

Penn Hills SD

District Level Plan

07/01/2020 - 06/30/2023

District Profile

Demographics

260 Aster St
Pittsburgh, PA 15235
(412)793-7000
Superintendent: Nancy Hines
Director of Special Education: Darren Kennedy

Planning Process

The Penn Hills School District views the Comprehensive District Plan as a framework for continued growth and improvement. The planning process for the new 2019-2022 Comprehensive Plan has been adjusted from standard practice to reflect and acknowledge our assignment of Financial Recovery Status January 2019 by the Pennsylvania Department of Education (PDE). This significant event halted initially and then redirected District comprehensive planning practices that had been initiated for this particular cycle.

Dr. Daniel Matsook was assigned as our Chief Financial Recovery Officer and began work with the Penn Hills School District on February 5, 2019. In accordance with Act 141, an Advisory Board was established and included required representation from specific stakeholder groups. This new Advisory Board, along with District Administration and our Board of School Directors, worked with Dr. Matsook to develop a formal Financial Recovery Plan that was adopted by our local Board on June 29, 2019. Subsequent approval of the plan was granted by PDE in the weeks to follow. This Financial Recovery Plan now dictates nearly all District-level action in terms of both short-term and long-term planning. This document also specifically directs that our next Comprehensive Plan must be consistent with activities outlined in the Financial Recovery Plan. District operations are being audited throughout the organization as per Financial Recovery Plan language, with a shared goal being that savings will not only stabilize the District financially but also protect key components of the student experience that may be at risk of reduction or elimination.

Some District practices have been unaffected by our designation of Financial Recovery Status and remain intact. The District continues to maintain four established committees that meet monthly to share updates. These committees include: Curriculum; Safety/Building and Grounds (which includes technology and transportation content and discussion as well); Finance; and HR/Policy. Each committee meeting includes a formal agenda that is reviewed and discussed with all present, and formal minutes are maintained and posted online shortly after each meeting. The public is invited to attend any/all committee meetings. The public is also welcomed to engage actively in discussions and to provide input as well. A separate Athletic Advisory Committee meeting also convenes at least quarterly under the direction of our Athletic Director. Residents are welcomed to attend these public meetings as well and to give input.

The Superintendent, as part of the School Board public voting meeting on September 30, 2019 shared the status of Comprehensive Plan efforts that include incorporation of Financial Recovery Plan components that have already been Board- and PDE-approved. From there, the Superintendent has taken the role of transferring these relevant components of the District's Financial Recovery Plan into the Comprehensive Plan template. A review session was hosted on October 10, 2019 with representatives from both the District's Financial Recovery Advisory Board and other representatives as required by PDE Comprehensive Plan guidelines. This group collectively reviewed the Comprehensive Plan entries to ensure they were consistent with the District's Financial Recovery Plan. For those not able to join October 10, 2019 review and discussions, the Superintendent made an attempt to update each via personal contact. Adjustments were made to component parts of the plan after the October 10 meeting and in response to feedback received.

The new Comprehensive Plan will be shared publicly at the October 14, 2019 Curriculum Committee meeting and will be posted on our website for public inspection from October 15-November 25, 2019. A board resolution to acknowledge the opportunity for public inspection of the plan will be included as part of the October 30, 2019 School Board public voting meeting. Our local Board will be asked to approve the plan in its final form on November 25, 2019, and the plan will be submitted to PDE no later than the November 30, 2019 deadline. After PDE approval, the implementation date for the new District comprehensive plan is July 1, 2020, although nearly all planned activities are already being implemented in some form or fashion and in conjunction with the District's Financial Recovery Plan.

Mission Statement

The Penn Hills School District's mission is to ensure that all students are given the opportunity to reach their realized potential.

Our articulated mission may be adjusted during the life of the new Comprehensive Plan to reflect anticipated positive public relations and marketing strategies, along with potential rebranding efforts that are currently being considered as of September 2019. Changing the narrative of the Penn Hills School District and restoring the District's public image are key themes in our Financial Recovery Plan.

Vision Statement

The Penn Hills School District is a *Place of Realized Potential* that offers challenging work; opportunities for growth in a trusting and caring learning environment that is designed to help each student reach their potential.

Our articulated vision may be adjusted during the life of the new Comprehensive Plan to reflect anticipated positive public relations and marketing strategies, along with potential rebranding efforts that are currently being considered as of September 2019. Changing the narrative of the Penn Hills School District and restoring the District's public image are key themes in our Financial Recovery Plan.

Shared Values

In the Penn Hills School District, we believe it is our responsibility to:

- Nurture and support positive relationships with caring adults for our students in a safe school environment.
- Implement a systematic and rigorous curriculum and assessment process that is not only aligned to Common Core Standards, PA graduation requirements, and Keystone Exams but also appropriately prepares students for college and/or career.
- Develop on an ongoing basis synchronous and asynchronous learning options to meet everchanging individual student needs
- Recognize and support our students' individual strengths, needs, and goals.
- Build capacity in our professional learning community in order to ensure teachers and support staff provide high-quality instruction built on individual student need and research-based best practices.
- Provide students, families, and staff with the necessary supports and resources to meet individual academic, physical/mental health, and employment goals.
- Embed a scholarly emphasis in all K-12 learning objectives and activities that reinforces graduate profile thinking, global awareness, social justice and the responsibility to be a productive, caring, and involved citizen

Educational Community

Penn Hills is the second-largest community in Allegheny County and the largest suburb in the Pittsburgh metropolitan area. Penn Hills is ten miles east of the City of Pittsburgh, and its geographic size is 19.4 square miles. The community is serviced by the Penn Hills School District, which has three schools that currently house about 3,300 students. Elementary students in K-4th grade total about 1,163 are housed in a central elementary building. Gender breakdown is 48% female and 52% male. A middle school (grades 5-8) serves approximately 1,000 students that includes a similar gender breakdown of 48% female and 52% male, while the senior high school (grades 9-12) serves approximately 1,135 students, and this oldest population may be broken down at 49% female and 51% male.

The District's special education population is approximately 28% and continues to grow. It is well above the State average of about 17%. The economically disadvantaged student population in Penn Hills is such that students in all three schools, regardless of household income, qualify for the first time under the Community Eligibility Provision (CEP) initiative for free breakfast and lunch as of August 2019. CEP eligibility will be re-evaluated in four years as per current USDA guidelines. The District's diverse student population includes 65% Black or African American ; 26 White; 6% Multi-Racial; 3% Hispanic or Latino; and less than 1% each for American Indian or Alaskan Native, Asian, and Native Hawaiian or Other Pacific Islander. With a growing trend toward more diversity, it is essential that the District adjust its approach to pedagogy to be more inclusive of multicultural materials and instructional/classroom management strategies that facilitate learning among racially and socioeconomically diverse populations within the larger community.

Community partnerships are an important part of our success. We offer on-site before- and after-school daycare through the YMCA at our Penn Hills Elementary School. About 30 families have taken advantage of this service as of September 2019, which the YMCA has offered as an alternative to more substantial childcare programming that had been available previously through the larger YMCA in Penn Hills facility that was closed in 2018 for financial reasons. As of September 2019, a preK program is being hosted at our Penn Hills High School. This program not only provides a service for families with young children, but it also provides an action research site for high school students who are studying child development as part of a formal curriculum. The preK program is facilitated through a partnership with Westmoreland Private Industry Council.

School-based therapy services are available in each of the three schools, with services offered through Mon Yough Counseling, an outside provider. Penn Hills Elementary offers additional supports services for students and their families through a partnership with UPMC Mathilda Theiss. Students from the Senior High School also serve as mentors through Big Brothers/Big Sisters for children in Grades 3 and 4 to support their success. Ruth's Way represents another community organization that has partnered with Penn Hills School District to encourage effective communication and problem solving among a select group of female students at Linton Middle School and Penn Hills High School. The District also maintains partnerships with Coalition Against

Violence and Black Women for Positive Change who work with students on various projects throughout the school year that encourage healthy relations and nonviolent responses to daily challenges.

The District's schools have had a rich history of PTA (PTO for Penn Hills Elementary School only, as of 2015) support and family involvement. There is an active organization in each building which works in collaboration with building administrators to engage families in the educational process. The PTA Council of Penn Hills provides a scholarship program that offers graduating seniors the opportunity to receive \$500 scholarships, with monies for these awards obtained through business and individual donations and fundraising. A newly formed Penn Hills Education Foundation recently received 501(c)3 status and began supplementing PTA scholarship awards as of May 2019. It is expected in 2019-20 that the Foundation will host a separate scholarship initiative that may offer scholarships that exceed PTA levels as the result of generous donations from various businesses and individuals.

Elementary

The state-of-the-art elementary building opened in the Fall of 2014 and was the result of the consolidation of three elementary buildings (most recently) into one. Penn Hills Elementary School is a five-year public elementary school, serving students in grades K-4. The building, uses the concept "a school within a school", whereby each grade is assigned its own wing in the building and only that grade is in that wing. The Elementary school employs about 146 faculty/staff members.

At the Elementary, gifted and special education services provide a continuum of support for all students. School counseling is available through the on-site services of two full-time school counselors and a home school visitor/social worker, with outside support offered for students and families through coordination with Mon Yough Counseling. In addition, a full-time behavior management specialist is on hand to work with our students. A tutoring program continues to be offered annually to provide additional support for students who need it as part of a Title I school that follows a schoolwide model; however, tutoring as of 2018-19 has shifted to summer options only, and transportation has become the sole responsibility of the family due to the District's financial constraints.

The Penn Hills Elementary School reinforces appropriate behavior through the Positive Schoolwide Behavior Support System—The Penn Hills Elementary Way to BEE Your Best. This program relies on the enforcement of consistent behavioral expectations in all school environments, including school bus travel to and from school. The program also includes positive recognition for students who choose to follow expectations. These expectations ensure that students, staff, and visitors are learning and working in a positive and safe school environment.

The building provides classrooms rich in technology at every grade level. Each classroom contains four computers and each building contains two computer labs. eSpark Learning is a program being used to tailor lessons to student ability through the use iPads and apps differentiated to each individual student need. All grades also participate in ASSET Science, a national Science, Technology,

Engineering, and Math (STEM) education improvement program which fosters STEM fluency by providing educators with necessary resources.

Educators in the District partnered with Dream Flight Adventures, a creative education technology firm, in conjunction with a grant from the Grable Foundation, to create the IKS Dreamcatcher, a themed interactive learning environment that teaches elementary school students teamwork, critical thinking, and problem solving and increases their interest in STEM topics, creativity, and art. Students can travel to space, back in time, under the sea—anywhere their imagination will take them while reinforcing core curricular topics. Use of the Imaginairum lab space is now integrated into grades 3 and 4 school curricula beyond gifted services, and specific staff have been assigned to ensure quality student experiences.

In addition to families having access to their student's grades online through Skyward, and a strong effort is put forth to involve them in activities and the learning process at the school. These activities include:

- Kindergarten readiness activities and transition services
- Title I Math and Reading Nights
- Active Parent-Teacher Association
- Family nights/events (i.e., family movie nights, classroom parties, welcome back nights, educational assemblies, etc.).

Middle School

Linton Middle School is a four-year public middle school, serving students in grades 5-8. The building also follows a "school-within-a-school" concept. Students stay in their wing unless traveling to common areas such the library media center, gym, or cafeteria. In those cases, students are escorted at all times by their teachers. The student body is served by 122 faculty/staff members.

Postive behavior support efforts include the third year of POWER implementation (as of August 2019): P-participate; O-overcome obstacles; W-whenever you are you can earn; E- effort pays off; and R- respect. Middle school staff maintain POWER tickets and offer those to students who are observed to be displaying a POWER Principle. Each Friday, POWER tickets are drawn, and "winners" receive a modest prize. As of August 2019, Linton Middle School is observing its fifth year of Random Acts of Kindness (RAK) Week, whereby every classroom at every grade level participates and does something intentionally to benefit someone other than self. A Gratitude Wall continues to be displayed in a high visibility area of the school, and students are asked to affix slips of paper that identify what each student is grateful for. Monthly attendance incentives and status displays and challenges are also used as a another supplement to instructional staff efforts.

Linton Middle School as of Summer 2019 has become immersed in discussions about a formal partnership with Allegheny Juvenile Court representatives. The partnership will include efforts to

reduce the numbers of suspensions, expulsions, and court referrals for students having low-level offenses that may benefit from diversion efforts instead. This partnership is being built on an shared belief between the District and court system that student misconduct has a great chance of being improved through restorative justice practices versus sanctions only. Consistent with this shared belief, the inschool suspension model has been reconfigured to include partial-day exclusions and targeted behavior support efforts that are being implemented directly by a full-time School Counselor and Behavior Specialist who were recalled from furlough Summer 2019 to lead this very important initiative that is referenced in the District's Financial Recovery Plan. Partnership development was also informed by the District's recent notice from PDE of disproportionate suspension and expulsion rates for Black or African American students with IEPs. The New Directions philosophy and work area has been purposely designed to limit middle school students' time out of class.

High School

Penn Hills High School is a four-year public high school, serving students in grades 9-12. It is also considered a state-of-the-art facility, given that it was opened in 2012 and includes technology and other physical features beyond the norm in much older schools. The curriculum is primarily college preparatory and PA/Common Core-aligned. The student body is served by 114 faculty/staff members.

Instructional services in the high school are comprehensive and varied. They are comprehensive to meet the educational demands common among most youth and varied to provide for the wide range of interests and abilities found in the enrollment of a diverse high school. Additionally, the Program of Studies includes several vocational and on-line learning opportunities. Students who wish to follow a technical career path have the opportunity to attend through the District's partnership with Forbes Road Career and Technical School. Online opportunities through the District's cyber academy may be customized to the students' interest and as a career path. The high school also offers 14 advance placement courses that have been supported by three-year partnership with NMSI (National Math and Science Initiative). The partnership has included extra support and incentives for AP students and teachers. Although this initiative has expired as of 2018-19, the District is working with other districts that have participated in the formal NMSI program for three consecutive years to remain involved with NMSI, which will afford opportunities for ongoing access to NMSI supports at a discounted cost. The District also offers two college in high school courses; statistics and computer programming in collaboration with the University of Pittsburgh. Title IV and Ready to Learn grant funds are used to cover costs of the first AP exam a student registers for in a particular school year. These same funds are used to cover tuition costs for Community College of Allegheny County (CCAC) courses that have been approved for credit by CCAC and taught by approved PHSD instructors, which eliminates the need for motivated high school students to travel to earn college credit. The CCAC partnership was developed in the past four years, and as of the 2019-20 school year, now includes six for credit course options. Despite the admitted cost of funding AP testing and community college credit, the District's Financial Recovery Plan emphasizes the need to continue funding of these important opportunities for high school students.

As of the 2019-20 school year, the Penn Hills NJROTC program has been eliminated; however, the District has committed in the 2019-20 school year to establish and maintain a partnership with Plum Borough School District, whereby Penn Hills will pay tuition costs for previously enrolled JROTC students may enroll at Plum High School to continue their military science studies. This is a one-year arrangement that will be re-evaluated at the end of the 2019-20 school year. As of October 2019, initial feedback from Plum school administration is that the partnership is going well and appears to be benefitting both school districts.

Penn Hills High School maintains another partnership with the Consortium for Public Education (McKeesport, PA). This partnership is in its fourth year (as of August 2019) and gives students the opportunity to participate in workforce development experiences that are facilitated through the Consortium. Past corporate partners include Alcosan, PNC, Fed Ex, Convestro, and Duquesne Light and include direct contact between corporate representatives and individual students from Penn Hills and other neighboring school districts in the Mon Valley of Allegheny County.

