2021

Program Area(s): Professional Education, Special Education, Student Services

Supported Strategies:

- Pennsylvania's Schoolwide Positive Behavior Support System

Multi-Tiered Systems of Support (MTSS-RtII)

Description:

The District has launched the MTSS program at the elementary schools for the 2018-2019 school year. The secondary schools will develop their MTSS program for the 2019-2020 school year. Each building will develop

their own standards-aligned, comprehensivve improvement framewok to enhance teh academic, behavioral and social-emotional outcomes of all students. The frameworks will have all of the basic elements but may look a little different at each building. An on-line software system will be used to collect the data for analysis.

Start Date: 1/29/2018   **End Date:** 6/4/2021

Program Area(s): Professional Education, Special Education, Student Services

Supported Strategies:

- Multi-Tiered Systems of Support (MTSS-RtII)

Goal #2: Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.

Related Challenges:

- Ensure that the organizational structure, processes, materials, equipment, and human and fiscal resources within the school align with the school's goals for student growth and continuous school improvement.
- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.
- Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.
- Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

Indicators of Effectiveness:

Type: Annual

Data Source: Master schedule and class lists. PTA/PTO agendas and activities. Classroom walkthroughs, observations and Differentiated Supervision Action Plans.

Specific Targets: A master schedule focused on 21st century design that meets the needs of the students, is balanced and maintains appropriate class size

and course offerings. Expanded opportunities for parent/community engagement at the schools. Teacher Evaluations.

Strategies:

Using Student Achievement Data to Support Instructional Decision Making

Description:

As educators face increasing pressure from federal, state, and local accountability policies to improve student achievement, the use of data has become more central to how many educators evaluate their practices and monitor students' academic progress. Despite this trend, questions about how educators should use data to make instructional decisions remain mostly unanswered. In response, this guide provides a framework for using student achievement data to support instructional decision making. (Sources: Using Student Achievement Data to Support Instructional Decision Making)

SAS Alignment: Assessment, Instruction

Pennsylvania Career Education and Work Standards Toolkit

Description:

This electronic toolkit provides resources, references, crosswalks and other tools to assist elementary, middle and high schools teachers and administrators in implementing the Pennsylvania (PA) Career Education and Work Standards. The Career Education and Work Standards, Chapter 4 of Title 22, are part of the State Board of Education's regulations of required education for all students in Pennsylvania. (Sources: PA Career Standards)

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources

Technology and Student Achievement

Description:

The International Society for Technology in Education (ISTE) cites research that indicates an increase in access to technology has a positive

effect on student achievement. (Sources: [Edtech research: Explore the horizons of education technology](#))

SAS Alignment: Standards, Curriculum Framework, Instruction, Materials & Resources

Implementation Steps:

Using Student Achievement Data to Support Instructional Decision Making

Description:

Principals will use data to help guide their staff to make instructional changes aimed at improving student achievement, such as:

• prioritizing instructional time; • targeting additional individual instruction for students who are struggling with particular topics; • more easily identifying individual students' strengths and instructional interventions that can help students continue to progress; • gauging the instructional effectiveness of classroom lessons; • refining instructional methods; • examining schoolwide data to consider whether and how to adapt the curriculum based on information about students' strengths and weaknesses.

Start Date: 8/1/2019   **End Date:** 6/4/2021

Program Area(s): Professional Education

Supported Strategies:

- Using Student Achievement Data to Support Instructional Decision Making

Pennsylvania Career Education and Work Standards Toolkit

Description:

The District's Chapter 339 Team will conduct a gap analysis and revise the plan to address identified gaps and weaknesses with the plan so that it is more fully aligned to the Career Education and Work Standards at each grade level. New course offerings will be developed to further prepare students for college and career readiness. Job shadowing and career exploration programs will be expanded at each level.   Students will

electronically submit the required evidence and artifacts at the end of 5th, 8th and 11th grade to comply with the Career Readiness Indicator.