District Cyber Opportunity

The Penn Hills School District is currently partnering with the Allegheny Intermediate Unit to offer Penn Hills students the opportunity to participate in online learning. Penn Hills offers Cyber High-Quality Interactive Education Fostering Student Success or CHIEFS. Academy.

The CHIEFS. Academy offers enrollment to students in grades K-12. Enrollment is based on an agreement between the District and the student's family. This program offers children an opportunity to complete school work using online curricula at home, while allowing Cyber Academy students the opportunity to participate in extra-curricular activities sponsored by the District, including NCAA-sanctioned sports. In 2015, CHIEFS. Academy received NCAA approval for all high school courses after a rigorous review process. Additionally, each CHIEFS Academy student who completes all program requirements will be awarded a Penn Hills High School diploma upon the successful completion of all requirements, as well as being eligible to participate in Penn Hills High School Commencement with their peers. The District's cyber academy offers another dimension to the District's depth of offerings for our diverse student population.

CHIEFS Academy enrollment has generally doubled when September and May enrollments are compared in the same school year. As of October 2019, there are 90 students enrolled, which is the highest number of enrollments in the history of the Academy. Our District's Financial Recovery Plan recognizes CHIEFS Academy as a true asset to the District and dictates heightened efforts to identify students who might benefit from online learning options, especially those currently attending a cyber charter school having fewer course selections, no NCAA-Clearinghouse approvals, and no opportunity for a traditional high school diploma.

Planning Committee

Name	Role
Dr. Nancy Hines	Administrator : Professional Education Schoolwide Plan
Darren Kennedy	Administrator : Professional Education Special Education
Eric Kostic	Administrator : Professional Education
Dr. Daniel Matsook	Administrator : Professional Education
Renel Williams	Administrator : Professional Education Schoolwide Plan
Dr. Robert Marra	Board Member : Professional Education
Yusef Thompson, Sr	Board Member : Professional Education
Sandy Barker	Building Principal : Special Education
Kristin Brown	Building Principal : Professional Education Schoolwide Plan
Katie Friend	Building Principal : Special Education
Darcie Gatti	Building Principal : Special Education
Donna Westbrooks-Martin	Business Representative : Professional Education
Kelly Wood	Business Representative : Professional Education
Corey Young	Community Representative : Professional Education
Shannon Keating	Ed Specialist - Home and School Visitor : Special Education
Pam Bozick	Ed Specialist - Other : Special Education
Ann Dugan	Ed Specialist - School Counselor : Professional Education
Sarah Trinch	Ed Specialist - School Counselor : Special Education
Angela Kennedy	Ed Specialist - School Psychologist : Special Education
Lindsay Prosdocimo	Ed Specialist - School Psychologist : Special Education
Rodlyn Checcio	Elementary School Teacher - Regular Education : Professional Education
Cathy Ekis	Elementary School Teacher - Regular Education : Schoolwide Plan
Stephanie Cucunato	Elementary School Teacher - Special Education : Special Education
Steve Zera	High School Teacher - Regular Education : Professional Education

Ryan Hoover	High School Teacher - Special Education : Special Education
Kerry Ott	Instructional Coach/Mentor Librarian : Professional Education
Ryan Osorio	Middle School Teacher - Regular Education : Special Education
Amanda Power	Middle School Teacher - Regular Education : Professional Education
Lisa Dohey	Middle School Teacher - Special Education : Special Education
Adeshewa Metzger	Parent : Professional Education
Jace Ransom	Parent : Professional Education
Debra Marting	speech and language teacher : Special Education
Claire McDevitt	Student : Professional Education
Derrell Smith-Porter	Student : Professional Education

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
Career Education and Work	Developing	Developing
Civics and Government	Developing	Developing
PA Core Standards: English Language Arts	Developing	Developing
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
PA Core Standards: Mathematics	Developing	Developing
Economics	Developing	Developing
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Non Existent	Non Existent
Geography	Developing	Developing
Health, Safety and Physical Education	Developing	Developing
History	Developing	Developing
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Developing	Developing
Alternate Academic Content Standards for Reading	Developing	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":

The Family and Consumer Sciences are not taught as a stand alone course at the elementary level in the District. However, nutrition is addressed through activities made available via the Fresh Fruits and Vegetables grant. There are also nutritional references in the Health Curriculum K-4, and Penn Hills Elementary continues to maintain a partnership with Adagio called "Power Up" that also promotes nutrition and healthy decision making.

Although standards-based curriculum maps have been developed prior to August 2019, our Financial Recovery Plan dictates that a comprehensive curriculum audit will be completed K-12. It is the intention of our Chief Recovery Officer that the audits for the content areas of Math, ELA, and Science will be completed prior to the start of the 2020-21 school year.

Results of these audits will inform curriculum, instruction, and assessment audits.

Elementary Education-Intermediate Level

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

The Family and Consumer Sciences are not taught as a stand alone course at the elementary level in the District. However, nutrition is addressed through activities made available via the Fresh Fruits and Vegetables grant. There are also nutritional references in the Health Curriculum K-4, and Penn Hills Elementary continues to maintain a partnership with Adagio called "Power Up" that also promotes nutrition and healthy decision making.

Although standards-based curriculum maps have been developed prior to August 2019, our Financial Recovery Plan dictates that a comprehensive curriculum audit will be completed K-12. It is the intention of our Chief Recovery Officer that the audits for the content areas of Math, ELA, and Science will be completed prior to the start of the 2020-21 school year.

Results of these audits will inform curriculum, instruction, and assessment audits.

Middle Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
Career Education and Work	Developing	Developing
Civics and Government	Developing	Developing

PA Core Standards: English Language Arts	Developing	Needs Improvement
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
PA Core Standards: Mathematics	Developing	Needs Improvement
Economics	Developing	Developing
Environment and Ecology	Developing	Developing
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	Developing	Developing
Alternate Academic Content Standards for Math	Developing	Developing
Alternate Academic Content Standards for Reading	Developing	Developing
American School Counselor Association for Students	Developing	Developing
English Language Proficiency	Developing	Developing
Interpersonal Skills	Needs Improvement	Needs Improvement
School Climate	Needs Improvement	Needs Improvement
World Language	Non Existent	Non Existent

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

World languages are only offered to middle school students who demonstrate proficiency in ELA via the PSSA. For those who qualify, world languages may be pursued via an online model.

An outdoor classroom and garden area was introduced to Linton Middle School during the 2018-19 school year with the assistance of local community volunteers made available through the BOB Project. A designated Linton Middle School teacher serves as a liaison for this initiative.

Ruth's Way (a local nonprofit) is working with select Linton Middle School students during the 2019-20 school year with a focus being on positive communication and conflict resolution.

Linton Middle School is in the second year of implementation of the Cambridge curriculum, specific to Math and is beginning the first year of implementation for ELA. Select school staff are also working with an outside consultant to evaluate reading selections and to enhance our collection to reflect more diverse authors and themes.

School climate surveys were administered to high school students Spring 2019 and to all K-12 families. While the results of these formal surveys do not specify a major concern with school climate, informal qualitative feedback received during the 2018-19 school year suggests a larger issue with school climate, especially at our Linton Middle School. Specific to Linton Middle School also, the District has been involved in a partnership with representatives from the University of Pittsburgh who are studying math attitudes among students and staff. Preliminary findings suggest negative perceptions among middle school staff and students, which are likely linked to school culture and a resulting lower performance in Math assessment scores.

Although standards-based curriculum maps have been developed prior to August 2019, our Financial Recovery Plan dictates that a comprehensive curriculum audit will be completed K-12. It is the intention of our Chief Recovery Officer that the audits for the content areas of Math, ELA, and Science will be completed prior to the start of the 2020-21 school year. Results of these audits will inform curriculum, instruction, and assessment audits.

High School Level

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

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

English Department staff continue to work with an outside consultant to enhance reading selections to include more diverse authors and themes.

World Language offerings as of 2018-19 include Spanish and German only. Additional studies are available for students who want to participate in online learning options for Mandarin Chinese, Latin and French.

The results of Linton Middle School Cambridge Math and ELA implementation are being closely monitored, as this same curriculum is being considered for implementation at Penn Hills High School in 2022-23, at the earliest.

The University of Pittsburgh research project that involves a study of Math attitudes among students and staff is following 9th graders who previously participated at Linton MS. As of 2019-20, this cohort of students will be asked to reflect of their Math experience at Penn Hills HS, and data will be compared from their Linton MS experience.

Although standards-based curriculum maps have been developed prior to August 2019, our Financial Recovery Plan dictates that a comprehensive curriculum audit will be completed K-12. It is the intention of our Chief Recovery Officer that the audits for the content areas of Math, ELA, and Science will be completed prior to the start of the 2020-21 school year. Results of these audits will inform curriculum, instruction, and assessment audits.

Adaptations

Elementary Education-Primary Level

Checked answers

None.

Unchecked answers

None.

Elementary Education-Intermediate Level

Checked answers

None.

Unchecked answers

None.

Middle Level

Checked answers

None.

Unchecked answers

None.

High School Level

Checked answers

- Career Education and Work

Unchecked answers

None.

Explanation for any standards checked:

Penn Hills School District continues the ongoing process of aligning the curriculum to the PA and Common Core Standards. Virtually no checks were indicated above due to an anticipated K-12 comprehensive curriculum audit that will be facilitated during the timeframe of this Comprehensive Plan and in accordance with the District's Financial Recovery Plan. A component of the anticipated audit will include verification of standards alignment.

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.	Developing
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Developing
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Developing
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 elementary curriculum had been recently rewritten and aligned to the PA Core Standards for ELA and Math. As part of this process, common assessments were developed and are adjusted regularly based on PSSA and STAR results. The district's reading and math coaches continue to monitor this ongoing process of curriculum alignment and host monthly meetings to discuss assessment results.

CDT use is now limited to Science for grades 3 and 4. In 2017-18, following a schedule change that negatively affected Science PSSA results, prompted the return of all-year instruction for both Science and Social Studies in grade 4.

The District's Financial Recovery Plan dictates that a comprehensive K-12 curriculum review will be initiated. The intention of the Chief Recovery Officer is that this curriculum audit will be completed in the content areas of Math, ELA, and Science by the start of the 2020-21 school year.

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

Current grades K-2 brick and mortar curriculum options may be enhanced via curriculum offerings made available through the District's CHIEFS Academy.

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.	Developing
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Developing
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Developing
Procedures for measurement of mastery of the objectives of a planned	Developing

course, instructional unit or interdisciplinary studies are identified.	
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Processes used to ensure Accomplishment:

The elementary curriculum had been recently rewritten and aligned to the PA Core Standards for ELA and Math. As part of this process, common assessments were developed and are adjusted regularly based on PSSA and STAR results. The district's reading and math coaches continue to monitor this ongoing process of curriculum alignment and host monthly meetings to discuss assessment results.

CDT use is now limited to Science for grades 3 and 4. In 2017-18, following a schedule change that negatively affected Science PSSA results, prompted the return of all-year instruction for both Science and Social Studies in grade 4.

The District's Financial Recovery Plan dictates that a comprehensive K-12 curriculum review will be initiated. The intention of the Chief Recovery Officer is that this curriculum audit will be completed in the content areas of Math, ELA, and Science by the start of the 2020-21 school year.

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

Current grades 3-4 brick and mortar curriculum options may be enhanced via curriculum offerings made available through the District's CHIEFS Academy.

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.	Developing
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Developing
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Developing
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 District's Financial Recovery Plan dictates that a comprehensive K-12 curriculum review will be initiated. The intention of the Chief Recovery Officer is that this curriculum audit will be completed in the content areas of Math, ELA, and Science by the start of the 2020-21 school year.

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

Current grades 5-8 brick and mortar curriculum options may be enhanced via curriculum offerings made available through the District's CHIEFS Academy.

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.	Developing
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Developing
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Developing
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 District's Financial Recovery Plan dictates that a comprehensive K-12 curriculum review will be initiated. The intention of the Chief Recovery Officer is that this curriculum audit will be completed in the content areas of Math, ELA, and Science by the start of the 2020-21 school year.

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

Current grades 9-12 brick and mortar curriculum options may be enhanced via curriculum offerings made available through the District's CHIEFS Academy.

Our Comprehensive Planning Committee has asked for consideration of a graduate survey to help District staff better gauge actual preparedness in the areas of academic and social challenges students have faced following graduation. The committee has also asked that ELA curriculum at the high school level be adjusted to include guided practice in terms of writing college applications and that School Counselors include more direct instruction about how to interact with college/university representatives before and during the application process..

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.

Tier I standard curriculum is introduced at the classroom level. Tier II supports are available at each of the three schools, with additional time intentionally built into each daily schedule to accommodate, from double periods at the elementary and middle school level, to I/E period at the high school. A resource room is also available at the middle and high school levels to allow more focused concentration in an area that is separate from the classroom.

As of 2019-20, instructional and administrative staff districtwide are being trained specific to formative assessment, which will provide advanced awareness of those who are

struggling with new concepts and skills before high stakes curriculum-based assessments are administered in the classroom. District staff recognize the negative impact on student motivation and engagement, once a pattern of failure has been established.

The modified suspension model at Linton Middle School includes tutoring time to ensure partial-day exclusion from class does not adversely affect learning. Should the middle school pilot show evidence of effectiveness, it is likely that both the elementary and high schools will modify programming as well to include increased academic support during the period of exclusion.

Instruction

Instructional Strategies

Checked Answers

- Formal classroom observations focused on instruction
- Walkthroughs targeted on instruction
- Annual Instructional evaluations
- Peer evaluation/coaching
- 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 District converted to use of PA-E-TEP in 2018-19 as a replacement for Tower Metrix, which had been used as an electronic evaluation tool for all professional staff (8021, 8022, and 8023 employees). The tool allows both administrators and teachers to collect evidence on the domains of Charlotte Danielson's Effective teacher evaluation, including the collection of artifacts to confirm accomplishment of professional expectations. Teachers develop their own SLOs, which must be approved by Principals. SLO meetings between teachers and principals occur at least times annually. SLOs may be adjusted during any of these review meetings that include data analysis.

As of the 2019-20 school year, instructional coaches have been made available to teachers K-12. For grades K-4, we are continuing to follow an established model that includes access to two assigned instructional coaches. During the 2018-19 school year, a Master Teacher on

Special Assignment was assigned to Linton Middle School to assist with Year 1 of Cambridge Math Curriculum implementation. That "coach" has been renewed for 2019-20, and her duties have been expanded to include new implementation of Cambridge ELA Curriculum. Two former Administrative Assistants have had duties shifted to now include part-time instructional coach support to high school teachers. Implementation of the modified duties will occur in the second half of the 2019-20 school year to allow targeted training for the Administrative Assistants.

As of 2019-20, the building-level walk-through model has been expanded to include instructional coaches. The coaches and administrators will be visiting classrooms in tandem according to an "instructional rounds" model. Areas of focus are now targeted toward formative assessment, classroom management and student engagement. Instructional staff and administrators are being trained as of August 2019 specific to formative assessment.

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

As of October 2019, teachers are not yet comfortable with peer review of lesson plans. This option may be incorporated during the term of the new Comprehensive Plan.

Responsiveness to Student Needs

Elementary Education-Primary Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Implemented in 50% or more of district classrooms
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.	Implemented in 50% or more of district classrooms
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Implemented in 50% or more of district classrooms

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

It has been noted that progress has been made in the implementation of these instructional practices, however, universal application is still a work in progress. Differentiated instruction based on regular use of formative assessment results continues to be an area in need of support and professional growth. Differentiation in terms of the student occurs in

greater than 50% of the time; however there is still work to be done from a readiness standpoint, especially from a culturally responsive perspective.

Elementary Education-Intermediate Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Implemented in 50% or more of district classrooms
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.	Implemented in 50% or more of district classrooms
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Implemented in 50% or more of district classrooms

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

It has been noted that progress has been made in the implementation of these instructional practices, however universal application is still a work in progress. Differentiated instruction based on formative assessment results continues to be an area in need of support and professional growth. Differentiation in terms of the student occurs greater than 50% of the time; however there is still work to be done from a readiness standpoint, especially from a culturally responsive perspective.

Middle Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Implemented in less than 50% of district classrooms
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.	Implemented in less than 50% of district classrooms
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Implemented in 50% or more of district

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

It has been noted that progress has been made in the implementation of these instructional practices, however, universal application is still a work in progress. Differentiated instruction based on formative assessment results continues to be an area in need of support and professional growth.

There is an identified need for implementation of differentiated instruction in the classrooms. The instructional coaches will serve as mentors to provide assistance and modeling for staff who have been identified through lesson plan review as needing assistance in differentiated instruction. Differentiation in terms of the student occurs less than 50% of the time and there is still work to be done from a readiness standpoint, especially from a culturally responsive perspective.

High School Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Implemented in less than 50% of district classrooms
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.	Implemented in less than 50% of district classrooms
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Implemented in 50% or more of district classrooms

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

It has been noted that progress has been made in the implementation of these instructional practices, however, universal application is still a work in progress. Differentiation in terms of the curriculum and formative assessment results is not yet a regular practice, particularly in regards to content and assessments. Differentiation in terms of the student occurs less than 50% of the time and there is still work to be done from a readiness standpoint, especially from a culturally responsive perspective.

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.

Employment and Hiring Practices:

Penn Hills School District mission is to recruit and select the highest quality of personnel through non-discriminatory hiring practices. All professional and non-professional positions are recruited through a publicly posted process both locally and statewide. Applicants have the benefit to view our website for position vacancies and others postings that reach out further throughout the state and nationally for qualified applicants. Candidates invited for interviews are selected from criteria designed position job descriptions that ensure equal employment opportunities. Applicants are invited to interview before a panel of interviewers that consist both of administration and professionals that represent the position vacancies. Selections are made from objective criteria and the finalist is presented to the Superintendent and Board after reference checks and all related clearances are performed.

The District has had very little need to recruit due to declining enrollment and resulting furloughs, which give displaced professionals the first right of refusal for any/all openings in their respective certification areas. The District is currently at 100% highly qualified staff assignment and continuously works to maintain that level.

Members of the District's Comprehensive Planning Committee have expressed the need to capitalize on partnerships with higher ed facilities that include no-cost access to specially trained staff who are interested in gaining school experience through internships and fellowships, similar to a partnership between Penn Hills Elementary and the University of Pittsburgh Math Department. This partnership is managed by the District's Math Coach and includes professional development for teachers at no cost.

Assessments

Local Graduation Requirements

Course Completion	SY 20/21	SY 21/22	SY 22/23
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	4.00	4.00	4.00
Health	2.00	2.00	2.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	3.00	3.00	3.00
Electives	1.00	1.00	1.00
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.

Unchecked answers

- 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.

- 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				
Career Education and Work					X	
Civics and Government		X	X			
PA Core Standards: English Language Arts		X	X	X		X
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects		X	X	X		
PA Core Standards: Mathematics		X	X			X
Economics		X				
Environment and Ecology		X	X			
Family and Consumer Sciences		X			X	
Geography		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	X	
Keystone Exams			X	X
Local Common Assessments	X	X	X	X
STAR Assessments	X	X	X	X

Benchmark Assessments

Benchmark Assessments	EEP	E EI	ML	HS
STAR	X	X	X	X
Local Assessments	X	X	X	X

Formative Assessments

Formative Assessments	EEP	E EI	ML	HS
exit tickets, progress monitoring, response cards, white boards, Collins Type 1 & Type 2 writing	X	X	X	X

Diagnostic Assessments

Diagnostic Assessments	EEP	E EI	ML	HS
CDT		X	X	X

Validation of Implemented Assessments

Validation Methods	EEP	E EI	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				
Instructional Coach Review	X	X	X	X
Teacher Peer Review	X	X	X	X

Provide brief explanation of your process for reviewing assessments.

We continue to use curriculum teams that are comprised of grade level teachers, instructional coaches, and administrators to review and create assessments that align to to PA Common Core Standards. This is an ongoing process and is updated each summer based on teacher feedback.

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.

N/A District uses Keystone as Graduation requirement.

Collection and Dissemination

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

The District has been working with the EdInsight Data Instructional Management System which has a module called the DataAnalyzer which creates custom data reports for administrator and teacher use. The District has also created a uniform data collection template to lead student discussion in relation to goal setting based on common assessments, STAR and CDT data. At the elementary level, the instructional coaches collect, analyze assessment data and disseminate performance measures to the building principals and instructional coaches. The information from these reports is reviewed with the grade level teams and individual staff to support instructional decision making.

The middle and high school department teams, along with administrators and instructional coaches are making preparations as of October 2019 to meet regularly to discuss academic needs and identified deficits from data results. Information from the data retrieved will also be used to identify student needs during intervention and enrichment periods.

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.

Teachers will analyze student data to determine mastery of each of the identified standards. Content will be built into the curriculum to address those students that have not yet reached mastery of each identified standard.

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
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Provide brief explanation of the process for incorporating selected strategies.

Assessment results will be disseminated and reviewed by teachers after each common assessment during common planning time. At this time, teachers will analyze class results and share highly effective instructional strategies used to bring their students to mastery of identified standards. Teachers will then address the needs of students that have not reached proficiency by implementing strategies shared through teacher discussion and research of professional accepted best practices.

Teacher common planning time will also be used to develop standard-aligned instructional unit plans.

Information from ongoing formative assessments will be used to monitor student progress toward mastery of identified standards.

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

The District addressed all strategies selected.

Distribution of Summative Assessment Results

Distribution Methods	EEP	E EI	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	X	X	X	X
Newsletters				
Press Releases	X	X	X	X
School Calendar	X	X	X	X
Student Handbook				
Skyward was implemented in 2015 and allows real-time access to student academic, attendance, and behavior records.				

Provide brief explanation of the process for incorporating selected strategies.

The District disseminates information concerning both preparing for and results of summative assessments through building presentations at school board meeting, district website, and other communication tools listed above. In addition, student achievement

growth evidenced through PVAAS is of notable mention and shared with the public through the Curriculum Committee.

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

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 District continues to provide struggling academic and behavioral students with the supportive services required to meet success. Every building has an identified team, Solutions team (ESAP) at the elementary, and Student Assistant Program (SAP) teams at the middle and high schools. The teams, consisting of administrators, teachers, school counselors, home and school visitors/social workers, and instructional coaches all meet weekly to address the barriers to learning for identified students. Mon Yough assists the team in working with mental health and drug and alcohol issues. Interventions are planned and recommendations for parental support to address the behavior, social and emotional issues impeding the students' ability to make academic progress are addressed and documented.

In addition, each building has identified intervention strategies for struggling students. The elementary offers 90 minutes of both reading and math daily. Flexible grouping is used to support small group instruction; instructional coaches and reading specialists are available to provide specific supports. At the middle school students in grades 5 and 6 are provided a double reading and math period to allow for small group instruction for students not achieving academic targets/standards. The 7th and 8th grade students participate in flexible grouping in math, reading and language arts during an intervention/enrichment period as identified by student achievement data. The teachers administer a preassessment and then assigning flexible groups based on feedback from this data. Students are progress monitored for two weeks and then complete a post assessment. Instructional needs identified from the assessment data are used to design the flexible groups again. As of 2019-20, teachers are being looped in both ELA and Math at Linton MS to help promote safe and supportive classrooms.

The high school provides semester remediation classes, as required by Chapter 4 in the

content areas of Biology, Literature and Algebra I.

Programs, Strategies and Actions

Programs, Strategies and Actions	EEP	E EI	ML	HS
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement	X	X	X	X
School-wide Positive Behavioral Programs	X	X	X	X
Conflict Resolution or Dispute Management	X	X	X	X
Peer Helper Programs	X	X	X	X
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
Student Assistance Program Teams and Training	X	X	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 has a variety of programs and practices to ensure safety and security at all three buildings. Each building has developed its own unique school wide positive behavior system to provide a safe learning environment for students. In addition, Penn Hills HS hosts an active duty Penn Hills Police Officer on site as part of a modified School Resource Officer model, which is in effect on days in which Penn Hills Police Officers sign up for this overtime option that is billed directly to Penn Hills School District.

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.)

Identifying Gifted Students:

Across all grades, a Child Find process is in place that awards points for student achievement and classroom performance based on a Child Find Matrix. For Level 1 in grades K-3, teachers complete a rating form for all students. For Level 1 in grades 4-12, PSSA scores and GPA are used to determine cutoff levels. If a child obtains the necessary points on Level 1, he/she is advanced onto Level 2, which includes a brief intellectual assessment and a parent completed rating scale. If a student obtains the necessary points though Level 1 and Level 2, he/she is referred for a gifted evaluation (Level 3). The guidance counselor distributes the necessary documents including the consent form,

parental rights and parent questionnaire to the parent. Once received, the school counselor then has the classroom teacher complete a teacher questionnaire and rating scale. Once collected, the referral packet is sent over to the special education department to be assigned to a school psychologist. At both the elementary and secondary levels, parents can request a gifted evaluation at any time. Due to assessment validity, second requests for evaluations can be conducted no less than one year from the date the assessments were previously administered. At the elementary level, this request is made to the school counselor and at the secondary level it is made to the gifted coordinator. The school counselor/gifted coordinator sends out the necessary documents including the consent form, parental rights and parent questionnaire to the parent. Once that documentation is received, the school counselor /gifted coordinator then has the classroom teacher complete a teacher questionnaire and rating scale. Once the teacher forms are collected, the referral packet is sent over to the special education department to be assigned to a school psychologist. In order to be considered eligible for gifted support, students must earn the necessary points on the School Board approved Gifted Multiple Criteria Matrix. The school psychologist administers the intelligence and achievement tests, enters the data collected on the matrix and prepares the Gifted Written Report.

Gifted Programming:

The elementary gifted students are provided enrichment to supplement a gifted student's regular classroom experience by promoting higher thinking skills in a small group setting. The students receive enrichment through pull-out or push-in sessions with the gifted coordinator. In addition, the students attend in-house programs which may include, but are not limited to, guest speakers, essay contests, reading enrichment, mentoring buddies, and academic competitions. The goals of the program are addressed through themes designed to foster higher level thinking, the creative process, decision making/problem solving ability, and advanced communication techniques. The classroom teachers and gifted coordinator work together to extend and enrich the curriculum.

At the middle school, the eligible students work with the gifted coordinator and the classroom teachers to meet the students' individual needs. The students receive enrichment through pull-out or push-in sessions with the gifted coordinator. The students' needs may include, but are not limited to, differentiated instruction in the regular classroom, supplemental materials, the provision of alternate assignments, self-directed projects to enrich the curriculum, student-centered curriculum, participation in small group activities, accelerated learning opportunities and wait-time activities. The gifted students also receive opportunities to participate in academic events and competitions outside of the regular school building which include in-house workshops with the gifted coordinator to prepare for the events. In addition, there are opportunities for special interest field trips to enrich their knowledge and curriculum.

The gifted support program at Penn Hills High School includes enrichment opportunities, academic competitions, and volunteer experiences. Examples include apprenticeships and museum field trips. In addition, students participate in a variety of trivia and content specific academic competitions. Furthermore, students are exposed to the nature and benefits of volunteering. Opportunities to teach and mentor our district's elementary aged students are also provided through our FLITES program.

Additionally, the gifted support program at the high school provides test preview, planning, and preparation consultation. Preparation sessions and workshops have been designed and coordinated to meet the specific needs of our district's gifted population. College search, college application, and post high school planning sessions are also offered.

In order to stimulate and encourage our students' post-high school planning, the high school gifted support curriculum focuses on the following grade specific themes and topics.

- 9th Grade -- *Just Getting Started*: getting a perspective of what you need to accomplish in high school.
- 10th Grade -- *Make It Count*: understanding transcripts and test scores.
- 11th Grade -- *Establishing A Plan*: making an effort to convert your ideas into plans
- 12th Grade -- *The Beginning of the End*: where are you, where should you be, where are you going.

High school gifted support students are free to determine their own level of involvement / interaction in the planned programs and activities.

Professional development will be provided to staff responsible for instruction to the gifted learners at least once every two years. Professional development can be delivered in a variety of ways including, but not limited to, webinars, resources, teachers sharing ideas and strategies for gifted learners, teachers leading training workshops, mini book talks, and teacher reflection on current gifted information.

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

To be eligible for the gifted program in Penn Hills School District, students are evaluated through a three-leveled screening process. This screening includes current academic performance, standardized test scores, gifted matrix ratings, and intelligence testing. A Child Find process is in place that awards points for student achievement and classroom performance based on a Child Find Matrix.

For Level 1 in grades K-3, teachers complete a rating form for all students. For Level 1 in grades 4-12, PSSA scores and GPA are used to determine cutoff levels. If a child obtains the necessary points on Level 1, he/she is advanced onto Level 2, which includes a brief intellectual assessment and a parent completed rating scale. If the student obtains the necessary points through Level 1 and Level 2, he/she is referred for a gifted evaluation (Level 3). The guidance counselor/gifted coordinator distributes the necessary documents including the consent form, parental rights and parent questionnaire to the parent. Once received the school counselor /gifted coordinator then has the classroom teacher complete a teacher questionnaire and rating scale. Once collected, the referral packet is sent over to the special education department to be assigned to a school psychologist to complete the evaluation. In order to be considered eligible for gifted support, students must earn the necessary points on the School Board approved Gifted Multiple Criteria Matrix.

The Gifted Multidisciplinary Evaluation (GMDE) is an evaluation process for identifying gifted students. The school psychologist administers the Intelligence and achievement tests, enters the data collected on the matrix and prepares the Gifted Written Report (GWR). The Gifted Written Report highlights the student's educational strengths and needs. The GWR will include a determination as to whether the student is gifted and in need of especially designed instruction. If a student is found to be eligible, the school will convene a GIEP team, including parents, to review the recommendations in the report and to develop a Gifted Individualized Education Plan.

At any time, the parents may request a gifted evaluation for their child in grades K-12. In addition, the teachers are alerted to the characteristics of gifted students through professional development sessions and may also recommend a student for gifted screening.

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

In order to determine eligibility for gifted support services in the Penn Hills School District, a complete battery of both cognitive and achievement assessments are administered along with parent and teacher rating scales. Students who obtain a full scale IQ score of 130 above are considered intellectually gifted according to Pennsylvania guidelines and are automatically considered eligible for the gifted support program. Additional criteria that are considered include parent and teacher written input, parent and teacher rating scales, achievement assessment scores, and grade point average.

Specifically, a gifted evaluation consists of a Wechsler intelligence test suitable for the child's chronological age, the Woodcock Johnson IV Tests of Achievement to assess reading and mathematical skills, the Gifted and Talented Evaluation Scales for both teacher and parent, and the student's overall GPA.

Academic need is determined by examining the student's performance in class as per teacher report, classroom grades obtained, and academic achievement scores on individually administered assessments.

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.