Start Date: 5/1/2019   **End Date:** 6/1/2021

Program Area(s): Professional Education, Special Education, Student Services, Gifted Education, Educational Technology

Supported Strategies:

- Pennsylvania Career Education and Work Standards Toolkit

Technology and Student Achievement

Description:

Building principals in working through Modern Teacher's Levering Technology in the Classroom will help guide teachers in moving toward in a student-driven classroom in which technology is used to transform the learning experiences, providing students with choice around the time, pace, path, and place of their learning.

Start Date: 8/1/2019   **End Date:** 6/1/2023

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Technology and Student Achievement

Goal #3: Ensure that the organizational structure, processes, materials, equipment, and human and fiscal resources within the school align with the school's goals for student growth and continuous school improvement.

Related Challenges:

- Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

Indicators of Effectiveness:

Type: Annual

Data Source: Master schedules, operating budget and staffing.

Specific Targets: A master schedule that is designed for 21st century learning with appropriate courses that blend technology and skills and accommodates the requests of the students.   A balanced budget that provides the necessary resources to operate the academic programs and the district.

Strategies:

Instructional (Distributed) Leadership Capacity Building

Description:

Leadership is a shared responsibility for achieving collective/organizational goals regardless of positional or organizational authority; acknowledging that increasing levels of positional authority yield greater impact in an organization. Leadership is accomplishing together what individuals cannot accomplish alone. McREL, 2005 (Sources: Leadership Coaching for School Improvement , Annenberg Project on Distributed Leadership: Engaging in Ways to Build a More Shared/Distributed Leadership Setting)

SAS Alignment: Safe and Supportive Schools

Technology and Student Achievement

Description:

The International Society for Technology in Education (ISTE) cites research that indicates an increase in access to technology has a positive effect on student achievement. (Sources: Edtech research: Explore the horizons of education technology)

SAS Alignment: Instruction

First Things First

Description:

First Things First is a reform model intended to transform elementary, middle, and high schools serving significant proportions of economically disadvantaged students. Its three main components are: (1) "small learning communities" of students and teachers; (2) a family and student advocate system that pairs staff members and students to monitor and support progress, and that serves as a bridge between the school and family; and (3) instructional improvements to make classroom teaching more rigorous and engaging and more closely aligned with state standards and assessments. (Sources: First Things First)

SAS Alignment: Instruction, Materials & Resources, Safe and Supportive Schools

Accelerated Middle Schools

Description:

Accelerated middle schools are self-contained academic programs designed to help middle school students who are behind grade level catch up with their age peers. If these students begin high school with other students their age, the hope is that they will be more likely to stay in school and graduate. The programs serve students who are one to two years behind grade level and give them the opportunity to cover an additional year of curriculum during their one to two years in the program. Accelerated middle schools can be structured as separate schools or as schools within a traditional middle school. (Source: Accelerated Middle Schools)

SAS Alignment: Curriculum Framework, Instruction

Implementation Steps:

Creation of Master Schedules

Description:

Principals will create master schedules to allow for intervention and advisory/mentoring periods at all schools. New courses will be developed that promote 21st century skill acquisition and allow for greater student agency. The school day will be reviewed to preserve instructional time and meet the developmental needs of students.

Start Date: 1/2/2019   **End Date:** 6/1/2023

Program Area(s): Professional Education

Supported Strategies:

- Instructional (Distributed) Leadership Capacity Building
- Technology and Student Achievement
- Accelerated Middle Schools

Using Student Achievement Data to Support Instructional Decision Making

Description:

Principals will use data to help guide their staff to make instructional changes aimed at improving student achievement, such as:

• prioritizing instructional time; • targeting additional individual instruction for students who are struggling with particular topics; • more easily identifying individual students' strengths and instructional interventions that can help students continue to progress; • gauging the instructional effectiveness of classroom lessons; • refining instructional methods; • examining schoolwide data to consider whether and how to adapt the curriculum based on information about students' strengths and weaknesses.