The Gifted Programs at the Elementary, Middle, and High School levels provide opportunities for acceleration and enrichment. Subject specific and whole grade acceleration are discussed and implemented when a student's present levels of performance indicate the need for an accommodation. Course compaction is also implemented when appropriate. Transition support services and modified scheduling between buildings occurs when a need and an accommodation have been determined. In many cases, at all three levels, curriculum can be enriched to accommodate subject specific needs. Enrichment options may include but are not limited to differentiated instruction, alternate assignments, self-directed projects, small group work with academic peers, wait time packets, brain teasers, and academic competitions. Out of classroom and out of building enrichment opportunities are also coordinated per administrative approval. Furthermore, enrichment activities are coordinated. Goals, short term learning outcomes, and specially designed instruction are written into the GIEP to enrich curriculum in a student's strength area.

Developmental Services

Developmental Services	EEP	E EI	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	X
Coaching/Mentoring	X	X	X	X
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	X	X
Wellness/Health Appraisal	X	X	X	X

Explanation of developmental services:

Individual student planning, intervention and other supports are developed for students identified through the MTSS process

Diagnostic, Intervention and Referral Services

Diagnostic, Intervention and Referral Services	EEP	E EI	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
Small Group Counseling-Personal and Social Development	X	X	X	X
Special Education Evaluation	X	X	X	X
Student Assistance Program	X	X	X	X

Explanation of diagnostic, intervention and referral services:

This narrative is empty.

Consultation and Coordination Services

Consultation and Coordination Services	EEP	E EI	ML	HS
Alternative Education			X	X
Case and Care Management	X	X	X	X
Community Liaison	X	X	X	X
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	X	X
Truancy Coordination	X	X	X	X
District employs its own ESL teachers to support student needs.				

Explanation of consultation and coordination services:

ESL support:

A home language survey is provided to every applicant during student registration. If a language discrepancy is identified by having a different home language other than English the ESL teacher meets with student and conducts an interview then we administer the W-APT screening test. If the student receives a 14 or below on the W-APT exam they are placed in the districts ESL program.

Students are serviced daily by district ESL teachers during their ELA time, length is determined by the score on the W-APT based on level of need. The district uses a language acquisition program from National Geographic to support student learning k-12. If students are not mastering the standards additional supports/interventions are provided to child such as tutoring opportunities, intervention classes during the school day, additional supports from ESL teacher to classroom teacher. In order for the student to exit ESL services they must receive a meet the 3 following criteria a C or better in core classes, basic or above on PSSA or Keystone exams and 5.0 on the Access test.

Communication of Educational Opportunities

Communication of Educational Opportunities	EEP	E EI	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	EEL	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				
School Calendar	X	X	X	X
Student Handbook				

Frequency of Communication

Elementary Education - Primary Level

- Monthly

Elementary Education - Intermediate Level

- Monthly

Middle Level

- Monthly

High School Level

- Monthly

Collaboration for Interventions

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

Regular education and special education teachers work collaboratively to provide services to all students in the inclusive setting, which may include two certified teachers working in

tandem and/or the support of a paraprofessional aide. In addition, pre-referral monitoring and intervention begins within the classroom, where teachers monitor students based on grade-level behavioral expectations and academic standards. If a student is not performing in accordance with classroom expectations, as verified by data, the teacher devises interventions and documents outcomes. At the elementary level, there are 90 minute math and reading instructional periods. Students are grouped based on specific data driven needs. The intervention groups change as the student progresses.

At the secondary level, the middle school also offers double periods of math and reading in 5th and 6th grades to implement small group instruction. The 7th and 8th grade students participate in flexible grouping in math, reading and language arts during an intervention or enrichment period as identified by student achievement data. The teachers administer a preassessment and then assigning flexible groups based on feedback from this data.

Students are progress monitored for two weeks and then complete a post assessment. Instructional needs identified from the assessment data are used to design the flexible groups again.

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

The District is part of a collaborative early intervention team with neighboring districts as part of the AIU Early Intervention Program. The collaborative team informs parents of the importance of early intervention, community resources that are available to them and assists them with registering for kindergarten. The District currently has a Kindergarten Transition team annually develops a transition plan for the upcoming school year. This plan involves collaboration with local preschool providers. This Preschool Partnership goal is being addressed by our Preschool Partnership quarterly meetings. The intention for this to form more intimate relationships with the preschool and early learning providers that service the children/families in the Penn Hills School District area. Programming will include discussions with District kindergarten teachers, display of curriculum resources and any training needs requested by the providers.

The Penn Hills School District offers a PreK program on site at Penn Hills High School. This PreK program is facilitated through a partnership with Westmoreland Private Industry Council (PIC). Student parents are eligible to use these services, along with other members of the Penn Hills community, as long as they meet PIC's guidelines.

Kindergarten registration dates have been scheduled with earlier dates to accommodate

and support parent needs. During the months of March and April, preschool students and their parents will have the opportunity to participate in Fun with Math, and Reading and the Arts nights.

The school district had been a grantee of the PDE 21st Century Learning Community for more than five years but opted to forgo funding that supported Linton Middle School's MORE Magic in the Program afterschool and summer activities. Program dissolution and grant forfeiture was enacted February 2019 after independent evaluator reports continued to show a lack of growth (academic, behavior, and attendance) among regular program participants and after District administration received repeated complaints that the program was not being appropriately supervised.

The District has developed a sound partnership with the Consortium for Public Education in McKeesport, PA and has benefitted by the opportunities for student internships and other authentic learning experiences hosted on site at local businesses, including FedEx, Convestro, PNC, Alcosan, and others.

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.

As part of the AIU consortium, special education services for preschool children are handled through the DART program with the AIU. As children are screened for the Penn Hills PreK program, parents are asked about previous services that have been provided by the AIU's DART program. Those children who already have been identified and have an IEP in place receive consultative services from the AIU to ensure that the child's needs are being met while placed in a regular education classroom. PreK students who display a need for behavioral or learning support are observed by the AIU and a plan is created in order to meet the needs of the child. The parents, PreK teacher, elementary principal and guidance counselor, AIU staff member and the Title I Coordinator meet to discuss what procedures or adaptations can be put in place so that the needs of the child are met. The AIU staff member observes the student on a regular basis and consults with the classroom teacher, offering suggestions and feedback to increase the child's successes in the classroom.

The AIU also provides speech screenings and services to the PreK students as needed. The screenings are generally completed within the first 3 weeks of school and parents must provide consent in order for the AIU to complete the screening and to release the results to the school district for future reference. If children pass the screening, speech services are

provided by the AIU but if a child fails the initial screening, it is suggested that they contact the AIU in order to arrange for a supplemental evaluation to determine what services may be needed.

In addition, the Director of Special Education hosts an early intervention meeting in early spring for incoming kindergarten and new students and parents. An explanation of what special education services are provided within the district and an insight given as to what parents can expect as their child enters kindergarten. This provides for a smooth transition as the children begin formal schooling within the district.

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	Developing
A robust supply of high quality aligned instructional materials and resources available	Developing
Accessibility for students and teachers is effective and efficient	Developing
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Developing

Provide explanation for processes used to ensure Accomplishment.

N/A

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

N/A

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	Developing
A robust supply of high quality aligned instructional materials and resources available	Developing
Accessibility for students and teachers is effective and efficient	Developing
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Developing

Provide explanation for processes used to ensure Accomplishment.

N/A

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

N/A

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	Developing
A robust supply of high quality aligned instructional materials and resources available	Developing
Accessibility for students and teachers is effective and efficient	Developing
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Developing

Provide explanation for processes used to ensure Accomplishment.

This narrative is empty.

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

N/A

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	Developing
A robust supply of high quality aligned instructional materials and resources available	Developing
Accessibility for students and teachers is effective and efficient	Developing
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Developing

Provide explanation for processes used to ensure Accomplishment.

This narrative is empty.

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

N/A

SAS Incorporation

Elementary Education-Primary Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
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 50% or more 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	Implemented in 50% or more of district classrooms
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 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

This narrative is empty.

Elementary Education-Intermediate Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in

	50% or more of district classrooms
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
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 50% or more 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	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

This narrative is empty.

Middle Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
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 50% or more of district classrooms
Environment and Ecology	Implemented in

	50% or more of district classrooms
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
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 50% or more 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	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms
World Language	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

This narrative is empty.

High School Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Full Implementation
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
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 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
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 50% or more 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	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms
World Language	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

This narrative is empty.

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.

Not answered

Professional Education

Characteristics

District's Professional Education Characteristics	EEP	E EI	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	E EI	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 central and building administrators work collaboratively with various staff representatives to ensure that the professional education characteristics are implemented and supported in a consistent manner. The involvement of district and building leadership in decision making has been an ongoing process based on student and teacher needs. The administrators in the Penn Hills School District function as instructional leaders. Every grade level planning at the elementary level and common planning session at the secondary level is attended by building administrators and instructional coaches.

In addition, all future professional development offerings will be consistent with the goals and strategies included in this Comprehensive Plan for the District and the District's larger Financial Recovery Plan. The professional development focus for the past three years has been on culturally relevant instruction, and social and emotional learning. This has been integral to helping all students succeed, as well as involving the parent/guardian in the

educational process. With a growing trend towards more diversity, it is essential that the District adjust its approach to pedagogy to be more inclusive of multicultural materials and instructional strategies that facilitate learning within racial and socioeconomic populations. The research clearly reflects that a culturally responsive delivery of services influences basic principles of learning. Priming student motivation and tapping into prior knowledge are just two underlying principles for how people learn that cannot be ignored. Instructional practices and student support services must align with these principles. Accordingly, Diversity and Equity Teams established in the recent past within each school will be expanded to guide curriculum selection, along with instructional and assessment practices.

Members of the District's Comprehensive Planning Committee have asked that current diversity training be expanded to include ongoing collaboration with the University of Pittsburgh's Center for Urban Education and participation in events associated with the State of Black Learning.

During the term covered by this latest plan, the District will attempt to collect more specific feedback from staff following professional development activities and also to engage in more shared planning in advance. A very unique Wellness Day was hosted May 2019. Staff feedback was overwhelming positive, and Administration attributes the favorable feedback as being directly related to the level of staff involvement in both the planning and implementation phases.

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

An effort will be made to bring more content based professional development to the secondary division to support efforts of Keystone testing and common assessments in content areas.

Professional Development

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:
8/13/2013 District & Building administrators, head teachers and guidance counselors
8/21/2013 All Secondary professional staff
10/7/2013 All elementary professional staff, instructional aides, clerical , plant and food service employees
The LEA plans to conduct the required training on approximately:
8/1/2018 District administrators; clerical and plant employees, food service managers
8/21/2018 All elementary and secondary professional staff and instructional aides
9/19/2018 Food service employees

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:
9/16/2015 All Linton staff- 2 hours
10/7/2015 All High school staff-2 hours
The LEA plans to conduct the training on approximately:
4/26/2016 All Linton and High school staff-2 hours

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:
4/26/2016 District health teachers K-8

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.
- 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).

Unchecked answers

- 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.
- Professional Education is evaluated to show its impact on teaching practices and student learning.

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

As of September 2019, a team comprised of building administrators; department chairs at the middle and high school; grade level leaders at the elementary; and instructional coaches will complete walkthroughs on a regular basis. Current emphasis will be on formative assessment, student engagement and classroom management.

The District will begin active exploration of more meaningful training opportunities for paraprofessional aides. A team of District administrators visited City Charter High School September 4, 2019 as a first step based on City Charter's multi-staff instructional model. While the visit was impressive, due to Penn Hills' financial restrictions, it is not likely that the District will be able to hire "extra" certified teachers to function in the capacity that City Charter does and lieu of using paraprofessional aides in the classroom.

The District will continue to pursue identification of best practice models in other school systems.

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

The District recognizes the need for a more cohesive and structured process to ensure professional development is applied by staff in daily instructional delivery and practice. The District will continue to build upon the training strategies that have been successful and support strategies included in this comprehensive plan, including more staff input during the planning and implementation stages. The District will continue to pursue identification of best practice models in other school systems.

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 know and understand Danielson's Framework for Teaching and the Educator Effectiveness System, including SLO's (Student learning Objectives), and their commitment to this process.

Unchecked answers

None.

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

Teacher induction activities are being contracted through the Allegheny Intermediate Unit. While the District is experiencing relatively few hires due to staff reduction efforts, the District realizes the need for strong induction services. The District has further realized that having new teachers work in isolation and with District-level peers only, limits the potential for growth and development. The Allegheny Intermediate Unit induction model, instead, allows for peer-to-peer collaboration and study that is not confined by District borders.

As of 2019-20, the District is hosting two fellows from the Woodrow Wilson Teacher Fellowship program that is being facilitated by Duquesne University. Implementation follows initial discussions and review sessions that were hosted by Duquesne University in 2018-19. The goal of this partnership is to host fellows in the area of Math and/or Science who have a minimum Bachelors degree, who are actively working in a STEM field, and who are seriously considering a career change that involves urban education. In some cases, fellows may be offered employment after their fellowship is complete, which includes educational studies at Duquesne University that is simultaneous to their on site activities within Penn Hills School District secondary classrooms. A secondary benefit of the District's participation in the Woodrow Wilson initiative is that fellows have the opportunity to share firsthand knowledge of the application of Math and Science content and skills in the larger workplace.

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

N/A

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).

Unchecked answers

None.

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

The Allegheny Intermediate Unit facilitates the District's induction programming.

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

N/A

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.

The District's Induction program has transferred in terms of facilitation to the Allegheny Intermediate Unit (AIU). Local mentors are assigned and meet at least monthly with inductees to meet compliance guidelines and AIU program goals.

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	X	X	X	X	X
Assessments	X	X	X	X	X	X
Best Instructional Practices	X	X	X	X	X	X
Safe and Supportive Schools	X	X	X	X	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	X	X	X	X	X
Data informed decision making	X	X	X	X	X	X
Materials and Resources for Instruction	X	X	X	X	X	X

If necessary, provide further explanation.

Many of the above topics that are identified above are ongoing work with the inductee, mentor and peer teachers. The topics above are introduced as part of the Allegheny Intermediate Unit's programming model and then reinforced and practiced during inductee and mentor meetings that are convened at least monthly and on site at Penn Hills School District.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

New teachers provide ongoing feedback to the induction coordinator related to their learning needs and program goals throughout the school year.

The District's Induction program will be evaluated annually and revisions will be made as needed. The evaluation will include the feedback from the inductees and mentors related to the achievement of program goals. Various mentor and inductee documentation from workshops, including mid and end of year reflective feedback will be reviewed to identify the strengths and areas of need in the program. In addition, frequent visitations to new teacher classrooms provide data to assist in revisions of induction topics and the program as a whole.

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: **808**

Identification Method

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

The Penn Hills School District utilizes the IQ/Achievement discrepancy model to identify students with specific learning disabilities. When a student is targeted as a student with

learning concerns and appropriate accommodations/modifications in the regular education classroom are not proving to be successful, the student is referred for a multidisciplinary evaluation. Review of district referral data indicates that most requests for an MDE are parent generated due to poor performance/grades. In other instances referrals are made through discussions in grade level meetings and review of intervention data. The evaluation process includes classroom observations, teacher based assessments, review of grades and services that have been in place (i.e. Title 1 Reading and Math, Speech/Language Support), individually administered intellectual assessments, individual achievement assessments as well as behavior rating scales, if necessary.

Additionally, the District utilizes data to drive interventions to support struggling students. Reading and Math coaches provide academic resources to staff at the K-6 grade levels. Reading specialists, regular education and special education teachers have received training and implement tier 2 and tier 3 interventions in the area of reading and math. Intervention periods are scheduled during the school day to address areas of concern and provide appropriate leveled interventions. Data and interventions are reviewed at weekly grade-level meetings for targeted students. The District utilizes ESAP and SAP to provide behavioral resources and supports, to students and families.