Start Date: 8/1/2019 **End Date:** 6/4/2021

Program Area(s): Professional Education

Supported Strategies:

- Instructional (Distributed) Leadership Capacity Building
- Technology and Student Achievement
- Accelerated Middle Schools

Technology and Student Achievement

Description:

Building principals in working through Modern Teacher's Levering Technology in the Classroom will help guide teachers in moving toward in a student-driven classroom in which technology is used to transform the learning experiences, providing students with choice around the time, pace, path, and place of their learning.

Start Date: 8/1/2019   **End Date:** 6/1/2023

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Instructional (Distributed) Leadership Capacity Building
- Technology and Student Achievement
- First Things First
- Accelerated Middle Schools

Goal #4: Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

Related Challenges:

- Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.
- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.
- Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

Indicators of Effectiveness:

Type: Annual

Data Source: Attendance at parent/community events. Perception surveys to be administered bi-annually.

Specific Targets: Parent and community attendance at school and community events will increase incrementally each year. Survey results will be analyzed and shared with the board, staff, parent and community members and satisfaction with the district will improve incrementally each year.

Strategies:

Multi-Tiered Systems of Support (MTSS-RtII)

Description:

Pennsylvania's Multi-Tiered System of Supports (MTSS) is defined as a comprehensive system of supports that in the commonwealth includes standards-aligned, culturally responsive and high quality core instruction, universal screening, data-based decision-making, tiered services and supports, family engagement, central/building level leadership, RtII/SLD determination and professional learning. Simply put, PA-MTSS represents a broad set of evidence-based practices that may be implemented across a system to include Academics AND Behavior within a recursive and systematic problem-solving process. PA-MTSS is relatively synonymous with RtII and is intended to help ALL students meet with continuous academic and behavioral success. (Sources: [Multi-Tiered Systems of Support (MTSS)](#))

SAS Alignment: Instruction, Safe and Supportive Schools

PaTTAN Behavior Resources for Educators

Description:

The Behavior Resources for Educators tool is a compilation of the many behavior-related videos, articles, and publications found on the PaTTAN website. The tool is designed to provide educators with quick access to effective resources that are aligned to The Framework for Teaching, with explicit connections to Domain 2: Classroom Environment. (Sources: [(PDE) Behavior Resources for Educators](#) , [PaTTAN Behavior Resources for Educators](#))

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Safe and Supportive Schools

Character and Social Skill Building Programs - Social Skills Training

Description:

Social skills training is not a specific curriculum, but rather a collection of practices that utilize a behavioral approach to teaching preschool children age-appropriate social skills and competencies, including communication, problem solving, decision making, self-management, and peer relations. Social skills training can occur in both regular and special education classrooms. (Sources: [Social Skills Training](#))

SAS Alignment: Standards, Curriculum Framework, Instruction, Safe and Supportive Schools

Implementation Steps:

Character and Social Skill Building Programs - Social Skills Training

Description:

CASEL's Social and Emotional Learning Curriculum will be implemented in all elementary classrooms.

Start Date: 11/1/2018   **End Date:** 6/7/2019

Program Area(s): Professional Education, Special Education, Student Services

Supported Strategies:

- Character and Social Skill Building Programs - Social Skills Training

Pennsylvania's Schoolwide Positive Behavior Support System

Description:

The District has expanded the PBIS program to all schools for the 2018-2019 school year. PATTAN and the Allegheny Intermediate Unit is providing the training and consultation for the development of the PBIS program in each building.

Start Date: 6/1/2018   **End Date:** 6/4/2021

Program Area(s): Professional Education, Special Education, Student Services

Supported Strategies:

- PaTTAN Behavior Resources for Educators

Multi-Tiered Systems of Support (MTSS-RtII)

Description:

The District has launched the MTSS program at the elementary schools for the 2018-2019 school year. The secondary schools will develop their MTSS program for the 2019-2020 school year. Each building will develop their own standards-aligned, comprehensivve improvement framewok to

enhance teh academic, behavioral and social-emotional outcomes of all students. The frameworks will have all of the basic elements but may look a little different at each building. An on-line software system will be used to collect the data for analysis.

Start Date: 1/29/2018   **End Date:** 6/4/2021

Program Area(s): Professional Education, Special Education, Student Services

Supported Strategies:

- Multi-Tiered Systems of Support (MTSS-RtII)

Goal #5: Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching.

Related Challenges:

- Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students.
-
- Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.
- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.
- Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

Indicators of Effectiveness:

Type: Annual

Data Source: Modern Teacher professional learning micro-credentials, curriculum revision documents, lesson plans, classroom observations and walkthroughs.

Specific Targets: By the end of 2022, teachers will be well on their way to selecting, designing, and implementing instructional models that leverage technology and best teaching practices effectively. This blended learning will offer district students a revolutionary paradigm that uses digital resources to drive student engagement, participation, and critical thinking, as well as

enables students to benefit from the accessibility of online resources and learning methods.

Strategies:

Differentiated Instruction

Description:

Differentiation means tailoring instruction to meet individual needs. Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction (Readingrockets.org) (Sources: What Is Differentiated Instruction (Tomlinson)? , What Is Differentiated Instruction (Robb)? , Learning Styles: Concepts and Evidence , Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms: It's impact on the Quality and Equity Dimensions of Education Effectiveness) , Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades)

SAS Alignment: Instruction

Understanding by Design

Description:

The Understanding by Design® framework (UbD™ framework) offers a planning process and structure to guide curriculum, assessment, and instruction. Its two key ideas are contained in the title: 1) focus on teaching and assessing for understanding and learning transfer, and 2) design curriculum "backward" from those ends. (Sources: Understanding by Design)

SAS Alignment: Curriculum Framework

25 Quick Formative Assessments for a Differentiated Classroom

Description:

Scholastic: Judith Doge - Formative assessments are ongoing assessments, observations, summaries, and reviews that inform teacher instruction and provide students feedback on a daily basis (Fisher & Frey, 2007). While assessments are always crucial to the teaching and learning process, nowhere are they more important than in a differentiated classroom,

where students of all levels of readiness sit side by side. Without the regular use of formative assessment, or checks for understanding, how are we to know what each student needs to be successful in our classroom? How else can we ensure we are addressing students' needs instead of simply teaching them what we think they need? (Source: 25 Quick Formative Assessments)

SAS Alignment: Assessment

Common Assessments - Using CFAs to Improve Teaching and Learning

Description:

Video - Creating and using common formative assessments to improve student performance. (Sources: Using CFAs to Improve Teaching and Learning)

SAS Alignment: Assessment

Effective Teaching Principles

Description:

Effective instruction encompasses more than your lesson plans - it defines the arrangement of your classroom, how you allocate instructional time, the supplemental resources you select, how you determine whether your students are learning, and the way you communicate with your students' families. (Sources: Getting Acquainted with the Essential Nine , Research-Based Effective Teaching Principles , Principles of Instruction , Instructional Practices for an Effective Classroom)

SAS Alignment: Instruction

Technology and Student Achievement

Description:

The International Society for Technology in Education (ISTE) cites research that indicates an increase in access to technology has a positive effect on student achievement. (Sources: Edtech research: Explore the horizons of education technology)

SAS Alignment: Instruction

Implementation Steps:

Digital Convergence for Administrators

Description:

All district administrators will complete the Modern Teacher Digital Convergence program during the 2018-2019 school year in preparation for a staff launch during the 2019-2020 school year. Digital Convergence is not an end point, rather a state that is continuously changing amid changes in technology and each of the five drivers: Leadership, Modern Curriculum, Instructional Models, Digital Ecosystem, and Professional Learning.

The administrative team will:

- establish an assessment process or framework to measure their progress.
- leverage technology to help track and anticipate barriers to Digital Convergence, such as using predictive analytics to understand trends and allocate resources to effectively integrate technology.