The district also utilizes a Student Concern Form to identify students who are struggling academically. Principals across the district complete the form and share it with the Special Education Department. The Special Education Department reviews the interventions attempted, academic history, and other relevant factors to determine if the district should offer to evaluate the student for special education.

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>

Reported Categories as of Dec 1, 2017 Child Count

Enrollment by Disability	District	State
Autism.....	14.01%.....	11%
Emotional Disturbance.....	12.9%.....	8.6%
Intellectual Disability	10.3%.....	6.4%
Other Health Impairment.....	15.0%.....	15.7%
Specific Learning Disability.....	32.5%.....	40.9%
Speech and Language Impairment.....	10.5%.....	14.5%

Review of data based on December 1, 2017 Child Count does not indicate that there are any significant enrollment differences. The District monitors enrollment data monthly. We are above SPP targets in Autism, ED, and ID due to a dramatic increase in our special education population. We added 1 AS classroom, 1 ES classroom and 2 case managers at the elementary school to accommodate the high number of early intervention students that have enrolled in our school district. We also have a tremendous growth in foster children and newly identified students that has increased the AS and ES populations at the elementary. We also added 1 ES classroom, 1 LSS classroom and 2 case managers to the high school due to an increase in the number of students that have moved into our district.

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?

1. The Penn Hills School District is not a host district. However, if the Penn Hills School District was a host district it would be responsible for the education of the students enrolled/placed in this program. In accordance with the Basic Education Circular Section 13-1306, PHSD would contract with an appropriate agency to provide the educational services for these students. The Penn Hills School District would then be responsible for seeking advice from the resident school district with respect to each individual student, and keeping the resident school district informed of its plans to educate each student.

2. The Penn Hills School District would meet regularly with the supervisors of the agency providing the education to students in order to ensure that students' needs are being met and that they are receiving FAPE. The Individualized Education Plan Team would discuss each student and their programming at the IEP Review, Annual IEP meeting, or at anytime a member of the team would request a meeting. The home district would also be contacted to participate in meetings and provide input as the IEP is developed. The discussion would always include what supplementary aids and services could be provided to enable the student(s) to remain in the Least Restrictive Environment (LRE) before moving to a more restrictive setting. Any training that may need to be provided to personnel would be provided through partnerships with the educating agency, PaTTAN, IU#3, and/or other agencies available to meet the training needs of the appropriate personnel.

3. Currently, there are no foreseeable barriers or problems.

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).

There are currently no facilities for incarcerated students in our LEA. If such a facility were to move within the district, the district would be responsible for the education of the students placed in the facility. As a result, the Penn Hills School District would use existing Child Find procedures and develop a system of identification and evaluation, in collaboration with the facility in order to ensure FAPE is provided to any student in need of special education services. An appropriate agency would then be contracted to provide the educational services for these students. Members of the Penn Hills School District staff would also meet regularly with agency supervisors to ensure the provision of FAPE to students in the facility. Communication channels would also be developed to share information with the school district in which the student's family resides. A representative of the Penn Hills School District would participate in the IEP process for students that are incarcerated to ensure their needs are met in compliance with FAPE.

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.

The PHSD offers a continuum of special education programs and services at both the elementary and secondary levels. The district strives to ensure that appropriate placements are provided to students with disabilities in the least restrictive environment (LRE). Individual student needs are evaluated through the MDE process. Based on the student's degree of need, participation in the general curriculum is determined by the IEP

team. Progress monitoring is ongoing to ensure success in both regular and special education programs. Regular education staff are provided with IEP summary sheets indicating modifications, adaptations and specially designed instruction for each student with a disability on their class rosters. Special education instructional staff and related service providers are available for consultation and assistance in making modifications and adaptations to support students with disabilities in the general education environment. With recent LRE monitoring, the District has added additional trainings and procedures to ensure LRE requirements are met within the IEP process.

IEP teams consider which services each student requires based on individual student needs prior to where a student will receive a specific program or service. Current student progress, teacher evaluations, class observations, and formal and informal assessments are used to determine the type(s) of services each individual student requires. After determining student needs at the IEP meeting and after student goals are developed, the IEP team determines where the services can best be provided. The district strives to provide services in the least restrictive environment. Students who receive special education services outside of the general education curriculum for any amount of time are provided with opportunities to interact with non-disabled peers in areas appropriate within their IEP's (i.e. resource classes, social skill activities, specific or partial academics, lunch, homeroom, etc). During every student's IEP meeting, the team not only identifies the student's goals, but also addresses the opportunities for inclusion with non-disabled peers based on the child's strengths, needs, and goals. The team then determines when and where inclusion with peers is appropriate and how it can be implemented. Special education teachers use the Supplementary Aids and Services handout provided by PDE as part of LRE as a guide to determine supports for individual students. The school district also works closely with APS's and other private school entities to successfully transition students back into the public school setting when appropriate in order to meet their needs.

The Penn Hills School District makes every attempt to provide services to students of each disability group within our district programs and buildings. Students identified with intense emotional disturbance, multiple disabilities, or low incidence disabilities are often the population that require higher levels of intervention to meet identified needs. Additionally, the Penn Hills Elementary School operates a sensory room that includes an Illuminated Light Peg Board. Even with these specific disability categories, the district first develops an IEP based on specific needs. During the IEP process, LRE is discussed. As with all students, attempts are made to first support students with services, programs and resources in the regular education building. If and when all attempts of support and modifications have been exhausted, the IEP team reconvenes and begins to explore other options that may include an outside placement (either in an APS or other private school entity).

The District operates the B.E.S.T. program to assist students with behavioral interventions. Beginning in the 2012 school year, the B.E.S.T. program has been incorporated into the

middle school and high school. By incorporating the B.E.S.T. program into our facilities, students can access regular education programming, if appropriate. Students enrolled in outside placements are often transfer or foster students who have been placed in these settings prior to becoming residents in the Penn Hills School District. For students who transfer in with current placement in APS or private school settings the district continues with this placement and monitors progress to determine transition options back to the public school setting.

Review of Dec. 1, 2018 Child Count data indicates that 77.2% of the district's currently enrolled special education students receive special education services in the regular school setting for 80% or more of the school day. An additional 7.9% of the district's currently enrolled special education students receive services in the regular school setting. The district reviews Least Restrictive Environment (LRE) placement at least annually during each student's IEP. Individual specific student needs drives the services provided and the best location to provide the services. The school district implements inclusive practices in all programs and in all buildings.

Data indicates about 8.5% of the district's special education students receive special education outside the district in other settings. Review of placements yielded the following breakdown: Approved Private Schools (APS), 5.5%; Public Center-based Schools, 1%; Private/Public 1% and adjudicated 1%. Placement in these programs is reviewed annually at students IEP meetings.

The Penn Hills School District special education department continuously monitors enrollment figures of its students identified as eligible for special education services. Students who receive special education services outside of the general education curriculum for any amount of time are provided with opportunities to interact with non-disabled peers in areas determined appropriate by the IEP team. The team determines where and when inclusion with the student's peers is appropriate. The district also works closely with APS and private schools to successfully transition students back into the public school setting when appropriate. Students who receive services outside of the district are also encouraged to participate in extra curricular activities within the district with their non-disabled peers.

The State Performance Plan targets listed under Indicator 5 - Education Environments include Special Education services inside the Regular Education Class 80% of time or more of the school day, Special Education services inside the Regular Education Class less than 40% of the time, and Special Education services in other settings. The district has met the first Indicator 5 target, which indicates that the percentage of children who are receiving special education services for the majority of their school day are included with their regular education peers for more than 80% of the day. The district did not meet the second or third targets. Data show that the Penn Hills School District's percentage of children included in regular education classes for less than 40% of the day and the percentage of

children educated in other settings are of a higher percentage than the state targets. This difference, however, is minimal. Currently, 8.5% of special education students are receiving their education outside of the Penn Hills School District. These placements are data driven and are an IEP team decision based on the child's individual degree of need. All children receiving special education services are provided these services through the least restrictive environment. However, in some cases, the child needs a more restrictive placement in order to be successful. These outside placement decisions are determined based on individual needs of the child including, cognitions, emotional/behavioral health, and/or medical necessity.

PDE has identified Penn Hills High School as an Additional Targeted Support and Improvement (A-TSI) school. A sub group of the identified students that need improvement in the area of math and attendance are Students with Disabilities. The first step of this process was to develop a School Improvement Steering Committee that consists of the principal, director of special education, several teachers, a social worker/home school visitor, students, a parent, and member of the community. The team is in the process of developing a plan that will address the deficits within Penn Hills High School. The scores are as follows:

Math

Statewide Average Growth Score - 75.2

Students with Disabilities-50.0

Regular Attendance

Statewide Average Growth Score - 85.4%

Students with Disabilities-73.5%

High School Graduation Rate

Statewide Average Growth Score - 86.6%

Students with Disabilities-65.7%

The graduation rate is affected by the high number of students who hold their diploma until the age of 21 to utilize our transition services.

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 following District Policies address:

<http://www.phsd.org/files/policies/pdf/Policy-1131.pdf>

<http://www.phsd.org/files/policies/pdf/Policy-1132.pdf>

<http://www.phsd.org/files/policies/pdf/Policy-1133.pdf>

The Penn Hills School District's Positive Behavior Support plan contains all required regulatory components as evidenced by board policy 113.1. The LEA's PBS Policy/procedure includes research-based practices and ensures that restraints are only used as a last resort.

The Penn Hills School District's Positive Behavior Support Plan policy for Exceptional Students reflects the effective strategies, methods, and techniques that govern student positive behavior support.

Educating exceptional students who display disruptive behaviors requires a plan of action that is governed by PA rules and regulations. The Penn Hills School District's Positive Behavior Support Plan Policy for Exceptional Students consists of four levels, based on best practices and current professional research. The following guidelines will establish procedures for the development of effective positive behavior support strategies for identified students.

TIER 1

Good classroom management will include strategies that are preventive in nature. Management of behaviors at this level does not require a positive behavior support plan included in the Individual Education Plan (IEP). Successful classroom management is a prerequisite to instruction and involves not only responding effectively when problems occur, but also preventing problems from occurring by creating environments that encourage learning and appropriate behavior. Among the various strategies emphasized are: effective teaching practices, frequent monitoring, clear rules and procedures, praise, systematic reinforcement, modeling, verbal instruction of appropriate behavior, classroom discussion and problem solving, and family involvement and cooperation. Additionally, the long-range goal of classroom behavior management should be for all students to learn to manage their own behaviors.

TIER 2

For each eligible student who does not respond to classroom behavior management strategies, an individual positive behavior support plan may need to be developed as part of the IEP to address the student's behavioral needs. The positive behavior support plan that is developed within the IEP will include positive behavioral supports and reinforcement systems. Interventions and strategies shall be least restrictive and delivered in accordance with Pennsylvania regulations. The positive behavior support plan should include appropriate techniques that are conducive to the development and maintenance of skills, which would remove barriers to the student accessing a free appropriate public education (FAPE). Potential causes for the behavior problems should be reviewed and addressed as part of the development of the positive behavior support plan.

A functional behavior assessment will be conducted at the discretion of the IEP team prior to the implementation of a positive behavior support plan.

The functional behavior assessment will include:

1. The target behavior.
2. The setting in which the target behavior occurs.
3. Antecedents to the target behavior.
4. Instructional and social consequences resulting from the target behavior.
5. A hypothesis for the function of the target behavior.
6. Positive replacement behaviors for the target behavior.
7. Strategies to teach replacement behaviors.

TIER 3

Positive techniques for the development, change and maintenance of selected behaviors shall be attempted prior to the use of more intrusive interventions.

The use of verbal techniques to de-escalate inappropriate behavior.

Non- Exclusionary De-escalation area may be used to extinguish external stimuli so the student may regain emotional composure.

Exclusionary De-escalation area may be used to extinguish external stimuli so the student may regain emotional composure.

Non-violent physical crisis intervention to control acute or episodic aggressive behavior may be used only when the student is acting in a manner that is a clear and present danger to him/herself or other students or employees, and only when less restrictive measures and techniques have proven to be less effective. The use of Non-violent physical crisis intervention to control the aggressive behavior of an individual student shall cause a meeting of the IEP team to review the current IEP for appropriateness and effectiveness.

The use of Non-violent physical crisis intervention may not be included in the IEP for the convenience of staff, as a substitute for an educational program or employed as punishment.

When a Non-violent physical crisis intervention is used, the following procedure will occur; the incident should be documented using the Non-violent physical crisis intervention Report, the parent will be notified of the incident as soon as possible by the school principal, a meeting will be convened with parent within 10 school days, school representatives and other appropriate agencies to develop a plan for the student's return to the classroom.

NOTE: Prone restraints are prohibited and may not be used at any time.

The district has 2 certified CPI instructors who are able to train personnel within the district. The program emphasizes the Care, Welfare, Safety and Security of all involved. The training focuses on the following points: 1. Crisis Development Model and the Appropriate Staff Responses 2. Use of non-verbal techniques which can help in preventing certain acting-out behaviors. 3. Using verbal intervention techniques to de-escalate behavior. 4. Making use of the CPI Personal Safety techniques to avoid injury if behavior escalates to a physical level. 5. Making use of non-violent physical crisis intervention techniques as a last resort due to an individual's dangerous behavior. 6. Using Postvention after a crisis with both the acting-out individual and staff members as a step toward preventing future crisis.

As evidence that personnel are authorized and trained in Crisis Prevention Intervention procedure, sign-in sheets are maintained by the district in order to award staff Act 48 hours, CPI certification and ensure issuance of certification cards. There is a team of individuals with CPI certification at each of the buildings in the district. These individuals belong to a crisis team which implement the PHSD crisis model. The PHSD Crisis Model is used in emergency situations for behaviors that present a clear and present danger to the student or others. It outlines the components of positive behavior support that are utilized to address student's problem behaviors. The PHSD crisis models includes interventions such as: ensuring the safety of student and other students, notifying parent and requesting that he/she comes to the school , notifying the police, notifying RESOLVE, calling emergency services and ambulance, Non-violent physical crisis intervention by trained staff which may include TIER 3 techniques.

Aversive Techniques

The following aversive techniques of handling behavior may not be used in educational programs:

1. Corporal punishment.
2. Punishment for manifestation of a student's disability.
3. Locked rooms, locked boxes, other locked structures or spaces from which the student cannot readily exit.
4. Noxious substances.
5. Deprivation of basic human rights, such as withholding meals, water or fresh air.
6. Suspensions constituting a pattern under 22 PA Code Sec. 14.143 (a).
7. Treatment of a demeaning nature.

8. Electric shock.
9. Methods implemented by untrained personnel.
10. Methods which have not been outlined in the agency's plan.

Additionally, the Penn Hills School District teachers and staff have been trained on School-Wide Positive Behavior Support and the Center for Safe Schools Bullying Model. Apart from the individual student and the school-wide approach, additional behavior supports include group counseling for targeted and/or preventive efforts. Examples of group counseling across the district include the following: Students Assistance Program (SAP), Social Skill Lunch Bunch, Stop And Think, Bee Your Best, Bee Buddies groups twice a day at PHES, and Linton POWER (Participate, Overcome Obstacles, Wherever You Are You Can Learn, Effort Pays Off, Respect). Students are also able to access individual counseling via our counselors, social workers and psychologists in the district, along with their respective interns. The district also has a cooperative agreement with Family Services of Western Pennsylvania and Wesley Spectrum Services for the provision of private mental health services in the schools, whereby a mental health therapist is present in PH schools for individual treatment sessions. We have opened a trauma and behavior management room through Matilda Theiss at Penn Hills Elementary School. This allows students who are in crisis to work with mental health professionals during the school day for group or individual therapy. The program provides a family focused, multi-culturally sensitive, strength-based, evidence-based and trauma informed approach. Functional Behavior Assessments are also utilized when needed to assist staff in determining the root cause and possible replacement behaviors that may be evidenced by our students when they display any problematic behaviors.

The district has established positive relationships with outside providers, Allegheny County agencies and mental health providers and this collaboration assists in the provision of appropriate services for students. The district works closely with the Wesley Family Services of Western Pennsylvania through our Student Assistance Program. Allegheny County Office of Behavioral Health, Children and Youth Services, Kids Voice, and other mental health providers. Additionally, the district has employed 3 licensed social workers/home school visitors who are available to provide support to students for each of the District's buildings. At the secondary level, SAP is coordinated through the liaison to conduct screenings and make referrals as necessary.

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.

The Penn Hills School District has not had difficulty ensuring a Free and Appropriate Public Education (FAPE) to any student identified as eligible for special education services. The District offers a continuum of services in order to provide appropriate programming to meet diverse needs of all our students. The District is committed to provide quality special education programs to the maximum extent possible, while providing educational benefit with non-disabled peers in the regular education setting.

Currently, the Special Education Central Office staff work with IEP teams to locate educational placements for hard to place students with disabilities. Both district personnel and outside placement agencies have participated in establishing an effective problem solving approach. Encouraging the active participation of agency personnel working with individual students assists the district in developing positive relationships. The result of this networking is that the district then can request outside agencies assistance in resolving student placement issues and locating placements should the situation arise.

Student's caseworkers and representatives from Kids Voice, Children Youth and Families, and Juvenile Justice Agencies are active participants in the IEP process. The school district provides information to parents on how to access these agencies for support and services. The school district will continue to work collaboratively with these agencies by encouraging participation in IEP planning, programming and transitioning to adult life. Representatives from the Allegheny Intermediate Unit DART Program for Early Intervention actively participate in the transition from Early Intervention to school age programming. Representatives from Allegheny Intermediate Unit are also available to assist should the district has difficulty placing a student. In instances when a student is in danger of not having an appropriate placement, the District notifies the AIU Interagency Coordinator, to ensure that all possible agencies are at work on behalf of the child and to reinforce and support District efforts to meet the educational needs of the child. The District also contracts with outside agencies to augment our local resources for meeting student needs when student needs surpass what the District can provide. In addition, representatives from the Allegheny Intermediate Unit DART Program for Early Intervention actively participate in the transition from Early Intervention to school age programming. The school district will continue to work collaboratively with these agencies by encouraging participation in IEP planning, programming, and transitioning to adult life.

The Penn Hills School District plans to continue to work with outside agencies to provide quality and effective programs and services to all students identified eligible for special education services. The district strives to provide programs to meet the individual needs of

all disabled students and our staff is accepting of any student assistance available from outside agencies. As the needs of students become increasingly more complex, the resources and skills of personnel from multiple agencies is necessary for student success.

Assurances

Safe and Supportive Schools Assurances

No policies or procedures have been identified.

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
Children's Institute	Approved Private Schools	Multiple Disabilities	8
Friendship Academy	Approved Private Schools	Emotional Support/Autism	9
Holy Family Schools East	Other	Emotional/Learning Support	4
New Story	Other	Autism	2
Pace School	Approved Private Schools	Emotional/Autism	6
PLEA	Other	Autism	3
Pressley Ridge - Career Development	Approved Private Schools	Autism/Intellectual Disability	1
Sunrise	Special Education Centers	Autism/Multiple Disabilities/Intellectual Disability	5
Western PA School For Blind Children	Approved Private Schools	Multiple Disabilities/Vision	6
Western PA School For the Deaf	Approved Private Schools	Deaf/Hearing	1
Pressley Ridge (APS)	Approved Private Schools	Emotional/Learning Support	2
Regional Educational Support Centers	Other	Emotional/Learning Support	4
Wesley Spectrum	Approved Private Schools	Emotional/Autistic Support	1
DePaul Institute	Approved Private Schools	Hearing Impairment	1

Special Education Program Profile

Program Position #1 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 26, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 10	33	0.5
Justification: Students seen on an individual basis or group by grade level				
Locations:				

Penn Hills Elementary School (DM)	An Elementary School Building	A building in which General Education programs are operated		
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Program Position #3 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* August 26, 2015**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	6 to 8	12	1
Locations:				
Penn Hills Elementary School (SF)	An Elementary 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:* August 26, 2015**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 10	63	1
Justification: Students seen on an individual basis or are grouped by grade level				
Locations:				
Penn Hills Elementary School (CZ)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #5 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* August 24, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 7	45	1
Locations:				
Penn Hills Elementary School (LH)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #6 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* August 24, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 8	45	1
Locations:				
Penn Hills Elementary School (GM)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #7 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 24, 2016

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 9	45	1
Locations:				
Penn Hill Elementary School (AS)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #8 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 24, 2016

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 11	45	1
Locations:				
Penn Hills Elementary School (EO)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #9 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 26, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 8	8	1
Locations:				
Penn Hills Elementary School (KL)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #10 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 26, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	8 to 10	10	1
Locations:				
Penn Hills School Elementary (MD)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #12 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* August 26, 2015**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	5 to 7	9	1
Locations:				
Penn Hills Elementary School (JD)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #13 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* August 24, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 21	45	1
Justification: Case managers will have students from grades 9 through 12 on their caseload				
Locations:				
Penn Hills High School (DK)	A Senior High School Building	A building in which General Education programs are operated		

Program Position #14 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* August 24, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	45	1
Locations:				
Penn Hills High School (MR)	A Senior High School Building	A building in which General Education programs are operated		

Program Position #15 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION**

Type: ClassandPosition
Implementation Date: August 26, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	15 to 20	8	1
Justification: The students range in grades 9-12 in the Autistic Support Program. Some students graduate at the age of 21.				
Locations:				
Penn Hills High School (SO)	A Senior High School Building	A building in which General Education programs are operated		

Program Position #16 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition
Implementation Date: August 26, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	14 to 21	18	1
Justification: The students in the Life Skills Support Program range in grades 9-12. Some students choose to graduate at 21 years of age.				
Locations:				
Penn hills High School (RH)	A Senior High School Building	A building in which General Education programs are operated		

Program Position #17 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition
Implementation Date: August 24, 2016

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	14 to 21	15	1
Justification: The students in the Life Skills Support Program range in grades 9-12. Some students choose to graduate at 21 years of age.				
Locations:				
Penn Hills High School (AO)	A Senior High School Building	A building in which General Education programs are operated		

Program Position #18 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition
Implementation Date: August 24, 2016

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
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Itinerant	Learning Support	14 to 18	45	1
Locations:				
Penn Hills High School (GP)	A Senior High School Building	A building in which General Education programs are operated		

Program Position #20 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* August 24, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	45	1
Locations:				
Penn Hills High School (JG)	A Senior High School Building	A building in which General Education programs are operated		

Program Position #21 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* August 24, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	45	1
Locations:				
Penn Hills High School (SC)	A Senior High School Building	A building in which General Education programs are operated		

Program Position #22 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* August 24, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	45	1
Locations:				
Penn Hills High School (JB)	A Senior High School Building	A building in which General Education programs are operated		

Program Position #23 - Proposed Program*Operator:* Intermediate Unit**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 27, 2018**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
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Itinerant	Deaf and Hearing Impaired Support	14 to 18	3	0.33
Locations:				
Penn Hills High School (DM)	A Senior High School Building	A building in which General Education programs are operated		

Program Position #24 - Proposed Program*Operator:* Intermediate Unit**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 27, 2018**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	11 to 13	3	0.33
Locations:				
Linton (DM)	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:* Position*Implementation Date:* August 27, 2018**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	8 to 10	2	0.34
Locations:				
Penn Hills Elementary (DM)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #26 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 26, 2015**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	10 to 14	15	0.25
Justification: Students seen on an individual basis or grouped by grade level				
Locations:				
Linton (AE)	A Middle School Building	A building in which General Education programs are operated		

Program Position #27 - Proposed Program*Operator:* School District

PROPOSED PROGRAM INFORMATION*Type: Position**Implementation Date: August 26, 2015***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	14 to 21	31	0.49
Justification: Students are seen on an individual basis or group by grade level				
Locations:				
Penn Hills High School (DM)	A Senior High School Building	A building in which General Education programs are operated		

Program Position #28 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: ClassandPosition**Implementation Date: August 26, 2015***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	16 to 18	10	1
Locations:				
Penn Senior (BM)	A Senior High 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 26, 2015***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	14 to 16	10	1
Locations:				
Penn Senior (LV)	A Senior High School Building	A building in which General Education programs are operated		

Program Position #30 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: ClassandPosition**Implementation Date: August 26, 2015***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	11 to 14	11	1
Locations:				
Linton Middle School	A Middle School	A building in which General Education		

(KM)	Building	programs are operated		
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Program Position #31 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* August 24, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 13	45	1
Locations:				
Linton Middle School (LD)	A Middle School Building	A building in which General Education programs are operated		

Program Position #32 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* August 24, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 12	45	1
Locations:				
Linton Middle School (PB)	A Middle School Building	A building in which General Education programs are operated		

Program Position #33 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* August 24, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 14	45	1
Locations:				
Linton Middle School (KP)	A Middle School Building	A building in which General Education programs are operated		

Program Position #34 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* August 26, 2015**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	10 to 14	14	1

Locations:				
Linton Middle School (CC)	A Middle School Building	A building in which General Education programs are operated		

Program Position #35 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* August 24, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 11	45	1
Locations:				
Linton Middle School (BG)	A Middle School Building	A building in which General Education programs are operated		

Program Position #36 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* August 24, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	11 to 14	15	1
Locations:				
Linton Middle School (AA)	A Middle School Building	A building in which General Education programs are operated		

Program Position #37 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* August 24, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 14	45	1
Locations:				
Linton Middle School (AD)	A Middle School Building	A building in which General Education programs are operated		

Program Position #38 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* September 4, 2018**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
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Full-Time Special Education Class	Emotional Support	8 to 11	12	1
Locations:				
Penn Hills Elementary School Room 219	An Elementary School Building	A building in which General Education programs are operated		

Program Position #39 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* September 4, 2018**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	5 to 8	8	1
Locations:				
Penn Hills Elementary School Room 130	An Elementary School Building	A building in which General Education programs are operated		

Program Position #40 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* March 19, 2019**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 18	20	1
Locations:				
Penn Hills High School Room 128	A Senior High School Building	A building in which General Education programs are operated		

Program Position #41 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* March 18, 2019**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	15 to 21	15	1
Justification: The students will be from 15 to 21 due to students holding their diploma to obtain Transition Services from the school district.				
Locations:				
Penn Hills High school /room 128	A Senior High School Building	A building in which General Education programs are operated		

Program Position #42 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION**

Type: Position
Implementation Date: August 27, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 10	47	0.75
Justification: The speech position is K-4 .				
Locations:				
Penn Hills Elementary	An Elementary School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Director of Special Education	District	1
Special Education Coordinator	District	1
School Psychologists	District	2
Instructional Paraprofessional	Penn Hills Elementary School	33
Instructional Paraprofessional	Linton Middle School	24
Instructional Paraprofessional	Penn Senior High	10
Social Worker	District	3
Occupational Therapist	District	1
Certified Occupational Therapist Assistant	Penn Hills Elementary School	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Wesley Family Services	Outside Contractor	3 Days
Nursing Services - Bus	Outside Contractor	5 Days
Physical Therapy	Outside Contractor	5 Days
Orientation and Mobility	Intermediate Unit	5 Days
Hearing Impairment	Intermediate Unit	3 Days
Vision	Intermediate Unit	3 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:

Patterns of Systemic Challenges:

District Accomplishments

Accomplishment #1:

Financial Recovery Plan p. 28: "In December of 2018, a curriculum consultant hired by PDE, performed an academic review of the PHSD educational services. The report noted the District's awareness of the challenge 'to keep instructional costs at a minimum yet still provide a quality educational environment for its students.' My observation [Dr. Daniel Matsook, Chief Recovery Officer] acknowledges that the challenges that the PHSD face are similar to other district with student populations of high economically disadvantaged and diversity level. However, the untold, unheard story, reflects success in pockets."

Accomplishment #2:

Financial Recovery Plan p. 33: PVAAS ELA

Grade 4

3-Yr-Avg (2016-2018) Growth Measure: 1.4 (dark blue)

Grade 8

3-Yr-Avg (2016-2018) Growth Measure: 0.6 (light blue)

Accomplishment #3:

Financial Recovery Plan p. 34: PVAAS MATH

Grade 4

3-Yr-Avg (2016-2018) Growth Measure: 1.4 (dark blue)

Grade 8

3-Yr-Avg (2016-2018) Growth Measure: 1.2 (dark blue)

Accomplishment #4:

Financial Recovery Plan p. 34: PVAAS SCIENCE Grade 4

3-Yr-Avg (2016-2018) Growth Measure: 1.9 (green)

Accomplishment #5:

Financial Recovery Plan p. 35: PVAAS LITERATURE (10th Grade and Above)

2016 Growth Measure: -3.5 (red)

2017 Growth Measure: -2.0 (yellow)

2018 Growth Measure: 0.1 (green)

The 3-year trend shows evidence of continued improvement.

Accomplishment #6:

Financial Recovery Plan Appendix C: p. 154

Advanced Placement (AP) enrollment and test participation has increased steadily over a five-year period, which demonstrates high school students' interest in more rigorous coursework:

Number of Exams Taken:

2011 100

2012 104

2013 123

2014 139

2015 200

2016 276

2017 396

2018 424

Accomplishment #7:

Financial Recovery Plan Appendix C: p. 154

Advanced Placement (AP) performance has increased steadily over a five-year period, which has afforded more students the potential to earn college credit while still in the high school setting.

Number of Students with Scores 3+:

2011 29

2012 41

2013 46

2014 62

2015 81

2016 83

2017 128

2018 112

Accomplishment #8:

 Financial Recovery Plan p. 33: PVAAS ELA Grade 7

2016 Growth Measure: -5.8 (red)

2017 Growth Measure: -1.4 (yellow)

2018 Growth Measure: 0.8 (green)

The 3-year trend shows evidence of continued improvement.