Start Date: 10/15/2018   **End Date:** 6/28/2019

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Differentiated Instruction
- Understanding by Design
- 25 Quick Formative Assessments for a Differentiated Classroom
- Common Assessments - Using CFAs to Improve Teaching and Learning
- Effective Teaching Principles
- Technology and Student Achievement

Professional Development through Digital Convergence for Professional Staff

Description:

All professional staff will complete the Modern Teacher Digital Convergence program during the 2019-2021 school years. Digital Convergence is not an end point, rather a state that is continuously changing amid changes in technology and each of the five drivers: Leadership, Modern Curriculum, Instructional Models, Digital Ecosystem, and Professional Learning.   Digital Convergence entails selecting, designing, and implementing instructional models that leverage technology and best teaching practices effectively.

Professional staff will:

- Create blended learning that offers a revolutionary paradigm that uses digital resources to drive student engagement, participation, and critical thinking, as well as enables students to benefit from the accessibility of online resources and learning methods.
- Redesign existing curriculum to incorporate digital content within the instructional framework by selecting appropriate digital content that fits the chosen instructional model, shared vision, and Digital Convergence plan.
- Be provided education on how to use the chosen technology, and in the context of the instructional model and modern curriculum. Through involvement with Modern Teacher's professional learning will empower teachers to use tools in new and impactful ways. Modern educators require instruction on when best to use technology, whether in class or at home, and how best to use it during their daily interactions with students. Professional staff will also receive education on how to move from lecture-driven to student-centric pedagogy, in which teachers offer guidance and allow students to drive learning.

Start Date: 8/1/2019   **End Date:** 6/4/2021

Program Area(s): Professional Education

Supported Strategies:

- Differentiated Instruction
- Understanding by Design
- 25 Quick Formative Assessments for a Differentiated Classroom
- Common Assessments - Using CFAs to Improve Teaching and Learning
- Effective Teaching Principles
- Technology and Student Achievement

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed:	Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching.	**Strategy #1: Differentiated Instruction** **Strategy #2: Understanding by Design** **Strategy #3: 25 Quick Formative Assessments for a Differentiated Classroom** **Strategy #4: Common Assessments - Using CFAs to Improve Teaching and Learning** **Strategy #5: Effective Teaching Principles** **Strategy #6: Technology and Student Achievement**

Start	End	Title	Description
8/1/2019	6/4/2021	Professional Development through Digital Convergence for Professional Staff	All professional staff will complete the Modern Teacher Digital Convergence program during the 2019-2021 school years. Digital Convergence is not an end point, rather a state that is continuously changing amid changes in technology and each of the five drivers: Leadership, Modern Curriculum, Instructional Models, Digital Ecosystem, and Professional Learning. Digital Convergence entails selecting, designing, and implementing instructional models that leverage technology and best teaching practices effectively. Professional staff will: • Create blended learning that offers a revolutionary paradigm that uses digital resources to drive student engagement, participation, and critical thinking, as well as enables students to benefit from the accessibility of

online resources and learning methods.

- Redesign existing curriculum to incorporate digital content within the instructional framework by selecting appropriate digital content that fits the chosen instructional model, shared vision, and Digital Convergence plan.

- Be provided education on how to use the chosen technology, and in the context of the instructional model and modern curriculum. Through involvement with Modern Teacher's professional learning will empower teachers to use tools in new and impactful ways. Modern educators require instruction on when best to use technology, whether in class or at home, and how best to use it during their daily interactions with students. Professional staff will also receive education on how to move from lecture-driven to student-centric pedagogy, in which teachers offer guidance and allow students to drive learning.

Person Responsible	SH	S	EP	Provider	Type	App.
Central Office Administrators and Principals	3	6	250	Modern Teacher	For Profit Company	No

Knowledge	All professional staff will complete the Modern Teacher Digital Convergence program during the 2019-2021 school years. Digital Convergence is not an end point, rather a state that is continuously changing amid changes in technology and each of the five drivers: Leadership, Modern Curriculum, Instructional Models, Digital Ecosystem, and Professional Learning. Digital Convergence entails selecting, designing, and implementing instructional models that leverage technology and best teaching practices effectively.

Professional staff will:

- Create blended learning that offers a revolutionary paradigm that uses digital resources to drive

student engagement, participation, and critical thinking, as well as enables students to benefit from the accessibility of online resources and learning methods.

- Redesign existing curriculum to incorporate digital content within the instructional framework by selecting appropriate digital content that fits the chosen instructional model, shared vision, and Digital Convergence plan.

- Be provided education on how to use the chosen technology, and in the context of the instructional model and modern curriculum. Through involvement with Modern Teacher's professional learning will empower teachers to use tools in new and impactful ways. Modern educators require instruction on when best to use technology, whether in class or at home, and how best to use it during their daily interactions with students. Professional staff will also receive education on how to move from lecture-driven to student-centric pedagogy, in which teachers offer guidance and allow students to drive learning.

-

Supportive Research

Modern Teacher was founded to enable Digital Convergence, the fundamental shift from the traditional classroom toward modern learning environments. We developed a research-based methodology, the Digital Convergence Framework, to support school districts in their transition. The Framework is housed in an online platform that enables districts to address and track key steps and milestones in a unified way across the entire organization, aligning five key drivers: Leadership, Modern Curriculum, Instructional Models, Digital Ecosystem, and Professional Learning.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Enhances the educator's content knowledge in the area of the educator's certification or assignment.

Increases the educator's teaching skills based on research on effective practice, with

attention given to interventions for struggling students.

Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership roles:	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. Instructs the leader in managing resources for effective results.

Training Format	Series of Workshops School Whole Group Presentation Online-Asynchronous Professional Learning Communities

Participant Roles	Classroom teachers School counselors Paraprofessional Other educational specialists	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and	**Evaluation Methods**	Classroom observation focusing on

sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers

       Analysis of student work, with administrator and/or peers

       Creating lessons to meet varied student learning styles

       Peer-to-peer lesson discussion

       Lesson modeling with mentoring

       Joint planning period activities

       Journaling and reflecting

factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

       Student PSSA data

       Standardized student assessment data other than the PSSA

       Classroom student assessment data

       Participant survey

       Review of participant lesson plans

       Review of written reports summarizing instructional activity

       Portfolio

District Level Affirmations

We affirm that this District Level Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 16, and 49. We also affirm that the contents are true and correct and that the plan was placed for public inspection in the school district/AVTS offices and in the nearest public library until the next regularly scheduled meeting of the board or for a minimum or 28 days whichever comes first.

We affirm that the responses in the Professional Education Core Foundations and the Professional Development Implementation Steps focus on the learning needs of each staff member to enable all staff members meet or exceed the Pennsylvania academic standards in each of the core subject areas.

Affirmed by David Solenday on 4/12/2018

Board President

Affirmed by Randal Lutz on 6/12/2018

Superintendent/Chief Executive Officer

Special Education Affirmations

We also affirm our understanding that any requests for any deviations from the Chapter 14 regulations, standards, policies, and procedures must be made in writing to the Pennsylvania Department of Education. The school district understands that the Special Education Component of the District Level Plan will be approved by PDE in accordance with the following criteria as set forth in 22 Pa. School Code § 14.104 and as part of the District Level Plan:

1. There are a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.

2. The school district has adopted a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the school district's jurisdiction. Child find data is collected, maintained, and used in decision-making. Child find process and procedures are evaluated for its effectiveness. The school district implements mechanisms to disseminate child find information to the public, organizations, agencies, and individuals on at least an annual basis.

3. The school district has adopted policies and procedures that assure that students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.

4. The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.

5. The school district follows the state and federal guidelines for participation of students with disabilities in state and district-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.

6. The school district affirms the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

We affirm that the school district has completed a 28 day public inspection and comment period as required under 22 PA Code § 4.13 (d) prior to the school entity's governing board approval and submission to the Department of Education (Bureau of Special Education).

Affirmed by David Solenday on 4/12/2018

Board President

Affirmed by Randal Lutz on 4/13/2018

Superintendent/Chief Executive Officer