Accomplishment #9:

 Disciplinary records indicate a decrease in the number of fights among students at Penn Hills Elementary from 16/17 to 18/19 as follows:

16/17	21
17/18	11
18/19	10

Penn Hills Elementary also demonstrated a decrease in bus referrals as follows:

16/17	880
17/18	707
18/19	653

District Concerns**Concern #1:**

 Financial Recovery Plan p. 33: PVAAS ELA
Grade 5

3-Yr-Avg (2016-2018) Growth Measure: -4.2 (red)

Grade 6

3-Yr-Avg (2016-2018) Growth Measure: -1.8 (red)

Concern #2:

Financial Recovery Plan p. 34: PVAAS MATH

Grade 5

3-Yr-Avg (2016-2018) Growth Measure: -5.7 (red)

Grade 6

3-Yr-Avg (2016-2018) Growth Measure: -1.9 (red)

Grade 7

3-Yr-Avg (2016-2018) Growth Measure: -3.5 (red)

Concern #3:

Financial Recovery Plan p. 34: PVAAS Science Grade 8

3-Yr-Avg (2016-2018) Growth Measure: -21.4 (red)

Concern #4:

Disciplinary records indicate an increase in the number of fights among students at both Linton MS and Penn Hills HS from 16/17 to 18/19:

Linton 16/17	69
Linton 17/18	62
Linton 18/19	102

Penn Hills HS 16/17 37

Penn Hills HS 17/18 25

Penn Hills HS 18/19 57

Linton MS also demonstrated an increase in bus referrals as follows:

16/17 316

17/18 456

18/19 592

Concern #5:

Financial Recovery Plan p. 12: The District's fund balance has diminished over the past ten years as follows:

Fund Balance

2008-09 \$1.9 million

2009-10 \$3.4 million

2010-11 \$4.6 million

2011-12 \$3.7 million

2012-13 \$0.1 million

2013-14 -\$8.9 million

2014-15 -\$18.8 million

2015-16 -\$6.8 million

2016-17 -\$11.0 million

2017-18 -\$12.1 million

This drastic decline presents a significant challenge to curriculum, instruction, assessment, and other District operating practices. Continued immersion in crisis management within nearly all departments has diverted attention and resources away from best-practice consideration and adoption. The District expects that implementation of the Financial Recovery Plan will offer financial relief and also set a new path toward best practice in all departments that will directly impact the student experience in a very positive way.

Concern #6:

Penn Hills School District was notified by PDE May 2019 that statistical analyses show that black males with IEPs are excluded (suspended or expelled) at higher rates than other classifications of students within the District. The District is following specific correction steps that include random local audits of IEP student files. Final actions must be completed no later than October 15, 2019

Concern #7:

Penn Hills High School was identified as an Additional Targeted Support and Improvement (ATSI) school based on deficient subgroup (Black or African-American students and students with disabilities) performance in the designated areas of: achievement, growth, attendance rate, and graduation rate. A corrective action plan was developed and submitted June 2019 according to PDE guidelines. A previously furloughed Home School Visitor/Social Worker position was reinstated for the 2019-20 school year (following furlough June 2019) to help support implementation of the ATSI plan at Penn Hills High School.

Prioritized Systemic Challenges

Systemic Challenge #1 (*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:

Financial Recovery Plan p. 33: PVAAS ELA

Grade 5

3-Yr-Avg (2016-2018) Growth Measure: -4.2 (red)

Grade 6

3-Yr-Avg (2016-2018) Growth Measure: -1.8 (red)

Financial Recovery Plan p. 34: PVAAS MATH

Grade 5

3-Yr-Avg (2016-2018) Growth Measure: -5.7 (red)

Grade 6

3-Yr-Avg (2016-2018) Growth Measure: -1.9 (red)

Grade 7

3-Yr-Avg (2016-2018) Growth Measure: -3.5 (red)

Financial Recovery Plan p. 34: PVAAS Science Grade 8

3-Yr-Avg (2016-2018) Growth Measure: -21.4 (red)

Penn Hills School District was notified by PDE May 2019 that statistical analyses show that black males with IEPs are excluded (suspended or expelled) at higher rates than other classifications of students within the District. The District is following specific correction steps that include random local audits of IEP student files. Final actions must be completed no later than October 15, 2019

Penn Hills High School was identified as an Additional Targeted Support and Improvement (ATSI) school based on deficient subgroup (Black or African-American students and students with disabilities) performance in the designated areas of: achievement, growth, attendance rate, and graduation rate. A corrective action plan was developed and submitted June 2019 according to PDE guidelines. A previously furloughed Home School Visitor/Social Worker position was reinstated for the 2019-20 school year (following furlough June 2019) to help support implementation of the ATSI plan at Penn Hills High School.

Systemic Challenge #2 (*Guiding Question #7*) Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

Aligned Concerns:

Financial Recovery Plan p. 33: PVAAS ELA

Grade 5

3-Yr-Avg (2016-2018) Growth Measure: -4.2 (red)

Grade 6

3-Yr-Avg (2016-2018) Growth Measure: -1.8 (red)

Financial Recovery Plan p. 34: PVAAS MATH

Grade 5

3-Yr-Avg (2016-2018) Growth Measure: -5.7 (red)

Grade 6

3-Yr-Avg (2016-2018) Growth Measure: -1.9 (red)

Grade 7

3-Yr-Avg (2016-2018) Growth Measure: -3.5 (red)

Financial Recovery Plan p. 34: PVAAS Science Grade 8

3-Yr-Avg (2016-2018) Growth Measure: -21.4 (red)

Disciplinary records indicate an increase in the number of fights among students at both Linton MS and Penn Hills HS from 16/17 to 18/19:

Linton 16/17	69
Linton 17/18	62
Linton 18/19	102

Penn Hills HS 16/17	37
Penn Hills HS 17/18	25
Penn Hills HS 18/19	57

Linton MS also demonstrated an increase in bus referrals as follows:

16/17	316
17/18	456
18/19	592

Penn Hills School District was notified by PDE May 2019 that statistical analyses show that black males with IEPs are excluded (suspended or expelled) at higher rates than other classifications of students within the District. The District is following specific correction steps that include random local audits of IEP student files. Final actions must be completed no later than October 15, 2019

Penn Hills High School was identified as an Additional Targeted Support and Improvement (ATSI) school based on deficient subgroup (Black or African-American students and students with disabilities) performance in the designated areas of: achievement, growth, attendance rate, and graduation rate. A corrective action plan was developed and submitted June 2019 according to PDE guidelines. A previously furloughed Home School Visitor/Social Worker position was reinstated for the 2019-20 school year (following furlough June 2019) to help support implementation of the ATSI plan at Penn Hills High School.

Systemic Challenge #3 (*Guiding Question #10*) Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

Aligned Concerns:

Financial Recovery Plan p. 33: PVAAS ELA

Grade 5

3-Yr-Avg (2016-2018) Growth Measure: -4.2 (red)

Grade 6

3-Yr-Avg (2016-2018) Growth Measure: -1.8 (red)

Financial Recovery Plan p. 34: PVAAS MATH

Grade 5

3-Yr-Avg (2016-2018) Growth Measure: -5.7 (red)

Grade 6

3-Yr-Avg (2016-2018) Growth Measure: -1.9 (red)

Grade 7

3-Yr-Avg (2016-2018) Growth Measure: -3.5 (red)

Financial Recovery Plan p. 34: PVAAS Science Grade 8

3-Yr-Avg (2016-2018) Growth Measure: -21.4 (red)

Disciplinary records indicate an increase in the number of fights among students at both Linton MS and Penn Hills HS from 16/17 to 18/19:

Linton 16/17	69
Linton 17/18	62
Linton 18/19	102

Penn Hills HS 16/17	37
Penn Hills HS 17/18	25
Penn Hills HS 18/19	57

Linton MS also demonstrated an increase in bus referrals as follows:

16/17	316
17/18	456
18/19	592

Penn Hills School District was notified by PDE May 2019 that statistical analyses show that black males with IEPs are excluded (suspended or expelled) at higher rates than other classifications of students within the District. The District is following specific correction steps that include random local audits of IEP student files. Final actions must be completed no later than October 15, 2019

Penn Hills High School was identified as an Additional Targeted Support and Improvement (ATSI) school based on deficient subgroup (Black or African-American students and students with disabilities) performance in the designated areas of: achievement, growth, attendance rate, and graduation rate. A corrective action plan was developed and submitted June 2019 according to PDE guidelines. A previously furloughed Home School Visitor/Social Worker position was reinstated for the 2019-20 school year (following

furlough June 2019) to help support implementation of the ATSI plan at Penn Hills High School.

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:

Disciplinary records indicate an increase in the number of fights among students at both Linton MS and Penn Hills HS from 16/17 to 18/19:

Linton 16/17	69
Linton 17/18	62
Linton 18/19	102

Penn Hills HS 16/17	37
Penn Hills HS 17/18	25
Penn Hills HS 18/19	57

Linton MS also demonstrated an increase in bus referrals as follows:

16/17	316
17/18	456
18/19	592

Penn Hills School District was notified by PDE May 2019 that statistical analyses show that black males with IEPs are excluded (suspended or expelled) at higher rates than other classifications of students within the District. The District is following specific correction steps that include random local audits of IEP student files. Final actions must be completed no later than October 15, 2019

Systemic Challenge #5 (*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.

Systemic Challenge #6 (*Guiding Question #1*) Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

Aligned Concerns:

Financial Recovery Plan p. 33: PVAAS ELA

Grade 5

3-Yr-Avg (2016-2018) Growth Measure: -4.2 (red)

Grade 6

3-Yr-Avg (2016-2018) Growth Measure: -1.8 (red)

Financial Recovery Plan p. 34: PVAAS MATH

Grade 5

3-Yr-Avg (2016-2018) Growth Measure: -5.7 (red)

Grade 6

3-Yr-Avg (2016-2018) Growth Measure: -1.9 (red)

Grade 7

3-Yr-Avg (2016-2018) Growth Measure: -3.5 (red)

Financial Recovery Plan p. 34: PVAAS Science Grade 8

3-Yr-Avg (2016-2018) Growth Measure: -21.4 (red)

Penn Hills School District was notified by PDE May 2019 that statistical analyses show that black males with IEPs are excluded (suspended or expelled) at higher rates than other classifications of students within the District. The District is following specific correction steps that include random local audits of IEP student files. Final actions must be completed no later than October 15, 2019

Penn Hills High School was identified as an Additional Targeted Support and Improvement (ATSI) school based on deficient subgroup (Black or African-American students and students with disabilities) performance in the designated areas of: achievement, growth, attendance rate, and graduation rate. A corrective action plan was developed and

submitted June 2019 according to PDE guidelines. A previously furloughed Home School Visitor/Social Worker position was reinstated for the 2019-20 school year (following furlough June 2019) to help support implementation of the ATSI plan at Penn Hills High School.

Systemic Challenge #7 (*Guiding Question #5*) Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.

Aligned Concerns:

Penn Hills School District was notified by PDE May 2019 that statistical analyses show that black males with IEPs are excluded (suspended or expelled) at higher rates than other classifications of students within the District. The District is following specific correction steps that include random local audits of IEP student files. Final actions must be completed no later than October 15, 2019

Penn Hills High School was identified as an Additional Targeted Support and Improvement (ATSI) school based on deficient subgroup (Black or African-American students and students with disabilities) performance in the designated areas of: achievement, growth, attendance rate, and graduation rate. A corrective action plan was developed and submitted June 2019 according to PDE guidelines. A previously furloughed Home School Visitor/Social Worker position was reinstated for the 2019-20 school year (following furlough June 2019) to help support implementation of the ATSI plan at Penn Hills High School.

Systemic Challenge #8 (*Guiding Question #4*) Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to teachers and students.

District Level Plan

Action Plans

Goal #1: Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

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 staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

Indicators of Effectiveness:

Type: Annual

Data Source: PSSA for grades 3-8; Keystone exams

Specific Targets: PVAAS growth in all grade levels in both math and reading will be evident and, minimally, appear "green".

Strategies:

Instructional Coaching: The Principles of Partnership

Description: Kansas Coaching Project: Instructional coaches are on-site professional developers who teach educators how to use proven instructional methods. To be successful in this role, coaches must be skilled in a variety of roles, including public relations guru, communicator extraordinaire, master organizer and, of course, expert educator. (Source: <http://instructionalcoach.org/about/about-coaching> Resource: <http://effectivestrategies.wiki.caiu.org/Professional+Development>)

SAS Alignment: Instruction

Differentiating Instruction

Description: Empirical validation of differentiated instruction as a package was not found; however, a large number of testimonials and classroom examples of positive effects have been reported. (Sources: Learning Styles:

Concepts and Evidence,
http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf ;
 Learning Styles, http://en.wikipedia.org/wiki/Learning_styles#cite_note-33 ; WWC: Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades, http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf Differentiated Instruction Reexamined, <http://www.hepg.org/hel/article/499>; Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms, <http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf>)

SAS Alignment: Instruction

All teachers will be accountable for consistent application of the Four Domains of Danielson's Framework for Teaching and Student Learning Objectives (SLOs)

Description:

All teachers will apply the four domains of the Danielson's Framework for Teaching. Implementation will be evident in lesson planing; the classroom environment and instructional delivery that is observed and the professional collaboration with colleagues and the school community. Professional support will be provided to staff on identified areas of growth.

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

District technology to support instruction, programming and professional development.

Description:

As the District continues its work in closing the achievement gap among its student population, plans for District technology is crucial to supporting these efforts.

Research shows that at-risk students benefit most from technology that is designed to promote high levels of interactivity and engagement with data and information in multiple forms. Substantial research illustrates that activities supporting many kinds of interactions between learners and the material—including different visualizations of concepts; multiple ways of seeing, hearing, and learning about them; and opportunities to be active in manipulating data, expressing ideas, and other aspects of the learning process—were essential to support learning of lower achieving and other at-risk students.

Professional development in the instructional use of technology is critical to successful implementation of technology in the classrooms. Staff training will include: SKYward SIS, interactive handheld response systems (clickers); eSpark using iPads; interactive whiteboards; academic student software applications; technology for curriculum alignment and data analysis; lesson delivery, teacher evaluation process, IntraWeb features, responsible use of internet resources and online tools such as Quia, Edmodo, and Glogster.

The use of digital tools to enhance professional development practices district wide will provide differentiation for staff to ensure their varying degrees of needs are met. It will also allow a mechanism for collection of staff feedback as to the impact and relevance of staff trainings and experiences.

SAS Alignment: Instruction

Implementation Steps:

Implement culturally relevant teaching and learning strategies in all classrooms.

Description:

District administrators will plan a comprehensive training schedule annually to ensure all teaching and support staff have the knowledge to implement culturally relevant teaching.

Principal observers to the classroom will focus on levels of student engagement and observed trends with an emphasis on culturally responsiveness.

Start Date: 8/1/2019 **End Date:** 6/30/2023

Program Area(s): Professional Education, Teacher Induction, Special Education

Supported Strategies:

- Instructional Coaching: The Principles of Partnership
- Differentiating Instruction

- All teachers will be accountable for consistent application of the Four Domains of Danielson's Framework for Teaching and Student Learning Objectives (SLOs)

Support instructional technology practices K-12.

Description:

As technology is always evolving and emerging, a support system is provided in each building to ensure teachers have the research based tools and applications needed to succeed. Reading and math supports including academic software packages (in-house and web-based) in K-12 have been critical elements of academic support and intervention. Tools such as the District intraweb are being used to enhance staff communication and access to resources while inside or outside the district.

Classroom instruction integrating technology will be evident through classroom walkthroughs and observations.

In addition, the District will support technology instruction with the following:

- Technology deployment equity across all divisions.
- Planned refreshment cycle of equipment and network resource (will be informed by anticipated Oct/Nov 2019 PASBO audit)
- Online professional learning opportunities for staff, administrators, and instructional aides

Start Date: 8/1/2019 **End Date:** 6/30/2023

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Differentiating Instruction
- District technology to support instruction, programming and professional development.

District wide implementation of online assessments.

Description:

Classroom teachers will administer scheduled local, standardized, and common assessments electronically. Successful completion of online

assessments using 21st century skills and tools including keyboarding, online calculators, graphing and other digital resources in grades K-12 to support a District wide implementation of online assessments.

A universal online testing model will facilitate progress monitoring and ensure interventions for at risk students.

Start Date: 8/1/2019 **End Date:** 6/30/2023

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

Supported Strategies:

- District technology to support instruction, programming and professional development.

Provide meeting schedule by department and grade level to analyze assessment data from local and common assessments.

Description:

Department and grade level team agendas delineating the analysis of the common assessment results. In addition, lesson plans will be differentiated to help students meet mastery of standards.

Start Date: 8/1/2019 **End Date:** 6/30/2023

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

Supported Strategies:

- Instructional Coaching: The Principles of Partnership
- Differentiating Instruction

Paraprofessional

Description:

All instructional aides in the District have the opportunity to receive 33+ hours of professional development during Professional Education days. This is beyond the required 20 hours of professional education mandated in Chapter 14 to maintain their highly qualified status. In addition, aides are afforded the opportunities to attend AIU trainings, as well as webinars to meet the individual needs within their assignment. The District also provides on site training from consultants to support training needs in specific disability categories and/or classrooms.

Start Date: 7/1/2019 **End Date:** 6/30/2023

Program Area(s): Professional Education, Special Education

Supported Strategies:

- District technology to support instruction, programming and professional development.

Goal #2: Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

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 staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.
- Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.

Indicators of Effectiveness:

Type: Interim

Data Source: Common and local assessments K-12 (Given three times yearly)

Specific Targets: Local assessment data indicates a 50% growth from beginning of year to end of year.

Type: Annual

Data Source: PSSA data in grades 3-8 and Keystone data

Specific Targets: Each grade level and content area increase 5% as evidenced by PSSA and Keystone data.

Type: Annual

Data Source: PVAAS

Specific Targets: PVAAS data will show a minimum standard of annual growth, and appear, minimally, "green"

Strategies:

Provide comprehensive mental health services to meet the academic, social and emotional needs of students.

Description:

Research states that schoolwide mental health programs improve students' social and emotional well-being and promote academic achievement. The District implements Solution team at the elementary building. This team comprised of administrators, counselors, teachers, instructional coaches and home and school visitors, review data on individual students in need of emotional and academic support. The middle and high school buildings implement an intensive SAP program to develop intervention and support plans to meet the specific needs of failing students.

SAS Alignment: Materials & Resources, Safe and Supportive Schools

Implement Professional Learning Communities to support closing of achievement gap.

Description:

The District will employ the practice of professional learning communities, whereby teams of teachers, in a collaborative effort, will analyze student work and assessment data. During this professional flex time, instructional strategies and specific interventions will be shared to support non proficient students.

SAS Alignment: None selected

Implement Instructional Approaches That Support Inclusion in Diverse, Standards-Based Classrooms

Description:

A District focus on culturally relevant instruction, which encompasses differentiated instructional strategies, will be implemented to meet the diverse academic needs of ALL students . Classroom walkthroughs will monitor the implementation of these instructional approaches to support inclusive education.

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

Implementation Steps:

Develop Alternatives to Suspension programs for each building

Description:

Each individual building will develop a program to provide alternatives to suspending students out of school and/or in school for multiple days. Research shows that high rates of suspension are related to poor school climate and low academic achievement.

Start Date: 9/4/2019 **End Date:** 6/30/2023

Program Area(s): Student Services

Supported Strategies:

- Provide comprehensive mental health services to meet the academic, social and emotional needs of students.

Provide meeting schedule by department and grade level to analyze assessment data from local and common assessments.

Description:

Department and grade level team agendas delineating the analysis of the common assessment results. In addition, lesson plans will be differentiated to help students meet mastery of standards.

Start Date: 8/1/2019 **End Date:** 6/30/2023

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

Supported Strategies:

- Provide comprehensive mental health services to meet the academic, social and emotional needs of students.

Implement culturally relevant teaching and learning strategies in all classrooms.

Description:

District administrators will plan a comprehensive training schedule annually to ensure all teaching and support staff have the knowledge to implement culturally relevant teaching.

Principal observers to the classroom will focus on levels of student engagement and observed trends with an emphasis on culturally responsiveness.

Start Date: 8/1/2019 **End Date:** 6/30/2023

Program Area(s): Professional Education, Teacher Induction, Special Education

Supported Strategies:

- Implement Professional Learning Communities to support closing of achievement gap.

Provide Skyward Parent Access portal training

Description:

Both students and parents will have increased opportunities for communication and access to resources using the Skyward family Access portal where posting of online resources, such as links to electron versions of texts and current updates of student progress can be found. The addition of building kiosks will provide the interactive access necessary for parents and community to locate forms and stay updated with District information. This will enable the District to move towards a paperless implementation of student information.

Start Date: 11/1/2019 **End Date:** 6/30/2023

Program Area(s): Educational Technology

Supported Strategies: None selected

*Paraprofessional***Description:**

All instructional aides in the District have the opportunity to receive 33+ hours of professional development during Professional Education days. This is beyond the required 20 hours of professional education mandated in Chapter 14 to maintain their highly qualified status. In addition, aides are afforded the opportunities to attend AIU trainings , as well as webinars to meet the individual needs within their assignment. The District also provides on site training from consultants to support training needs in speicific disability categories and/or classrooms.

Start Date: 7/1/2019 **End Date:** 6/30/2023

Program Area(s): Professional Education, Special Education

Supported Strategies:

- Implement Instructional Approaches That Support Inclusion in Diverse, Standards-Based Classrooms

Reading

Description:

In the area of reading, the District provides strategic interventions to all students K-12. The interventions are prescriptive based on student needs. All levels, elementary and secondary, have assigned intervention periods for this implementation to take place. The district utilizes research based programs such as ESpark, Imagine Learning, and intervention programs that are aligned with the reading curriculum. The reading instructors, reading specialists, and reading coaches determine the level of reading supports that the students require based on data (i.e., local/state assessment reading assessments) and provide more intensive supports for students who evidence weak reading skills.

Start Date: 7/1/2019 **End Date:** 6/30/2023

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

Supported Strategies:

- Provide comprehensive mental health services to meet the academic, social and emotional needs of students.
- Implement Instructional Approaches That Support Inclusion in Diverse, Standards-Based Classrooms

Behavior Support

Description:

The district will continue to implement the School Wide Positive Behavior Support Plans in the buildings. The consistent implementation across all buildings will be ongoing. The solution/SAP teams in all buildings meet regularly to review and monitor student behavior data.

Special education teachers will receive professional development training in conducting Functional Behavior Assessment (FBA) and in developing Positive Behavior Support Plans (PBSP). Teachers will receive necessary support/ training for successful implementation of Positive Behavior Support Plans.

Additionally, Crisis Prevention Intervention (CPI) training continues to be offered to staff members at Penn Hills School District to help support students with challenging behaviors that have not been resolved with

classroom and school wide behavior management systems, and assist staff in managing potentially disruptive students including research based methods proven to assist in de-escalating a crisis situation.

Start Date: 7/1/2019 **End Date:** 6/30/2023

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Provide comprehensive mental health services to meet the academic, social and emotional needs of students.

Continued Expansion of the District's Cyber Academy program model to meet the diverse needs of students and families.

Description:

The District is implementing the Penn Hills C.H.I.E.F.S Academy to provide a quality online and blended learning opportunity in an effort to bring students back to the Penn Hills School District. The program allows students access to the District's online curriculum at home, while also allowing students the opportunity to participate in District sponsored extra curricular activities and NCAA sanctioned sports. Students enrolled in the program will be taught by District staff; assigned a guidance counselor; availability of a drop in center to receive assistance. Students who complete the program requirements will be awarded a Penn Hills High School diploma and eligible to participate in commencement exercises with their peers.

An Cyber Offline Experience will be provide to the students attending the CHIEFS Cyber Academy. This unique social interaction opportunity is provided for student to stay connected to the Penn Hills School District through direct communication about social events and visits to the drop-in centers during the school day.

Start Date: 7/1/2019 **End Date:** 6/30/2023

Program Area(s): Educational Technology

Supported Strategies: None selected

Goal #3: Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

Related Challenges:

- 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: Interim

Data Source: Professional development evaluations and classroom walkthroughs

Specific Targets: 90% of teaching staff will implement teaching strategies as evidence on the classroom walk throughs/ instructional rounds.

Strategies:

Instructional Coaching: The Principles of Partnership

Description: Kansas Coaching Project: Instructional coaches are on-site professional developers who teach educators how to use proven instructional methods. To be successful in this role, coaches must be skilled in a variety of roles, including public relations guru, communicator extraordinaire, master organizer and, of course, expert educator. (Source: <http://instructionalcoach.org/about/about-coaching> Resource: <http://effectivestrategies.wiki.caiu.org/Professional+Development>)

SAS Alignment: Instruction

Differentiating Instruction

Description: Empirical validation of differentiated instruction as a package was not found; however, a large number of testimonials and classroom examples of positive effects have been reported. (Sources: Learning Styles: Concepts and Evidence, http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf ; Learning Styles, http://en.wikipedia.org/wiki/Learning_styles#cite_note-

[33](#) ; WWC: Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades, http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf Differentiated Instruction Reexamined, <http://www.hepg.org/hel/article/499>; Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms, <http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf>)

SAS Alignment: Instruction

All teachers will be accountable for consistent application of the Four Domains of Danielson's Framework for Teaching and Student Learning Objectives (SLOs)

Description:

All teachers will apply the four domains of the Danielson's Framework for Teaching. Implementation will be evident in lesson planing; the classroom environment and instructional delivery that is observed and the professional collaboration with colleagues and the school community. Professional support will be provided to staff on identified areas of growth.

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

District technology to support instruction, programming and professional development.

Description:

As the District continues its work in closing the achievement gap among its student population, plans for District technology is crucial to supporting these efforts.

Research shows that at-risk students benefit most from technology that is designed to promote high levels of interactivity and engagement with data and information in multiple forms. Substantial research illustrates that activities supporting many kinds of interactions between learners and the material—including different visualizations of concepts; multiple ways of seeing, hearing, and learning about them; and opportunities to be active in manipulating data, expressing ideas, and other aspects of the learning process—were essential to support learning of lower achieving and other at-risk students.

Professional development in the instructional use of technology is critical to successful implementation of technology in the classrooms. Staff training will include: SKYward SIS, interactive handheld response systems (clickers); eSpark using iPads; interactive whiteboards; academic student software applications; technology for curriculum alignment and data analysis; lesson delivery, teacher evaluation process, IntraWeb features, responsible use of internet resources and online tools such as Quia, Edmodo, and Glogster.

The use of digital tools to enhance professional development practices district wide will provide differentiation for staff to ensure their varying degrees of needs are met. It will also allow a mechanism for collection of staff feedback as to the impact and relevance of staff trainings and experiences.

SAS Alignment: Instruction

Implement Professional Learning Communities to support closing of achievement gap.

Description:

The District will employ the practice of professional learning communities, whereby teams of teachers, in a collaborative effort, will analyze student work and assessment data. During this professional flex time, instructional strategies and specific interventions will be shared to support non proficient students.

SAS Alignment: None selected

Implementation Steps:

Develop opportunities for peer coaching through classroom visitations and reflection on teacher practice

Description:

The walk through model will be enhanced and converted to an instructional rounds format. Walk throughs will include the participation of teachers, instructional coaches, and administrators. Initial focus will be on formative assessment, classroom management and student

engagement. Focus will be adjusted annually to address identified deficiencies in curriculum, instruction, assessment, and/or school climate.

Start Date: 9/15/2019 **End Date:** 6/30/2023

Program Area(s): Professional Education

Supported Strategies:

- Instructional Coaching: The Principles of Partnership
- Differentiating Instruction
- Implement Professional Learning Communities to support closing of achievement gap.

Implement culturally relevant teaching and learning strategies in all classrooms.

Description:

District administrators will plan a comprehensive training schedule annually to ensure all teaching and support staff have the knowledge to implement culturally relevant teaching.

Principal observers to the classroom will focus on levels of student engagement and observed trends with an emphasis on culturally responsiveness.

Start Date: 8/1/2019 **End Date:** 6/30/2023

Program Area(s): Professional Education, Teacher Induction, Special Education

Supported Strategies:

- Differentiating Instruction
- All teachers will be accountable for consistent application of the Four Domains of Danielson's Framework for Teaching and Student Learning Objectives (SLOs)
- Implement Professional Learning Communities to support closing of achievement gap.

Support instructional technology practices K-12.

Description:

As technology is always evolving and emerging, a support system is provided in each building to ensure teachers have the research based tools and applications needed to succeed. Reading and math supports including academic software packages (in-house and web-based) in K-12 have been critical elements of academic support and intervention. Tools such as the District intraweb are being used to enhance staff communication and access to resources while inside or outside the district.

Classroom instruction integrating technology will be evident through classroom walkthroughs and observations.

In addition, the District will support technology instruction with the following:

- Technology deployment equity across all divisions.
- Planned refreshment cycle of equipment and network resource (will be informed by anticipated Oct/Nov 2019 PASBO audit)
- Online professional learning opportunities for staff, administrators, and instructional aides

Start Date: 8/1/2019 **End Date:** 6/30/2023

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Differentiating Instruction
- District technology to support instruction, programming and professional development.

*Autism***Description:**

The District will continue to support all inclusion teams, specifically in the area of autism. Currently special education students in grades K-4 are provided technical support from the PATTAN and the AIU consultants. The strategies gained through this program continue to be implemented as the students advance in grade level. It is of notable mention that the Penn Hills School District has been providing professional development in the area of autism for the past ten years. Because of the high quality programming that is offered at the District, there has been an increase in the number of students enrolled by parents moving in to the district for these services.

Start Date: 7/1/2019 **End Date:** 6/30/2023

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

Supported Strategies:

- Instructional Coaching: The Principles of Partnership
- District technology to support instruction, programming and professional development.

Goal #4: Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

Related Challenges:

- 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 barriers to student learning are addressed in order to increase student achievement and graduation rates.
- 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.
- Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to teachers and students.

Indicators of Effectiveness:

Type: Annual

Data Source: PSSA, Keystone, PVAAS, Advanced Placement scores

Specific Targets: PSSA, Keystone: Proficiency rates will increase by 5% minimum for All students + subgroups.

PVAAS: Annual and 3-year trend data will, minimally, appear "green".

AP: The number of students earning a minimum 2 score will increase annually by 5%.

Strategies:

Differentiating Instruction

Description: Empirical validation of differentiated instruction as a package was not found; however, a large number of testimonials and classroom examples of positive effects have been reported. (Sources: Learning Styles: Concepts and Evidence, http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf ; Learning Styles, http://en.wikipedia.org/wiki/Learning_styles#cite_note-33 ; WWC: Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades, http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf Differentiated Instruction Reexamined, <http://www.hepg.org/hel/article/499>; Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms, <http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf>)

SAS Alignment: Instruction

Implement Instructional Approaches That Support Inclusion in Diverse, Standards-Based Classrooms

Description:

A District focus on culturally relevant instruction, which encompasses differentiated instructional strategies, will be implemented to meet the diverse academic needs of ALL students . Classroom walkthroughs will monitor the implementation of these instructional approaches to support inclusive education.

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

Implementation Steps:

K-12 Curriculum Audits in English, Math, and Science

Description:

In accordance with the District's Financial Recovery Plan, K-12 curriculum audits will be facilitated through the assistance of an outside consultant, in order to reduce the likelihood of subjectivity and/or bias.

Initial focus will include Math, ELA, and Science. This curriculum work will be in conjunction with established/ongoing diversity and equity review of ELA District curriculum.

Allegheny Intermediate Unit 3 will play a role in the audit, which will be funded by Ready to Learn grant proceeds.

Start Date: 10/15/2019 **End Date:** 6/30/2023

Program Area(s): Professional Education, Special Education

Supported Strategies: None selected

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 for a minimum of 28 days.

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.

No signature has been provided

Board President

No signature has been provided

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 Erin Vecchio on 5/1/2019

Board President

Affirmed by Nancy Hines on 4/30/2019

Superintendent/Chief Executive Officer